
Differentiation Instruction for English Language Learners with Learning Disabilities: Strategies and Planning

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K-w-l Chart

Topic: Interventions

What I know:

What I want to learn:

What I learned:

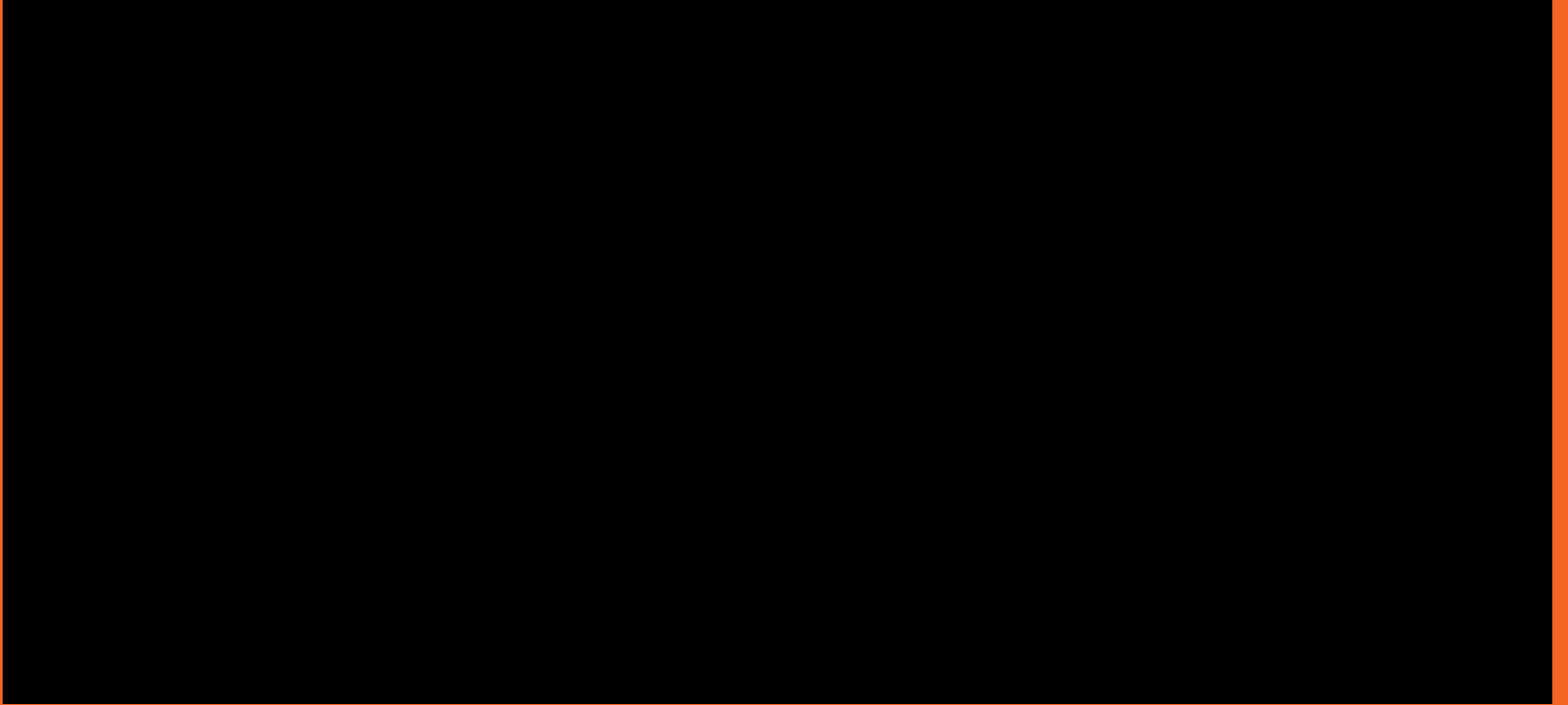
Who is a Student with a Learning Disability?

