Making RTI Work for Emergent Bilinguals in Bilingual or Dual Language Immersion Programs

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Defining Response to Intervention

Response to Intervention (RTI) is a **multi-tier system of support (MTSS)** intended to provide students with **high-quality, research-based instruction** that matches their academic or behavioral needs (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Fuchs & Fuchs, 2006).

MTSS/RTI can be effectively implemented to provide multilingual learners with the supports they need to succeed.

Fuchs and Fuchs (2005) described two main models of RTI:

- standard treatment protocol
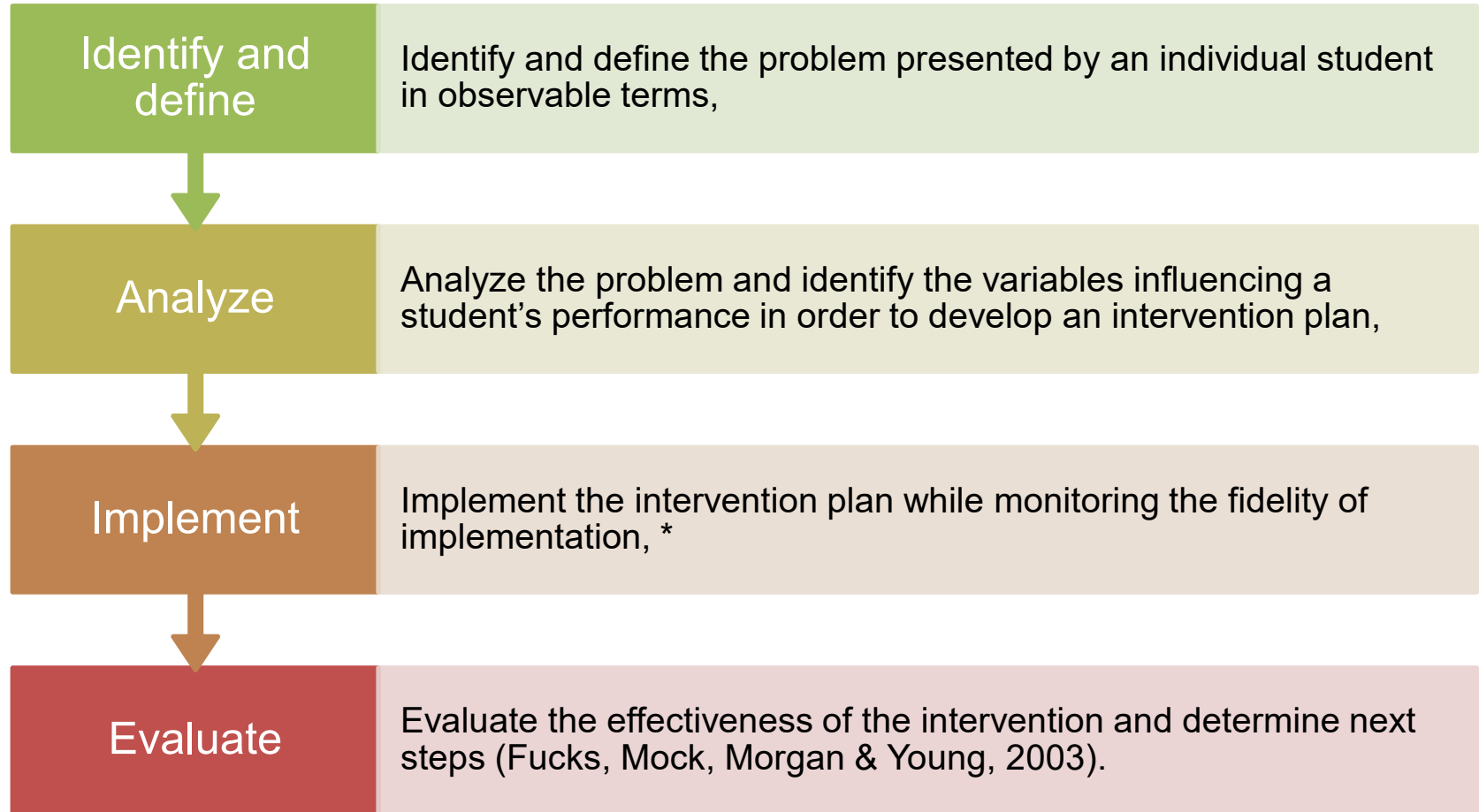- problem-solving approach (targeting the students' needs not the content)

The Standard Protocol

The use of **curriculum-based measures (CBMs)** are adequate tools for assessing multilingual learners' performance, they **do not explain the reasons for students' deficits** (Barrera & Liu, 2010).

