MULTI-TIERED SYSTEMS OF SUPPORT ~ MTSS

MANUAL

THE SCHOOL DISTRICT OF LEE COUNTY
2855 COLONIAL BLVD.
FORT MYERS, FLORIDA 33966

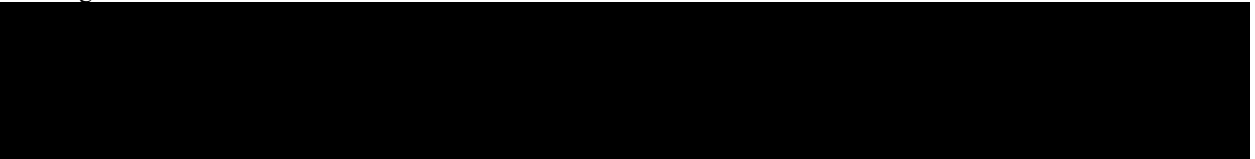# TABLE OF CONTENTS

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INTRODUCTION AND OVERVIEW

Definition and Purpose

The School District of Lee County has adopted the Multi-Tiered Systems of Support (MTSS) model to provide academic and behavioral support in the general education classroom with the goal of preventing students from falling behind through early intervention.

The National Research Center on Learning Disabilities (NRCLD, 2006) defines Response to Intervention/MTSS as:

> *"...an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data.*"

MTSS is an integrated approach to service delivery that encompasses general, remedial <u>and</u> Exceptional Student Education (ESE) through a multi-tiered service delivery model. It utilizes a problem-solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction. Essentially, MTSS is the practice of: (1) providing high-quality instruction/intervention matched to all students' needs and (2) using learning rate over time and level of performance to (3) make important educational decisions to guide instruction (National Association of State Directors of Special Education, 2005). MTSS practices are proactive, incorporating both prevention and intervention, and are effective at all levels from early childhood through high school.

MTSS is a general education initiative written into the special education law. The language that Congress uses in Individuals with Disabilities Education Act (IDEA 2004) and Elementary and Secondary Education Act (NCLB 2001) stresses the use of (1) professionally sound interventions and (2) instruction based on defensible research, as well as (3) the delivery of effective academic and behavior programs to improve student performance. Congress believes that as a result, fewer children will require special education services.

Recent research shows that multi-tiered models are effective educational practices within schools to bring high quality instruction to **all** students. The core principles of MTSS are: (1) decisions based on data, screening for at-risk students, (2) school wide collaboration to help each student, (3) progress monitoring, and (4) evaluating the effectiveness of instruction and interventions. The MTSS concepts presented in this document make use of a multi-tiered approach that incorporate the aspects of a personalized education.

Due to Lee County's cultural and linguistic diversity in student populations, resources, and geographic areas, it is expected that no two school buildings will implement MTSS in precisely the same way. With that in mind, this manual has been designed to propose a framework for schools to implement MTSS. Although much of the research emphasizes the application of MTSS with reading interventions, the School District of Lee County will be applying MTSS to math, writing, science and behavior.

Instruction should be standards-based, student-centered, and rooted in assessment with the consistent use of best instructional practices and materials that are grounded in research. A holistic approach to problem-solving will be used with each child, taking into account cultural, social, and oral language factors. Parents need frequent communication to partner with the school when making MTSS decisions.

Main Ideas

The MTSS team is typically different from the child study team in that the child study team historically has been used in a pre-referral and referral process for Exceptional Student Education (ESE). MTSS is an *early intervention and prevention* model with the goal being to eliminate the future need for ESE services for the child by intervening before a gap in academic achievement becomes too great. MTSS is about prevention and early support; it is not a retooling of the pre-referral/child study team process.

MTSS is comprised of core principles that represent recommended practices (Mellard, 2003). These principles represent systems that must be in place to ensure effective implementation of MTSS systems and establish a framework to guide and define the practice.

1. **Use scientific, research-based interventions/instruction.** The critical element of MTSS systems is the delivery of scientific, research-based interventions with fidelity in general, remedial and special education. This means that the curriculum and instructional approaches must have a high probability of success for the majority of students. Since instructional practices vary in efficacy, ensuring that the practices and curriculum have demonstrated validity is an important consideration in the selection of interventions. Schools should implement interventions, monitor the effectiveness, and modify implementation based on the results.

2. **Monitor classroom performance.** General education teachers play a vital role in designing and providing high quality instruction. Furthermore, they are in the best position to assess students' performance and progress against grade level standards in the general education curriculum. This principle emphasizes the importance of general education teachers in monitoring student progress rather than waiting to determine how students are learning in relation to their same-aged peers based on results of state-wide or district-wide assessments.

3. **Conduct universal screening/benchmarking.** School staff conducts universal screening in all core academic areas. Screening data on all students can provide an indication of an individual student's performance and progress compared to the peer group's performance and progress. These data form the basis for an initial examination of individual and group patterns on specific academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) as well as behavior skills (e.g., attendance, cooperation, tardiness, truancy, suspensions, and/or disciplinary actions). Universal screening is the least intensive level of assessment completed within the MTSS framework and helps educators and parents identify students early who might be at risk. Since screening data may not be as reliable as other assessments, it is important to use multiple sources of evidence in reaching inferences regarding students at risk.

4. **Use a multi-tiered model of service delivery.** An MTSS approach incorporates a multi-tiered model of service delivery in which each tier represents an increasingly intense level of services that corresponds with increasing levels of learner needs. Lee County School District has adopted a three-tier approach.

   In the MTSS framework, all students receive instruction in the core curriculum, supplemented by strategic and intensive interventions when needed. Therefore, all students, including those with disabilities, may be found in Tier I (with the exception of profoundly disabled students). Important features, such as (1) universal screening, (2) progress monitoring, (3) fidelity of implementation and (4) problem solving occur within each tier.

   See **[Problem Solving Flowchart](#)** for an overview.

   Figure 1 illustrates layers of instruction that can be provided to students according to their individual needs. "**All**" represents the core (Tier I) and the largest group of students, approximately 80-90%, who are performing adequately within the core curriculum. "**Some**" comprises a smaller group of students, typically 15-20% of the student population, who are chosen based on a lack of response to interventions within the core. These students will need strategic interventions (Tier II) to raise their achievement to proficiency. "**Few**" contains the fewest number of students, usually 1-5%. These students will need intensive interventions (Tier III) if their learning is to be appropriately supported.

Figure 1: Three-Tiered Model of School Supports

Academic Systems

Intensive Interventions
· Individual students
· Targeted, assessment-based progress monitoring increases to once a week
Supplemental Interventions
· Some at-risk students
· High efficiency progress monitoring increases to twice per month
Core Interventions
· All subjects, all students
· Preventative, proactive
· All students 'benchmarked' at least three times per year on core academic skills

Few

Some

Define
What's the problem?

Analyze
Why is it occurring?

Evaluate
Is it working?

Implement
What are we going to do about it?

All

Academics and/or Behavior
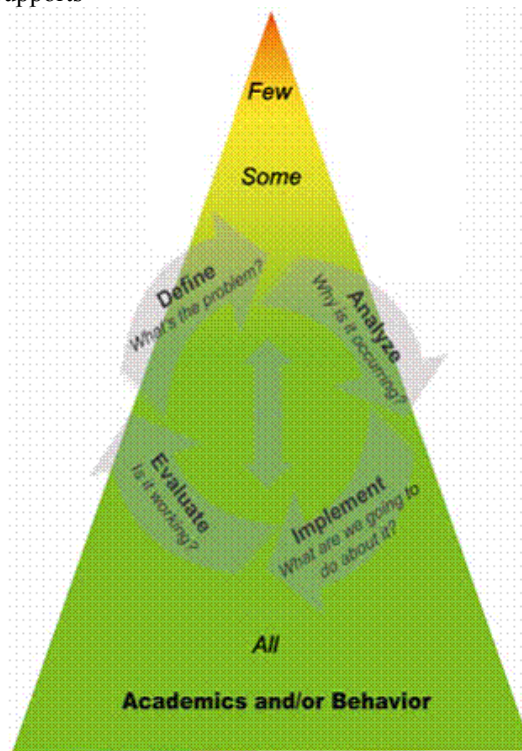
Behavioral Systems

Intensive Interventions
· Individual students
· Targeted, assessment-based progress monitoring increases to once a week
Supplemental Interventions
· Some at-risk students
· High efficiency progress monitoring increases to twice per month
Core Interventions
· School-wide or classroom specific
· Preventative, proactive (PBS)
· School profile based on school-wide discipline records

5. **Monitor progress frequently.** In order to determine if the intervention is working for a student, the Problem-Solving Team (PST) must establish and implement progress monitoring. Progress monitoring is the use of assessments that can be conducted frequently and are sensitive to small changes in student behavior. Data collected through progress monitoring will inform the PST whether changes in the instruction or goals are needed. Informed decisions about students' needs require frequent data collection to provide reliable measures of progress. Various curriculum-based measurements are useful tools for monitoring students' progress.

6. **Implement with fidelity.** Fidelity refers to the implementation of instruction and interventions as designed, intended, and planned. Fidelity is achieved through sufficient time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instructional delivery and progress monitoring. Successful MTSS systems must consistently maintain high levels of fidelity in the implementation of both interventions and progress monitoring. This means that the intervention plans are applied consistently and accurately. It is the responsibility of an administrator at each school to ensure fidelity by monitoring the delivery of instruction (e.g., pacing guides, fidelity checklists, Principal's Walk Through, etc.).

Tiers

As noted earlier, the MTSS framework incorporates a multi-tiered system of service delivery in which each tier represents an increasingly intense level of services. The level of supports/interventions provided to students changes fluidly from tier to tier. A multi-tiered concept aligns all available resources to support and address students' needs regardless of their eligibility for other programs. It is important to note that MTSS is not a placement model; it is a flexible service model. Tiers build upon and supplement the lower tiers, rather than supplanting them.

Tier Component Guidelines for Math

Tier Component Guidelines for Reading

Core Instruction (Tier I)

In the MTSS framework, all students in Tier I receive high quality scientific, research-based instruction from general education teachers in the **core curriculum**. The core curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated. While Tier I instruction occurs in the general education setting, it is not necessarily grade level instruction but rather *differentiated instruction*. Instruction at Tier I includes all developmental domains such as behavioral and social development along with instruction in academic content areas. Tier I instruction must be both differentiated and culturally responsive to serve approximately 80-90% of the student body and is effective for the vast majority of students. At this phase, general education teachers match students' prerequisite skills with course content to create an appropriate instructional match and use instructional strategies with fidelity that are evidence-based.

An important first step in identifying at-risk students is the use of **universal screening and/or benchmarking** of students in all core academic areas. At Tier I, universal screening for all students is conducted at least three times – at the beginning, middle and end of the school year. Scores earned at different times during the year are used to determine whether a student's performance and progress is increasing, decreasing, or staying the same. Universal screening is typically done through brief assessments such as curriculum-based measures (CBMs) to include FAIR. Significant numbers of students meeting proficiency levels (e.g., 80% or greater) based on the results of universal screening tools is an indicator that the instruction in the core curriculum is effective. When there is evidence that instruction in the core curriculum is not effective, *schools must examine whether it is occurring school-wide or whether it is a class-specific problem*. If, for example, a school has a high percentage of students with a particular risk factor for low achievement (e.g., low-income) this does not automatically mean it is acceptable to refer a higher proportion of students in that school for ESE services. Instead, consideration should be given to redesigning the core program so that it meets the needs of the school's core student population. When the core curriculum is effective, interventions within the core will need to be made for at-risk students in accordance with their individual needs based on universal screening/benchmarking data, followed by progress monitoring.

While a variety of universal screening tools are available, schools are encouraged to choose tools that are easy to administer and analyze. Schools should utilize multiple convergent sources for screening students, including: district-wide assessments; existing data; classroom data; CBMs; and other measurements. Classroom reading assessments and the Florida Assessments for the Instruction of Reading (FAIR) should be used as the primary screening tool for assessing reading skills in kindergarten through tenth grade along with the Stanford Assessment Test (SAT 10) and the Florida Comprehensive Assessment Test (FCAT) scores. To ensure valid and reliable results, directions for administering screening tools and scoring the results should be explicitly followed. For some students additional assessments may be needed for speech, language and Limited English Proficiency (LEP).

Progress monitoring documents student growth over time to determine whether the student is progressing as expected in the core curriculum. A student's progress will need to be graphed after each formative assessment to track growth or lack of growth. There are multiple ways to graph data collection such as by hand, Excel templates, and online tracking services. The School District of Lee County has established some assessment templates for school/teacher use. Training is available at the school level to ensure accurate progress monitoring documentation techniques. District MTSS Specialists and School Psychologists are available to support schools in this process.

CBMs are primarily used as a method for progress monitoring and are characterized as brief, easy to administer and score, and produce measures that are good predictors of a student's academic ability. A list of various CBM tools can be found in the resources section of this manual. CBMs are used for both screening/benchmarking and progress monitoring. Other measures of student performance such as classroom observations, state-wide and district-wide assessments, and other standardized testing may be considered when measuring the effectiveness of the interventions provided.

The data collected during Tier I progress monitoring of 'at-risk' students helps teams make informed decisions at the classroom level. These data provide a picture of the student's performance and rate of growth (i.e., progress) to inform instructional and curricular changes so that every student reaches proficiency on targeted skills. Students who do not reach a proficiency level at Tier I will need more strategic interventions. **Lack of responsiveness** is defined as the rate of improvement, or a progress slope, that is not sufficient for the student to become proficient with state standards within a reasonable timeline without provision of additional interventions. This is why accurate data collection and graphing is essential to track the rate of a student's progress.

The decision to advance to Tier II is based upon an analysis of the progress monitoring data and a determination of a lack of responsiveness at Tier I. A holistic approach is needed when determining possible causes of the failure to progress such as medical conditions, family crises, or other traumatic life changes that may impact the student's classroom performance. If these events are short-term, the team may decide to keep the student in Tier 1 and provide other supports to address the immediate needs of the student. In very rare cases, some students are significantly below Tier I and Tier II peers, indicating a need for Tier III intensity in order for the student to make progress. The PST will make this determination when reviewing the student's individual needs.

Following Florida state requirements, any student functioning below grade level in reading (as measured by the SAT-10 or FCAT) is required to receive a minimum of 120 (90+30) minutes per day of reading instruction. This requirement will be addressed through the MTSS multi-tiered process. Students receiving Tier II and Tier III supports may need interventions in the regular classroom, in addition to interventions in the Tier II setting. The PST may assist the classroom teacher in designing these interventions; however, many of them are just a normal part of good teaching practices.

Many interventions can and should be done in the regular classroom (Tier I), following the principles of differentiated instruction and universal design, regardless of whether or not a teacher has any students receiving supplemental or intensive intervention supports in their classroom. Universal design means that, although something may be intended for a particular target, *it has universal applications*. For example, although a wheelchair ramp is intended to assist people in wheelchairs, it is routinely used by delivery people with a hand truck and parents with strollers, as well. The scenarios below illustrate how MTSS works in the core, using these principles.

Scenario One- Core Interventions

Mrs. T has no students who require strategic or intensive support; however, she routinely monitors her class using Curriculum Based Measures to be sure her students comprehend what she is trying to teach them. After teaching a social studies lesson to her third grade class, Mrs. T administers a quick, short test to check for understanding. Since more than 80% of her students demonstrate mastery on the test, she knows her instruction is effective; however, three students do not demonstrate mastery. One student is ELL, one has been diagnosed with ADHD, and the other has no particular difference in her profile. She decides to move the student diagnosed with ADHD to a less distracting location where she can more easily redirect him to focus during her instruction. She also adds a component to her lessons to pre-teach keyword vocabulary for new concepts. After her next several lessons, she administers another test and finds that all three students have shown adequate progress. Her core interventions appear to have been successful, so she continues them, probing throughout the year to be sure the interventions remain successful.

Scenario Two- Core Interventions

The next year, Mrs. T has two students in her classroom who receive strategic supports, which include extra reading instruction. She also has an ELL student who passed the FAIR screening and receives instruction in the core, but sometimes struggles with comprehension. She routinely incorporates pre-teaching keyword vocabulary into all of her lessons, which she found to be helpful to all of her students last year. Additionally, since she knows her students receiving supplemental supports read slowly and sometimes struggle with comprehension, she assigns a peer partner to work with them during seatwork time. Her CBM probes demonstrate that these strategies are beneficial for all of her students, including those readers receiving strategic supports. If not, she would attempt different strategies, perhaps in consultation with the reading specialist who teaches her students receiving strategic supports.

Supplemental and Strategic Interventions (Tier II)

Strategic interventions are provided to students who are not achieving the desired standards through the core curriculum alone, despite differentiated high-quality instruction. Tier II typically consists of 15-20% of the student body. Strategic interventions supplement (not replace) the instruction in the core curriculum provided in Tier I and should be targeted at identified student needs and stated in an intervention plan. Decisions about selecting the appropriate strategic interventions should be made when a student begins to receive the strategic supports and then reviewed through progress monitoring at appropriate intervals after interventions are implemented.

If more than 20% of students schoolwide or in an individual classroom have been referred for Tier II interventions, this may indicate that the core curriculum is not sufficient in meeting the needs of the population. The PST should consider addressing this with a systems approach rather than focusing on individual students.

Strategic interventions are intended to be short-term and are put in place for immediate implementation; however, students may continue to receive supplemental interventions for as long as they are making reasonable progress. While no specific time frame is mandated, interventions need to be in place for a period long enough to accumulate streams of meaningful data. This will allow the teams to make informed and well considered decisions. Interventions are generally provided in smaller groupings; they may occur in the main classroom or in other settings. Instruction must be provided by trained staff and supervised by individuals with expertise in the intervention chosen by the RTI Team.

At Tier II, progress monitoring involves reviewing existing data of the student's performance and progress using CBM tools. Progress monitoring is done more frequently at Tier II than Tier I, usually occurring two times per month, or more frequently as

determined by the PST. Data gathered through Tier II progress monitoring informs teams of modifications needed to student intervention plans. For example, if progress monitoring data reflects student performance below the goal line over four consecutive periods of data collection, the amount and frequency of the intervention should be increased, or new strategic interventions should be added.

Students who are successful may no longer require strategic instruction once they reach a delineated benchmark. However, a significant number of students experiencing success with these strategic interventions will continue to need this level of support over an extended period of time to remain successful. For a small percentage of students, Tier II interventions will not be enough. If a student is not making adequate progress after it is determined that the strategic interventions have been implemented with fidelity, the student may require more intensive interventions (Tier III).

<div align="center">Intensive Interventions (Tier III)</div>

Intensive interventions (Tier III) are designed to accelerate a student's rate of learning. This is done by increasing the frequency and duration of individualized interventions based on targeted assessments that analyze the lack of responsiveness to the interventions provided through core and strategic interventions. Intensive interventions are supplemental to core (Tier I) and strategic (Tier II) interventions and are targeted to specific individual student needs. Students receiving intensive supports are those students who are performing *significantly below standards* and who have not adequately responded to high quality interventions provided at the core and supplemental levels.

Intensive interventions generally are required for no more than 5% of the student body and are usually delivered in groups of approximately 2-5 students. Progress monitoring at is completed more frequently at this level, at least on a weekly basis. In addition to the interventions the student is receiving in the core curriculum and at the strategic level, they may need even more additional time or modifications for success.

Prior to selecting intensive interventions, **targeted assessments** are typically conducted to identify specific areas of need. These assessments are more diagnostic in nature and use direct measures in addition to analysis of MTSS data to provide more in-depth information about a student's specific instructional needs. They are used to identify the student's skill deficits. Targeted assessments may be administered by specially trained general education teachers, reading specialists, school psychologists, or other specialists. Targeted assessments include the use of interviews, observations, error analysis techniques, CBMs (in this case targeting a very narrow skill), other standardized assessments, and/or a functional behavioral assessment.

Students who are successful with this level of support and no longer need intensive individualized interventions may be returned to previous levels of support. Students who are *not successful* or *require permanence in terms of intensity of interventions* should be referred for the possible consideration of ESE services. The school-based problem-solving team will consider the need for further norm-based assessment(s) and a referral to ESE. Other long-term planning (such as a 504 plan) may also be considered if indicated.

<u>**Problem Solving Process**</u>

Problem solving is a data-based decision making process that is used to identify needed interventions for students at all levels of support. Decisions are made by MTSS teams that are composed of individuals who are qualified to make important educational decisions and to determine the allocation of resources. As a general rule, the composition of an MTSS team changes by adding additional specialists' expertise as students move from tier to tier. MTSS teams should always include the student's general education teacher(s) and parents. Team participants might include: reading specialist/coach, school administrator, counselor, ESOL representative, school psychologist, speech and language pathologist, additional general education staff, and paraprofessional. The technology specialist may be involved to consult regarding data collection and reporting methods.

<u>**Specific roles and responsibilities of each team member.**</u>

In making decisions, teams should use the following approach:

- **Define the problem** - When a concern is raised, the first step is to review the concern and attempt to identify the problem. The PST should first review existing student data to determine specific problems. For example, a student should not be identified as simply having an academic or a behavior problem. The team should try to narrow the problem (based upon available data) to identify the deficit skill area(s) (e.g., phonemic awareness, problem solving skills, math calculations, vocabulary, reading comprehension or peer interactions, etc.).

- **Analyze the cause** - Once the problem is defined, the PST needs to develop a hypothesis as to why the problem is occurring and continuing. This involves analyzing those variables that can be altered through instruction in order to find an instructional solution. This includes questions of fidelity, missing skills, motivational factors, or lack of exposure to the general curriculum. The team should focus on explanations of the problem that can be addressed through instruction. In addition to the cause of the problem, the team needs to consider the student's rate of learning. In doing this, the team reviews the student's learning trend (e.g., progress) in the areas identified by the PST. The team should also compare the student's progress to peers over time.

- **Develop a plan** - Once the problem has been analyzed, the team identifies interventions that will meet the student's needs. The team does this by developing a plan that includes: an implementation timeframe; the frequency of the interventions (how often the intervention will be provided and for how many minutes per week); who will provide the intervention (e.g. classroom teacher, reading specialist, etc); and a timeframe to evaluate the effectiveness of the intervention. Intervention plans should be documented using the Student Improvement Plan (SIP). The student's plan should outline the goal for progress. The team plots an aim line (goal line) depicting the desired rate of progress a student needs to reach the goal from the current baseline. The MTSS intervention plan should be developed to form one cohesive plan for the student.

- **Implement the plan**- Interventions must be implemented with fidelity. To ensure fidelity, qualified staff must deliver the interventions according to the prescribed process and prescribed timeframe. Schools should document their delivery of the interventions using multiple sources (e.g. observation notes, lesson plans and grade books, student work reflecting instructional elements and graphs of student progress, etc.).

    - **Evaluate the plan** - In order to determine if the intervention is working for a student, the team must collect data through progress monitoring. The data must be charted or graphed (see Progress Monitoring Graphs). The frequency of progress monitoring depends on the tier, but in all cases the process is similar. A student's current performance and progress is compared to their projected "aim-line." If performance falls significantly below the aim-line over three or four consecutive monitoring periods, the PST should revisit the intervention plan to make appropriate modifications or revisions.

The Problem Solving Model

1. Define the problem
2. Analyze the cause
3. Develop a plan
4. Implement the plan
5. Evaluate the plan

Revise, modify, and intensify with expanding supports

CORE
-Research-based core curriculum
-Includes ALL students
-Provide differentiated instruction
-Universal screening 3 times per year

Less than 80% of students meeting benchmarks

More than 80% of students meeting benchmarks

-Individual student meeting benchmarks
-Continue with Tier I core

-Review effectiveness of core
-Review fidelity of instruction

Ind. student significantly below peer/reference group

Individual student not meeting benchmarks

Non ELL student

Collaborate w/ peer teachers and/or PLC school-based team

ELL student

ELL Committee Problem-Solving Meeting
-Discuss implementation of ESOL Strategies & document with CORE Differentiation Plan for ELL Students

-Complete Comprehensive Student Review Form
-Complete Colleague Observation

Speech and/or Language concerns
-consult with SLP
-Complete Communication Checklist (Form A)

SLP Review/Screening

-Implement differentiation plan
-Monitor Progress

Problem-Solving Meeting
-Team meets w/ parent to prioritize needs
-Consider need for strategic/ intensive interventions
-Define problem
-Create intervention plan
-Complete Student Improvement Plan

-Language concerns
-consult with RtI team

Positive Response
-Individual student making adequate progress or meeting benchmarks
-May discontinue plan
or
-Continue strategic/intensive supports/interventions and progress monitoring

-Concerns limited to articulation, voice, or fluency
-Conduct observations and conferences to determine the need for evaluation

ELL Committee problem-Solving Meeting
-Invite ESOL Specialist (if needed)
-Review progress
-Decide to revise, continue, or discontinue current plan
-Define problem and consider need for strategic/intensive interventions
-Update CORE Differentiation Plan for ELL Students

Positive Response
-Individual student meeting benchmarks
-Continue Tier I core w/ ESOL

Questionable Response
-Consider modifying or tweaking the plan
-Update CORE Differentiation Plan for ELL Students

-Implement plan
-Monitor progress for min. of 8-12 data points
-Complete Progress Monitoring Graph

Questionable Response
-consider modifying or tweaking the plan
-Update SIP Review & Decision

-Comprehensive review
-Collect needed diagnostic data
-Involve School Psychologist
-Complete Documentation of Need for Comprehensive Evaluation

Communicative difference
(Language barrier)

Poor Response
-Consider changing the CORE Differentiation Plan for ELL Students
-Consider the need for more intensive interventions
-Collect needed diagnostic data

Problem-Solving Meeting
-Review progress
-Determine response to intervention
-Decide to tweak, continue, or discontinue current plan
-Complete SIP Review & Decision Form

Poor Response
-Consider the need for more intensive interventions
-Collect needed diagnostic data
-Create intervention plan
-Consider the need for further evaluation

Team meets w/ parent and psychologist
-determine assessment areas
-sign consent form
-complete eligibility worksheet

Possible communicative disorder
-Complete Communication Checklist (Form A and B)

Possible learning difficulties
-Complete Comprehensive Student Review Form
-Complete Colleague Observation

Thorough review of data for possible eligibility determination
-invite staffing specialist and psychologist

Revised April 30, 2010
Jason W. Kurtz

Few / Some / All
Academics and/or Behavior

<u>Parent Participation</u>

Involving parents at all phases is a key aspect of a successful MTSS program. As members of the PST, parents can provide a critical perspective on students, thus increasing the likelihood that MTSS interventions will be effective. For this reason, schools must make a concerted effort to involve parents as early as possible, beginning with instruction in the core curriculum. This can be done through traditional methods such as parent-teacher conferences, regularly scheduled meetings, or by other methods. Parents must be notified of student progress within the MTSS system on a regular basis.

See [Parent Brochure].

Because MTSS is a method of delivering the general education curriculum for all students, written consent is not required before administering universal screenings, CBMs, and targeted assessments within the MTSS framework when these tools are used to determine instructional need. However, when a student fails to respond to interventions and the decision is made to evaluate a student for ESE eligibility, written consent must be obtained in accordance with ESE procedures.

MTSS and ESE

What is the role of MTSS in the identification of a specific learning disability (SLD)?

Previously, Florida school districts were required to use a severe discrepancy between achievement and intellectual ability when identifying SLD. Currently, IDEA 2004 gives school districts the flexibility to determine that a student has SLD using MTSS data as part of a comprehensive evaluation. Proponents point out that <u>identifying SLD using MTSS data shifts the focus of the evaluation process from emphasizing the documentation of the student's disability to emphasizing the student's instructional needs</u>. MTSS emphasizes this shift of focus through documentation of a student's persistent failure to progress even after receiving intense and sound scientific research-based interventions in the general education curriculum. It is important to note that the quality and effectiveness of the Tier I through Tier III interventions has a direct effect upon the number of students that will eventually be referred for possible ESE services.

After appropriate CBM probes have been administered, and after multiple attempts have been made to implement all available Tier III interventions with fidelity, a student should be considered non-responsive when the student's level of academic achievement has: (a) been determined to be significantly lower than that of his or her peers and (b) the gap between the student's achievement and that of his or her peers increases (or does not significantly decrease). Unless other information explains the lack of achievement, students who are non-responsive at Tier III should be referred for further evaluation. The MTSS Team will consider requesting a psycho-educational evaluation (refer to Appendix for the **[Procedural Flowchart for Evaluation]**). If further evaluation is being considered, the school should notify their psychologist if they haven't already done so. Evaluation and eligibility requirements for Exceptional Education Services will be defined in the *Special Policies and Procedures* manual.

Students who qualify for ESE services may, nonetheless continue to receive general education instruction in all tiers, in consultation with the ESE teacher, according to the placement indicated on their IEP. They may require ESE services for shorter periods of time in an MTSS system because of the high quality instruction provided to all students. Ideally, some students who were previously determined SLD should be able to exit ESE as a result of the increased instructional capacity in the general education environment.

MTSS and E/BD RULE (Rule 6A-6.03016, FAC)

The school-based problem-solving team is responsible for developing and implementing intervention procedures to support the academic and behavioral success of students in the general education environment. The rule requires that "a minimum of two (2) general education interventions or strategies shall be attempted" (Rule 6A-6.03016(1), FAC).

Additionally, "pre- and post-intervention measures of the academic and/or behavioral areas of concern must be conducted to assist in identifying appropriate interventions and measuring their effects" (Rule 6A-6.03016(1), FAC). This data is collected to monitor the effectiveness of the interventions implemented (i.e., response to intervention). Ongoing progress monitoring and data analysis provides the information necessary for making decisions about the focus and intensity of interventions. Ongoing progress monitoring and data analysis contribute to informed decision making and adjustments concerning instruction and intervention for students receiving services and resources provided through Individuals with Disabilities Education Act (IDEA).

Teams must also be sure to include parents in the process. Rule 6A-6.03016(1), FAC states that "two (2) or more conferences concerning the student's specific learning or behavioral areas of concern shall be held and shall include the parents. …The initial conference with the parents must include discussion of the student's learning or behavioral areas of concerns, the general education

interventions planned, and the anticipated effects of the interventions. Other conferences must include discussion of the student's responses to interventions, anticipated future actions to address the student's learning and/or behavioral areas of concern."

Lastly, interventions should be implemented for a reasonable period of time, with a level of intensity that is matched to the student's needs. The local problem-solving team determines on a case-by-case basis what a reasonable period of time is. This is dependent on the nature of the problem(s), the type and intensity of interventions, frequency of progress monitoring, and the team's ability to evaluate the data and determine the response to the interventions. In all cases, baseline and progress monitoring data should be collected, and there should be evidence that school, classroom, and small group interventions are effective with the majority of students (Tier I) before implementing any individual interventions. The progress of an individual student is compared to school-wide or classroom expectations and peer performance. Peer comparisons should be made with peers of similar gender and ethnicity in order to ensure that E/BD are not attributed to age, culture, gender, or ethnicity (Rule 6A-6.03016(1), FAC).

(Florida Department of Education, 2009)

REQUIRED EVALUATION ELEMENTS FOR DETERMINATION OF SLD ELIGIBILITY

ELIGIBILITY REQUIREMENT	DOCUMENTATION	PERSONNEL REPONSIBLE
Provision of appropriate instruction	Data in a graphic format comparing class achievement in the curriculum to like-grades in the school/district, using such instruments as district-wide curricular assessments, FCAT, or SAT-10.	Classroom teacher MTSS support personnel
Provision of MTSS with a variety of strategies and interventions at increasing levels of intensity.	Copies of MTSS plans, student monitoring data, and comparison graphs.	School-based PST
Data on learning profile by a comparison of multiple administration(s) of the same assessments for the targeted areas and multiple assessment sources, i.e. selected assessments for targeted areas administered several times and a comparison of results from multiple sources .	Multiple administrations of DIBELS, FAIR, FORF, IDEAL , AR, STAR/Success Maker, etc. **and** comparison from multiple sources that asses the targeted areas. Selected tests for phonics, vocabulary, comprehension, etc. Such tests as WIAT-II or PAL provide a variety of assessment tools as opposed to a single assessment source.	Classroom teacher, school psychologist, speech/language pathologist
Impact on student learning with the provision of scientific, research-based interventions.	Use of data in a graphic format comparing student achievement to the class and/or their reference group, as appropriate.	School-based PST
Eliminate exclusionary factors: Cultural factors Limited English Proficiency Economic factors Attendance or high mobility rate Emotional/behavioral disability	Use of data in a graphic format comparing student achievement to the appropriate reference group to eliminate a link between academic achievement and any given factor.	School-based PST
Intellectual disability	Screening test of intellectual ability or adaptive test by school psychologist , if intellectual ability is in question and recommended.	School psychologist
Motor disability	Significant information from medical history or report by family.	MTSS support personnel School nurse
Vision or hearing problem	Appropriate screening	Nurse
Evidence of the need for specialized instruction in a specific targeted area of need.	Following written parental consent for an evaluation, the school psychologist conducts a classroom observation of the student in a learning situation for the targeted/non-targeted areas.	School psychologist
Parental input	Parent invitations to MTSS meetings and parent signatures on MTSS plans. If the parent was unable to attend, use documentation of efforts to communicate with the parent about the MTSS plan and monitoring of student progress.	School-based PST

Frequently Asked Questions

What is MTSS?
Multi-Tiered Systems of Support is a general education initiative aimed at improving student achievement and helping more students experience success in the general education classroom. It uses a problem-solving framework to identify and address academic and behavioral difficulties using scientific, research-based instruction.

