

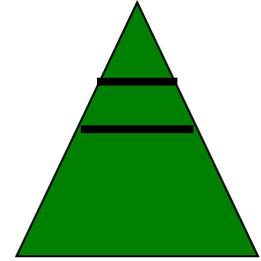
Implementing RTI with English Language Learners (ELLs)



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Response to Intervention (RTI)
for English Language Learners (ELLs)

Learner Objectives

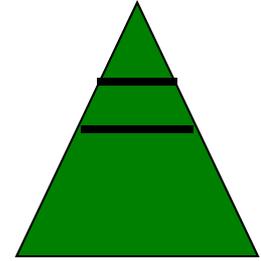


Participants will better understand:

- How **core concepts of RTI build capacity** for schools to support ELLs.
- Current **challenges when applying RTI practices with ELLs** and some strategies to address them
- **Evidence-based core instructional practices, as well as Tier 2 and Tier 3 academic and behavioral** interventions to support ELLs within a multi-tier model.

Response to Intervention (RTI)
for English Language Learners (ELLs)

Learner Objectives

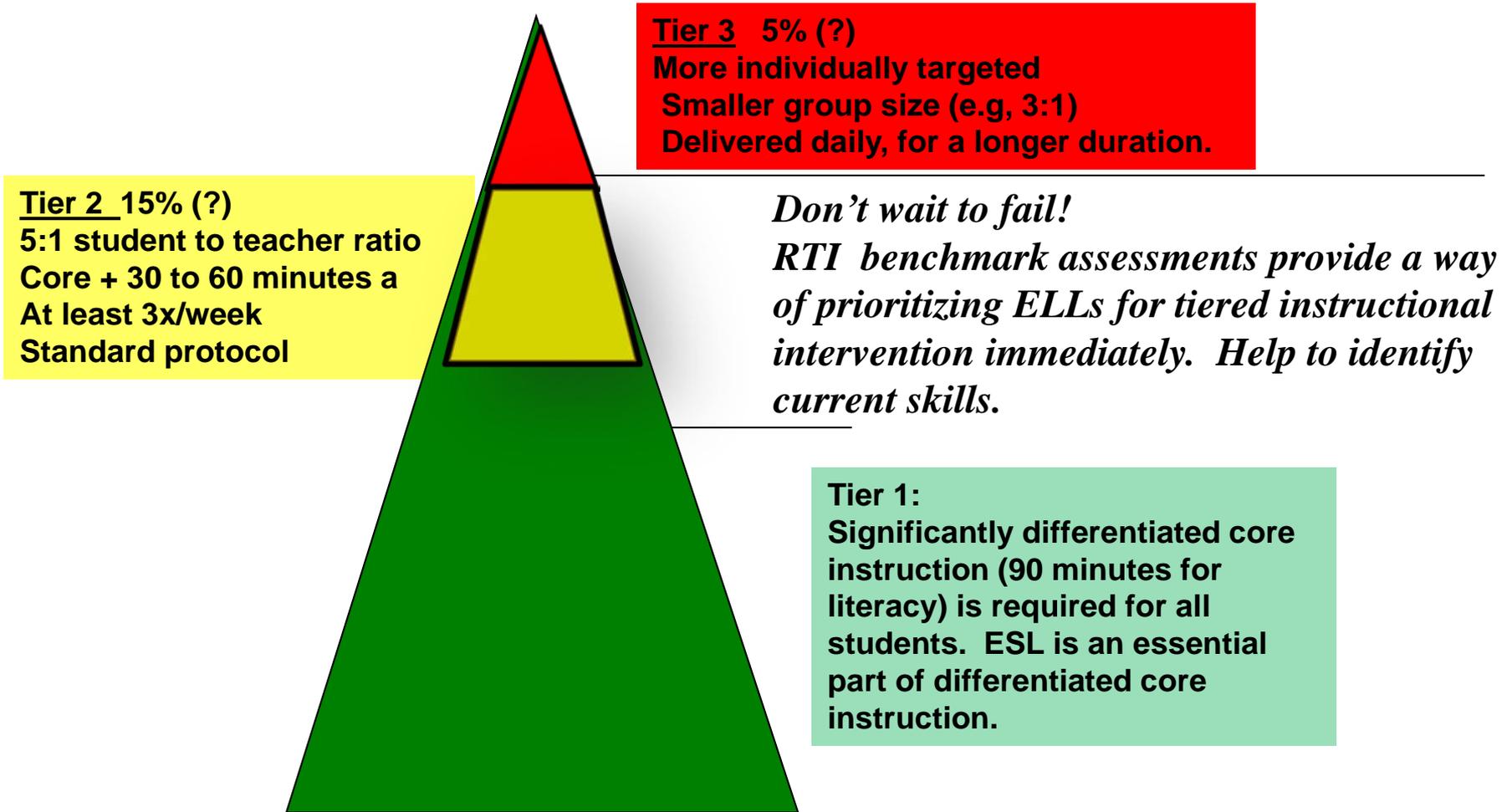


Participants will better understand:

- How various **RTI assessments** can be utilized to better **identify and understand needs of ELLs**, plan targeted interventions and evaluate outcomes.
- Importance of data based decision making and **tiered problem solving** procedures to provide timely supports.
- Some of the **complexities of RTI for ELLs** and how to ***proceed cautiously***.

Response to Intervention (RTI) for ELLs

Differentiation/Tiered Intervention for ELLs



*Don't wait to fail!
RTI benchmark assessments
provide a way of prioritizing
ELLs for tiered instructional
intervention immediately. Help
to identify current skills.*

Concerns with this statement?

Response to Intervention (RTI) for ELLs

Tiered Assessments for ELLs

Tier 3

Weekly progress monitoring in areas of key needs
Diagnostic assessment to clarify individual needs
possibly including disability evaluation

Don't wait to fail!

RTI benchmark assessments provides a way of prioritizing ELLs for tiered instructional intervention immediately. Help to identify current skills.

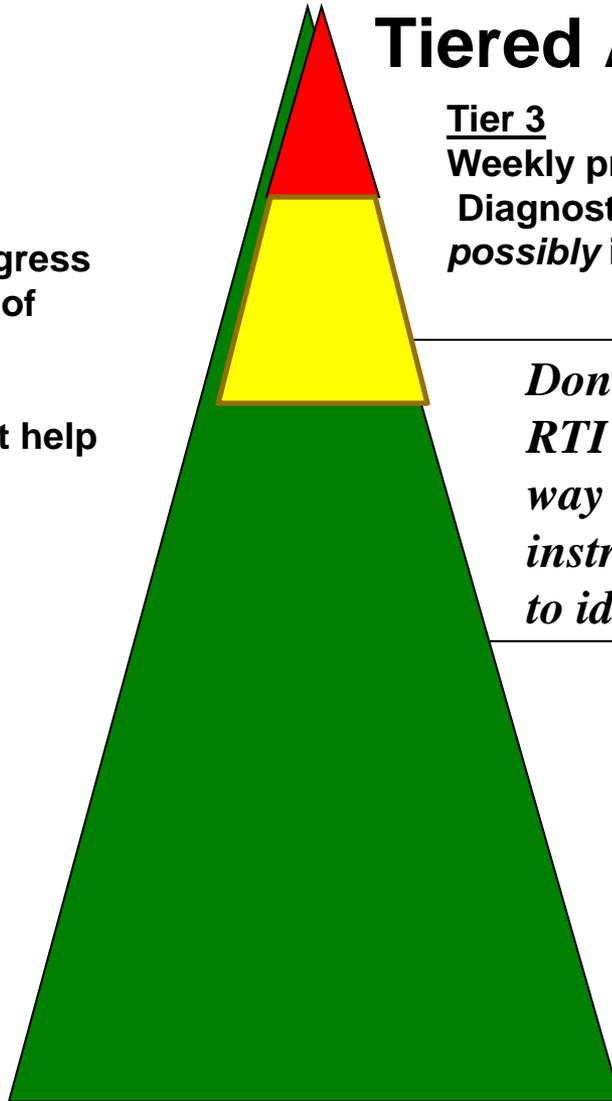
Tier 1: Benchmark assessment / 'Universal Screening' in L1 (when appropriate) and English

Identifies who may struggle in the core curriculum, helps to evaluate programs (including core)

Tier 2

Weekly or biweekly progress monitoring in language of instruction.

Assessments that might help to clarify problem



RTI for ELLs: Core Elements

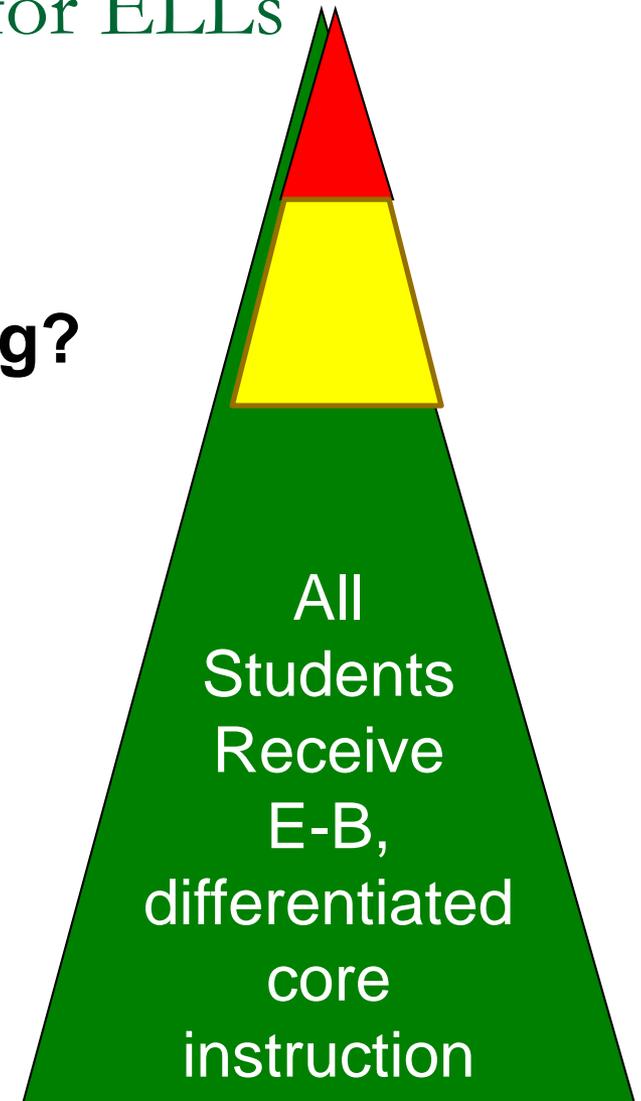
- **Universal screenings** applied to all students
- **Scientifically-based instruction** for all students (core instruction)
- **Targeted intervention** that matches student needs (tiered, evidence-based interventions)
- **Progress monitoring**
- **Data-based decision making**
- **Parent notification**

Response to Intervention (RTI) for ELLs

How do your schools prioritize ELLs for tiered assessments, interventions and problem solving?

Is the process for ELLs different than for other students?

- **Measures**
- **Decision rules**
- **Resources**



Why RTI? And Why RTI for ELLs?

Why RTI? And Why RTI for ELLs?

Although research concerning evidence-based interventions for ELLs is limited, there is a growing knowledge base suggesting that multi-tiered supports benefit ELLs who are struggling

Mathes, Pollard-Durodola, Cárdenas-Hagan, Linan-Thompson, Vaughn (2007); Rivera, Moughamian, Lesaux, Francis (2009); Sun, Nam, Vanderwood (2010)

These timely supports help ELLs to ‘catch up’ and may prevent unnecessary and inaccurate diagnosis of learning disabilities among ELLs.

Why RTI? And Why RTI for ELLs?

What Works Clearinghouse reviewed 35 instructional/intervention programs designed to improve reading achievement and or English language proficiency for ELLs

0 - Met criteria for Strong evidence

7 - Had ‘Potentially positive’ impact all with Small ‘extent of evidence’ in the area of Reading Achievement

7 - Had ‘Potentially positive’ impact all with Small ‘extent of evidence’ in the area of English Language Proficiency

3 – Had positive effects in both areas

RTI which expands instructional options and evaluates progress of individual students. When educators respond to the data there is an increased likelihood for good student – intervention ‘fits’

From What Works Clearinghouse

Effective literacy strategies in Elementary grades for ELLs

<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=6>

1. **Use formative evaluation strategies using English measures of phonics, phonemic awareness word reading and reading connected text – Use to prioritize students for supports and monitor progress- STRONG**
2. **Provide explicit direct instruction in small intensive groups targeted to students needs in the phonics, phonemic awareness, vocabulary, fluency and comprehension. Base intensity on needs as determined by assessments – STRONG**
3. **Provide ‘high quality’ vocabulary instruction through out the day. Emphasizing essential words Teach common word meanings, phrases and expressions – STRONG**
4. **Provide approximately 90 minutes per week of structured instructional activities during which students of different ability levels work in pairs to ‘practice and extend’ English language proficiencies already taught - STRONG**

Core element:
Universal screening to
identify at risk students



**Why do we spend all the
time and energy to
conduct assessments in
schools??**

RTI Assessment for ELLs



Some things we need to know in order to understand and teach ELLs (and everyone else)

- What does the students know (What do I need to teach)?
- Who are the students who need additional supports?
- Are there specific areas that warrant additional instruction, intervention and or closer (e.g., diagnostic) examination?
- Is the student making progress (Do I stay the course or make an instructional adjustment)? Including IEP Goals
- Are programs in our school effective in meeting student needs?
Now a part of teacher 'accountability'

Need to be communicated effectively with key audiences

RTI Assessment for ELLs



For ELL we may need to know:

- What is the student's experience speaking English?
(Language History)
- How much English does the student understand/communicate?
- What has the student learned in his/her native language?