The almost exclusive use of general outcomes measures during universal screening may create challenges for the RTI team and overly prescriptive protocols within RTI process may **diminish schools' ability to personalize instruction** (Balu et al., 2015).

Problem-Solving Approach to MTSS/RTI

Identify and define	Identify and define the problem presented by an individual student in observable terms,
Analyze	Analyze the problem and identify the variables influencing a student's performance in order to develop an intervention plan,
Implement	Implement the intervention plan while monitoring the fidelity of implementation, *
Evaluate	Evaluate the effectiveness of the intervention and determine next steps (Fucks, Mock, Morgan & Young, 2003).

Conducting Interventions with Multilingual Learners

Universal Screening

Conducting Interventions
with
Multilingual Learners

Universal Screening

Student data are compared to general outcome measures and peers' scores

Comparing Multilinguals to Peers

Compare to grade-level peers

Compare to true-peers

- Languages spoken
- Language proficiency in L1, TL…Ln
- Amount of time immersed in the language
- Language supports outside school
- Culture
- Educational experiences

Analyzing Screening Data

Reading Comprehension and Vocabulary

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student does not understand passage read, although may be able to read w/ fluency and accuracy	Lacks understanding and background knowledge of topic in L2; is unable to use contextual clues to assist with meaning; improvement seen over time as L2 proficiency increases	Student doesn't remember or comprehend what was read in L1 or L2 (only applicable if student has received instruction in L1); this does not improve over time; this may be due to a memory or processing deficit
Does not understand key words/ phrases; poor comprehension	Lacks understanding of vocabulary and meaning in English	The student's difficulty with comprehension and vocabulary is seen in L1 and L2

You can access **Tools and Resources for Addressing English Learners with Disabilities** at http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html. **6**

Analyzing Screening Data

Writing

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Errors made with punctuation/ capitalization	The error patterns seen are consistent with the punctuation and capitalization rules for L1; student's work tends to improve with appropriate instruction in English	Student consistently or inconsistently makes capitalization and punctuation errors even after instruction; this may be due to deficits in organization, memory or processing
Student has difficulty writing grammatically correct sentences	Student's syntax is reflective of writing patterns in L1; typical error patterns seen in 2nd language learners (verb tense, use of adverbs or adjectives); improves over time	The student makes more random errors such as word omissions, missing punctuation; grammar errors are not correct in L1 or L2; this may be due to a processing or memory deficit
Student has difficulty generating a paragraph or writing essays but is able to express his or her ideas orally	Student is not yet proficient in writing English even though they may have developed verbal skills; student makes progress over time and error patterns are similar to other 2nd language learners	The student seems to have difficulty paying attention or remembering previously learned information; the student may seem to have motor difficulties and avoids writing; student may have attention or memory deficits

Analyzing Screening Data

Spelling

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student misspells words	Student will "borrow" sounds from L1; progress seen over time as L2 proficiency increases	Student makes errors such as writing the correct beginning sound of words and then random letters or correct beginning and ending sounds only; may be due to a visual memory or processing deficit
Student spells words incorrectly; letters are sequenced incorrectly	Writing of words if reflective of English fluency level or cultural thought patterns; words may align to letter sounds or patterns of L1 (sight words may be spelled phonetically based on L1)	The student makes letter sequencing errors such as letter reversals that are not consistent with L1 spelling patterns; may be due to a processing deficit

Analyzing Screening Data

Mathematics

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student manifests difficulty learning math facts and/or math operations	Student lacks comprehension of oral instruction in English; student shows marked improvement with visual input or instructions in L1	Student has difficulty memorizing math facts from one day to the next and requires manipulatives or devices to complete math problems; may have visual memory or processing deficits
Student has difficulty completing multiple-step math computations	Student lacks comprehension of oral instruction in English; student shows marked improvement with visual input or instructions in L1	Student forgets the steps required to complete problems from one day to the next, even with visual input; student reverses or forgets steps; may be due to a processing or memory deficit
Student is unable to complete word problems	Student does not understand mathematical terms in L2 due to English reading proficiency; student shows marked improvement in L1 or with visuals	Student does not understand how to process the problem or identify key terms in L1 or L2; may be a processing deficit/reading disability

