Implementing Response To Intervention With English Language Learners

Buffalo, New York
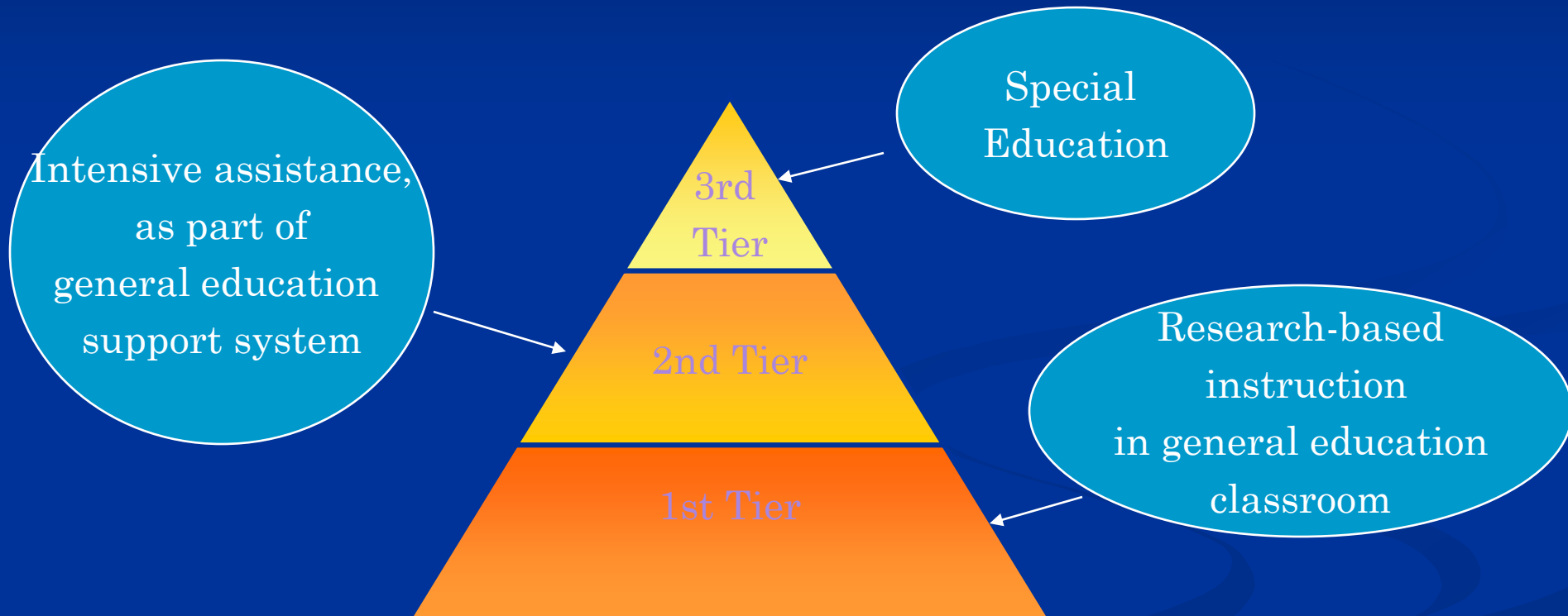
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What is RTI?

Response to Intervention (RTI)

It is a proposed comprehensive model of instruction that includes both regular and special education

Response to Intervention& ELLs (RTI)

RTI uses Three Tiers of Instruction

RTI-Three-Tiered Instruction

Intensive assistance, as part of general education support system

Special Education

3rd Tier

2nd Tier

1st Tier

Research-based instruction in general education classroom

3 Tier Level Interventions

Reading Model

	Tier I	Tier 2	Tier 3
Time	90	120	180
Curricular Focus	5 areas	Less than 5	2 or less
Curricular Breadth	Core	Core + Supplemental	Core + Supplemental + Intensive
Frequency of Progress Monitoring	Quarterly	Monthly or greater	Weekly

The RtI Models

- The Problem Solving Model

- Standard Treatment Protocol

- The Combined Model

RtI Model Effectiveness

- At this point it is difficult to decide whether the PSM or STP is the best RtI method. We should be asking the question "What's the most appropriate model for the given student(s) learning needs?"

How does RTI differ from the prereferral model?