Why can't we use the "old" system anymore?
MTSS has been written into special education law (IDEA 2004)—which means we are legally required to comply with this framework. More importantly, evidence-based research has shown that MTSS is a more effective way of addressing student needs and increasing student achievement. If done correctly, the end result will be greater student success with fewer students requiring Exceptional Student Education (ESE) services.

Who is responsible for implementing MTSS?
EVERYONE! The school is responsible for establishing a core curriculum (Tier I) wherein at least 80% of students are successful. Students who do not meet benchmarks within the core will need more specific, individualized interventions. Each school should establish a Problem-Solving Team (PST) that will work collaboratively to assess, monitor, and provide appropriate supports for all students.

What if 80% of students in a classroom or school-wide are not successful?
This would suggest that it is time for a systems change—in other words, looking at the "whole" rather than at individual students. When MTSS is used correctly, 80%-90% of students are successful in Tier I (core curriculum). If this is not the case, the team needs to consider "changing the water" in the aquarium rather than focusing on individual fish. A systems change will look different from school to school. It may involve revising or supplementing the core curriculum, modifying the master schedule, or implementing a school-wide behavior support program. The PST can help identify and address areas of need.

Who should be included on our Problem-Solving Team?
This will vary by school, but a good recommendation is to select individuals with varied backgrounds and areas of expertise that can take a global approach to the problem-solving model. PSTs should always include the parents, classroom teacher, and school administrator. They might also consist of a reading coach, school counselor, and/or curriculum coordinator. Although behavior specialists, speech pathologists and school psychologists are not permitted to work directly with non-ESE students, they can certainly be used for consultation and to assist the team in developing interventions. The members of the PST may change slightly depending on the needs of each student.

What is the purpose of the district MTSS/Behavior Specialists?
Although most schools have done their best to embrace the MTSS framework, it can still be overwhelming and confusing at times. The district Specialists are available to assist schools in building knowledge and implementing MTSS. Their purpose is to serve as a resource and support for the school-based teams and to "troubleshoot" difficult situations.

Is the Problem-Solving Team the same as the Child Study Team?
Essentially, yes. The role of the PST is to make data-driven decisions about which children need additional support and how to best meet those students' needs. The team uses diagnostic assessments to determine specific areas of weakness and decide what interventions are most appropriate.

Are all of those forms really necessary? Who should be filling them out?
The forms are designed to capture crucial and relevant information pertaining to the child's background, skills, knowledge, and behavior. This helps the team to identify specific areas of need and also consider factors that may be contributing to these deficits. Completing the forms should be a collaborative and meaningful effort from the classroom teacher and members of the PST. The forms should be regarded as a means of data collection and analysis rather than "required paperwork."

How do we access the manual, recommended websites, and any other MTSS resources?
All of this information is available electronically. Go to the Learn page, and click on "Departments." Scroll down to the Teaching and Learning heading and click on the "MTSS (Multi-Tiered Systems of Support)" link. The main page provides a general overview of MTSS and there are links on the lefthand side to additional resources.

Which students need to have PMPs?
There are no more PMPs. Instead, we use a Student Improvement Plan and/or Positive Behavior Improvement Plan to identify and implement appropriate interventions, and we monitor progress frequently to track student growth.

How do we "fast track" a student that we feel is inappropriately placed?
There really is no way to "fast track" a student. It is important to implement interventions consistently and for a significant period of time to truly determine whether the student is able to make progress. In fact, the law requires that intensive interventions be in place for a minimum of six months before a student can be considered for eligibility for Emotional/Behavior Disability (E/BD). Schools and PSTs must work creatively to develop effective strategies for assisting students in crisis.

Can students move both back and forth among levels of support?
Yes. The MTSS process is not linear, but rather is one of problem-solving. The levels of support (aka tiers) are fluid, and students move throughout them depending upon need. If a student is making gains, the team may consider decreasing the intensity of the interventions. Likewise, a student who demonstrates little to no progress would need more intensive supports. As students' needs change, the way we address their needs must also change.

Within the MTSS framework, at what point do we refer a student for ESE testing?
We no longer "refer for testing." ESE eligibility determinations are made based on the data provided through a "comprehensive evaluation," which includes not only standardized psychoeducational assessments but also all of the data collected through MTSS. Intervention plans, progress monitoring, and any other components of MTSS are considered part of the comprehensive evaluation. Furthermore, psychologists may now conduct screeners at any time during the intervention period to provide the team with more information on the student. Because this approach is not linear, there is no definite "point" at which the PST would refer for further evaluation. The team's decision to consider the need for ESE services would occur after intensive interventions have been implemented for a sufficient amount of time, and the student either (1) has not made adequate progress or (2) has made progress but requires interventions that cannot be sustained in the general education setting.

How is it determined whether a student is eligible for ESE services?
We are no longer using the discrepancy model (point differential between a student's IQ and achievement scores) as a black-and-white determination of a student's eligibility. There are a number of elements that need to be considered. The staffing committee will look at peaks and valleys in academic performance, process areas, how the student responded to various interventions, and rule out lack of progress due to factors such as poor attendance, hearing/vision impairments or other physiological issues, detrimental changes in the home, etc. In short, the staffing committee will review all the data and make a team determination in the best interest of the child. This does lend itself to some degree of subjectivity, but the Department of Education has provided comprehensive guidelines that will help maintain consistency among schools.

What if the staffing committee feels that ESE support is not required for a student?
That student should continue to receive interventions at the appropriate intensity until grade level benchmarks are achieved.

How do students who currently access ESE services fit into the MTSS framework?
MTSS is designed to provide assistance to general education students who are not receiving ESE services. Students who currently access ESE services receive interventions and accommodations through their IEP.

BEHAVIOR TAB

BEHAVIOR

MTSS and Behavior

IDEA 2004 discusses the use of MTSS in relation to the identification and support for students with possible specific learning disabilities. However, there is another dimension that stems from the common observation that many students struggle academically and exhibit problem behaviors. There are a variety of reasons why students misbehave. Some students will misbehave because they "won't do it," or because they try and "can't do it." Regardless, the fact remains that behavior and academic success are closely linked and need to be addressed simultaneously or in a concerted effort.

In an MTSS approach to behavior, systematically collected behavioral data (e.g., observations, office referral patterns, ratings, etc.) provides a basis for making decisions on behavior supports. A student who displays challenging behavior should be assessed, just as the student would if an academic concern were raised. Based on the results, staff uses evidence-based practices to support the student in reducing challenging behaviors and developing positive attitudes toward academic and social life. Additional evidence of efficacy is indicated by studies with a *statistically significant positive effect*, which is a positive effect sustained for at least one year post intervention, and replication of the effect in one or more settings and/or populations. Many evidence-based behavioral interventions should be considered such as: methods based on applied behavior analysis (e.g., reinforcement); social learning (e.g., teaching expected behaviors through modeling and role playing); and cognitive behavioral methods to teach "thinking skills," (e.g. problem solving, impulse control, or anger management, etc.).

IDEA 2004 did not change the criteria required to establish an emotional behavioral disorder (E/BD). However, an evaluation group must include MTSS data when considering whether a student has a disability that meets E/BD criteria (refer to Appendix for the **Eligibility Handout**). The mirrored multi-tiered structure allows schools to evaluate and intervene for both behavior and academics (Sprague, 2006). The universal screening that applies to behavior at Tier I suggests that schools have effective positive behavioral systems in place. Despite this, there will be some students that will need additional strategic and/or intensive behavioral interventions. Information on school-wide behavioral interventions can be found online at **http://flpbs.fmhi.usf.edu**.

School-Wide Positive Behavior Support (SW-PBS)

Positive Behavioral Support (PBS) consists of a set of clear expectations for behavior, consistent reward and incentive programs, data based decision making, and faculty support. PBS can be incorporated into the MTSS model on all levels.

School-wide PBS strategies are aligned with Tier I interventions. Classroom interventions are compatible with Tier I and II interventions, making use of school wide strategies with classroom lesson plans. Interventions for targeted groups are associated with Tier II and include small groups of students from many classrooms aiming toward the same behavioral goal. Tier III includes individual interventions which are considered critical. Individual student plans can include components such as *Positive Behavior Intervention Plans* (PBIPs) and *Functional Behavior Assessments* (FBAs).

School-wide PBS targets the entire school population by mapping out procedures and processes through a set of behavioral expectations for an entire school. These expectations are taught to staff and students and highlighted through all school activities. The expectations are made into a variety of visual reminders throughout the school. Staff members regularly teach and refer to the expectations when dealing with all students.

A variety of data is collected with the goal of identifying students who need support at various levels. Office discipline referral (ODRs) data can be analyzed to identify types of discipline problems, settings, and chronic offenders. Teacher rating scales, checklists, and school-wide data, such as reasons for ESE referrals for behavior issues, can be studied to identify the levels of Tier I support needed. Typically, behavioral measures consider the (1) frequency, (2) duration, and (3) intensity of the behavior being observed. Once data is compiled, an analysis can yield information on which types of interventions are needed. If data shows that problems are occurring more often in a particular classroom, then interventions can be targeted to only that classroom.

PBS strategies range from providing rewards and incentives for students who follow school-wide expectations to implementing effective social skills lessons with students needing higher tiers of support. A school-based team can work together to collect data and design interventions which may prevent referrals to more specialized programs.

Progress monitoring for behavioral interventions is similar to progress monitoring for academic interventions. Data must be regularly collected and analyzed to determine if interventions are successful. Changes in the level of supports provided are dependent on the success or lack of success which indicates the need for more intensive interventions.

Measures to Assess Behavior

Depending on the behavior(s) that are selected, different data collection methods may be necessary. The following terms refer to different measures to assess behavior:

Frequency
The number of times a specified behavior occurs during a set period of time. Frequency data are typically used to track behavior(s) that occur frequently and have a clear beginning and end. For example, counting the number of times a student talks out in class during a 50 minute lesson.

Duration
The length of time a specified behavior lasts. These data are useful in tracking behaviors like tantrums, self-stimulation, or off-task behaviors. For example, measuring how long a student was out of his seat.

Latency
The amount of time it takes for a student to perform a desired behavior after a prompt or direction has been given. Latency data are useful in increasing compliance by getting students to respond more quickly to prompts. For example, measuring the amount of time it takes for a student to "get to work" after the teacher gave instructions.

Intensity
The measure of the severity of a specified behavior; intensity may be described by how much effort a student puts into the behavior. Intensity can be highly subjective, so it is critical to clearly define different levels of intensity for a specified behavior. For example, a student's talking out behavior may have three levels of intensity:
  1) talking out with an inside voice,
  2) talking out in an outside voice, and
  3) yelling or screaming.

Functions of Behavior

Behavior is a form of communication and serves a purpose, or function. To put it simply, behavior accomplishes something. Functions of behavior fall into two main categories: to **obtain** something desired, or to **escape/avoid** something undesired.

Behavior can function to **acquire** something, such as:
• Attention - positive or negative
• Sensory stimulation
• A preferred item
• A preferred activity
• Power or control

Behavior can function to **escape or avoid** something, such as:
• Attention - positive or negative
• Sensory stimulation
• Difficult or unpleasant tasks
• Frustration or boredom
• Embarrassment

Escape = The behavior **stops or ends a pre-existing situation** that is not desired, such as turning off the alarm clock to make it stop buzzing. A student who misbehaves during class and is removed from the room escapes the classroom setting or activity.

Avoidance = The behavior **prevents a non-desired event before it occurs**, such as using Caller ID to avoid answering unwanted phone calls. The student that misbehaves in the hallway after getting off the bus and is sent to the office avoids the classroom setting or activity.

All consequences of behavior fall into one of these two categories - they either allow the student to obtain something desired, or to avoid or escape something undesired. Sometimes, a behavior can serve BOTH functions. For example, a student that acts out might get sent to the office, where the counselor has a talk with him about appropriate behavior. This behavior allows the student to escape (be removed from the activity) as well as to get attention (from the counselor).

Functional Behavior Assessments

A Functional Behavior Assessment enables us to examine the environment and circumstances under which a behavior is most and least likely to occur. Before we can develop an intervention that will be effective, we need to determine the function (purpose) of the behavior and how it is reinforced. The FBA will provide this information to guide the problem-solving process.

The Key Questions

What is the function of the behavior? In other words, WHY is the student acting this way?
First, it is important to understand that behavior is <u>learned</u> and it is <u>purposeful</u>. Behavior is a form of communication. There are two main functions of behavior: to get something, or to escape/avoid something. If we want to stop a behavior, we need to understand why it is occurring. Therefore, it is important to determine what the student is getting or avoiding by behaving that way.

What are the antecedents to the behavior? In other words, what are the triggers?
Behavior is caused by what we refer to as an antecedent, or a trigger. For example, a student might throw her paper on the floor when she becomes academically frustrated. The antecedent would be that she was given a task that was too difficult for her. In many cases, it is difficult to figure out what triggers the behavior or the triggers appear to be inconsistent. That is why the FBA is so important.

What is reinforcing the behavior?
If a behavior continues to occur, it is being reinforced somehow. This can sometimes be confusing; for example, consider the student who gets a referral. We regard this as a negative consequence or a punishment – the child has gotten in trouble, something most students try to avoid. However, this youngster might regard a scolding from the principal as a preferred alternative to completing a difficult assignment. (Some children report that they would rather look "bad" in front of their peers than "stupid.") It is also possible that the child enjoys the attention. Attention-seekers will take any kind of attention they can get – including negative.

The reinforcer may not always be obvious to us, but if a behavior persists, the student is benefitting from it in some way – either by getting something or by avoiding something (or both). Again, the FBA can help us figure out how the behavior is being reinforced.

What the FBA Entails

Establish a team.
FBAs are not a one-man job. The FBA is written by a team of people who know the child and interact with him/her in different capacities. The team selects a leader, and the leader is responsible for coordinating the activities of the other team members, as well as maintaining the paperwork. The team works together to collect the data and complete the documentation.

Define and measure the behavior.
If we want to understand the antecedents and function of a behavior, we have to first define the behavior itself. Behaviors need to be described in <u>observable</u> terms. For example, "disrespect" is not considered observable because different people may not define "disrespect" the same way. But if we describe disrespect as "rolling eyes, giving the finger, and/or using profanity," we have established a consistent definition of the behavior that can be tracked.

Behaviors also need to be defined in <u>measurable</u> terms. If we want to decrease a problem behavior, we need to be able to measure how much it is occurring. As mentioned previously, the four main ways to measure behavior are frequency, duration, latency, and intensity.

Interview the parent, the teacher, and the student (when appropriate).
Interviews are generally completed by the FBA team leader. These forms are available on the LCSD website. These interviews are an effective means of gathering specific information on the student, and often provide insight as to why the behavior is occurring or how it is being reinforced. The student interview is an important part of this process, but it is important to understand that some children may not have the cognitive capacity or language skills to contribute meaningful information. The decision of whether to interview the student should be made on a case-by-case basis.

Every attempt should be made to conduct the interviews face-to-face. However, there may be times when this is not possible. In those situations, a phone interview is acceptable. <u>Under no circumstances should the parent, teacher or student be handed an interview form and asked to fill it out on their own</u>. Many times, the questions will need to be clarified or expanded upon. Also, the way a question is answered may lead to further conversation and additional details that could be important. If participants are simply handed the paper to complete on their own, the interaction component is lost, and this can further imply that the team is not taking the process seriously.

Conduct sufficient classroom observations.
Multiple observations of the student should be conducted in the setting where the behavior occurs (i.e. if the behavior occurs during reading instruction, it does not make sense to observe the child in P.E.). The observations should be done by <u>different</u> staff members and spread out over a reasonable period of time. It is not in the team's best interest to have the student's classroom teacher do any of the observations; however, if the teacher has been keeping anecdotal records, the team may wish to review those.

Before any formal observations are done, the team must identify and define the target behavior. When staff members go in to do an observation, they need to know the specific behavior they will observe and how they will measure it. Since multiple observations will be conducted by different staff members, consistency is very important. The data collected during these preliminary observations will be used as baseline data. Baseline data will help the team decide upon a reasonable goal, and will also be used as a comparison measure later on to determine whether the child is improving.

On average, observations should last 45 minutes to an hour (more time may be appropriate depending upon the situation). The most accurate data will be collected when several observations are conducted by different staff members, on different days, and at different times.

Complete an "A-B-C" (sequence) analysis.
Behavior occurs in a reliable sequence, and A-B-C represents that (**A**ntecedent-**B**ehavior-**C**onsequence). While the measurement data described earlier (frequency, duration, latency, intensity) is necessary for the FBA, the team may also find it helpful to complete a sequence analysis. This type of observation involves tracking the series of events that surround the behavior. The observer notes what happens immediately preceding the behavior (antecedent), the behavior itself, and what takes place after the behavior occurs (consequence). Although there are rare exceptions, the consequence almost always reinforces the behavior. The consequence can also become the antecedent to the next behavior. The A-B-C analysis helps reveal why and how the behavior is sustained.

Thoroughly review the student's records.
It is important to understand that many school behavior problems result from a child's inability to perform at the same level as his/her peers or to meet academic expectations. Academic failure is often a primary reason students misbehave in the classroom.
While the interviews and observations will provide essential information and data, the team should also review any records concerning the child's academic, behavioral, and/or medical history. Some points to consider include whether the child is on medication that might affect the presence or absence of the behavior, if the child is <u>capable</u> of doing the work, a possible a language or communication barrier, previous psychological evaluations, etc.

Develop a hypothesis statement.
After the interviews, observations and records review have been completed, it is time for the team to generate their hypothesis – their "best guess" as to when the behavior is most likely to occur and why it is occurring. It is helpful to look for patterns in the observations, interviews and student records. The hypothesis statement will help the team identify environmental changes that need to be made, as well as various alternative skills that can reduce the need for the problem behavior to occur. These are the key components in developing a successful intervention plan.

Sample hypothesis statement (attention): During a question and answer session, when the student is not called on, he belches and passes gas in order to receive attention from his teacher and peers.

Sample hypothesis statement (escape/avoidance): When the student cannot complete a task, and the teacher is busy, the student throws his books and runs from the room to escape the frustrating situation.

	Sensory	Tangible	Attention	Escape

Supports Based on Function — Florida's Positive Behavior Support: RtIB Project Coaches' Training 2008	Antecedent Modifications
	-Change of seating
	-Change schedule
	
	Providing Choices
	-Seat in front or seat in back
	-Pencil or pen
	
	Environmental Supports
	-Music
	-Stress ball
	-Manipulatives
	-Computer assistance
	
	Curricular Modification
	-Type assignment
	
	Oral dictation Transition Supports
	-Manipulative
	-Hallway 'buddy'
	
	Set up Reinforcement Schedule/Program
	-Reinforce replacement behavior
	-Withhold reinforcement
	-Home-school reinforcement system
		Premack Principle
		-First this, then that
		
		Token economy
		-Marble jar
		-Tickets/tokens
		-Stamps
		
		Transition Supports
		-Hall pass
		-Manipulatives
		-Hallway 'buddy'
		
		Set up Reinforcement Schedule/Program
		-Reinforce replacement behavior
		  1. Requesting a break
		  2. Raising hand
		-Withhold reinforcement
		-Home-school reinforcement system
			Antecedent Modifications
			-Class/line leader
			-1 on 1 reminder
			
			Environmental Supports
			-Planned ignoring
			-Proximity control
			-Teacher response time
			-Peer tutoring
			
			Peer Supports
			-Tutor/mentor
			-Positive peer reporting
			
			Transition Supports
			-1 on 1 assistance
			-Hallway 'buddy'
			
			Problem-Solving Strategies
			-Hand raise
			-Break card
			-Buddy card
			
			Set up Reinforcement Schedule/Program
			-Leadership role
			-Reinforce replacement behavior
			  1. Requesting a break
			  2. Raising hand
			-Increase non-contingent reinforcement
			-Withhold reinforcement
			-Group contingencies
			-Increase ratio of positive to negative responses (8:1)
				Antecedent Modifications
				-Verbal/nonverbal reminders
				-Check in/ Check out
				Premack Principle
				-First this, then that
				Providing Choices
				-Every other
				-½ assignment on own, ½ with partner
				Environmental Supports
				-Agenda/organizer
				-Verbal reminders
				-Break card
				-1 on 1 assistance
				-Increased engagement time
				Curricular Modification
				-Shortened assignment
				-Alternative assignment
				Peer Supports
				-Tutor/mentor
				-Positive peer reporting
				Transition Supports
				-Retraining
				-Reminders
				-Posted rules
				Problem-Solving Strategies
				-Replacement behavior
				-Stop and Think
				-Breathing
				Learning Strategies
				-Peer tutoring
				-Specific academic skills
				-Independent responding
				Self-Management/Monitoring
				-Graphing
				-Pennies in pocket
				Set up Reinforcement Schedule/Program
				-Behavior contract
				-Withhold reinforcement
				-Home-school reinforcement system

CORE TIER I	ASSESSMENT AND MONITORING	INTERVENTIONS AND STRATEGIES	PERSONNEL AND RESOURCES: Levels of Support
All students School-wide PBS/Guidance Curriculum *Question: Are 100% of your students successful behaviorally? If not, add on Tier II supports in addition to Tier I for those targeted groups.	✓ Screening 3-4 times per year ✓ Performance Matters ✓ District Support Applications ✓ Office Discipline Reports data (analyzed monthly) ✓ Classroom/Team Rating Forms	✓ School-wide expectations -Expectations and rules posted -School-wide assemblies -Expectations taught daily -PBS lesson plans -Teacher lesson plans ✓ School-wide recognition -Student of the month -Rewardparties/celebrations -PBS Store -Renaissance -Discipline hierarchy -Discipline referral process ✓ Classroom management ✓ *-Differentiated instruction* ✓ Marzano~*Classroom Management that Works* ✓ Rhode, Jenson, Reavis~*Tough Kid Book* ✓ R. Sprick~*Discipline in the Secondary Classroom* ✓ Wong~*The First Days of School* ✓ Character Education -LCSD Character Development -Character Education Video Series -Auto B Good ✓ Guidance Programs School-wide -Safe & Drug Free School Programs -*Bully Safe USA Program*	✓ PBS Team School Based ✓ MTSS Team School Based ✓ Leadership Team School Based ✓ Administrator ✓ Professional Learning Communities School Based ✓ Grade Level Team School Based ✓ Other classroom teachers ✓ Parents ✓ Classroom teacher

SUPPLEMENTAL Tier II	ASSESSMENT AND MONITORING	INTERVENTIONS AND STRATEGIES	PERSONNEL AND RESOURCES: Levels of Support
Small groups Strategic and supplemental (in addition to Tier I) *Question: If 1-5% of those targeted groups (15% of your population identified) are not successful with Tier I (school-wide) and II (group) interventions then add on Tier III (individual) interventions.	✓ Bi-monthly monitoring ✓ MTSS Student Improvement Plan ✓ Performance Matters ✓ District Support Applications ✓ ODR data (analyzed more frequently for students with behavioral concerns) ✓ Behavior observations (Frequency, duration, latency, intensity for student groups and/or individual students) ✓ Student intervention reports and tracking sheets 　✓ Graphs comparing students receiving interventions with peers Classroom Assessment Tool (PBIS) 　✓ Teachers Classroom Management Behavior Checklist(Positive Behavior Intervention Support) 　✓ 8 Areas of Learning Checklist 　✓ Developmental Skills Checklist	✓ School-wide expectations-reteach and reinforce in a small group ✓ Small group time (in addition to daily instruction) ✓ Small groups (Guidance, grade-level) ✓ Social Skills Club ✓ Check-in/Check-out for targeted groups ✓ Peer-based support for targeted groups ✓ Mentor program for targeted groups ✓ Community supports ✓ Targeted social skills group instruction(**Task-related behavior**~off-task, roaming around room, delayed task initiation, unexcused absences and tardies, **Disruptive behavior**~blurting out, profanity, hands and body on others, tantrums. **Social behaviors**~occasional bullying/teasing, negative self-statements, non-acceptance and/or denial of responsibility for actions, poor peer relationships, inappropriate social comments, acting silly, whining) ✓ Academic support and/or modeling/coaching (curriculum and instruction) ✓ Classroom management support ✓ Self-management techniques and/or skill building ✓ Student Improvement Plan with behavioral interventions ✓ Bully prevention groups ✓ Lunch buddies groups	✓ *District Code of Conduct* ✓ Coordinator for Safe and Drug Free Schools ✓ District MTSS Specialists ✓ Administrator ✓ Parent Involvement Specialist school based and/or district level ✓ Social Worker ✓ Behavior Specialist school based ✓ School Psychologist ✓ PBS Team school based ✓ Guidance Counselor ✓ PST School Based: ✓ *LCSD Behavior Intervention Guide and Resources* ✓ *LCSD MTSS Manual and Resources* ✓ Grade level team school based ✓ Paraprofessionals ✓ Other classroom teachers ✓ Parents ✓ Classroom teacher

INTENSIVE TIER III	ASSESSMENT AND MONITORING	INTERVENTIONS AND STRATEGIES	PERSONNEL AND RESOURCES: Levels of Support
Individualized and intensive (in addition to Tier II and Tier I) *Question: Are the 1-5% who receives Tier I, II, and III interventions successful? If not, add on more Tier III or consult with ESE Department.	✓ Weekly monitoring ✓ MTSS Student Improvement Plan ✓ Performance Matters ✓ District Support Applications ✓ ODR data (analyzed more frequently for students with behavioral concerns) ✓ Behavior observations (Frequency, duration, latency, intensity for individual students) ✓ Student intervention reports and tracking sheets ✓ Graphs comparing students receiving interventions with peers	✓ School-wide expectations -Increased focus on individual expectations -Individual time (in addition to daily, and small group lessons) -Positive Behavior Intervention Plan (linked to FBA and rules & expectations) ✓ Wrap-around individual support ✓ Specific classroom expectations taught individually ✓ Modified scheduling ✓ Targeted social skills for severe emotional concerns (student is a danger to himself and others~excessive crying, withdrawal, extreme anger, high anxiety)	✓ Child Advocacy Center ✓ Juvenile Assessment Center ✓ School Resource Officer ✓ District Parent Involvement Specialist ✓ Big Brothers Big Sisters ✓ Crisis Intervention Plan ✓ Self-monitoring techniques ✓ Behavior contracts ✓ *District Code of Conduct* ✓ Coordinator for Safe and Drug Free Schools ✓ District MTSS Specialists ✓ Administrator ✓ Parent Involvement Specialist school based ✓ Social Worker ✓ Behavior Specialist school based ✓ School Psychologist ✓ PBS Team school based ✓ Guidance Counselor ✓ PST School Based: ✓ *LCSD *Behavior Intervention Guide and Resources* ✓ *LCSD *RtI Manual and Resources* ✓ Grade level team school based ✓ Paraprofessionals ✓ Other classroom teachers ✓ Parents ✓ Classroom teacher

Emotionally/Behaviorally Disordered vs. Social Maladjustment

Adapted from *Social Maladjustment: A Guide to Differential Diagnosis and Educational Options* (Wayne County Regional Educational Service Agency- Michigan- 2004)

Areas Considered	Emotionally Impaired	Socially Maladjusted
School Behavior	Unable to comply; needy; difficulty asking for help	Unwilling to comply; rejects help
Attitude Toward School	School source of angst; does tend to respond to structure	Uses school as a social outlet; rebels against rules and structure
School Attendance	Misses school due to psychosomatic issues	Misses school due to truancy, arrests, etc
Educational Performance	Achievement is erratic; tends to have good and bad days	Achievement is generally poor and influenced by attitude; can occasionally respond to a preferred/high interest study area
Peer Relations	Ignored or rejected by peers	Accepted by socio-cultural subgroup
Friendships	Younger friends; pseudo-friends; no real friends	Friends primarily from same delinquent or socio-cultural subgroup
Perceptions of Peers	Perceived as bizarre, odd, source of ridicule	Perceived as tough, charismatic, sometimes intimidating
Social Skills	Poorly developed; immature; difficulty reading social cues; difficulty entering groups	Well developed; mature; generally attuned to social cues
Interpersonal Relations	Weak; tends to avoid people; withdrawn	Extensive relationships; manipulative; will present as needed to achieve end
Physical Presence	Awkward; odd; sometimes uncomfortable with his/her appearance	Smooth and agile; sexually precocious; dresses like subgroup (head bandanas, tattoos, etc)
Locus of Disorder	Affective disorder; *internalizing*	Disorder of conduct; *externalizing*
Aggression	Potential to hurt self and/or others as an end to a plight	Hurts others as *means* to an end- get what he/she wants
Anxiety	Can be tense; fearful; manifests anxiety	Appears relaxed; "cool"; anxiety is situational and *may* arise when faced with consequences
Affective Reactions	Labile; disproportionate reactions, but mostly not under student's control	Intentional, possibly with features of anger and rage; can be explosive
Conscience	Feels remorseful; self-critical; overly serious	Little or no remorse; blaming; non-empathic; hedonistic; lucid, but makes conscious choice to do wrong
Sense of Reality	Fantasy; naïve; gullible; possibility of thought disorder or hallucinations	"Street-wise"; manipulates and distorts rules and/or facts despite obvious level of understanding
Developmental Appropriateness	Immature; uneven; possibly regressed	Age appropriate or above; precocious; socially mature

Avoiding Escalating Behavior and Power Struggles
(Crisis Prevention Institute, Inc. 1987)

Para-verbal Communication
Look at the way you are communicating with the students whose behavior is beginning to escalate. Here are some helpful hints:
- ✓ Tone: Avoid impatient and angry, used empathetic and sympathetic understanding
- ✓ Volume: Make sure it is appropriate for the distance between you and the student, and the situation
- ✓ Cadence: Deliver message using even rhythms

DOs	DON'Ts
1. Make sure you have eye contact	1. Show fear
2. Listen carefully	2. Over/under react
3. Give appropriate personal space	3. Argue or confront
4. Remain calm	4. Not follow through
5. Safety, be aware of environment	5. Make false promises
6. Be alert	6. Threaten
7. Be consistent and focused	7. Use jargon, buzz words
8. Enforce limits	8. Use "right" or "wrong"
9. Remain in control	
10. Use "ok" and "not ok"	

Empathetic Listening
Ways to let your students know that you are "truly" listening to their concerns. Here are some helpful hints:
- ✓ Use an active process: making eye contact, nodding your head
- ✓ Be non-judgmental
- ✓ Allow for silence
- ✓ Listen for hidden message
- ✓ Give undivided attention

Clarification
Clarification is used when undesirable behaviors first occur, when student needs to be reminded of expectations, or when teacher is not sure of cause of misbehavior. Clarification interventions should be brief, concise, and not reflect emotions or judgment. Clarification interventions should be used only once for each occurrence; this prevents "preaching" and communicates to student the need for a meaningful response (if response is not meaningful – more restrictive interventions will be used).

Reinforcement of Others
The use of praise or earned rewards to reinforce the appropriate behaviors of other students in the classroom will often cue the misbehaving student of the teacher's expectations. It is important that the targeted students do not view that you are punishing them at this time but helping to cue them into their behavior. Reinforcement should be made available to the targeted student when they are displaying the desired behavior.

Proximity Control
This intervention involves the teacher/paraprofessionals moving closer to the misbehaving student. Often the teacher's proximity to the student is enough to stop the behavior.

Signal Interference
These are non-verbal techniques such as eye-contact, hand gestures, facial frowns, and body posture which communicate information to the student.

Redirection
Distract the student, change the focus of the activity the child is currently engaged in, especially effective with younger and/or developmentally delayed students, although appropriate for all (i.e. "help me out; go get me the red pen off the desk").

Premack Principle (Grandma's Law)
You work before you play. "As soon as you_____, you can _____." (i.e. beat the timer; give yourself 5 earned points as soon as you do 2 problems; you may have this M&M as soon as you finish the first row)

Planned Ignoring
Sometimes it is wise for the teacher to ignore a student's behavior, assuming that it will not spread to others and that the student will soon discontinue it and return his or her attention to learning.

Interest Boosting
If the student's interest in an activity is waning, it is sometimes helpful for the teacher to show interest in the student's assignment. This often results in helping the student to mobilize his efforts in an attempt to please the teacher.

Curricular Modifications
Important first step when students are exhibiting behaviors resulting from frustration with the curriculum. Examples: shortened assignments, break large tasks into segments, provide a different medium for doing the same lesson, provide a peer tutor, give 1-on-1 assistance, restate or rephrase directions.

