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| 1. Record Nr.           | UNINA9910813853203321   |
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| Titolo                  | Supporting English learners with exceptional needs // Patricia Rice<br>Doran, Amy K. Noggle   |
| Pubbl/distr/stampa      | Alexandria, Virginia : , : Teachers of English to Speakers of Other<br>Languages, , [2019]<br>Â©2019  |
| ISBN                    | 1-945351-24-1   |
| Descrizione fisica      | 1 online resource (169 pages) : illustrations   |
| Disciplina              | 428.0071  |
| Soggetti                | English language - Study and teaching - Foreign speakers<br>Language and languages - Study and teaching   |
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Nota di contenuto       | What do English learners bring to our schools? Cognitive, linguistic, and<br>cultural assets / Patricia Rice Doran -- Challenges and opportunities<br>for English learners in our schools / June Lucas Zillich, Patricia Rice<br>Doran and Amy K. Noggle -- A policy primer / Amy K. Noggle and<br>Gregory Knollman -- Ecological approaches and multitiered systems of<br>support: holistic approaches to serving English learners / Patricia Rice<br>Doran and Danielle Turner -- Collaborative problem solving for English<br>learners: the unique role of ESOL teacher / Heather Wayson Wilson --<br>Universal supports for English learners at risk / Patricia Rice Doran and<br>Amy K. Noggle -- Targeted supports for English learners / Patricia Rice<br>Doran and Danielle Turner -- Assessment and identification for<br>English/culturally and linguistically diverse learners: high-incidence<br>disabilities / Amy K. Noggle and Patricia Rice Doran -- Assessment and<br>identification for English learners: low-incidence disabilities / Amy K.<br>Noggle and Patricia Rice Doran -- Intensive support and specialized<br>programming for English learners / Patricia Rice Doran and Gregory<br>Knollman. |
| Sommario/riassunto      | "Educators working with English learners face challenges beyond<br>teaching academic content in languages new to the students. The<br>added layer of problem-solving for those who may have exceptional<br>needs and providing the appropriate support can be a complex process   |

that involve careful decision making. This book provides a discussion of strengths-based and deficit-based mindsets, collaborative problem-solving, and universal supports for curriculum access."--Back cover

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