With the prereferral Model we wait until the child fails

With RTI all students get appropriate instruction from the begining

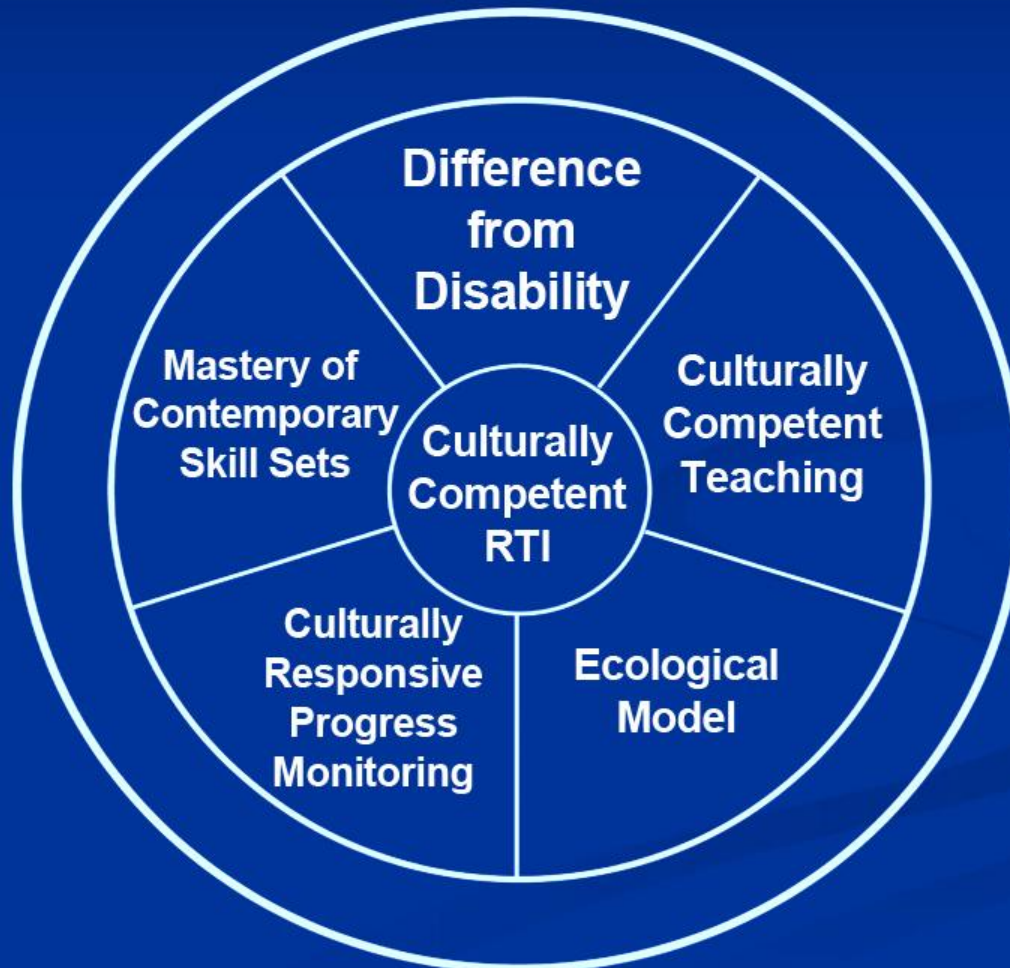# One size does not fit all.

- RTI for ELLs includes a variety of interrelated tasks:

  - Differentiation
  - Accommodations
  - Collaboration
  - Progress Monitoring

For RTI to work with ELLs it must be

Culturally Responsive

What Makes RTI Culturally Responsive?

Relevant Research Findings

RTI ELL Research Findings

- A total of 100 studies that used some form of an RTI model were reviewed

- Of those only 5 make reference to cultural factors

- Of those 5 the reference related to teaching in a Native language (i.e., Spanish)

- None of the studies made reference to or attempted to accommodate for various cultural factors that learners bring to the classroom

Best Practice for ELLs should be based on scientific research findings

A recent study Vaughn et al (2004)found:

RTI for ELLs at risk for reading difficulties worked well for most students

Students in the study received either English or Spanish Intervention in reading

1. 50 minutes per day/7 months
2. Intensive intervention in reading

The Spanish Intervention Group performed better in:

Letter sound identification

Phonological awareness

Listening comprehension

Word attack

Passage comprehension

Oral reading fluency.

The English Intervention Group performed better in:

Rapid letter naming

Letter sound identification

Verbal analogies,

Word attack

Dictation passage comprehension

This Research supports Response to Instruction (RTI) Intervention

1. When conducted in Spanish
2. When conducted in English

According to Slavin(2003), a best evidence research synthesis shows:

- Bilingual approaches are favored
- Systematic phonics is needed
- Small group tutoring helps
- Cooperative learning helps
- Extensive reading programs

Ecological RTI Model

- *Component 1*:
   - Student Factors
- *Component 2*:
   - Classroom/School Factors
- *Component 3*:
   - Home/Community Factors

Student Factors

- Language
- Acculturation
- Experiential Background
- Cultural Values/Norms
- Higher Order Thinking Abilities
- Student Learning Styles

Source: Hoover, Klingner, Baca & Patton, In Press

Student Factor
Language

RTI *. . .*

* Interventions occur in
  most proficient
  language

* ESL is implemented

Information to Gather

English and Native
Language Proficiency
determined?