Support Strategies

PROACTIVE STRATEGIES
Environmental adjustments that make the problem behavior unnecessary.

✓ Preferential seating	✓ Provide guidance prior to independent work
✓ Encourage positive peer connections	✓ Check to ensure student understanding of task
✓ Contract for grades	✓ Schedule adjustment
✓ Daily progress report/point sheets	✓ Give student an opportunity to tutor a peer
✓ Weekly progress report	✓ Increase frequency of task related recognition
✓ Establish teacher/parent communication system	✓ Allow student to use quiet time/space
✓ Establish a personal connection with student	✓ Identify appropriate settings for specific behaviors
✓ Visual schedule	✓ Curricular accommodations
✓ Facilitate participation in extracurricular activities	✓ Environmental changes (furniture, space, light)
✓ Have student repeat expectation prior to transition	✓ Prompt prior to transition times

EDUCATIVE INTERVENTIONS
To teach behavior/skills needed to decrease the student's problem behavior.

✓ Teach/reteach rules and expectations prior to activity	✓ Perform task analysis – break down steps
✓ Develop monitoring checklist for teacher/student use	✓ Teach anger management/problem solving skills
✓ Teach and model appropriate communication skills	✓ Teach self control strategies
✓ Teach coping skills	✓ Use social stories
✓ Teach use of positive self talk	✓ Remediate specific academic skills
✓ Teach awareness of problem behavior	✓ Provide role play opportunities for newly acquired skills

FUNCTIONAL STRATEGIES
How consequences are managed to ensure reinforcement for positive behavior, not problem behavior.

✓ Use preferred activities for reinforcer	✓ Student uses self monitoring of progress
✓ Personally greet the student upon arrival to class	✓ Acknowledge use of replacement behaviors
✓ Spend individual time with the student	✓ Inform student of logical consequences in advance
✓ Increase frequency of positive attention	✓ Give encouragement for effort to display appropriate behavior
✓ Use tangible rewards	✓ Use non-tangible rewards
✓ Use positive written notes/statements	✓ Develop a written behavior contract
✓ Assign classroom responsibility that allows student recognition	✓ Chart daily successes and share with student
✓ Call home to share news of student effort/success	✓ Reward competing behavior
✓ Use school-wide recognition for behavioral improvement	✓ Acknowledge ownership of problem behavior
✓ Use student's personal interests to increase motivation on difficult skills	

Over the past 30 years, a clearly defined research-validated literature base exists on effective classroom management practice (Alberto and Troutman, 1998; Charles, 1995; Colvin and Lazar, 1997; Kame'enui and Darch, 1995; Kerr and Nelson, 1998; Sugai and Tindal, 1993). This is a small sample of effective practices that fit classroom systems of positive behavioral support and have clear empirical evidence of their effectiveness.

Provide advance organizers/pre-corrections

Pre-corrections function as *reminders* by providing students with opportunities to practice or be prompted about expected behavior before they enter situations in which displays of problem behaviors are likely (Colvin, Sugai, Patching, 1993). For example, a teacher states the following: "remember, before you go to homeroom collect all you materials, put your work on my desk and quietly line up," or "what are your responsibilities before you go to home room?"

Keep students engaged

During teacher instruction, students go "off-task" because:

        (a) The instructional activities do not maintain student attention.
        (b) Insufficient positive reinforcement is being provided.
        (c) Students access positive reinforcement from other activities or individuals.

The teacher's task is to maximize academic engagement and success for all students in order to support appropriate behavior and to compete with factors that encourage problem behavior (e.g., peer or teacher attention, task avoidance or escape).

Provide a positive focus

To promote desired student behavior, teachers should communicate high and positive expectations, have more positive than negative interactions (e.g., four positive engagements for each negative interaction), catch problem behavior before it escalates or becomes more severe, provide high rates of positive reinforcement, etc.

Consistently enforce school/class rules

If all students are expected to engage in appropriate behavior, rule definitions, positive reinforcement, rule violation consequences, etc. should be the same for all students at all times.

Correct rule violations and social behavior errors proactively

The application of error correction strategies should be conducted in a "business-like" manner, and attention for the problem behavior should be minimized. For low frequency and intensity rule violations, teachers should provide a brief signal that an error has occurred; indicate what the desired behavior should have been and follow-up with the established consequence. Error correction strategies will be more effective if students first are taught what acceptable and unacceptable behaviors look like and what consequences are likely to follow each. For chronic rule violations, strategies should be established to pre-empt future occurrences of the problem behavior and to increase the probability that the desired or expected behavior is likely to occur.

Classroom Routines
From **Temple Teacher's Connection**

Establishing clear expectations for student behavior is the primary purpose for setting up classroom routines. If students are familiar with the processes necessary to get a particular job done, they are more likely to complete it in an orderly manner. Develop plans for these activities that work for your physical space and your management style. If a routine is not effective, you can involve your students in redesigning the routine.

Movement
Develop plans for entering and exiting the classroom and changing class configurations, such as moving from whole class to small-group instruction. Plan for movement of individual students to meet needs, such as sharpening pencils and getting personal supplies.

Non-instruction tasks
This includes activities such as taking attendance, collecting permission slips, making participation counts (pretzels, extracurricular activities) and keeping the classroom neat. When allowable, students can assist with these tasks. Some of these tasks can be used as instructional activities.

Materials management
If routines are developed for the distribution, collection and storage of instructional materials, student helpers will be able to complete them quickly.

Transitions
If instructional materials are prepared and organized, transitions between activities will be smooth and take little time. Necessary materials might be listed on the daily schedule so students will know what they need and can prepare for one activity as materials for the previous activity are stored or collected.

Group work
Each team member within a group should have a job, and over time each student should have an opportunity to do each job. Develop job descriptions and routines for assigning the jobs. Jobs might be facilitator, time-keeper, reporter, recorder, encourager, questioner, materials manager, taskmaster, etc.

Summary of Research

(*University of Missouri Behavioral Disorders Working Group*, Tim Lewis, Ph.D.)

Summary of Behavior Strategies

- Instructional task modification begins with the process of analyzing the effectiveness and appropriateness of how skills are taught. Teacher training of good strategies is necessary for effective classroom management.
- Instruction that embeds practice, feedback, and incentives has shown a reduction in off-task behaviors. Specifically, prompt-correction feedback increased academics and decreased problem behaviors (Warman & Walberg, 1991).
- More difficult tasks result in higher levels of problem behaviors (Center, Deitz, & Kauffman, 1982; Weeks & Gaylord-Ross, 1981; De Paepe, Shores, Jack & Denny, 1996). Various studies have connected a decrease in problem behaviors with modifying task difficulty and level of demands associated with the task. A greater amount of work is completed and more time is spent on-task when activities are presented at a level of 90% accuracy when completed independently (Gilbertson, Witt, Dufrene, & Duhon, in press).
- Alterations can be made to task requirements, such as, how to complete the task, allowing frequent breaks from the task, and breaking tasks down into shorter segments: Dunlap (1994) altered tasks to include choice, as choice itself has been shown to be reinforcing; Problem behaviors were shown to be decreased when systematically embedding high probability tasks with low probability tasks (Horner, Day, Sprague, O'Brien, & Heathfield, 1991); Blair, Umbriet & Bos (1991) used student preference of tasks to decrease problem behaviors.
- Curriculum Based Assessments are an effective way to determine appropriate academic placement and to evaluate the effectiveness of instructional strategies being used (Shinn, 1998).
- Students are more likely to complete tasks when contingency reinforcement is used (Mace & Roberts, 1974). Ayllon & Roberts (1974) used token reinforcement contingent with performance of academic tasks. The result was an increase in academic performance and a decrease in problem behaviors.
- Active student responding is a research supported strategy for decreasing problem behaviors and increasing on-task frequency (Brophy, 1986; Gettinger & Stoiber, 1999; Greenwood, 1996).
- Teaching clearly defined expectations reduces problem behaviors. More specifically, the use of praise, pre-corrects, precision-commands, over-correction and response cost (Colvin, 1997; Rhode, Jenson & Reavis, 1998; Gresham & Gresham, 1982; Carey & Bucher, 1983; Kelley & McCain, 1995; Proctor & Morgan, 1991; Wilt & Elliot, 1982; Musser, Bray, Kehle, & Jenson, 2001).
- Function-based interventions decreased problem behaviors (Iwata, Vollmer, Zarcone, & Rodgers, 1993; Fisher, Lindauer, Alterson, & Thompson, 1998; Noell, VanDerHeyden, Gatti, & Whitmarch, 2001).

<p style="text-align:center">Social Skills Summary of Findings</p>

General Findings:

- Social skills training should be embedded into general education as well as special education curriculum
- Early prevention through screening can identify students at-risk for problem behaviors and can be effective in more accurately identifying social skills in need of remediation
- Social skills training has yielded mixed results, in part due to the relative newness of many programs and the lack of using uniform procedures to accurately match interventions to presenting problems

Effective Research Findings:

- Teachers across elementary and secondary levels for both general and special education rate items associated with finishing assignments on time, following directions, controlling temper, ignoring peer distractions, and attending to teacher directions.
- Targeted social skills interventions should be (1) closely matched to accurately identified deficits, (2) of sufficient frequency and duration, and (3) structured to include generalization across appropriate settings
- Social skills interventions that include a pull-out component should be reinforced in the classroom setting(s)
- FBAs should include documentation of setting events, antecedents, behaviors, and consequences; and BIPs should include consideration of the FBA findings

Promising Research Findings:

- Training paraprofessionals to implement social skills training and BIPs
- Use of school-wide social skills expectations to lower probability of inappropriate behaviors from students identified as at-risk and/or E/BD
- Transition training for students identified as at-risk, E/BD, and/or juvenile offenders, that includes specific social skills training associated with expectations in job-related settings
- Increasing social acceptance by peers through training students to use positive comments to gain peer attention

Research Findings with Limited or No Effectiveness:

- Pull out social skills training that does not include generalization and/or maintenance
- Interventions that are either too complicated or time-consuming for typical school staff to maintain
- Trainings of short duration

Name: _____   Date: _____   Subject/Activity: _____

10-second intervals

On-task: OT   Verbal Off-Task: V   Motor Off-Task: M   Passive Off-Task (more than 5 seconds): P

Target	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P
Comparison	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P

Target	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P
Comparison	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P

Target	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P
Comparison	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P

Target	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P
Comparison	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P	OT V M P

Totals (percentage)

Target	Comparison
OT:	OT:
V:	V:
M:	M:
P:	P:

Additional Notes and Observations:

_____
_____
_____
_____
_____

Observer: _____

Student: _____

Behavior Rating Scale

Behavior		Date																
Hitting (Inappropriate:)	Rare (0-2)	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Moderate (4-6)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	Frequent (8+)	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Profanity (Inappropriate:)	Rare (0-4)	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Moderate (6-8)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	Frequent (10+)	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Expressing Frustration (Appropriate:)	Frequent (80%+)	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Moderate (40-60%)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	Rare (0-20%)	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Hitting (touching another student inappropriately with an object or body)
1 = Frequent (8 or more times/day) 2 = 6-8 times/day 3 = Moderate (4-6 times/day) 4 = 2-4 times/day 5 = Rare (0-2 times/day)

Profanity (cursing at peers and adults)
1 = Frequent (10 or more times/day) 2 = 8-10 times/day 3 = Moderate (6-8 times/day) 4 = 4-6 times/day 5 = Rare (4 or fewer times/day)

Expressing Frustration Appropriately (verbalizing frustration at appropriate time, with appropriate tone, and appropriate words such as saying "I don't like that" or "Stop that" in an inside voice while an adult is not teaching or when an adult has given permission)
1 = Rare (0-20% of opportunities) 2 = 20-40% 3 = Moderate (40-60% of opportunities) 4 = 60-80% 5 = Frequent (80% or more of opportunities)

Observer: _____

Student:

Behavior		Date																
Task Engagement Appropriate:	Frequent (75%+) — 5 Moderate (45-60%) — 3 Rare (0-30%) — 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Work Completion Appropriate:	Frequent (70%+) — 5 Moderate (30-50%) — 3 Rare (0-10%) — 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Requesting Attention/ Assistance Replacement Behavior:	Frequent (55%+) — 5 Moderate (25-40%) — 3 Rare (0-10%) — 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Task Engagement (being in-seat, eyes on teacher/activity, quiet)
1 = Rare (30% or less of activities)   2 = 30-45%   3 = Moderate (45-60% of activities)   4 = 60-75%   5 = Frequent (75% or more of activities)

Work Completion (completing assigned work independently)
1 = Rare (10% or less of activities)   2 = 10-30%   3 = Moderate (30-50% of activities)   4 = 50-70%   5 = Frequent (70% or more of activities)

Getting Attention/Assistance Appropriately (examples: raising hand, asking politely and doing so at appropriate time)
1 = Rare 0-10% of opportunities   2 = 10-25%   3 = Moderate (25-40% of activities)   4 = 40-55%   5 = Moderate (55% or more of opportunities)

| Anecdotal Record / ABC Format | | | Student Name:_____ | |

Please describe the following in detail & from the student's experience

Date	Time Start-End	Antecedent(s) Setting Events-Antecedents – "Triggers"	Behavior	Consequence(s) Results - Outcomes

(Florida's PBS Project, USF)

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A-B-C Behavior Card

Student:	Date/Time:	Activity:	Observer:

Antecedents:
❏ Demand/Request
❏ Alone (no attention)
❏ Alone (no apparent assignment)
❏ Attention given to others
❏ Transition
❏ Specific Peer
❏ Specific Adult
❏ Preferred object/activity removed
❏ Unpreferred activity/object
❏ Difficult task/activity
❏ Told "no"
❏ Other_____
	Challenging Behavior:
	Describe briefly in specific terms
	
	Perceived Function:
	❏ Escape/Avoid
	  What ?_____
	  _____
	❏ Obtain
	  What ?_____
	  _____
			Consequences:
			❏ Verbal redirect
			❏ Physical redirect
			❏ Ignored
			❏ Activity/materials/task taken away
			❏ Isolation (in room)
			❏ Sent to office or out of room
			❏ Calming/soothing of student
			  ❏ Verbal
			  ❏ Physical
			  ❏ Both
			❏ Physical restraint
			❏ Peer remarks/laughter
			❏ Help/assistance given
			❏ Other _____

(Florida's PBS Project, USF)

Individual: _____ Date:_____ Observer: _____ Staff: _____

Activity	Time	A	B	C
Seat work/ word of the day	*8:20 AM*	*Ex. Sue was asked to type her words on her alpha smart*	*Ex. Sue threw her alpha smart and tossed her papers.*	*Ex. Sue was told to pick up her papers and change her color (behavior system)*

(Florida's PBS Project, USF)

Duration Recording

Student: _____

ID# _____

School: _____

Grade: _____

Observer: _____

Date: _____

Time: _____

☐ Baseline
☐ Progress Monitoring

Target Behavior: _____

Total minutes observed: _____

Directions:
Shade in the boxes to indicate the number of minutes both children engaged in the target behavior. Each box represents 30 seconds.

Target Student

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

Hour 1

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

Hour 2

Percent of time engaged in target behavior: _____

Comparison Student

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

Hour 1

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

Hour 2

Percent of time engaged in target behavior: _____

Duration Recording

Directions: Fill in the behavior(s) observed in the column labeled behavior. Then, list the activity taking place when the behavior occurred. Next, write the time that the behavior started and then when the behavior stopped. In the last column note how long the behavior lasted.

Behavior	Activity	Time Started	Time Stopped	How long?
Out of Seat	Handwriting	11:15	11:27	12 mins.

FREQUENCY DATA SHEET

NAME: _____   TEACHER: _____

TARGET BEHAVIOR: _____

DESCRIPTION OF BEHAVIOR: _____

_____

DATE				
25	25	25	25	25
24	24	24	24	24
23	23	23	23	23
22	22	22	22	22
21	21	21	21	21
20	20	20	20	20
19	19	19	19	19
18	18	18	18	18
17	17	17	17	17
16	16	16	16	16
15	15	15	15	15
14	14	14	14	14
13	13	13	13	13
12	12	12	12	12
11	11	11	11	11
10	10	10	10	10
9	9	9	9	9
8	8	8	8	8
7	7	7	7	7
6	6	6	6	6
5	5	5	5	5
4	4	4	4	4
3	3	3	3	3
2	2	2	2	2
1	1	1	1	1

DATE				
25	25	25	25	25
24	24	24	24	24
23	23	23	23	23
22	22	22	22	22
21	21	21	21	21
20	20	20	20	20
19	19	19	19	19
18	18	18	18	18
17	17	17	17	17
16	16	16	16	16
15	15	15	15	15
14	14	14	14	14
13	13	13	13	13
12	12	12	12	12
11	11	11	11	11
10	10	10	10	10
9	9	9	9	9
8	8	8	8	8
7	7	7	7	7
6	6	6	6	6
5	5	5	5	5
4	4	4	4	4
3	3	3	3	3
2	2	2	2	2
1	1	1	1	1

NOTES: _____

_____
_____
_____
_____
_____
_____
_____
_____
_____

(Florida's PBS Project, USF)

ELL TAB

ENGLISH LANGUAGE LEARNERS

English Language Learners

Current literature provides preliminary support for the use of practices related to MTSS with English Language Learners (ELLs). In planning MTSS approaches, however, it is important to consider ELL services the student is receiving, how their native language and English proficiency is assessed and monitored, knowledge and skills in their first language and performance in their second language (English). For example, some students may have proficiency in their first language (e.g., Spanish) but not in English. These students now require instruction in English literacy. Other students may have low literacy in both languages because they have not received adequate instruction in either language. A small group of students may demonstrate low literacy skills in both their first language and English even after receiving adequate instruction. In addition, a student's first language may not be commonly found in this geographic location, and/or may not have adequate print sources. For these reasons, the needs of ELLs must be considered on an individual basis with the ESOL representative being a critical member of the PST.

ELLs can be screened on the same early reading indicators as native English language speakers, including phonological awareness, letter knowledge, and word and text reading (Gersten et al., 2007 as cited in Vaughn, et al.). When evaluating MTSS data, ELLs should be compared not only to their native English-speaking peers, but also to other ESOL students with similar levels of English proficiency. If ELLs as a whole are making inadequate progress, then more ESOL/SIOP strategies and scaffolded instruction need to be implemented in the regular classroom or possibly school-wide. This would be considered a systems problem, rather than an individual student issue. If most (>80%) ELLs demonstrate adequate progress, then a more individualized approach is needed for those who are not progressing.

Monitor ELLs' progress as frequently as you monitor the progress of all other students. Consider students' accents and pronunciations when scoring English measures and provide appropriate interpretations when words are mispronounced. Do not penalize students for dialect features. Interventions will be the same as for all other students unless the ESOL representative recommends different or additional interventions.

Here are some important factors for PSTs to consider when creating interventions for an ELL:

- When taking a social-developmental history, inquire about the language the student's caregiver uses with the child, as it may differ from the language used by the parents.
- When assessing the student's academic experience ask the parents if there were circumstances that may have caused an interruption of school. Inquire if the student attended school on a regular basis.
- Culture and instructional systems in the country of origin impact school expectations. For instance, the curricula of some countries may still depend on memorization of facts and essay questions, while our system relies more on critical thinking skills and application. Math, often thought of as universal, may vary in the ways problems are set up or the student may be accustomed to the metric system.

Scenario 1

A student just arrived from Mexico City and enrolled in our district. He is completely monolingual Spanish. Aprenda Test Reading & Math and the Review of Academic Background reveal that he is working on grade level. His native language report cards have the equivalent to Bs & Cs. He would be placed in Tier I. Based on the home language survey and subsequent LAB test results, he is placed in the ESOL program where he will receive ESOL strategies for instruction in the regular classroom. After 6 weeks in class it is noted that he is experiencing academic difficulties. The teacher contacts the school-based ESOL contact educator. An ELL committee is convened. Given the fact that he is on grade level in his native language, different ESOL strategies will be explored and implemented. After several weeks the ELL committee convenes again to discuss his progress. He is still struggling but making some progress. The ELL team determines that his difficulties are based on the language barrier. No interventions other than ESOL strategies are needed. He continues in Tier I in regular classroom (the student requires more time).

Scenario 2

A student just arrived from Mexico City and enrolled in our district. He is completely monolingual Spanish. Aprenda Test Reading & Math and the Review of Academic Background reveal that he is working below grade level. His native language report card grades are equivalent to Ds and Fs. The student is receiving ESOL strategies because he qualified for ESOL services. He is currently struggling in class. The school-based ESOL Contact Educator is contacted and an ELL meeting is convened. New ESOL strategies are

implemented where he receives intensive reading and math instruction. He continues to struggle. Another ELL meeting is convened. He is given more time with intensive instruction taking into consideration the language barrier. He continues to exhibit underperformance and the school-based ESOL Contact is informed, an ELL meeting ensues where the student is referred for MTSS.

<div align="center">Scenario 3</div>

ESOL student in Tier I exhibits severe academic needs. The school-based ESOL contact educator is informed and she convenes an ELL meeting. Several risk factors are identified and the case is referred immediately to the MTSS team. The **District** ESOL Specialist is contacted and invited to the MTSS meeting. At this meeting with the District ESOL Specialist present the student may be referred for further evaluation by the MTSS/ESOL team.

Differentiation of the Core

The purpose of the *Differentiation Guide for English Language Learners* is to assist schools in Lee County during the problem-solving team meeting regarding the educational needs of English language learners (ELLs) in Tier I. The information in this guide will help the MTSS Problem-Solving Team monitor the ELLs' academic and/or behavioral performance while taking in consideration the process of second language acquisition.

During the Tier I problem-solving process, the PST may decide to develop academic or behavior intervention strategies that have a high probability of success. A Differentiated Student Improvement Plan for ELL students in Tier I should be developed to address those concerns. It is important to keep in mind that a problem-solving process requires full collaboration among a team of professionals to identify a specific, measurable outcome and to design research-based interventions that can best meet the needs of ESOL students. Family involvement in the process is also vital to ensure that all information that might impact the ELL's success is being considered.

Problem-Solving Guidelines for Tier I English Language Learners

Teachers and schools must proceed with the most effective Tier I interventions for ELLs based on the available resources they have at their schools. With that in mind, the following guidelines were developed to help school-based PSTs with the early identification of ELLs who may need to intensify current interventions.

_____ 1. Has the student been given sufficient time to develop oral language in English both socially and academically? When looking at the LAB and CELLA scores to determine English proficiency progress, consider the amount of time the student has received formal instruction in English.

_____ 2. If applicable, how did the student perform on the reading and math portions of the Aprenda? Consider that students who are strong readers in their native language can learn to read effectively in English with effective instruction in the core curriculum.

_____ 3. For newcomers: did the student experience limited or interrupted schooling in his/her native country? These students will benefit from direct, systematic, and intensive academic instruction. Specific academic interventions may be needed as well.

_____ 4. If applicable, do the student's behavior issues stem from frustrations due to lack of English proficiency?

_____ 5. If applicable, have cultural factors been considered for the student's behavior difficulties?

_____ 6. Is there any evidence that the student also struggled academically in his/her native language? Consider parent interviews, and report cards and/or other academic records from native country.

_____ 7. Is the student struggling based on evidence presented through class work, test grades, and benchmark assessments?

_____ 8. Are all ELL students consistently NOT making progress in that particular classroom and/or school-wide? If so, discuss the possibility of a system problem.

_____ 9. Does the student perform substantially below grade level compared to other ELL students that are at about the same English language proficiency level?

_____ 10. Is the ELL student being provided with research-based instruction through ESOL-specific strategies such as the Sheltered Instruction Observation Protocol (SIOP)?

_____ 11. Are accommodations during instruction and assessments being provided? For example, additional time to complete tasks, bilingual dictionaries, oral translations when feasible, small group instruction, peer assistance, paraprofessional assistance, etc.

_____ 12. Is the ELL student being provided with differentiated instruction based on assessments of his/her current reading level? For example, during independent work time, the ELL student who is weak in vocabulary can practice vocabulary with a partner or in small groups, while the other students work in teams to brainstorm about character traits and motivations for the main characters in the story they are reading that week.

Stages of Second Language Acquisition

Summarized by Linda Ventriglia (1992)

There are four stages of second language acquisition:

- ❖ Pre-production
- ❖ Early production
- ❖ Speech emergence
- ❖ Intermediate fluency

Pre-Production

The pre-production phase applies to those who are totally new to English. Students at this level are "taking in" the new language and are trying to make sense out of it to meet their basic needs. Language skills are being developed at the receptive level, a so-called "silent period." Acquirers of second language are able to comprehend more complex messages than they can produce.

Expected student behaviors at this level include: following simple commands; pointing and responding with movement; and perhaps simple utterances such as yes, no, thank you, or *names*. Teachers at this level must use strategies that include simplified speech, gestures, pointing, acting out, frequent repetition, props, visuals, modeling and demonstrating.

Early Production

After students have a reasonable opportunity to receive meaningful and understandable messages in English, they will begin to respond with one or two word answers or short utterances. In order for students to begin to speak, they must have a need to express themselves and be given a chance to produce language in a low anxiety environment. Teachers should keep in mind that students are experimenting and taking risks with the new language. Errors in grammar and pronunciation are to be expected. Direct error correction for students at these phases is inappropriate. Teachers need to model/demonstrate the correct responses in context.

Speech Emergence

Speech will emerge in the form of short phrases and sentences. Students will begin to use the new language to communicate more freely among themselves. Learners at this level are successful in subject matter classes when comprehensible instructional strategies are used. In order to provide understandable subject matter content, teachers should begin the presentation of new concepts by using advance organizers. Teachers should attempt to modify their delivery of subject matter by using real objects, modeling, demonstration, visuals and teacher-talk focused on key points. Teachers must provide an opportunity for students to work in small groups. Assessment should include teacher observation and frequent oral comprehension checks. Since students will be engaged in a variety of individual and small group hands-on activities, evaluation should be performance-based, as opposed to solely traditional paper and pencil assessments.

Intermediate Fluency

Intermediate level students may demonstrate near-native like or native like fluency in social settings. However, they may experience difficulties in cognitively demanding, abstract subjects at school, especially when a high level of literacy is required. Teachers of students at the intermediate fluency level need to keep two points in mind. First, they must assist students to continue to grow intellectually by making sure they attain and use new concepts. Second, they must provide support to foster a high level of reading and writing skills. This can be accomplished by providing relevant content-based literacy experiences (brainstorming, clustering, categorizing, charting, journal or log writing, reading and writing to acquire relevant information).

Typical student behavior and appropriate teacher behavior by student stage of language development are summarized in the following chart.

Stage	Sample Student Behavior	Sample Teacher Behavior
Pre-Production	o Points to or provides other non-verbal response o Actively listens o Responds to commands	o Gestures o Language focuses on conveying meanings and vocabulary development o Repetition
Early Production	o One-Word responses o Short utterances	o Asks questions that can be answered by yes/no and either/or responses o Models correct responses
Speech Emergence	o Participates in small group activities o Demonstrates comprehension in a variety of ways	o Focuses content on key concepts o Provides frequent comprehension checks o Uses performance-based assessment o Uses expanded vocabulary o Asks open-ended questions that stimulate language production
Intermediate Fluency	o Participates in reading and writing activities to acquire new information	o Fosters conceptual development and expanded literacy through content

It is important to remember that the lack of language ability does not mean a lack of concept development or a lack of ability to learn. Teachers should continue to ask inferential and higher order questions (questions that require reasoning ability, hypothesizing, inferring, analyzing, justifying, predicting) that challenge the student to think. The language used by the teacher need not be complex for thinking skills to be exercised as shown in the model developed by Jeanne Foote and Montebello Unified School District and replicated below:

Questioning Techniques

Pre-production	Early Production
o Point to …	o Yes/no (Is the "trouble" light on?)
o Find the …	o Either/or (Is this a screwdriver or a hammer?)
o Put the __ next to the __ .	o One-word response (What utensil am I holding in my hand?)
o Do you have the ___?	o General questions which encourage lists of words (What do you see on the tool board?)
o Is this a ____?	o Two-word response (Where did he go? "To work.")
o Who wants the ___?	
o Who has the ___?	
Speech Emergence	Intermediate Fluency
o Why?	o What would you recommend/suggest?
o How?	o How do you think this story will end?
o How is this like that?	o What is the story mainly about?
o Tell me about … Talk about …	o What is your opinion (on this matter)?
o Describe	o Describe/compare …
o How would you change this part?	o How are these similar/different?
	o What would happen if …?
	o Which do you prefer? Why?
	o Create …

Second Language Acquisition Overview

Bridging
- o Bridging is a strategy whereby children tie English words to concepts known in their first language.
- o When first learning a second language, children fall back on first-language structure to communicate at a more complex level.
- o Learning to label known objects is one of the first ways children learn a second language.
- o Learning words and phrases in a second language is much easier when their meaning is understood.
- o Ease in acquiring meaning in the second language depends upon how bridging is fostered in the classroom.

Chunking
- o Chunking is a strategy of picking up and imitating phrases in a second language.
- o Chunks of language are phrases or multiple-word units remembered as a whole.
- o Second-language learners remember and imitate verbatim chunks of language when those chunks are meaningful and serve a purpose.
- o Second-language learners use chunks even before they figure out how to use components separately.
- o Structures or chunks practiced in mechanistic language drills are seldom transferred or used in natural communicative settings.

Creating
- o Second-language learners learn language best in meaningful conversations and in game-like situations.
- o Language cannot be isolated and taught during a specific segment of the day. It must be an integral part of all subject-matter instruction.
- o Creative construction is fostered through the integration of language and subject-matter instruction.

Myths and Misconceptions about Language

- o Children learn second languages quickly and easily.
- o The younger the child, the more skilled in acquiring a second language.
- o The more time students spend in a second-language context, the quicker they learn the language.
- o All children learn a second language in the same way.

Implications

- o Learning a second language is as difficult for the child as the adult.
- o Learning to function academically in a second language without additional support takes five to seven years.
- o Many children are just as self-conscious and inhibited as adults.
- o Children need continued support in the native language to avoid falling behind in academic content.
- o Amount of exposure to English does not predict language acquisition.
- o Older students may show quicker gains, younger students better pronunciation.
- o Oral-language skills are no gauge for literacy skills.
- o Patterns of language use vary across cultures.

Krashen Model

Summarized by Linda Ventriglia (1992)

Krashen distinguishes "language acquisition" from "language learning." Language proficiency cannot be learned, it must be acquired. Learning a language requires a conscious mastery of grammar and vocabulary which is not conducive to effective communication. Acquisition, on the other hand, is the incidental, subconscious effortless process in which speakers interact meaningfully with no concern for the formal aspects of the language.

The acquisition of a second language by children is subconscious because they are not aware that they are acquiring the grammar or rules of language. They only know they are communicating. They know that they are communicating for a specific purpose such as asking for something or for greeting someone. Because of the subconscious nature of language acquisition, children will often know when they have made a grammatical error, but will not be able to identify which rule they have broken. They simply have an intuition about the language based on the knowledge they obtain through acquiring language. They may self-correct only on the basis of a "feel" for grammar.

In contrast to language acquisition, language learning is what happens when children pay conscious attention to the rules of language. Language learning occurs when children have explicit knowledge of grammatical rules, and are able to identify and talk about them. When children study grammar rules and vocabulary they are consciously learning about the language. Children who learn these rules can usually identify specific rules they break when they make errors.

Teaching methods differ for language acquisition and language learning. According to Krashen, language acquisition is aided when the teacher gives children "comprehensible input." This is language exposure that is meaningful, yet just beyond the listener's level of proficiency. Through appropriate exposure to a second language, children will internalize the rules of the grammar and develop the necessary vocabulary to communicate effectively. Krashen maintains that for language acquisition, subject matter lessons geared to the student's level of English are more important than teaching grammatical rules. Krashen advocates the Natural approach to promote second language acquisition in the classroom. This approach emphasizes meaningful interaction. It also advocates extensive use of physical and visual clues.

Grammatical errors are tolerated because they are natural to the language acquisition process. Instruction should also include communication of messages relevant to the learner's needs and interest. Teaching methods for acquisition thus are informal, based on comprehensible input and built in the learner's output in meaningful communicative contexts.

Conversely, instruction for conscious language learning is a formal system. Language learning is thought to be helped by error correction and the presentation of explicit rules. Error correction, it is maintained, helps the learner to come to the correct mental representation of the linguistic generalization. (Krashen and Sliger, 1975)

The following is a summary of the differences between language acquisition and language learning.