RTI Assessments for ELLs

Example of R-CBM

Amy - Spring (May) of 3rd grade: How did she do??

Rate her oral reading fluency (automaticity)

- 1 - very poor (10th %tile) to
- 10 Excellent 90th+ %tile

CBM Example

It was raining outside, and there was nothing for Norman to do.	12
"I have the most boring life," he moaned, as he plopped down on the couch. Just as he switched on the television, the power went out.	26
Watching a blank television was not something Norman wanted to do.	38
He looked around at the four dismal walls that kept him out of the rain.	49
"Now what am I going to do?"	64
"You could tidy up your room," his mom suggested, "or organize your closet. Your closet is a disaster, Norman. I'm actually frightened of what you might find in there. You haven't cleaned it in a decade."	71
	83
	95
	107
Continues on to about 250-300 words.	

AIMSweb norms: In Spring of 3rd grade

73 WRC with 7 errors = near 10th percentile

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Continues on to about 250-300 words.	

3	90	40570	143	40570	162	40570	179	1.00
	75		116		139		152	1.00
	50		87		111		127	1.11
	25		59		84		98	1.08
	10		38		56		73	0.97
	Mean		89		110		125	1.00
	StdDev		40		41		42	0.06

Considering accuracy rate is important too!

85% Accuracy

Once a child is identified as being at risk of having significant unfulfillment, frequent monitoring is needed to see whether interventions are proving useful. In light of the significant urgency to address unfulfillment in at-risk students before they become severe, schools should employ measures that are sensitive to meaningful improvement over short periods of time (e.g., six to eight weeks of intervention), yet are frequent enough so as not to require a significant amount of time to implement.

90% accuracy

Because the results of these droflops may be used for making high-stakes chorplofe (e.g., justifying inclusion in or exclusion from shlopfole programs, diagnosing vollester disability) it is essential that assessments have adequate qualities, including reliability and validity, and do not result in gropling over- or under-identification of ELLs (“false positives” and “false negatives”).

95% accuracy

Even when at-risk students are provided with evidence-based intervention, it is shlopfole to monitor progress in a frequent, ongoing manner. Just because a particular gropling is effective for most students, it will not necessarily be effective for all students. It is droflops to implement interventions with an open mind, evaluate response objectively and modify as necessary.

RTI Assessments for ELLs

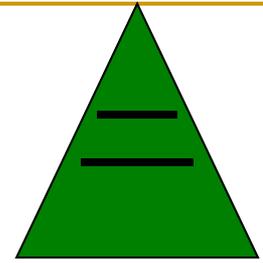
Assessment qualities needed for RTI assessments

- Reliability, Validity
- Feasibility of appropriate administration and use
- Multiple *equated* forms (Progress monitoring)
- Sensitive to improvement
- Measure important things (e.g., important skills, prediction of risk)
- Data is organized and communicated effectively with key audiences

See tool ratings on rti4success.org

Universal Screening (Benchmark)

Progress Monitoring



Benchmark should accomplish:

- Identify instructional needs in order to guide instruction (target weak skills)
- Prioritize students for targeted supports
- Evaluate program (core instruction, intervention) effectiveness as well as various programs being implemented for students

Some evidence for Early literacy CBM measures for ELLs

Nonsense Word Fluency is a good predictor of reading success in kindergarten and first grade for ELLs (Fien, Baker, Smolkowski, Smith, Kame'enui & Beck, 2008)

Student performance on phonics and phonemic awareness, assessed in either native language or in English, predicts ELL's acquisition of academic skills in English (August and Shanahan, 2006; Baker, Cummings, Good, and Smolkowski, 2007).

August and Shanahan, 2006. Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth

Some evidence for Reading CBM for ELLs

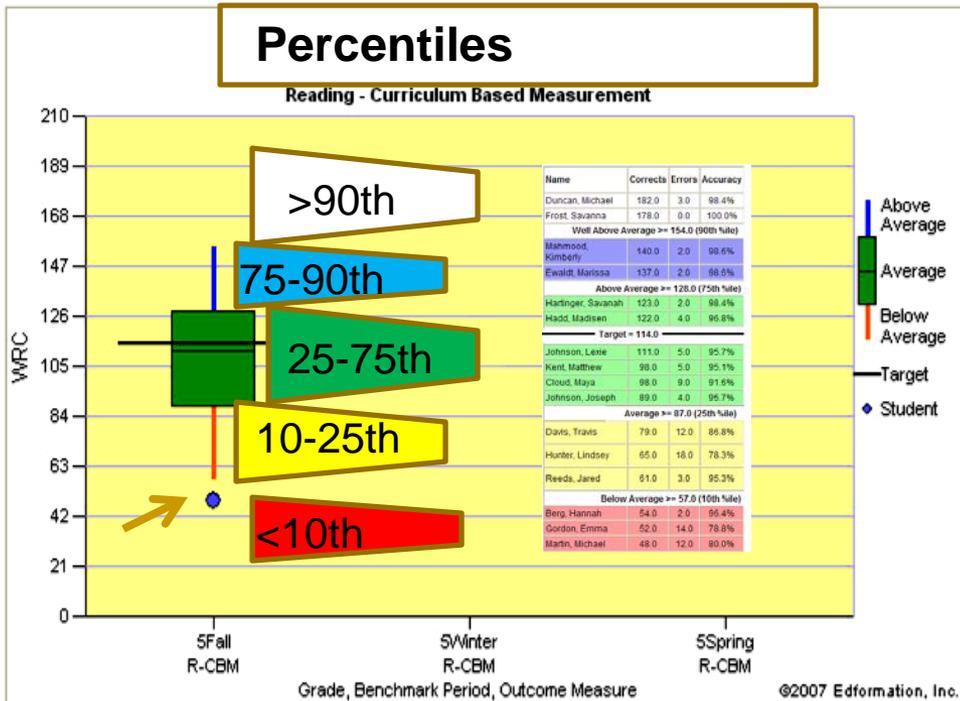
Baker and Good (1995) found that **oral reading fluency (R-CBM) in English was reliable and valid for native Spanish speaking ELLs** and was **sensitive to their progress** over time. They also found that their R-CBM performance was as **predictive** of other English reading measures as it was for native English speakers.

Reading CBM in Spanish in the beginning of the year, **predicted reading fluency in English** at the end of the year for Spanish speaking ELLs (DeRamirez and Shapiro (2007))

RTI Assessments for ELLs: Benchmark assessment

Teacher: Mr. Johnson Student: Jose Arroyo

Benchmark Scores for 2006-2007 School Year



How do you interpret this benchmark score for a native English speaker?

For an ELL?

What factors would you need to consider when interpreting benchmark results for an ELL?

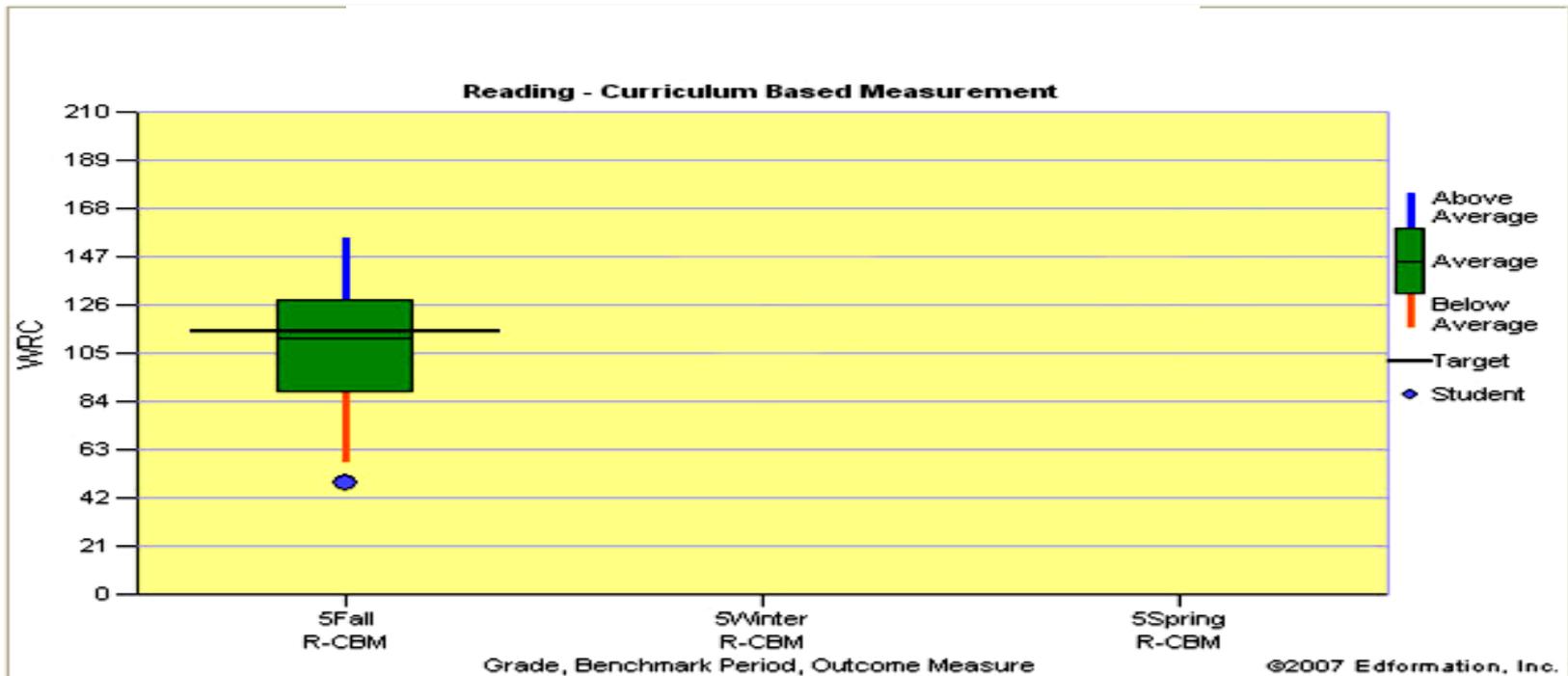
Benchmark Comparison: School

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2006-2007	5	48.0			Well Below Average	Begin Immediate Problem Solving (School Fall Percentiles)

Michael Martin scored 48 Words Read Correct (WRC) from Grade 5 Passages at the Fall Benchmark. Currently, Michael Martin's score is Well Below Average compared to School Fall Percentiles.

RTI Assessments for ELLs: Benchmark assessment

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RTI Assessments for ELLs: **Benchmark assessment**

Many ELLs, because of limited English proficiency, will perform poorly on universal screening measures that predict difficulties progressing with core instruction only. **They should be considered for Tier 2 or Tier 3 level supports (*but attributions about them are different*).**

Small group with intensive instruction provided to help them to ‘catch up’ to native speaking peers.

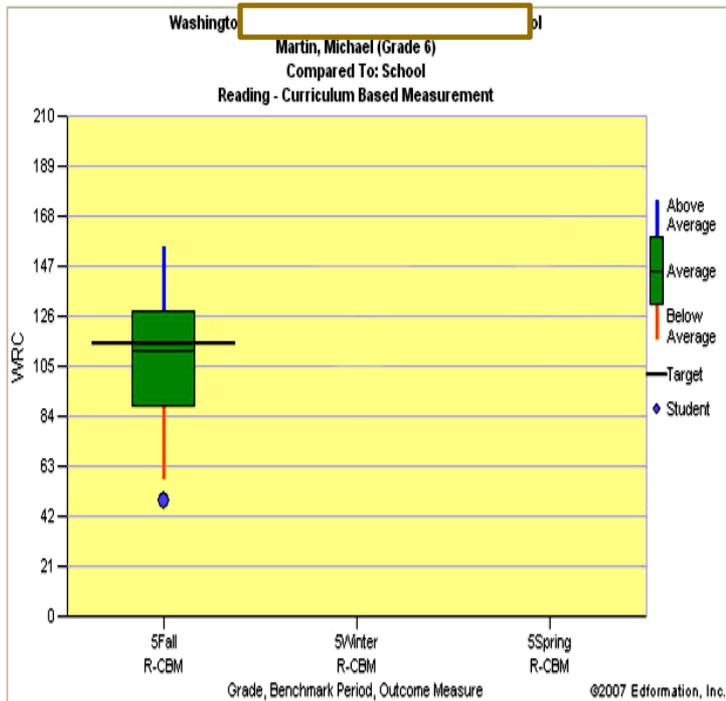
ELLs who may be well served in Tier 1

- ELLs who are **nearing CALP** and meeting benchmark expectations
- **ELLs who perform well in academic areas** (based on universal screening data) through a strong differentiated core curriculum
- ‘Typical’ ELLs who perform poorly on English benchmark assessments compared native English speaking peers but are **supported through bilingual education** (e.g., their performance on L1 and or L2 benchmark assessments are **consistent with ‘true peers’**).

RTI Assessments for ELLs: Benchmark assessment

Teacher: Mr. Johnson Student: Jose Arroyo

Benchmark Scores for 2006-2007 School Year



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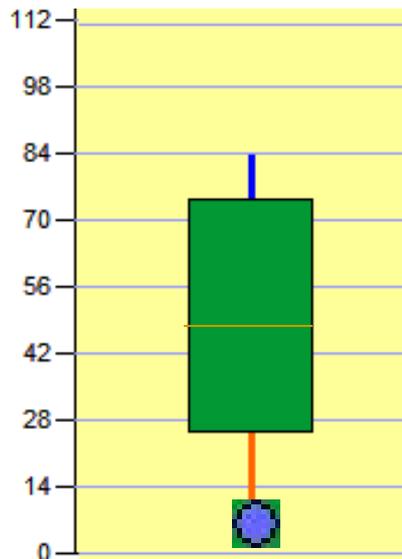
Michael Martin scored 48 Words Read Correct (WRC) from Grade 5 Passages at the Fall Benchmark. Currently, Michael Martin's score is **Well Below Average** compared to School Fall Percentiles.

