Effective School-wide and Targeted Interventions for English Language Learners

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Agenda

• Purpose and rationale
• Legal Considerations
• Second Language Acquisition Considerations
• RtI Model of Service Delivery for Culturally and Linguistically Diverse Populations
• Tier I-School Wide Considerations for Supporting Linguistically Diverse Students
• Tier II-Targeted Interventions for Supporting Linguistically Diverse Students
• Resources
• Questions/Comments
Rationale and Purpose
Popular Acronyms/Terms Associated with English Language Learners

• ELL - ________________________________
• LEP - ________________________________
• ESL - ________________________________
• ESOL—_____________________________
• TESOL—____________________________
• CLD - ________________________________
• LCD - ________________________________
• CLDE - ________________________________
• Language Minority students
Limited English Proficient Growth in Ohio
Purpose and rationale

“limited English proficient children and youth face a number of challenges in receiving an education that will enable such children and youth to participate fully in American society, including—

- (A) segregated education programs;
- (B) disproportionate and improper placement in special education and other special programs due to the use of inappropriate evaluation procedures;
- (C) the limited-English proficiency of their own parents, which hinders the parents' ability to fully participate in the education of their children; and
- (D) a shortage of teachers and other staff who are professionally trained and qualified to serve such children and youth;” (The Bilingual Education Act of 1994).
Academic Achievement
Culturally responsive educational systems

• Culturally responsive educational systems are grounded in the beliefs that all culturally and linguistically diverse students can excel in academic endeavors when their culture, language, heritage, and experiences are valued and used to facilitate their learning and development, and they are provided access to high quality teachers, programs, and resources
  - (Gay, 2000; Nieto, 1999; Valenzuela, 1999).
Legal Considerations
Federal Legislation with Regards to the Education of English Language Learners

Immigrant Students’ right to attend public schools

Plyer vs Doe (1982)

- Undocumented children and young adults have same rights to attend public school as U.S. citizens.
Federal Legislation with Regards to the Education of English Language Learners

Plyer vs. Doe (continued)

As a result of this law, schools MAY NOT:

• Deny admission to a student based on undocumented status.

• Treat a student disparately to determine residency.

• Require student or parent to disclose immigration status.
Federal Legislation with Regards to the Education of English Language Learners

Plyer vs. Doe cont.

• Make inquiries of students or parents that may expose their undocumented status.

• Engage in any practices that “chill” the right of access to school.

• Require social security numbers from all students.
FERPA

- Family Education Rights and Privacy Act Prohibits Schools from providing outside agencies with information from a student’s file that would expose a student’s status without parent permission.
Federal Legislation with Regards to the Education of English Language Learners

• Title VI of the Civil Rights Act of 1964
  A recipient of Federal financial assistance must ensure that limited-English proficient (LEP) national origin minority students are provided equal educational opportunity
  - Identification
  - Assessment and eligibility
  - Alternative Program Services
  - Staffing
  - Instructional materials and facilities
  Exiting criteria and monitoring of exited students
Federal Legislation with Regards to the Education of English Language Learners

- Special education
- Title I services
- Special Programs
- Inclusion—the right to be educated with their non-LEP peers
- Parent/Guardian notification
- Language program evaluation and modification
Federal Legislation with Regards to the Education of English Language Learners

- **No Child Left Behind Act**
  - *Title I — Improving The Academic Achievement Of The Disadvantaged*
  - *Title III — Language Instruction for Limited English Proficient and Immigrant Students*
    - *Part A — English Language Acquisition, Language Enhancement, and Academic Achievement Act*
    - *Part B — Improving Language Instruction Educational Programs*
- **IDEIA 2004**
Federal Legislation with Regards to the Education of English Language Learners

Who is an LEP student?
- Immigrant and/or native language is not English, or:
- Home language is not English, or:
- An American Indian or Alaskan native, where dialect affects English proficiency.
Federal Legislation with Regards to the Education of English Language Learners

And one of the following:

• An LEP Student has limited knowledge in English in any one of the following areas.
  - Written
  - Spoken
  - Reading
  - Listening
  - Comprehension
Second Language Acquisition Considerations
Second Language Acquisition
Second language acquisition is similar, although not identical, to first language acquisition

Basic Interpersonal Communication Skills (BICS):
The communicative capacity that all children acquire in order to be able to function in daily interpersonal exchanges.

Cognitive/Academic Language Proficiency (CALP):
That dimension of proficiency in which the learner manipulates or reflects upon the surface features of language outside the immediate interpersonal context.

