Education Faculty Publications and Presentations

Education

4-9-2014

Multi-tiered Support Systems and Special Education Models for English Learners

Julie Esparza Brown
Portland State University, jebrown@pdx.edu

Citation Details

Learning Targets

At the end of the workshop participants will:

- examine the unique factors in EL students' background and make appropriate adjustments to instruction and interventions.

- Choose screening and progress monitoring tools with demonstrated reliability and validity for ELs.

- Make decisions on appropriate growth for each EL student in consideration of their unique contexts.

- Determine appropriate language of intervention in English-only and all bilingual program models (early-exit to dual language).

- Apply a framework for least biased assessment in Tier 3 that systematically considers the cultural loading and linguistic demand of assessments.

Case of Emilio

↗ Emilio was identified as having a developmental delay at the age of 3. When he entered kindergarten (English-only program), a new evaluation was conducted and his eligibility category was changed to Communication Disorder. Emilio comes from a Spanish-speaking home.

↗ **Is there anything to be concerned about with this scenario?**

Case of Emilio (cont.)

↗ In first grade, Emilio started to struggle in literacy. His parents asked the school why he was not receiving English Language Development like his cousin was?

↗ **How would you answer this question?**

Case of Emilio (cont.)

↗ The school team tells Emilio's parents that because of his communication disorder, he is better served through special education. Also, he would get more individualized support in special education because the class sizes are so large that teacher can't give him small group support.

↗ **Comments???**

Two Categories where ELs are Overrepresented

↗ Which ones????

↗ Specific Learning Disabilities

↗ Communication Disorder

Turn and Talk

WHY???

Instruction and Interventions for ELs

◆ The five big ideas of reading:

　◆ Phonemic awareness

　◆ Alphabetic principle/phonics

　◆ Vocabulary

　◆ Fluency

　◆ Comprehension

　◆ ***AND, an additional oracy component***

Tailoring Reading Components for ELs

↗ Emphasize English-language phonemes that may not be available in the home language.

↗ Whenever possible, build on students' first language strengths.

↗ Teach word meanings clearly through a variety of techniques.

↗ Identify and clarify confusing reading passages.

↗ Provide many opportunities for students to practice oral language within the context of the curriculum.

↗ Provide ample practice reading words, sentences and whole texts.

Five Factors to Know About Your EL Students

1. Cultural background

2. Language knowledge/profile

3. Life experiences

4. Educational experiences

5. Personal interests

Let's Talk About Culture

Culture

- Learn about your students' culturally-mediated beliefs and patterns of behavior.

- Determine points of potential conflict with U.S. school culture.

- Create opportunities in the curriculum and school activities to build two-way bridges between the two cultures.

- It is essential all students be allowed to demonstrate and build on their own funds of knowledge.

Culture

- → "Culture is acquired knowledge people use to interpret experience and generate behavior" (Spradley, 1979).

- → "Socially shared symbolic and meaning systems that become embedded in objects, organizations, and people" (Lechner & Boli, 205).

- → "Each person is a junction point for an infinite number of partially overlapping cultures" (Strauss & Quinn, 1998).

TIME FLIES
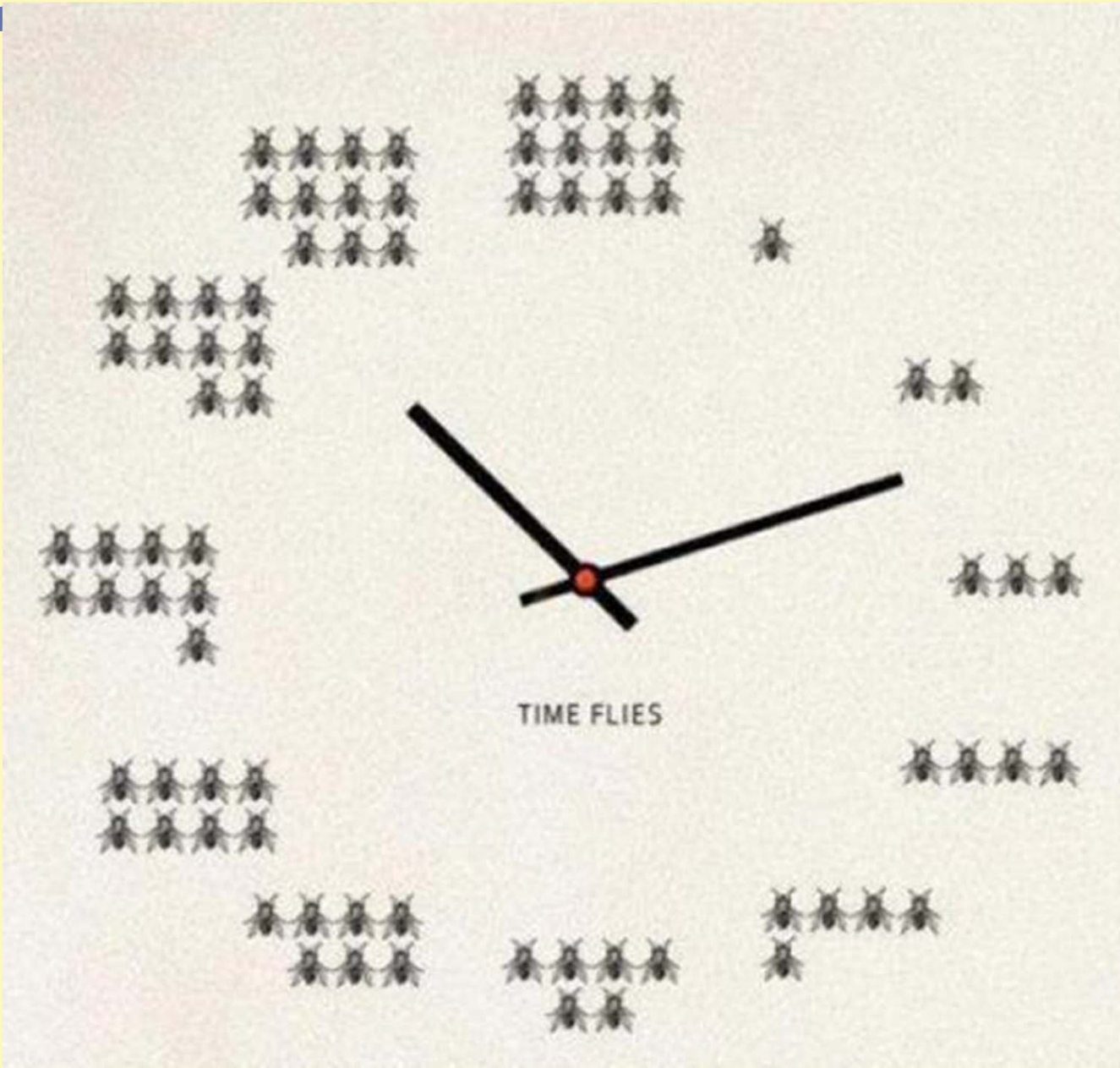
Yes May Mean No

↗ Out of respect, families from many cultures may not disagree with professionals in public and thus seem like they are in agreement.

↗ Sometimes, nodding affirmatively simply means "I hear you."

Cultural Reciprocity is Key

↗ This means that both sides seek to find a new, middle space that allows for the melding of both perspectives.

↗ This may mean that you support the family seeking help from their shaman, *curandera* or other traditional healer while also seeking support from professionals recommended by schools and medical professionals.

Remember…

↗ Do not stereotype - hypothesize; check your assumptions with each family's beliefs and worldviews.

Role of Home Culture

↗ School teams must assess how culturally responsive they are to the diverse students in their schools. What steps have been taken in developing a process of **cultural reciprocity** (Harry, Kalyanpur, & Day, 1999a; Harry, Rueda, & Kalyanpur, 1999b; Warger, 2001) in school policies and by the school personnel at all levels? What is the curriculum and does it reect the diverse experiences of the students? Are students' cultural and ethnic backgrounds viewed as resources and **funds of knowledge** (Moll, Amanti, Ne, & Gonzalez, 1992)?

Source: WIDA

2. Language

↗ **First Language Acquisition:** It is helpful to gain information on the experiences that ELLs have had in first language development from birth until they entered school (Kuhl, 2004; Kuhl, 2010; Paradis, Genesee, & Crago, 2011; Pinker, 1994).

↗ Gathering this information about whether a student's language development was progressing typically before they entered the school setting will help educators understand whether any issues are developmental or related to language acquisition

2. Language

↗ If children have experienced some delays in their home language (e.g., not understood by parents, not uttering first words until well past what would be considered typical) prior to entering school, this may indicate a developmental delay rather than a language acquisition issue.

↗ Having this information would allow school teams to intervene, support, and enrich the instruction these children receive early on in their oral language development in all of their languages, and possibly prevent some of the challenges that might emerge when the children encounter print.

2. Language

→ The curriculum must teach the full range of English language competencies (grammatical and structural, sociolinguistic, pragmatic, discursive, and semantic) while focusing on language for social interaction and on language for academic achievement.

→ Students should have "safe-space" opportunities not just to read and write this language, but to practice the spoken language of academic conversations so they can participate confidently in classroom interactions and collaborative learning groups.

Source: Rance-Roney, J. (2009). Educational Leadership

2. Second Language Acquisition

- ↗ Students acquiring a new language will go through various stages of language acquisition. The time that students spend in each stage varies greatly.

- ↗ Developing proficiency for social purposes in this new, additional language depends on many factors including:
  - ↗ similarity of the language to English,
  - ↗ amount of prior exposure to English,
  - ↗ and temperament such as shyness or an outgoing personality.

- ↗ As students enter school, the focus shifts from social language prociency to development of academic language prociency (Bailey, 2007; Gottlieb, 2006; Krashen, 1982; Schleppegrell, 2001).

- ↗ Source: WIDA

Language Profile

↗ Know the English language and native language proficiencies of each of your EL students.

    ↗ Where do you get this information?

↗ Identify appropriate teaching strategies for the proficiency stages of your students.

↗ Identify appropriate ways for students to respond and demonstrate their knowledge based on their language proficiency stage.

Language Profile

↗ Remember, EL students' language reservoir is the sum of L1 and L2!

↗ Parents can offer crucial information to determine if first language acquisition was within normal developmental timeline.

↗ Many U.S. born students (second generation) may have heard both English and their native language from birth.

Stages of Language Development

↗ https://www.youtube.com/watch?v=Eoca1Ou_6TE

Volunteers

↗ I will need four volunteers for the next slides.

↗ Each volunteer should read aloud the words in red while the rest of the participants listen to the passage with their eyes closed.

What a Beginning Listener Might Understand

↗ **Good morning**, class. **Today** we are going to study something brand new **in math class**. It's difficult, so I'm going to need everyone's undivided attention. **Open your book to page** one hundred seventy-two. At the **top** of the **page** is the word "net." **Today**'s lesson is about net. As it says in the definition in your **book,** in **math**, net is a **two**-dimensional model. The net of a cylinder is shown in your text**book**. Does everyone see the **rectangle** and **two circles**? That is the net of the cylinder.

What an Intermediate Learner Might Understand

↗ **Good morning**, **class**. **Today we are going to study** something brand new **in math class**. **It's difficult,** so I'm **going to need everyone's** undivided attention. **Open your book to page one hundred** seventy-two. At the **top of the page** is the word "net." **Today's lesson** is about net. As it says in the definition in your **book, in math**, net is a **two-**dimensional model. The net of a **cylinder** is shown in your text**book**. Does everyone see the **rectangle and two circles**? That is the net of the **cylinder**.

What an Advanced Listener Might Understand

↗ **Good morning, class. Today we are going to study something** brand new **in math class. It's difficult, so I'm going to need everyone's** undivided attention. **Open your book to page one hundred seventy-two. At the top of the page is the word** "net." **Today's lesson is** about net. As it says in the **definition in your book, in math, net is a two**-dimensional model. The net **of a cylinder** is shown **in your textbook. Does everyone see the rectangle and two circles**? That is the net of the **cylinder**.

