

# Student Assets Video Transcript

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**Marcela Korman:** I am a multilingual learner, and I'm also a neurodivergent person, meaning that I have ADHD and dyslexia. Advice I'd have for teachers is to be accommodating. Everyone's brains are different. Everyone learns differently. And like, you really don't know what's going on in their lives that could be impacting the way that they read. And I would just say really understanding is a big key, and be open to different perspectives. I think that there is a narrative that there's one way to do things and that's how it should be done 'cause that's how it's always been done, but I personally always favored newer approaches to learning that are more tailored to the mind we now know versus the mind we had knowledge about 20 years ago.

And the most important thing I would say is that there's more than one way to understand text and to make learning and understanding because I would often have a different train of thoughts getting to the end-result answer that the teacher was looking for than my classmates would, but we still all got the same answer. It's just, there was different ways to do it, and I think that's so important because we are all individuals and that's how learning is as well, and it's just good to respect different forms of thinking.

**Ludmila Davison:** I think it's important for teachers to know that, you know, they, they've got to lower their guard a little bit when it comes to teaching students with dually, who are dual identified, because they have to, uh, understand that, hey, things are different, and you have no idea because you've never been there, you haven't been in their shoes, you know, and, and you've gotta listen. The more you address the student, the more you can get actually to the content. The fact that they have to have that space to process not just the information that was provided to them, not just the text structure or language use, but, like I said, the academic part, but I want 'em to see, okay, that story, how does that, you know, resonate with you as a, as a human.

**Desi Peña:** It was really neat because there was an occupational therapist who shared feedback after my presentation and said, oh my gosh, you have lit a fire in me. I'm gonna work on, um, like recipes from home. Like that's what we're gonna do, rather than making some mac and cheese or whatever for like the special education activity, right,

that were made that, you know, like the life skills that we're trying to teach, like let's teach cultural foods.

Encouraging people to think outside the box is really important. I've had speech pathologists tell me, like, no, I can't even, I can't do anything with that other language. And I'm like, no, no, no. It's not that you can't, like, you actually have to, um, you have to because you are the conduit, right? Like, you're not gonna teach that other language because you don't speak it, and you don't know it, but you need to figure out a way to scaffold and build those supports for those students so that they can go home and they can connect linguistically with their family.

So, I think that finding ways to supporting students' identities, to letting them be seen, right? Thinking about all of the resources that are available about, around culturally responsive teaching, about creating a classroom environment where that student's home language can be seen in print, where that student, um, themselves can, like, see people that look like them represented in books, represented in pictures, thinking about media, um, thinking about interests, right? I had, um, in a recent professional development, I had mentioned like, wow, what a great time to start planning for the World Cup, right? That's usually a really great way to incorporate a lot of children, you know, who are from other places, from all over the world, right here. Increasingly in the US, we care about, about soccer. Well, it's a way of, like, highlighting different countries, highlighting different languages.

**Marcela Korman:** One last note that I would like to include is to make sure that your students understand if they are having struggles or difficulties, it is not a fault in their character or in their intelligence or anything like that. You can be very intelligent and have a learning disability and things like that. And I think it's so important to reinforce that idea because that idea was not enforced in me, and I hid what I thought my weakness was, which really turned out to be my strength.

**WIDA Staff:** We would like to thank Marcela Korman, Ludmila Davison, and Desi Peña, who graciously shared their time and voice. We appreciate you!