What if this 2nd grade ELL was being compared to 30 other 2nd graders with the same language history and same educational history?

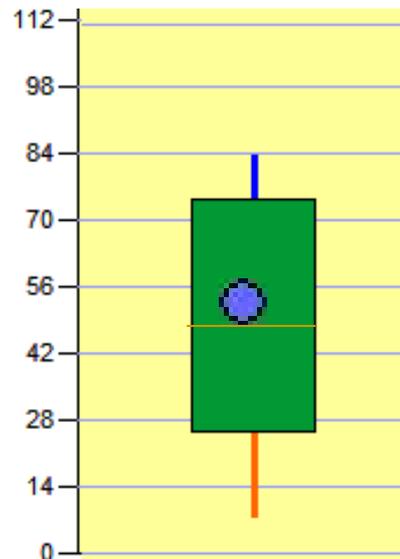
What if the language and educational history of other ELLs in the school were different?

What do we need to know when **determining 'true peers'**?

RTI Assessments for ELLs: Benchmark assessment



Assessed in English
compared to
all 2nd graders

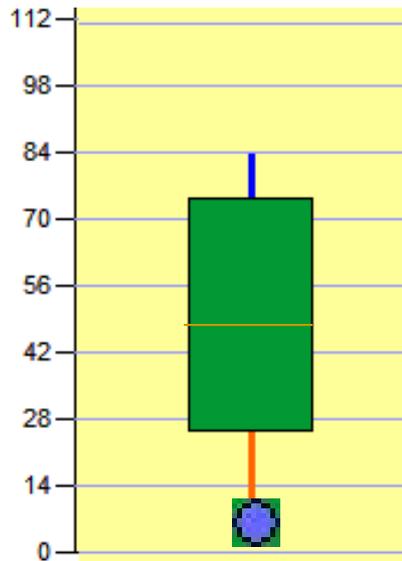


Assessed in Spanish
compared to
'True peers'

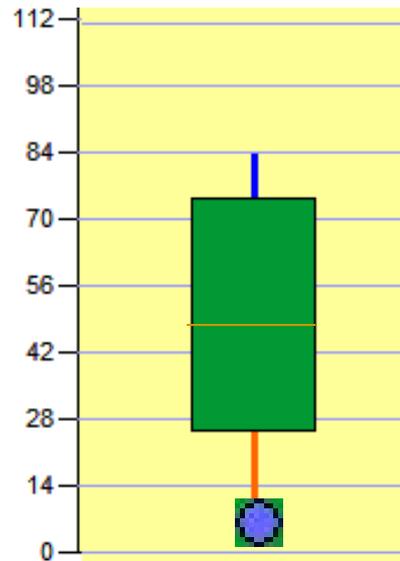
Consider language of instruction. If language of instruction is L1, Benchmark assessment should be in both L1 and in English.

Low scores must be interpreted differently for ELLs

RTI Assessments for ELLs: Benchmark assessment



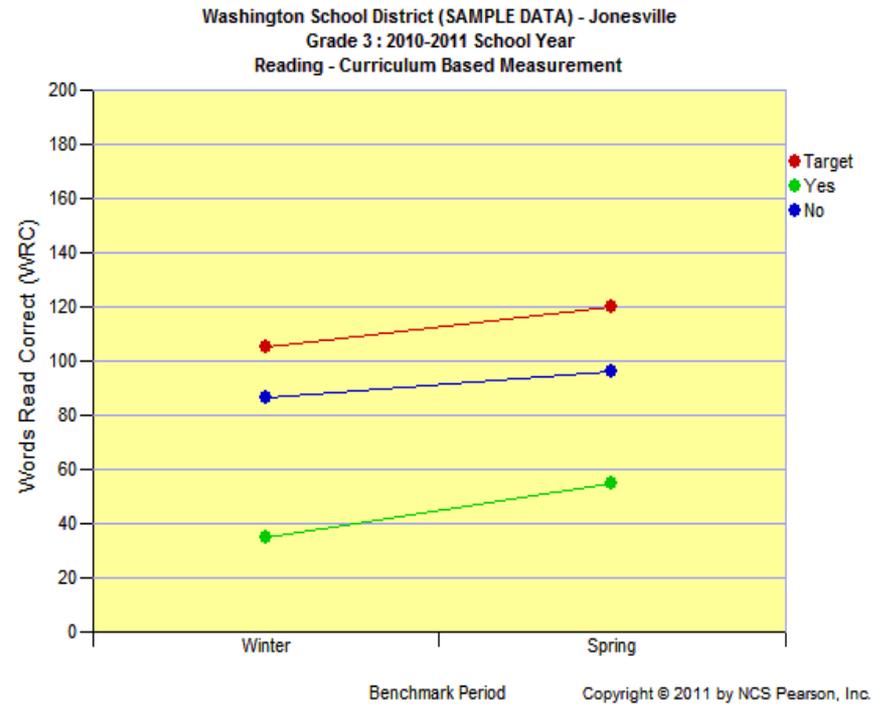
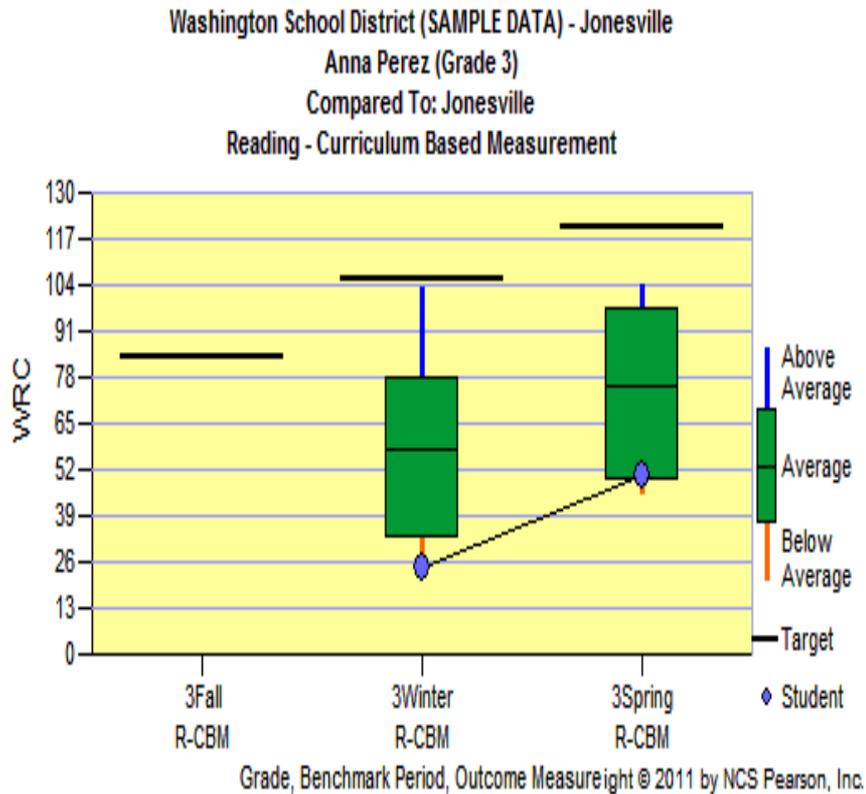
Assessed in English compared to all 2nd graders



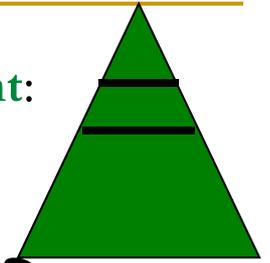
Assessed in Spanish compared to 'True peers'

Consider language of instruction. If language of instruction is L1, Benchmark assessment should be in both L1 and in English.

A picture tells a 1000 words



	Winter	Spring	Growth Rate
Target	105.0	120.0	0.8 WRC/week
Yes	34.6	54.2	1.1 WRC/week
No	86.0	96.0	0.6 WRC/week



Students of a ‘similar cohort’ ?

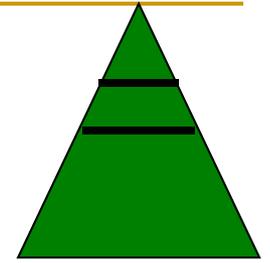
Factors influencing ELL’s performance on English
Universal Screenings and Progress Monitoring

Makes setting expectations difficult:

- What present level of educational performance should we expect?
- What rate of progress should we expect?

RTI Assessments for ELLs

Students of a 'similar cohort' ?



Factors influencing ELL's performance on English Universal Screenings and Progress Monitoring

	Higher risk	Lower Risk
Language history =	'Newcomers	Several years of English
English proficiency =	Beginning	Approaching CALP
How 'close' to English =	<u>Logographic systems</u> (e.g., Chinese)	Latin alphabet/Germanic native language
Core Curriculum =	Not Evidence-Based	Evidence Based (E-B)
Supports available =	Limited/misguided	Substantial, E-B
Acculturation =	Little interest	Very motivated

Conducting benchmark Assessment in L1

(Recent arrivals and students in bilingual programs)

A solid foundation of *academic skills* in the student's first language (L1) appears to benefit acquisition of English academic skills as students are able to 'transfer' these academic skills in their L1 making learning in English progress faster and more easily.

Formative Assessment System for Teachers (FAST), AIMSweb and DIBELS have graded reading passages for CBM as well as Early Literacy (phonics, phonemic awareness) measures in Spanish

AIMSweb will have math computation and word problem probes (MCOMP and MCAP) in Spanish (Release date – August 2012)

AIMSweb has aggregate 'norms' for Spanish CBM benchmark measures

Progress monitoring first grade passages only DIBELS uses
~~predictive cut off scores~~

Conducting Universal Screening in English (language of instruction)

General Outcome Measures in English help to identify students who would be predicted to struggle in the core curriculum without multi-tiered supports in a feasible, timely manner.

Benchmark assessments serve to identify risk, prioritize students for intervention and gather reliable, valid baseline data so that progress can be measured.

Make sure that the ELL understands the directions!

Interventioncentral.org and *RTI for ELLs* have CBM Spanish directions for reading, math written expression.

Assessments for Universal Screening and Progress Monitoring

Conducting Universal Screening/progress monitoring in English (What can we expect from ELLs with different English language proficiencies?)

AIMSweb is developing norms based on 5 language proficiency levels:

- Profile 1: English Language Proficiency Level 1
- Profile 2: English Language Proficiency Level 2
- Profile 3: English Language Proficiency Level 3
- Profile 4: English Language Proficiency Level 4
- Profile 5: English Language Proficiency Level 5

Levels are not ELP assessment specific, although Proficiencies of 3502 ELLs (2352 Spanish speaking) were based on Access, LAS, OTEL, WIDA

RCBM and MAZE for grades 2-5

Tests of Early Literacy (TEL)

Table will provide average scores and rates of improvement (ROI) for a given ELL proficiency /grade level

Universal screenings for ELLs

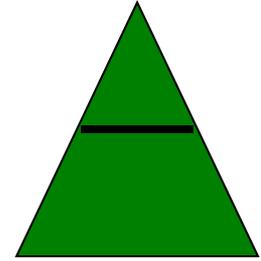


Many students in early grades as well as ELLs struggle in academic areas for reasons other than those associated with diagnosable conditions.

Benchmarks help us to prioritize students for increasingly intensive intervention. Extreme caution must be taken when considering diagnosis of the child, especially ELLs.

Going beyond the
benchmark. What does the
student know?

Assessments to Understand Various Needs of
ELLs Within an RTI Problem Solving Process



Diagnosis

di·ag·no·sis

Date: 1655

- 1 a** : the art or act of identifying a disease from its signs and symptoms **b** : the decision reached by diagnosis
- 2** : a concise technical description of a taxon
- 3 a** : investigation or analysis of the cause or nature of a condition, situation, or problem <diagnosis of engine trouble> **b** : a statement or conclusion from such an analysis

<http://www.merriam-webster.com/dictionary/diagnosis>

Matching instruction to student needs

Assess to understand needs and guide instruction

- Vocabulary
- Instructional match
(fluency and accuracy in instructional text)
- Skills and strategies student has and strategies that student needs to learn

RTI Diagnostic Assessment for ELLs

Diagnosing the problem/need

‘Lower Level’ to ‘Higher Level’ diagnostic assessment

- Listen to child read – informal observation of skills (This happens all the time. Results vary depending on observers internal framework)
- Semi-structured Curriculum Based Assessment –(CBA) get fluency sample (quantitative), collect data on misreads, vocabulary, qualitative features of reading (decoding strategies, blending accuracy/efficiency, self corrects).
- Brief Experimental Trials (Can’t do – won’t do)
- Commercially available norm-referenced tests *to survey skills in English and in Spanish (Bateria III Woodcock Munoz, TVIP, C-TOPP, BASC-2)*

For my next act,
I'll need a volunteer



Había una vez tres osos que vivían en el bosque: Papá oso, mamá osa y el pequeño osito. Un día Ricitos de Oro se perdió en el bosque y descubrió la casa donde vivían los tres osos. Cuando los osos no estaban, Ricitos de Oro entró a la casa Ricitos de Oro probó la sopa del plato grande.

-¡Ay! -gritó-. Esta sopa está muy caliente. Ricitos de Oro probó la sopa del palto mediano. -¡Brrr! Está sopa esta helada. Ricitos de Oro probó la sopa del plato pequeño. -¡Mmm! Esta sopa está deliciosa. Y se la comió toda.