What an Advanced-High Listener Might Understand

↗ **Good morning**, **class**. **Today we are going to study something** brand **new in math class**. **It's difficult, so I'm going to need everyone's** undivided attention. **Open your book to page one hundred seventy-two. At the top of the page is the word** "net." **Today's lesson is** about net. **As it says** in the **definition in your book, in math**, **net is a two-dimensional** model. The net **of a cylinder is** shown **in your textbook**. **Does everyone see the rectangle and two circles**? **That is the** net of the **cylinder**.

What Observations Do You Have?

What are you observations or conclusions from this activity?

Conditions that Foster Bilingual Development

↗ Studies indicate the use of an *additive* second language acquisition model (where the L1 is strongly maintained) improves the child's ability to learn a second language and has positive cognitive effects (Bhatnagar, 1980; Lambert, 1973; Long & Padilla, 1970).

↗ A *subtractive* language acquisition model (first language deteriorates) leads to negative language and cognitive outcomes.

3. Life Experiences

↗ What is the literacy level of the parents? Siblings? Who can help support schoolwork at home?

↗ Where has the child lived? Were they rural or urban settings? What are likely life skills the child learned in these settings? How can we build on these?

↗ What responsibilities does the child have at home?

↗ What is the family's goal for their child?

↗ What is the cultural group the family identifies and interacts with?

4. Educational Experiences

➚ What is the child's school experience? Have they had preschool? If so, in what language?

➚ How many years of formal instruction has the child had?

➚ Have they ever been instructed in their native language?

 If so, for how long. What was the bilingual program model?

➚ What does a review of the child's educational records reveal about attendance, mobility, achievement, motivation, etc.?

5.Personal Interests

↗ What do you know about your student?

↗ What does the child like to do in their free time?

↗ What motivates their learning?

↗ Do they prefer to work alone or with others?

↗ Do they prefer to work in a quiet environment or can they tolerate some noise

↗ What is their occupational goal?

↗ What is at least one strength of the child?

Key RTI Features

◆ A systems-approach that *assesses* all learners early in the instructional process to identify those who may have difficulties becoming a reader.

◆ Uses assessment data to make instructional decisions.

◆ At the bottom tiers, decision-making teams may include members similar to a pre-referral team but the focus is on intervention, *not referral to special education*.

◆ Provides tiered-levels of support for students identified through screening that need instruction beyond core to acquire, this case, reading skills.

Key RTI Features (cont.)

↗ The levels of support become increasingly intense through three or four tiers (e.g., smaller group sizes, frequency and amount of intervention, frequency of progress monitoring).

↗ All Instruction and interventions are research-based.

↗ At the highest tier, students may be referred for a special education evaluation.

↗ One of the main goals is to ensure that all students are proficient readers by third grade.

Is this how it looks at your school?

Tier 3: Intensive

Tier 2: Strategic

Tier 1: Universal

Interventions Supplant core

Interventions supplement core

Interventions support core

Intensive instruction
Must include an oracy component for Els
5% of each subgroup may need instruction at this intensity

Core plus strategic, evidence-based intervention; a "double dose;"
Must include an oracy component for Els
15% of each subgroup may need instruction at this intensity

Appropriate, effective and evidence-based core curriculum and instruction for ALL students
For English Learners, ELD is provided and is a core subject—NOT an intervention
80% of each student group are successful

RTI IS:	RTI IS NOT
↗A schoolwide process	↗A path toward special education
↗Everyone's responsibility	↗The responsibility of any one person
↗Collaborative teams determining what will work for each student	↗A one-size-fits-all approach
↗Recursive	↗Unidirectional
↗Predicated upon effective intervention for all students in general education	↗Evidence-based instruction and interventions for some

39

RTI Models

↗ The two most common RTI models are:

  ↗ Standard Treatment Protocol

  ↗ Problem-Solving

↗ What model is best for culturally and linguistically diverse students?

Standard Treatment Protocol Model

↗ The same empirically validated treatment is used for all children with similar problems and achievement is measured against benchmarks (NASDSE, 2006).

↗ The interventions are chosen from an approved list or menu.

How appropriate is the standard protocol model with ELLs?

↗ Proponents argue that this is the most research-based of the RTI approaches, and leaves less room for error in professional judgment (Fuchs & Fuchs, 2006).

↗ Yet the standard protocol model requires research-based interventions and there are only a few programs that have been researched specifically with ELLs and/or students in low SES communities.

↗ For example, a program may not provide enough focus on oracy and vocabulary for English language learners.

Oracy Defined

↗ "Oracy," first described in 1970 by Andrew Wilkinson in Britain, to describe the lack of development of oral skills in education (Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-Gonzalez, Ruiz-Figueroa & Escamilla, 2014).

↗ Oracy activities include vocabulary development, puns, phrases, rhymes, chants, tongue twisters, metaphors, figures of speech and revoiced dialogue (Escamilla, *et al*., 2014).

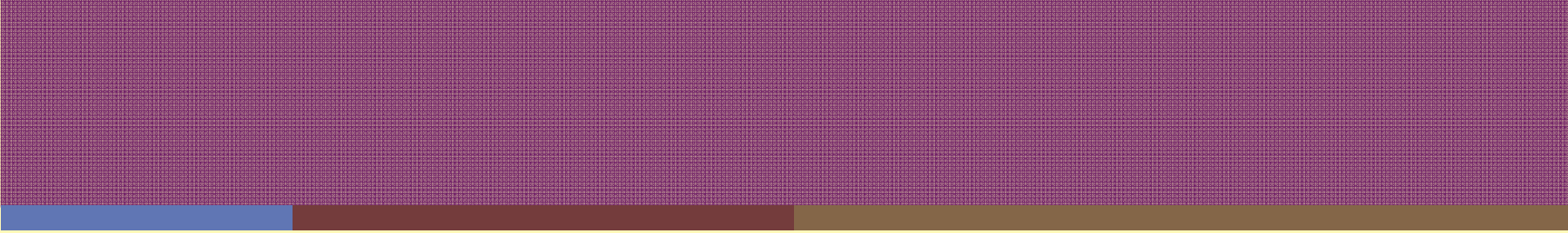↗ Thus, oracy is broader than simply language development.

Problem-Solving Model

↗ The problem-solving model is a more individualized or personalized approach.

↗ Interventions are planned specifically for the targeted student and are provided over a reasonable period of time.

↗ This approach maximizes problem-solving opportunities by allowing team to be flexible.

↗ Professional expertise is valued and necessary.

Problem-Solving Model (NASDSE, 2005)

4. EVALUATE THE PLAN

1. DEFINE THE PROBLEM

3. DEVELOP A PLAN

2. ANALYZE THE PROBLEM
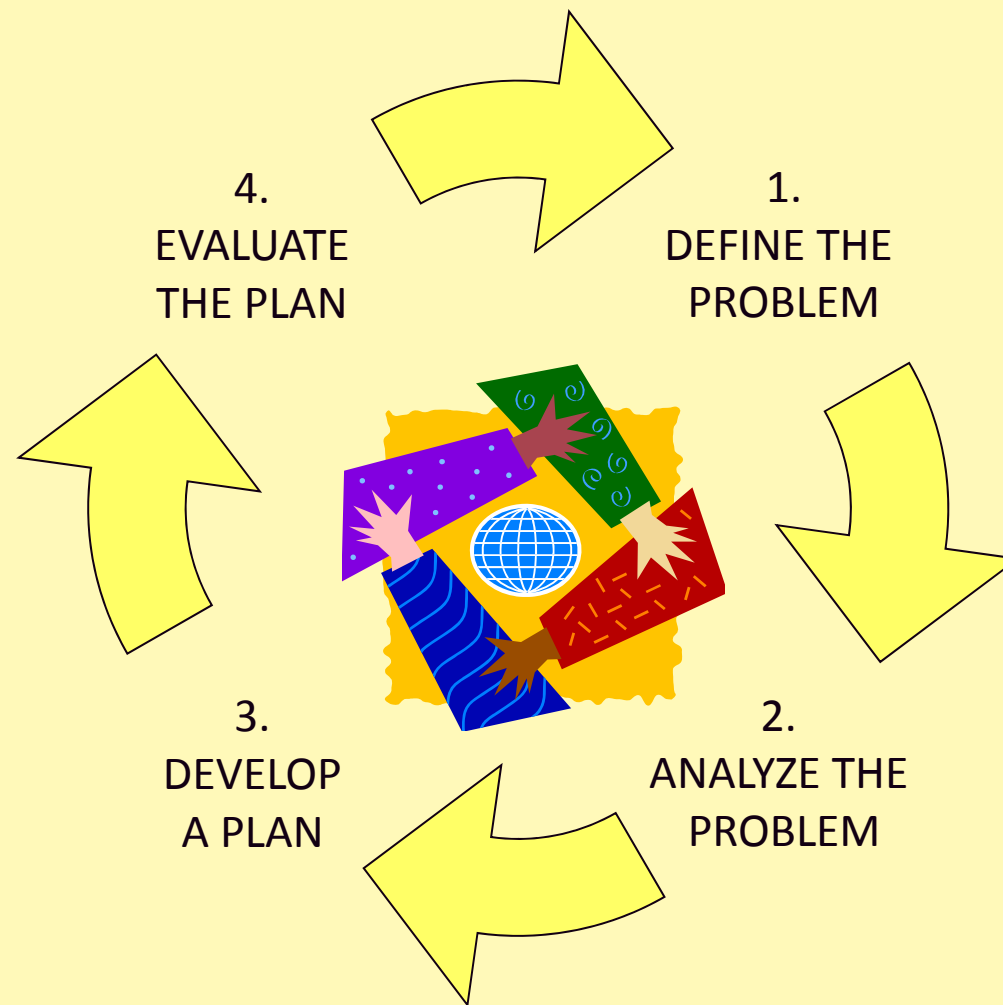
How appropriate is the problem-solving model with ELLs?

↗ The problem-solving model appears to be more appropriate for use with ELs **IF the focus is on understanding external or environmental factors that affect the child's opportunity to learn in addition to within child factors** (Klingner, 2008).

↗ For this model to work, team members **must have expertise in cultural and linguistic diversity and be knowledgeable about interventions that have been effective with ELs with different needs.**

↗   "Some… have suggested that multi-tier systems might use *either* a problem-solving method … *or* a standard treatment protocol approach. This is an artificial distinction. All RTI systems must consider implementing the best features of both approaches" (NASDSE, 2005).

Progress Monitoring Measures Are...

◆ **_Robust_** *(powerful **indicators** of academic health-link to meaningful outcomes)*

◆ **_Brief_** and **_easy_** to administer-**efficient**

◆ Can be administered frequently

◆ Must have **_multiple, equivalent_** forms
  ◆ (If the metric isn't the same, the data is meaningless)

◆ Must be **_sensitive- Dynamic_**
   ◆ **_Sanford & Putnam, 2008_**

Universal Screening

↗ CBMs are used to identify those students at risk through universal screenings that are usually conducted three times per year.

↗ Student benchmarks are often set by the particular CBM.

↗ TURN AND TALK: What benchmarks should be set for Emergent Bilinguals? Should we expect EBs to make the same progress as English-only students in the same amount of time?

Universal Screening

↗ In early elementary school, students below benchmark in one of the screening areas may be progress monitored for 4-6 weeks in order to **confirm** that the low performance was not the result of a bad test day.

↗ During this 4-6 week period students receive high-quality core instruction (not interventions yet).

↗ What are some screeners you use in your system? Are they effective for Els?

↗ **Turn and Talk:** What are some screeners you use in your system? Are they effective for Els?

Screening and Progress Monitoring Tools: CBMs

◆ These types of measures are *not* appropriate for students:

  ◆ who are deaf (fine for students with mild to moderate hearing loss)

  ◆ with fluency or oral motor speech disabilities (e.g., dysfluent speech)

  ◆ learning to read in a language other than English. If they are receiving Spanish literacy instruction, IDEL or MIDE measures should be used.

  ◆ with severe disabilities whose long-term goals is functional use of environmental print

Considerations for Screening and Progress Monitoring ELs (Brown & Sanford, 2011)

1. Use tools with demonstrated reliability and validity to identify and monitor students' needs for instructional support in reading in both L1 and L2.

