Considerations in the Identification and Support of English Language Learners with Learning Problems

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Language Matters
Loyola Conference
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Agenda

• Current Practices
• Seven Factors To Consider
• Case Study
• Instructional Implications
• Reflection
ACTIVITY: Use post-its..

- What practices support you in identifying children with disabilities?
- What practices act as barriers in identifying children with disabilities?
Considerations for CLD Students

- Personal and family factors
- Psychological and physical factors
- Previous schooling and performance
- Language proficiency
- Learning environment
- Academic achievement
- Cross cultural factors

Hamayan, Marler, Sanchez-Lopez, Damico (2007)
Previous schooling and performance

• Amount of formal schooling in L1
• Amount of formal language assistance programs
• Quality of programs
• Consistency
• Scope and sequence of curriculum
Personal and family factors

- SES
- Student responsibilities outside school
- Family dynamics
- Mobility
- Expectations
- Interests
- Experiential background
BICS = Basic Interpersonal Communication Skills

CALP = Cognitive Academic Language Proficiency (Cummins, 2000)
## Relative Language Proficiency

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Academic achievement

• Core content
• Formal and informal assessments
• Academic language (L1/L2)
• Comparison to true peers
• History
Cross cultural factors

- Acculturation status
- School climate
- Resilience
- Level of cultural responsiveness in educational setting and bigger societal context
- Staff’s cultural competence
- Cultural brokers
- Level of biculturalism/multiculturalism
Persistent Challenge: Applying the Exclusion Clause

• Eligibility teams must rule out:
  – Environmental disadvantages
  – Economic disadvantages
  – Limited English proficiency
Persistent Challenge: Applying the Exclusion Clause

- Eligibility teams find it difficult to apply the exclusion clause because so many factors are interrelated.
  - Culture differences
  - Linguistic differences
  - Poverty
Assumptions

- Evidence based instruction is good for everyone
- Interventions based on strong CLD theory
- Learning to read in one’s second language is similar to learning to read in one’s first language
- Interventions validated on similar population
- Students who fail to respond to research based instruction have some learning problem
- Context influences validity of intervention
RTI: Dual Discrepancy Method

- Unresponsiveness can be operationalized as dual discrepancy (Fuchs, Fuchs, & Speece, 2002):
  - Student performs substantially below level compared to peers.
  - Student is not making satisfactory progress
  - Student demonstrates a learning rate substantially below peers.
Another Perspective
Wilkenson, Ortiz and Robertson-Courtney (2004)

• Expert panel agreed with slightly over ½ findings by IEP teams
• Of qualified group, panel questioned LD classification and suggested additional info needed
• For nonqualifiers, panel found: significant events not considered, records incomplete, inappropriate assessment, interventions not completed or not documented
Case Study - Yesenia

- Yesenia was born in the United States and is a second generation Mexican-American.
- She attended Head Start for one year where she had some instruction in Spanish.
- She attended a bilingual kindergarten before moving to a school with an ESL-only model (no Spanish support) at the beginning of first grade.
Yesenia-continued

- She qualifies for and must receive services from the federally-funded Title III (English as a Second Language/English Language Development) program.
Academic Achievement

- Since Yesenia had linguistic and educational experiences in two languages, she was screened in English (DIBELS) and Spanish (IDEL).
- Both measures have been demonstrated to be reliable predictors of ELL students’ reading outcomes (Baker, Cummings, Good & Smolkowski, 2007; Riedel, 2007; Vanderwood et al, 2008; Fien et al, 2008).
<table>
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<tr>
<th>Assessment</th>
<th>Problem Description</th>
<th>Expected Level of Performance</th>
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<tbody>
<tr>
<td>Letter Naming Fluency</td>
<td>27</td>
<td>&gt;37</td>
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<tr>
<td>Phoneme segmentation</td>
<td>30</td>
<td>&gt; 35</td>
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<tr>
<td>Nonsense Word Fluency</td>
<td>11</td>
<td>&gt; 24</td>
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<tr>
<td>Fluidez en nombrar letras</td>
<td>41</td>
<td>&gt; 35</td>
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<tr>
<td>Fluidez en segmentación de fonemas</td>
<td>53</td>
<td>&gt; 50</td>
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<tr>
<td>Fluidez en las palabras sin sentido</td>
<td>39</td>
<td>&gt; 35</td>
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Instructional Recommendations

• In small group brainstorm some ideas about Yesenia’s literacy instruction.
• Have a recorder keep a list
• A reporter will share with the whole group
• A task master will keep you on task.
Plan instruction

Since Yesenia is at low risk in L1 reading skills, she should receive Tier 1 (core curriculum) literacy instruction in Spanish or if not possible English using ESL techniques.

- She should be taught to transfer what she knows in Spanish to English (although given her young age these may be limited because she has not yet developed a solid foundation in L1 literacy).
Intervention Examples

• Dialogic Reading
  http://www.readingrockets.org/shows/launching/roots/

• SIOP
  http://www.brainshark.com/pearsonschool/Echevarria

• Esperanza
  http://www.valleyspeech.org/esperanza.html

• Hopscotch
  http://www.pacificelearning.com/p-4876-hopscotch-el-sistema-de-la-intervencion-de-lectura-sil.aspx
A Bridging Approach should be utilized to connect knowledge across 2 languages.

- She will need explicit instruction in the big ideas, vocabulary and language structures used in all instruction and interventions.
- She will benefit from encouraging her family to continue her native language development.

Urow and Beeman (2013)
Questions about intervention

• What areas does the student have gaps in learning?
• How is the intervention instruction designed to target these needs?
• Is the intervention instruction explicit and systematic, with modeling and ample opportunities to practice and receive immediate corrective feedback? Describe.
• Describe the practice opportunities provided during a typical intervention lesson.
• How many opportunities for corrective feedback were provided during a typical lesson?
Questions about intervention

• Did it take more intervention instruction than you expected for the student to master a strategy?
• Explain what you did.
• Does the student generalize the strategies and use them in other content areas? Give examples.
• What aspects of the intervention contributed to the student’s learning? (What worked?)
References


References


References


• [http://www.air.org/files/RTI_for_English_Language_Learners_4-29-10FINAL.pdf](http://www.air.org/files/RTI_for_English_Language_Learners_4-29-10FINAL.pdf)