Habia una vez – Once upon a time

osos - bears

bosque - forest

pequeño - small

perdió - lost

casa - house

Había una vez tres osos que vivían en el **bosque**:
Papá oso, mamá osa y el **pequeño** osito.
Un día Ricitos de Oro se perdió en el bosque y descubrió la casa donde vivían los tres osos.
Cuando los osos no estaban, Ricitos de Oro entró a la casa Ricitos de Oro probó la sopa del plato grande.
-¡Ay! -gritó-. Esta sopa está muy caliente.
Ricitos de Oro probó la sopa del plato mediano.
-¡Brrr! Esta sopa esta helada.
Ricitos de Oro probó la sopa del plato pequeño.
-¡Mmm! Esta sopa está deliciosa. Y se la comió toda.

Direct translation MS Word:

There was once three bears living in the forest: Papa bear, Mama bear and the small Teddy bear. One day generate gold was lost in the Woods and discovered the House where they lived the three bears. When bears were not, Goldilocks gold entered the Golden Indigo Home proved the big dish soup. -Ay! -shouted. This soup is very hot. Golden locks tested medium avocado soup. -Brrr! This Frost is soup. Golden locks proved the small dish soup. -Mmm! This soup is delicious. And ate all.

Writing samples

RTI Assessment for ELLs - Curriculum Based Measures

Judge the writing sample 1 (poor) to 10 (excellent)
Spelling Mechanics Grammar.

Student - Marco - Age 8

End of 2nd grade, 1 year (K) Spanish in Puerto Rico 2 years of English immersion with ESL.

Yo quiero un coche i un manson. Yo qero que mi
mama sea feles.

I would wish four a car. I wish thet my mother be
happy

Curriculum Based Measures – CBM writing

Written expression

There are several different scoring procedures for CBM written expression including:

- **Correctly Spelled Words (CSW):** Number of words spelled correctly in three minutes when writing a story based on a story starter and one minute of think time.
- **Correct Writing Sequences (CWS):** Number of correct word to word sequences written correctly (considering spelling, syntax and mechanics) in three minutes when writing a story based on a story starter and one minute of think time.

RTI Assessment for ELLs - Curriculum Based Measures

Student - Marco - Age 8

End of 2nd grade, 1 year (K) Spanish in Puerto Rico 2 years of English immersion with ESL.

CBM Written expression 3 minute writing sample, 1 minute think time with story starter (3 wishes)

Correct Writing Sequences (CWS):

_Yo_quiero_un_coche_i_un_manson. _ Yo qero
que_mí_mama_sea_feles.

Correct written sequences = 8

_I_would_wish_four_a_car. _ I_wish_thet_my_mother
be_happy

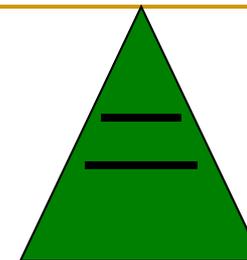
Correct written sequences = 9

AIMSweb aggregate (9056 US kids - Spring 2nd grade):

19 CWS = 50th %tile; 11 - 25th %tile; 6 - 10th %tile

RTI Assessments for Universal Screening and Progress Monitoring

Why do we assess at all in schools?



Identify instructional needs in order to guide instruction	Monitor progress of individual students	Prioritize students for supports (including 'child find)	Evaluate program effectiveness	Tracking AYP (accountability)
Locally developed tests		Locally developed tests (might support)		
		Statewide testing 1? 6	Statewide testing 1? 6	Statewide testing 1? 6
Commercially available diagnostic tests 1, 5,6		Commercially Available diagnostic tests 1,5,6	Commercially Available diagnostic tests 1,5,6	Commercially Available diagnostic tests 1,5,6
CBM for ELLs 1,2,3,4,5,6	CBM for ELLs 1,2,3,4,5,6	CBM for ELLs 1,2,3,4,5,6	CBM for ELLs 1,2,3,4,5,6	CBM for ELLs 1,2,3,4,5,6

Assessment Qualities

1. Reliability , validity
2. Feasibility (efficiency) of administration and use
3. Multiple equated forms
4. Sensitive to improvement
5. Measure important things (predict risk)
6. Organized and communicated effectively

Core element:

Appropriate instruction (core instruction that is differentiated, scientifically-based) for all students

Appropriate Instruction: Understanding Needs of ELLs

Learning to read

Studies have shown that those **same underlying skills and abilities** important for beginning reading with native English speakers are also associated with reading success (or problems) for ELLs (Lesaux & Geva, 2006; Genesee, Lindholm-Leary, Saunders and Christian, 2006).

- Phonemic awareness
- Phonics
- Rapid automatic naming
- Working memory

Fortunately, many of the underlying skills that predict reading success for ELLs such as phonics, phonemic awareness, reading fluency, and rapid naming and can be accurately assessed in English (with consideration for understanding the directions) (Lesaux & Geva, 2006)

Understanding Needs of ELLs

BICS – Basic Interpersonal Communication Skills

Develops within one to two years

Influenced by language abilities in L1, acculturation (motivation),

CALP – Cognitive Academic Language Proficiency

Develops in five to nine years

Influenced by language abilities in L1, acculturation (motivation)

All too often mistaken for BICS and leads to mistaken diagnosis of educational Disabilities: Speech/language impairment, LD, MR, ADHD

Importance of obtaining thorough language history (**Language History Survey**)

Differentiated instruction for ELLs



*Although differentiating instruction for ELLs may be challenging,
they enhance our schools with rich diversity*

***Culturally responsive instruction
benefits all students***

ESL is used to support differentiated core instruction and is considered an essential component to cote instruction for ELLs. ESL services are not considered a ‘tiered intervention’.

Bilingual education is also considered *core instruction (tier 1)* for ELLs.

ESL and or bilingual education teachers *could* deliver evidence-based tier 2 or tier 3 intervention for ELLs *in addition to* their required ESL/core instruction (90 minutes for literacy).

Supporting ELLs as they acquire English

Assignment:

Your job over the next year is to complete Dutch Art History coursework in order to prepare a 30 page report, in Dutch, on what you've learned.



Think of some of factors that would help you or deter you from accomplishing your assignment:

- Your academic proficiency and background knowledge of art history in English
- The motivation to complete the assignment (short term and long term incentive, interest level)
- The expectation that you will be able to complete the assignment
- Your attitudes towards learning Dutch and Dutch culture.

Supporting ELLs as they acquire English

Now consider the type of learning environment that might best support you on your mission:

- College level art history class taught in Dutch with 30 minutes per day of Dutch language instruction (no connection to art history).
- College level art history class in Dutch with 30 minutes per day of Dutch language instruction (with language instruction tied to art history).
- Art history class with vocabulary simplified and frequent visual examples of what is being taught + 30 minutes per day of Dutch language instruction tied to art history. Audio recordings and websites in English that cover the curriculum taught in Dutch.
- Art history class with taught primarily in English (initially) with portion of the class taught in Dutch. Dutch vocabulary simplified, frequent visual examples of what is being taught. 30 minutes per day of Dutch language instruction tied to art history. As your proficiency in Dutch improves, Dutch instruction increases.
- If your progress is slow you get daily individual tutoring

Supporting ELLs as they acquire English

Consider the following Social supports:

- You do not feel that your Dutch classmates like Americans (i.e., you), they have little patience with your slowly developing Dutch language skills and they do not make an effort to include you or support you during or after class. They do not seem interested in you or your background. You meet other Americans and begin to socialize with them

OR

- The college sponsors frequent evening social times at local pubs during which lively discussions about art and culture are encouraged. The Dutch try to speak in English at times and help you with pronunciation starting with simple words and expressions and gradually building up to more complex sentences.

Supporting ELLs as they acquire English

Ochoa (2005) describes the range of supports typically provided to ELLs in schools include and outcomes:

- **English as a Second Language (ESL) – Pullout Traditional**
- **Content Based ESL** (ESL coordinated with classroom instruction)
- **Bilingual - Early Exit** (ELL typically in all English instruction by grade three regardless of English proficiency)
- **Bilingual – late exit**
- **Two way bilingual** (Native English speakers and native Spanish speakers all receive bilingual education).

Understanding Needs of ELLs

How long does it take to achieve CALP?

ELLs who began speaking English when they entered kindergarten.

Results from various assessments were converted to a scale of 1 to 5 with:

- Levels 1 to 3 indicating lower levels of proficiency
- Level 4 indicating proficient but not native-like, and
- Level 5 indicating a native level of proficiency (truly bilingual)

Studies described in August and Shanahan (2006)

Understanding Needs of ELLs

How long does it take to achieve CALP?

Across studies, **level 4 skills began to appear at grade 3** and were not consistently found until grade 5.

Level 5 (native like English language proficiency) was not established until grade 5 for these students who had been receiving instruction in English since kindergarten. This suggests that **CALP requires at least six years** for students who start speaking English in kindergarten.

Hakuta, et al. (2000) (Cited in August and Shanahan 2006) found English acquisition to be slower than these other studies.

Understanding Needs of ELLs

So - How long does it take to achieve CALP?

Students who begin speaking English in kindergarten should be considered for support and accommodation in order to be successful in the general education curriculum and would not be expected to perform as a native English speaker

... until grade five or even several years after.

It is strongly recommended that reading instruction begin as soon as the ELL enters the school (and not wait until he or she acquires English proficiency).

Understanding Needs of ELLs – Tier 1 Strategies

People learn best in situations where there is a moderate degree of challenge. Vygotsky (1978) called this the **'zone of proximal development'**. **Learners are most efficient and productive when instruction is neither too difficult or already mastered.**

From What Works Clearinghouse

Effective literacy strategies in Elementary grades for ELLs

<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=6>

- 1. Use formative evaluation strategies using English measures of phonics, phonemic awareness word reading and reading connected text – Use to prioritize students for supports and monitor progress- STRONG**
- 2. Provide explicit direct instruction in small intensive groups targeted to students needs in the phonics, phonemic awareness, vocabulary, fluency and comprehension. Base intensity on needs as determined by assessments – STRONG**
- 3. Provide ‘high quality’ vocabulary instruction through out the day. Emphasizing essential words Teach common word meanings, phrases and expressions – STRONG**
- 4. Provide approximately 90 minutes per week of structured instructional activities during which students of different ability levels work in pairs to ‘practice and extend’ English language proficiencies already taught - STRONG**

Planning Effective Instruction/Intervention: The Instructional Hierarchy

1. **Acquisition** (Procedures: modeling, demonstration, prompting, cueing)
2. **Fluency** (Procedures: reinforcement and drill e.g., reading passages repeatedly or offer contingencies based on predetermined level of accurate responding)
3. **Generalization** – display across contexts/materials
4. **Adaptation** – Skills adapt to novel demands/situations

(Haring 1978 ; Daly, Lentz & Boyer, 1996)

ELLs are very often on the acquisition and fluency stages

Planning Effective Instruction/Intervention: Tier 1 Strategies

Goldenberg (2008) describes instructional practices that benefit both ELLs and native English speakers including:

- Clear goals and learning objectives
- Learning context that are motivating and of appropriate challenge
- Content rich curriculum
- Instruction that is well designed and clearly structured
- Appropriate pace of instruction
- High academic engagement
- Opportunities to practice, apply and transfer what is learned
- Immediate feedback on correct and incorrect responses
- Frequent assessments to gauge progress
- Review, practice and re-teaching when necessary
- Interactions with other students in motivating and well structures lessons.

Planning Effective Instruction/Intervention: How to scaffold instruction for ELLs in order to optimize **Academic Engaged Time**

**Consider the following activities for students who
are at risk for reading failure (or already there):**

- Round Robin
- Sustained Silent Reading (e.g., DEAR)
- Teacher Lecture
- Student Learning Centers
- Independent Seatwork
- Paired Reading

Differentiated instruction for ELLs

Differentiated Instruction: Content, Process, Products

Content - what is to be learned and materials used to teach it

Process - activities provided in a way that accomplished learning

Products - ways that students demonstrate learning

Tier 1 'Packaged' Strategies or 'Programs'

Available at Center On Instruction website (Evidence based??)