Acquisition vs. Learning

Acquisition	Learning
Similar to first language acquisition	Formal knowledge of a language
"Picking up" a language	Knowing about a language
May not be in conscious awareness	Deliberate and conscious effort
Implicit knowledge	Explicit knowledge
Errors accepted	Errors corrected
Formal teaching does not necessarily help	Formal teaching helps

The Monitor Theory

Summarized by Linda Ventriglia (l992)

The fundamental claim of the monitor theory is that conscious learning is available to the language learner only as a monitor. In general, utterances are initiated by the acquired system. Our fluency in production is based on what we have "picked up" through active communication. Our "formal" knowledge of the second language may be used to alter the output of the acquired system, sometimes before and sometimes after the utterance is produced. Changes are made to improve accuracy. The use of the Monitor often has this effect. (Krashen, 1981)

According to Krashen, the monitor is part of our "learned" (as opposed to acquired) language system. The Monitor acts as an editor. It makes minor corrections before someone speaks. For example, a student might monitor rules of verb subject agreement to avoid verb form errors.

There are several important constraints on the use of the Monitor. The first constraint is that in order to successfully monitor, the speaker must have time to think about and apply conscious grammatical rules. Secondly, the speaker must be "focused" on correctness. Finally, the performer needs to know the rules.

Situations in which all three conditions are satisfied are rare. Most people cannot do extensive monitoring during normal conversation. Some students, however, who fear making mistakes in the second language, do a lot of conscious monitoring. The Monitor allows learners to self-correct acquired knowledge of language. Only conscious learning is available as a Monitor

Acquired competence ⟶ | **MONITOR** | ⟶ Output

- o   Time to think
- o   Focus on form
- o   Knowledge of rule
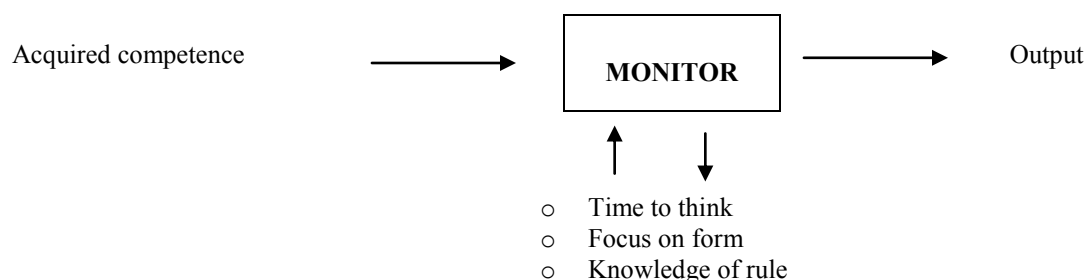
How Culture Shock Affects Newcomers

Haynes, J. (2005). *How culture shock affects newcomers*. Retrieved from http://www.everythingesl.net/inservices/cultureshock.php

Don't underestimate the results of culture shock. The emotional upheaval of moving can be devastating to any child. These symptoms are compounded when the child comes from a different culture and does not speak English.

What is Culture Shock?

Newcomers who act out in the classroom are probably suffering from culture shock. This is a term used to describe the feelings people have when they move to an unfamiliar culture. Immigrant children may become withdrawn and passive or they may be aggressive. The more different the new culture is from their own, the greater the shock. Newcomers have left behind family members, friends, teachers, and pets. They have lost their language and culture. Often they do not have the support of their parents who are in shock too.

Four Stages of Culture Shock

It must be emphasized that every child reacts differently to moving to a new place. New arrivals usually go through four stages of culture shock.

1.Euphoric or Honeymoon Stage

During this stage newcomers are excited about their new lives. Everything is wonderful and they are having a great time learning about their environment.

2. Culture Shock Stage.

The differences between the new and the native cultures becomes more apparent. Students feel overwhelmed at this stage. There is so much they do not understand about their new surroundings. They are frustrated because they can not communicate and are bombarded with unfamiliar surroundings, unreadable social signals and an unrelenting barrage of new sounds. Students suffering from culture shock may seem sleepy, irritable, disinterested or depressed. Some students may become aggressive and act out their frustrations. Newcomers in this stage of culture shock need time and patience from their teachers.

3. Integration Stage.

Newcomers start to deal with the differences between the old culture and new. They learn to integrate their own beliefs with those of the new culture. Some newcomers will start to replace the old values with new ones. Others will begin to find ways to exist with both cultures. Many immigrant parents start to become alarmed at this stage. They do not want their children to lose their language and culture.

4. Acceptance Stage.

Newcomers are now able to enter and prosper in the mainstream culture. They accept both cultures and combine them into their lives. Some students will adopt the mainstream culture at school and follow the values of the home culture outside of school. During this stage many immigrant parents make it clear to their children that they do not want them to adopt the mainstream culture. This is because many immigrant students forget their native language and reject their culture.

Pair Your Newcomers with Buddies

Haynes, J. (2004). *Pair your newcomers with buddies*.

Assign a buddy or a cross-grade tutor to your English language learner and watch them both blossom. Buddies gain in self esteem and your ELLs will feel welcome in your class.

A buddy or cross-grade tutor who speaks the newcomer's language is a wonderful asset at the beginning of the school year. Buddies are classmates and cross-grade tutors are older students in the same school. The ideal situation would be to pair an older bilingual student with a same-language newcomer. During the adjustment phase, the buddy or cross-grade tutor can explain what's going on. This is a good self-esteem builder for a bilingual buddy and a new friend for the newcomer. You may want to rotate buddies so that students do not become too dependent on one person and the bilingual buddy does not miss too much work.

Use English-speaking buddies, too. You will need to help these buddies learn how to work with non-English speakers and to reward those students who take their job seriously. Teach buddies the importance of patience, repeating, and not overloading. Help them understand that some newcomers might not want to speak at all for several months after arriving, and that that doesn't mean they should give up talking to them.

Ask students to brainstorm the things they can do to make newcomers feel welcome. What ways can they have fun together? How can they learn each others' languages? How can they get their schoolwork done? Much has been written about using buddies with new learners of English. Keep in mind that peer buddies have a more limited use when students are 5-8 years old. Remember that young bilingual students are not always reliable translators of important information.

Things your peer buddies *can* do with your newcomers:
> Help them learn the classroom routine.
> Take them to ESL class and back again.
> Sit with them in the lunchroom.
> Learn how to communicate with them using gestures and short phrases.
> Teach them the ABCs, numbers and beginning vocabulary.
> Include them in games on the playground.
> Play student-made vocabulary games with them.
> Listen to taped books with them.
> Walk home with them or sit with them on the bus.
> Learn a few words of the newcomer's language.

Provide frequent "time-out" from English periods for newcomers. Allow the newcomer to spend time each day during those first weeks speaking with others of the same native language. He or she needs to ask someone "What's going on here?"

What if there are no students in the newcomer's class who speak his/her language? Keep a list of the people in your building who speak the languages of your students. The classroom teacher will need someone to translate important instructions. This list can include other teachers, custodians, same-language students in other classes, and bilingual parent volunteers. Make sure that the main office and the school nurse have a copy of these lists. Remember, kindergarten and first grade students are not necessarily reliable translators of important information.

Understanding the Impact of Language Differences on Classroom Behavior

Santos, R. M., & Ostrosky, M. M. (n.d.) *Understanding the Impact of Language Differences on Classroom Behavior.* Retrieved from the Center on the Social and Emotional Foundations for Early Learning, http://www.vanderbilt.edu/csefel/briefs/wwb2.html

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Janelle's Story

Janelle is a new student in Ms. Corinne's classroom. She is extremely shy, generally quiet, and seems to like to keep to herself. When asked to participate in an activity, Janelle often refuses—especially when it involves large groups of children. She vigorously shakes her head in response to anything Ms. Corinne asks her to do. Lately, she has resorted to crying and throwing temper tantrums, especially when forced to join the group. To reduce the stress on Janelle and the other children, Ms. Corinne lets Janelle out of the activity to allow her to calm down. Ms. Corinne tries to explain to Janelle what she has to do, but Janelle often looks at her teacher blankly and does not respond to Ms. Corinne's questions or follow her directions. Ms. Corinne is becoming more and more frustrated as the weeks progress!

It is not unusual for an experienced teacher to have seen these types of behaviors displayed by children. In the back of a teacher's mind, she may have labeled Janelle's behavior as challenging. However, Janelle's situation might continue to baffle a teacher because Janelle comes from a home where a language other than English is the primary language. Although Janelle may have spoken a few times in the early childhood program, her teacher might not be sure about the extent to which Janelle is fluent in English or even in her home language. Her family might report that since starting school, Janelle has spoken very little at home, even in their own language. What confuses her teacher about Janelle's behaviors is that Ms. Corinne is not really sure whether or not Janelle has behavior problems. Are Janelle's refusals to interact and communicate with others, frequent tantrums, difficulty in attending, and excessive shyness signs of behavior problems, or are these typical behaviors for young children learning English as a second language? Is Janelle behaving this way because her home language is different from the language used in the classroom?

Why Is Understanding the Impact of Language So Confusing?
For many children from homes where languages other than English are spoken, learning another language (in the United States, the English language) can be a challenge. The time it takes to learn English may vary from child to child depending on the child's age, motivation, personality, knowledge of the first language, and exposure to English. However, the developmental period for learning English is fairly consistent across young children. This developmental period includes four stages:

The continued use of the home language,

The silent or nonverbal period,

Sound experimentation and use of telegraphic speech (e.g., the use of a few content words as an entire utterance such as when a child responds to "What do you want?" with comments such as "crackers," "book," or "airplane") in the new language, and

Productive use of the new language.

At issue is the fact that some of the behaviors that children might engage in during these developmental periods, such as playing in isolation and not speaking in either language, may be misinterpreted or mislabeled as a problem when in fact children are simply beginning to acquire the new language. Second-language learners might exhibit social interaction patterns along with limited communication abilities that are similar to those exhibited by children identified with specific language impairments or with speech impairments. Thus, it is not uncommon for many of these children to be labeled as having challenging behaviors or communication disorders when in fact they are following a fairly typical developmental path in acquiring a second language.

For many children from homes where languages other than English are spoken, learning another language (in the United States, the English language) can be a challenge.

How Can I Tell If It's Really a Behavior Problem?
Assessment is the key to pinpointing a child's strengths and needs, and then designing instructional programs that facilitate the child's development. When assessing a second-language-learning child, teachers and other caregivers should look at:

the child's abilities in terms of cognitive, social-emotional, and physical development;

the child's abilities in his or her first language; and

the child's capabilities in his or her second language.

Because cognitive, social-emotional, and physical development are involved in and affected by the process of second-language acquisition, it is important to assess these areas. Knowing the child's abilities in his or her first language is critical in gaining a complete picture of the child's abilities, as is gathering information about how a child is progressing in the development of second-language acquisition. Similar to assessing children who are monolingual, conducting authentic performance-based assessment helps teachers and other caregivers see how a child uses language during day-to-day interactions.

What Behaviors Can I Expect from Young English-Language Learners?

Some behaviors common among children beginning to acquire another language that may be misinterpreted as challenging behaviors include not talking, difficulty following directions, difficulty expressing ideas and feelings, and difficulty responding to questions consistently. For example, as children begin to acquire another language, they may go through a nonverbal period during which they begin to gather information about how to communicate with their peers and adults in the second language. During this period, children often choose not to speak, and they may isolate themselves as they take on the role of a spectator or observer. In "safe" environments (such as solitary play), some children may rehearse new words they have heard. For example, although Ms. Corinne might interpret Janelle's tendency to keep to herself as problematic, Janelle might be watching classmates and adults and attempting to figure out how to communicate.

Additionally, some children use cognitive and social strategies to acquire a new language. One strategy used by children acquiring a new language is "pretending" to understand interactions or activities, such as large group play, when in fact they do not clearly grasp what is going on. In such situations, children may have difficulty or may be inconsistent in responding to directions given by their peers or adults.

What Can I Do?

Teachers and other caregivers should understand the process by which children learn language, whether it is their home language or a new language. It is also important that early childhood educators and other professionals gather information from a variety of sources to ensure that they have a complete picture of a child's skill development. Teachers and other caregivers can learn from families not only about their children but also about the families' cultural, ethnic, and linguistic backgrounds. With this understanding, caregivers will not only be able to distinguish between a challenging behavior and behaviors associated with second-language acquisition, but they also will be able to effectively support children's overall development.

Teachers and caregivers will want to individualize instruction, because even two children from the same culture might show different patterns in learning English as a second language based on factors such as experience and personality.

It is critical that early childhood settings provide a supportive and safe environment in which children can use their home language and learn a new language. Teachers can develop a systematic plan to promote meaningful participation and inclusion of second-language learners in routines and activities in the classroom. To help young second-language learners, teachers and other caregivers can build upon what the children know and engage them in situations that at the beginning may not require them to give specific responses (e.g., low-demand situations). For example, Ms. Corinne might begin trying to get Janelle more involved in large group activities by having Janelle help carry materials such as books, name cards, and musical instruments to circle time. Language strategies such as pairing new words with gestures, pictures, and cues; commenting on things a child does; expanding and extending upon children's words; and repeating what children say have been found to be effective in young children's successful acquisition of a new language.

Thus, collaborating with families and other professionals, creating a supportive early childhood environment, and using evidence-based language strategies are key ingredients to helping teachers and other caregivers work effectively with second-language learners. Not only will using these strategies help in distinguishing between a challenging behavior and behaviors associated with second-language acquisition, but they will enable adults to effectively support children's overall development.

> Some behaviors common among children beginning to acquire another language that may be misinterpreted as challenging behaviors include not talking, difficulty following directions, difficulty expressing ideas and feelings, and difficulty responding to questions consistently.

Explaining BICS and CALP

Haynes, J. (2007). *Explaining BICS and CALP*

Classroom teachers need to understand the difference between social language and academic language acquisition. Here is a simple description of BICS and CALP as theorized by Jim Cummins.

Basic Interpersonal Communication Skills

Experts such as Jim Cummins differentiate between social and academic language acquisition. Basic Interpersonal Communication Skills (BICS) are language skills needed in social situations. It is the day-to-day language needed to interact socially with other people. English language learners (ELLs) employ BIC skills when they are on the playground, in the lunch room, on the school bus, at parties, playing sports and talking on the telephone. Social interactions are usually context embedded. They occur in a meaningful social context. They are not very demanding cognitively. The language required is not specialized. These language skills usually develop within six months to two years after arrival in the U.S.
Problems arise when teachers and administrators think that a child is proficient in a language when they demonstrate good social English.

Cognitive Academic Language Proficiency

CALP refers to formal academic learning. This includes listening, speaking, reading, and writing about subject area content material. This level of language learning is essential for students to succeed in school. Students need time and support to become proficient in academic areas. This usually takes from five to seven years. Recent research (Thomas & Collier, 1995) has shown that if a child has no prior schooling or has no support in native language development, it may take seven to ten years for ELLs to catch up to their peers.

Academic language acquisition isn't just the understanding of content area vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. Academic language tasks are context reduced. Information is read from a textbook or presented by the teacher. As a student gets older the context of academic tasks becomes more and more reduced.
The language also becomes more cognitively demanding. New ideas, concepts and language are presented to the students at the same time.

Jim Cummins also advances the theory that there is a common underlying proficiency (CUP) between two languages. Skills, ideas and concepts students learn in their first language will be transferred to the second language.

Oral Language The Education Alliance, 2006

Considerations for ELLs

Oral language provides the foundation for literacy development. English language learners (ELLs) need daily opportunities to learn and practice oral English in order for their literacy skills to flourish. ELLs learn English primarily by listening to language in use around them, while using context to figure out what the spoken words mean. This language serves as the input or data that learners internalize and use to express their own meanings in their interactions with others.

It is important to consider that many ELLs go through a "silent period," during which they listen and observe more than they speak. ELLs may speak at first in single words or short phrases. They may speak fluently when using greetings and other basic phrases in routine interpersonal situations, but speak haltingly when constructing English sentences to express more complex ideas. Effective teachers are aware that ELLs who are quiet in class may be hard at work listening and comprehending. Teachers also know that ELLs may take longer to answer a question or volunteer a comment, because they need more time to process meaning and formulate an appropriate response.

ELLs' speech may be ungrammatical, reflecting their lack of experience with English word order, grammatical patterns, or word endings. Their speech may be "accented," reflecting lack of experience with English sounds, rhythms, and stress patterns. As a result, ELLs may feel self-conscious about speaking, especially in large groups. Criticism, ridicule, and public correction exacerbate these anxieties. ELLs are likely to be more comfortable speaking in small groups.

ELLs may over-use high frequency words like *nice* or *go* until they acquire a larger repertoire of more differentiated words, such as *beautiful, happy, entertaining, kind, generous* or *leave, depart, travel, journey, race, hike, skip*. While young ELLs naturally acquire the language of play and daily life from social interaction with other students and adults, ELLs require explicit instruction and modeling of the more formal language used in academic settings to talk about reading and writing. In addition, as they listen to literature that is read aloud, ELLs become familiar with its language (e.g., "Once upon a time . . . " and ". . . happily ever after") and its structure (introduction of characters, setting, problem, and solution), which are important prerequisites for reading.

With time and lots of opportunities to listen, observe, participate, and interact, ELLs progress in understanding and are able to produce language that is increasingly complete, complex, and grammatical. This is similar to the natural way that most young children learn the languages spoken by their families at home – in the context of activities and relationships.

In some cultures, discussion and story telling are filled with personal anecdotes that are implicitly rather than explicitly connected to the topic. Teachers may sometimes perceive such narratives as rambling or confused. Effective teachers strive to understand such cultural differences and respect them, while at the same time helping children add more sequential and topic centered styles to their repertoire.

Conferences about writing and other opportunities for one-on-one conversations with a teacher provide great support for the development of topic-centered narrative styles for use in academic contexts. In addition, use of their native language can provide ELLs with much-needed clarification, explanation, and self-expression as they go through the difficult process of learning to speak, read, and write in English.

Strategies
1. Teachers include listening as an integral part of reading and writing instruction.
2. Teachers employ a variety of effective strategies that involve students as active and engaged listeners.
3. Teachers guide students to identify literary elements as they read aloud, listen to, and discuss books together.
4. Teachers help students understand and make connections to their reading through social interactions in which students listen to and build upon each other's responses to the text.
5. Teachers provide opportunities for students to discuss insights from their reading with each other.
6. Teachers model and explain text-to-self, text-to-text, and text-to-world connections for their students.
7. Teachers include daily sharing as an important activity in their classrooms.
8. Teachers provide ample opportunities for students to talk about familiar topics and then demonstrate to students how talking better enables them to write.
9. Teachers have regular conversations with individual students about their writing, thereby enabling students to improve the quality of their work.
10. Teachers model how to verbalize understandings and questions about readings and then provide opportunities for students to practice these comprehension strategies.

1. Teachers include listening as an integral part of reading and writing instruction.

Teachers' talk is a primary source of information and language input for ELLs. It not only conveys ideas about the topics being discussed but models how to use language, serving as the input or data which learners internalize and use to express their own meanings. The qualities of the teacher's talk are of great importance. Effective teachers often adapt their speech to facilitate language learning. These adaptations may include speaking slowly, using short sentences, paraphrasing the same message several different ways, and explaining word meanings. Teachers also use gestures, pictures, and props to make the meaning more clear.

ELLs learn from listening to read-alouds, songs, poems, and chants. Listening to the sounds, rhymes, and rhythms of English provides ELLs with the auditory experiences they need to pronounce and read English. Beginning ELLs benefit greatly from listening to read-alouds of picture books. Effective teachers use the illustrations to develop vocabulary and to make story meaning clear.

Many ELLs go through a "silent period," during which they listen and observe more than they speak. During this silent period, ELLs benefit from opportunities to participate and interact with others in activities that use gesture, physical movement, art, experiential activities, and single words or short phrases. Effective teachers are aware that ELLs who are quiet in class may be hard at work listening and comprehending. ELLs may take longer to answer a question or volunteer a comment because they need more time to process the meaning and to formulate an appropriate response.

Effective teachers monitor students' listening comprehension. This can be especially useful when English language learners (ELLs) are in their "silent period," during which they listen and observe more than they speak.

Effective teachers say things like:

> Show me the dog.
>
> Show me the doghouse.
>
> Point to the clouds in the sky.
>
> Where is the mouse in the picture?
>
> In the story Annie is very sad. Show me a sad face.
>
> At the end of the story they all shook hands.
>
> Victor, shake hands with Tommy now.
>
> Look, everybody, Victor and Tommy are shaking hands, just like the people in the story.

As ELLs become more proficient in English, teachers begin to read from chapter books and other age-appropriate materials. In this way, they continue to build and monitor students' vocabulary development and listening comprehension.

Effective teachers say things like:

> We heard that the witch was very wicked.
>
> What's another word for wicked?
>
> What does wicked mean?
>
> The witch was not nice at all. She was very . . .
>
> Would you rather have a teacher who is kind or a teacher who is wicked?
>
> I read that the boy lived in a log cabin in the forest.
>
> Is a cabin a big house or a little house?
>
> Was the cabin made of wood or of plastic?
>
> What's the word that means little pieces of a tree?

To foster reading comprehension, teachers model how readers make explicit comparisons between the text and their own lives.

Effective teachers say things like:

> In the story, Annie is very sad because her dog is lost.
>
> That makes me think about my dog.
>
> It makes me sad to think about my dog getting lost.
>
> Who else here has a dog?
>
> Did your dog ever get lost?
>
> Did you ever lose something or somebody else?

> Did you feel sad like Annie?
>
> Are there other things that make you sad?

2. Teachers employ a variety of effective strategies that involve students as active and engaged listeners.

Explicit instruction in listening comprehension strategies is extremely beneficial for English language learners (ELLs). However, beginners in English and those who have not yet learned to read in their primary languages will need more modeling and repeated, explicit explanations of the strategies in order to understand and use them.

Effective teachers use, explain, demonstrate, and revisit strategies throughout the school year. Students who may not be ready to understand the explanations of a strategy in October or November may be able to understand and use the strategy when it is explained and modeled again in February.

Limited English proficiency is not the only reason that ELLs may have difficulty understanding a story. Many stories are difficult for ELLs to understand because the stories contain references to American culture, history, and customs--background knowledge that an ELL may not yet have absorbed.

ELLs learn strategies best when teachers provide explicit instruction and modeling. For example, teachers prepare students to use the strategy of predicting what may happen next in a story.

Effective teachers say things like:

> I think Annie is going to find her cat.
>
> I predict she will find her cat.
>
> That's what I think is going to happen next.
>
> That's what I predict.
>
> *Predict* means what I think will happen.
>
> What do you predict?
>
> What do you think is going to happen next in the story?
>
> Say, "I predict . . . " and then say what you think will happen.
>
> Do you think that the girl in the story did a good thing or a bad thing?
>
> When you tell me what you think, you need to explain why you think it was good or bad.
>
> If you think it was good, say, "I think what she did was good because . . . "
>
> If you think it was bad, say, "I think what she did was bad because . . . "

In addition, effective teachers recognize when the context or premise of a story may be unfamiliar to ELLs. Teachers preview the books they read aloud for cultural content that may require explanation before or during the reading. They try to help students make connections to their own experiences. They also select some books because they reflect students' cultures, homelands, languages, and experiences.

Effective teachers say things like:

> In the story, the boy's father tells him stories about when he was a little boy.
>
> Do any grown ups tell you about when they were little boys and girls?
>
> What do they tell you?
>
> This is a story from Puerto Rico, and it's about a character named Juan Bobo.
>
> What do you know about him? Can you tell us about Juan Bobo?

3. Teachers guide students to identify literary elements as they read aloud, listen to, and discuss books together.

Beginning English Language Learners (ELLs) and first-time readers need to have literary elements explained, reviewed, and restated. To illustrate literary elements, effective teachers use props to stimulate discussion. For example, they illustrate story structure with a paper folded in thirds labeled "beginning, middle, and end." They differentiate the concepts of character and setting using cutouts, color forms, or flannel board figures and backgrounds. During discussions about books, they review these literary elements in context. Effective teachers say things like:

> We just read *Annie and the Wild Animals*. Who was the main character?
>
> When we read *An Evening at Alfie's*, who was the main character?
>
> What about when we read *Alfie Gives a Hand*?
>
> The main character was Alfie again, but the setting was different.
>
> The two Alfie stories happened in different places.
>
> Where did they happen?
>
> The settings were different.
>
> Setting is the place where the story happens, and character is the person or the animal that the story is about.

4. Teachers help students understand and make connections to their reading through social interactions in which students listen to and build upon each other's responses to the text.

Participating in literature-based discussions provides English language learners (ELLs) with rich opportunities for learning. Beginning ELLs who are not confident speaking in a group can benefit from listening to the language of their peers and experiencing academic conversation. Listening to their classmates' questions and comments in English and/or in a shared primary language can support ELLs' efforts to comprehend difficult texts. ELLs who are reluctant to speak in large-group discussions may feel more comfortable in small groups. Conversation with classmates from diverse backgrounds provides cultural insights and information that can increase comprehension.

Effective teachers vary reading response activities to include art as another way for ELLs to demonstrate their comprehension and reactions. Students can listen and draw, make book posters, and act or pantomime a scene or an emotion. Both teachers and classmates can respond to these artworks, thereby providing ELLs with more language input.
They say things like:

> I see you drew the big elephant and the little mouse helping him.
>
> The elephant is bigger than the trees. The elephant and the mouse are talking.
>
> I like how you looked surprised when you were being the elephant.

In addition, effective teachers help ELLs discuss stories together by modeling phrases like these:

> I agree with what Kim said because . . .
>
> I don't agree. I think that . . .
>
> I want to know . . .
>
> I wonder if/why . . .
>
> Why do you think . . . ?
>
> What does . . . mean?

5. Teachers provide opportunities for students to discuss insights from their reading with each other.

Like all students, English language learners (ELLs) benefit from opportunities to participate in book discussions, interacting with teachers and peers. For many students, book-centered conversation may be a new experience, and they may be unsure of the expectations. They may not understand the differences between summarizing and retelling, recounting versus interpreting or critiquing, revealing the ending of a story or tantalizing their classmates by withholding it. Students may be unaware of conventions such as stating title, author, and topic; describing characters and setting; or explaining why they would or would not recommend the book to others. ELLs and other students may be nervous about engaging in this new type of talk in a large-group setting.

Having a student recall or retell a story can help a teacher assess the student's reading comprehension. However, a student's limited oral English proficiency or self-consciousness about speaking English may inhibit the student's performance and cause the teacher to underestimate the student's comprehension.

Teachers who speak the home languages of ELLs and who wish to assess students' English reading comprehension can use cross-linguistic approaches. Students can benefit from retelling an English story in their home language; conversely, students can read books in their home languages and benefit from reporting on the books orally in English. Research suggests that such cross-linguistic literacy activity promotes metalinguistic awareness.

Effective teachers help ELLs by modeling the task that children are expected to perform and by explicitly stating goals and expectations.

Examples of explicit language models are:

> Tell us the title of the book. Say, "The title of this book is . . . "

> Tell us who wrote the book. Say, "The author is . . . "

> Tell us where the story happens. Say, "It takes place . . . "

> Tell us if it's a true story or information book. Tell us, "This is a nonfiction book about . . ."

Teachers often let students practice, or even present, in pairs or teams. To support students' academic language development, teachers listen carefully to how students answer questions and then encourage students to clarify, elaborate, and be more precise.
Effective teachers say things like:

> So, your book was about horses.

> What did you learn about horses?

> What kinds of horses did the book tell you about?

> What did the book say about what horses eat?

> Let's look back and remember what other kinds of information about horses we have read.

> You told us that the characters in your book are Henry and Mudge.

> Is there one other character?

> Is there a grown-up character?

> You said that the setting of the story is Henry's backyard.

> Do you remember what season it is?

> How do we know what season it is?

> You drew a picture of Henry and a flower.

> Tell me about the flower. Is it important in this story?

> You said that Henry can't pick the flower. Did somebody tell him not to pick it?

> Tell me more about that.

6. Teachers model and explain text-to-self, text-to-text, and text-to-world connections for their students.
As with most students, when ELLs can see connections between reading and their own lives, their reading comprehension and engagement increase. However, it can be difficult for ELLs to find such connections if most books and materials represent mainstream culture. Students who rarely find reflections of their own faces, lives, or histories in their books may begin to feel alienated from those books and from school.
While teachers help students identify with universal themes in books, such as rejection in *The Ugly Duckling*, they also make sure to study some books that reflect diverse experiences and cultural backgrounds. By studying fiction and nonfiction narratives that reflect experiences of ethnic communities, such as *Lion Dancer: Ernie Wan's Chinese New Year* (Waters, Slovenz-Low, & Cooper, 1991) and *My Little Island* (Lessac, 1995), ELLs see that others share their experiences of having relatives and roots elsewhere. Effective teachers hold discussions that draw out the students' culturally specific relationships to such texts.
Teachers say things like:

> Have any of you ever seen the New Year's Parade in Chinatown?

> Have any of you been to a place that looks like the island in the picture?

It is also important to highlight the broader connections that other students can make.
Effective teachers say things like:

> Have you ever been in a show or an important parade?
>
> How did you feel?
>
> Do you have relatives who live far away?

In a similar vein, informational texts on familiar subjects, such as food in *Everyone Eats Rice* (Powell, 1997), build upon students' experiences and reduce any feelings of marginalization.

7. Teachers include daily sharing as an important activity in their classrooms.

Cultural factors influence the style of oral language. People from diverse cultures differ in what they tell and how they tell it. Because of language structure and tradition, English speakers tend to center on a topic, present information in a sequential order, and tell linear stories using cause and effect; however, not all cultural groups organize their communications this way. When students from culturally diverse backgrounds share stories in English, teachers sometimes perceive these narratives as rambling or disorganized. Yet, adult members of the students' own communities judge these narratives as well-structured. While it is the responsibility of the school to teach socially valued and academic ways of speaking, effective teachers avoid judging narratives that spring from diverse cultures as evidence of poor thinking skills.

It is important to understand that limited English proficiency and culturally diverse styles of narration influence how students share stories and experiences in class. Effective teachers welcome all students' contributions to class conversations, but also provide guidance in the narrative styles for which students will be held accountable.

Teachers say things like:

> It sounds like you had so much fun when your cousins visited.
>
> I can tell that you really enjoy them.
>
> I want to make sure I hear about all the places you took them, so let's make a list:
>
> What day did they arrive?
>
> How long did they stay?
>
> Okay, I'll write down Saturday, Sunday, and
>
> Monday.
>
> Let's write down the things you did on each day.

8. Teachers provide ample opportunities for students to talk about familiar topics and then demonstrate to students how talking better enables them to write.

The connection between speaking and writing is an especially important one for ELLs. By observing and participating in the teacher's composing processes, ELLs gain insight into many aspects of writing. Students learn that writing may begin with the intention to interact, inform, inquire, amuse, remember, persuade, or celebrate. They realize that words can be broken into sounds that are represented by letters. They notice that the teacher doesn't always try to "sound out" words but sometimes just remembers them or consults the word wall. They see how the teacher thinks about her title as a way to focus her writing. They hear the teacher consider how to begin with an attention-grabbing sentence, and they learn that the teacher is always thinking about what will interest and inform the audience. In this way, they discover the logic behind capitalization, punctuation, and paragraphing.

Finally, ELLs are privy to the teacher's self-evaluation. The teacher might say:

> Let's look at my story.
>
> Did I tell you what my favorite place is?
>
> Did I tell you why I like it there?
>
> Did I tell you what I do there?
>
> Do I have details?
>
> Did I write a conclusion? Oops. I forgot the conclusion.
>
> Where should my conclusion go? What should I say?

Gradually, students understand that if you can say it you can write it.

Sometimes teachers use the Language Experience Approach to scaffold the transformation of oral language into written language. For this strategy, teachers ask students to tell a story about a drawing or experience and then transcribe the story. Students read and reread

the story aloud. The teacher cuts the story apart into sentence strips and word cards for students to scramble and put back in order. After students can competently put the sentences and words in the correct order, the teacher prepares a version with selected words replaced by blanks for students to fill in, or students recopy the complete story.

Another scaffolding strategy is to hold a group discussion on a familiar topic such as favorite weekend activities.

Effective teachers say things like:

> On Saturdays and Sundays, I like to walk my dog with my son.
>
> On Saturdays and Sundays, I like to go have coffee with my mother.
>
> On weekends, I like to go shopping with my sister.
>
> What do you like to do on Saturday and Sunday?

Then teachers write a model sentence and list the students' oral contributions on chart paper, such as:

On weekends I like to_____ with _____.

The list for the first blank might include activities such as:

play outside
play baseball
go to the movies
watch TV
play video games
eat at a restaurant
visit my grandpa

The following words might be part of a list for the second blank:

my dog
my friends
Fred and Kenny
my sister
my neighbors
my mom and dad

Beginning ELLs may need to repeat the sentence pattern and the listed items after the teacher says them in order to match the spoken and written words. Using the chart as a model, students write about their own weekend favorites. Students read their final stories to the class for feedback and discussion. They can illustrate the stories and display them in the classroom. Finally, the stories can even provide the basis for a guessing game.

9. Teachers have regular conversations with individual students about their writing, thereby enabling students to improve the quality of their work.