2. Assess students' language skills in L1 and L2 to provide an appropriate context regarding evaluation of current levels of performance.

3. Plan instruction based on what you know about the student's performance and literacy experiences in L1 and L2 and teach for transfer if needed.

4. Research on general outcome measures, such as DIBELs/IDEL and Aimsweb/MIDE, indicate the measures predict as well for EL students as English-only (EO) students.

Considerations for Screening and Progress Monitoring ELs

◆ **Reliability**: does the assessment produce similar scores across conditions and situations?

- Reliability is not a particular problem if the tool has good psychometric properties.

◆ **Validity**: does the test measure what you want to assess?

- Validity may be a problem because assessment results could be influenced by students' language, cultural and experiential backgrounds.

◆ There is evidence for the validity of using CBMs with ELs (Deno, 2005; Wiley & Deno, 2005).

Evaluate Growth

◆ Monitor student progress in all languages of instruction.

◆ Set rigorous goals that support students towards meeting grade level standards.

◆ Evaluate growth frequently, increasing intensity of instruction when growth is less than expected.

◆ Evaluate growth as compared to that of "***true peers***" (Brown & Doolittle, 2008).

Commonly Used Assessments for ELs: Screening and Progress Monitoring

◆**DIBELS/IDEL**

  ◆General outcome measure

  ◆Benchmark and progress monitoring system based on student continuous assessment

  ◆Designed to determine if a student is learning and making progress toward the long term reading goal

  ◆Between 2 – 5 minutes to administer per indicator

  ◆IDEL is the Spanish version

◆**Aimsweb/MIDE**

  ◆General outcome measure

  ◆Benchmark and progress monitoring system based on student continuous assessment

  ◆Designed to determine if a student is learning and making progress toward the long term reading goal

  ◆Between 2 – 5 minutes to administer per indicator

  ◆MIDE is the Spanish version

IDEL

↗ The IDEL (*Indicadores Dinámicos del Éxito en la Lectura*) is **not** a direct translation of DIBELs.

↗ IDEL takes into account the linguistic structure of Spanish.

↗ IDEL is based on the principles of how children learn to read in an alphabetic language.

No Teaching to the Test

◆ Screeners and progress monitoring tools are indicators or predictors of future reading behavior and used to measure specific skills.

◆ For example, Nonsense Word Fluency (NWF) is **not** a skill that should be taught, but it is a powerful measure of decoding abilities.

Commonly Used Assessments for ELs: Diagnostic Assessment

↗ DRA/EDL are diagnostic assessments to measure student progress and are usually administered at beginning and end of year. They may take 20 – 40 minutes to administer to an individual child.

↗ The DRA2/EDL2 now a progress monitoring component.

Progress Monitor Language Development?

◆ It is difficult to determine short-term growth in language since it is a complex, developmental process.

◆ Some districts are using the Express language screening by Susana Dutro (although she did not develop it for this purpose).

◆ Other ideas for formative language assessments??

Implications

↗ ELs need instruction in decoding skills, word meanings (vocabulary) and comprehension in an integrated fashion (Baker, et al., 2011).

↗ Schools must begin to teach EL students both listening comprehension and reading comprehension as soon as they enter school because they need these skills to benefit from explicit reading comprehension instruction.

English Learners

↗ For English Learners (ELs) literacy *and* language instruction must be aligned and language intentionally taught throughout curriculum matched to students' proficiency level in the language(s) of instruction.

◆ Yes. Research indicates that general outcome measures (e.g., CBMs) are valid in identifying which students likely need additional support to become good readers and are effective in monitoring their progress in acquiring those skills (Domínguez de Ramírez & Shapiro, 2007; Fien, Baker, Chaparro, Baker, & Preciado, J., 2011; Leafstedt, Richards & Gerber, 2004).

Sequence of Assessment for General Outcome Measures

How do I know what to instruct and assess at each grade level?

See next slides…

Aimsweb

↗ **LNF :** Letter Naming Fluency

↗ **LSF:** Letter Sound Fluency

↗ **PSF**: Phoneme Segmentation Fluency

↗ **NWF:** Nonsense Word Fluency

↗ **R-CBM:** Reading-Curriculum Based Measurement

↗ **MAZE:** (measure of comprehension)

↗ **WE-CBM:** Written Expression Curriculum-Based Measure

Aimsweb

KINDERGARTEN			GRADE 1		
Fall	Winter	Spring	Fall	Winter	Spring
LNF Test of Early Literacy	**LNF** Test of Early Literacy	**LNF** Test of Early Literacy	**LNF** Test of Early Literacy		
	LSF Test of Early Literacy	**LSF** Test of Early Literacy	**LSF** Test of Early Literacy		
	PSF Test if Early Literacy	**PSF** Test if Early Literacy	**PSF** Test if Early Literacy	**PSF** Test if Early Literacy	
	NWF Test of Early Literacy	**NWF** Test of Early Literacy	**NWF** Test of Early Literacy	**NWF** Test of Early Literacy	**NWF** Test of Early Literacy
				R-CBM Reading	**R-CBM** Reading
			WE-CBM Writing (Pilot Only)	**WE-CBM** Writing (Pilot Only)	**WE-CBM** Writing (Pilot Only)

AIMSweb

GRADE 2		GRADES 3-8	
Winter	Spring	Fall	Winter
R-CBM Reading	R-CBM Reading	R-CBM Reading	R-CBM Reading
		MAZE Reading	MAZE Reading
WE-CBM Writing (Pilot Only)	WE-CBM Writing (Pilot Only)	WE-CBM Writing (Pilot Only)	WE-CBM Writing (Pilot Only)

DIBELS

Reading Indictors and Implications for ELs

↗ Research suggests that not all reading indicators make the same contribution to reading in non-EL and EL students.

↗ For example, a recent study (Quirk & Beem, 2012) found that oral reading fluency (ORF) problems may overestimate the reading comprehension skills for many EL students.

↗ The results suggest that both fluency and comprehension assessments are crucial to most accurately identify EL students in need of supplemental instruction.

Reading Indictors and Implications for ELs

↗ Baker, Stoolmiller, Good & Baker (20100) found that passage fluency seems to be a better predictor of reading comprehension for English Learners than word reading fluency measures.

↗ This is important because for ELs and other students, passage fluency can be reliably and easily measured, particularly when compared to the challenges of assessing reading comprehension or English language proficiency directly.

Turn and Talk

↗ What do you assess across the grades?

↗ What do you assess in children below grade level?

↗ What do you assess in students with interrupted formal education at the secondary level?

↗ What do you use for English Learners?

Making Instructional Decisions for ELs

◆ The same measures used for EO students appear to predict as well for ELs with some exceptions.

◆ Research on Spanish reading measures is limited but also supports use of CBMs (Richards-Tutor, Solari, Leafstedt, Gerber, Filippini & Aceves, 2012).

◆ A recent study by Gutiérrez and Vanderwood (2013) suggests that for young ELs early screening measures may vary by the child's language proficiency level.

Making Instructional Decisions for Els (cont.)

◆ "Based on our sample of second-graders, it appears ELs with Early Advanced and Advanced levels of English proficiency read at a level that was similar to English-proficient and native English-speaking students" (p. 16).

◆ "(E)Ls with lower ELP skills diverged from those of native English speakers" (p. 16).

Making Instructional Decisions for ELs (cont.)

What data should be used to make instructional decisions for ELs?

◆ This suggests students at lower proficiency levels may benefit from more phonological awareness or vocabulary-focused support than ELs at higher levels.

◆ Also, some ELs may simply need more processing time to read whole words and thus may attenuate scores on reading tasks such as Nonsense Word Fluency (NWF).

Tier I Characteristics

◆ The general education setting.

◆ A research-based reading program is used (core).

◆ The goal is for *all* students to meet grade level standards.

◆ For ELs to meet standards instruction instruction language and content must be adapted to their linguistic levels and scaffolded to consider their cultural and experiential backgrounds.

◆ For students who are reading slightly below grade level, Tier 1 intervention could mean extra teaching of core reading materials.

◆ There may be 15 – 20 % of students who need more intensive instruction and may be referred to a higher tier.

Tier 1: Prevention

↗ General education instruction all students receive and should be generally effective; the evidence-based core program.

↗ Evidence-based means the instructional activities have been validated by research, although may not have been tested in their entirety.

↗ Schools sometimes add a research-validated program to the core.

↗ Research-validated has been tested in its entirety and demonstrated to produce positive results.

Tier 1: Prevention

➚ **The crucial question when working with Emergent Bilinguals is: WHO has the intervention program been researched on????**

➚ **TURN AND TALK:** Are there subgroups of children for whom the core program is NOT effective for?

Tier 1: Secondary Schools

↗ Since most secondary teachers do not usually have an evidence-based core reading or math program, each content are teacher should make literacy instruction a priority for all Tier 1 students in their classes.

↗ It has been suggested that these classes include direct, systematic, and explicit instruction in vocabulary and comprehension and students should receive 2 – 4 hours of daily literacy instruction and practice (Biancarosa & Snow, 2006).

Tier 2: Prevention

- Tier 2 is more intensive instruction and progress monitoring is more frequent

- Group size may be 3-5.

- Three critical features to explicit instruction:
  - Clear, concise statements of lesson content
  - Gradual release of responsibility
    - "I do, we do, you do"
  - Positive, corrective feedback

Tier 2: Prevention

↗ Tier 2 interventions should be at least 10 weeks in duration, 4 days per week for 30 minutes.

↗ Two rounds of Tier 2 interventions may be appropriate.

↗ This is a "double dose" of instructional support. The same skills targeted in core are the focus here.

↗ For ELs, a robust oracy component added to the intervention lesson is crucial.

↗ For students who are obviously struggling and who make little progress in 10 weeks, do not delay referral to Tier 3.

Tier 2 Interventions

- Interventions should consist of research-based instructional strategies that explicitly teach strategies and skills;

- Be systematic, sequential, and uses a direct instruction model (often a scripted program) that moves children from simple to more complex skills and strategies;

- Allow for ample practice opportunities that provide children time to practice skills and strategies in reading and writing text and language;

- Include an assessment component where tools can help pinpoint students' specific weaknesses and be used for progress monitoring.

Tier 2 Characteristics

◆ Tier 2 consists of general education instruction plus the following intervention (a "double dose"):

◆ Small-group instruction (4-6 students)

◆ 3-4 intervention sessions per week (30-60 minutes per session)

◆ Conducted by trained and supervised personnel (usually not the classroom teacher)

◆ Conducted in or out of the general education classroom

◆ 9-12 weeks in duration (longer and repeated, as needed)

Making Adjustments

↗ Kearns, Lemons, Fuchs & Fuchs (2014) write that not all evidence-based programs are designed for *all* students.

↗ Thus, some adjustments may need to be made.

↗ However, they recommend that adjustments be undertaken cautiously.

↗ "Providing teachers with latitude to make some changes to their instruction after a period of implementation with fidelity may lead to better outcomes for their students (Kearns, Lemons, Fuchs & Fuchs, 2014, p. 63).

Tier 2 Adjustments

↗ Adjustments should be:

  ↗ Simple

  ↗ Made based on students' CBM data

  ↗ Done while maintaining fidelity to the programs' methods for learning targeted skills

Tier 2 Adjustments

↗ They give these examples of how to make adjustments to Tier 2 interventions:

   ↗ Reteach and review basic skills.

   ↗ Add more opportunities for guided practice.

   ↗ Adjust the entry point on the scope and sequence.

   ↗ Move the students to a different, smaller Tier 2 group.

   ↗ Increase student motivation.

   ↗ Place into a different Tier 2 curriculum

Tier 2: Secondary Schools

↗ One full class period of intervention daily is needed and students should also be receiving one class period of Tier 1 literacy.

↗ Instruction should be aligned so students can master both reading skills *and* content area goals.

↗ Less frequent progress monitoring is appropriate because secondary students will generally make slower progress than those in elementary.

