



Rtl: Response to Intervention for English Language Learners

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Audience Outcomes

Content Objectives

- Audience members will leave with an understanding of the applicability of Rtl for ELLs.
- Audience members will receive information on research-based, effective instructional practices for ELL students in Tier I.

Language Objectives

- Audience members will learn ELL instructional vocabulary including SIOP® and vocabulary associated with Rtl.

SIOP Element 1: Content Objectives
SIOP Element 2: Language Objectives



Fundamentals of Rtl

- All children can learn
- Intervene early
- Use a multi-tier model of service delivery
- Use a problem-solving method to make decisions within a multi-tiered model
- Use research based interventions/instruction
- Monitor student progress to inform instruction
- Make data-based decisions about student response
- Uses 3 types of assessment for different purposes (screening, diagnostics, progress monitoring)

Source: Response to Intervention: Policy Considerations and Implementation, National Association of State Directors of Special Education, Inc. National Innovations Conference, Lansing, MI, September, 2005. Found in Iribarren, J. Potter, A. (2008).
SIOP Element 19: Opportunity to clarify concepts in L1



Why Rtl for ELLs?

“RTI offers a promising alternative for reducing disproportionate representation of culturally and linguistically diverse students in special education by identifying students at risk early and providing preventive instruction to accelerate progress”. (Thompson, Cireno, & Vaughn, 2007)

SLOP Element 8: Links explicitly made with past learning and new concepts.



Why Rtl for ELLs?

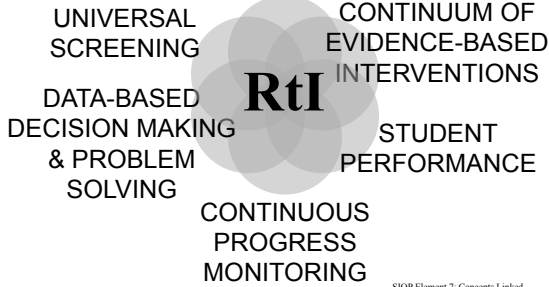
- Difficult to separate reading problems with language development
- Shortage of qualified personnel to assess ELLs
- Increased fairness in the assessment process, particularly for minority students

Irizarren, J., Potter, A. (2008)

SLOP Element 3: Content concepts appropriate for audience.



IMPLEMENTATION W/ FIDELITY



Sugai 2008

SLOP Element 7: Concepts Linked
SLOP Element 12: Variety of Techniques – visuals.



English Language Learner Instruction

- Basic Interpersonal Communication Skills (BICS)~ social language.
- Cognitive/Academic Language Proficiency (CALPs) ~academic language.

SIOP Element 9: Key Vocabulary



Language Difference vs. Disability

Difference —————→ Disability

Areas of focus for team discussion:

- Peer Comparison based on similar language and school experience.
- Vocabulary use is limited given quality instruction
- Word finding problems are evident in L2 or in L1 and L2
- Receptive and expressive language is exhibited beyond accent
- Interpretation of non-verbal learning skills is evident

Adapted from Echevarria, Vogt, & Short (2008)

SIOP Element 8: Concepts Explicitly Linked



Tier I Quality Instruction

Synthesis of Research Findings for ELLs

- **Process of L2 literacy development are influenced by a number of factors for individuals:** Literacy in L1, L2 Orality, socioeconomic status, school background, age. (CALP)
- **Certain L1 skills and abilities transfer to English literacy:** phonemic awareness, comprehension and language learning strategies, and L1 and L2 oral knowledge. (CALP)
- **Orality and literacy can develop simultaneously.** (BICS and CALP)
- **Academic literacy in native language facilitates the development of academic literacy in English.** (CALP)
- **ELLs need specific and enriched instruction in vocabulary.** (CALP)

Echevarria, Vogt, & Short (2008)



Research on ELL Instruction in Academic Literacy (CALPs)

Research Findings from the National Literacy Panel on Language-Minority Children and Youth.

1. ELLs benefit from instruction in the Key components of reading as defined by the National Reading Panel (2000) as phonemic awareness, phonics, fluency, vocabulary and text comprehension.
2. Instruction in reading (above) is necessary but not sufficient to teach ELLs to read and write proficiently in English. Oral language proficiency is needed also, so ELLs need Instruction in this area.
3. Oral proficiency and literacy in the student's native language (L1) will facilitate development of literacy in English, but literacy in English can also be developed without proficiency in the L1.
4. Individual student characteristics play a significant role in the English literacy development
5. Home language experiences can contribute to English Literacy achievement, but on the whole, the research on the influence of sociocultural factors is limited.

August & Shanahan (2006)



Research Based Instruction for ELLs

- SIOP ® model is the only Sheltered Instruction method that is research based to improve achievement for ELLs.