Brown, 2000

Cummins (1998) suggests that, typically, BICS can be obtained in 2 to 3 years, whereas CALP takes more time to achieve (5 to 7 years).
BICS

- Conversation, jokes
- Concrete
- Context embedded
- Nonverbal cues
- Can clarify meaning
- Familiar concepts
- 2-3 years to acquire

CALP

- Lectures/Texts/Tests
- Abstract
- Context reduced
- Few non verbal cues
- Cannot clarify
- New ideas/concepts and language
- 5-7+ years to acquire (newest research may indicate up to 11 years)
## Cummin’s Quadrants

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<thead>
<tr>
<th></th>
<th>Cognitively Undemanding</th>
<th>Cognitively Demanding</th>
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<tr>
<td>A. High Context, Low</td>
<td>BICS</td>
<td>Low Context, Low Cognitive demand</td>
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<td>Cognitive demand</td>
<td>Context Embedded</td>
<td>Context Reduced</td>
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<td>Cognitive demand</td>
<td>Cognitively Demanding</td>
<td>CALP</td>
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**BICS**: Cognitively Undemanding 
**CALP**: Cognitively Demanding
Response-to-Intervention Model
Response-to-Intervention Model for Academic and Behavior Supports

Decisions about tiers of support are data-based.
A Three-Tiered Model for Improving School Outcomes

**Tier One**
- School-wide programs and/or services for all children

**Tier Two**
- Structured programs and/or services for students who are not responsive to intervention at Tier One

**Tier Three**
- Intensive programs and/or services for students who are not responsive to interventions at Tiers One or Two

**Service-Delivery Model**
Incorporating Collaborative Problem Solving
PYRAMID OF INTERVENTION SUPPORTS & SERVICES
FOR ENGLISH LANGUAGE LEARNERS

Academic:

Behavioral:

Core Instruction & Intensive Individualized Interventions

Core Instruction & Targeted Interventions

Core Instruction & School-Wide Interventions
PYRAMID OF INTERVENTION SUPPORTS & SERVICES
THAT INCLUDES CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS
(Developed by Mireika “Marie” Kobayashi 2-1-04)

**Tier III-Intensive**
- Individual student team through home/school collaborative problem solving process, school-wide indicators, cultural/linguistic acculturation data and/or functional behavior assessment data to make planning decisions
- Small group/one-on-one individualized explicit, systemic instruction and reinforcement in English with support in Native language
- Use of augmented communication devices in native and English language
- Highly skilled/trained intervention specialists (preferably trained in bilingual/multicultural special education) working in collaboration with ESL teachers to meet academic, behavioral, and linguistic-cultural needs
- Student progress monitored in English and native language on a weekly basis
- Basing intensity of instruction on its effectiveness as demonstrated through progress monitoring.

**Literacy:** at least two 30-minute sessions per day in small group with
- Explicit teaching (i.e. models skills and strategies, makes relationship overt).
- Use of the students’ native language and English for instruction;
- Cross-culturally competent/sensitive teaching (i.e. teachers familiar with beliefs, values, cultural practices, etc. that may impact behavior and academic success)

**Behavior:** increased opportunities to practice appropriate social skills in multiple settings

**Tier II-Targeted**
- Building-planning, grade level, department planning teams, ESL and foreign language teams, early literacy teams, families and/or individual student team
- Home/school collaboration, communication, and shared decision-making
- Use school-wide indicators and/or other direct assessment to determine which students need OR no longer need additional instructional support for academic skills or behavior AND which research-based, ethnically valid intervention will be used
- Use of the students’ native language and English for supplemental instruction;
- Small group explicit instruction for specific content reinforcement.
- Peer tutoring (e.g., Peer Assisted Learning Strategies) and/or afterschool/volunteer tutoring program
- Use of technology for English learning (e.g. computer programs, augmented communication devices)
- ESL Summer school program
- Literacy: e.g. Reading Mastery, Corrective reading, Read Naturally for at least 25 to 30 minutes 3 or more times a week for specific content reinforcement.

**Tier I-School wide**
- Building-planning with ESL, cultural brokers/mediators, families, and foreign language teams
- Home/school/community collaboration, communication, and shared decision-making
- DIBELS (and Spanish version IDEL), school-wide office referral data, other direct assessment tools
- Examine disaggregated data to see if certain cultural/linguistic and/or other subgroups’ needs are not being met; change instructional practices accordingly
- Explicit teaching (i.e. models skills and strategies, makes relationship overt).
- Visual displays around the school reflect respect, equity, and diversity
- Use of the students’ native language and English for instruction;
- Cross-culturally competent/sensitive teaching (i.e. teachers familiar with beliefs, values, cultural practices, etc. that may impact behavior and academic success)
- Build and use of vocabulary as a curricular anchor (e.g. teach difficult vocabulary prior to and during lesson, structure opportunities to speak English, etc),
- ELL students’ home culture and language incorporated in the school and lessons (e.g. multicultural curriculum and social skills materials).
- Incorporating students’ learning styles into lesson planning and using multimodal instruction (e.g. UDL, cooperative learning groups and peer-tutoring strategies, etc.).
- Modulate cognitive and language demands (i.e., varying and balancing the cognitive and language demands such as accepting briefer responses in English when cognitive demands are high and expect more extended responses when the cognitive demands of the curricular material are lower).
- Comprehensible language in interactive classrooms (i.e. using physical gestures, visual cues, props, and realia).
- Integrated language, literacy, social skills and content instruction (i.e. visuals or manipulative to teach content, explicit instruction in English, encourages students to give elaborate responses, uses gestures and facial expressions to teach vocabulary and clarify meaning of content, word walls, semantic webbing and graphic organizers )

