

English Learner: Difference or Disability? Resources for Districts

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*Clickable links on this document can be found on the digital version, housed on the workshop website: www.DifferenceOrDisability.Weebly.com

Documents:

1. [Big Ideas When Considering a Special Education Evaluation of an English Learner](#), Oakland Schools
2. [ELL Toolkit, Chapter 6, by OCR/DO](#), Office of English Language Acquisition
3. [Guidance Handbook for Educators of English Learners with Suspected Disabilities](#), Michigan Department of Education

Books:

1. [Seven Steps to Separating Difference from Disability](#) by Dr. Catherine Collier
2. [Workbook: Separating Difference from Disability](#) by Dr. Catherine Collier
3. [English Language Learners: Differentiating Between Language Acquisition and Learning Disabilities](#) by J. Klingner & A. Eppolito

Digital Resources:

1. [IDEA http://idea.ed.gov/](http://idea.ed.gov/)
2. [LDE Emotional Disturbance http://tinyurl.com/hwj8xnw](http://tinyurl.com/hwj8xnw)
3. [LD Online http://www.ldonline.org/ldbasics/signs](http://www.ldonline.org/ldbasics/signs)
4. [Parent Center Hub http://www.parentcenterhub.org/repository/intellectual/](http://www.parentcenterhub.org/repository/intellectual/)

Information Gathering Tools:

- MDE *Guidance for ELs with Suspected Disabilities* TOOLS:
 - **Tool 1:** Student Background Checklist (pg. 75)
 - **Tool 2:** Parent or Caregiver Interview Questions (pg. 78)
 - **Tool 3:** Consideration for Evaluating ELs (pg. 81)
 - Child Find (appendix A)
- Oakland Schools *Guidance: Big Ideas When Considering a Special Education Evaluation of an English Learner* TOOLS:
 - Socio-cultural History Example 1 (pg. 21)
 - Socio-cultural History Example 2 (pg. 23)
 - Language Survey Matrix (pg. 28)

- Summary of Previous School Education (pg. 35)
- *Separating Difference from Disability Workbook* 2015 edition (Collier)
TOOLS:
 - Learning Disabilities Issues among Culturally and Linguistically Diverse Learners (pg. 37)
 - Exceptionality Considerations (pg. 43)

Documenting Support:

- *Separating Difference from Disability Workbook* 2015 edition (Collier)
TOOLS:
 - Acculturation Quick Screen (pg. 76)
 - Resilience Checklist (pg. 85)
 - Cognitive Learning Style Activity (pg. 83)

Instructional Intervention and Differentiated Instruction:

- *MDE Guidance for ELs with Suspected Disabilities* TOOLS:
 - **Tool 4:** Curriculum and Instruction Checklist (pg. 88)
- Oakland Schools Guidance: *Big Ideas When Considering a Special Education Evaluation of an English Learner* TOOLS:
 - Instructional Variables Checklist (pg. 37)
- *Separating Difference from Disability Workbook* 2015 edition (Collier)
TOOLS:
 - FLOSEM (Foreign Language Oral Skills Evaluation Matrix) (pg. 109)
 - SOLOM (Student Oral Language Observation Matrix) (pg. 111)

Intensive Intervention and Progress Monitoring

- *MDE Guidance for ELs with Suspected Disabilities* TOOLS:
 - MDE MTSS website www.michigan.gov/mtss
- Oakland Schools Guidance: *Big Ideas When Considering a Special Education Evaluation of an English Learner* TOOLS:
 - Formerly Limited English Proficient Key Decision Points (pg. 39)
- *OELA ELL Toolkit: Chapter 6* TOOLS:
 - Tool #5: Selecting Appropriate Accommodations for Students with Disabilities
- *Separating Difference from Disability Workbook* 2015 edition (Collier)
TOOLS:
 - Classroom Language Interaction Checklist (pg. 134)

- Frame for Progress Monitoring of Specific Tasks (pg. 138)
- Frame for PEARL (pg. 140)
- Formative Checklists for Monitoring English Language Proficiency (pg. 141)
- Instructional Intervention Planning & Review Form (pg. 156)

Tools to Aid in Recommending Resolution or Referral:

- MDE *Guidance for ELs with Suspected Disabilities* Tools:
 - **Tool 3:** Considerations for Evaluating ELs (pg. 83)
 - Child Find (appendix A)
 - Michigan Procedures (Appendix B)
- *OELA ELL Toolkit: Chapter 6* TOOLS:
 - Tool #2: Considering the Influence of Language Differences and Disabilities on Learning Behaviors
- *Separating Difference from Disability Workbook* 2015 edition (Collier) TOOLS:
 - Checklist for Referral of EL Students to Special Education (pg. 189)
 - Test Evaluation Checklist (pg. 192)
 - Checklist for Cross-cultural Administration of Standardized Tests (pg. 196)