Moughamian, Rivera, Francis (2009) Instructional Models and Strategies for Teaching ELLs

Cognitive Academic Language Learning Approach (CALLA)

(What Works – 'No Studies meeting criteria')

English only

- Sheltered Instruction Observation Protocol (SIOP)
(What Works – 'No Studies meeting criteria')

Dual language

- Bilingual Cooperative Integrated Reading and Composition (BCIRC)
(What Works – Evidence)
- Improving Literacy Transitional Instructional Program (ILTIP)
(What Works – 'Not listed')

Tier 1 ‘Packaged’ Strategies or ‘Programs’

Reading Achievement (According to ‘What Works Clearinghouse’)

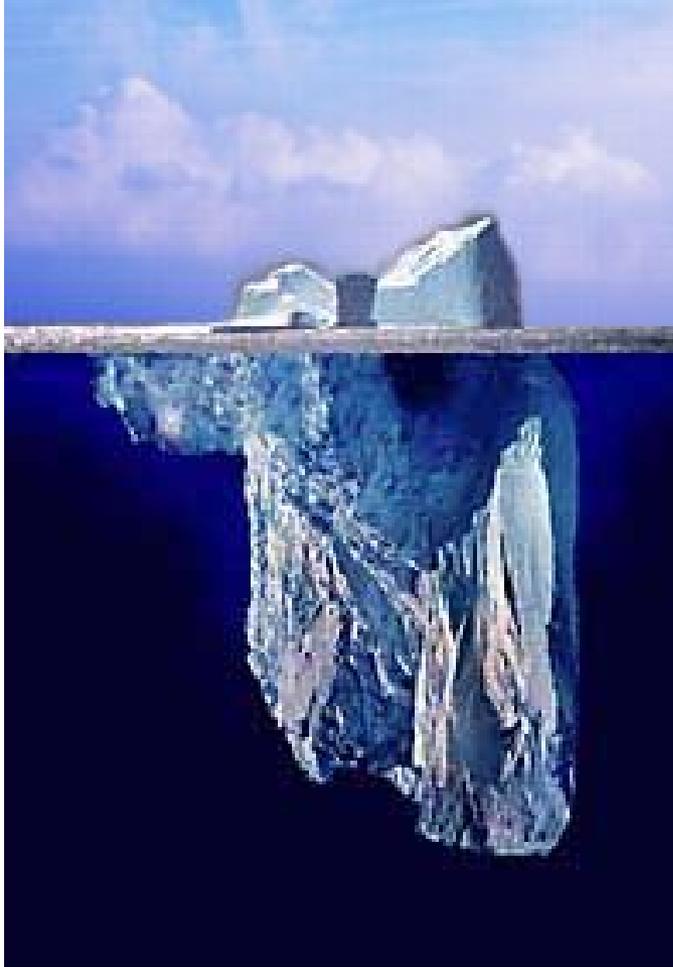
Name	Grade(s) Evaluated	Effectiveness (Percentile point improvement)	Extent of Evidence	
Vocabulary Improvement Program for ELLs (VIP)	5th	Potentially positive (+19)	Small	
Instructional Conversations and Literature Logs	2-5	Potentially positive (+29)	Small	
Bilingual Cooperative Integrated Reading and Composition (BCIRC)	2-3	Potentially positive (+23)	Small	
Success for All	K-1	Potentially positive (+12)	Small	
Peer Assisted Learning Strategies	3-6	Potentially positive (+12)	Small	
Classwide Peer Tutoring		Unable to draw conclusions	None that fit WWC criteria	
Sheltered Instruction Observation Protocol (SIOP)		Unable to draw conclusions	None that fit WWC criteria	

Tier 1 ‘Packaged’ Strategies or ‘Programs’

English Language Development (‘What Works Clearinghouse’)

Name	Grade(s) Evaluated	Effectiveness (Percentile point improvement)	Extent	
Instructional Conversations and Literature Logs	2-5	Potentially positive (+23) Reading (+29)	Small	
Vocabulary Improvement Program for ELLs (VIP)	5th	Potentially positive (+17) (Reading (+19))	Small	
Arthur	K	Potentially positive (+11)	Small	Outcome: “The ability to talk about events in a coherent fashion”
Peer Tutoring and Response Groups	1-6	Potentially positive (+17)	Small	Small group practice
Read Well	1st	Potentially positive (+21) Reading (-1)	Small	

Peer supported strategies for guided practice



Instruction (Rocket Science)

Guided Practice
Immediate feedback concerning
successes and error correction

But who has the time/resources
for that??

Peer supported strategies for guided practice

Peer tutoring can have significant impact on learning for students who are culturally and or linguistically different as long as peers engage effectively (Johnson, 1983; Fuchs, Fuchs, Mathes, & Simmons, 1997).

- ELLs who are more proficient in English engage/interact more with native English speakers.
- Less proficient ELLs frequently require more carefully planned and coordinated supports from peers. **Untrained peers do not have the skills necessary to ‘bridge the gap’ spontaneously.**

Significant gains in reading fluency and accuracy with Chinese students who had recently immigrated using a **paired reading approach with peer tutors** (Li and Ness, 2001)

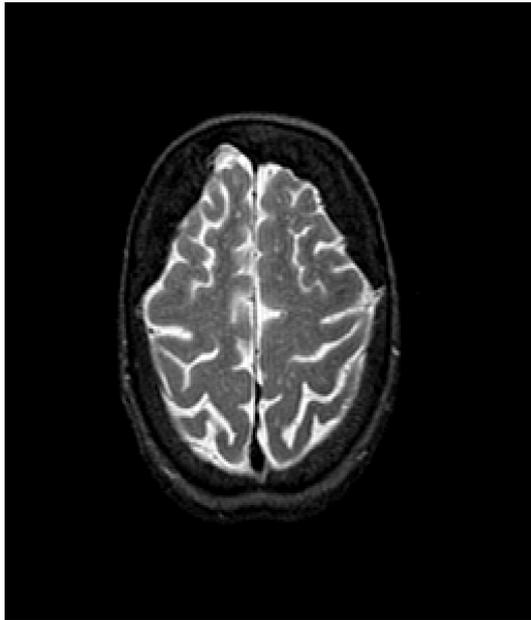
Peer supported strategies for guided practice

Specific academic benefits peer tutoring

- Modeling of correct academic responses
- Immediate positive reinforcement and corrective feedback
- Increased academic engaged time
- Increased guided practice
- **Time spent engaging in activities that have these “active treatment components”.**
- **Evidence based interventions** e.g., listening passage preview, paired reading, choral reading, error correction strategies, generating comprehension questions, repeated reading, cover copy compare) that are delivered through **one to one interactions**.
- **Instructional match** – weak and advanced readers can have opportunities to read material at their level
- **Scaffolding** - Opportunities to get extra preview and practice when classroom instruction/materials are too difficult

Results of Peer Tutoring

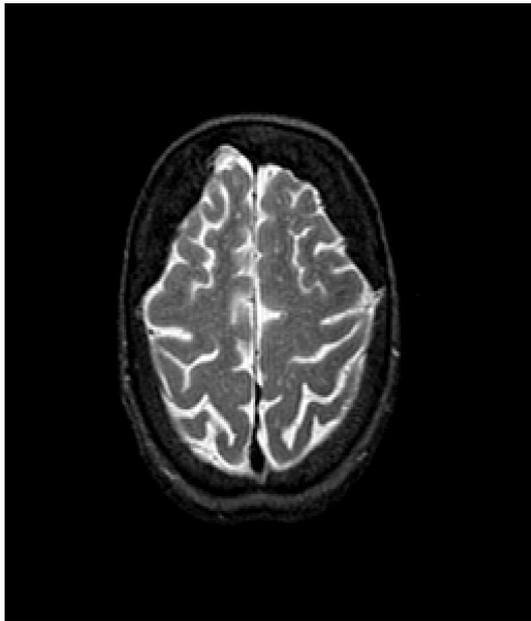
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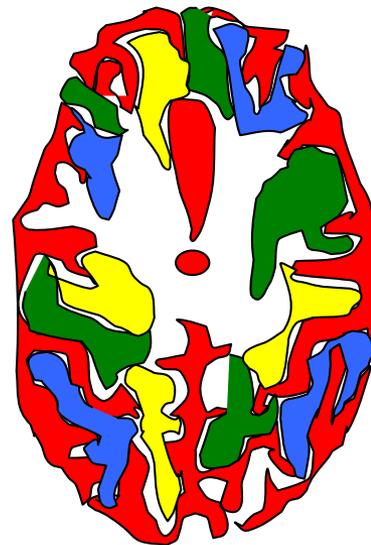
Before tutoring

Results of Peer Tutoring

(Not for publication)



Before tutoring



After tutoring

Tier 1 Practical Strategies

Begin simple and work up For ELLs just beginning to speak English (e.g., their first two years), communicate using common vocabulary and simple phrases. As the student's comprehension improves, increase word and sentence complexity.

Discuss support strategies with peers

Peers can be significant supports for ELLs when taught how to.

ELLs can be seated next to competent peers who have time and organizational skills to provide assistance.

- Show (model)
- Keep directions brief, with visuals (single words, brief phrases depending on English level)
- Keep an eye on (monitor)
- Provide patient, supportive feedback and error correction

Tier 1 Practical Strategies

Monitor understanding of directions; Repeat and re-explain as necessary. ELLs (as well as other students in the classroom) may need to have directions repeated or rephrased multiple times.

Hint: When an ELL says that he or she understands, verify.

Preview lesson vocabulary and content **Students benefit from having an advanced preparation for information being presented in class (“frontloading”).**

Provide multi-modal instruction Any type of **visual presentation** of information tied to oral presentation will be helpful to ELLs (as well as other students). This might be in the form of writing words on a chalk/white board, PowerPoint presentations, visiting websites with graphics to support concepts being taught, pantomime (this can be particularly entertaining), and pictures.

Teach ‘Academic Language’

Tier 1 Practical Strategies

High degree of correct academic responding

Students benefit from a high degree of active responding in academic activities that are at an appropriate level of challenge (i.e., 95%+ rate of accuracy when independent). It is important that students get immediate feedback concerning accuracy so they do not practice incorrect responses.

Tier 1 Practical Strategies

Supplement English instruction with instruction in ELL's first language (L1)

Strategies

When bilingual education is not possible, supplement instruction with cues in the student's native language.

- Media in the student's L1 (websites, learning software, video, text translations)
- Use of interpreters/translators
- Trained peer tutors with similar language background
- Train student tutors who are acquiring skills in the student's first language to provide evidence based interventions (e.g., Middle/High school students learning Spanish).
- Locate school-based or community based resources that can assist with cultural understanding, translation and interpretation
- Parent involvement

Vocabulary development

Adapted from Dr. Rollonda O'Connor

Introduce word. Use 5-7 times - what it is, what it is not

Oso – An **Oso** is a bear which is a very large furry animal
(show picture)

We went to the forest and saw a large **oso**.

What did we see? (students respond un **oso**)

Which one of these is an **oso**? (show three pictures)



I have a pet that sits on my lap while we watch TV. Is it an **oso**? Why not?

What is an **oso**?

RTI Diagnostic Assessment for ELLs

Diagnosing the problem/need

Collaborate!

What core instruction practices have you found helpful to address needs of ELLs?

What would you like to add or improve to your core instruction to support ELLs?

Tiered interventions

Tier 2 Strategies - Literacy

What defines a Tier 2 strategy? Sharon Vaughn (rti4success.org)

Core reading plus small-group supplemental instruction
Tier 2 supplements and enhances Tier 1.

- **Scientifically based reading programs in elements critical to reading.** For ELLs, intervention should be in the language of instruction.
- **Small intervention groups are homogeneous** (1:3, 1:4, or 1:5)
- **Supplemental groups are 30 minutes, 3 to 4 days per week** in addition to 90 minutes of core reading instruction
- **Progress monitoring** at least twice a month on target skill(s)
- Interventions are delivered by **qualified personnel**
- **Interventions can be push in or pull out**

Tier 2 Strategies - Literacy

Supplemental instruction (tiered intervention) should be in the same language as core instruction.

Tier 2 Strategies - Literacy

School using a three tiered model with explicit, direct supplemental instruction in ‘Big 5’ for ELLs at Tier 2 had stronger results than comparison schools that were described as having a ‘balanced reading program’ (including word study, individual and group reading approaches and writing activities) with no tiered intervention for their ELLs. (Kamps, Abbott, Greenwood, Arreaga-Mayer, Wills, Longstaff, Culpepper, and Walton 2007)

Phonics programs tended not to result in improved fluency and programs designed to improve fluency did not improve word identification or word analysis (Denton, 2000). **It is important to identify fundamental skills that students need that will lead to fluency and ultimately functional reading skills (comprehension).**

Tiered Interventions for ELLs: (Small group supplemental)

English *Language Acquisition* According to What Works Clearinghouse

WWC Language Intervention	Grade levels	Effectiveness (Percentile point improvement)	Extent of Evidence	Comments
Bilingual Cooperative Integrated Reading and Composition (BCIRC) program	Grades 2-5 Evidence Study: 2 nd and 3 rd graders	Language +11 Reading +23	Small	Students learn literacy skills in Spanish, then transition to English (Small group Tier 2?)
Fast ForWord Language	K-6 Computer-based games focus on: Sound discrimination, Phonological processing, Vocabulary, Language comprehension	+31 percentile points (Evidence for improved reading achievement was weak (+3 %tile points))		
Read Naturally	2-5 Individual	No discernible effects	Small	

Tiered Interventions for ELLs (Small group supplemental)

Reading Achievement (According to What Works Clearinghouse)

	Grade levels	Effectiveness (Percentile point improvement)	Extent of Evidence	Comments
Bilingual Cooperative Integrated Reading and Composition (BCIRC) program	Evidence Study: 2 nd and 3 rd graders Intervention targets Grades 2-5	23 percentile points	Small	Students learn literacy skills in Spanish and then transition to English (based on SFA) Tier 1 and 2?
Enhanced Proactive Reading	First graders who are struggling with reading. Other studies have examines ELLs in grades 1 and 2	19 percentile points (range +2 - +43)	Small	Daily, Small group Evidence for English language development was weak.
Reading Mastery (AKA: SRA Direct Instruction – Reading Mastery)	RM Classic K-4 RM Plus K-6	28 percentile points (range +21- +35)	Small	WWC notes caution due to small sample size
Reading Recovery	1 st Individual	Unable to Draw Conclusions	No studies fit WWC criteria	Recommended on WWC for native English

Tier 2 Strategies – Literacy

Reading Mastery and Corrective Reading administered by trained assistants in a supplemental reading program found significant effects for word attack, fluency, and comprehension for Spanish speaking students (Gunn, Smalkowski, Biglan, Black, 2002).

The authors attributed effects to

- **Direct instruction**
- **Teacher modeling**
- **Immediate feedback to students**
- **Expectations for student performance were clear**
- **Progress was continuously monitored.**

Tier 2 Strategies - Literacy

Enhanced Proactive Reading (Cited at Center on Instruction website; Positive reviews on WWC)

Activities include 120 - 50 minute lessons (40 minutes to teach skill 10 minutes for practice), each having 6-10 activities to be conducted throughout the year:

- Word games for phonemic awareness
- Practicing letter sounds/letter combinations (phonics)
- Letter writing practice
- Vocabulary instruction
- Building fluency /accuracy in connected text

Tier 2 Strategies - Literacy

Enhanced Proactive Reading (Cited at Center on Instruction website; Positive reviews on WWC)

Described as a comprehensive intervention for struggling readers in reading language arts and English language. Daily instruction in small group. Can be provided in English or in Spanish.

Center on Instruction provides findings from six studies for 1st and 2nd grade ELLs. All studies show positive outcomes with reading using control groups

What Works Clearinghouse: “Potentially Positive Effects” for Reading but not language acquisition.

