

ACCOMMODATIONS FOR ENGLISH LEARNERS

LEARNING SUPPORT ACTIVITIES • TEACHER RESOURCE

Accommodations help English Learners (ELs) access instruction and demonstrate their knowledge without changing the learning objectives. These supports reduce language barriers while maintaining high expectations for learning American Sign Language.

Instructional Accommodations

- Present directions in both written English and ASL.
- Use visual supports, demonstrations, and examples.
- Pre-teach key vocabulary before new lessons.
- Break complex tasks into smaller steps.
- Allow additional processing time when needed.

Language Supports

- Pair new English vocabulary with ASL concepts.
- Encourage the use of visuals, gestures, and context clues.
- Provide word banks or vocabulary lists.
- Check frequently for understanding using multiple methods.

Assessment Accommodations

- Present assessment directions in both English and ASL.
- Reduce unnecessary English reading when it is not the learning objective.
- Allow additional time when appropriate.
- Offer alternative assessment formats that measure the same ASL objectives.

Classroom Supports

- Pair students with supportive peers for collaborative learning.
- Create a welcoming environment that values multilingualism.
- Use consistent classroom routines and expectations.
- Encourage participation while respecting varying comfort levels.

Important Reminders

- Learning English is not a disability.
- Maintain the same academic expectations for all students.
- Focus on assessing ASL knowledge rather than English proficiency whenever appropriate.
- Recognize and celebrate students' linguistic and cultural strengths.

★ Key Takeaway

Accommodations for English Learners are designed to remove language barriers—not lower expectations. By providing accessible instruction and assessment while maintaining the same learning objectives, teachers help students fully demonstrate their ASL knowledge and skills.