Analyzing Screening Data

Handwriting

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student is unable to copy words correctly	Lack of experience with writing the English alphabet	Student demonstrates difficulty copying visual material to include shapes, letters, etc. This may be due to a visual/motor or visual memory deficit

Analyzing Screening Data

Behavior

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student appears inattentive and/or easily distracted	Student does not understand instructions in English due to level of proficiency	Student is inattentive across environments even when language is comprehensible; may have attention deficits
Student appears unmotivated and/or angry; may manifest internalizing or externalizing behavior	Student does not understand instruction due to limited English and does not feel successful; student has anger or low self-esteem related to 2nd language acquisition	Student does not understand instruction in L1 or L2 and across contexts; may be frustrated due to a possible learning disability
Student does not turn in homework	Student may not understand directions or how to complete the homework due to lack of English proficiency; student may not have access to homework support at home	Student seems unable to complete homework consistently even when offered time and assistance with homework during school; this may be due to a memory or processing deficit

Conducting Interventions with Multilingual Learners

Universal Screening

Student data are compared to general outcome measures and peers' scores

Decide if and what kind of intervention is necessary

Deciding When and How to Intervene

- If a large number of students perform below expectations, ⟹ examine the quality of core instruction and develop teachers' capacity

  (Mellard, McKnight, & Jordan, 2010)

Deciding When and How to Intervene

If a few students perform slightly below, expectations ⟹ targeted interventions.
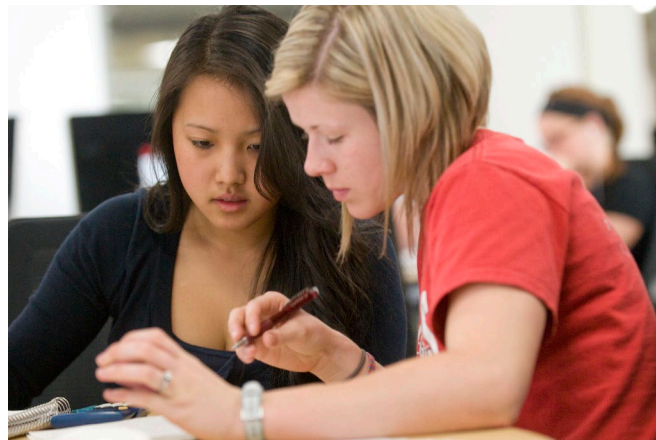
(Mellard, McKnight, & Jordan, 2010)

Deciding When and How to Intervene

Individual students perform significantly below expectations ⟹ Tier 3 or individualized, intensive interventions.

(Mellard, McKnight, & Jordan, 2010)

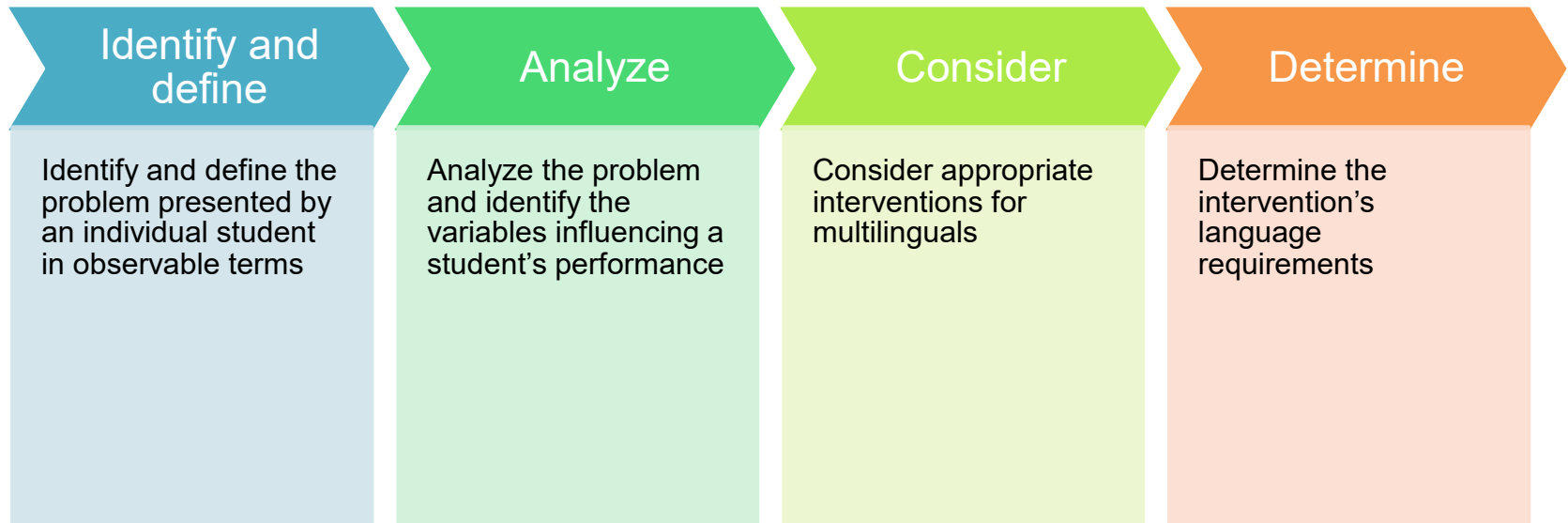# Conducting Interventions with Multilingual Learners

