

FIGURE 3.6 ● Pre-referral Tool to “Balance the Scales”

EVIDENCE FOR POSSIBLE LEARNING DIFFICULTY	EVIDENCE FOR TYPICAL LANGUAGE DEVELOPMENT
<div><input type="checkbox"/> Parents are concerned</div> <div><input type="checkbox"/> Demonstrates significant academic skill deficit in native language as well as English in spite of receiving interventions to address the skill deficit (when known)</div> <div><input type="checkbox"/> Difficulties with retention and application of learning are primary concern despite comprehensible input</div> <div><input type="checkbox"/> Slower acquisition of English (if cause is unclear or unknown)</div> <div><input type="checkbox"/> Consistent access to schooling or education</div> <div><input type="checkbox"/> When compared to “true peers,” shows delayed academic progress and less growth over time</div> <div><input type="checkbox"/> No social-emotional or trauma associated cultural factors or acculturation (e.g., immigration, fear of deportation, etc.)</div> <div><input type="checkbox"/> Other history or medical information that might be impacting progress</div>	<div><input type="checkbox"/> Parents are not concerned</div> <div><input type="checkbox"/> Demonstrates higher academic skills in native language than English in area of concern</div> <div><input type="checkbox"/> Common difficulties associated with learning an additional language are primary concern (i.e., pronunciation, syntax, alphabet systems, etc.)</div> <div><input type="checkbox"/> Anticipated acquisition of English</div> <div><input type="checkbox"/> Lack of schooling or gaps in education</div> <div><input type="checkbox"/> When compared to “true peers,” shows academic progress and growth overtime</div> <div><input type="checkbox"/> Social-emotional or trauma associated with cultural factors or acculturation (e.g., immigration, fear of deportation, etc.)</div> <div><input type="checkbox"/> No other history or medical information that might be impacting progress</div>
DATA ANALYSIS & NEXT STEPS	
<div>More Evidence on the Left Side: Possible Learning Difficulty</div> <div><input type="checkbox"/> Adjust interventions according to student progress and need(s)</div> <div><input type="checkbox"/> Possible special education referral by _____ (date) <i>(if intensive interventions have already been in place and the data supports this selection)</i></div> <div>Referral date _____</div>	<div>More Evidence on the Right Side: Typical English Language Development</div> <div><input type="checkbox"/> Place student in new or more intensive intervention(s) by _____ (date)</div> <div><input type="checkbox"/> Change frequency/duration of intervention from _____ to _____</div> <div><input type="checkbox"/> Gather more data/progress monitoring by _____ (date)</div> <div><input type="checkbox"/> Other</div>

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Note: The term “true peers” refers to students who share similar language proficiencies, cultural, linguistic, and experiential backgrounds (See more in Haas & Brown, 2019).