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Making Content Comprehensible for Elementary English Learners

The SIOP[®] Model

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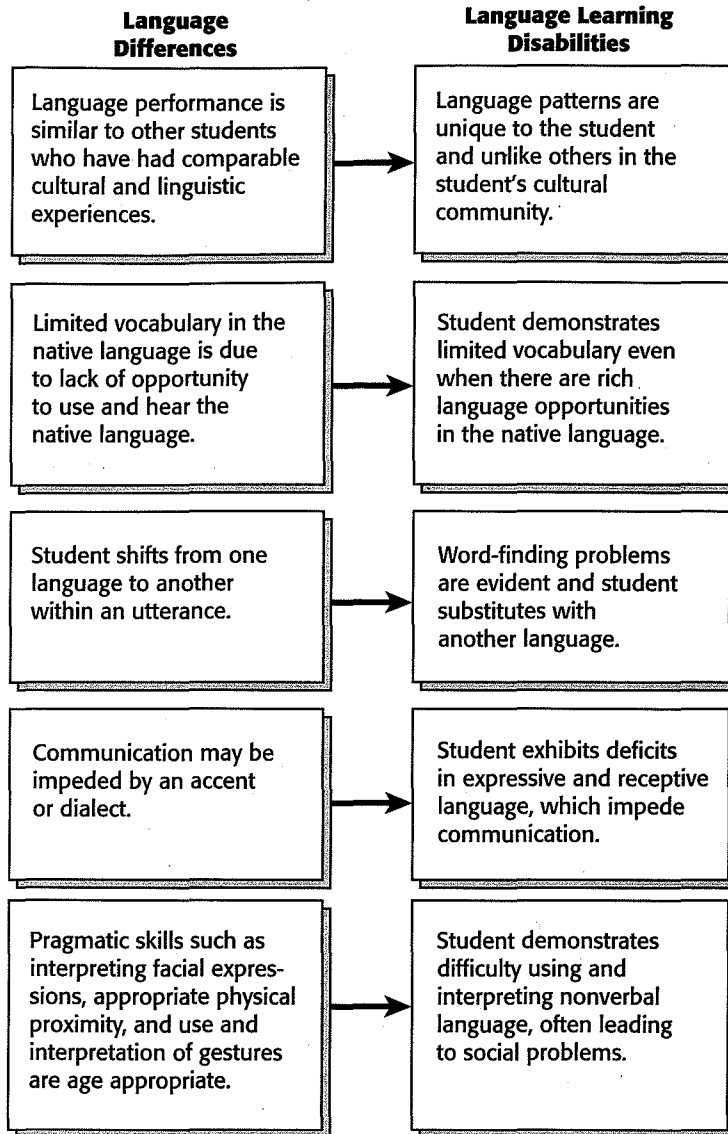


FIGURE 10.1 Causes of Confusion in Assessing Students with Language Differences and/or Language Learning Disabilities

learning disability (Klinger & Harry, 2006; Lesaux & Geva, 2006). The distinctions can be fairly subtle, as you can see in Figure 10.1. The subjectivity of identification is exacerbated because mild to moderate disabilities do not have a clear biological cause, prompting some to argue that the disabilities themselves are socially constructed (Barnes, Mercer, & Shakespeare, 1999). What is considered “normal” is influenced by a number of factors, including culture, age, community practice, point in history, and school expectations. The labels associated with mild disabilities are assigned arbitrarily and are subject to extreme variability in identification rates. American Indians/Alaskan Native children are about one and a half times more likely to be identified as having learning disabilities than the rest of the population, while Asian/Pacific Islanders are much less likely to receive an LD label (Office of Special Education Services Programs, 2002).