Teacher-student writing conferences provide excellent opportunities for ELLs to interact one-on-one with the teacher. Not only do students receive individualized attention, but also they are able to speak in a setting that does not present competition from more verbally proficient classmates. Conferences provide teachers with a unique opportunity to learn more about each student and to strengthen the teacher-student relationship.

In conferences, teachers are responsive to the individual student's needs and interests. Teachers adjust their language to the student's comprehension level. During conferences, teachers respond to what students have written and drawn, and they ask clarifying questions to improve the quality of the students' speaking and writing. Beginning ELLs who are not yet writing may come to the conference with a drawing that the teacher can respond to verbally and in print.

Effective teachers say things like:

> I like your picture. You used so many colors!
>
> Tell me about the people you drew.
>
> Is this your family?
>
> Who is this?
>
> You wrote that your sister's dress was nice, I want to know more about it.
>
> Tell me the color.
>
> Was it a long dress or a short dress? [Teacher gestures.]
>
> You said that your cousin got mad but you didn't explain why.

What happened that made your cousin angry?

Did something happen?

10. Teachers model how to verbalize understandings and questions about readings and then provide opportunities for students to practice these comprehension strategies.

ELLs spend a great part of their time and energy trying to understand the oral and written English that surrounds them. ELLs benefit from learning how to ask themselves and other people questions that focus on finding and clarifying the information they need. Helpful strategies for ELLs include: rereading, skimming, scanning, and consulting resources to obtain clarification. Explicit modeling and instruction helps students to monitor their comprehension by verbalizing their understandings and pinpointing areas of confusion or missing information. Beginners in English and those who have not yet learned to read in their primary languages will need more modeling and clear explanations of the strategies in order to understand and use them.

Teachers of ELLs keep in mind that limited English word knowledge is an important, but not the only, reason that ELLs may have difficulty understanding what they read. Many stories are difficult for ELLs to understand because the authors have written for an audience that shares background knowledge of American culture, history, and customs.

Effective teachers use, explain, demonstrate, and revisit comprehension strategies throughout the school year. Students who may not be ready to understand a strategy early in the school year may be able to understand and use the strategy when it is explained and modeled again a few months later.

To engage students in their reading, teachers model and explain questioning strategies that send students back to the text to look for story elements such as character (Who?), setting (Where? When?), and problem (What's the matter?). For informational text comprehension, teachers model graphic organizers appropriate to the subject matter, such as the one on the next page.

LANGUAGE DEVELOPMENT LEVELS:
SAMPLE BEHAVIORS IN THE CLASSROOM

Level	Sample Student Behaviors	Sample Teacher Behaviors	Questioning Techniques
Level 1: Starting	• Actively listens. • Understands pictorial, graphic or nonverbal representation of language and commands. • Knows high-frequency words and memorized chunks of language. • Begins to use one word utterances and short utterances. • Uses language to communicate with others around basic concrete needs.	• Provides welcoming atmosphere. • Uses gestures, repetition and pictorials, graphics and realia. • Focuses language on conveying meaning and vocabulary development.	• Point to… • Find the… • Put the _____ next to the ___. • Do you have the ___? • Is this a_____? • Who wants the_____? • Who has the ___? • Yes/no (Is it cold today?) • Either/or (Is this a pen or a pencil?) • One word response (What ___ am I holding in my hand?) • General questions that encourage lists of words (Which animals do you see in this picture?) • Two-word response (Where did he go? To work)
Level 2: Emerging	• Uses language to draw on simple and routine experiences to communicate with others. • Understands high-frequency and some general academic vocabulary and expressions. • Uses phrases or short sentences in oral or written communication. • May make errors that impede the meaning of the communication.	• Provides an atmosphere that allows "rough draft" talk and low-anxiety. • Provides many opportunities for students to "speak" (oral, written, pictorial, movement). • Provides opportunities for pair work and small group work. • Models Standard English grammar and pronunciation.	• Tell me about…. • Talk about…. • Describe… • Share… • What else?
Level 3: Developing	• Uses language to communicate with others on familiar matters regularly encountered. • Uses general and some specialized academic vocabulary and expressions. • Uses expanded sentences in oral and written communication. • May make errors that may impede the communication but still retain much of its meaning.	• Focuses content on key concepts. • Provides frequent comprehension checks. • Uses performance-based assessment. • Uses expanded vocabulary. • Asks open-ended questions that stimulate language production.	• Why? • How? • How is _____ like _____? • Tell me about…. • Talk about…. • Describe… • How would you change ___?
Level 4: Expanding	• Uses language in both concrete and abstract situations and apply language to new experiences. • Uses specialized and some technical academic vocabulary and expressions. • Uses and understands a variety of sentence lengths of varying linguistic complexity in oral and written communication. • May make minimal errors that do not impede the overall meaning of the communication.	• Fosters conceptual development and expanded literacy through content. May use adapted and abridged materials comparable to grade level content. • Gives formative feedback on written English language production with the intent of helping students monitor their progress towards Standard English production.	• How do you think this story will end? • What is the story mainly about? • What is your opinion on this matter? • Describe/compare… • What would happen if… • Which do you prefer, and why?

Level 5: Bridging	• Understands a wider range of longer oral and written texts and recognize implicit meaning. • Uses and understands technical academic vocabulary and expressions. • Uses and understands a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse. • Uses and understands oral or written language approaching comparability to that of English proficient peers.	• Fosters conceptual development and expanded literacy through grade level content. • Gives formative feedback on written English language production with the intent of helping students use complex tenses and sentence structures, and academic vocabulary.	• What would you recommend/suggest? • Drawing on various sources, make and argument for… • Analyze… • Create… • Summarize… • Paraphrase • Critique… • Evaluate…

LANGUAGE DIFFERENCE vs. COMMUNICATIVE DISORDER

The challenge is: Does the student exhibit a communicative/language difference or possible communication disorder?
- Speech and language **differences** are usually observed among ELLs. Differences are observed in sentence structure, sound production, vocabulary, and pragmatic use of language.
- Students from other countries and cultures may have had limited exposure to language or limited opportunities for language enrichment.

Articulation Differences
- Children learning English as a second language often pronounce English words differently than monolingual English speakers. Phonological differences that reflect the individual's limited proficiency in English should not be viewed as a disorder.
- Typical substitutions: sh/ch, t/th (voiceless), d/th (voiced), s/z. There are fewer consonants and vowel sounds in Spanish than in English.
- In English most consonants can occur at the end of words, the only consonants at the end of Spanish words are N (camión), L (mal), R (par), S (jamás), and D (sed).

Language Differences
- Individuals learning a second language must acquire a whole series of phonemic contrasts that do not exist in the native language.
- This may include dialects which should not be considered a disorder.
- Grammatical errors in the second language that are similar to those observed among first language learners are to be expected and must not be viewed as evidence of a disorder.
  Ex.- Inappropriate usage of masculine and feminine pronouns, omission of morphological markers (plural -s, past tense –ed, etc.).
- In Creole, the plural is not formed by adding "s". The noun remains unchanged and is followed by a plural marker.
- Shifting from one language to another within an utterance is not necessarily an indicator of a disorder.
- Evaluate the child's *progress* in acquiring a system of rules for the construction of sentences.

Differences and similarities between first and second-language learning
- Similarities between first and second language learning are especially evident when the two languages are learned simultaneously.
- Some researchers have stated that bilingual language development is 4-5 months behind monolingual. These children have more to acquire and differentiate than monolingual children.
- The student's first language plays an important role in learning English as a second language. If the first language is developed, it provides the foundation for the second language. Transfer occurs between the languages.
- Linguistic interference may occur when learning a second language: Ex. - The house big.

Language is learned through exposure, experience and is effortless. If the student's background is different from the mainstream society they may stand out as being "different." If the professional does not consider the above, a misdiagnosis may occur.

Assessment of English Language Learners must differentiate communicative differences that are atypical from disordered.

A communicative disorder may be present when:
- speaking behavior is defective to such an extent that it interferes with one's ability to convey a message clearly and effectively during interactions with community members who speak the same language.
- a student has a disability affecting his or her underlying ability to learn language.

Articulation Disorders
An articulation disorder is present when the child demonstrates deficits in the production of the speech sounds of the language. English Language Learners who demonstrate difficulties in the pronunciation of English words should be considered to have articulation disorders only if evidence of delayed or disorder phonological development is identified in their first language.

Language Disorders
Factors to consider when assessing ELL children for **possible** language disorders:

1. The ELL's language performance should be compared to that of other bilingual speakers who have had similar cultural and linguistic experiences. Language performance of even English dominant children may fall below that of the monolingual child because they have had fewer opportunities to hear the English language.

2. Grammatical errors in the second language that are similar to those observed among first language learners are to be expected and must not be viewed as evidence of a disorder. Ex.- Inappropriate usage of masculine and feminine pronouns, omission of morphological markers (plural -s, past tense –ed, etc.). Evaluate the child's *progress* in acquiring a system of rules for the construction of sentences.

3. Language loss is a normal phenomenon when opportunities to hear and use the first language are withdrawn or minimized.

4. Shifting from one language to another within an utterance is not necessarily an indicator of a disorder.

*It is not a disability if the problem is only observed in the English language. Problems in communication should be evident in both English and primary language. A language disorder is a disability that affects the child's *ability to learn any language*. Exposure to two languages is not the cause of the disability. Bilingual children with language disorders will have difficulty learning English, Spanish or any other language.

Possible Indicators of Language/Learning Disability

1. Difficulty in learning language at a normal rate, even with special assistance in both languages.
2. Deficits in vocabulary.
3. Short mean length of utterance/response
4. Communication difficulties at home, interacting with peers, etc.
5. Auditory processing problems (poor memory, comprehension, etc).
6. Lack of organization, sequencing skills.
7. Slow academic achievement and development.
8. General disorganization and confusion.
9. Difficulty paying attention.
10. Need for frequent repetition and prompts.
11. Difficulty using appropriate grammar and sentence structure.
12. Difficulty using the precise vocabulary (stuff, thing, you know, etc).
13. Inappropriate social language use (interrupts frequently, can't stay on topic, take turns, etc).
14. Overall communication skills are substantially poorer than those of peers.

SHELTERED INSTRUCTION AND THE SIOP MODEL

The SIOP Institute. (2008). *Sheltered instruction and the SIOP model*. Retrieved from http://www.siopinstitute.net/

Sheltered instruction (SI) is an approach to teaching that extends the time students have for receiving English language support while they learn content subjects. SI classrooms, which may include a mix of native English speakers and English learners or only ELs, integrate language and content while infusing socio-cultural awareness. Teachers scaffold instruction to aid student comprehension of content topics and objectives by adjusting their speech and instructional tasks, and by providing appropriate background information and experiences. The ultimate goal is accessibility for ELs to grade-level content standards and concepts while they continue to improve their English language proficiency. SI has become a preferred instructional approach for teaching English learners, especially at the secondary level, as schools must prepare students to achieve high academic standards and to demonstrate English proficiency on high-stakes tests.

The Sheltered Instruction Observation Protocol (SIOP®) Model (Echevarria, Vogt & Short, 2000) was developed to provide teachers with a well articulated, practical model of sheltered instruction. The SIOP Model is comprised of 30 features organized into eight components. Its effectiveness was validated by a research study conducted through Guarino, et al (2001), who determined that it was a highly reliable and valid measure of sheltered instruction.

Although sheltered instruction is widely advocated as an effective instructional strategy for English learners, few research tools allow for the assessment of an effective sheltered lesson. The SIOP Model provides the assessment piece through the observation protocol. The items included in SIOP drew upon the knowledge and experience of professionals working in SI and the research literature. Potential items were narrowed to the final features through field-testing (Short & Echevarria, 1999).

MAKING CONTENT COMPREHENSIBLE: THE SIOP MODEL

Key Components – Teaching language and content effectively:

1. Preparation:
☐ Clearly define content objectives
☐ Write on the board
☐ State orally
☐ Clearly define language objectives
☐ Write on the board
☐ State orally
☐ Choose content concepts for age appropriateness and "fit" with educational background of students
☐ Use supplementary materials to make lessons clear and meaningful
☐ Adapt content to all levels of student proficiency—use graphic organizers, study guides, taped texts, jigsaw reading…
☐ Provide meaningful and authentic activities that integrate lesson concepts with language practice opportunities—surveys, letter writing, making models, plays, games…

2. Building Background:
☐ Explicitly link concepts to students' background experience
☐ Make clear links between students' past learning and new concepts
☐ Emphasize key vocabulary

3. Comprehensible Input:
☐ Speak appropriately to accommodate students' proficiency level
☐ Clearly explain academic tasks
☐ Use a variety of techniques to make content concepts clear--modeling, hands-on
materials, visuals, demos, gestures, film clips…

4. Strategies:
☐ Provide ample opportunities for students to use strategies--GIST, SQP2R, Reciprocal Teaching, mnemonics, 12 minute research paper, 2 column notes, repeated readings, etc.
☐ Consistently use scaffolding techniques throughout lesson --think-alouds, paraphrasing, partnering…
☐ Employ a variety of question types—use
Question Cube, Thinking Cube, Bloom's Taxonomy…

5. Interaction:
☐ Provide frequent opportunities for interaction and discussion—Supplies much needed "oral rehearsal"
☐ Group students to support language and content objectives—use at least 2 different structures during a lesson—pairs, triads, teams, varied by language proficiency or interest
☐ Consistently afford sufficient wait time—let other students write down answers while waiting for one student to respond

☐ Give ample opportunities for clarification for concepts in L1—use bilingual paraprofessionals, native language materials, notes by students…

6. Practice/Application:
☐ Supply lots of hands-on materials
☐ Provide activities for students to apply content/language knowledge— discussing and doing make abstract concepts concrete; allow students to work in partners before working alone
☐ Integrate all language skills into each lesson--listening, speaking, reading, writing

7. Lesson Delivery:
☐ Clearly support content objectives—
objectives apparent throughout lesson; no "bird-walks"
☐ Clearly support language objectives— students given ample opportunities to "show off" their language capabilities in speaking, reading, writing
☐ Engage students 90-100% of the lesson—less "teacher talk", no "down-time", students are actively working in whole groups, small groups, individually…
☐ Appropriately pace the lesson to students' ability level

8. Review/Assessment:
☐ Provide comprehensive review of key vocabulary—teach, review, assess, teach…; use word study books, Content Word Wall, …
☐ Supply comprehensive review of key content concepts—review content directly related to objectives throughout lesson; use graphic organizers as review
☐ Regularly give feedback to students on their output--clarify, discuss, correct responses
☐ Conduct assessment of student comprehension and learning—use a variety of quick reviews: thumbs up-down, numbered wheels, small dry erase boards; include student self-assessment…

Making Content Comprehensible

1. Lesson Preparation

Adaptation of Content:
☐ Make texts accessible to all students without "watering down " texts
☐ Use before, during, and after reading or writing

▪ **Graphic Organizers:**
--Schematic visuals that assist students to grasp the "wholeness and parts" of a concept. Use to supplement written or spoken words
--Before reading or writing: guides and supplements to build background for difficult or dense text and helps organize writing
--During reading: focuses students' attention and makes connections, helps with taking notes and understanding text structure
--After reading or writing: assists in recording personal understandings and responses; double-checks organization

Examples: "I Wonder", Venn Diagrams Timelines, Discussion webs, Thinking maps…

Tip: With English Language Learners, it is helpful to actually construct the graphic organizer in front of the students on chart paper or transparency for deep understanding.

▪ **Outlines:**
Teacher prepared outlines that help students take notes in an organized manner
Tip: **T-charts** are useful outlines to begin organizing

Tip: Some students need picture support, or to see the completed outline first

▪ **Highlighted text:**
For newcomers: **highlight** (using blue highlighter) **key concepts**, important vocabulary, and summary statements in students' textbooks. Newcomers only read highlighted sections. This reduces stress yet maintains key concepts.

▪ **Marginal notes:**
Like highlighted text, teacher notes in the margins of a newcomer's textbook assist in focusing attention on important ideas, key concepts, key words and their definitions, or draw attention to important supporting facts for "why" or "how". The Teacher's Edition marginal notes may help in choosing key facts, etc. Parent volunteers could assist in putting in marginal notes in multiple textbooks. If you didn't want to write in actual student textbooks, you could use **sticky notes that are removable**.

▪ **Taped Text:**
Teacher, paraprofessional, or older student tapes textbook for newcomers. This allows for **multiple exposures** to text and should improve reading and understanding. Students can take home text and tape for homework.

▪ **Adapted Text:**
Sometimes it is necessary to rewrite dense text in order for English Language Learners to comprehend a content.

Short, simpler sentences are easier for newcomers to understand. The format should follow a topic sentence followed by several supporting detail sentences. All sentences need to be relevant to the content. Maintaining a **consistent format** affords easier reading and more connections to prior knowledge.

▪ **Jigsaw text reading:**
One or two members of each cooperative team are chosen by the teacher to form an "expert" team. Each "expert team" is responsible for one section of assigned text. Text sections are read aloud in the "expert team", discussed and reviewed for essential information, key vocabulary, and better collective understanding. When clear understanding is reached, "expert team" members return to their original cooperative teams to teach their teammates—

demonstrating **peer-modeling**. English Language Learners benefit from this system because they are learning from others while not burdened with reading the longer text.

▪ **Leveled study guides:**
Teacher composes guides to accompany students' textbook – may include:
Summary of text—Questions--Statements of learning
Teacher can designate questions for different levels by marking with * (easiest), ** (moderately challenging, and *** (most challenging)

Supplementary Materials: Sources
☺ Hands-on manipulatives and realia—connects abstract concepts with concrete experiences and student's own life
☺ Pictures, Photos, Visuals: provide visual support to harder concepts. Helps relate to prior knowledge and oral presentations. Include models, charts, overheads, maps, timelines as you are presenting concepts
☺ Multimedia: film clips, songs and chants, posters, computer games, etc.--related to concept solidify key concepts into the deep memory
☺ Demonstrations: Model step-by-step completion of tasks, or model language to use with presentations. This scaffolds and enhances learning
☺ Related Material: Most Dearborn schools have a multitude of leveled books—both fiction and non-fiction that supplement science and social studies themes. Check your school's resource room for materials.

2. Building Background
☐ There is a strong correlation between vocabulary knowledge and
student achievement.
☐ Select fewer key terms to focus on
☐ **Explicitly teach "school language"—***ex. Identify, compare ,summarize, define…*
A. Contextualizing Key Vocabulary:
Review the content and select key terms that are critical to understanding the lesson's most important concepts. The teacher
▪ Introduces and defines terms simply and concretely
▪ Demonstrates how terms are used in context
▪ Explains use of synonyms, or cognates to convey meaning

B. Vocabulary Self-Selection:
After reading a content text, students self select vocabulary they think is essential to the understanding the content concepts.
▪ Words are selected by individuals, partners, or teams
▪ Shared, discussed, and agreed upon by whole class
▪ Empowers students in choosing the most appropriate key vocabulary

C. Personal Dictionaries:
Personal dictionaries are created as an individual vocabulary and spelling resource for students.

▪ Students read text in partners or teams and select unknown words
▪ Teacher works with teams to review each student's personal dictionary and providing clarifications where needed
▪ Words can be arranged alphabetically, by concept, or structure

D. Content Word Wall:
This is a Content Word Wall specific to one content area, reserved for key vocabulary that relates to that content.
▪ Key words are displayed alphabetically
▪ Revisited frequently during lessons
▪ Students use words throughout unit of study
▪ Remove some words regularly in order to keep words displayed to a reasonable number
Ex: Social Studies Word Wall: ***Revolutionary War***
A Battle **C**onstitution **d**ecide
concede **D**eclaration
E flag **G H I**ndependence
J K liberty **M n**otify…

E. Concept Definition Map
A simple graphic system used to discuss complex concepts and clarify the meaning of a concept.
Ex: Concept Definition Map—*Revolution*
What is it?
What is it like?
What are some examples?

F. Cloze Sentences:
Used to teach and review content vocabulary **in context.**
▪ Teacher chooses a sentence that has a strong contextual support for the vocabulary focus word.
▪ Possible replacement words are brainstormed
▪ Teacher assists students in choosing correct word
Ex: During a _____ a group of people tries to overthrow an existing
government or social system. *(revolution)*

G. Word Sorts:
Students categorize words or phrases (previously introduced) and sorts them according to meaning, structure, word endings, or sounds. This reinforces word relationships, spelling, and word
structure.
Ex: Word Sort by endings—***American Revolution***
revolution tension representation
taxation passion plantation frustration mission participation vision solution

H. Word Generation:
This is a review of new content vocabulary through analogy. Students brainstorm words that contain a "chunk" of a word.
Ex*: Port* "to carry"—portable, export, transport, deport…

I. Visual Vocabulary:
English Language Learners benefit from a "picture" of a term added to a definition of the word. Use stick figures, a picture dictionary format, or a photograph.

J. Vocabulary through Songs:
Use the "Jim Walters Approach" –"Science Through Song CD" for teaching difficult concepts through a song format. Concepts and relationships are explained and remembered easier for some students through this multiple intelligence medium.

Overthrow of Government
Revolution
Can be violent
Often emotional
Usually political
May result in changed system
American Revolution French *Russian Revolution*
-tion -sion -tation

3. Comprehensible Input

Appropriate Speech:
☐ Use speech that is **appropriate to students' proficiency** level— slow down and enunciate where applicable
☐ **Avoid jargon** and idiomatic speech as much as possible

Explanation of Academic Tasks:
☐ Present instructions in **a step-by-step manner** and/or with demonstrations. Write oral directions on board—ask students tore-explain
☐ Use **peer-modeling**—Focus attention on one group that is functioning well on activity. Let those students explain step-by step instructions to whole class using an overhead transparency

Scaffolding: Use verbal and procedural scaffolding routinely:
▪ Verbal scaffolding: **Paraphrasing**—restating student's response to model correct English

Think-Alouds—saying out loud what you are doing as you try to use a strategy

Reinforcing contextual definitions—restating a term by giving a context or definition Ex. Aborigines, *the native people of Australia*, were being driven from their homes.
▪ Procedural scaffolding:
Explicit Teaching Modeling Practicing Applying
--Small group instruction with less experienced students practicing with experienced students
--Partnering students for practice
Questioning:
☐ Use a **variety of question types**: see "Thinking Cube" for examples.
☐ Use "Question Cube" to **promote students asking** a variety of questions: Who, What, When, Where, Why, How

Interaction:
☐ Effective classes are characterized by a variety of grouping structures
▪ **At least 2 different grouping structures** should be used during a lesson—partners, triads, teams, etc.
▪ **Vary group configurations from day-to-day** across the week to pique interest, and increase student involvement

Wait Time:
☐ Effective teachers wait 20 seconds or more for a student to respond—many English Language Learners need longer time to formulate answers.
☐ While waiting for a student to reply **other students can be writing down their response** then confirm with answer.

Clarifying Key Concepts in First Language:
☐ Allowing students to **confer with each other, teacher, or paraprofessional in their native language** about subject matter material provides needed support for true understanding of content while student is learning English

Application of Content and Language Knowledge:
☐ **Discussing and doing** make abstract concepts concrete, therefore projects, discussion teams, reports lend themselves to true comprehension
☐ Include **opportunities to practice English**—reporting out orally and in writing, working with teams or partners
Integration of Language Skills:
☐ Reading, writing, listening, and speaking are **mutually supportive and need to be developed in an integrated manner.** Practice in writing promotes development in reading.

Review of Key Vocabulary
☐ **Review of vocabulary** needs to include attention to **word structure** and sentence structure
☐ **Multiple exposures to new terminology** builds proficiency
▪ Use paraphrasing as review—provides context
▪ Use multiple modalities to remember words
▪ Have students use Individual Word Study Books for personal reference—grouping words by structure *(-tion, -sion, -tation…)*

Assessment of Lesson Objectives:
☐ Use a **variety of methods to elicit group responses**
▪ Thumbs up/ thumbs down—Used to obtain a quick summary of agree/disagree responses. "I don't know" response is indicated by a closed fist
▪ Number wheels or numbered fingers: Used to indicate responses to multiple-choice questions. Teacher puts possible responses on board or transparency, waits, then says "Show me!"
▪ Response boards: Use individual chalk boards or dry-erase boards for responses given in unison. Dollar stores or home improvement centers—bathroom tile board makes great dry erase boards!

4. Strategies

☐ **Discussing and doing make abstract concepts concrete**
☐ **Academic language learning is more effective with learning strategies**
Content teaching –One Approach (40-55 minutes):
• Do an **"I Wonder"** Brainstorming—(5 minutes) about book, topic, theme—should be in the form of questions (Who, what, when, what if, why…) or "I wonder if…"
• Do a **Preview and Predict strategy—15 minutes**:
1. 1 minute—Students individually preview text material, looking at illustrations, photos, bold print…
2. 3 minutes—With a partner, students write 3 things they think they will learn about from this text. Write in complete sentences, note form, or pictures, depending on students' language proficiency.
3. 4 minutes—Partners share their list with another pair of students and list is condensed and or expanded. Transfer final list to chart paper.
4. 3 minutes—4 person teams report out findings and post list.
5. 4 minutes-- Teacher reads first section of text (one page or less) while students follow along.
• Do **GIST summarizing strategy—7 minutes**:
1. 3 minutes--After reading a passage or section of text, teacher and students underline or pick out 10 words and concepts that are "most important" to understanding text.
2. 1 minute--Write 10 words on the board.
3. 3 minutes--Teacher and students write 1-2 summary statements using as many of the listed words as possible. Could be partner work. Post on board.
• 3 minutes--**Refer back to Preview Chart**. Read each statement, confirm if it is + or -, depending on reading selection. Erase or cross out statements that are not likely to relate to rest of reading selection, and add new predictions.
• 10 minutes--**Students continue with reading**, either in partners or small teams **and do GIST strategy within their team.** If the selection is too long, teams can jigsaw reading selection and share out their summary statements with whole group.
• **Refer back to "I Wonder" chart**—4 minutes. **Write down answers to questions** that were found in reading. If questions were not answered brainstorm where answers could be found and form Research Teams to explore other sources.
• **Represent new learning in some way**—6 minutes—by one of these:
--Use *Thinking Cube* to generate at least 6 higher order thinking questions about text.
Ex: Give a quote from the book that tells what matter is made of.
How many ways can matter change?
How can you measure matter?
--Make a *Word Splash* using the important words in this text.
--Construct a *graphic organizer* (T-list, Venn Diagram, etc.) depicting the highlights of reading selection.
--*Illustrate* new learning on a poster including appropriate captions and details.
--*Create a poem, chant, song, or play* demonstrating new learning.

--Do a **Graffiti Write** representing students' learning:
1. Each team has chart paper, each team member has a marker. A topic or question is posed. At the start signal each person writes a personal comment about the topic or question on the chart paper—*at the same time*. 2 minutes.
2. When time is called, teams rotate to next table, read comments and add their own—may be same topic/question or another question or focus. 2 minutes.
3. Rotate again, either to another table or back to own table. Post results.
• **Report Out** representations for class to enjoy or problem solve answers.

I wonder
Matter is everything.
A tree is matter.
A girl is matter.
Matter can change.
matter forms changes gas
solid living things liquid space
states of matter atoms
Matter can change. +
A rock is matter. +
Atoms are the largest part
of a thing. -
changes
smallest
atoms
Matter
living things gas
all

5. Interaction

Opportunities for Interaction:
☺ Learning is more effective when students have an opportunity to
participate fully—discussing ideas and information
☺ Effective teachers strive to provide a more balanced linguistic
exchange between themselves and their students—ELL students
need the practice in speaking!
☺ Interaction accesses the thought processes of another and solidifies one's own thinking
☺ Talking with others, either in pairs or small groups allows
for **oral rehearsal** of learning
▪ **Encouraging more elaborate responses:**
--going beyond "yes" and "no" answers—
"Tell me more about that"
"What do you mean by…"
"What else…"
"How do you know?"
"Why is that important?"
"What does that remind you of?"
or teacher restates student's answer—
"In other words…. Is that accurate?"

or teacher allows **wait time** for student to formulate answer or teacher calls on another student to extend classmate's response
▪ **Fostering student-student interaction:**
--Putting students in pairs, triads or small groups
--Types of activities that encourage "table talk":
Literature circles, think-pair-share, jigsaw readings debates, science or math experiments

Grouping Configurations:
☺ All students, including English Language Learners, benefit from instruction that frequently includes a variety of grouping configurations
☺ It is recommended that **at least 2 different grouping structures be used during a lesson**
▪ **Variety:**
⊡ **Whole class—**
To develop classroom community
To provide a shared experience for everyone
⊡ **Flexible small groups—**
To promote multiple perspectives
To encourage collaboration
⊡ **Partnering—**
To provide practice opportunities
To scaffold instruction
To give assistance before independent practice
▪ **Homogenous or Heterogeneous grouping**
⊡ By gender, language proficiency, language background, and/or ability
⊡ Variety maintains students' interest
⊡ Movement from whole class, to partners, to small group increases student involvement
⊡ Varying group structures increases the preferred mode of instruction for students
▪ **Cooperative Learning Activities:**
Information gap activities—Each student in a group has only one or two pieces of information needed to solve the puzzle or problem. Students must work together, sharing information while practicing their language, and using critical thinking skills.

Jigsaw—Jigsaw reading task by chunking text into manageable parts (1-2 pages). Number students in each group (1-4 or 5). All #1s read the first 2 pages, #2s read the second 2 pages, etc. These expert groups then discuss their reading and share ideas. The original groups reconvene, discuss the whole text and share their expertise. Students pool their information.

Numbered heads together—Similar to *Jigsaw* without forming expert groups. Each student works on one portion of assignment and then students share.

Four corners—Great activity to introduce a topic or chapter of study. Write one question or idea on each chart paper. Divide class into 4 groups, each group has a different color marker— students move to one corner chart paper and designated student begins writing their ideas on chart. Time activity 2-4

minutes. Students move clockwise to next corner, read responses and add their comments.

Roundtable—Use with open-ended questions, grammar practice. 4-5 students are grouped at tables, one sheet of paper, one pencil. Question or grammar point is given by teacher, students pass paper around table, each writing their own response. Teacher circulates room.

3 Step Interview—Students are paired. Each student listens to the other as they respond to a topic question. At the end of 3 minutes, each pair joins another pair of students and shares what their partners said. Good way to practice language.

Writing Headlines—Good way to practice summarizing an activity, story or project. Provide models of Headlines. Students work in pairs writing a headline for an activity. Pairs share out their headlines and class votes on most effective headline.

Send a Problem—One table team sends a question or problem to another table. Each table team solves or answers question and passes it back to original table. This is a good way to review for a test.

Wait Time:
▪ **Wait time varies by culture:** The average length of wait time in US classrooms is clearly not sufficient
--Effective teachers allow students to express their thoughts fully without interruption

TIP: Allow students to practice their answer with a partner before calling on them to speak out before the whole class.
TIP: Have more advanced students write down their responses while waiting, and then check their answers against the final answer.

Clarify Key Concepts in L1:
▪ Best practice indicates that ELLs benefit from opportunities to clarify concepts in their native language L1—
--Use bilingual paraprofessionals, teachers, peers as clarifiers for vocabulary, concepts, or procedures
--Use native language texts, dictionaries as tools to illuminate or illustrate topic

6. Practice and Application Hands-on Materials and/or Manipulatives for Practice:

☺ Students have a greater chance of mastering content concepts and skills when :
▪ given multiple opportunities to practice
▪ practice is in relevant, meaningful ways
▪ practice includes "hands-on " experiences
☺ Planning for hands-on practice:
▪ Divide content into meaningful short chunks
▪ Time for practice should be short—10-15 minutes
▪ New learning should have several short practices close together

▪ Older learning should be practices distributed further apart—review material periodically
▪ Give students immediate feedback on how well they have done
☺ ELL students need to **connect abstract concepts with concrete experiences**: Material can be organized, created (chart learning), counted, classified (concept mapping), stacked (index card review), rearranged, dismantled…

Application of Content and Language Knowledge:
☺ Abstract concepts and new information needs to be applied in a **personally relevant way--**
▪ Writing in a diary format through a character
▪ Making and Playing a game for content review (Jeopardy, Bingo, Wheel of Fortune…)
▪ Creating a semantic map
▪ Writing test questions to ask another student
▪ Teaching concepts to another student
☺ **Discussing and "doing"** make abstract concepts concrete.
▪ Clustering
▪ Making and using graphic organizers
▪ Solving problems in cooperative groups
▪ Engaging in discussion circles
▪ Partnering students in a project before independent work
☺ Opportunities for **social interaction** promote language development.
▪ Small group discussions
▪ Working with partners
▪ Reporting out information orally and in writing
☺ **Modeling correct English** after a student has made a pronunciation or grammar error can **gently but effectively** instill appropriate usage.
Integration of Language Skills:
☺ Reading, writing, listening, and speaking are **interrelated and integrated naturally**—we read when we write, we listen when we are talking with someone, etc.
☺ Most young children become grammatically competent in their home language by age 5—for ELL students, the teacher needs to **develop language skills in a holistic manner.**
☺ **Practice** in any one area (listening, speaking, reading, writing**) promotes development** in the others.
☺ Connections between abstract and concrete concepts are best accomplished **when all language processes**— reading, writing, listening, and speaking—**are incorporated during practice and application.**
What does a Classroom that Incorporates Listening, Speaking, Reading and Writing…
Does your classroom incorporate a variety of Listening, Speaking, Reading, and Writing activities during Practice and Application?