Universal Screening

Student data are compared to general outcome measures and peers' scores

Decide if and what kind of intervention is necessary

Select Interventions

Decide When and How to Intervene

Identify and define	Analyze	Consider	Determine
Identify and define the problem presented by an individual student in observable terms	Analyze the problem and identify the variables influencing a student's performance	Consider appropriate interventions for multilinguals	Determine the intervention's language requirements

Effective Interventions for Multilingual Learners

- English learners respond to basic features of effective instruction used with native English speakers (Vanderwood, Tung, & Arellano, 2014).

  - Phonemic awareness
  - Decoding
  - Oral reading fluency
  - Reading comprehension
  - Vocabulary
  - Writing (August & Shanahan, 2006).

However, they may need more time and practice to acquire skills in the new language.

Conducting Interventions with Multilingual Learners

Universal Screening

Student data are compared to general outcome measures and peers' scores

Decide if and what kind of intervention is necessary

Select Interventions

Implement the selected Interventions with fidelity and appropriate supports

First, decide the language of intervention

- To be effective, interventions should be delivered in the language of instruction

- When the language of instruction is TL (Target Language), the effectiveness of interventions could be improved by providing supports in L1 (when appropriate).

- Measures on first language (L1) literacy skills, including phonological awareness, are directly related to second language (Target Language) literacy outcomes (Genesee & Jared, 2008; Wise & Chen, 2010, 2015; Bournot-Trites, 2008; Bourgoin, 2014; Heggie, 2007; Cummins, 2000). Therefore, **when limited instruction has been provided in TL, interventions could be started in L1 and move towards TL as the learner's knowledge in the added language increases.**

Supporting Multilinguals During Interventions

Interventions for Multilingual Learners

Accelerate learning by incorporating Pluss Model into interventions:

- **P**re-teaching vocabulary (TL vocab cards..by LOTE teacher)
- **L**anguage modeling and opportunities to use of academic language
- **U**sing visuals and graphic organizers
- **S**ystematic and explicit instruction
- **S**trategic use of L1

(Sanford, Brown, & Turner, 2012).

Monitor Vocabulary

- During interventions, use high-frequency words as much as possible.

- Check intervention protocols for unfamiliar terms.

- Identify key phrases and pre-teach new vocabulary needed during the intervention.

- Teach how to use vocabulary with multiple meanings correctly in the context of the intervention.

Language Access Strategies
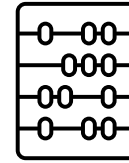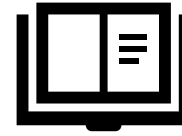
- Practices teachers can implement to support understanding of the language of a task (intervention), without removing the productive struggle.

Language Production Strategies
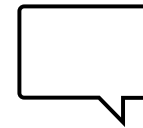
- Practices implemented to support the use of language to communicate about something.