SIOP ® ~ Sheltered Instruction Observation Protocol



Tier I Community of Peace Academy

- SIOP Model
- Laser-like alignment to the standards
- Specific reading benchmarks
- Explicit instruction in 5 core reading areas (phonemic awareness, phonics, fluency, vocab, comprehension)
- Frequent formative assessment
- ESL support embedded into Tier 1



Tier I
Community of Peace Academy

- Less is more - deeper coverage of fewer topics
- Instruction designed to build background knowledge and provide scaffolded support
- Culturally responsive instruction
- Emphasis on narrative writing
- Vocabulary and Reading taught across content areas
- Frequent opportunities for student dialogue, discussion, debate. Students talk more, teacher talks less.



Universal Benchmark Assessment
Community of Peace Academy

K-1

- Letter naming
- Letter-sound correspondence

2-5

- Oral Reading Fluency

3 times per year, all students screened,



Universal Benchmark Assessment
Community of Peace Academy

Myth	Truth
ORF and other benchmark assessments are inappropriate and/or unfair for ELLs	ORF and measures of phonological awareness are valid screening measures for ELLs
It is normal that ELLs' reading skills will lag until oral language proficiency is developed	In the early grades ELLs can learn to read at the same rate as L1 speakers, independent of oral language proficiency
Early reading problems will resolve on their own once oral language proficiency is established	ELLs who are behind benchmark targets require intensive, direct interventions. This does not suggest that they have a reading disability.



Tier II

Targeted focus (i.e. academic language, vocabulary instruction, oral language practice, specific content skills or strategies)

Limited duration

Increased intensity

Increased frequency of progress monitoring

Same instructional materials



Tier II Should Not Be... (for ELLs)

- Frustration-level reading materials
- Silent, independent seatwork
- Isolated reading skills without link to authentic texts
- Groups larger than 5
- Remediation instead of intervention

Echevarria, Vogt, & Short (2006)



Tier II Community of Peace Academy

K-1

- Small group or individual direct instruction in letter naming, letter-sound correspondence.
Interventionist = Sp/L Pathologist

2-5

- Small group or individual direct instruction in 5 core areas of reading. Additional diagnostic assessment conducted to create student groups with like needs.
Interventionists = ELL teacher or Reading Intervention Specialist



Tier II Community of Peace Academy

- Frequency
 - Minimum 3 times per week
- Duration
 - Minimum 30 minutes per session
- Progress monitoring
 - Weekly
- Problem-solving team reviews rate of progress and makes instructional decisions



Tier III

Practice of data review: RIOT.
Determination of when to move towards Tier III.

- Review Records in tier I and II
- Interviews (formal and informal)
- Observation – in and out of academic activities
- Testing – no single test reliance



CREATE Brief

- Recommendations:
- Pay systemic attention to language development
 - Build on students' background experiences
 - Use techniques that make the lesson more understandable
 - Create opportunities for practice and application
 - Use repetition and redundant information
 - Assess frequently and reteach as necessary



Key Vocabulary

- L1:** First Language
- L2:** Second Language
- BICS:** Basic Interpersonal Communication Skills
- CALP:** Cognitive Academic Language Proficiency
- ORF:** Oral Reading Fluency
- Rtl:** **Response to Intervention**
- SIOP:** Sheltered Instruction Observation Protocol
- Universal Benchmark Assessment**



Resources

August, D. & Shanahan, T. (2006). *Developing literacy in second-language learners: A report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum Associates. Executive summary available at http://www.cal.org/projects/archive/nlpreports/executive_summary.pdf.

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Echevarria, J., Vogt, M., & Short, D. (2008). *Making content comprehensible for English learners: The SIOP® model*. Allyn and Bacon, Boston MA.

Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide* (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

Ibarren, J. Potter, A. (2008). Response to intervention (Rti) and English language learners. Presentation sponsored by MidWest Esl Consulting Services.

Sugai, G. (2008). *Schoolwide Behavior Support: Overview*. OSEP Center on PBIS and the Center for Behavioral Education & Research. Presented at MDE spring 2008.

Thompson, Cirano, & Vaughn (2007). Determining English language learners' response to intervention: Some questions and answers. *Learning Disabilities Quarterly, Volume 30*.



Assessments

- Classroom Records
- Letter naming
- Letter-Sound Correspondence
- Oral Reading Fluency
- DIBELS: English and Spanish – some concerns with this for ELs
- Writing
- Maze (Comprehension)



Diagnostic Assessments

- Jerry John's Basic Reading Inventory
- QRI: Qualitative Reading Inventory
- Woodcock and Woodcock- Munoz
- Diagnostic Online Reading Assessment (Middle school)
- Diagnostic Online Math Assessment