7. Lesson Delivery

Content Objectives:
☺ Content objectives must be **clearly supported** by lesson delivery:
▪ Should be **stated orally**

▪ Should be **written on board for all to see**—preferably in a designated space every time
▪ Purpose:
⊡ Reminds us of lesson focus
⊡ Provides a structure to classroom procedures—before, during, after
⊡ Allows students to know direction of the lesson
⊡ Supplies way for students and teacher to evaluate lesson in light of content objectives
▪ Limit content objectives to one or two per lesson
☺ "When teachers spend their time and energy teaching students the content the students need to learn, students learn the material…"

Language Objectives:
☺ Language objectives must be clearly supported by lesson delivery:
▪ Should be **stated orally**
▪ Should be **written on board for all to see**—preferably in a designated space every time
▪ Can **relate to ESL Standards** from TESOL
▪ Can be from State Language Arts **Benchmarks**
▪ Can be **specific to book language** studied (certain verb form, word endings, vocabulary, punctuation, summarizing, active discussion…
▪ Needs to be **recognizable in lesson's delivery**

Students Engaged:
☺ Students should be **engaged 90-100%** of the period for lesson delivery to be effective
☺ "When students spend their time **actively engaged in activities that relate strongly to the materials they will be tested on**, they learn MORE of the material." Leinhart, Bickel & Pallay
☺ The most effective teachers **minimize** boredom, off-task behaviors, making announcements, passing out papers, etc.
☺ Aspects of student engagement to consider:
▪ **Allocated time**—decisions teachers make regarding amount of time spent on topic and each academic task (reading, word study, writing…)
▪ There is a balance between teacher presentation and opportunities for students to apply information.
▪ **Engaged time**—Time students are actively participating during allocated time:
The more actively students participate in the instructional process the more they achieve.
▪ Students learn more then they are attending to the learning tasks that are the focus of instruction
▪ **Academic learning time**—Students' time-on-task, when the task is related to the materials on which they will be tested—not just-for-fun activities!
▪ Class time needs to be **planned efficiently**—and therefore effective use of time and resources
☺ Factors that contribute to high levels of student engagement:
1. *Well planned* lessons
2. *Clear explanation* of academic tasks or instructions

3. *Appropriate amount of time* spend on an academic task
4. *Strong classroom management* skills
5. *Opportunities* for students *to apply learning* in meaningful ways
6. *Active* student *involvement*
7. Lesson design *meets the language and learning needs* of students

Pacing:
☺ Pacing refers to the **rate** at which information is presented during a lesson.
▪ Rate for ELL students must be **brisk enough** to maintain students' interest **but not too quick** to lose their understanding.
▪ **Practice** will reward a perfect pace.
Source taken from: "Making Content

8. Review and Assessment Review of Key Vocabulary:

☺ Key vocabulary can be developed through analogy:
▪ Relating newly learned words to other words with the same structure or pattern (ex: photosynthesis ↔ photography)
▪ Drawing students' attention to tense, parts of speech, and sentence structure
▪ Repeating and reinforcing language patterns for words to become automatic
☺ Ways to scaffold :
▪ **Paraphrasing**—oral rehearsal of what student is going to say with group before saying it to the whole class or saying the
definition of a word right after the word
▪ **Systematic study**—remember "research says isolated word lists and dictionary definitions alone do not promote vocabulary and language development. **Words should be studied through multiple modalities**—see them, say them, write them many times in different ways, act them out, sing them, draw them, find them in context….
▪ **Word Study Books**—This is a student-made personal notebook in which the student includes frequently used words and concepts. Book can be organized by language structure: -tion, -sion, -tation and/or alphabetical, and/or by topic of study (ex: Revolution words)
One way to enter words: **Write the word**, include a **personal definition**, use the word in a **sentence**, and add a **memorable symbol** or drawing that will trigger the word from memory.
▪ **"School Talk" sessions**—Teach discussion circle protocol: taking turns, polite disagreement words, how to ask and answer questions. Do a practice session with a fun topic of students' interest like movie stars, cars…

Review of Key Content Concepts:
☺ Review key concepts during and at the end of a lesson:
▪ **Informal** summarizing review—ex: "Up to this point….Discuss in your groups the 3 important things we have learned so far."

• Periodic review (chunking) leads into next section to be studied
▪ **Structured** review—summarizing with partners, listing key points on board.
▪ **Link** review to content objectives—ensures focus on essential concepts
▪ **Final review**—allows students to assess their own understandings and clarify misunderstandings

Providing Feedback:
☺ Periodic review:
▪ Clarifies and corrects misconceptions
▪ Develops students' proficiency in English
▪ Allows for paraphrasing students' responses in correct English and complete sentences
☺ Feedback given orally and in writing, supported by facial expressions and body language—nod, smile, encouraging look…

Assessment of Lesson Objectives:
☺ **Assessment** is "*the gathering and synthesizing* of information concerning
students' learning"
☺ **Evaluation** is "*making judgments about students' learning". Assessment comes first, then evaluation*
☺ **Informal Assessment:**
▪ On-the-spot, ongoing opportunities to determine the extent of students' learning.
▪ Includes teacher observations, anecdotal reports, informal conversations with students, quick-writes.
☺ **Authentic Assessment:**
▪ Application to real life—real life contexts

• Multidimensional—ex: students' writing, taped pieces, interviews, videotapes, observations, projects, discussion, performances, group responses…
▪ Includes multiple indicators to show competency of a content objective. Use of a rubric defines level of learning and is shared with students and parents
▪ Group responses:
⯑ **Agree/Disagree, True/False, Yes/No** –index cards that students or groups of students could use to quickly give their answers to questions. Teacher can quickly see responses.
⯑ **Thumbs up/thumbs down—**Like the index cards, students can quick respond to questions. For "I don't know" students can make a fist. Teacher gets a feel for whole class understanding or agreement.
⯑ **Numbered wheels-**Tag board strips (5" x 1"). Each strip is numbered 0-5 or 0-10. This allows students to answer multiple choice questions quickly by holding up appropriate number. O is a "Don't know" response. These are great for review before a written test.
⯑ **Response boards:** Small chalk or white boards, or even plastic plates can be used for group responses. Use dry-erase markers, chalk, or crayons that can be erased for next question.

Source:

Taken from: "Making Content Comprehensible for English Language
Learners", by Echevarria, Vogt, & Short, 2008. Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, 2002.

TEN THINGS TO IMPROVE INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS:

1) Enunciate clearly, but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.

2) Write clearly, legibly, and in print – many ELLs have difficulty reading cursive.

3) Develop and maintain routines. Use clear and consistent signals for classroom instructions.

4) Repeat information and review frequently. If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax. Check often for understanding, but do not ask "Do you understand?" Instead, have students demonstrate their learning in order to show comprehension.

5) Try to avoid idioms and slang words.

6) Present new information in the context of known information.

7) Announce the lesson's objectives and activities, and list instructions step-by-step.

8) Present information in a variety of ways.

9) Provide frequent summations of the salient points of a lesson, and always emphasize key vocabulary words.

10) Recognize student success overtly and frequently. But, also be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.

Strategies and Resources for Mainstream Teachers of English Language Learners are available online at NWREL.

READING STRATEGIES

Alternatives to Round Robin Reading
(For students reading in their first or second language)

1. Read Aloud   After developing a schema and background, introduce key vocabulary in an interactive and visual way. Have children practice oral vocabulary. Then read the text aloud to the students. You may choose to read through the entire text the first time for continuity. Stop to ask questions when needed during the second and subsequent readings. When reading narrative texts, ask students to predict what they think will happen next. ELLs should have other ways to show what their predictions are, especially if they are not yet orally proficient in the language being used. As you encounter words you think students do not understand, provide pictures, translations or definitions as needed. Read Aloud is a good way to familiarize students with the text to prepare them for other kinds of reading. Reading Aloud exposes students to text that is too difficult for them to read independently and provides a model for pronunciation, phrasing and expression. Be sure to read **expository passages** aloud as well as children's literature.

2. Choral Reading   Students each have their own copy of a text, and all read aloud together. Start with short, interesting passages. The teacher can stand in front of the class to lead choral reading. Students can also lead if they are comfortable doing so. When reading dialogues, plays or stories with dialogue, different groups often read different parts of the text. Assessment suggestions: After students are comfortable with a text, have a student lead the choral reading while you walk around the room, standing behind individuals as they read. Note their progress on self-stick notes for individual folders or on class checklist. This strategy helps children become more fluent and confident readers.

3. Paired Reading   Paired reading is an enjoyable way for two students to complete a reading assignment or share a story. The students might go into the hall or designated spot and take turns reading. They can decide themselves how they will divide the tasks. Some pairs choose to alternate after every page, some choose to alternate after each paragraph, etc. One reads and the other follows along, supporting each other as necessary. Generally, students of similar reading ability are paired together. Sometimes a more competent reader is paired with a less competent one, and the more able reader reads aloud and the less able follows along. This enables the less able reader to follow the text visually with little or no pressure.

4. Reciprocal/Paired Reading   In this form of paired or group reading, four readers participate in a discussion about the text. Each person has one of four roles (Asks a *Question*; *Predicts* what will happens next; *Clarifies* something that was unclear to the group, or *Summarizes* the short passage that was just read) that he or she fulfills for a particular passage they have just read together. The students switch cards (roles) and then read the next section of the texts, perform their new role, switch cards and so forth until they complete the reading assignment. Students learn and practice the strategies of summarizing, predicting, clarifying and question-generating. This reading structure can be used for fiction and nonfiction texts.

5. Jigsaw Reading   The teacher divides a long reading section into sections. One or two individuals in a group read each section and prepare to retell the information in the passage to the group. When the group meets, each individual tells or teaches the group about the section he or she read. The teacher uses a "group quiz" or the "numbered heads together" cooperative learning structure to ensure group responsibility for the content and to assess comprehension. Each group can be given a graphic organizer (on large chart paper or a transparency) to fill out as they prepare their section of the reading to present to the class.

6. Content Raps   Read aloud an important passage from a content-area text with important new concepts. Using the overhead projector or chart paper, discuss ways to unlock meaning from the text. Ask students to help you develop sentences with key principles and main ideas. Add elements or rhyme, rhythm and repetition and/or try putting short passages into jazz chants or raps. Ask students to reread entire passage to acquire supporting details.

7. Echo Reading   This is another way to help children develop confidence and fluency. Read aloud a line of text. Ask a student to read the same line. With young children, point to the line of text as you are reading and encourage the child to do the same. Continue taking turns reading and rereading same lines. When the child begins to read with more expression and fluency, suggest that she/he read aloud on her/his own. This strategy can be used with expository texts as well as literature.

8. Intensive Reading: Marking a Text   Students read and mark a short text (or use post-its) for a specific purpose, e.g. "underline the words in this paragraph that you are not certain about." The purpose is to assess and then teach vocabulary. After discussing and resolving questions regarding the first marking, students read and mark for other purposes and discuss, e.g. "Circle the key words or phrases you will use to summarize this passage". Purpose: to practice summarizing, paraphrasing and outlining of nonfiction texts.

9. Independent Choice Reading   Students are taught how to choose books at their independent reading level or are given interesting and appropriate books and are provided with time for sustained silent reading and time to conference individually with the teacher. Teachers and students should keep track of the books they are reading, and teachers should keep a small reading notebook on each child where they record information they learn about the child during their periodic reading conferences (informal running records, student comments and goals, retellings, list of books read, child's interests, etc.).The teacher should date every entry.

10. **Guided Reading**   The teacher works with a small group of students who have similar reading processes. Books are carefully leveled. Teachers select and introduce new books and support students as they read the whole text to themselves. Teachers typically use many pre-reading strategies such as a picture "walk-through" of the book, previewing vocabulary and key ideas of the text, etc. Based on close observation of students' reading, teachers make relevant teaching points during and after reading.

11. Language Experience Approach   Teacher acts as a "scribe" to write down children's oral responses, retellings, comments, summaries, etc. of a shared academic classroom learning experience (e.g. an experiment, a content area unit of study, video clip, story read aloud, etc.). The teacher provides a good model for writing and empowers the children as they see their words written down. Students read and reread the text that they have produced.

Adapted partially from: McCloskey, M.L. (1998). Scaffolding for Reading: Providing Support Through Reading Process, ESL Magazine, November/December 1998.

CONNECT TWO: A READING STRATEGY

BEFORE READING

DIRECTIONS: Work with a partner, and take turns identifying connections between any two words on the list. Be sure to explain your rationale for the connections you make. Individuals from each pair then share with the class. Use visuals to support ELLs, young students and others who need this assistance.

Benefits of pair work and oral sharing include:
1. Students develop oral language
2. Students receive appropriate modeling
3. Students practice supporting and refining their own ideas.
4. Students share prior knowledge, learn from each other, and have greater linguistic and conceptual readiness for the reading task.
5. Students can ask for clarification of terms.
6. The teacher can prompt higher-level thought through follow-up questions.
7. Students are exposed to vocabulary words through various kinds of connections that promote both cognitive flexibility and more in-depth understanding of the terms.
8. The teacher can discuss the connections made and focus on specific skills used such as: synonyms, antonyms, root words and derivatives, suffixes and prefixes, cause and effect relationships, positive and negative connotations, words that express different degrees of a common concept, parts of speech, and so forth.
9. When provided guided practice in context, students can more readily transfer previous skills learned to other written and oral activities.
10. Students become more curious about the reading task that follows.

DURING READING

DIRECTIONS: If individual work: Read the assigned selection and identify the connections made in the book that the class suggested. Look for new connections and record the connections you feel are the most interesting or important to remember on the CONNECT TWO sheet provided.

If pair work: Silently read identified portions of a passage, or take turns reading out loud, and then discuss connections found with your partner. Record ideas.

AFTER READING

Individuals or partners share their connections with their teams, and then team members share with the class. The teacher again uses questioning techniques to promote higher-level thought and increase language development. Students discuss the connections and what they learned. They identify what they learned and correct any predictions made before reading that were inaccurate. If students are to be tested on the material, they identify the connections they feel would most likely be included on an assessment measure. The teacher provides feedback and additions as needed.

Students are encouraged to use the new vocabulary as relevant in follow-up assignments. A teacher may require use of a specified number in a closely related written assignment.

CONNECT TWO

Choose two words from your list. Describe to your partner or group how those two words are related. You all need to write how they are connected. Then your partner can choose two other words or add a word to your group.

_____ **and** _____
are connected because _____
_____
_____ **and** _____
are connected because _____
_____
_____ **and** _____
are similar because _____
_____
_____ **and** _____
are different because _____
_____

CONNECT-TWO

1. _____ **and** _____

go together because _____

_____

2. _____ **and** _____

go together because _____

_____

3. _____ **and** _____

go together because _____

_____

4. _____ **and** _____

go together because _____

_____

5. _____**and** _____

go together because _____

_____

Word Sort Reading Strategy

A word sort requires students to group words from a reading passage into different categories. They are called "sorts" because they involve sorting words written on individual cards into groups based on commonalities, relationships, and/ or other criteria. Word sorts require students to actively decide which words are similar and which words are different. Word sorts are effective vocabulary building activities which isolate important words and allow students to construct and share their own interpretations and definitions. Word sorts are effective before, during, or after reading a particular passage. For example, they allow students to familiarize the words from the passage (before reading), activate and build on their prior knowledge (during reading), and change receptive vocabulary into expressive by trying out the words in context (after reading).

In a *closed word sort*, the teacher lists the categories for the students to use. In an *open word sort,* the students discuss the words and then develop their own categories. In general, open word sorts are more desirable since they require more critical thinking, which, in turn, requires students to communicate and use more language. Open word sorts are also less risk for second language learners since there are no wrong answers. On the other hand, a closed word sort is a good way to review words for a test in which students will be required to sort information into specific categories. The number of words to use with second language learners varies depending on the prior knowledge of the students as well as their language proficiency. For young children, five to ten words may be appropriate. For older learners, fifteen to twenty words work well in a word sort activity.

Developing word sorts:

1. Make a list of 5 to 10 words (or phrases) from the unit/lesson. The words should be derived from the main principles, key concepts, and/or topics that you want to be sure that the students understand.
2. Add any other difficult words from the passage that your students will need in order to comprehend the text.
3. Look at your list of words. Figure out what categories you would use if you were going to put these words in some sort of order.
4. Add a few more words that will help make the existing words fit into categories. These words may be "easy" or common sense words that simply offer clues to the students.

*Implementing a word sort activity***:**

1. Have the students work in pairs or small groups. (Working in pairs will promote more involvement by each student.)
2. Have the students discuss the words and then categorize them.
3. Be sure that the students discuss their reasons for the categorizing with each other.
4. Have the groups share their categories with whole group.
5. Give students an opportunity to revise their categories after group discussion.

Adapted from Vaccar, 1996, Lenski, 1999, Tolman & Cieply, 2001 by Suzanne Wagner, 2001.

SAY SOMETHING: A READING STRATEGY

Say Something is a simple paired reading strategy where students take turns "saying something" after his/her partner reads. The students summarize, clarify, make connections to his/her own life, agree or disagree with an author, ask questions and so forth.

INTRODUCTORY ACTIVITIES FOR SAY SOMETHING

If teachers are concerned about the need for modeling prior to pair work, the class could work together first as a class.

DIRECTIONS:
1. Read the paragraph or assigned section.
2. When you finish try to summarize the key points in writing without looking back at the text.
3. Students take turns saying something to the class. Some possibilities are listed below, but students should be allowed to choose what they want to say. The list could be displayed to evoke ideas.

- Summarize the section read.
- Ask a question to clarify meaning of a word or idea.
- Identify an important question that is answered by the passage.
- Ask a reflective question prompted by the content.
- Relate the content to a personal situation or real-life example.
- React to the ideas in some way that reflects analysis or evaluation of the reading.
- Agree or disagree with the content or the author's point of view.
- Discuss the style or logical development of the writer.
- Draw inferences from the reading.
- Compare or contrast this passage with other readings or ideas.
- Identify effective use of a writing skill.
- Share a reading skill that was useful during the reading.
- Predict what will follow in the next section to be read.

After class modeling, students should be prepared to continue **Say Something** in pairs.
During pair work active involvement and opportunities for language development are greatly enhanced. Pairs can share ideas with the class following their interactions.

NOTE: Initially teachers may select the passage, have students read it quietly, write if finished early, all pair, pairs share, then all read the next assigned section.

STORY IMPRESSION: A READING STRATEGY

This is a reading strategy that prompts students to creatively predict the plot of a story. Select about 7 key words from a story. They should reflect the main characters, the setting, and the problem in the story. Students make up a story using those words. Students then read the story and compare their versions with the original. (Source Unknown)

COOPERATIVE SUGGESTIONS FOR STORY IMPRESSION

DIRECTIONS: In teams of 4, students take turns making up the story following the sequence below. Remember to try and use all of the words provided for you. Then take turns telling the story, each person contributing his/her own part.
SAMPLE WORDS: **Gluscabi, lake, fish, mountain, wind, wolf, snake, eagle**

NUMBER ONE: Decide on the main character. Give the character a name, and describe where the character is (the setting) and what s/he is doing when the story begins. You can always add additional background information about the character.
Sample student version: One windy day Gluscabi was fishing on a lake. He was 12 years old. His family was hungry, and he wanted to catch a fish for their dinner.

NUMBER TWO: Describe some problem that the character encounters. Tell how the character feels and suggest some consequences of the problem.
Sample student version: Gluscabi caught a beautiful fish. It was a big trout. Gluscabi was having trouble getting it into his boat. Suddenly an eagle swept down out of the sky and grabbed his fish. The eagle flew off with the fish to his nest high on the mountain. Gluscabi was really mad. He wasn't going to let an eagle steal his dinner.

NUMBER THREE: Describe how the character tries to solve the problem. Include some complications, so the problem isn't easy to solve.
Sample student version: Gluscabi took off up the mountain. He was determined to catch the eagle. On his way he ran into a wolf. The wolf seemed to be really hungry. Gluscabi threw rocks at the wolf and finally the wolf started chasing a rabbit.

NUMBER FOUR: Describe how the problem is finally solved and how the story ends.
Sample student version: Finally, Gluscabi got to the top of the mountain. He saw the eagle in a nest high on a rock. Gluscabi climbed up to the nest and started fighting with the eagle. Gluscabi grabbed the fish and started to run. Suddenly a snake slithered across his path. The eagle swooped down and caught the snake. He took the snake to his nest and Gluscabi took his fish home for dinner.

Teams then collaborate to present their story to the class. As each team stands in front of the class, each person tells his/her portion of the predicted story.

Students would then read the real story and compare their versions with the original.
The words for this story were taken from the retelling of a Native American folktale.

Summary: Gluscabi, a young Native American man, was fishing for salmon on a beautiful lake at the foot of a mountain. A wind began to blow so hard he couldn't fish. Gluscabi got really angry, decided to climb the mountain and stop the wind. On the way the wind was so strong he had to crawl like a wounded wolf. Higher up the mountain, the wind was even stronger, so he had to slither like a snake. Finally he got to the top of the mountain and discovered a huge eagle flapping its wings and causing the strong winds. Gluscabi tricked the eagle and pushed him into the crevice of a rock. The giant bird was trapped and couldn't flap its wings, so the wind stopped. For awhile fishing was very good.

In some stories, there is one solution to the problem. Sometimes, however, there are some other complications.

At first, Gluscabi's problem seemed to be solved. However, because there was no wind, other problems resulted. Gluscabi had to return to the top of the mountain and talk to the eagle.
When the eagle promised to send only soft winds, Gluscabi freed the bird. That's why we usually have soft winds, but the eagle doesn't always keep his promise.

Cooperative adaptation of Story Impression by Jeanette Gordon, Illinois Resource Center,
Summary of The Wind Eagle, a Native American folktale, retelling by Joyce McGreevy,
Hampton Brown Books, ISBN 1-56334-179-4

NOTE: Younger children would tell a story in 3 parts:

Beginning:
Who is the character?
Where is the character and what is the character doing when the story starts?

Middle:
The character has a problem.
What is the problem?
How does the character feel?

Ending:
How does the character solve the problem?
How does the story end?

STORY IMPRESSION

Collaborate in teams to make up a story as indicated. Include the following words in the story.
1. Who is the main character? Where is the character and what is the character doing when the story begins?
2. Get the character into a conflict and discuss the consequences of the problem.
3. Try to solve the problem, but complications arise.
4. Solve the problem and end the story.

DIRECTED READING THINKING ACTIVITY

The DRTA (Directed Reading-Thinking Activity) is intended for use with any selection at any level of difficulty. It can easily be implemented across grade and reading levels (Stauffer, 1970).

The purpose of the DRTA method is to develop students' ability to read critically and reflectively and equip readers:
• to determine purposes for reading
• to extract, comprehend, and assimilate information
• to examine reading material based upon purposes for reading
• to suspend judgments
• to make decisions based upon information gleaned from reading

(Tierney, Readence and Dishner, 1980)

BASIC PROCEDURE

1. *Predicting:* Open the discussion with such questions as "From the title, what do you think this story will be about?' After a brief discussion, the students make predictions or hypotheses, with the teacher asking questions such as "Why do you think so?"
2. *Reading:* Ask the students to read silently to an assigned key stop, a place where the story action seems to mount. Tell them to turn their books or papers over when they have reached that point. Monitor the reading and when more than half of the student have finished, resume instruction.
3. *Proving:* After reading up to the key stop, the students can check their hypotheses. You may want them to read aloud those parts of the story that support their hypotheses. This is also a good time to recap the main events of the passage.
4. *Reasoning:* Now, the students should make further hypotheses about the story's outcome. These questions should stimulate the students' thinking. "What makes you think that?" "Why do you think so?" "What are some other alternatives?"
Repeat the four steps for each segment of the story. You can predetermine the segment's length according to the students reading abilities, attention spans, and the difficulty and nature of the material.

Note: See below for additional implementation suggestions

SUGGESTIONS FOR DIRECTED READING THINKING ACTIVITY (DRTA)

Common problems with implementation of DRTA:
• Students may not begin reading right away or may not use time wisely if they finish before others.
• All students may not volunteer to summarize and predict, and typically all students are not accountable for the reading.
• Some students may need modeling for both summarizing and predicting.

Suggested modifications:
• Have students in cooperative groups, each student with a different number. Call a number and have that student in each group stand to summarize and predict.
• Initially if this task is difficult for students, teachers can use the cooperative structure of Numbered-heads-together where students consult with each other prior to being called on to stand. Later they would not have the opportunity to discuss prior to standing.
• Because the students realize they may be called on, they will usually start reading immediately and reread when they finish.
• If students need modeling, ask questions to provide a focus for the reading and to structure the summarizing and predicting.
• For example, before students read an exposition of a story, tell them to be ready to tell who the main character is, where the character is when the story begins, what the character is doing, and what problem occurs.
• After calling a number for students to stand and participate in summarizing and predicting, ask for volunteers to answer: a repeat of each of the focus questions, higher-order inference questions and prediction questions.

OTHER SUGGESTIONS

Be sure that the reading is at the instructional level of the students. Although some students may not be able to read the story independently, the summaries and predictions will support their reading. If the reading is too difficult for some students but is supported by pictures, the teacher may discuss the pictures with those students while others read. Those students would then hear a simple oral summary of the passages. Do not worry about giving all students time to read the complete passage. This will help encourage slower readers to read faster. You may call on them first during the retelling or have them make predictions. The summary

will enable them to follow the reading. Since the strategy effectively promotes oral language development and clarifies learning, the students are better prepared for related literacy tasks.

ANTICIPATION GUIDES

Anticipation Guides were developed to appraise prior knowledge at the prereading stage and evaluate the acquisition of content based on postreading responses (Reaction Guides) to the guide questions. Since Anticipation Guides encourage a personal, experience-based response, they serve as ideal springboards for large and small group discussions (Head & Readence, 1992). The primary purposes of anticipation guides are: 1) to elicit students' prior knowledge about the topic of the text, and, 2) set purposes for reading. (Students read to gather evidence that will either confirm their initial beliefs or cause them to rethink those beliefs.)

Developing anticipation guides:

1. Establish the big ideas, or the main principles of the lesson/unit.
2. Using the main principles to guide your statements, write 4 – 6 statements with which to ask students to agree or disagree.
3. Develop statements 1) which students have a fair chance of knowing, 2) which students have (or think they have) some prior knowledge about, and 3) which will introduce the main principles.
4. DON'T include "trick" or "gotcha" kinds of statements.
5. DO include at least one "foil" – a statement to provoke discussion and initiate critical thinking.
6. Review statements, making sure that the reading of the passage and class discussions will provide the answers.
7. Be sure to have students in partners or in groups to share knowledge and ways of thinking after they fill out the anticipation guides individually.

See below for a related template.

ANTICIPATION/REACTION GUIDE
Topic: _____

Directions: Write A (AGREE) or D (DISAGREE) for each of the following statements:
Before reading and discussing in class
After reading and discussing in class
_____ 1._____
_____ 2._____
_____ 3._____
_____ 4._____
_____ 5._____
_____ 6._____

RECIPROCAL TEACHING
Reciprocal teaching is an instructional strategy which actively engages students in constructing meaning. The cognitive strategies of summarizing, questioning, clarifying, and predicting are used by good readers naturally. Through modeling by teacher and classmates and then using the strategies in groups, it is hoped that each student will eventually internalize these strategies when reading on his/her own.

Materials: Reading passage; Four strategy cards: summarize, question, clarify, and predict
(see next page)
SET-UP:
Model and practice each cognitive strategy as a whole class before implementing group work. Pass out several "summarize" cards to various students who can serve as models. Read a passage aloud and ask the student holding the cards to summarize what you just read. Then, pass out "question" cards to a few other students. Read another paragraph or so and ask them to perform the task on the card. Repeat with "clarify" and "predict" cards.

GROUP WORK:
1. Have students assemble into cooperative groups of four.
2. Write stopping points from the passage on the board.
3. Give each person in the group a different card (see next page. Note a version for younger students follows.)

4. Have students read a) silently, or b) round robin, or c) they or you can choose one member of the group to read aloud to the first stopping point. After the passage has been read, each student performs the task on his/her card.
5. When each student has completed his/her job, have the students switch cards.
6. Continue this procedure until all sections of the passage have been read and each student has held all four jobs.

DEBRIEFING:
Groups share their findings and differences are discussed as a whole class.
Based on work by Annemarie Sullivan Palinczar and Ann Brown.

1. Summarize
3. Clarify
4. Predict

Summarize what has been read. What are some obvious topic sentences? What is the main idea?
Clarify any confusing points or vocabulary in the passage. Ask your group to assist you. You may need to reread parts of the passage. Use a dictionary or other resource if necessary.
Ask members of your group what they think will happen next. Make your own prediction.

2. Question
Ask the members of your group questions about specific information from the reading. (e.g. What if? When did? How did? Who would? Why did? What does? Why would?)

1. Say something.
2. Ask a question.
3. Find a big word and use it!
4. Write something!
Say something about what you just read. What if? When did? How did? Who would? Why did? Why would?
Build your own sentence with your big or new word.
Write a long, interesting sentence about the reading.

Effective Strategies For English Language Learners
Within Shanahan's Literacy Teaching Framework

Word Knowledge
Explicit instruction in developing letter sound relationships
Word sorts
Word walls
Word banks
Word extensions

Sight words
Synonym trees
Word webbing
Concept maps
Connect twos
Cloze tasks
Flashcards
Phonemic awareness
Clapping phonemes
Synonyms, antonyms, and homonyms
High frequency words
Language Experience Approach (LEA)

Fluency
Setting purposes for reading
Activating and building prior knowledge
Smaller chunks of text

Guided Reading
Reading with partners
Oral reading
Picture reading
Phrasing/chunking
Language Experience Approach (LEA)
Echo reading
Choral reading
Teacher read alouds with students following text
Repeated readings
Books on tape
Leveled books
Role playing and drama
Reader's theater
Songs, chants, poems and rhymes
Independent reading
Reading journals

Comprehension
Working within smaller chunks of text
Predictions
Setting purposes for reading
Developing sense of story
Anticipation guides

DRTA

KWLs
Sentence strips
Oral interpretation
Graphic organizers
Sequencing
Retelling
Compare/Contrast
Predict and Adjust
Venn Diagrams
Journal writing
Mapping
Literature circles
Book parties

Cause/effect
Brainstorming
Character maps
Concept maps
Writing
Language Experience Approach (LEA)
Modeled writing
Dictations
Authentic writing
Journals and dialog journals
Literature logs
Mapping
Creating and filling out rubrics

Peer editing
Grammar checks
Messages (morning/closing)
Conferencing
Process writing
Author's Chair
Writers' workshop
Publishing
Making books
Story telling
Peer conferencing
Read aloud response journals

Assessing Literacy
Graphic organizers
Rubrics
Running records
Informal Reading Inventories (IRIs)
Anecdotal note-taking
Analyzing student work
Observing students
Portfolio development
Reading logs
Poster sessions
Connect twos
Learning logs
Literature response journals
Comprehension questions

*Add evidence and criteria and use these instructional strategies for assessment.
*Assessing Literacy is not a formal part of T. Shanahan's framework but is presented here to help teachers plan useful ways to evaluate students' early reading and writing in their second language. S. Wagner, 2004.

MATH STRATEGIES

General

1. All directions, questions, explanations, and instructions need to be delivered in the most clear and concise manner and at the appropriate pace for the student.
2. Check to ensure understanding of the concept of numbers and the relationship of symbols to number of objects.
3. Allow student to perform alternative assignments. Gradually introduce more components of the regular assignments when they are ready.
4. Make sure the student understands the reason behind learning. Give concrete examples and opportunities to apply the concepts they are learning.

Students Who Cannot Remember Facts

1. Separate + and – facts by sets to be memorized individually.
2. Use as many concrete examples and experiences as possible. For example, paper clips, pencils, buttons, milk caps.
3. Do not have competitive activities while students are memorizing facts. It may cause them to hurry and reinforce incorrect answers.
4. Present a few facts at a time and track the student's success in a visible way.
5. Put a number line on the desk to add and subtract with.
6. Have the student solve half the problems on their own and use a calculator for the other half.
7. Review daily the skills that you want memorized.
8. Let students use calculators to correct and check math facts.
9. Use peg boards, abacus, base ten blocks to teach facts while providing a visual cue.
10. Only add a fact at a time as the student shows mastery.
11. Use computer games that provide immediate feedback as reinforcement.

