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Partners in Early Learning

The California Department of Education (CDE) was given the authority in the 2021 Budget Bill to revise the Preschool Learning Foundations which will now be known as the *California Preschool/Transitional Kindergarten Learning Foundations* (PTKLF). The California Department of Social Services (CDSS) is developing implementation materials and professional development. This partnership benefits all children regardless of funding sources.



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Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)

Chapter 7: English Learners with Disabilities or Other Special Needs



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Training Outcomes

- Become familiar with the terminology necessary for supporting children with Individualized Education Programs (IEP) who are learning English as an additional language
- Raise awareness of varying cultural experiences with regard to special education.
- Become familiar with the resources to support children with an IEP who are learning English as a second language

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Children with Disabilities and Developmental Differences

Children may have developmental differences that impact the path and pace at which they learn different aspects of language and the ways they demonstrate their knowledge.

Example: Some may understand the language but may not speak



Source: CDE, CA PTKLF: Language and Literacy Development (LLD), 2024, 12

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Cultural and Linguistic Assets

When the home language and culture are viewed as assets and resources, it becomes the foundation for enhanced learning.

Source: California Department of Education (CDE), California Preschool Curriculum Framework (PCF), Vol. 1, 185



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Partners

Principle 8

Coordination and collaboration among families, teachers, and specialists become crucial in supporting the language and literacy development of children with disabilities or other special needs.

Source: CDE, PEL Resource Guide, 69

Overarching Principle

Family and community partnerships create meaningful connections.

Source: CDE, PCF, Vol. 1, 7

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Access to Regular Preschool Activities: The Law

- i. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled.
- ii. ...removal of children with disabilities from the regular educational environments occurs only if the nature or severity of the disability is such that education in regular classes...cannot be achieved satisfactorily (this includes preschool).

§ 300.114 (a)(2) Preschool Least Restrictive Environment (LRE)

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Language Disorder or Language Difference



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Children with disabilities can learn more than one language!

Similar to their typically developing peers, children with disabilities who are multilingual learners may:

- Learn multiple languages and should be able to maintain their home language while also learning English.
- Need both languages to develop and communicate effectively in all their environments.
- Require individualized supports in their home language, in English, in sign language, or in other ways to help them learn and communicate effectively

Source: CDE, PEL Resource Guide, 2009, 66

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Scaffolding Strategies...Making Preschool Accessible

- Learning Through Everyday Routines and Interactions
- Setting Up Environments and Materials
- Planning Instructional Activities
- Opportunities for Home Connections

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Early Warning Signs for 3 to 5 Year Olds



Differences across bilingual and monolingual children should not be interpreted as delay but rather a distinct developmental pattern linked to experience in each language.

Source: CDE, California's Best Practices for Young Dual Language Learners: Research Overview Papers, 2013, 15

- Shows difficulty following simple directions in either language
- Exhibits immature speech and language in both languages

Source: Dunlap, L. L. (2009), McLaughlin, S. (2006), Hamaguchi (2001), CDE brochure

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Interview of Fred Genesee



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Key Points

Multilingual learners with and without disabilities can begin to understand a new concept or gain a deeper understanding of a familiar concept when a variety of scaffolding strategies are used to support their learning.



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Scaffolds to Language Video



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Videos to embed and share

- **Teaching At The Beginning Videos**
– <https://www.youtube.com/@TeachatbOrg>

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What have we learned?

- What is one new fact you learned?
- What is a new perspective you pondered?
- What questions are you mulling over now?
- How will you further this information?



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Thank you!



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