Sources for Tier 2 Interventions

www.rti4success.org

Instructional Interventions Tools Charts

http://ies.ed.gov.ncee/wwc/

What Works Clearinghouse reviews interventions; sponsored by USDOE

http://www.bestevidence.org/

The Best Evidence Encyclopedia

Florida Center for Reading Research

FCRR Reports

ELD and Tier 2

↗ Some people think that ELD services are a Tier 2 (sometimes a Tier 3 or 4) intervention – This is a MYTH!

↗ ELD services are a core subject, like reading and math, for EL students that qualify.

↗ For EL students who are found eligible for special education services, ELD services must continue.

↗ This does not mean that they have two pull-outs. Collaborative models are most appropriate.

Tier 2 Interventions for English Learners

The problem: The vast majority of intervention programs have NOT been researched on Emergent Bilinguals.
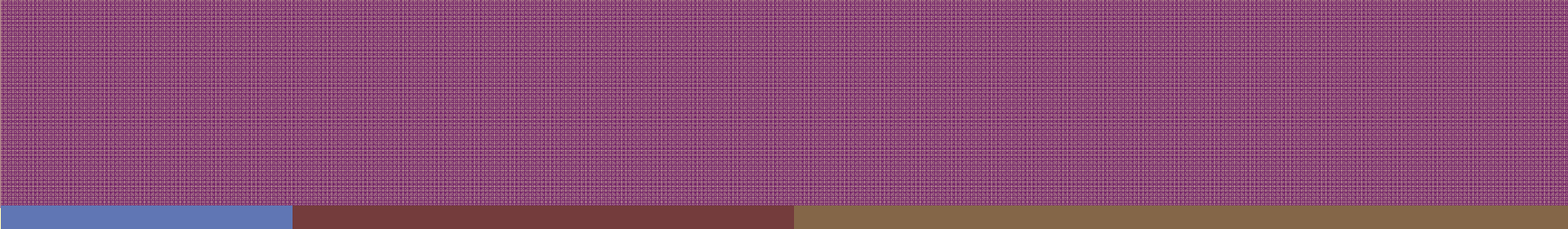
Interventions for ELs

What should be the focus of interventions?

◆ Solari & Gerber (2008) found that interventions that incorporated instruction on at least two skills was more successful for ELs than interventions that focused on one skill only.

◆ Listening comprehension (e.g., through read alouds) appears to be a skill ELs should be taught.

  ◆ Story structure

  ◆ Main idea

  ◆ Retell and summarizing

  ◆ Recall of facts

"Unfortunately, many teachers are unsure of how to adapt curriculum to meet the individual needs of ELs and therefore look to special education for assistance" (p. 172).

Richards-Tutor, Solari, Leafstedt, Gerber, Filippini, Aceves (2012).

Tier 3

↗ The most intensive instruction is at Tier 3.

↗ Students needing Tier 3 support are generally performing below grade level in the academic focus of concern.

↗ Tier 3 interventions are
  ↗ Individualized
  ↗ Intense
  ↗ Expert instruction

Tier 3

↗ Tier 3 interventions may include more than 100 session over more than 20 weeks or more time per day for fewer weeks (Kearns, Lemons, Fuch & Fuchs, 2014).

↗ The hallmark of this tier is that instruction is individualized, explicit, frequent, and intensive with frequent progress monitoring.

↗ Instructional programs must be adjusted to fit the students' needs (Kearns, Lemons, Fuchs & Fuchs, 2014).

Nonresponders

◆ When provided with specific*, explicit interventions* in skills such as PA, most ELs outperform EO students who only receive grade-level core instruction (Snow, Burns, Griffith, 1998).

◆ Recent research indicates there is a group whose needs are not met by intervention strategies developed thus far (Leafstedt, et al., 2004).

Tier 3

↗ Al Otaiba & Fuchs (2002) state that between 4 to 10% of students (*treatment resisters or nonresponders)* will not respond to high-quality, well-implemented interventions and need the most intensive interventions.

↗ These students may have difficulties developing (Feifer, 2014):
  - ↗ Phonemic awareness
  - ↗ Rapid automatic naming (RAN) ability
  - ↗ Visual perceptual skills
  - ↗ Language
  - ↗ Working memory
  - ↗ Executive functions

↗ If the student continues to struggle at Tier 3 OR they need this intensity of instruction to learn, the child should be referred for a psychoeducational evaluation to determine if they are eligible for special education.

Referral to Special Education

◆ While the research does not provide much guidance on when it is appropriate to refer a student to special education, it is important that referral does occur when the data demonstrates they are not responding.

◆ This is particularly urgent for ELs who are sometimes *under* referred.

◆ "the use of RTI strategies cannot be used to delay or deny the provision of a full and individual evaluation,... to a child suspected of having a disability...." (Memorandum to State Directors of Special Education, 2011).

Referral to Special Education

↗ When an EL student is referred to special education, the team must include an ESL/bilingual specialist.

↗ Standardized cognitive and communication assessments should be conducted in both the native language and English.

↗ Standardized academic assessments should be administered in the language(s) the student has received instruction in.

Isn't Data From RTI Progress Monitoring Enough to Place a Student into Special Education?

↗ No. Differentiating between students' who are experiencing academic challenged resulting from learning a second language and learning in a second language from those with true, intrinsic disorders is a complicated process.

↗ Examining a student's processing profiles can indicate strengths and weaknesses causing low academic skills.

↗ Also, in order to address the federal definition of a learning disability, the team must assess the "basic psychological processes" that can only be measured through standardized assessments.

Tier 3

↗ REMEMBER: Placement into special education programs in order to provide small group and/or intensive support for ELs must NOT occur. This is a violation of a child's civil right to appropriate instruction.

New Research on PA and Language of Instruction

↗ A recent study by Goldenberg et al. (in press) examined relationships between phonemic awareness and Spanish reading skill acquisition in three groups of Spanish-speaking first and second graders.

↗ Children in Mexico received literacy instruction in Spanish; children in the U.S. received literacy instruction in either Spanish OR English.

↗ All children were assessed on oral language and literacy skills in both Fall and Spring of grades 1 and 2.

↗ They found children in Mexico scored the lowest in PA among the three groups yet ended second grade matching or surpassing the reading skills of the U.S. students.

However…

↗ These results suggest that PA instruction may not be as important for children learning to read in Spanish.

↗ However, personal communication with Dr. Goldenberg clarified that "if children are learning to read in English and Spanish simultaneously, then PA instruction might very well help on the English end…"

↗ To summarize, it may not be necessary to teach PA in both languages because this study and others (Durgunoglu, 2002) demonstrates that PA transfers across languages (even from L2 to L1).

↗ Yet, PA instruction may still be foundational for literacy in English.

Goldenberg C., Tolar, T. D., Reese, L., Francis, D. J., Ray, A., Mejia-Arauz, R. (in press). *How important is teaching phonemic awareness to children learning to read in Spanish?* AERJ-TLHD.
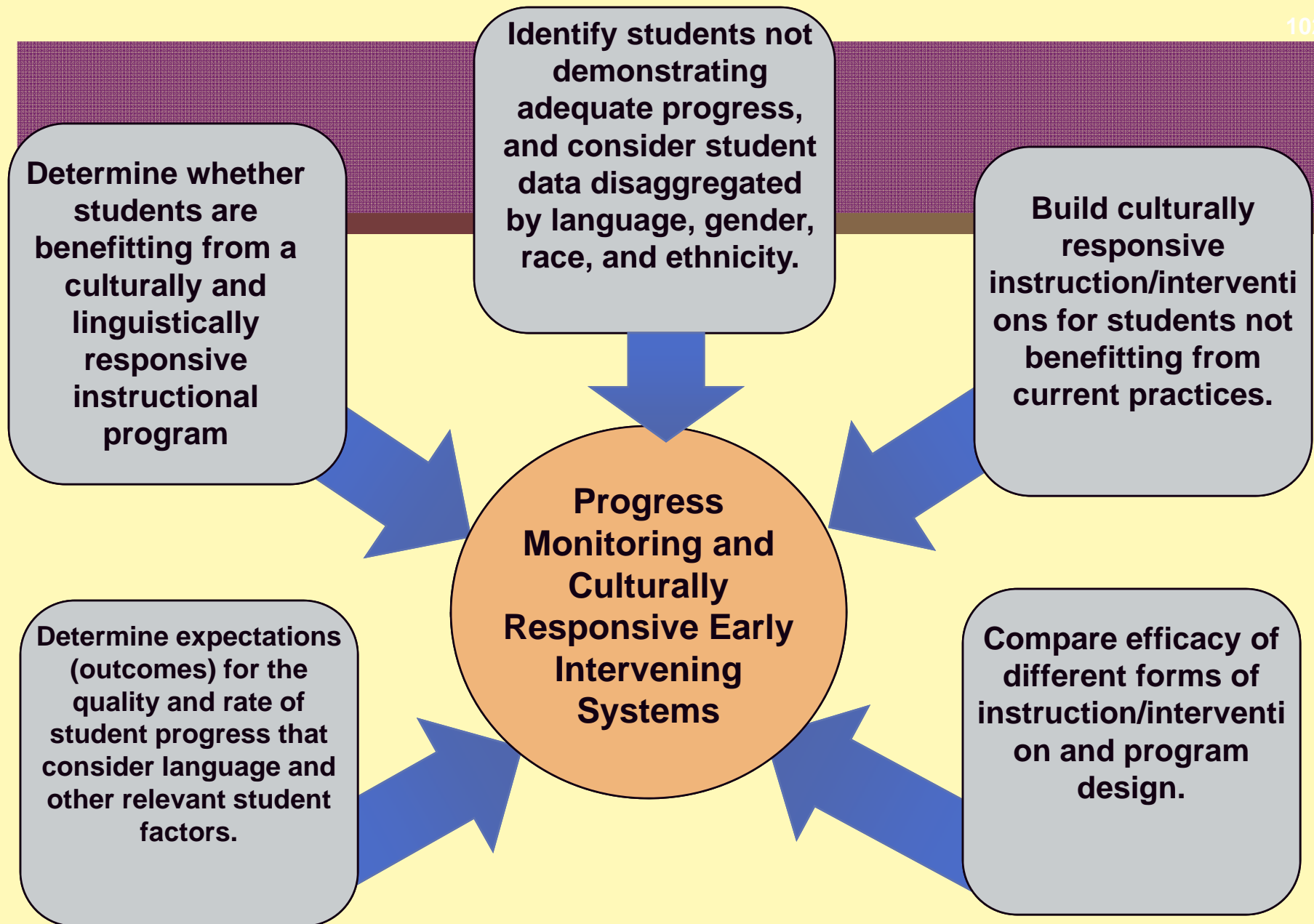
PA Skill Essential

↗ Although the Goldenberg et al. study suggests that PA skills may not be as important for students learning to read in Spanish as for reading in English, there is a large base of research supporting the need for strong PA development as foundational in reading.

↗ "To read efficiently in an alphabetic script, particularly English, orthographic memory is absolutely essential" (Kilpatrick, 2014, p. 137).

↗ Orthographic memory/mapping is the ability to store letter strings or words as a unit which can later be fluently and easily retrieved.

PA Skill Essential

↗ Kilpatrick (2014, p. 140) states the reason why PA is essential:

"Here is where phoneme awareness is very important. While oral parts such as /ĭp/ are not words, they are part of our existing oral language system and familiar to us if we have adequate phonological awareness. That's because /ĭp/ appears in many oral words such as *dip, hip, lip, rip, sip, trip, zip* and so on. If a student does not have phonological awareness, the letter sequence *ĭp* will not anchor to anything in particular in his memory. For him, *ĭp* represents two letters to memorize" (p. 140).

Identify students not demonstrating adequate progress, and consider student data disaggregated by language, gender, race, and ethnicity.

Determine whether students are benefitting from a culturally and linguistically responsive instructional program

Build culturally responsive instruction/interventions for students not benefitting from current practices.

Progress Monitoring and Culturally Responsive Early Intervening Systems

Determine expectations (outcomes) for the quality and rate of student progress that consider language and other relevant student factors.

