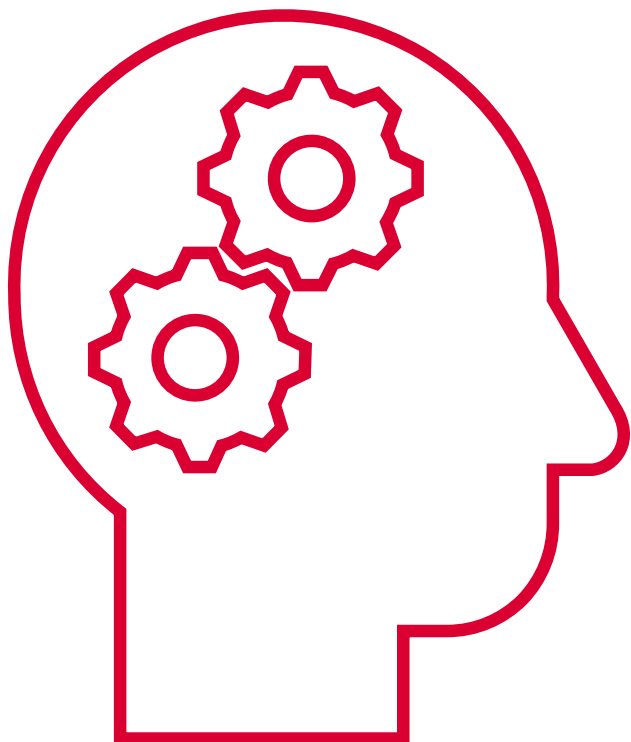


This resource is designed for **all teachers** who work with English Learners with Disabilities (ELWD).

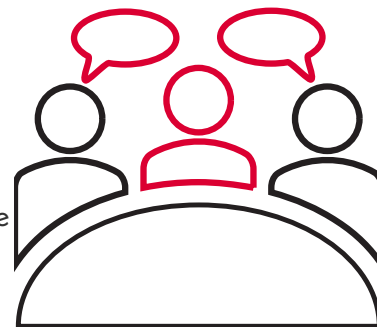
MAKE INSTRUCTION AND ASSESSMENT MULTIMODAL AND COMPREHENSIBLE

- Incorporate and train students on the use of accessibility tools, assistive technologies, and alternative communication devices supportive of the student's specific disability/ies.
- Use multiple, concrete representations of concepts and models to supplement verbal and written directions and instruction.
- Use (and encourage students to use) motion (e.g., culturally appropriate gestures or facial expressions) to support understanding and retention of new concepts and key terms.
- Post visual displays to cue memory and support written language.
- Embed lined or graph paper within tasks.
- Use graphic organizers and semantic mapping to help students connect their ideas (e.g., mind maps and Venn Diagrams).



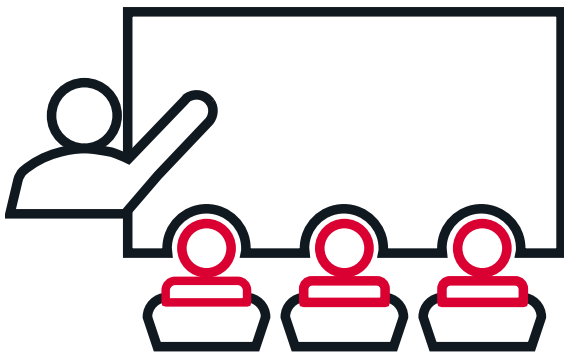
SUPPORT LANGUAGE DEVELOPMENT

- Establish targets that address both content and connected language to support students in comparing, sequencing, justifying, explaining their thinking, etc.
- Guide practice with models and work exemplars, (e.g., sentence/paragraph frames, mentor texts).
- Create and interact with word walls and process and skill anchor charts, both teacher and student-generated to support content and language skills (e.g., solved mathematical problems with labels). Include students' primary languages when feasible and appropriate.
- Use repetition and reiteration (to practice rhythm, tone, pitch, volume).
- Emphasize communicative effort rather than appropriateness of form or format.
- Recast student's ideas for corrective feedback.
- Try the Language Experience Approach to build speaking and writing skills (e.g., student shares ideas verbally or through art; teacher scribes or provides verbal prompts; teacher models how to express those ideas through writing or speaking and how to add details as needed).
- Provide ample opportunities to talk with both adults and peers and to receive ongoing feedback and encouragement. When providing feedback for language development, focus on one skill at a time and ensure all feedback connects to the explicit objective for the task (e.g., using comparative language).
- Present vocabulary thematically and within a meaningful context and offer opportunities for dramatic play or academic discourse to practice the new language.



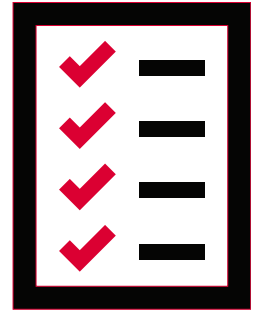
PROVIDE DIRECT INSTRUCTION AND MAKE EXPECTATIONS CLEAR

- Introduce materials and expectations.
- Unpack learning objectives (content and language) and remind students of those objectives throughout the lesson.
- Provide direct, systematic and explicit instruction, especially when focused on foundation skills of reading (e.g., apply a Science of Reading approach).
- Explicitly teach cognitive processes, reading comprehension strategies, and new vocabulary to support conceptual understanding (e.g., “think-alouds,” reading questions prior to reading passages).
- Frequently explain and model the use of tips and tools to stay organized and on track (e.g., text tracking, note-taking, annotating text).
- Highlight patterns, critical features, text structures, big ideas, and relationships.
- Establish communication protocols and guidelines.
- Provide sentence starters for communication of strategies, processes, and thinking.
- Match intensity of instruction to the intensity of learning and behavioral needs.
- Offer frequent summaries and ask students to summarize in their own words verbally and in writing when appropriate.



