



ENGLISH LEARNER (EL) PREREFERRAL CHECKLIST

Directions: The school site referral team complete this checklist to help determine if the referral of an ELL student to special education may or may not be possibly appropriate.

- Yes No Has the student received appropriate core curriculum instruction that is appropriate for EL students such as: thematic instruction, collaborative learning opportunities, use of advance organizers, spiraled curriculum, and reading & writing instruction

Describe: _____

- Yes No Has the student received evidence-based intensive interventions using appropriate materials and strategies designed for ELLs implemented with fidelity over time (recommended 6 months to 1 year) and demonstrated little or no progress?

Describe: _____

- Yes No Does the team have data regarding the rate of learning over time (compared to like peers) to support that the difficulties are most likely due to a disability versus a language difference or other extrinsic factors (i.e. physical, personal, cultural, health, and learning environment)?

Describe: _____

- Yes No Has the team consulted with the parent regarding learning patterns and language use in the home?

Comments: _____

- Yes No Are the error patterns seen in L1 similar to the patterns seen in L2 (if student has sufficient native language skills and like comparative tools are available)?

Describe: _____

Yes No Are the learning difficulties and/or language acquisition patterns manifested over time similar in different settings and in different contexts (home, school, and community)?

Describe: _____

Adapted from Jarice Butterfield's ELLs With Disabilities Training Materials

Revised 8-5-14 © Jarice Butterfield Ph. D.