Student Factor

Acculturation

RTI *. . .*

  * Intervention must accommodate possible stress experienced by learner in the overall process of adapting to new environment

Information to Gather

Behavioral and emotional adjustment to new school or community identified?

Student Factor
Experiential Background

RTI *. . .*

* Interventions are compatible with learner's prior experiences to meet academic/behavioral classroom demands

Information to Gather

*Previous experiences with formal schooling?

Prerequisite Academic Skills?

Student Factor
Cultural Values/Norms

RTI . . .

* Interventions are
  compatible with learner's
  cultural values and
  norms and do not
  conflict with
  expectations to meet
  academic/behavioral
  classroom demands

Information to Gather
Compatibility of
selected interventions
with student's cultural
values and norms?

Student Factor
Higher Order Thinking Abilities

RTI *. . .*

* Interventions challenge
   the learner to use higher
   order thinking abilities

Information to Gather

Student abilities to compare, evaluate, synthesize, comprehend identified?

Student Factor

Learning Styles

RTI *. . .*

* Interventions reflect compatibility between styles of teaching and student's preferred style of learning

Information to Gather

Student's preferred learning styles are identified?

Classroom Factors

- *Linguistic Competence*
- *Contextualized Learning*
- *Joint Productivity*
- *Instructional Conversation*
- *Challenging Curriculum*

Source: CREDE, Tharp, 1997.

Classroom Factor
Linguistic Competence

RTI *. . .*

* Interventions reflect functional language usage and connect student's current and prior experiences

Opportunities to Learn . . .

Instruction is consistent with learner's language level, emphasizing functional language uses?

Classroom Factor
Contextualized Learning

RTI *. . .*

* Interventions reflect home and community culture and connect student's current and prior experiences

Opportunities to Learn . . .

Interventions consistent with learner's acculturation level and cultural experiences?

Classroom Factor
Joint Productivity

RTI *. . .*

 * Interventions reflect shared interactions among students and teacher

Opportunities to Learn . . .

Learning tasks are cooperatively implemented by students and teacher encouraging shared interactions?

Classroom Factor
Instructional Conversation

RTI . . .

* Interventions reflect
   on-going dialogue
   between students and
   teacher

Opportunities to Learn . . .

Ideas are expressed
interactively
as learning tasks are
jointly implemented
by students and
teacher?

Classroom Factor
Challenging Curriculum

RTI . . .

* Interventions challenge students cognitively within appropriate curriculum, based on cultural and linguistic needs

Opportunities to Learn . . .

Interventions are effective in challenging students by emphasizing higher order thinking skills?

Home-Community Factors

- Home Language Identified?

- Adjustment to New Community Determined?

- Availability of Community Resources Used?

Source: BUENO Center Parents CD ROM (2001)

Contemporary Skill Sets

Contemporary Skill Sets

RTI requires educators to become well-versed in several contemporary skill sets, supporting culturally competent interventions

- Differentiation Skills
- Evidence-based Practices
- Collaboration
- Data-Driven Decision Making
- Emotional/Behavioral Supports

(Hoover & Patton, 2006)

Differentiation Skills

RTI requires the implementation of differentiated instruction to meet learning needs

(Vaughn, Sinan-Thompson & Hickman, 2003).

Evidence-Based Practices

Student achievement and growth is to be grounded in scientific or evidence-based practice

(United States Department of Education, 2002).

Collaboration

Collaboration is a necessary and sometimes required practice to meet needs associated with services to meet special needs (including RTI)

(Friend & Cook, 2003)

Data-Driven Decision Making

Student responses to instructional interventions (RTI) should be documented to monitor progress to make informed educational decisions

(Vaughn &Fuchs, 2003)

Emotional/Behavioral Supports

Functional assessment of behavior and related behavior supports are to be included in interventions for at-risk learners with significant behavior needs

(Crone & Horner, 2003)

Summary

RTI and English Language Learners

Summary
Recommended Practices

Of primary concern is that RTI practices be culturally and linguistically relevant for English language learners.

To achieve this follow these recommended practices:

- 1. Implement an ecological model in which *student, classroom* and *home/community* factors are considered and addressed

- 2. Interventions must be culturally responsive and implemented with *cultural competence*

- 3. Evaluate effectiveness of instructional methods relative to the cultural context within which they are used (e.g., acculturation levels, prior experiences, cultural values) (*Progress Monitoring*)

Recommended Practices Continued . . .

- 4. Instructional methods used in RTI for ELLs should be validated for use with this population of learners

- 5. Adhere to components of culturally/linguistically valid RTI (*Handout*)

- 6. Adhere to bias-reducing practices and strategies (*Handout*)

- 7. Apply a variety of culturally responsive progress monitoring techniques (*Handout*)

Conclusion

- Questions?

- Thank You!