Students Who Have Trouble Moving From the Concrete to the Abstract

1. Students use "sets" of objects from the room to practice the facts.
2. Use concrete examples associated with each problem. For example – 4 – 2 becomes 4 boys went out to recess, 2 boys come in, how many boys are still outside?
3. Demonstrate to students how to associate concrete with abstract. For example - 2 pencils + 2 pencils equals. Walk students through the process.
4. Use a peer tutor, then allow the student to be the peer tutor (learn and teach).
5. Review daily, abstract terms.
6. Limit the amount of information to be learned at any one time.
7. Make concepts as real life as possible.

Students Who Mix Up Operations When Solving Problems

1. Flash cards of the operational signs.
2. Have students use a reminder next to the problems to help them understand the symbol's meanings. Gradually remove the reminders.
3. Color code the operation on each problem, use a different color for each operation.
4. Have student go through daily work first and highlight the operation to be used before doing the problems.
5. Enlarge the symbols to cue the students. Use separate pages for the different operations. Gradually combine them.
6. Put the operation symbols randomly around the room and have students identify and label them periodically.

Students Who Have Trouble Skip Counting

1. Students count concrete: nickel, dimes, pairs, etc.
2. Use a number line to see the increments. Keep it on their desk.
3. Have students count and write the number as they count.
4. Use tangible items to see the numbers increase by the increment used in the counting.
5. Understand the why of this concept. Use real life situations where skip counting (multiplication) would be used.

Students Who Have Trouble Solving Addition or Subtraction Problems

1. Have students demonstrate the way they solved the problem, stating the process used and manipulate objects.
2. Find opportunities for students to solve addition problems in real life (lunch money, calendar activities, etc).
3. Be consistent with math terms used.
4. Use graph paper to make sure that the numbers line up correctly.

Students Who Have Trouble Solving Multiplication or Division Problems

1. Use manipulatives to solve the problem.
2. Use calculators to reinforce the facts and /or for drill activities.
3. Provide students with shorter tasks but more of them throughout the day. For example, 4 assignments of 5 problems versus 1 assignment of 20 problems.
4. Explain to the student the real life applications of learning the concept. Give concrete examples and opportunities to apply these concepts throughout the day.
5. Provide student with self checking materials, requiring correction before turning in assignments.
6. Teach zero elements.

Source:
Jenny Lind Elementary School. (2010). *Examples of math interventions*.

STRATEGIES FOR COOPERATIVE LEARNING

Jigsaw

Groups with five students are set up. Each group member is assigned some unique material to learn and teach to his/her group members. To help in the learning, students across the class who are working on the same sub-section, get together to decide what is important and how to teach it. After practice in these "expert" groups, the original groups reform and students teach each other. Test or assessment follows.

Think-Pair-Share
Think-pair-share involves a three step cooperative structure. During the first step, individuals think silently (and write down their thoughts) about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. During the third step, the pairs share their responses with other pairs, other teams, or the entire class.

Three-Step-Interview
Each member of a team chooses another member to be a partner. During the first step, the individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.

Round Robin Brainstorming
Class is divided into small groups (3-5 students) with one person appointed as recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group, in order, gives an answer until time is called. (Be sure "I don't know" is not an acceptable answer...give different options like...Can I ask a friend? Or pass.)

Three Minute Review
Teachers stop anytime during a lecture or discussion and give three minutes to review what has been said, ask clarifying questions, or answer questions. (The first couple of times you use this activity you may need to help the students with some guided questions.)

Numbered Heads
A team of four is established in numbered heads. Each member is given a number 1, 2, 3, or 4. Questions are asked of the group. Groups work together to answer the question so that all members can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

Team-Pair-Solo
Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point where they solve the problems individually which at first they could only do with help.

Circle-the-Sage
First the teacher polls the class to see which students have a special knowledge to share. For example, the teacher may ask who in the class was able to solve a difficult math question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two team members with the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each member in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is a disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

Partners
The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach to the other half. Partners work to learn and can consult with their partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor their teammates. Teams review how well they learned and taught and how they might improve the process for the next round.

Source:

Kagan, S. (1994). *Cooperative Learning*. San Clemente, CA: Kagan Publishing. (www.KaganOnline.com)

GENERAL STRATEGIES FOR ELLs

- ❏ 1. Visuals (pictures, charts, graphs, drawings)
- ❏ 2. Language Master
- ❏ 3. Books on tape
- ❏ 4. Journal writing
- ❏ 5. Modeling and demonstrations
- ❏ 6. Small group instruction
- ❏ 7. Guided reading
- ❏ 8. Repeated reading
- ❏ 9. Echo reading
- ❏ 10. Access prior knowledge
- ❏ 11. Games
- ❏ 12. Cooperative learning structures
- ❏ 13. Simplify instruction
- ❏ 14. Checking for understanding
- ❏ 15. Direct/ structure instruction
- ❏ 16. TPR (Total Physical Response)
- ❏ 17. Non-verbal response
- ❏ 18. Webbing, mapping
- ❏ 19. Mnemonics
- ❏ 20. Reader's Theater
- ❏ 21. Realia
- ❏ 22. Peer tutoring
- ❏ 23. Manipulatives
- ❏ 24. Graphic organizers
- ❏ 25. Videos

ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable instructional and assessment access for students with a formally documented need. Accommodations are intended to give ELLs access to the content or assessment; they do not, however, reduce learning expectations. The accommodations provided to a student may be the same for classroom instruction, classroom assessments, district assessments and state assessments.

Accommodations for ELLs are intended to:
• reduce the linguistic load necessary to access the content of the curriculum or assessment,
• overcome social-cultural barriers that prevent them from accessing the content of the test, and
• allow ELLs to more efficiently use linguistic resources to access curriculum or the content of the assessment.

Accommodations should be used, not only during specialized ESOL instruction, but also during content area instruction in reading, writing, mathematics, science, etc. to ensure that ELLs have the tools and scaffolding necessary to access content area instruction.

It is also important to note that although some accommodations are appropriate for instructional use, they may not be appropriate for use on classroom assessments, district assessments or statewide assessments. When choosing accommodations for students, educators should consider which accommodations are allowed on state assessments to ensure the student uses, and is familiar with, this accommodation prior to the administration of the assessment.

Source:

Colorado Department of Education. (2010). *Colorado Accommodations Manual for English Language Learners*.

SUGGESTED SUPPORTS FOR ELLs

A. CLASSROOM ENVIRONMENT STRATEGIES

❑ 1. Proximity to teacher
❑ 2. Seating with peer student
❑ 3. Seating with paraprofessional
❑ 4. Other: _____

B. ORGANIZATIONAL STRATEGIES

❑ 1. Extended time limits for assignments
❑ 2. Reduce length or complexity of
   assignments
❑ 3. Give additional assignments
❑ 4. Use organizational notebook
❑ 5. Ask student to repeat directions
❑ 6. Instructions given in native language
❑ 7. Other: _____

C. MOTIVATIONAL STRATEGIES

❑ 1. Send home regular progress reports
❑ 2. Use immediate reinforcement
❑ 3. Keep graph showing progress
❑ 4. Use tutor (peer or adult)
❑ 5. Provide additional individual
   instruction
❑ 6. Develop home/school
   communication system for homework
   or behavioral progress
❑ 7. Conference with parents
❑ 8. Conference with other staff members
❑ 9. Special sessions with:
❑ 10. Contract
❑ 11. Other: _____

D. PRESENTATION STRATEGIES

❑ 1. Give assignments orally and visually
❑ 2. Tape lessons for student to use
❑ 3. Test student orally
❑ 4. Allow student to take practice test

❑ 5. Provide materials on paper
❑ 6. Correct pupil errors immediately
❑ 7. Other: _____

E. CURRICULUM STRATEGIES

❑ 1. Use specially designed materials
❑ 2. Provide extra drills
❑ 3. Provide study guide
❑ 4. Reduce quantity of assigned work
❑ 5. Include only words student can
   read on spelling list
❑ 6. Provide reading/math curriculum
   geared to student's instructional level
❑ 7. Check for gaps in learned concepts
   and provide appropriate instruction
❑ 8. Other: _____

F. ASSESSMENTS AND CLASS WORK

❑ 1. Extended time
❑ 2. Charts to monitor progress
❑ 3. Portfolio
❑ 4. Frequent breaks
❑ 5. Use of bilingual dictionary
❑ 6. Other: _____

WEB RESOURCES FOR ENGLISH LANGUAGE LEARNERS

For Grades K-5:

1) Starfall (http://www.starfall.com/) - Reading instruction and reading games for students in Pre-K-1.

2) Reading is Fundamental (http://www.rif.org/) - This site has many stories for Pre-K-2 students.

3) Story Online (http://www.storylineonline.net/) - A terrific site with stories read by actors from the ScreenActors' Guild.

4) Raz-kids.com (http://www.raz-kids.com/) - Reading and listening activities.

5) Between the Lions (http://pbskids.org/) - It includes games and materials from the show, including a literacy curriculum aimed at children ages 4-7.

6) MadLibs (https://www.funbrain.com/) - For Advanced Beginning Readers.

7) Arthur (http://pbskids.org/arthur/games/) - Games from Arthur.

8) The Internet Picture Dictionary (http://www.pdictionary.com/) – Online multilingual picture dictionary with interactive activities in English, French, German, Spanish, and Italian.

For Grades 6-12:

1) FunBrain Reading (http://www.funbrain.com/)

2) Dictionary.com (http://translate.reference.com/) - Students can bookmark this site to translate words from English to their native language.

3) Vocabulary Games (http://www.manythings.org/) – A collection of vocabulary games.

4) English Media Lab (http://www.englishmedialab.com/) - Exercises for All English Learners - Online Grammar Exercises, Vocabulary Videos, Pronunciation, Quizzes for Beginners, Intermediate & Advanced Level English Learners, Math Exercises for Children.

6) Dave's ESL Café (https://www.eslcafe.com/resources/grammar-lessons) – Grammar lessons

7) Make Beliefs Comix (http://www.makebeliefscomix.com/) – It allows students to create their own comics in English, Spanish, French, German, Italian, Portuguese, or Latin.

8) English Tests and Quizzes: Practice for Students of English (http://www.englishlearner.com/tests/) - This site offers many exercises and tests of varying difficulty based on a variety of content areas.

9) Great Websites for Kids (http://www.ala.org/) – For the beginning, intermediate, and more advanced ELL student. It includes topics from different content areas.

10)   Listening Activities (http://www.manythings.org/) - Designed for older students but pronunciation and listening activities could be used for students grades 4 and up.

MATH TAB

RESPONSE TO INTERVENTION – MATHEMATICS PROGRAMS
Tier Component Guidelines for Elementary, Grades K - 5

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
Focus of Instruction	Core Math Program (CMP) with differentiated instruction	CMP with embedded Supplemental Program Interventions targeted to student needs	CMP with (1) embedded Supplemental Programs and (2) Intensive Interventions targeted to student needs
Grouping/Student Assignment Numbers	Large and differentiated small group instruction	Large group with differentiated small group (5 or less) Supplemental Intervention	Small group (3 or less) and individual Intensive Intervention
Academic Engaged Time (AET)	Sixty (60) minute class Ten (10) – twenty (20) minutes of daily calendar math	Sixty (60) minute class with thirty (30) minutes of intervention scheduled twice a week Ten (10) – twenty (20) minutes of daily calendar math Increased systematic explicit instruction and practice during intervention sessions	Sixty (60) minute class with a thirty (30) minute Intensive Math class meeting once a day Ten (10) – twenty (20) minutes of daily calendar math Highly increased systematic explicit instruction and practice during intervention sessions.
Frequency of Assessment	Three to four screening per year to monitor student progress (CBA and District Assessments)	Once a month minimum progress monitoring of identified students (CBA and District Assessments)	Twice a month minimum progress monitoring of all participating students (CBA)

This RtI system is also designed and aligned with ESE student Inclusion components and processes

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5-20-09

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RESPONSE TO INTERVENTION – MATHEMATICS PROGRAMS
Tier Component Guidelines for Middle School

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
Focus of Instruction	Core Math Program (CMP) • Regular Math courses with differentiated instruction	CMP with embedded Supplemental Program Interventions targeted to student needs • Regular Math courses • Supplemental Interventions which include review of basic concepts such as fractions during class or individual /small group assistance scheduled outside of regular class	CMP with (1) embedded Supplemental Programs and (2) Intensive Intervention targeted to student needs • Regular Math courses
Grouping/Student Assignment Numbers	Large and differentiated small group	Large group with small group (5 or less) Supplemental Intervention	Differentiated Small group (3 or less) and individual Intensive Intervention • Intensive Math class of 15 or less.
Academic Engaged Time (AET)	One class period	One class period with thirty (30) minutes of intervention scheduled once a week Increased systematic explicit instruction and practice	One class period with an additional one period Intensive Math class meeting once a day Highly increased systematic explicit instruction and practice.
Frequency of Assessment	Three to four screening per year to monitor student progress (CBA and District Assessments)	Once a month minimum progress monitoring of identified students (CBA and District Assessments)	Twice a month minimum progress monitoring of all participating students (CBA)

This RtI system is also designed and aligned with ESE student Inclusion components and processes

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RESPONSE TO INTERVENTION – MATHEMATICS PROGRAMS
Tier Component Guidelines for High School

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
Focus of Instruction	Core Math Program (CMP) with differentiated instruction • Regular Math courses with differentiated instruction	CMP with embedded Supplemental Program Interventions targeted to student needs • Regular Math courses • Supplemental Interventions which include review of basic concepts such as fractions during class or individual /small group assistance scheduled outside of regular class	CMP with (1) embedded Supplemental Programs and (2) Intensive Intervention targeted to student needs • Regular Math classes
Grouping/Student Assignment Numbers	Large and differentiated small group	Large Group and differentiated small group (5 or less) with Supplemental Intervention	Differentiated small group or individual Intensive Intervention • Pull-out group (3 or less) • Intensive Math class of 15 or less.
Academic Engaged Time (AET)	One class period	One class period with thirty (30) minutes of intervention scheduled once a week Increased systematic explicit instruction and practice	One class period with • Forty-five (45) minute pull-out group (3 or less) meeting twice a week OR • One additional class period of Intensive Math meeting once a day Highly increased systematic explicit instruction and practice.
Frequency of Assessment	Three to four screening per year to monitor student progress (CBA and District Assessments)	Once a month minimum progress monitoring of identified students (CBA and District Assessments)	Twice a month minimum progress monitoring of all participating students

This RtI system is also designed and aligned with ESE student Inclusion components and processes

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READING TAB

Effective Reading Instruction

Phonemic Awareness

Hear, identify, and manipulate sounds of spoken words

PHONEME

Isolation

Recognizes individual sounds in words

Identity

Recognizes same sounds in different words

Categorization

Recognizes word with odd sound in a set of words

Blending

Combines sequence of sounds into a single word

Segmentation

Breaks a word into separate sounds

Phonics

Know relationship between letters of written language and sounds of spoken language

EXPLICIT and SYSTEMATIC INSTRUCTION

Identify useful series of sounds.

Teach them in a logical sequence.

Apply sounds to reading and writing.

Fluency

Read text accurately and quickly

BRIDGE BETWEEN WORD RECOGNITION AND COMPREHENSION

Provide models of fluent reading.

Provide repeated and monitored oral reading.

Increase practice through audiotapes, peer guidance, tutors, *use of technology

Provide a variety of short text passages at student's independent reading level.

Vocabulary

Words used to communicate effectively or use/recognize in print

INDIRECT INSTRUCTION

Students engage in oral language, listen to adults read to them, and read extensively on their own.

DIRECT INSTRUCTION

Teach individual words and word learning strategies.

Teach use of dictionaries, glossaries, thesauruses, how to use word parts, and context clues.

Comprehension

Understand what is read

COMPREHENSION STRATEGIES

Teach students to be aware of what they do and do not understand, & the fix-up strategies.

Use graphic and semantic organizers.

Use text explicit/implicit and scriptal questions.

Teach students to ask their own questions.

Teach story structure.

Use summarizing.

Reading Assessment Tools

Diagnostic	Appropriate Grade Range		Test Design		Administration			Major Components						
	Primary	4-12	Criterion	Norm Referenced	Face-Face	Computer	Time	Concepts of Print	PA	Phonics	Fluency	Vocab	Comp.	Oral Language
DAR	K-3	ALL	X		X		20-30 min.	X	X	X	X	X	X	
ERDA	K-3			X	X		45-90 min.		X	X	X	X	X	
Fox in a Box	K-2		X		X		30 min.		X	X	X	X	Listening	
PPVT (Peabody)	PreK-3	All		X	X		12 min.					Oral		
Cool Tools	K-2	All	X		X		5-20 min.		X	X	X	X	X	
STAR	1-2	All		X		X	20 min.					X	X	
San Diego Quick Reading Assessment	K-2	All	X		X		10 min.				X	X		
STAR Early Literacy	K-2	3-5	X	X		X	20 min.	X	X	X		X		
My Reading Coach	2	All	X			X	30-90 min.			X				
FAIR-TDI	K-2		X			X	10-30 min.		X	X				
Compass Odyssey	K-2	All	X			X	20 min.		X	X		X	X	
Triumphs Quick Phonics Screener	1,2	3-6	X		X		20 min.			X				
FAIR- Academic Word Inventory		All	X			X	15 min.			X				
FAIR-Phonics Screening Inventory		All	X			X	15 min.			X				
Orchard Educational Software	K-2	3-9	X			X	30-60 min.	X	X	X		X	X	
Launching K-3 Readers	K-2	3-5	X		X		5-10 minutes	X	X	X				

Screening	Appropriate Grade Range		Test Design		Administration			Major Components						
	Primary	4-12	Criterion	Norm Referenced	Face-Face	Computer	Time	Concepts of Print	PA	Phonics	Fluency	Vocab	Comp.	Oral Language
Initial K Assessments	K, 1		X		X		5-10 min.	X				X		
ReadWell Assessments	K-2		X		X		5 min.	X	X	X	X	X		
FAIR	K-2	All		X	X	X	10-60 min.			X	X	X	X	
DIBELs	K-2	3-6	X		X		10 min.		X	X	X			
Triumphs Fluency Screener	1,2	3-6	X		X		10 min.				X			
SRA Placement Tests	1,2	3-5	X		X		5-10 min.				X			
Triumphs Comprehension Screener	1,2	3-6	X		X		10 min.						X	
SRA Language for Learning Placement Test	K-2	3-6 & ELL	X		X		20 min.					X		X

FLORIDA READING MODEL: BASED ON EDUCATIONAL NEED

Prescriptive Integrated Cumulative Learning System

Explicit Systematic Instructional Process	←	**STUDENT/ TEXT CONSIDERATIONS**	→	**Implicit Learning Instructional Process**

READ ALOUD

a. Skills taught prior to reading	a. Prerequisite skills present
b. Reinforced/Expanded during reading	b. Skills reinforced/ expanded during reading
c. Assessed after reading	c. Assessed after reading

Purpose: a. Exposes children to literature. b. Models fluent reading. c. Develops language patterns & vocabulary. d. Develops book/story conventions e. Develops listening skills (f) Teaches books are fun & worthwhile. (g) Teaches reading process through "Think Alouds".

SHARED READING

a. Skills taught prior to reading	a. Prerequisite skills present
b. Application modeled and practiced during reading	b. Skills expanded and practiced during reading
c. Application assessed during/after reading	c. Application assessed during/after reading

Purpose: a. Provides maximum support during reading. b. Allows children to enjoy books they can't read on their own. c. Helps develop fluency. d. Focuses strongly on word analysis skills and their application. e. Models reading strategies/processes through interactive "Think Alouds". f. Builds vocabulary & comprehension skills/strategies.

SUPPORTED READING

a. Skills taught prior to reading	a. Skills taught during reading
b. Modeled/Scaffolded teacher support	b. Application supported/ reinforced during reading
c. Assessed during/after reading	c. Assessed during/after reading

Purpose: a. Text is at instructional level. b. Teacher models/supports reading skills/strategies. c. Teacher supports student to develop skills/strategies to independence. d. Focuses strongly on comprehension and higher order thinking skills. e. Provides ongoing assessment of fluency.

INDEPENDENT READING

a. Teacher provides analysis/feedback regarding student's independent reading. * If a student is required to read text above present reading level, necessary skills must be taught prior to reading.	INDEPENDENT READING *Reading content appropriate for students' present skills/reading level

Purpose: a. Provides opportunities to practice reading skills/strategies. b. Provides for practice of self-monitoring and self-correction skills. c. Allows reading in areas of interest. d. Allows child to read at own pace. e. Enhances fluency. **Literacy Discussion Groups may be utilized with all 4 types of reading activities.

Left column (Explicit Systematic Instructional Process)
1. Oral Language
2. Prior Knowledge
3. Phonological Awareness
4. Print Awareness
5. Phonics & Word Analysis/Recognition
6. Vocabulary Comprehension
7. Reading Fluency
8. Text Comprehension Strategies/Processes
9. Text Content/ Knowledge
10. Higher Order Thinking Skills

Right column (Implicit Learning Instructional Process)
1. Oral Language
2. Prior Knowledge
3. Phonological Awareness
4. Print Awareness
5. Phonics & Word Analysis/ Recognition
6. Vocabulary Comprehension
7. Reading Fluency
8. Text Comprehension Strategies/Processes
9. Text Content/ Knowledge
10. Higher Order Thinking Skills

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Decision Points Diagnostic Chart

Decision Points Diagnostic Chart
(Both Narrative and Informational Text)

Oral Reading- look at **FLUENCY** rate
(words correct per minute)

- Inadequate fluency rate compared to established guidelines
- Adequate fluency rate

Check **COMPREHENSION**

Adequate comprehension

Mark miscues

Decoding appropriate. Look at automaticity with sight words.

Provide word automaticity/fluency instruction as needed

Inadequate comprehension

Check prior knowledge

Before, during and after reading strategies; story grammar and other graphic organizers, etc.

Look at a hierarchy of **PHONICS/WORD ANALYSIS SKILLS**

Multisyllable words

Phonological awareness skills (syllabication)

Check comprehension strategies (cognitive/ metacognitive)

Decoding difficulties: identify single vs. multisyllable words.

Check sound/symbol association skills

Knowledge of affixes

Check **VOCABULARY** knowledge

Check oral language

Check higher level thinking

Single syllable words

Identify needed skills and teach.

Flexing with open syllables

Tier 1, 2, and 3 vocabulary

Listening comprehension

Analysis

Check **PHONOLOGICAL AWARENESS SKILLS (ORAL)**

Gross Differences, sentence segmentation

Text specific vocabulary

Pronoun referents

Application

Rhyme

Synthesis

Phonemic Segmentation

Syllables – Blending and Segmentation

Spatial/locational and temporal/sequential terms

Conjunctions

Evaluation

Phonemic Blending

Initial Consonant Segmentation

Sentence building skills

Phonemic Manipulation

Alliteration

Onset and Rime

Word morphology

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ROLES AND RESPONSIBILITIES TAB

Classroom Teacher	Reading or Math Coach/Specialist	Speech-Language Pathologist
• Keep ongoing progress monitoring notes in an MTSS folder (DIBELS, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing • Attend MTSS meetings to collaborate on and monitor students who are struggling • Implement interventions designed by PST for students in Tiers II & III • Deliver instructional interventions with fidelity	• Attend MTSS meetings • Train teachers in interventions, progress monitoring, differentiated instruction • Model Tier II & III interventions for teachers • Keep progress monitoring notes and anecdotals of interventions implemented • Assist in screening implementation • Collect school-wide data for team to use in determining at-risk students	• Attend MTSS meetings for some Tier II & Tier III students • Complete Communication Skills screening for students demonstrating possible speech and/or language deficits • Assist with Tier II & III interventions through collaboration, training, and/or direct student contact • Incorporate MTSS data when guiding a possible Speech/Language referral and when making eligibility decisions
Principal/Assistant Principal	**Guidance Counselor/Curriculum Specialist**	**School Psychologist**
• Facilitate implementation of MTSS in your building • Provide or coordinate valuable and continuous professional development • Assign paraprofessionals and other staff to support MTSS implementation when possible • Attend MTSS meetings to be active in the change process • Conduct classroom walk-throughs to monitor fidelity	• Often MTSS PST facilitators • Schedule and attend MTSS meetings • Maintain log of all students receiving interventions through MTSS • Send parent invites • Complete necessary MTSS forms	• Attend MTSS meetings for some students in Tier II and for all students in Tier III • Monitor data collection process for fidelity • Review and interpret progress monitoring data • Collaborate with PST on effective instruction and specific interventions • Complete 'Documentation of Need for Comprehensive Evaluation' in Enrich when the team has determined the need for further evaluation • Incorporate MTSS data when guiding a possible ESE referral and when making eligibility decisions
ESE Teacher/Staffing Specialist	**Specialist (Behavior, OT, PT, ASD)**	**ESOL/ELL Representative**
• Consult with PST regarding Tier III interventions • Incorporate MTSS data when making eligibility decisions	• Consult with PST • Provide staff trainings **Social Worker** • Attend MTSS meetings when requested • Conduct social-developmental history interviews and share with PST • Assist with students who have a history of poor attendance • Assist in communication with parents who do not respond to the school's attempts to contact	• Attend all MTSS meetings for identified ELLs, advising and completing LEP paperwork • Conduct language screenings and assessments • Provide ELL interventions at all tiers

ROLE OF THE SCHOOL PSYCHOLOGIST

For problem-solving and data collection:
- Help teams develop/maintain appropriate interventions and monitor progress regularly at each level of support
- Assist the classroom teacher with *data collection and interpretation*, as needed
- Administer standardized (diagnostic) screening assessments (math/reading/behavioral/adaptive/etc) to further define the nature of the student's profile of potential strengths and weaknesses
- Consult and/or assist with various types of student observations, including *on-off task tallies for students with behavioral concerns*
- Consult with administrators regarding the specific building needs and MTSS
- MTSS trainings or ongoing information sessions to staff, as needed

For selection of interventions:
- Help PST generate FBAs and/or PBIPs in order to develop viable interventions for students with behavioral difficulties
- Provide direct support/consult to students and their families during the problem-solving phase
- Consult with teachers regarding ongoing interventions, including helping with classroom functions such as addressing social skills, improving behavior and having students take personal responsibility
- Assist with interpretation of data school-wide and system-wide
- Assist the PST to ensure that all MTSS components were chosen and administered appropriately, and that all components of the evaluation (short of further diagnostic assessments) have been performed and documented
- Consult with MTSS teams (as needed) to provide support for the problem-solving process; provide resources regarding research-based interventions from which to generate ideas and assist with documentation of team decisions
- Provide counseling during MTSS in the absence of a guidance counselor
- Provide social/developmental histories for the PST and assist (as needed) with problem solving for behavior and ASD
- Meet or communicate with parent(s) regularly to help promote home-based consistency and/or limit-setting
- Assist with transitions when students are changing educational settings (school-to-school, program-to-program, etc.) to ensure satisfactory adjustment

After a referral is made:
- Utilize whatever instruments are necessary to help clarify specific areas of need or answer lingering referral questions (if any) after MTSS interventions have been exhausted
- Provide a comprehensive multidisciplinary report that takes into account all of the data, the characteristics of the student, and the recommendations by team and specialists, to be reported at meeting and placed in the student's cumulative record
- Administer full, comprehensive battery of assessments when potentially severe or acute educational or behavioral concerns arise

SPEECH AND LANGUAGE TAB

Problem Solving Multi-Tiered System of Supports Framework: *SLP Involvement*

Adapted from Rudebusch and the Regional Speech/Language Rules Implementation Workshop

Universal Instruction and Supports --provided to all students in all settings (Core – Tier I)	Targeted, Supplemental Interventions and Supports --In addition to and aligned with the core (Supplemental – Tier II)	Intensive, Individualized Interventions and Supports --In addition to and aligned with Core and Tier II (Intensive – Tier III)
✓ The first SLP contact is consultation with the teacher and review of student data ✓ SLP purpose is to inform instruction to allow for success in the general curriculum ✓ Do not assume disorder	✓ SLP contact continues with the teacher, student data, and possibly the student ✓ SLP purpose is to assist the MTSS team in the problem-solving framework ✓ Do not assume disorder	✓ SLP contact continues with the teacher, student data, and student ✓ SLP purpose is to assist the MTSS team in the problem-solving framework ✓ **Begin** analysis of possible disorder to further inform interventions ✓ *Therapy* does NOT occur unless the student is found eligible for ESE

Possible SLP Roles (Tier I):
- Provide information for parents and teachers regarding speech/language development
- Provide information for parents and teachers regarding curriculum and speech/language correlations
- Provide and/or model communication lessons (to include language supports, scripted stories and story grammar)
- Provide professional development for grade-levels or school
- Participate in school-based teams determining core curriculum adjustments needed in order to ensure at least 80% of students are meeting district benchmarks

<u>**Involvement of the SLP with the MTSS team can occur anytime on the continuum of the problem-solving framework**</u>

Possible SLP Roles (Tier II):
- Confer with teacher to clarify information on the Communication Skills-Teacher Checklist
- Observe student
- Confer with teacher to gather more information regarding language difficulties using LCLC or guiding questions
- Probe (not evaluate) student's language skill development using subtests or portions of a test and/or LCLC skill lists to inform classroom interventions
- Participate in MTSS problem-solving meeting to design interventions matched to the student's needs and to make data-driven decisions
- Assist in the provision of language supports when indicated*
  - Select and explain to the teacher
  - Model for the teacher

*Positive response to language supports suggests absence of a language disorder

Possible SLP Roles (Tier III):
- <u>Dig down</u> to analyze cause of language difficulty through observations, data analysis and direct student contact
- Provide information about student's specific language skill underpinnings to inform interventions
- Assist the MTSS Team in analyzing student's progress and refining interventions with
  - Increased TIME
  - Increased INTENSITY
  - Matched to MORE SPECIFIC and individualized student need
- Assist the team in deciding if a referral for ESE evaluation is warranted

SUGGESTED CLASSROOM STRATEGIES

Students who are struggling require a minimum of 40 exposures to a skill
and a minimum of 40 opportunitiesto practice a skill in order to ensure "ownership."

	Phonological Awareness	Phonics and Fluency	Vocabulary	Comprehension	Math
STRATEGIES	✓ Ensure adequate hearing acuity ✓ Provide preferential seating if history of hearing problems ✓ Model correct speech sound production and provide specific feedback ✓ Provide frequent opportunities to hear and practice targeted skills ✓ Provide frequent modeling and practice of "what" and "where" questions ✓ Provide visual aids or gestural demonstrations of space/location vocabulary ✓ Provide multiple demonstrations of the concepts "same" and "different" using realia	See Phonological Awareness. Additional suggestions: ✓ Model correct production of and request imitation of multi-syllabic words ✓ Model morphological endings in oral speech (plurals, past and present tense) and request imitation.	✓ Pre-teach vocabulary ✓ Use vocabulary in a variety of contexts ✓ Use multiple modalities to present vocabulary (auditory, visual, tactile) ✓ Emphasize key vocabulary orally and/or visually ✓ Provide increased exposure to oral language ✓ Pair with movement Increased exposure to and opportunities to practice: ✓ Basic Concepts ✓ Categorization ✓ Adjectives ✓ Space/Location Concepts* ✓ Time/Sequence Concepts* ✓ Quantity Concepts (some, more...) ✓ Wh-questions* ✓ Antonyms ✓ Synonyms ✓ Homonyms ✓ Multiple-meaning words ✓ Verb Tense ✓ Negation ✓ Prefixes and Suffixes (See FCRR.org Instructional Routines and Student Activities for other ideas.)	Increased exposure to and opportunities to practice: ✓ Wh-Questions* ✓ Spatial Concepts* ✓ Verb Tense ✓ Time/ Sequence Concepts* ✓ Describing words ✓ Conjunctions* ✓ Pronoun Referents ✓ Similarities and Differences (See FCRR.org Instructional Routines and Student Activities for other ideas.)	✓ Highlight key vocabulary in the problems ✓ Discuss and explain key vocabulary in problems ✓ Model step-by-step problem solving ✓ Provide multiple exposures to and opportunities to practice key vocabulary. Increased exposure to and opportunities to practice: ✓ Ordinal Numbers ✓ Categorization ✓ Same and Different ✓ Space/Location Concepts ✓ Time/Sequence Concepts ✓ Semantic Quality (height, length, weight) ✓ Quantity concepts (more, some, any, none…)

*See Teaching Routines
Consult with speech language pathologist for additional suggestions specific to areas of academic concern.

