

Screening Dual Language Learners

PLANNING AND IMPLEMENTATION WORKSHEET

This worksheet is designed for EHS/HS teams to use so that their screening process provides the best possible results for all children, including Dual Language Learners.

| Task | People | Timeline | Lessons Learned for Next Time |
|---|--------|----------|-------------------------------|
| PLANNING | | | |
| 1. Form a team to plan, implement, and oversee the screening process. Members might include Education Manager, Disabilities Manager, Teachers, Family Engagement Staff, etc. | | | |
| 2. Develop a screening process to include <ol style="list-style-type: none"> a. Methods for engaging families | | | |
| <ol style="list-style-type: none"> b. Methods for focusing on each child's unique developmental circumstances by <ul style="list-style-type: none"> * Providing clear guidance on how to screen dual language learners * Including specific plans for children for whom there are no valid and reliable instruments | | | |
| <ol style="list-style-type: none"> c. Provide clear direction on how to conduct the screening process and specific practice on working with families and partners | | | |

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| IMPLEMENTATION | | | |
| 3. When there are no valid and reliable instruments, document the process for obtaining high-quality information on what the child can and cannot do. Always include family reports [45 CFR 1307.2] and two or more of the following: <ul style="list-style-type: none"> • structured observations • checklist • staff reports • portfolio records • work samples | | | |
| 4. Plan to screen children in their home language and in English to ensure they can demonstrate their knowledge, skills, and abilities in either language, including their home language | | | |
| 5. Document why specific approaches were selected | | | |

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| IMPLEMENTATION | | | |
| 6. Ensure that individuals conducting alternative screenings are skilled in collecting, selecting, and connecting pertinent information needed to confirm that a child has been appropriately screened | | | |
| 7. Share results with families and develop joint plans to support their children to move forward, including decisions about formal evaluations | | | |
| 8. Evaluate each screening process and practice, and make adjustments according to what you learn | | | |