Vaughn, S., Cirino, P. T., Linan-Thompson, S., Mathes, P. G., Carlson, C. D., Cardenas-Hagan, E., Pollard-Durodola, S. D., Fletcher, J. M., & Francis, D. J. (2006); Vaughn, S., Mathes, P., Linan-Thompson, S., Cirino, P., Carlson, C., Pollard-Durodola, S., Cardenas-Hagan, E., & Francis, D. (2006).

Tier 2 Strategies – Literacy

HELPS - Begeny, Ross, Greene, Mitchell & Whitehouse
(2012) Journal of Behavioral Education (helpsprogram.org)

Subjects: 2nd Grade ELLs

2-3 times per week, 10 minute session for 5-7 months, Some evidence that small group procedure is for some students is as effective as 1:1

Components:

- Repeated Reading
- Modeling (Listening passage preview)
- Phrase Drill Error Correction
- Verbal cueing for fluency and comprehension
- Setting Goals
- Performance feedback
- Motivation/incentives

‘Manualized’ for efficient professional development and to facilitate treatment integrity
Published in peer reviewed journal, significant positive effects with ELL population
compared to control group.

Tier 3 Strategies - Literacy

What defines a tier 3 strategy?

Tier 3 interventions are *more intensive and targeted* to students' needs:

- **More time is afforded** than the 10 to 20 weeks some say allocated for Tier 2.
- *In some models/states, Tier 3 might include students with disabilities*
- **Smaller group** instruction (1:3) increase intensity, individualization and academic responding
- **More minutes of support per day (e.g., two 30- minute sessions per day in small group)** in addition to 90 minutes of core reading instruction.
- Tier 3 may be **push in or pull out**
- **Weekly progress monitoring** of target skills is weekly. Review progress and adjust intervention(s) accordingly
- Interventions are delivered by **qualified personnel** to ensure effective implementation

Pattern emerging?

Goldenberg (2008) describes instructional practices that benefit both ELLs and native English speakers including:

- **Clear goals and learning objectives**
- Learning context that are motivating and of appropriate challenge
- Content rich curriculum
- **Instruction that is well designed and clearly structured**
- Appropriate pace of instruction
- High academic engagement
- Opportunities to practice, apply and transfer what is learned
- **Immediate feedback on correct and incorrect responses**
- **Frequent assessments to gauge progress**
- **Review, practice and re-teaching when necessary**
- Interactions with other students in motivating and well structures lessons.

Tier 2 Strategies - Math

The National Math Panel Report (2008) indicates that **children from low income backgrounds are more at risk for math difficulties relative to peers.**

- *Students' attitudes concerning math achievement has a significant impact on engagement, and subsequently learning. Studies have shown that while confidence among African American and Hispanic students in regard to math is low, it can be improved. Improved **confidence, motivation, and engagement** promote achievement in math in a positive snowball effect.*

Tier 2 Strategies - Math

Fuchs et. al. (2008) suggest that many core math curriculums across the US emphasize a more constructivist approach of discovery learning. While effective for many students, **those who struggle in math require more direct and explicit instruction with guided practice.**

Seven principles for effective instruction and intervention for students who struggle with math:

- Explicit Instruction
- Optimal learning challenge
- Conceptual basis for instruction is strong
- Drill and practice
- Skills are reviewed as they progress
- Motivators for behavior and attention
- Ongoing progress monitoring (Fuchs et al 2008 pg. 7)

Core and tiered intervention inventory

Intervention Name	Grade(s) used	Skill(s) addressed	Source of evidence	Needed supports (training, staff)	Time per day needed	Days per week	Group size	How fidelity is assessed

RTI Diagnostic Assessment for ELLs

Diagnosing the problem/need

Collaborate!

What tiered intervention have you found helpful to understand and address needs of ELLs?

What tiered intervention would you like to add or improve upon in your intervention inventory?

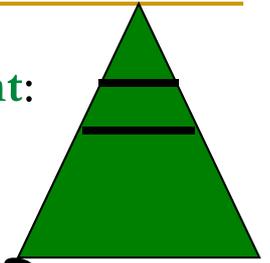
Core element:

Progress Monitoring

“Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring helps staff to determine the extent to which students are benefiting from classroom instruction and informs decisions about appropriate levels of intervention.” **RESPONSE TO INTERVENTION: Guidance for New York State School Districts, October 2010**

Core element: Progress Monitoring

“—the expected rate of progress takes into account... linguistic...considerations such as the student’s [native and second] language proficiency, stage of second language acquisition, [and] type of language instruction. **The student’s progress [is compared with] levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the intervention.**(Garcia & Ortiz, 2008) ” **RESPONSE TO INTERVENTION: Guidance for New York State School Districts, October 2010**

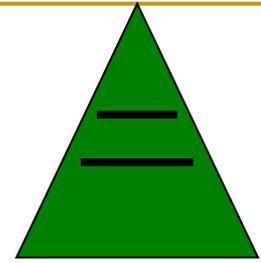


Students of a ‘similar cohort’ ?

Factors influencing ELL’s performance on English
Universal Screenings and Progress Monitoring

Makes setting expectations difficult:

- What present level of educational performance should we expect?
- What rate of progress should we expect?



Progress monitoring should accomplish:

- Identify interventions that work best for individual students and prompt instructional change when interventions aren't working. This is especially important for ELLs given the limited number of interventions that have evidence of effectiveness for ELLs
- Use information diagnostically ('resistance' to multiple evidence based interventions) Caution!

Case Example 1: Anna

Anna is a second grader at Metropolis Elementary. Anna's native language is Spanish and she began speaking English when she entered kindergarten at Metropolis. There is a large population of Spanish speaking students in Metropolis and although there is no bilingual education, extensive Tier 1 supports for ELLs are incorporated into the core curriculum.

There are 300 native Spanish speaking second graders in Metropolis all of whom in began speaking English in kindergarten and were exposed to the same curriculum. They comprise the 'local ELL norm'. Below are their fall benchmark scores (DIBELS):

Fall Benchmark	DIBELS ORF	DIBELS Status	DIBELS NWF	DIBELS Status
2 nd grade median Metropolis (Fall)	30	Some Risk	40	Emerging
2 nd grade median Metropolis (Spanish ELLs)	23 (sd =7)	At Risk	32 (sd =7)	Emerging
Anna's score	15	At risk	20	Deficit

Cautions:

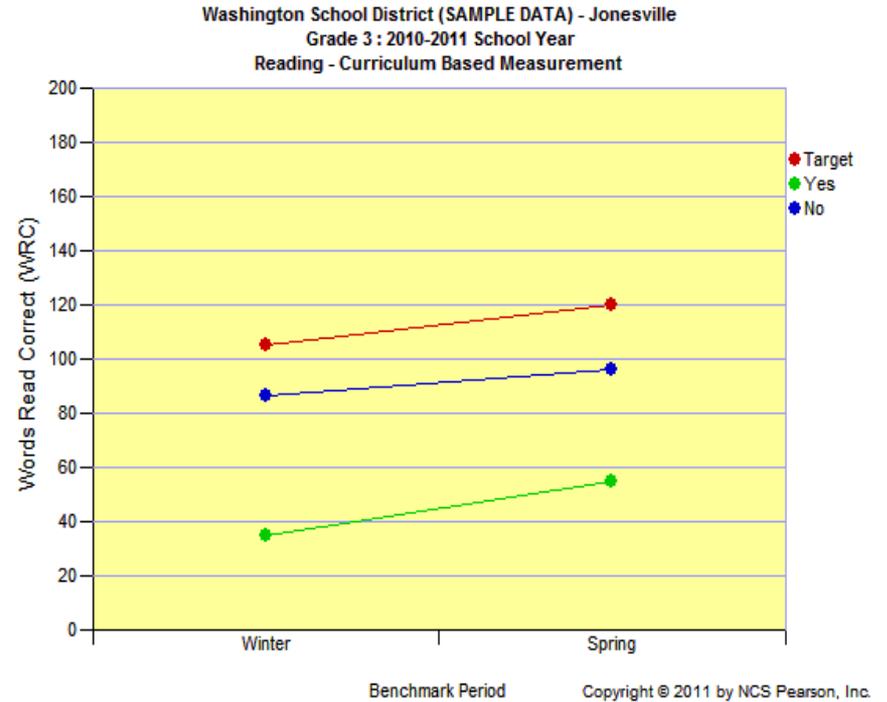
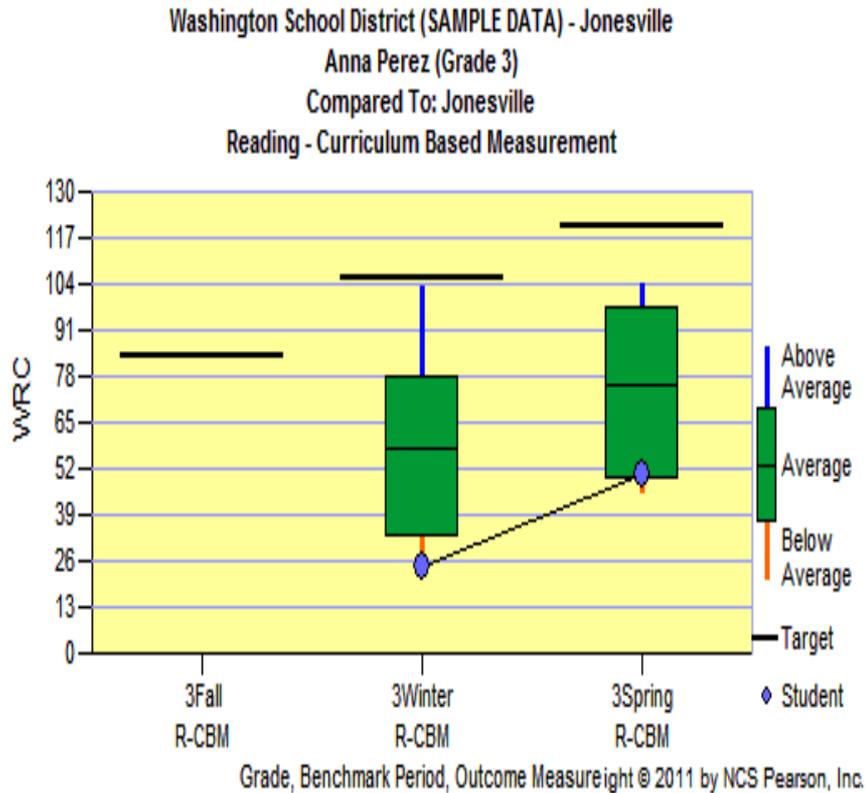
Decisions:

Case Example 1: Anna

Fall Benchmark	DIBELS ORF	DIBELS Status	DIBELS NWF	DIBELS Status
2 nd grade median Metropolis (Fall)	30	Some Risk	40	Emerging
2 nd grade Metropolis (Spanish ELLs)	23	At Risk	32	Emerging
Anna's score	15	At risk	20	Deficit

Winter Benchmark	DIBELS ORF	DIBELS Status	DIBELS NWF	DIBELS Status
2 nd grade median Metropolis	66	Some Risk	na	na
2 nd grade median Metropolis (Spanish ELLs)	34	At Risk	na	na
Anna's score	35	At risk	50	na

A picture tells a 1000 words



Benchmark Period © 2011 by NCS Pearson, Inc.

	Winter	Spring	Growth Rate
Target	105.0	120.0	0.8 WRC/week
Yes	34.6	54.2	1.1 WRC/week
No	96.0	96.0	0.0 WRC/week

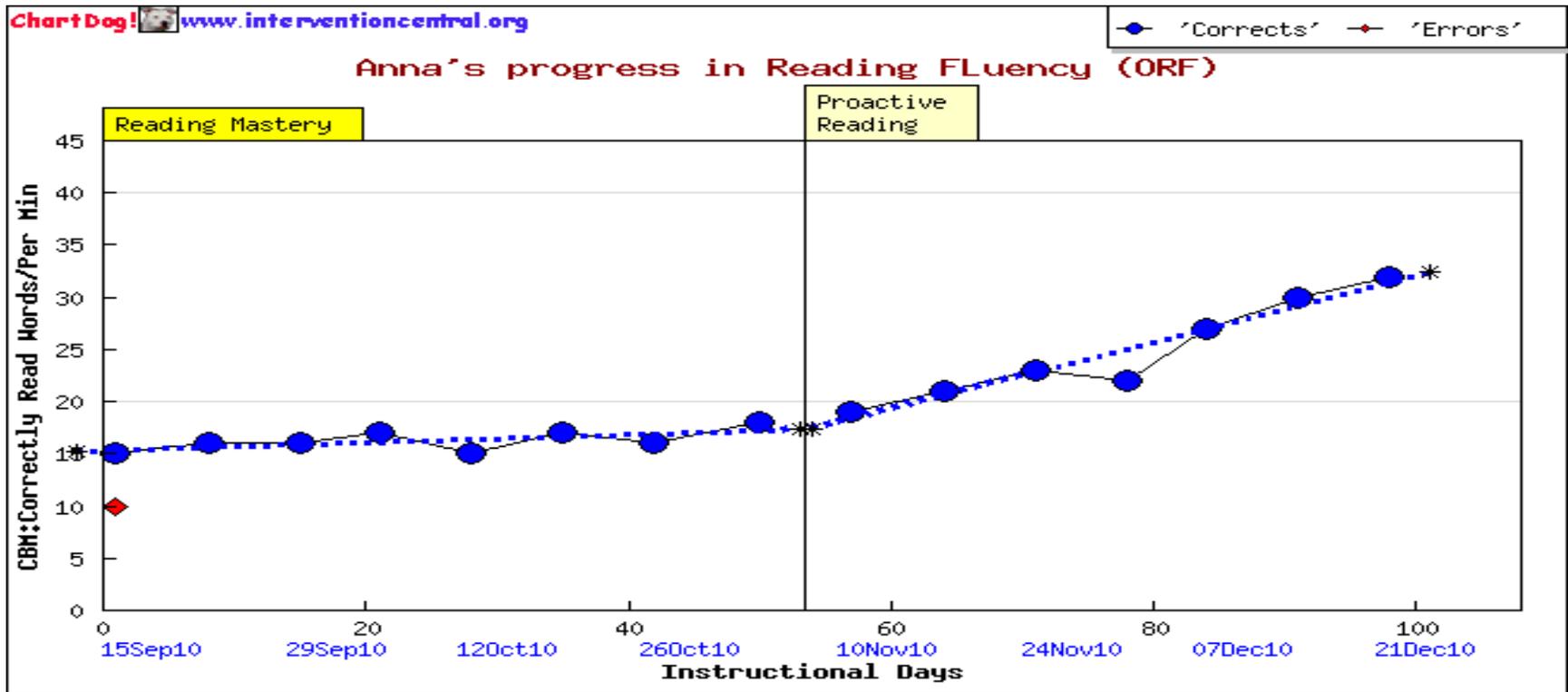
Case Example 1 In (8) weeks (Anna) will read (27) Words Correctly in 1 minute from randomly selected grade 2 (DIBELS) passages (English). On average her reading fluency will improve by at least (1.5) correct words per week.

