Also, consider collaborating with ESL personnel on linguistic accommodations, which might be different for accommodations and modifications with students with disabilities.

With English Language Learners my main concern is that we expect less of them because they don’t know English. It is very often that I find that teachers are very concerned about the students not understanding the coursework. The first thing teachers want to do is modify, but you have to look at what linguistic modification really look like. So, how can I scaffold the language, not the content but the language, to help the student? Tone down the technicality in the language, and not what you are actually doing. What students see and hear also help with scaffolding languages.

For more information on best practices for participating in IEP or ARD meetings and addressing the needs of English Language Learners, please visit our instructional videos at http://ctsp.tamu.edu/instructional-videos/.