



*Preschool English Learners
Principles and Practices to
Promote Language, Literacy, and
Learning*

A Resource Guide, Second Edition

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**Chapter 7:
English Learners with
Disabilities or Other Special
Needs**

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Language Disorder Versus a Language Difference

Language Disorder

- An inability to understand and process language either expressively or receptively (Tompkins, 2002, p. 64, *PEL, 2nd edition*).



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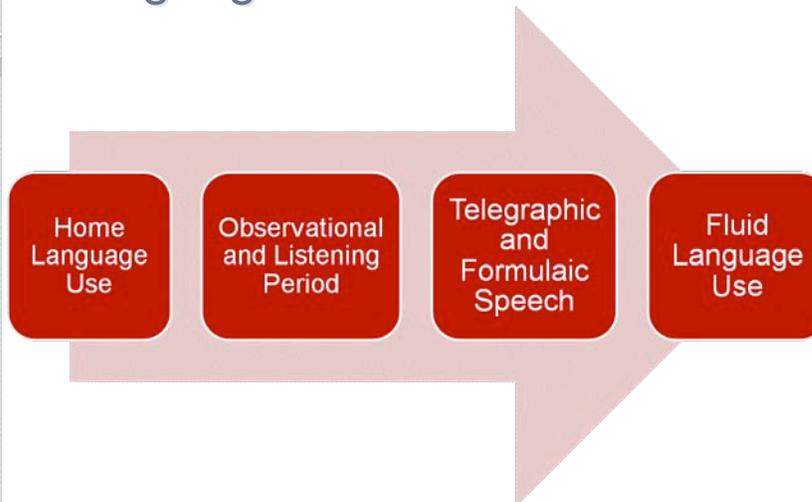
Language Disorder Versus a Language Difference

Language Difference

- A difference in understanding and using a language that is influenced by a child's linguistic and cultural experiences with a first language (Roseberry-McKibbin 2002) or with a variant of the standard language (Hirsh-Pasek, Kochanoff, and Newcombe 2005), is not an indication of a language disorder (p. 64, *PEL, 2nd edition*).

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Stages of Learning a Second Language



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Behaviors Demonstrated by English Learners and Children with Disabilities

- Speaks infrequently
- Speaks excessively
- Refuses to answer questions
- Confuses similar sounding words
- Is unable to tell or retell stories

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Behaviors Demonstrated by English Learners and Children with Disabilities

- Has poor recall
- Uses poor pronunciation
- Uses poor syntax and grammar
- Does not volunteer information

Behaviors p. 64	Stages			
	Uses home language	Observation and listening period	Telegraphic and formulaic speech	Fluid language use
Speaks infrequently				
Speaks excessively				
Refuses to answer questions				
Confuses similar sounding words				
Is unable to tell or retell stories				
Has poor recall				
Uses poor pronunciation				
Uses poor syntax and grammar				
Does not volunteer information				

	T or F
1. Children with disabilities are not capable of being bilingual.	
2. Bilingualism is a cause of delays or disabilities.	
3. Young children learning more than one language will have delayed language acquisition.	
4. A child with a disability will be confused by being exposed to more than one language	
5. It does not matter what language is used for assessment.	
6. Children who are bilingual and have a disability will be better off in a setting where they only hear English.	
7. Children with disabilities who are bilingual do better if they are in a setting with only other children with disabilities.	
8. Many of the principles and practices in this guide apply to children with disabilities who are learning English.	
9. It is not necessary to get information about the child's use of language from family members; it will probably not be accurate anyway.	

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Identify concern	Individual differences influencing the behavior (knowledge base, stage in language learning, temperament, etc.)	Cultural differences (practices) influencing behavior
Speaks infrequently	Is a 'watcher' Not much language at home	Speaking up is not valued
Speaks excessively	High energy Verbal family	Dialogue is energetic
Refuses to answer questions	Low self-esteem, not confident	It is not polite to ask and answer questions
Confuses similar sounding words		
Is unable to tell or retell stories	Prefers action Not much exposure to stories	Only certain people tell stories

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Identify concern	<u>Individual differences</u> influencing the behavior (knowledge base, stage in language learning, temperament, etc.)	<u>Cultural differences</u> (practices) influencing behavior
Has poor recall		What is important to remember might not be what is expected in the classroom
Uses poor pronunciation	Articulation is slightly delayed for age, but improving	Is not used to speaking
Uses poor syntax and grammar	Not much exposure to language, or exposure to poor syntax and grammar	Experiences different kinds of dialogue and language use at home
Does not volunteer information	Quiet temperament	It is not polite to speak unless spoken to