Compare efficacy of different forms of instruction/intervention and program design.
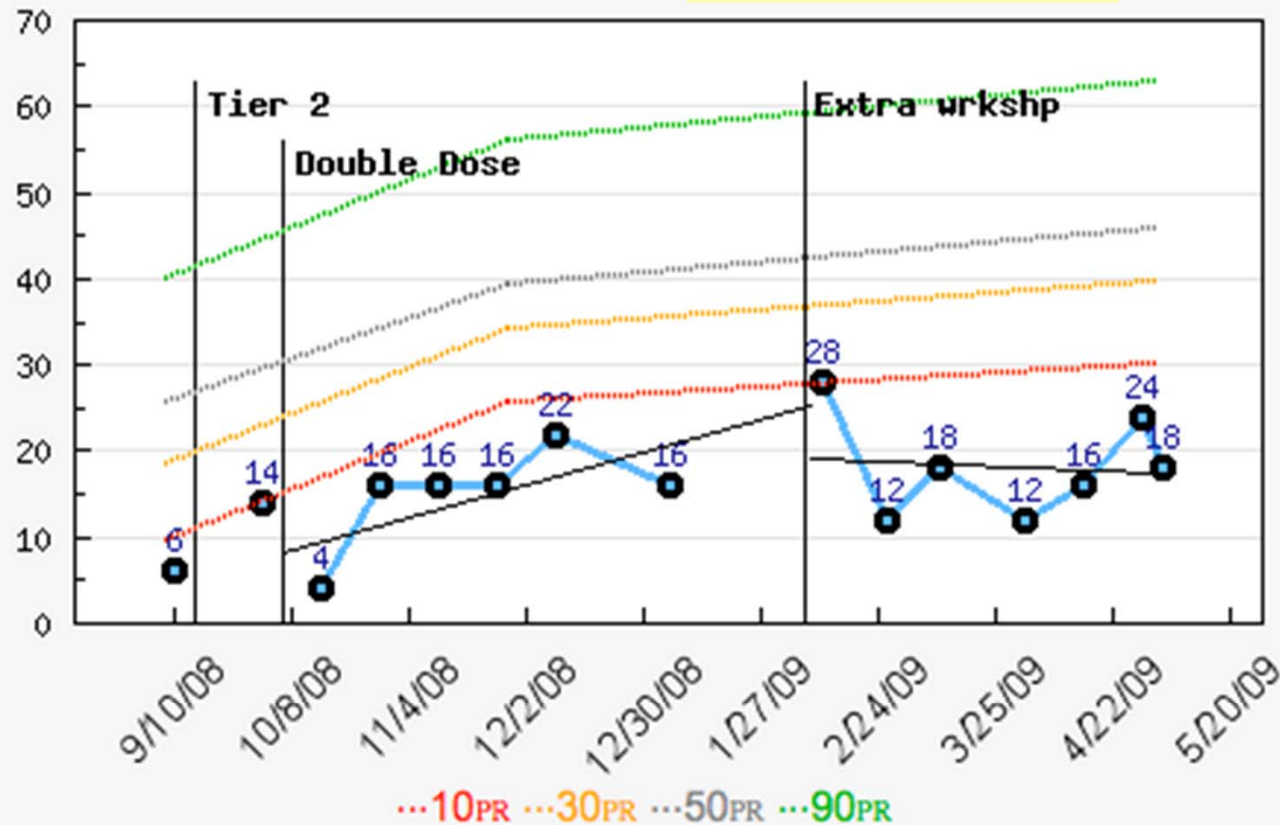
Kozelski, Sullivan, & King (2009)

An Example from the Field

Joaquin

◆ English Language Learner

◆ 8 years, 5 months old

◆ Grade 3

◆ Born in the U.S.

◆ At same school since kindergarten.

◆ Initial evaluation

Grade 1, Letter Sounds:

···10PR ···30PR ···50PR ···90PR

|	
Tier 2	: 30 minutes of HM differentiated materials in a small group.
Double Dose	: 40 minutes of small group reading twice a week using Reading Mastery and ERI. 12/1/08 Changed to ERI for 30 minutes a day. EXITED 2/9/09
Extra wrkshp	: 45 minutes a day of small group reading intervention using ERI and Phonemic Awareness activities.

Grade 2, Word Reading Fluency:
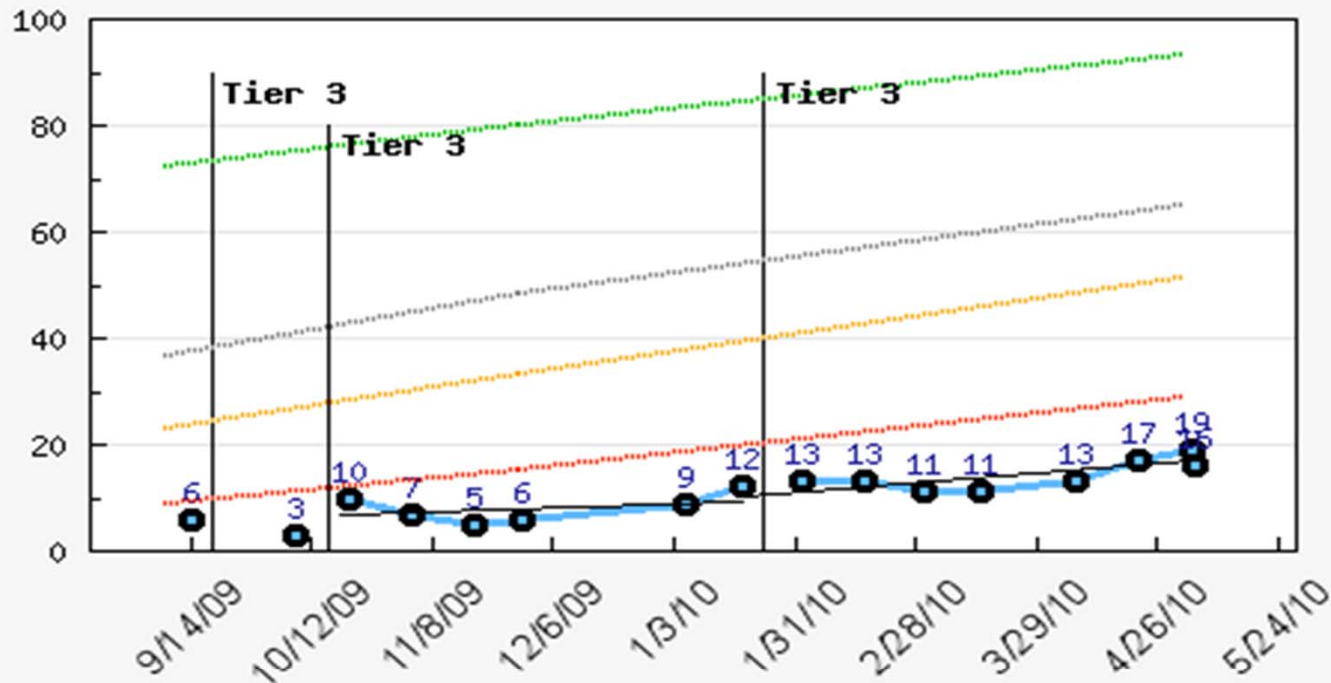
Tier 3	:	30 minutes of small group reading using Phonics for Readers. Focus is on phonics and phonemic awareness. See Julio's 1st grade booklet for progress monitoring data.
Tier 3	:	20 minutes a day of one on one reading instruction in room 24 using Read Naturally level 0.8. Switched to Reading Mastery 1 on 10/26/09. EXIT 1/20/10
Tier 3	:	20 minutes 4x week one on one fluency practice using Read Naturally 0.8

Grade 3: Passage Reading Fluency
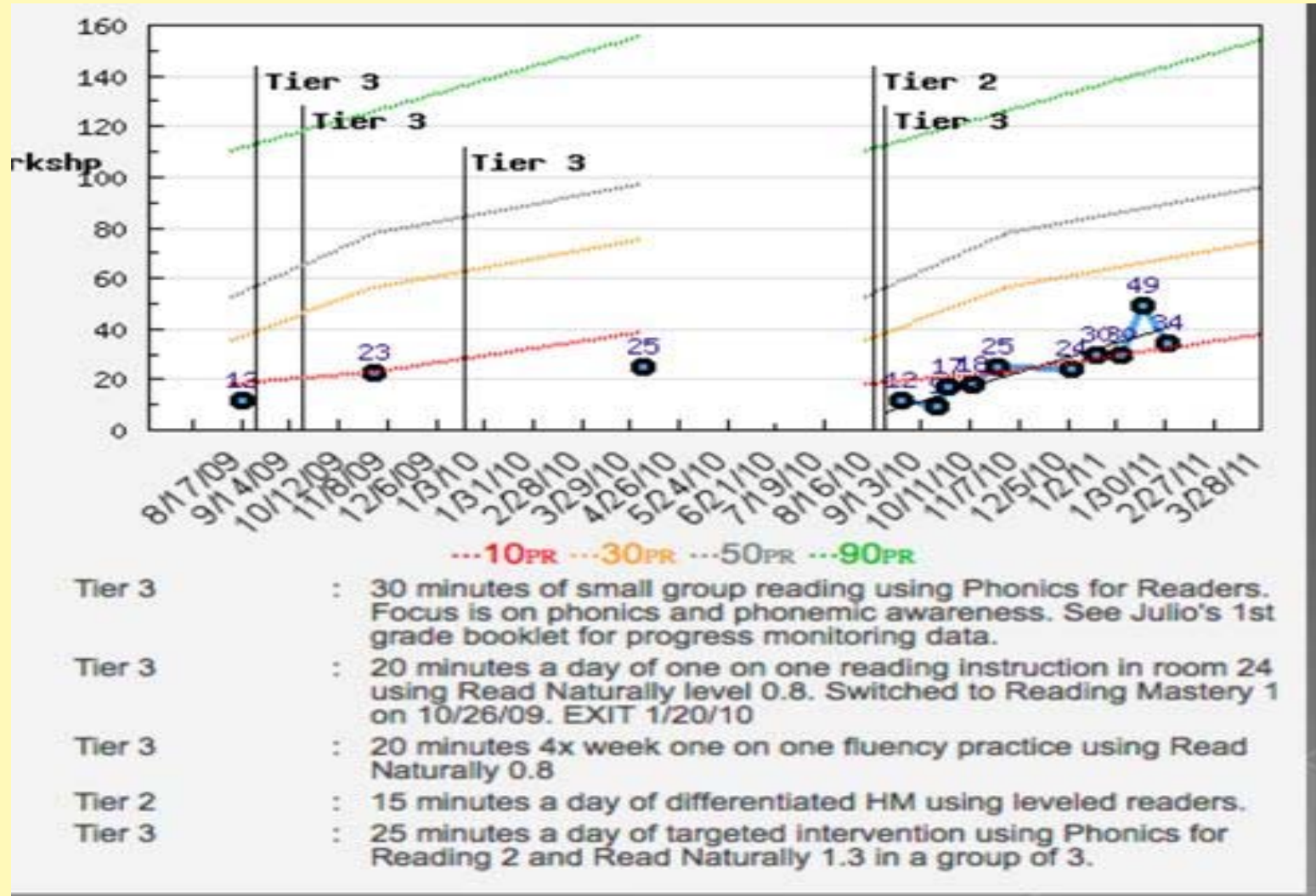
Turn and Talk

↗ What comments do you have on the previous case study?

Bottom Line

↗ The federal government has made it clear that RTI should NOT delay referral to special education if it appears warranted.

RTI and Dual Language Programs

↗ Although research demonstrates the positive impact dual language instruction has on achievement, there will be students who struggle to learn in any language no matter their first language.

↗ Remember the importance of an oracy component for ELs in the language of intervention.

↗ Linan-Thompson and Vaughn (2007) found that ELs benefit most when interventions include an oracy component that matches the language of intervention.

100

RTI and Dual Language Programs (cont.)