Typical ROI Fall to Winter for ELLs in Metropolis = 1.3

Anna's Slope Intervention 1 = .28/week

Anna's Slope Intervention 2 = 2.24/week

Effect size Intervention 2 = 8.32



Case Example 2: Jose

Jose is a second grader at Jonesville Elementary. Jose arrived from Mexico three months ago. Six percent of students at Jonesville speak Spanish as a first language. They have a part time ESL instructor. Some ELLs began speaking English when they began preschool, some when they began kindergarten and some are newcomers. Some have been considered ELLs simply because they have a Spanish surname and failed the language test mandate by the state. The second grade fall benchmark scores are provided below:

	AIMSweb R-CBM Fall 2 nd Grade 25 th %tile Aggregate	Jonesville Fall 25 th percentile	Jose's score Fall
2 nd grade Fall - 25 th %tile (Spanish)	26 (12 = 10 th %tile)		21
2 nd grade Fall - 25 th %tile (English)	32	40	5

Concerns:

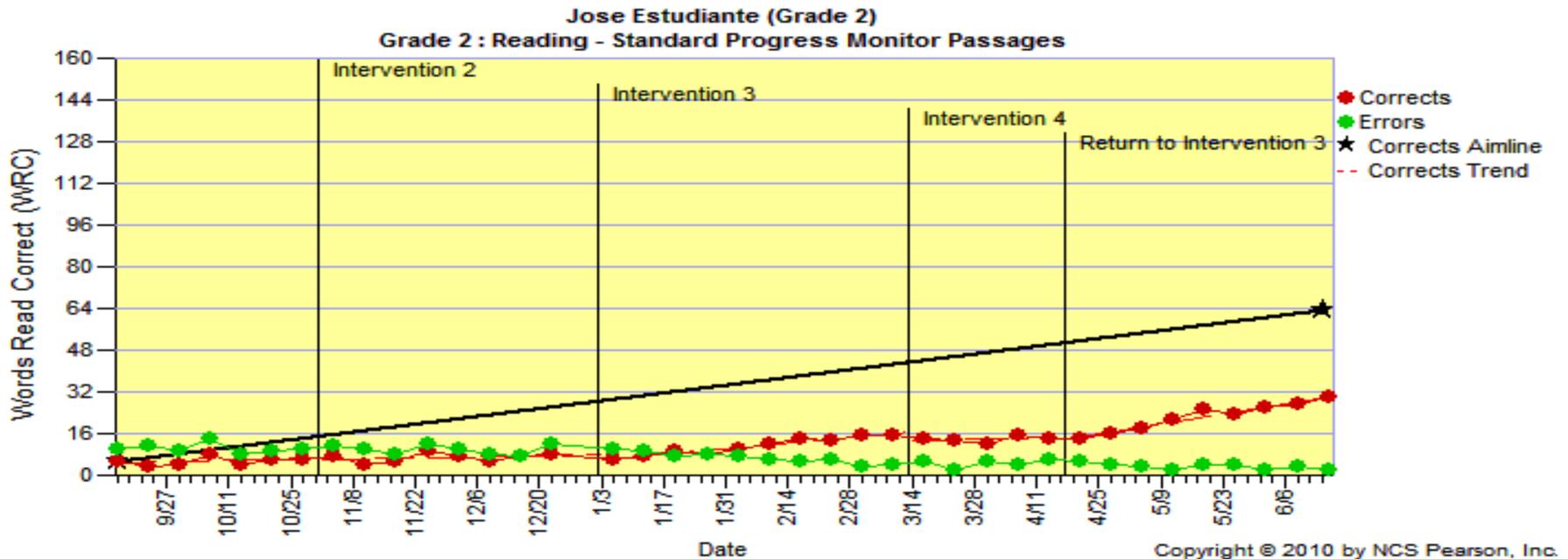
Decisions:

Case Example 2 In (8) weeks (Jose) will read (64) Words Correctly in 1 minute from randomly selected grade 2 AIMSweb passages (English). On average his reading fluency will improve by at least (1.5) correct words per week.

Typical ROI Fall to Winter for 2nd graders in Jonesville = .9
Jose's goal 1.5

Intervention slopes:

- 1) .32 2) .24 3) 1.07 4) .24 5) 1.92



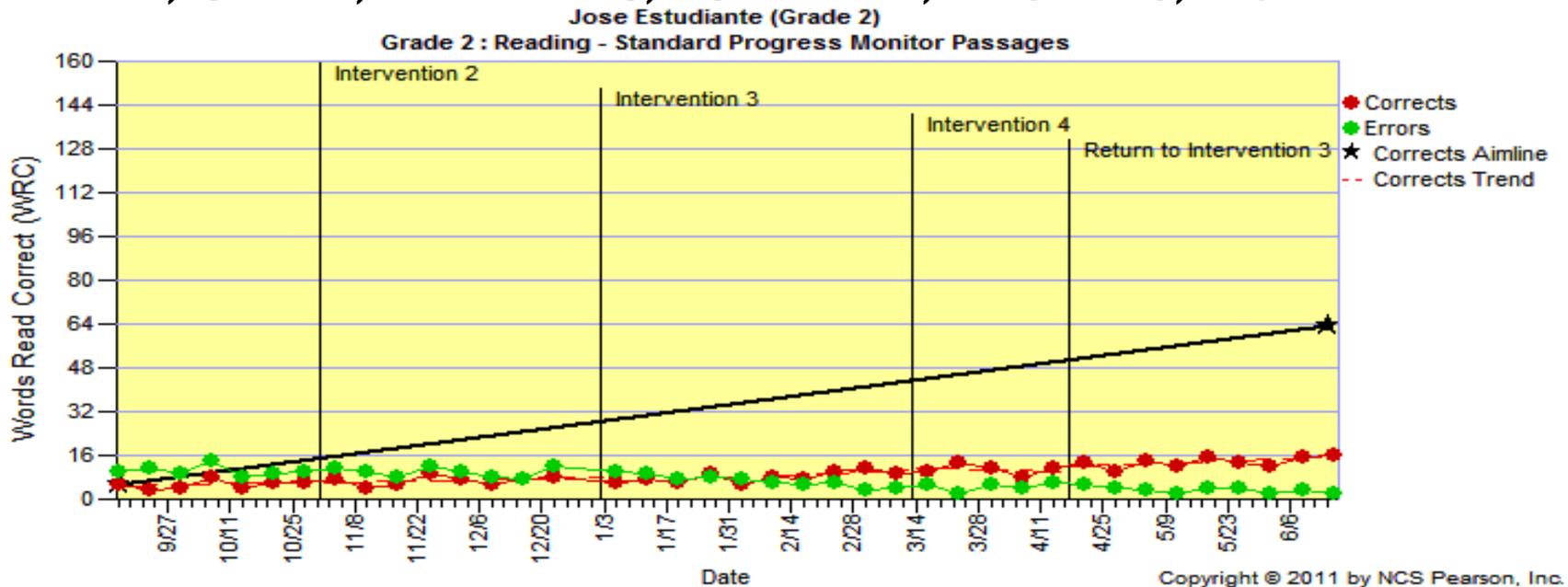
Concerns:
Decisions:

Case Example 2 In (8) weeks (Jose) will read (64) Words Correctly in 1 minute from randomly selected grade 2 AIMSweb passages (English). On average his reading fluency will improve by at least (1.5) correct words per week.

Typical ROI Fall to Winter for 2nd graders in Jonesville = .9
Jose's goal 1.5

Intervention slopes:

1) .32 2) .24 3) .43 4) -- .29 5) .40

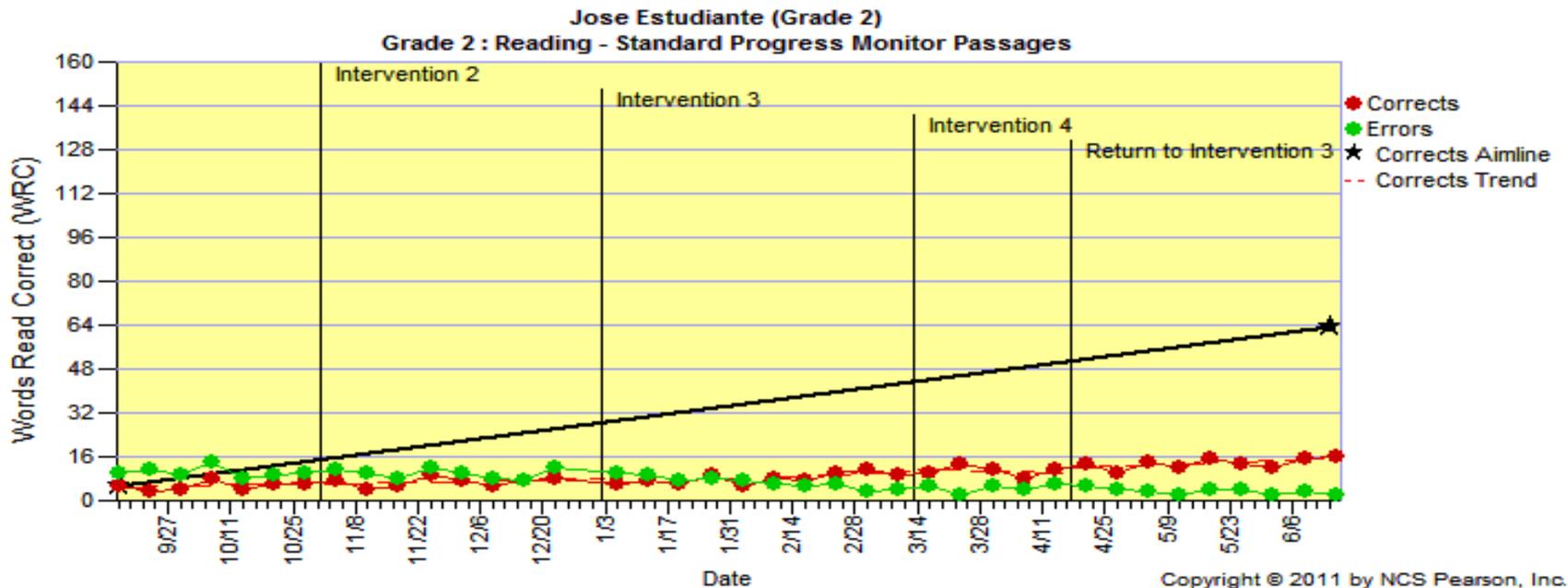


Concerns:
Decisions:

Case Example 2 Typical ROI Fall to Winter for 2nd graders in Jonesville = .9

Jose's goal 1.5

What are our next steps??
What do we need to know??
What do we need to do??



Core element: Data driven decision making

“A school district's process to determine if a student responds to scientific, research-based instruction shall include the application of information about the student’s response to intervention to make educational decisions about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services. ” **RESPONSE TO INTERVENTION: Guidance for New York State School Districts, October 2010**

RTI Data Based Decision making and Problem Solving

“We can’t solve problems by using the same kind of thinking we used when we created them” - **Albert Einstein**

RTI Problem Solving



The problem solving process

“A process that uses the skills of professionals from different disciplines to develop and evaluate intervention plans that improves significantly the school performance of individual and/or groups of students” - Batche (2007)

(Bergan, 1977) discusses five stages:

- Problem Identification
- Problem Analysis
- Goal Setting
- Intervention Planning
- Evaluation of effectiveness

RTI Problem Solving

Traditional Problem Solving Teams: Do the Math!

- **School of 450 students**
- **About 20% need some form of a problem solving process** to assure that they are receiving necessary academic and or behavioral supports =
- 90 Students
- **Two traditional individualized 30 minute problem solving team meetings per week** (Identify problem; Understand problem; Set goals, Plan intervention, Plan to evaluate and support intervention) starting in the fall.
- **40 weeks in a school year**
- **The last 10 of the 90 students get meetings in July** (and this is without follow up meetings!)

RTI Problem Solving

With RTI, stakes of school based problem solving teams are high

Documenting follow through with evidence-based interventions as planned is an essential feature of RTI especially when disability is being considered (Gresham, 2001). With RTI, intervention ‘integrity’ (follow through as intended) is now part of a high stakes evaluation.

Standard Protocol Approach - Students are ‘placed’ into evidence-based intervention programs based on assessment information such as data from universal screenings.

