Application Activity:
Identifying a Language Difference versus Disorder in DLL Students
Presenter: Courtney Seidel, M.S., CCC-SLP
cseidel3@wisc.edu

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?

Application Activity:
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?

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?

    Application Activity:
    Identifying a Language Difference versus Disorder in DLL Students
    Presenter: Courtney Seidel, M.S., CCC-SLP
    cseidel3@wisc.edu

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