

Application Activity:
Identifying a Language Difference versus Disorder in DLL Students

Presenter: Courtney Seidel, M.S., CCC-SLP

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Directions: Identify a “case study” student and progress through the red flags. Do not proceed to the further considerations until day 2.

INITIAL CONSIDERATIONS

1) Which **red flags**, if any, apply to your case study student?

GLOBAL CONSIDERATIONS

2) What **stage of language acquisition** would you presume the student is in? Why?

3) What are the student’s **ACCESS scores**? Interpret their performance. How should the team adjust their expectations of classroom performance?

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INDIVIDUAL CONSIDERATIONS

- 4) Review and prepare the [Can Do Descriptors](#) as they apply to this student. How do the descriptors compare to their ACCESS scores and concerns noted?

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- 5) Self-Assessment & Reflection for Future Growth:

- Am I able to identify red flags for language disorders in the DLL population?

- Do I feel confident documenting concerns that indicate the need for a language evaluation?

- Do I understand how SPED/DLL staff will collaborate during a special education referral and evaluation?

- Can I identify my role in the evaluation/IEP process?

- 6) Team/District Needs Assessment:

- What are strengths of our team as they apply to the evaluation of DLL students for special education?

- What areas does our group need to address in the future in order to better serve DLL students who are referred to special education?
- What TOOLS does our team currently have for differentiating a difference from a disorder?
- What TOOLS does our team NEED in order to differentiate a difference from a disorder?

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- How are DLL staff and special education staff working together to support DLLs?