◆ Regardless of the approach, English core instruction and native language core instruction must:

- ◆ follow a scope and sequence
- ◆ have outcomes articulated across languages and grade levels
- ◆ be aligned with achievement standards
- ◆ be developmentally appropriate
- ◆ Use appropriate strategies for students' language proficiency levels in the instructional language

RTI and Dual Language Programs

◆ Critical questions:
  ◆ How is literacy instruction provided in L1? L2?
  ◆ Are there some children who will require more native language literacy support than others?
  ◆ Would some children be best served by providing interventions only in their native language? Their stronger language?
  ◆ What about children who speak three languages (one is an indigenous language)?
  ◆ How should growth be measured across the two languages?

1
1
1

RTI and Dual Language Programs (cont.)

◆ Since academic progress in dual language programs is coupled with their progress in language development, monitoring language progress is as important as monitoring skill development.

◆ Gottlieb (2010) reminds us that academic language proficiency and students' performance, progress in both their language proficiency and content learning is crucial.

113

Case Study: Yesenia

- ↗ Yesenia was born in the United States and is a second generation Mexican-American.

- ↗ She attended Head Start for one year where she had some instruction in Spanish.

- ↗ She attended a bilingual kindergarten before moving to a school with an ESL-only model (no Spanish support) at the beginning of first grade.

- ↗ In this English-only program she receives ESL pull-out support.

- ↗ Her language proficiency scores indicate she is a level 3 in English and Spanish. While the scores may appear that she has equal proficiency in both languages, she is likely stronger in Spanish since that is the language of the home and she has had the most input in that language.

Case Study: Yesenia (cont.)

1. Define the problem

↗   •Use reliable and valid tools to assess:

↗   –Reading skills in English and Spanish

↗   –Language skills in English and Spanish

2. Analyze

↗   •Does Yeseniahave adequate instruction in reading and language to be successful?

3. Develop a Plan

↗   •Base Yesenia's plan for support building on what she knows in her native language

4. Evaluate

Case Study: Yesenia (cont.)

Use tools with demonstrated reliability and validity to identify and monitor students' need for instruction support in reading in both L1 and L2.

- Since Yesenia had linguistic and educational experiences in two languages, she was screened in English (DIBELS) and Spanish (IDEL).

- Both measures have demonstrated to be reliable predictors of ELL students' reading outcomes (Baker, Cummings, Good & Smolkowski, 2007, Riedel, 2007; Vanderwood et al, 2008; Fienet al, 2008)

First grade DIBELS

	Decision Criteria – Beginning of Year	Score
Letter Naming Fluency (LNF)	At Risk 0-24	
	Some Risk 25-36	27
	Low Risk 37+	
Phoneme Segmentation Fluency (PSF)	Deficit 0 – 9	
	Emerging 10-34	30
	Established 35+	
Nonsense Word Fluency (NWF)	At Risk 0-12	11
	Some Risk 13-23	
	Low Risk 24+	

First grade IDEL

	Decision Criteria – Beginning of Year	Score
Fluidez en nombrar letras (FNL) Letter Naming Fluency (LNF)	At Risk 0-19 Some Risk 20-34 Low Risk 35+	41
Fluidez en la Segmentación de Fonemas (FSF) Phoneme Segmentation Fluency (PSF)	Deficit 0 - 34 Emerging 35-49 Established 50+	53
Fluidez en las Palabras sin Sentido (FPS) Nonsense Word Fluency (NWF)	At Risk 0-24 Some Risk 25-34 Low Risk 35+	39

Case Study: Yesenia (cont.)

Assess students' language skills in L1 and L2 to provide an appropriate context regarding evaluation of current levels of performance.

↗ On the Woodcock-Munoz Language Survey –Revised, Yesenia scored a Level 3 in English and Spanish.

↗ As stated earlier, she is likely stronger in Spanish.

↗ She qualifies for and must receive services from the federally-funded Title III (English as a Second Language/English Language Development) program.

Case Study: Yesenia (cont.)

Plan instruction based on what you know about the student's performance and literacy experiences in L1 and L2 and teach for transfer if needed.

- ↗ Since Yesenia is at low risk in L1 reading skills, she should receive Tier 1 (core curriculum) literacy instruction in L2 (English).

- ↗ She should be taught to transfer what she knows in Spanish to English (although given her young age these may be limited because she has not yet developed a solid foundation in L1 literacy).

- ↗ She should be taught what is different about English such as new sounds that may not exist in her L1.

- ↗ She will need explicit instruction in the vocabulary and language structures used in all instruction and interventions.

- ↗ She will benefit from encouraging her family to continue her oral native language development.
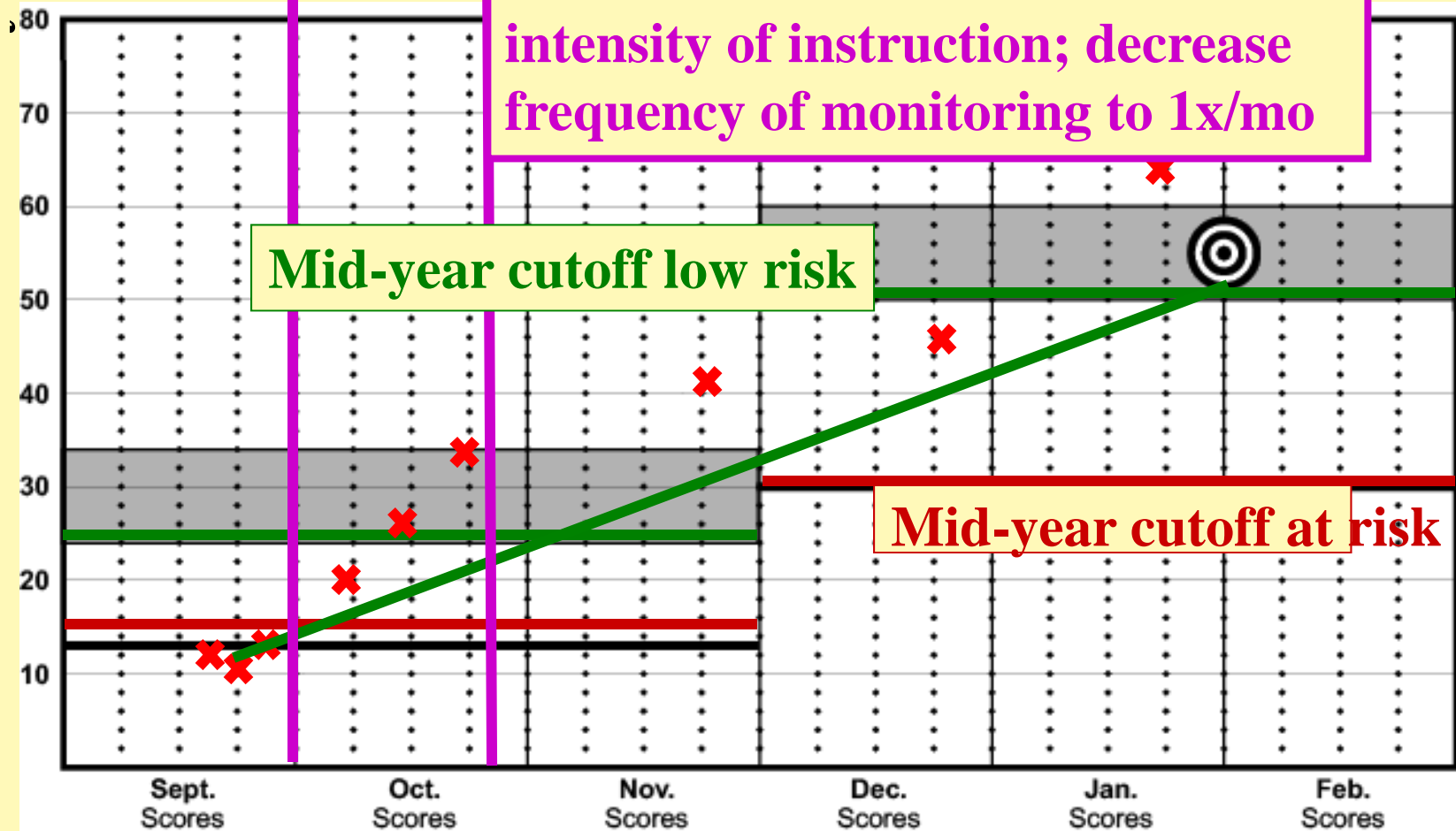
Yesenia – Nonsense Word Fluency

Tier 1+ Teach for Transfer (Spanish to English)
Monitor Progress every week

Student is on track- continue intensity of instruction; decrease frequency of monitoring to 1x/mo


Mid-year cutoff low risk

Mid-year cutoff at risk

Adapted from DIBELS/IDEL Research Team 2006

Yesenia – Nonsense Word Fluency

Tier 1+ Teach for Transfer (Spanish to English)
Monitor Progress every week

Student is not on track- implement Research-based Tier 2 intervention; include oral language component for ELs

Mid-year cutoff low risk

Mid-year cutoff at risk

Adapted from DIBELS/IDEL Research Team 2006
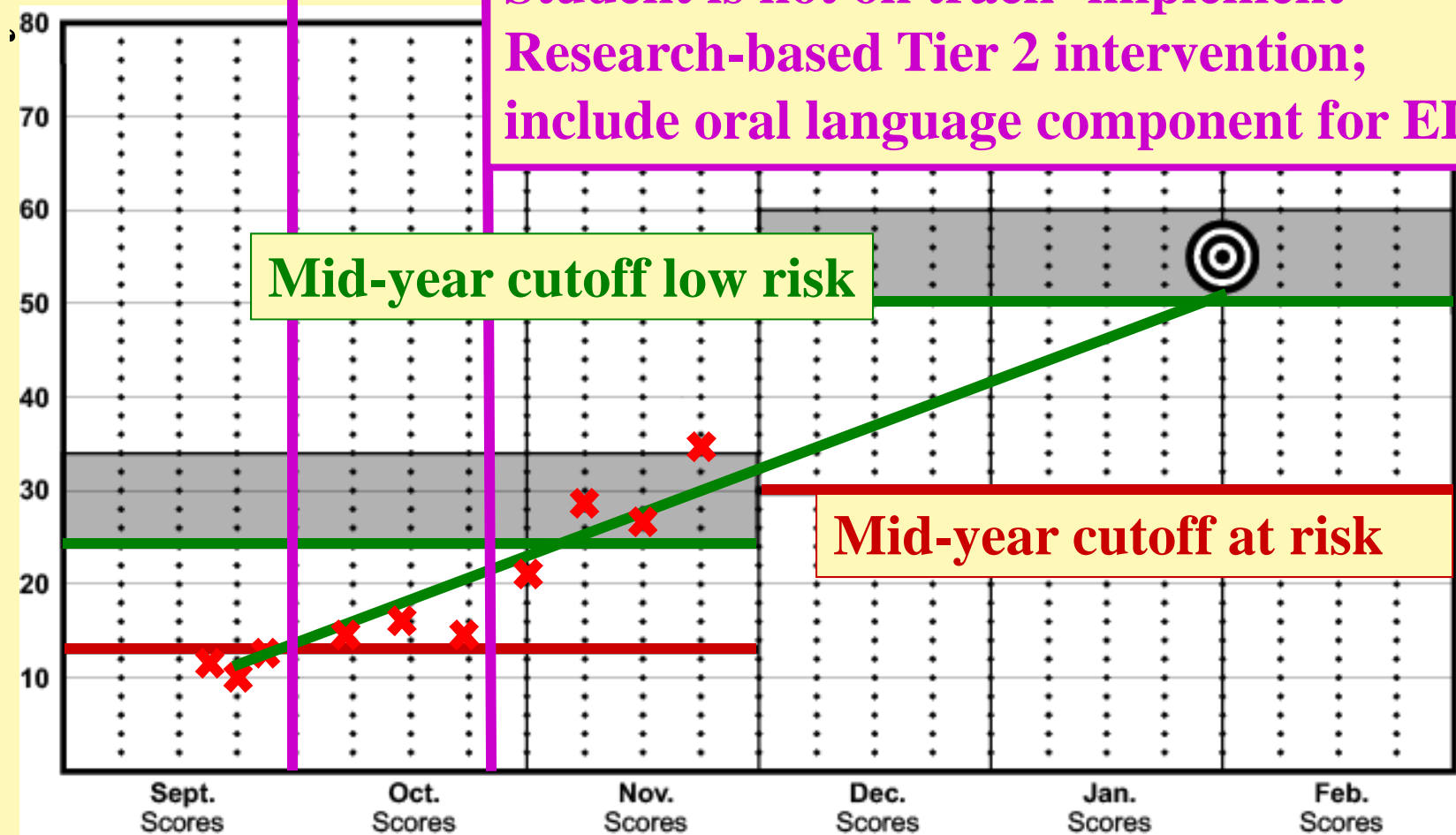
Case Study: Yesenia (cont.)