Language Access & Production Strategies

Access Strategies

- Acting it out/using video
- Using realia
- Clarifying vocabulary (Google translate, direct instruction)

Revoicing

Gesturing

Differentiated teacher questions

Production Strategies

- Sentence frames
- Co-constructed word bank
- Partner work

Provide Appropriate Accommodations

Repeated directions

Shortened, modified, fewer, or taped assignments

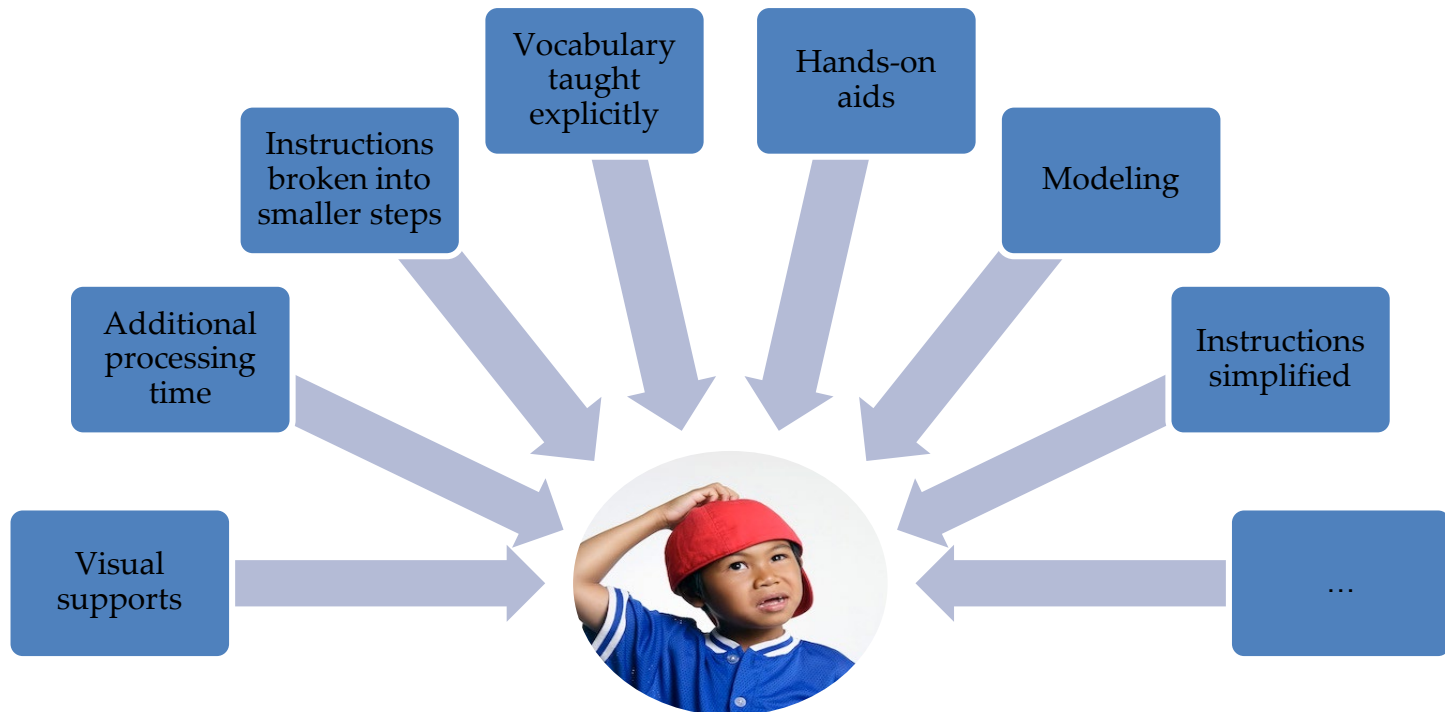Small group test administration

Specialized equipment or furniture

Spelling deductions discounted

Taped textbooks/novels

Tests read aloud

Ensure that appropriate supports have been provided before making assumptions about multilinguals' abilities.

Visual supports

Additional processing time

Instructions broken into smaller steps

Vocabulary taught explicitly

Hands-on aids

Modeling

Instructions simplified

…

How much time?

Daily 10-20 minute small-group interventions, 4-5 times per week, are required to see progress.

Interventions that cannot be in the language of instruction should not take away from that language of instruction (think library or computer lab time).

(Sanford, Brown, & Turner, 2012)

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Research is inconclusive regarding the effectiveness of computer adaptive reading interventions for multilingual students.

(Baker et al., 2017)

Conducting Interventions with Multilingual Learners

Universal Screening	Student data are compared to general outcome measures and peers' scores	Decide if and what kind of intervention is necessary
Select Interventions	Implement the selected Interventions with fidelity	**Monitor Student Progress**

Monitor Multilinguals' Progress

- Progress:

  – Objectively assess the student's response to intervention

  – Evaluate factors influencing the effectiveness of the intervention

  (Fucks, Mock, Morgan & Young, 2003)

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Limited Language Proficiency

- **Potential to be temporary**
- **Results from limited of exposure to or instruction in the language**
- **Limited to the language the individual is learning**
- **Not likely to have negative effects on academic learning**
- **Does not imply the presence of a "problem"**

Language Disorder

- More permanent
- Possibly intensified, but not caused by limited explicit instruction
- Affects development of and performance in any language the individual learns
- More likely to have negative effect on academic learning (e.g., reading)
- Associated with the presence of a "problem"

If the child can successfully perform in one language then it is NOT a disability.