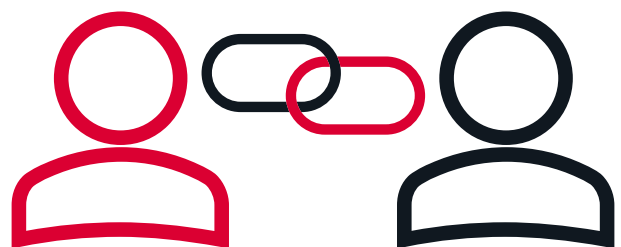
VARY TEACHING STRATEGIES AND APPROACHES

- Offer varied practice opportunities and means of expression/response methods (e.g., pictorial representations or manipulatives for students who are nonverbal; choral responses).
- Incorporate cooperative structures for meaningful student collaboration and monitor interactions.
- Use strategies to support student engagement and academic discourse (e.g., talk moves such as adding a new idea or supporting a peer’s idea).
- Use flexible grouping of students based on common learning goals and needs.



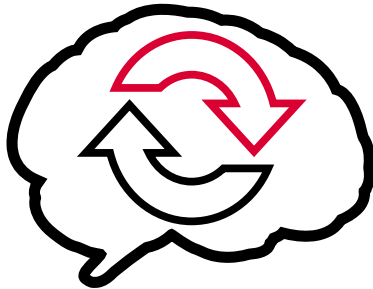
CONSIDER AND CONNECT TO STUDENTS’ BACKGROUNDS

- Facilitate opportunities for students to share ideas in both primary language and English.
- Remind students of what they already know to activate background knowledge or brainstorm to supply background knowledge.
- Craft concrete, meaningful tasks and prompts that connect with students’ lives, responsibilities, and familiar content.
- Teach students how to apply learning to other contexts and outside of school.
- Optimize student choice, autonomy, and agency.
- Guide goal-setting and progress for academics and behaviors with checklists and rubrics.



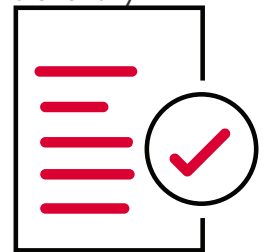
REDUCE COGNITIVE LOAD AND ALLOW PROCESSING TIME

- Prime/ Preview materials.
- Incorporate primary language supports when feasible and appropriate.
- Provide audio and read-alouds as appropriate.
- Allow time for processing or give wait time before asking students to respond.
- Provide flexible time frames for completing tasks.
- Make sure instructional materials match student ability, decoding skills, and proficiency level.
- Highlight/bold essential content and emphasize key terms verbally with slight exaggeration.
- Connect technical terms to familiar vocabulary.
- Break tasks and prompts into smaller sections or consider organizing the text using points.
- Use simple sentences and include only details needed to complete the task.
- Minimize the number of questions that address the same skill or concept.
- Reduce visual clutter and provide structured workspace or space for notes.
- Add additional notes (e.g., simple definitions or synonyms) to text in anticipation of confusion/to act as a mediator between the student and text (aka marginal glossing).



PROMOTE AND REINFORCE EXPECTED CLASSROOM BEHAVIOR

- Keep in mind that certain behaviors and ways of thinking and interacting are culturally influenced.
- Communicate with students and families about the best ways to honor the students' expected behaviors at home and work to become a member of the class community given any new rules. Also discuss appropriate ways to address concerns.
- Maintain consistency with rules and consequences.
- Reprimand privately and provide explicit information about expectations.
- Give choice in lieu of demands.
- Refer to expectations and rationale for any reprimand, without arguing.
- Maintain proximity.
- Provide clear and concise feedback verbally and nonverbally.
- Identify student preferences for reinforcement and feedback. Use those motivating strategies to keep the student on track. Praise (e.g., "Thank you for _." Or, "I appreciate how [name] is _.") is typically a good place to start, but may not be effective for all students.
- Teach expectations and social skills through role plays and guided practice (e.g., self-regulation and monitoring, active listening, cooperating, contributing for discussions) with opportunities for frequent practice and reinforcement.
- Provide tools and tips for attention and stress management.



EXPLORE ADDITIONAL REFERENCES AND RESOURCES FOR DEEPER LEARNING

[ALTELLA Classroom Observation Protocol](#) (University of Wisconsin-Madison)
[Assistive Technology Consideration Guide](#) (VDOE/TTAC)
[EL Teacher Toolkit](#) (VDOE)
[English Language Learners with Learning Disabilities](#) (Colorado Colorado)
[High Leverage Practices in Special Education](#)

[English Learners with Special Needs Meetings](#) (National Clearinghouse for English Language Acquisition)
[High Leverage Practices](#) (The Iris Center at Vanderbilt University's Peabody College)
[Providing ELLs with Disabilities with Access to Complex Language](#) (WIDA Focus Bulletin, 2017)
[Supporting World Language Learning for Students with Disabilities](#) (VDOE)
[Universal Design for Learning: A Teacher's Guide](#) (Cornell University)