Monitor student progress in all languages of instruction (refer to slide #50).

↗ ▪Since Yesenia is currently being instructed only in English, her progress should be monitored in English.

↗ ▪Progress should be monitored on grade level skills.

Case Study: Yesenia (cont.)

Set rigorous goals that support students toward meeting grade level standards (refer to slide #50).

↗ Research shows that ELL students can benefit and make substantial progress when provided explicit instruction in phonemic awareness and phonics in English regardless of their English language proficiency (Gunn, Smolkowski, Biglan, Black & Blair, 2005; Haagar& Windemueller, 2001).

↗ Thus, the typical grade level goal was chosen for Yesenia.

↗ It must be noted, however, that while ELs can make substantial progress on all skills, their overall rate of development may suffer due to having a smaller vocabulary and limited experience in the English language.

↗ It may be helpful to set both short term and long term goals since their growth rates may differ from monolingual peers even when provided the same intensive interventions.

Case Study: Yesenia (cont.)

Evaluate growth frequently, increasing intensity of instruction when growth is less than expected (refer to slide #50).

- Yesenia's progress monitoring graph shows that after implementing Tier 1/Core Curriculum + Teaching for Transfer and monitoring her progress weekly, she did not appear to be on track to meet the middle of the year goal.

- She needs additional instructional support.

- The intervention was adjusted to intensify the instruction in literacy skills and provide additional focus on oral language and vocabulary support (Linan-Thompson & Vaughn, 2007).

Case Study: Yesenia (cont.)

➚ **Evaluate growth as compared to *true peers* (refer to slide #50).**

➚ "True peers" are students with the same or similar levels of language proficiency, acculturation, and educational backgrounds (Brown & Doolittle, 2008).

➚ As illustrated in the progress monitoring graph, she responded to the instructional adjustments so there is no need for additional concern at this time.

➚ If her growth was low compared to true peers who were receiving similar interventions, that might indicate that her lack of response may not be due solely to second language issues.
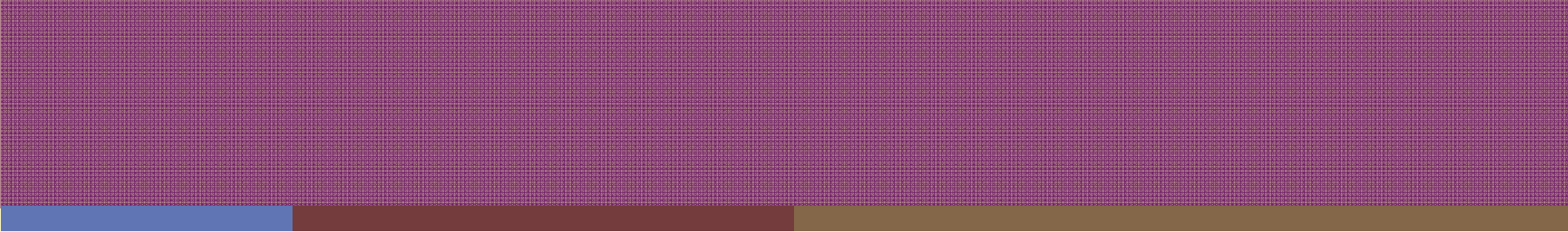
1
2
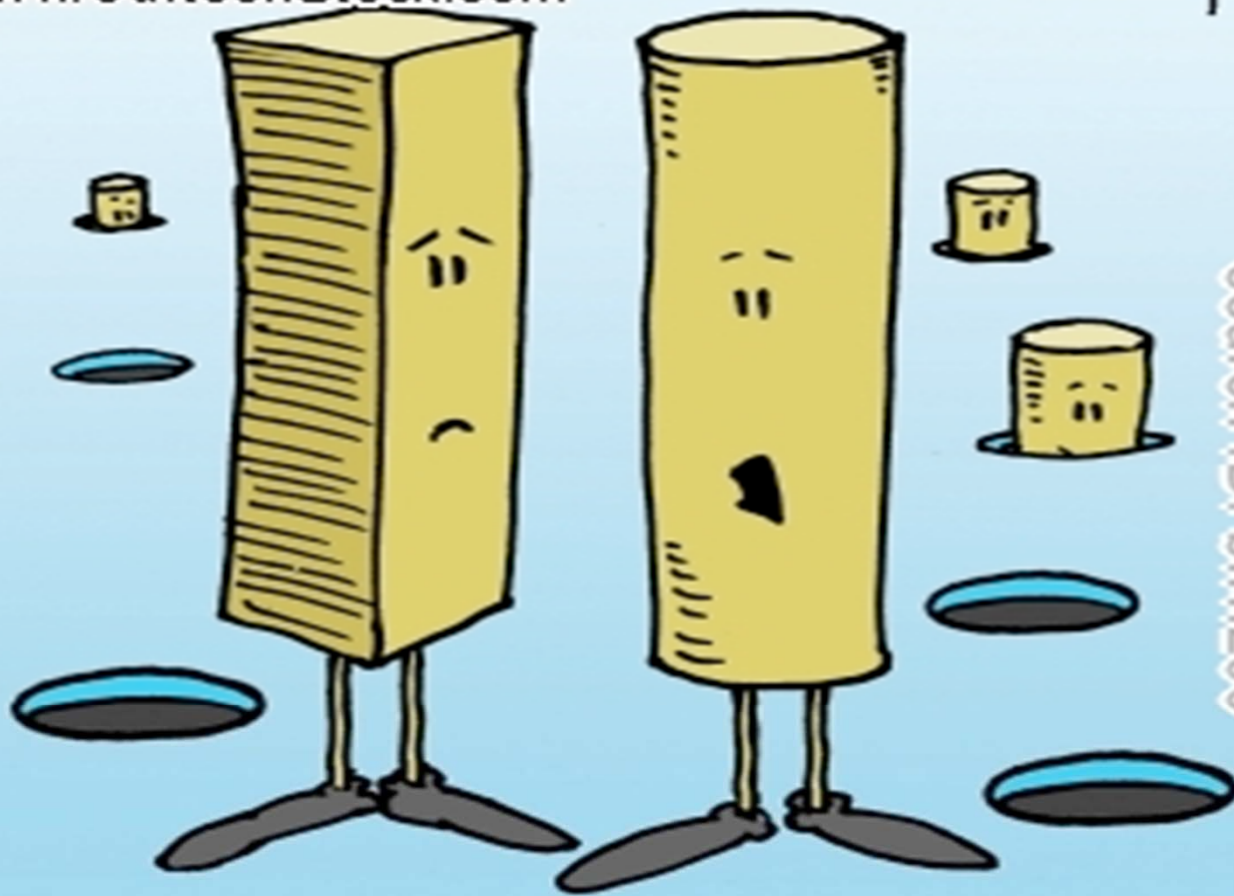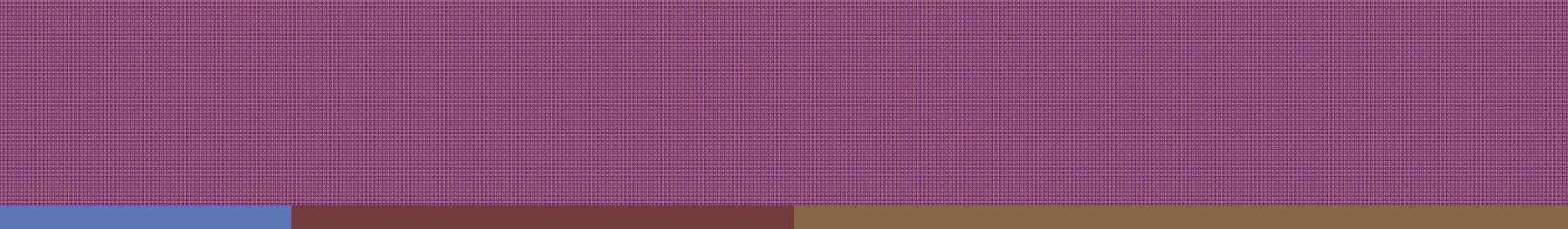
How do we ensure RTI is culturally and linguistically appropriate so it meets the needs of ALL learners?

"In each tier of the RTI process, instruction and intervention must be tailored to meet the unique needs of English learners."

Echevarria & Vogt

2010

1
2
8

PLUSS Model (Sanford, Brown & Turner, 2012)

↗ **<u>Problem:</u>** There are limited intervention programs that include English Learners (ELs) in their research base.

↗ **<u>Solution:</u>** We reviewed the literature to identify evidence-based practices for ELs and organized our findings into the acronym PLUSS.

PLUSS Model

PLUSS Framework	Definition
Pre-teach Critical Vocabulary	Identify and explicitly teach vocabulary that is unknown and critical to understanding a passage or unit of instruction
Language modeling and opportunities for practicing	Teacher models appropriate use of academic language, then provides structured opportunities for students to practice using the language in meaningful contexts
Use visuals and graphic organizers	Strategically use pictures, graphic organizers, gestures, realia and other visual prompts to help make critical language, concepts, and strategies more comprehensible to learners
Systematic and explicit instruction	Explain, model, provided guided practice with feedback, and opportunities for independent practice in content, strategies, and concepts
Strategic use of native language & teaching for	Identify concepts and content students already know in their native language and culture to explicitly explain, define, and

Content Objective:

Language Objective:

| Strategies: **L** – Language modeling & opportunities for practice **U** – Use visuals and graphic organizers **S** – Strategic use of Native language and teaching for transfer	L	U	S
P Pre-teach critical vocabulary			
S Systematic & explicit instruction			

Instruction of LIs in Special Education

↗ ELs who have not been redesignated as Fully English Proficient and are found eligible for special education services must receive both:

  ↗ Special education program

  ↗ ELD instruction

Intersecting Laws
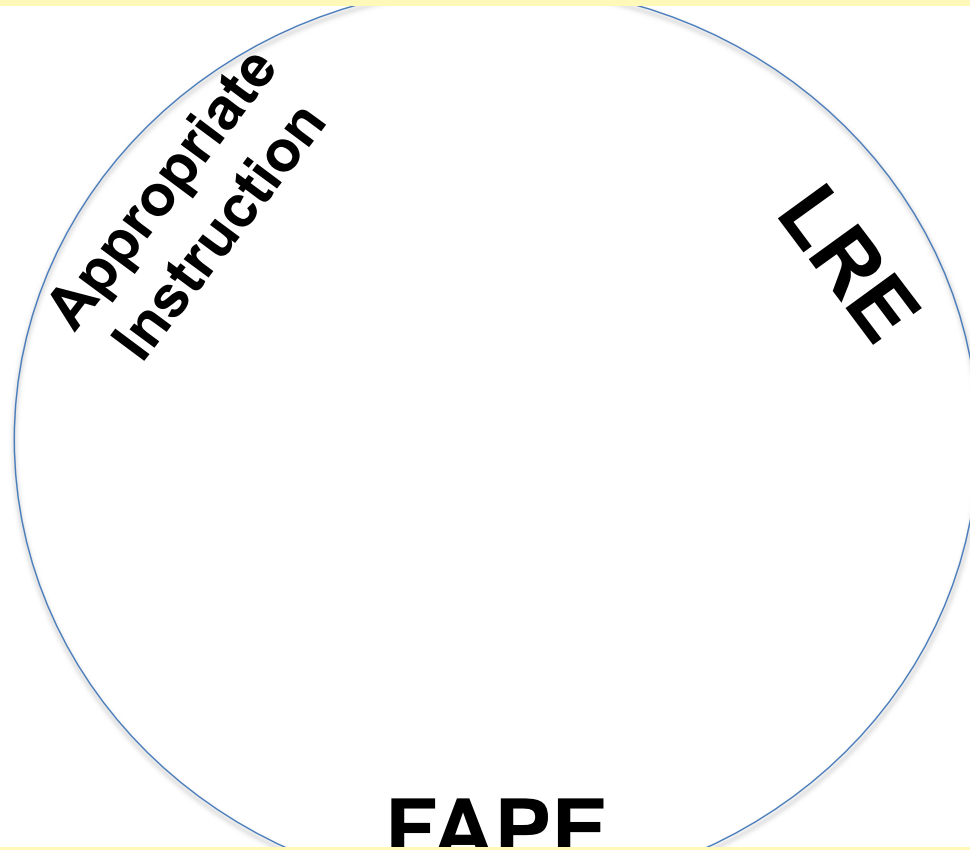
Instruction for ELs in Special Education Programs

↗ Appropriate instruction in special education for ELs should consider three areas:

    ↗ Language learning needs in L1 and L2

    ↗ Disability needs/special learning needs

    ↗ Cultural and experiential backgrounds

Four Components of Instruction for EL/Sped Students

↗ SEE FULL SLIDE

IEP Language Objectives

↗ Many states struggle to determine the components of an appropriate IEP for English Learners.

