

## Diversity within Second Language Learners

Available Anytime between Nov. 8-Dec. 15!

### Learning Outcomes:

As a result of this seminar, participants will be able to:

1. Identify two or more common misconceptions about language acquisition and language development for the ELL population
2. Identify cultural and language issues in the educational setting as well as standardized assessment practices
3. Identify appropriate practices and tools as well as limitations with regard to assessment for learning disabilities within the linguistically diverse student population

### Time Ordered Agenda:

- 10 min.** – Introduction to English Language Learners and Language Development: common misconceptions, and factors to be considered when supporting ELL in multiple educational settings
- 20 min.** - Support of English Language Learners: Cultural and Language Loading across settings, with special focus on assessment practices
- 20 min.** – Assessment Specifics: most appropriate practices and tools for assessing the linguistically-diverse student population
- 10 min.** – Conclusion: review of resources and recommendations

School psychologists and other school professionals are expected to evaluate students from increasingly diverse cultural and linguistic backgrounds. Students from diverse language backgrounds, especially those in the process of learning English, present with similar learning challenges as those who are suspected of having learning disabilities. School professionals are faced with unique challenges when meeting the needs of these students including several common misconceptions among professionals regarding language learning and associated cultural issues. Assessment practices, tools and procedures that assist in distinguishing between learning differences and learning disabilities within the English Language Learner (ELL) population will be discussed.

### Presenter:

#### Jennifer Horos, MS, EdS, NCSP

Jennifer Horos is a Nationally Certified Bilingual School Psychologist currently serving students in a dual-immersion public school in Marin County California. Her responsibilities include psycho-educational evaluations, consultation, behavioral assessment and intervention, school-based counseling, parent education, and professional development.

### Disclosure Statement:

Jennifer Horos is an employee of The Stepping Stones Group. There is no other relevant financial or nonfinancial relationships.

### NASP CPD Provider:

*This course is offered for 1 hour of continuing professional development.*