

## Our Program Will Answer Many Of Your Pre-Referral Questions

- ✓ What is the language development of a second language learner?
- ✓ How does it differ from a child who only speaks English?
- ✓ What are the defining characteristics of a language difference versus disorder and how to identify various clinical phenomena that are not consistent with language pathologies?
- ✓ Guidelines for referral of diverse learners to special education.
- ✓ Case analyses—difference from disorder?
- ✓ What is typical for a normal second language learner based on SLA knowledge?
- ✓ How to set up a pre-referral training paradigm and how can it reduce the number of minority children referred to special education?

**Second Language Literacy  
& Learning Connection, LLC**  
107 Newman Ct.  
Pennington, NJ 08534

*English as a Second Language*

*Second Language, Literacy &  
Learning Connection, LLC*

**SPECIALIZED TRAINING TO HELP  
IMPROVE EDUCATIONAL OUTCOMES  
FOR ENGLISH LANGUAGE LEARNERS**



## CALL NOW FOR SPECIAL PROMOTIONAL RATES!

### 4-5 day Pre-Referral Curriculum At Your School District

Educators and practitioners will learn the myths and truths about Second Language Acquisition and pre-referral intervention systems to address over-representation of minority learners in special education.

### Benefits to educators and other audience members

Educators who work with second language learners will learn effective ways to interface educationally with English Language Learners (ELLs). Instruction will include procedures for conducting "ethnographic interviews" with parents, learning to use the Linguistic Features Analysis™ tool to analyze second language competencies of ELLs, and learn the benefits of non-biased assessment of CLD learners.

Visit [www.slllc.org](http://www.slllc.org) for new and important information about second language learning.

### VALUABLE HELP FOR EDUCATORS

- Help your struggling diverse learners in the form of differential diagnosis training.
- Help in working with interpreters.
- Help in forming a pre-referral committee to decrease over representation of minority learners in special education.

A central piece to the empowerment of culturally linguistically diverse families lies in the ability to understand what literacy is, and how they can best facilitate literacy within their own children. In this way, educators can validate the cultures and identities of these families. Educators are more likely to gather valid information from parents increasing the chances to implement educational interventions suitable for these linguistically different

Interested in having this curriculum presented at your school district or want more information, contact us at:

732-642-5118. or

E-Mail: [djcslp@SLLLC.org](mailto:djcslp@SLLLC.org)

## About the Instructor



Deborah Jill Chitester, MS, CCC SLP, has a Masters of Science in Speech Language Pathology and was granted her Certificate of Clinical Competence by the American Speech Language Hearing Association. She has 15+ years of experience working with all age levels, both mono-lingual and Spanish-speaking and holds special certification by the state of New York as a Bilingual Speech-Language Pathologist.

Her expertise is often utilized as a Bilingual/ Monolingual Independent Educational Evaluator.

She has particular expertise in the differential diagnosis of speech language disorder versus linguistic difference.

Ms. Chitester was invited to serve on an Expert Work Group with the Early Head Start National Resource Center in Washington, DC, with a focus on developing policy guidelines for appropriate service delivery of children coming from dual language homes.

She is the author of the parent & educator resource guide "Unlocking the Enigma of the Second Language Learner" and "Language Development in the Young Second Language Learner of English" which focus on the dissemination of accurate information and best practices concerning support for second language learners plus "Bilingual Speech Language and Educational Evaluations," what every SLP and educator wants to know and never asked (or could not get the answer to).