↗ One way to include these goals without them being considered ELD/ESL goals is to develop language goals that support the academic goals.

Objectives

↗ Content Objectives are the:

↗ Language Objectives are the:

What?

How?

- Purpose: tell what students will **know or do**
- Links to state standards

- Purpose Tells **how** students will perform the task **using which language forms/key vocabulary**

Language Forms and Functions

Language Function	Examples of Language Forms
Describing people, places, and things	Nouns, pronouns, adjectives
Describing spatial and temporal relations	Prepositional phrases
Describing actions	Present progressive tense, adverbs
Retelling/relating past events	Past tense verbs, perfect aspect (present and past)
Making predictions	Verbs: future tense, conditional mode
Expressing needs and likes	Indirect/direct object, subject/verb agreement, pronouns

Language Forms and Functions

Language Function	Examples of Language Forms
Asking Informational Questions	Verbs and verb phrases in questions
Asking clarifying questions	Questions with increasing specificity
Expressing and Supporting Opinions	Sentence structure, modals (will, can, may, shall)
Comparing	Adjectives and conjunctions, comparatives, superlatives, adverbs
Contrasting	Comparative adjectives
Summarizing	Increasingly complex sentences with increasingly specific vocabulary

Language Forms and Functions

Language Function	Examples of Language Forms
Persuading	Verb form
Literary Analysis	Sentence structure, specific vocabulary
Cause and Effect	Verb form
Drawing conclusions	Comparative adjective
Defining	Nouns, abstract nouns, pronouns, and adjectives
Explaining	Verb forms, indicative verb, declarative sentences, complex sentences, adverbs of manner

Language Forms and Functions

Language Function	Examples of Language Forms
Generalizing	Common, collectives and abstract nouns, verb forms, nominalizations
Evaluating	Complex sentences; increasing specificity of nouns, verbs, and adjectives; correlative conjunctions
Interpreting	Language of propaganda, complex sentences, nominalizations
Sequencing	Adverbs of time, relative clauses, subordinate conjunctions
Hypothesizing and speculating	Modals (would, could, might) compound tense (would have been)
Summarizing	Modals (would, could, might), compound tenses (would have been)

Essential Components of an Objective

LBC^{2}E (Sanford, 2011)

a) Learner & Date

b) Behavior – clearly defined, observable behavior (state the form or key vocabulary)

c) Condition under which student will perform the behavior

d) Criterion – performance level required to achieve mastery of the goal

e) Evaluation Schedule – frequency of assessment

142

Language Objectives Tied to Common Core

↗ Reading Standards: Literature

↗ 3.RL

↗ *Key Ideas and Details*

↗ 3.RL.2   **Recount** stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and **explain** how it is conveyed through key details in the text.
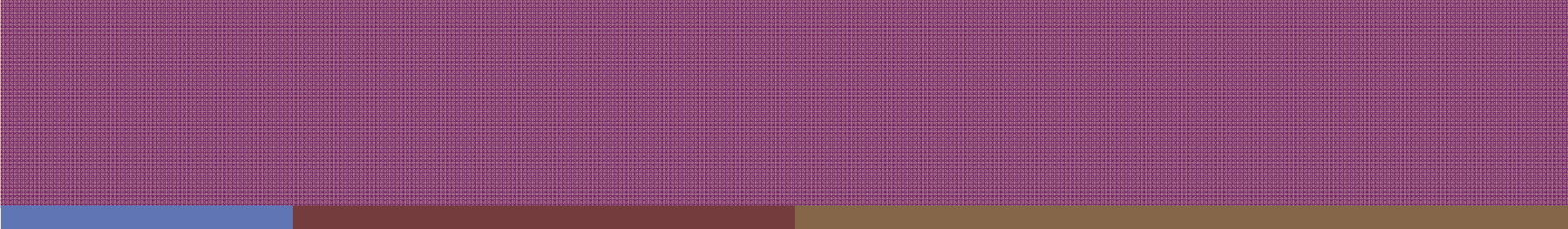
Steps to Language Goal

↗ What is the linguistic demand?

   ↗ *Recount stories*

↗ What is the language function (purpose)?

   ↗ *Retell*

↗ What is the language form needed to perform the function?

   ↗ *Past tense verbs*

↗ What key vocabulary will used?

   ↗ *Taken from stories*

Compose an Appropriate Frame

Write an ideal and linguistically appropriate (for the students' language proficiency level) response.

Example: **First**, there was a girl named Red Riding Hood who had a sick grandmother. **Next**, she took food to her grandmother. **Then**, a bad wolf pretended to be the grandmother and wanted to eat Red Riding Hood. **Finally**, a woodsman saved her.

↗ Then, write a language frame.

↗ By (date) (learner) will (behavior/function) using (language form) as measured by _____ with (criterion).

↗ Example: By (date) (learner) will orally retell a culturally appropriate myth using first, next, then, finally and use past tense verbs in four complete sentences as measured by teacher checklist.

↗ NOTE: Be sure to consider students' language proficiency levels when constructing language goals.

Common Core State Standards

↗ Reading Standards: Literature

↗ 3.RL

↗ *Key Ideas and Details*

↗ 3.RL.3   Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Steps to Language Goal

↗ What are the linguistic demands?

    ↗ *describe characters*

    ↗ *explain their actions*

↗ What is the language function (purpose)

    ↗ describe

    ↗ explain

↗ What is the language form needed to perform the function?

    ↗ *nouns, pronouns, adjectives*

    ↗ *verb forms, indicative verb, declarative sentences, complex sentences, adverbs of manner*

↗ What key vocabulary will used?

    ↗ *Taken from stories*

LBC²E

Write an ideal and linguistically appropriate (for the students' language proficiency level) response.

↗ Example: Cinderella was a happy girl. The stepmother was mean. The stepsisters were selfish.

Language Frame:

↗ By (date) (learner) will (behavior/function) using (language form) with (criterion) as measured by _____.

Compose a Language Frame

➶ <u>Language Frame:</u>

➶ By (date) (learner) will (behavior/function) using (language form) with (criterion) as measured by _____.

➶ Example: By (date) (learner) will **describe** a characters from a story using an **adjectives** to **describe** either a positive or negative trait in a complete sentence as measured by teacher checklist.

➶ NOTE: Be sure to consider students' language proficiency levels when constructing language goals.

Questions???

References

Baker, D.L., Stoolmiller, M., Good, R., & Baker, S. (2011). Effect of

reading comprehension on passage fluency in Spanish and

English for second-grade English learners. *School Psychology*

Review, 40(3), 331-351.

Brown, J.E., & Doolittle, J. (2008*). A cultural, linguistic, and ecological*

framework for response to intervention with English language

learners. Boulder, CO: National Center for Culturally Relevant

Educational Systems*.*

References

Brown, J.E., & Ortiz, S. O. (2014). Interventions for English learners with learning difficulties. In J.T. Mascolo, V.C. Alfonso, & D.P. Flanagan (Eds.), *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners*. Hoboken, NJ: Wiley & Sons.

Brown, J.E., & Sanford, A. (2011). *RTI for English language learners: Appropriately using screening and progress monitoring tools to improve instructional outcomes.* Washington, DC: National Center on Response to Intervention.

References

Echevarria, J.J., & Vogt, M.E. (2010). *Response to intervention (RTI)*

and English learners: Making it happen. Lebanon, IN: Pearson.

Fien, H., Smith, J.L.M. Baker, S.K., Chaparro, E., Baker, D.L., & Preciado,

J.A. (2011). Including English learners in a multiitiered approach

to early reading instruction and intervention. *Assessment for*

Effective Intervention, 36(3), 143-157.

Honig, B., Diamond, L., & Gutlohn, L. (2008). *Teaching reading*

sourcebook (2nd ed.). Berkeley, CA: CORE.

References

Keller-Margulis, M.A., Payan, A, & Booth, C. (2012). Reading curriculum-

   based measures in Spanish: An examination of validity and diagnostic

   accuracy. *Assessment for Effective Intervention, 37*, 212-223.

Leafstedt, J.M., Richards, C.R., & Gerber, Michael. (2004). Effectiveness

   of explicit phonological-awareness instruction for at-risk

   English learners. *Learning Disabilities Research & Practice,*

   19(4), 252-261.

References

Memorandum to State Directors of Special Education, 56 IDELR 50 (U.S.

Department of Education, Office of Special Education

Programs, January 21, 2011).Meridian Sch.Dist. 223, 56 IDELR 30

(SEA Illinois 2010).

Quirk, M., & Been, S. (2012). Examining the relations between reading fluency and

reading comprehension for English language learners. *Psychology in the*

Schools, 49(6), 539 – 553.

References

Richards-Tutor, C., Solari, E.J., Leafstedt, J.M., Gerber, M.M.,

Filippini, A., & Aceves, T.C. (2012). Response to intervention for

English learners: Examining models for determining

response and nonresponse. *Assessment for Effective*

*Intervention, 38,*173-185.

Sandberg, K.L., & Reschly, A.L. (2011). English learners:

Challenges in assessment and the promise of curriculum-

based measurement. *Remedial and Special Education,*

32, 146-154.

References

Sanford, A., Brown, J.E., & Turner, M. (2012). Enhancing instruction for

English learners in response to intervention systems: The

PLUSS model. *Multiple Voices, 13*(1), 56-70.

Wikson, K.K., & Lipson, M.Y. (2012). Between the CCSS and RTI in

literacy and language. *The Reading Teacher, 65*(6), 387-391.

References

U.S. Congress. (2004). *Individuals with*

disabilities education act,

reauthorization. Washington, DC:

Author.

Available at

http://www.ed.gov/policy/apeced/guid/idea2004.html

Last Words...

"An appropriate educational system for English Learners adapts *all* instruction and interventions to each student's language proficiency level in the instructional language(s) and their cultural and experiential backgrounds.

Julie Esparza Brown, 2013

NEW: Professional Development: Graduate Certificate

➚ Certificate of Completion in Supporting Emergent Bilinguals With and Without Disabilities

  ➚ Fully online, 5 course (15 quarter credits) certificate designed for K-12 monolingual and bilingual educators and administrators and related service providers

  ➚ Learn to distinguish language differences from disabilities

  ➚ Solve issues of daily practice with participant-generated case studies

  ➚ **Program developed and taught by Dr. Julie Esparza Brown, national expert in bilingual special education**

➚ For more information contact program manager Tracy Williams-Murphy at 503-725-8102 or twil2@pdx.edu

162

Thank you!

Dr. Julie Esparza Brown
jebrown@pdx.edu
360-281-8808