Defined as “an approach to RTI that requires use of the same empirically validated treatment for all children with similar problems in a given domain.” Fuchs, Mock, Morgan and Young (2003)

RTI Problem Solving

A tiered problem solving process in schools might be:

- **Informal consultation** with colleagues (All tiers)
- **Data meetings** (efficient and responsive) (Tier 2 and 3)
- **Effective problem solving team meetings** to identify and understand more complex problems for individual students and then plan and evaluate interventions (typically Tiers 2b and 3)
- **Monitoring instruction and intervention implementation** (All tiers with more intense monitoring at Tiers 2b and 3)
- **District/ school team to address systemic problems**

RTI Problem Solving

Some indicators for when a comprehensive problem solving approach may be necessary:

- When educators who work closely with a student (e.g., classroom teacher) feel that the problem is multi-dimensional (e.g., academic and behavioral) and requires careful individualized planning and coordination.
- When a student is not responding to Tier 2 interventions and staff want to take a closer look at all of the issues that may be preventing success in school.
- When a student is suspected of having a disability.

RTI Problem Solving

What are characteristic of effective problem solving teams?

- **Prioritize effectively** (multi-tiered system based on data and not squeakiness of the wheel).
- **Parents are informed and involved** from the beginning of the process. (A plan should be devised in advance for the school to communicate effectively with parents of ELLs).
- The **meeting needs to stay focused** on issues that the team has control over.
- There is a **structured (but not rigid) consultative process**. Team roles are defined.
- A high degree of **professionalism, collegiality and respect**
- **Focus is on what can happen to help** the student, not on what's wrong with the student.
- **Set goals** so that all stakeholders (including parents, teachers, support staff and school administration) are on the 'same page' as to what success would look like.

RTI Problem Solving

What are characteristic of effective problem solving teams?

- A ‘menu’ of *evidence-based* resources that target a variety of academic, social, emotional and behavioral needs, that are readily available are identified for each grade level.
- **Specific information about intervention is discussed**
- **Interventions** (including implementation and their outcomes) are **closely monitored**.
- **Student data should be available for visual analysis** (e.g., graphs and or tables) prior to the meeting.
- **Follow up meetings** support teachers in making interventions more feasible as well as more effective.
- **Students don’t need to have disabilities in order to get ‘help’.**
- **Help may begin as soon as the teacher asks for the referral.**
- **A comfortable atmosphere**

When problem solving for ELLs, the student’s ESL teacher or staff with expertise with ELLs should be a part of the process.

RTI Problem Solving

Evidence – based interventions

Concern: Few interventions have an evidence base for ELLs

Even when an intervention has demonstrated effectiveness for groups of students, there is **no assurance that it will be effective for an individual student.**

Valid progress monitoring assessments that are sensitive to improvement over relatively brief periods of time are essential to an effective problem solving approach.

The RTI process, using sensitive progress monitoring of multiple intervention attempts is like a **single subject research design** in which the effectiveness of various interventions are being evaluated for that individual student!

Core element: Parent notification

Parent involvement and communication

Parents of ELLs want to be involved in support the education of their children (Goldenberg, Rueda & August, 2006).

Obstacles to working with parents of ELLs may include:

- Cultural differences including expectations concerning behavior among teachers, administrators and parents;
- Cultural or religious differences in attributions concerning problems in childhood;
- Negative school experiences that parents had when they were students;
- Perceptions among parents that school staff are ‘the experts’, that educators should not be questioned about their professional approaches and or are not interested in or do not need parent input;
- Perceptions that strategies to address problems will be ineffective;
- Language barriers.

Parent involvement and communication

Parents of ELLs want to be involved in support the education of their children (Goldenberg, Rueda & August, 2006).

Obstacles that may prevent school staff and administrators to work effectively with ELL children and parents may include:

- Perceptions among school staff that parents do not want to be involved;
- Minimizing importance of parent input
- Cultural differences and expectations among teachers, administrators and parents;
- Perceptions that strategies to address problems will be ineffective;
- Language barrier issues.

RTI Diagnostic Assessment for ELLs

Diagnosing the problem/need

Collaborate!

What problem solving strategies do you have established to assure effective data based decision making for ELLs?

How could you improve your problem solving/data based decision making process for ELLs?

Social, Emotional, Behavioral Supports for ELLS

Behavior “Behavior refers to the actions or reactions of an object or organism, usually in relation to the environment. Behavior can be conscious or unconscious, overt or covert, and voluntary or involuntary.”

- Wikipedia

Not be thought of as “kids behaving badly”,
or much less “bad kids”.



Behavioral problems in schools range from minor problems that cause relatively minor distractions and or interfere with learning, to full blown behavioral disorders and or severe emotional disturbance, many symptoms of which are outside the control of the child and cause chronic impairment and suffering.

Response to Intervention (RTI)

Tiered Academic and Behavioral Intervention

Tier 3 5% (?)
More individually targeted. Smaller group size (e.g, 3:1) Delivered daily, longer duration.

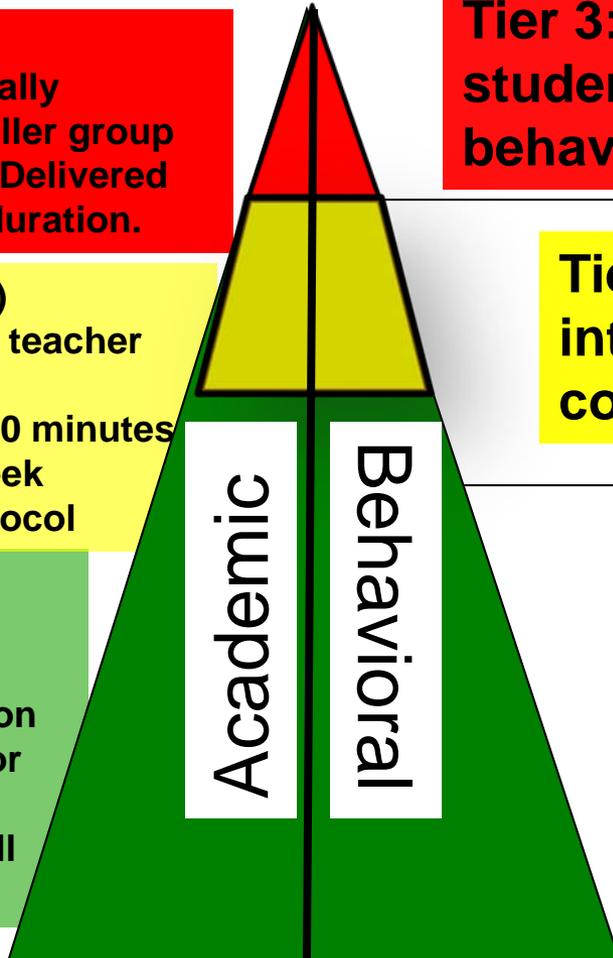
Tier 3: Intensive intervention for students with significant behavioral, mental health needs

Tier 2 15% (?)
5:1 student to teacher ratio
Core + 30 to 60 minutes
At least 3x/week
Standard protocol

Tier 2: Lower level behavioral intervention for moderate concerns

Tier 1:
Significantly differentiated core instruction (90 minutes for literacy) is required for all students

Tier 1:
School-wide behavioral expectations are clear, taught and reinforced



Social, Emotional, Behavioral Supports for ELLS

Sugai et al (2000) reports that:

80 - 90% of schoolchildren fall into what would be considered “typical” behavior patterns.

5 - 15% of children have social, emotional or behavioral problems that can be addressed through a variety of means.

Another 1- 7% of children have more chronic, serious problems that require intensive, individualized efforts.

Components of Positive Behavior Intervention Supports (PBIS) promote positive social, emotional and behavioral outcomes of ELLs

Social, Emotional, Behavioral Supports for ELLS

Identifying and understanding the problem

When selecting interventions the following issues related to behavioral difficulties (functions) are considered in order to understand what might contribute to or maintain the problem behavior(s):

- **Does the student need to learn better behavior?** (Doesn't know how – Skill deficit)
- Is the **student misbehaving in order to tell us something?** (Communication)
- Does the student **need to be motivated** to engage in desired behaviors? (Motivation/accountability)
- Is the student **being reinforced for the negative behaviors** by getting things? (Material gain)

Social, Emotional, Behavioral Supports for ELLS

Identifying and understanding the problem

When selecting interventions the following issues related to behavioral difficulties (functions)

- Is the **student being reinforced for the behaviors** by getting positive or negative peer or adult attention? (Attention)
- Does the misbehavior work for the student in order to **get out of some kind of task or demand? (Escape)** Which leads us to ask:
- **Is the student appropriately challenged in class?** Is instruction too easy or too hard? (Instructional match). For an ELL this could be also be related to the arduous task of listening to instruction in a second language all day long (try it sometime).

Social, Emotional, Behavioral Supports for ELLS

Tier 1 interventions – General school and classroom education strategies

- Explicit Rules/behavioral expectations
- Class-wide reinforcements and consequences
- Appropriate instructional match
- High ratio (3:1) of positive feedback to negative/corrective feedback
- Seating arrangements (students requiring closer monitoring sit closer to teacher)
- In class time out for attention seeking behaviors
- High levels of active responding
- Use preparatory strategies
- Keep instructions brief and model tasks.
- Some students with attention difficulties benefit from a low noise/stimulating environment.
- Provide a “Things to do” list
- Instructional materials in which she has a success rate of at least 85%.

Social, Emotional, Behavioral Supports for ELLS

Tier 1 interventions – General school and classroom education strategies

- **Maintain a high interest level.** Incorporating activities that are relevant to the ELLs cultural benefits *all* students.
- **Give choices about completing assignments** (e.g., which one to do first, where she will do it, choice of a student partner).
- **Some students with behavioral difficulties experience negative feedback from adults and peers.** Finding and emphasizing strengths is important to maintaining a positive self-image and attitude. (5-1 Rule)

Social, Emotional, Behavioral Supports for ELLS

Tier 2 interventions for students who need a bit more than general classroom management strategies

For ELLs who are new to the school (and perhaps new to the US), it will be important to understand whether or not student **behavior problems are related to an adjustment period** or whether they are more longstanding throughout the child's development.

It will also be important to be aware of the **student understanding of rules and mismatch of expectations based on culture.**

Taking steps early on to **establish effective communication between the teacher and the parents** will be very helpful.

Social, Emotional, Behavioral Supports for ELLS

Tier 2 interventions for students who need a bit more than general classroom management strategies

- **Reconsider instructional match** and impact that second language may be having on learning, social adjustment and student (or teacher) fatigue (consider additional supplemental academic intervention)
- **Class-wide support** - Teach coping skills with specific student(s) in mind. The Good Behavior Game (Barrish, Saunders, & Wold, 1969;
- Try using **simple teacher daily behavior report cards (DBRCs)**
- **Self monitoring procedures.**
- **Secret signals** – (Tier 1?)
- Ignore low level behaviors believed to be motivated by attention seeking (**planned ignoring**) – Pick your battles

Social, Emotional, Behavioral Supports for ELLS

Tier 2 interventions for students who need a bit more than general classroom management strategies

- **High degree of positive reinforcement for desired behaviors -**
- **Planned consequences for negative behaviors**
- **Non-contingent reinforcement**
- **Coping skills group -**
- **Individual counseling**
- **Self Monitoring**
 - **Make sure desired behaviors and reward schedules are specified**
 - **Get input from the child**
 - **Offer choices.**
 - **Adjust the system to get the bugs out.**

Note: Difference in high versus low stakes intervention may be the intensity in which it is implemented, supported and communicated.

Social, Emotional, Behavioral Supports for ELLS

Tier 2 interventions for students who need a bit more than general classroom management strategies

Example of Simple (Tier 2) Teacher Daily Behavior Report Card (DBRC)

John's Good Behavior Chart

Date: _____

	I focused during lessons and followed the teachers' directions.	I completed my work to the best of my ability.	Comments
Morning			
Afternoon			



Great!



OK, but keep trying to improve



Try harder next time

Social, Emotional, Behavioral Supports for ELLS

Tier 2 interventions for students who need a bit more than general classroom management strategies

Example of Simple (Tier 2)Teacher Daily Behavior Report Card (DBRC)

_____ 's Mejor Comportamiento!!! Fecha: _____

	Yo escuchaba, miraba y seguia los instrucciones y mi trabajo	Yo hice mi mejor trabajo	Use buenas palabras y acciones
Lectura			
Matematica			



Fantastico



OK, pero sigue tratando a mejorar



Yo necesito tartar mas de mejorar

Available at: interventioncentral.org

Some RTI Resources:

<http://www.rti4success.org/> National Center on Response to Intervention. From the American Institutes for Research.

ies.ed.gov/ncee/wwc/ What Works Clearinghouse

<http://www.fcrr.org/> (Florida Center for Reading Research) – Reading First

www.centeroninstruction.org - Center on Instruction

<http://www.interventioncentral.org> – Jim Wright’s website. English Language Learners and RTI has free resources for ELLs such as Language History Survey

http://www.nrcl.org/resource_kit/tools/SLDOverview2007.pdf - National Research Center on Learning Disabilities – 2007

<http://www.rtinetwork.org> RTI Network - Sponsored by the National Center for Learning Disabilities. Gives a very nice overview of RTI and how it applies to various grade levels.

<http://www.ed.gov/about/bdscomm/list/mathpanel/factsheet.html> National Math Advisory Counsel. The National Math Panel is putting together a consensus for effective math instruction much like the National Reading panel did for literacy.

<http://www.aimsweb.com> - Aimsweb website

<https://dibels.uoregon.edu/>) Official DIBELS homepage

<http://www.colorincolorado.org/> - Resources for ELLs, parents and teachers

www.nprinc.com/rti/rtie.htm – National Professional Resources - RTI for ELLs

www.nprinc.com/refcards/reri.htm - RTI for ELLs Laminated Guide

Thanks!