**Literacy:** phonemic awareness and decoding (systematic instruction in phonemic awareness, letter-sound correspondence, and instruction in decoding)

**Behavior:** School-wide incentive plan valued by student population; school-wide, ethnically valid plan for correcting rule violations; and 3-5 behavior expectations taught across all school settings

**Core Instruction & School-Wide Interventions**

**Core Instruction & Intensive Individualized Interventions**

**Core Instruction & Targeted Interventions**
School-wide Considerations for Linguistically Diverse Students
School Programs for Supporting English Language Learners

- Two-way Bilingual Education
- Late-exit or Developmental Bilingual Education
- Early-exit or Transitional Bilingual Education
- Sheltered English, Structured Immersion, or Content-based ESL
- Pull-out ESL
Major Findings of the National Literacy Panel on Language-Minority Children and Youth
Major Findings

- Instruction that provides substantial coverage in the key components of reading—identified by the National Reading Panel (NICHD, 2000) as phonemic awareness, phonics, fluency, vocabulary, and text comprehension—has clear benefits for language-minority students.
Major Findings

• Instruction in the key components of reading is necessary — but not sufficient — for teaching language-minority students to read and write proficiently in English. Oral proficiency in English is critical as well — but student performance suggests that it is often overlooked in instruction.
Major Findings

• Oral proficiency and literacy in the first language can be used to facilitate literacy development in English. However, language-minority students can acquire English literacy skills in English-only classrooms as well.
Major Findings

- Individual differences contribute significantly to English literacy development.
Major Findings

- Most assessments do a poor job of gauging individual strengths and weaknesses.
  - For predictive purposes, several researchers found that letter naming and tests of phonological awareness in English were good predictors of performance in English reading.
Major Findings

- There is surprisingly little evidence for the impact of sociocultural variables on literacy achievement or development. However, home language experiences can have a positive impact on literacy achievement.
Tier I-Core Instruction & School-wide Interventions

- Building-planning with ESL, cultural brokers/mediators, families, and foreign language teams
- Home/school/community collaboration, communication, and shared decision-making
- DIBELS (and Spanish version IDEL), school-wide office referral data, other direct assessment tools
- Examine disaggregated data to see if certain cultural/linguistic and/or other subgroups’ needs are not being met; change instructional practices accordingly
Tier I-Core Instruction & School-wide Interventions

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- Visual displays around the school reflect respect, equity, and diversity
- Use of the students’ native language and English for instruction;
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Tier I-Core Instruction & School-wide Interventions (cont.)

• Build and use of vocabulary as a curricular anchor (e.g. teach difficult vocabulary prior to and during lesson, structure opportunities to speak English, etc).

• ELL students' home culture and language incorporated in the school and lessons (e.g. multicultural curricular and social skills materials).

• Using multimodal instruction (e.g. UDL, cooperative learning groups and peer-tutoring strategies, etc.).
Tier I-Core Instruction & School-wide Interventions (cont.)

• Modulate cognitive and language demands (i.e., varying and balancing the cognitive and language demands such as accepting briefer responses in English when cognitive demands are high and expect more extended responses when the cognitive demands of the curricular material are lower).

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Targeted Intervention Considerations for Linguistically Diverse Students
Tier II
Targeted Interventions

- Building-planning, grade level, department planning teams, ESL and foreign language teams, early literacy teams, families and/or individual student team
- Home/school collaboration, communication, and shared decision-making
- Use school-wide indicators and/or other direct assessment to determine which students need OR no longer need additional instructional support for academic skills or behavior AND which research-based, ethnically valid intervention will be used
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Targeted Interventions

• Small group explicit instruction for specific content reinforcement.
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• Use of technology for English learning (e.g. computer programs, augmented communication devices)
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Resources

• Cincinnati Public School’s Second Language Acquisition Dept. Webpage:
  - http://staffnet.cps-k12.org/staffnet/ESL/

• Lau Resource Center:
  - http://www.ode.state.oh.us/students-families-communities/lau_resource_center/

• National Clearinghouse for English Language Acquisition:
  - http://www.ncela.gwu.edu/
  - http://www.ncela.gwu.edu/ncbepubs/parent/index.htm

• National Association for Bilingual Education:
  - http://www.nabe.org/

• Center for Research on Education, Diversity & Excellence:
  - http://www.crede.ucsc.edu/

• Center for Applied Linguistics:
  - http://www.cal.org/

• Ohio TESOL (Ohio Teachers of English to Speakers of Other Languages):
  - http://willow.cats.ohiou.edu/~otesol/aboutotes.htm
Q & A