IDEA says we have to conduct culturally and linguistically appropriate assessments to ensure it is not the language proficiency that is the issue.

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with
Multilingual Learners

Universal Screening	Student data are compared to general outcome measures and peers' scores
Decide if and what kind of intervention is necessary	Select Interventions

|		
Implement the selected Interventions with fidelity	Monitor Student Progress	**Determine next steps**

Deciding the Next Step

- Student made sufficient progress, discontinue or proceed to less intensive intervention

- Student made some progress, modify or increase intensity of intervention

- Student made little to no progress, increase intensity of interventions or consider referral for special education evaluation

(Fucks et al., 2003)
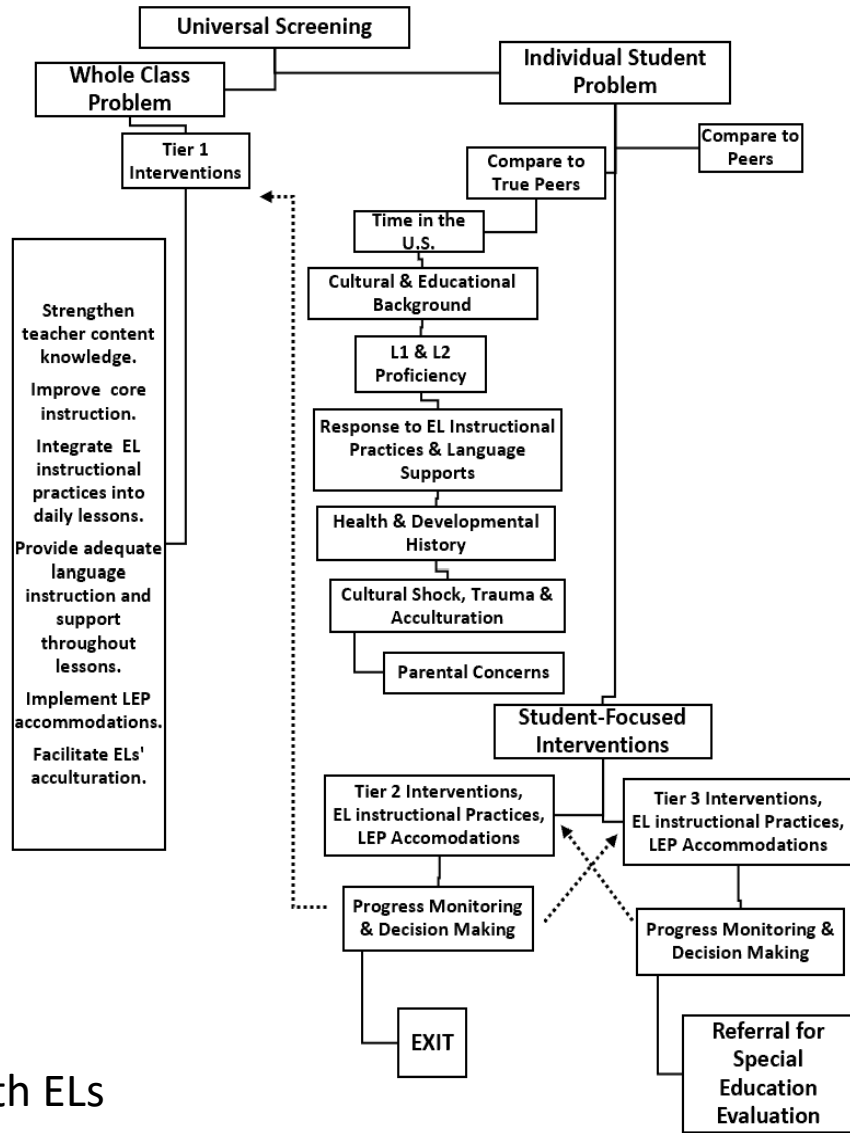
Framework for Implementing RTI with ELs
Ruiz, 2020

QUESTIONS?

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