A specific learning disability is defined as a disorder in one or more of the basic learning processes involved in ***understanding or in using language, spoken or written***, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics. Associated conditions may include, but are not limited to, dyslexia, dyscalculia, dysgraphia, or developmental aphasia. A specific learning disability does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional/behavioral disability, **limited English proficiency**, or environmental, cultural, or economic factors

(Florida Department of Education)



Meet Moises



English language learners with LD, will demonstrate the following

- oral language delay or disability in the native language

- difficulty developing literacy skills in the native language (assuming adequate instruction in the native language).

- family history of reading difficulties or other

- specific language weaknesses, such as poor phonemic awareness, in the native language as well as in English.

- The child has had research-based, high-quality reading intervention designed for English language learners, and still is not making adequate progress relative to other, similar English language learners

Reading Disability / Dyslexia: structured and systematic phonics instruction

- Segmenting/ Blending
- Rhyming
- Syllabic patterns

Writing Disability / Dysgraphia:

- Graphic organizers
- Pencil grips
- Wide lined paper
- puzzles

Auditory / ADHD

- explicit instruction in comprehension
- Visual aids

Possible Interventions

Working Memory and Learning
(Dr. B. Wexler, Yale School of Medicine)



Movement & Learning:

- Kinesthetic learning
- Manipulative

Whole Brain Teaching Rules:

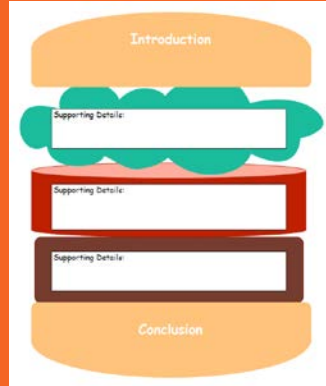
- Class Class
- Classroom rules
 - a) Follow the rules promptly
 - b) Raise your hand for permission to speak
 - c) Raise your hand for permission to leave your seat
 - d) Make smart choices
 - e) Make your dear teacher happy



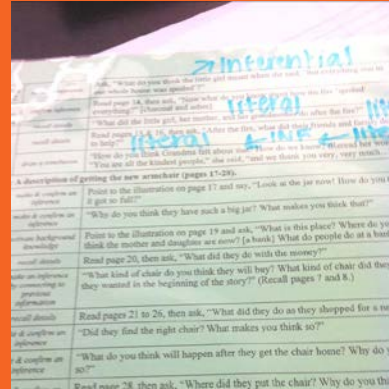
ADHD / Processing Disorder / Fidgety Behaviors



Bouncy bands



Graphic Organizer

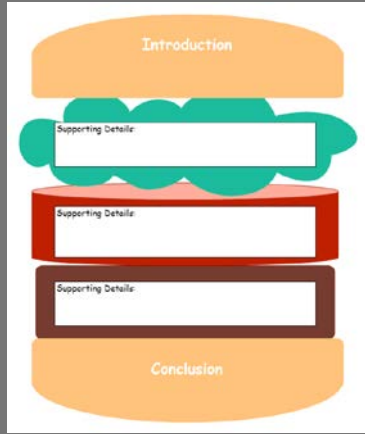


Paper sleeve



Sequencing rings

Reading Disability / Dyslexia (other)



Graphic organizer



Reading Strip



Paper Sleeve



Highlighted Vowels

Segmenting and Blending



The Issue of Misidentification: Learning Disability or Language Acquisition?

Criterion based on RTI:

1. Failure to meet age or grade level state standards - with evidence of appropriate instruction.
2. Lack of sufficient progress in Response to Intervention
3. Underachievement is not due to a lack of appropriate instruction in reading and math.
4. Documented student performance and observations in the areas of difficulty.



Technology Tools!

Technology Tools

Writing disabilities

- [Podcast](#)
- [Educreations](#)
- [Powtoons](#)
- [Tagul](#)

Speech Language Disorder / ADHD

- [Powtoons](#)
- [Kahoot](#)
- [Socrative](#)
- [Comic Life app](#)
- [Tagul](#)
- [Tellegami](#)

Reading Disability

- ER Web 2.0 Tool
- Speech to Text
- [Aurasma](#)

Questions? Contact Us:

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Technology Tools



RTI resources



Presentation

