



DEC's monograph series offers rich resources for use in coursework, training, technical assistance, and other forms of professional

development. Each monograph is organized around a current theme related to supporting young children of diverse abilities and their families. For example, Young Exceptional Children Monograph Series No. 14 is *Supporting Young Children who are Dual Language Learners with or at-risk for Disabilities*. Inside each monograph are articles on evidence-based practices, individual perspectives, and exciting new perspectives, all followed by a section of high-quality, no/low cost resources (Resources Within Reason) on the same topic.

# Young Exceptional Children Monograph Series No. 14




Here are some examples of how any professional development provider, faculty, or trainer could use resources found within YEC Monograph No. 14 to support knowledge acquisition and knowledge application in a course or presentation.




**"Differentiating Language Difference versus Language Impairment in Young Dual Language Learners"** by Elizabeth Peña, Lisa Bedore, and Li Sheng

- Discuss the article (in person or online)**
- What are three things that you learned?
  - What implications does this article have for working with children and/or classroom practices?
  - What is one thing you would like to do or change after reading this article?



**"Recognition and Response for Dual Language Learners: Instructional Adaptations for Young Dual Language Learners"** by Dore LaForett, Angel Fettig, Ellen Peisner-Feinberg, and Virginia Buysse

- Discuss the article (in person or online)**
- How does an RTI approach such as recognition and response support dual language learners?
  - What are some key instructional adaptation strategies that can be used in a tiered instructional approach to support dual language learners?
  - As the RTI approach continues to gain attention in the field of early childhood special education, what are the implications for practitioners who work with dual language learners?



**"Voices from the Field: Families of Dual Language Learners"** by Gregory Cheatham, Lillian Duran, and Joo Young Hong

### Interviews

- Interview a dual language speaker who has been in the United States for a significant amount of time (two or more generations). How do his or her views about maintaining a home language and/or learning English compare with the views offered in the article?
- Interview a recent immigrant who is a dual language speaker. How do his or her views about maintaining a home language and/or learning English compare with the views offered in the article?
- Share (in person or online) findings and discuss how they align with or diverge from the ideas offered in the article.



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