PRINT AND PHONOLOGICAL AWARENESS LANGUAGE CORRELATES - Primary
CHART 1
Communication Prerequisites

Curriculum Components	Beginner	Intermediate	Advanced
Print Awareness	- Sequential and - Ordinal Concepts		
Letter Naming and Sounds	- Articulation - " What" Questions		
Onset / Rime and Phoneme Blending	- Articulation - "What" Questions		
Letter Name Knowledge	- Articulation - "What" Questions		
Phoneme Blending	- Articulation to include blends, vocalic /r/, long and short vowels - "What" questions	- Articulation to include blends, vocalic /r/, long and short vowels - "What" Questions	
Syllable and Phoneme Deletions	- Articulation - "What" questions		
Letter Sound Connections	- Articulation - Spatial Concepts "first" and "last" - 2-step directions		
Spelling			See all skills needed for Beginner & Intermediate Phonological Awareness and Phonics
FCRR Interventions and Common Core Standards	- Adequate hearing acuity - Answer yes/no questions - Concepts "same" and "different" - Spatial concepts "beginning, first, middle, last, end" - "What" and "where" questions	- Adequate hearing acuity - Answer yes/no questions - Concepts "same" and "different" - Spatial concepts "beginning, first, middle, last, end" - "What" and "where" questions	

PHONICS AND FLUENCY LANGUAGE CORRELATES - Primary
CHART 2
Communication Prerequisites

Curriculum Components	Beginner	Intermediate	Advanced
Word Reading	- Articulation - "What" Questions - Spatial concepts "top, bottom"	- Articulation - "What" Questions - Spatial concepts "top, bottom"	- Articulation - "What" Questions - Spatial concepts "top, bottom"
Word Building	- Spatial concepts "beginning, end, middle, after" - Understanding of conjunction "if"	- Spatial concepts "beginning, end, middle, after" - Understanding of conjunction "if"	- Spatial concepts "beginning, end, middle, after" - Understanding of conjunction "if"
Words Correct Per Minute		- Morphological endings (to include plurals, past tense, present progressive)	- Morphological endings (to include plurals, past tense, present progressive)
Multisyllabic Word Reading			- Articulation - Production of multisyllabic words
Spelling			- See all skills needed for Beginner & Intermediate Phonological Awareness and Phonics
FCRR Interventions and Common Core Standards	- Production of multisyllabic words - Quantitative concept "more" - Morphological markers (to include regular and irregular plurals)	- Production of multisyllabic words - Quantitative concept "more" - Morphological markers (to include regular and irregular plurals)	- Production of multisyllabic words - Quantitative concept "more" - Morphological markers (to include regular and irregular plurals)

VOCABULARY LANGUAGE CORRELATES - Primary
CHART 3
Communication Prerequisites

Curriculum Components	Beginner	Intermediate	Advanced
Vocabulary	- Antonyms - Synonyms - Action words (present progressive tense) - Adjectives (semantic qualities) - "What" questions - Categorization (naming categories)	- Antonyms - Synonyms - Action words (present progressive tense) - Adjectives (semantic qualities) - "What" questions - Categorization (naming categories)	- Antonyms - Synonyms - Action words (present progressive tense) - Adjectives (semantic qualities) - "What" questions - Categorization (naming categories)
FCRR Interventions and Common Core Standards	- Basic concepts - Ability to categorize nouns into person, place or thing - Ability to categorize nouns, verbs, adjectives - Descriptive adjectives (size, color) - Answer yes/no questions - Wh-questions * - Spatial / Temporal concepts - Prepositional phrases - Quantitative concept "more" - Adverbs / Adjectives - Antonyms / Synonyms - Multiple meaning words - Categorize and list by semantic group or attribute - Tense (past, present, future) - Negation (not)	- Basic concepts - Ability to categorize nouns into person, place or thing - Ability to categorize nouns, verbs, adjectives - Descriptive adjectives (size, color) - Answer yes/no questions - Wh-questions * - Spatial / Temporal concepts - Prepositional phrases - Quantitative concept "more" - Adverbs / Adjectives - Antonyms / Synonyms - Multiple meaning words - Categorize and list by semantic group or attribute - Tense (past, present, future) - Negation (not)	- Basic concepts - Ability to categorize nouns into person, place or thing - Ability to categorize nouns, verbs, adjectives - Descriptive adjectives (size, color) - Answer yes/no questions - Wh-questions + - Spatial / Temporal concepts - Prepositional phrases - Quantitative concept "more" - Adverbs / Adjectives - Antonyms / Synonyms - Multiple meaning words - Categorize and list by semantic group or attribute - Tense (past, present, future) - Negation (not) - Prefixes and Suffixes - Categorize and list by salient feature

* Wh-questions:" what, what…do, what…for, who, where, when, how, how + adjective" typically develop between the ages of 4 and 6.
* Wh-questions: "why, what if, how come, how about, which" typically develop between the ages of 7 and 8.

COMPREHENSION LANGUAGE CORRELATES - Primary
Chart 4
Communication Prerequisites

Curriculum Components	Beginner	Intermediate	Advanced
Listening Comprehension	- Wh-questions (see note *) - Conjunctions "and", "because" - Subordinate conjunctions "that", "when" (see note **) - Temporal concepts - Sequential concepts - Ordinal numbers - Comparatives and Superlatives - Describing words (color and shape) - Pronouns - Pronoun referents - Verb tense (present and past) - Plurals and Possessive markers		
Reading Comprehension		- Wh-questions (see note *) - Conjunction "and", "because" - Subordinate conjunctions "that", "when" (See note **) - Temporal concepts - Sequential concepts - Ordinal numbers - Comparatives and Superlatives - Describing words (color and shape) - Pronouns - Pronoun referents - Verb tense (present and past) - Plurals and Possessive markers - Modals (can, may, will, do)	- Wh-questions (see note *) - Conjunction "and", "because" - Subordinate conjunctions "that", "when" (See note **) - Temporal concepts - Sequential concepts - Ordinal numbers - Comparatives and Superlatives - Describing words (color and shape) - Pronouns - Pronoun referents - Verb tense (present and past) - Plurals and Possessive markers - Modals (can, may, will, do)
FCRR Interventions and Common Core Standards	- Answer wh-questions - Formulate Wh-questions - Spatial concepts -Temporal/Sequential concepts -Conjunctions to include: "and, because, since, but so, so that, or, because, for that reason" -Sentence formulation -Describing similarities and differences	- Answer wh-questions: - Formulate Wh-questions - Spatial concepts -Temporal/Sequential concepts -Conjunctions to include: "and, because, since, but so, so that, or, because, for that reason" -Sentence formulation -Describing similarities and differences	- Answer wh-questions - Formulate Wh-questions - Spatial concepts -Temporal/Sequential concepts -Conjunctions to include: "and, because, since, but so, so that, or, because, for that reason" -Sentence formulation -Describing similarities and differences

* Wh-questions:" what, what…do, what…for, who, where, when, how, how + adjective" typically develop between the ages of 4 and 6.
* Wh-questions: "why, what if, how come, how about, which" typically develop between the ages of 7 and 8

** Subordinate conjunctions "that" and "when" typically develop between 7 and 8

Curriculum Components	Beginner	Intermediate
Math **Common Core Standards**	- Ordinal Numbers - Describing words to include shapes (square, triangle, rectangle, circle, hexagon, trapezoid, sphere, cube, cylinder), length, height, weight - Categorization by attribute - Higher level categorization to include parts of a whole - Same and Different - Spatial concepts (in, out, up, down, top, bottom, on, off) - Temporal concepts - Comparatives and Superlatives (regular and irregular)	- Ordinal Numbers - Describing words to include shapes (square, triangle, rectangle, circle, hexagon, trapezoid, sphere, cube, cylinder), length, height, weight - Categorization by attribute - Higher level categorization to include parts of whole - Same and Different - Spatial concepts - Temporal concepts - Comparatives and Superlatives (regular and irregular) - Antonyms - Indefinite pronouns - Quantitative concepts - Use of multiple attributes to describe - Compare and contrast - Comparatives and superlatives (regular and irregular)

Reading –FAIR **Broad Screen** **Reading Comprehension**	Word Decoding/Recognition *Includes all skills listed in Phonics and Fluency Language Correlates* *Chart 2.* Vocabulary / Word Recognition *Includes all skills listed in Vocabulary Language Correlates* *Chart 3.* - Analogies - More advanced antonyms, synonyms, homonyms -Figurative language (idioms, similes) - Multiple meaning words (metaphors, proverbs) Comprehension Strategies *Includes all skills listed in Comprehension Language Correlates* *Chart 4.* -Also, Language competence with all form and content skills through Level IV is necessary. World Knowledge - Knowledge of Basic concepts expected for grade level is necessary.
Reading – FAIR **Targeted Diagnostic Inventory** **Mazes**	Text Reading Efficiency (i.e., reading accuracy and speed, and gist – level comprehension *Includes all skills listed in Language Correlates Charts 1, 2, 3 and 4*
Reading - FAIR **Targeted Diagnostic Inventory** **Word Analysis**	Morphological Knowledge - Language competence with all noun and verb endings contained in Form levels I through IV is necessary. Phonological Knowledge *Includes all skills listed in Language Correlates Charts 1 and 2* Orthographic Knowledge *Includes all skills listed in Language Correlates Charts 1 and 2*

FORM Language Skills
Lee County Language Curriculum

Student :_____ ID#:_____ Grade:____ Age:____
SLP:_____ School:_____

* FOR USE BY MTSS Teams to ask guiding questions regarding language performance
Skill analysis based on observations, probes, and/or evaluation.

Form Skill	Level II MLU 2.26-4.50	Level III To age 6	Level IV Ages 7-9	Level V Ages 10-12

Main Verbs	Verb+ing
	Copula: is, are, am
	Aux.: is, are, am
	Was, were
	Has, have, had
	3rd singular
	Regular past tense
	Irregular past tense
	Early developing
	  infinitives
		Modals: can,
		  may, will, do
		Modals: could,
		  might, would,
		  should
		Modals
		  does+verb,
		  did+verb
			Passive: get+verb,
			  be+verb
			Modals: must,
			  shall
			Have+got
				Future perfect
				Present and past
				  Perfect
				Have+verb+en
				Modal + present
				  Perfect
				Aux perfect
				  tense
				  combinations

Secondary Verbs		Simple infinitival
		  clauses
		Infinitival
		  complements
		Present and past
		  participles
			Embedded
			  infinitival
			  complements
			Gerunds
			Infinitival
			  complements
			  with be and get	

Personal Pronouns	I, you
	Me, you
	My, your / mine yours
	Him, her,
	He, she
	Her, his / hers, his
	Us, them
	We, they
	Their, our / theirs, ours
		Reflexive: myself,
		  yourself, himself,
		  herself, itself,
		  ourselves, themselves
			Relative: who,
			  which, whose,
			  whom, what, that
			(His)own, one,
			  oneself
			Whichever, whoever,
			  whatever	

Demonstrative Pronouns	This, that, it
	These, those in subject
	  position
		These, those in object
		  position		

Relative Pronouns			Who, which, whose, whom, what, that	

Indefinite Pronouns	More, one, two
	Some, other, alot, all
	Another, something,
	  somebody, someone.
		Nothing, nobody, none,
		  no one
		Any, anything, anybody,
		  anyone
		Next, first, last, second
		Each, several, most,
		  least
		Both, few, many, much
		Every, everything,
		  everybody, everyone		

Interrogative Reversals	Vocal inflection
	Reversal of copula "be"
		Reversal of auxiliaries:
		  is, are, am, was, were
			Reversal of do, did,
			  does
			Use of modals
			Tag questions
			Have, has
				With 2 or 3 auxiliaries

Continued

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Form Skill	Level II MLU 2.26-4.50	Level III To age 6	Level IV Ages 7-9	Level V Ages 10-12

WH Questions	Who, what, what+noun
	Where
	How many, How much
	What do, What for
		When, how,
		  how+adjective
			Why, what if, how
			  come, how about
			Whose, which,
			  which+noun	

Negatives	Not	Can't, don't
		Isn't, won't
			Uncontracted
			  negatives: cannot,
			  did not
			Pronoun-aux. or
			  pronoun-copula
			  contraction
			Aux,-negative or
			  copula-negative
			Modal negative
				Neither nor

Possessives	Noun: -s -z -ez			
Plurals	Regular plurals -s, -z, -ez Invariant singular Invariant plural		Irregular plurals	

Conjunctions	And (subject)
	And (object)
	And (predicate)
		And
		  (compound sentence)
		That
		But
		So, and so, so that
		Or
		Except
		Because
		If
			Where, when
			Before, after
			How
				Than
				Unless, since
				Until, til
				Although
				Even if
				Whether (or not)
				As, as+adj.+as, as if,
				  like
				While
				Provided that
				  Never the less
				  In spite of

Articles		A, an, the		

CONTENT Language Skills
Lee County Language Curriculum

Student :_____ ID#:_____ Grade:____ Age:____
SLP:_____ School:_____

* FOR USE BY MTSS Teams to ask guiding questions regarding language performance
Skill analysis based on observations, probes, and/or evaluation.
(Key: C = comprehension, P = production; if not labeled is both C and P)

Content Skill	Level II Under 4	Level III Ages 4-6	Level IV Ages 6-9	Level V Ages 10-12	Level VI Age 12 and up

Basic Concepts	Body parts: C, P
	Early colors: C
	Function of
	  senses: C, P
	Basic shapes: C
		Body parts: C, P
		Early colors: P
		Later colors: C,P
		Basic shapes:
		  C, P			

Same / Different	Different: C	Same: C
		Different: P
		Easier difference
		  in word
		  pairs: P
			Same: P
			More difficult
			  difference in
			  word pairs: P
			Same in word
			  pairs: C, P		

Antonyms	Basic antonyms	Early antonyms	Early antonyms	Later antonyms	Advanced antonyms
Synonyms			Early synonyms	Later synonyms	Advanced synonyms
Homonyms			Early homonyms	Later homonyms	Advanced Homonyms

Categorization	Inclusion by
	  Attribute
	Inclusion by use
	Exclusion
		Likeness
		2 Attributes
		Semantic by
		  inclusion
			Later inclusion
			Naming objects
			Semantic by
			  exclusion
				Advanced
				  inclusion
				Comparisons of
				  words/ concepts
					Advanced
					  inclusion

Semantic Relationships	Spatial /
	  Locational
	Temporal /
	  Sequential
		Spatial /
		  Locational
		Temporal /
		  Sequential
		Comparatives /
		  superlatives
		Irregular compar./
		  superlatives
			Analogies
			Temporal /
			  Sequential
			Familial / Kinship
			Double compar./
			  superlatives
			Mult. Meanings –
			  nouns, verbs,
			  adj, adv, preps.
				Analogies
				Temporal /
				  Sequential
				Idioms
				Similes
				Lexical
				  ambiguities
					Verbal analogies
					Metaphors
					Proverbs

Semantic Quality	Size Color Temperature Time Quantity	Color / Size Shape Length Height Width Age Taste Attractiveness Speed Texture Quantity	Odor Affect Distance		

Affixes				Prefixes – time and
				  place
				Prefixes – number
				Prefixes – negation
				  and reversal
					Suffixes- noun
					Suffixes –
					  adjective
					Suffixes - adverb
					Suffixes - verb

TEACHING ROUTINE FOR LANGUAGE
SPACE LOCATION VOCABULARY
* Routine should be broken into separate lessons or repeated depending on student needs.

1. Teacher <u>explains task</u>. Use vocal emphasis for targeted words.
    "We will be talking about LOCATION words."
    "LOCATION words tell where."
    "LOCATION tells the PLACE of something or someone."

    "What do LOCATION words tell?"
                    Students: "Where." or "The Place."

2. Teacher provides <u>exposure</u> to the concepts.
    "Listen as I say some location words and show you the place."
    Teacher demonstrates location words with objects while stating the word.
            See Spatial Vocabulary list

3. Teacher provides <u>comprehension practice</u>.
    A. Example / Non-example: Say target. Place an object in an incorrect location. Verbalize thinking while identifying the error.
    B. Give "Simon Says" directions for students to follow. Scan class for accuracy.
        a. Simon Says… put your hand behind your head.
        b. Simon Says… stand in front of your desk.
        c. Simon Says… put your hands together.

4. Teacher provides <u>scaffolded production practice</u> in using targets
(provide models and cues).
    Have students take turns acting as the teacher and giving directions.

5. Teacher provides <u>practice</u> of target with a pencil / paper task.
    Have students get a blank piece of paper. The following are sample directions:
            Put you name at the bottom of the paper.
            Draw a circle in the middle of the paper.
            Draw a triangle on the right side of the paper.
            Draw a square on the left side of the paper.
            Write an "A" in one of the corners.
            Write a "B" beside the circle.

            Only use vocabulary previously mastered, except for target spatial words.
            See Spatial Vocabulary list

SPACIAL VOCABULARY
DEVELOPMENTAL ORDER

Spatial Vocabulary:

❖ Describes where people and objects are in space
❖ Describes where people and objects are in relation to each other

Typical Age Range (years)	Spatial Vocabulary		
2-3	on	up	
	in	down	
	off	out of	
	out	under	
3-4	together	into	
	away from	onto	
	behind	high	
	toward	over	
	bottom	top	
	in front of	in back of	
4-5	beside	through	
	backward	forward	
5-6	ahead of	before	
	first	after	
	last	in a row	
	corner	second	
	right	left	
	middle		
6-7	among	center	
7-8	right	left	
	near	far	

* NOTE – This list is not all inclusive.

TEACHING ROUTINE FOR LANGUAGE
TIME/SEQUENCE VOCABULARY
* Routine should be broken into separate lessons or repeated depending on student needs.

1. Teacher <u>explains task</u>. Use vocal emphasis for targeted words.
   "We will be talking about TIME words."
   "These words describe when events occur in TIME."
   "TIME words tell how events occur in relation to each other."
   "What do TIME words tell?"
   > Students: "When." or "How."
2. Teacher provides <u>exposure</u> to the concepts.
   "Listen and read along as I explain today's work schedule. I will use TIME
   > words to tell when or how our classroom work will be completed."
   Target words should be written in bold print on the board, in front of the written
   > directions, and emphasized during oral reading.)
   Examples:

BEFORE…	You sharpen your pencil, put your backpack away.
NEXT…	Sharpen your pencil and begin working.
FIRST…	(use lesson plans to select specific task referenced)
SECOND…	(use lesson plans to select specific task referenced)
THIRD…	(use lesson plans to select specific task referenced)
FINALLY…	(use lesson plans to select specific task referenced)

   Other target words include: later, after, during, until, in the end.
   See Time / Sequence Vocabulary list for additional suggestions.
3. Teacher provides <u>comprehension practice</u>.
   A. Example / Non-example: Teacher reads daily schedule out of sequence and
       requests student correction. Teacher monitors for accuracy and praises student correction.
       > For example: "First sit down. Next sharpen your pencil.
       > What's wrong with this direction?"
   B.   Teacher calls on specific students and has them retell one part of the written
        directions.
        "Jose, what are you going to do FIRST?"
        "Mary, what is the SECOND thing you need to do?"
        "William, what is the THIRD thing you need to do?"
      OR call on one student to summarize the directions.
        "Jessica, please tell everyone when and how our work is to be completed
        using the TIME words and directions on the board."
4. Teacher provides <u>scaffolded production practice</u> in using targets
    (provide models and cues).
      Have students pick a partner and take turns acting as the teacher to explain the day's work schedule. Teacher circulates to
      monitor for accuracy, providing cues when needed.
5. Teacher provides <u>practice</u> of target with a pencil / paper task.
      A. Have students write daily schedule in agenda book as it appears on the board
      B. Give an informal spelling test with TIME words.
      C. Have students add TIME words to student folders or creative classroom writing assignments.

TEMPORAL VOCABULARY
DEVELOPMENTAL ORDER

❖ Describes when events occur in time
❖ Describes how events occur in relation to each other

Typical Age Range (years)	Temporal Vocabulary	
3-4	daytime	morning
	nighttime	night
	day	today
	tonight	last night
4-5	tomorrow	evening
	yesterday	summer
	in the morning	first
	all night	last
	a whole week	
	tomorrow night	
5-6	soon	now
	next	again
	finally	during
	special day	afternoon
	of the week	second
	third	fourth
6-7	seasons	before
	day before	after
	yesterday	beginning
	day after tomorrow	
7-8	from…to	last week
	last month	next week
	next month	

* NOTE – This list is not all inclusive

<div align="center">**TEACHING ROUTINES FOR LANGUAGE**</div>
<div align="center">**WH- QUESTIONS**</div>
<div align="center">* Routine should be broken into separate lessons or repeated depending on student needs.</div>

A. Teacher <u>introduces the task</u>. Use vocal emphasis for targeted words.
   "We will be talking about QUESTION words."
   "QUESTIONS are what you ask when you want to know something."
   "What do you ask when you want to know something?"
     Students: "Questions."
   These are question words: WHAT, WHO, WHERE, WHEN, HOW, and WHY.
B. Teacher follows a teaching sequence designed to allow for teaching *only one unknown* element at a time.

Sequence:
1. Teacher <u>explains task</u>.
   Start with introduction above.
   "Today we will learn about the question [WHAT, WHO, WHERE, WHEN, HOW, WHY]."
   "Tell me the question for [things, people, place or location, time or order, the way things are done, the reason things happen]."
     Students: "[what, who, where, when, how, why]"

2. Teacher provides **exposure** to the concepts, *only one unknown* element at a time.
   "Listen as I ask you some questions."
   Teacher asks questions about various items around the room.
     "WHAT is this?" Students answer.
       OR
   Teacher then asks questions about students in the room.
     "WHO is this?" Students answer.
       OR
   Teacher asks questions about the location of various items around the room, and
also answers the question
       OR
   Teacher asks questions about various parts of the day, and
    also answers the question.
    "WHEN" do we sleep?"   …at night
    "WHEN" do you eat breakfast?"   in the morning
    "WHEN" do you brush your teeth…before or after you get out of be?"
    (*Note: Students should have mastered Time / Sequence Vocabulary prior to this)
       OR
   "Listen as I ask and answer some questions about my manner or way of doing things.
    "How do I run?   …Fast."
    "How do I get to school in the morning?   …I drive
    "How do I get my teeth clean?   …with a toothbrush and toothpaste
       OR
   "Listen as I ask and answer some questions about reasons things happen."
    "Why do I sleep."   Because…
    "Why am I going to eat lunch?"   Because…
    "Why do I teach students?"   Because...

   Provide at least 10 examples of each.
   Teacher provides non-example by incorrectly answering the question, then
    verbalizing thinking to correct the error.
3. Teacher provides **<u>comprehension</u> practice**.
   Teacher asks questions, using a brisk pace, monitoring for accuracy and providing immediate feedback.
4. Teacher provides <u>scaffolded **production** practice</u> in using targets
(provide models and cues as needed).
    Have students take turns acting as the teacher and asking questions for peers to answer. Teacher monitors for
   accuracy and provides immediate feedback.
.

5. Teacher provides for practice and review to ensure mastery, by playing "Ask that question." To play, teacher provides an answer and a student must ask the question. Teacher can then choose students to act as the teacher and provide the answers. Question words should be written on the board or on a word wall. This activity should be done verbally and then in writing.
(See scripts on next page.)

    A. Teacher: I have an answer that is a THING.
       Student: What is it?
       Teacher: A pencil!

    B. Teacher: I have an answer that is a PERSON.
    Student: Who is it?
    Teacher: You!

    C. Teacher: I have an answer that is a PLACE.
       Student: Where is it?
       Teacher: In my desk!

    C.   Teacher: I'm thinking of an answer that is a TIME.
        Student: When is it?
       Teacher: Lunch!

    E. Teacher: I have an answer that is the WAY or MANNER of something?
       Student: How?
       Teacher: Very quickly!

    F. Teacher: I have an answer that is the reason for something?
       Student: Why?
       Teacher: Because I did it already!

Continued practice with question words can be continued by having students locate and highlight on daily assignments

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TEACHING ROUTINES FOR LANGUAGE
CONJUNCTIONS
* Routine should be broken into separate lessons or repeated depending on student needs.

1.   Teacher explains task: Use vocal emphasis for targeted words.
         "We will be talking about conjunctions. Conjunctions are "GLUE" words. These are words that connect things or parts of a sentence together. Some important "glue" or connector words are: "and, but, because, if, or".

         What do "glue" or connector words do?
                  Students: They join/connect things together."

2. Teacher follows a teaching sequence designed to allow for teaching *only one unknown* element at a time..

1. Teacher provides introduction above.
         AND is a glue word we use to join things that go together.
         BUT is used to join sentences together to compare differences.
         BECAUSE is a connector word that tells WHY
         IF is used to express a condition.
         OR is used to show a choice.

2. Teacher provides <u>**exposure**</u> to conjunctions.
         "Listen as I say some "glue" words and show you how they connect things together."
                  Say "Joshua AND Jeremiah are boys."
                  Say "I like hamburgers AND french fries."
                  Say "I like to jump AND Brittany likes to run."
                                    OR
         Teacher initially sits then stands. "I was sitting; BUT now I am standing."
                                    OR
         : "Listen as I use the word BECAUSE to state the reason why something happens."
                  "Peas and carrots go together BECAUSE they are vegetables."
                  "Dogs and cats go together BECAUSE they are pets."
                                    OR
         Use blocks or pennies. "IF I put one more penny
                  here I will have three cents. IF I have two more pennies I have five cents.. IF I have
                  five cents I have a nickel.
                                    OR
         "I must choose between pizza OR a hot dog for lunch."
         "I can't decide whether to color this flower red OR yellow."

3. Teacher provides <u>**comprehension**</u> practice.
         A. Example/Non/example: Use first part of sentence; last part of sentence and 2
              sentences to demonstrate "glue" word. Verbalize while correcting error<u>s</u>.
              "Joshua AND… are boys." "I can't say that because AND needs to connect
              Joshua to something.
              "I like hamburgers AND…." "I can't say that because I have not joined two
              things that I like."
              "I like to jump AND Brittany likes…" I can't say that because I have not
              joined two small sentences together.
         B. Put five pictures/words on a table. Student selects two to complete
              the statement; " _____ AND _____ are fruits."
              Another student completes sentence; "I like to eat _____ AND _____.
              Put 5 action pictures/words on table have 2 children each pick an action and
              then form a compound sentence. "Andrew likes to run AND Paige likes to
              jump." Emphasize AND. Have children repeat the sentences.
              Teacher to provide additional examples until students demonstrate mastery.

C. Use pictures of items in a category and give students direction, Ex: " It takes you places; BUT it isn't a car." " You use it to build; BUT it isn't a hammer."

D. Mix up category pictures and written words. Student is instructed to select picture and put it in the correct category. Teacher models for student. "The banana goes in this category BECAUSE it is a fruit.

E. "IF you give me two pennies, Aliyah, I will have 5 cents."   Student gives two pennies to teacher.

F. Set up a pretend store using objects or printed words. "Do you want the bananas OR apples?" Student indicates choice.
 Students are paired to continue the activity, and reminded to use "OR" when making a choice.

Student #1: "Should I get ice cream or cookies?"

Student #2: "Get ice cream." Word or object then placed in bag.

4.   Teacher provides scaffolded practice (models faded to verbal cues) using students' life experiences to help students build sentences using the targeted connector word (and, but, because, if, or) to build sentences

i.e., AND - Have children look at various pictures/vocabulary words and build
  sentences using "AND".

Teacher: "What vegetables are the children eating?"

Child: "Peas and carrots."

Teacher: Repeat after me. "The children are eating peas and carrots".

BECAUSE -

Teacher: " Place the parakeet on this pile BECAUSE it is a pet. Why did you place the parakeet on that pile?"

Student: "Because it is a pet."

Teacher: "Repeat after me: The parakeet is on that pile because it is a pet."

IF –

Example 1:

Teacher: "What would you like to do if you get all you homework done?"

Child: "Watch T.V."

Teacher: Repeat after me. "If I finish my homework, I will watch T.V."

Example 2:

Teacher: "What can you do if you finish your morning work early?"
           Give me a sentence that begins with "if".

Child: "If I finish my morning work early, I can take an AR test."

OR

Discuss different events in which students make choices. Ex: "What are the choices for lunch today?"

5. Teacher provides practice of target in read aloud. Today I want you to raise your hand
   every time you hear the connector word _____.
   Teacher provides practice of target with a pencil/paper task.
   A. Students will copy sentences from the board.
   B. Students will search for the targeted connector word in daily reading assignment

Language Teaching Routines for General Education Intervention

Student:_____ Teacher:_____ Implementation Date:_____

Setting:_____ Frequency:_____ Person Responsible:_____

Step 1: Exposure

Targeted Skill	Date ____	Date ____	Date ____	Date ____	Date ____	Date ____	Date ____	Date ____	Date ____	Date ____

Step 2: Comprehension

Targeted Skill	Date ____	Date ____	Date ____	Date ____	Date ____	Date ____	Date ____	Date ____	Date ____	Date ____

Step 3: Production

Targeted Skill	Date ____	Date ____	Date ____	Date ____	Date ____	Date ____	Date ____	Date ____	Date ____	Date ____

"It is the responsibility of every educator, organization, and parent to actively engage in collaborative efforts to meet Florida's goals. In the unified effort, all schools in Florida should ensure evidence-based practices, instructionally relevant assessments, systematic problem-solving to meet all students' needs, data-based decision making, effective professional development, supportive leadership, and meaningful family involvement. These are the foundation principles of a Response to Instruction/Intervention (RtI) system which provides us the framework to elevate the efficacy of our statewide improvement efforts."

Dr. Eric J. Smith
Commissioner of Education
June 2008

Multi-Tiered Systems of Support is "an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data" (NRCLD, 2006). As such, the School District of Lee County has created a set of forms that are designed to lead a school-based team through the MTSS problem-solving model in order to best address student needs. These forms should be viewed as tools that assist the team in problem-solving and decision-making. They are comprehensive and allow the team to effectively use data to match research-based and/or evidenced-based interventions with student needs. Additionally, these forms ensure that the district is in compliance with state-adopted rules and federal mandates.

It is important to remember that MTSS is a problem-solving framework for addressing the academic and/or behavioral needs of students—not a procedure for getting students evaluated for special programs or services. However, should the need arise, MTSS is part of the evaluation process for eligibility decisions. The goal of this focused attempt is to provide meaningful and specific interventions that clearly address a student's individual needs. Your mission is to ensure that every student is provided appropriate instruction using proven research-based strategies. It is also important to remember that the School District of Lee County and the State of Florida have adopted a three-tier model as shown below.
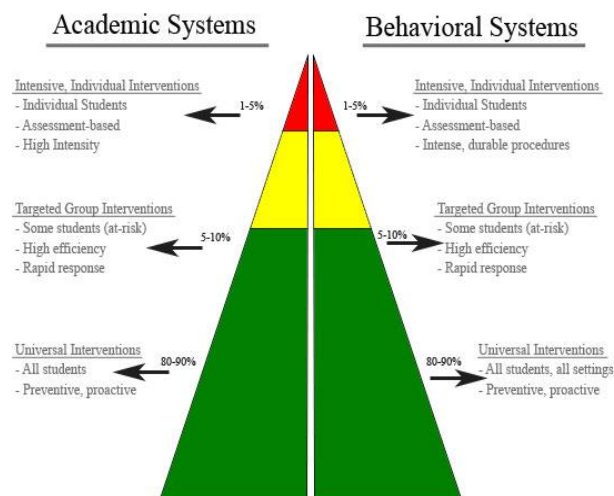
The three tiers are representative of a continuum of student support. The tiers do not represent placements or procedural steps, but rather varying levels of student support. All students receive the core instruction (Tier I). In addition to the core curriculum, some students may require more strategic/supplemental (Tier II) or intensive/targeted (Tier III) levels of support in order to be successful. When addressing student needs it is always necessary to first look at the core instruction (Tier I). That being said, there are several things to consider before a problem-solving team meets to look at an individual student.

. They are as follows:

- ✓ Are approximately 80% of students in the school, in the class, of the sub-group meeting the targeted benchmarks?
- ✓ Is this a school-wide, subgroup, classroom, and/or instructional concern? Or is it an individual student need?
- ✓ Has the teacher met with the parents or guardians?
- ✓ Is differentiated instruction occurring at Tier I?
- ✓ Has a core MTSS team been identified?
- ✓ What role do individuals play on the MTSS team?
- ✓ Does the team have administrative representation?
- ✓ Has the MTSS team identified valid and reliable data upon which to make decisions?
- ✓ Has the school-based MTSS team identified how the continuum of supports will be used across all levels of support?
- ✓ Are there areas of training or staff development that should be addressed to ensure successful implementation of MTSS?

This user guide should be used as a reference for teams as they move through the MTSS problem-solving model. A brief overview and several points to consider for each of the forms are provided below.

COMPREHENSIVE STUDENT REVIEW FORM

The purpose of the *Comprehensive Student Review Form* is to provide a complete picture of the individual student's strengths and needs. Research suggests that problem-solving teams make better decisions when they use data as a basis for those decisions. Therefore, teams must have access to the most complete and current data available. This form compiles relevant student demographic information, assessment scores, grades, background information, areas of need, strengths, evaluation summaries, etc. It is to be completed by the teacher prior to the scheduling of the first MTSS meeting. Points to consider:

- ✓ Is information current?
- ✓ Have all sections been completed?
- ✓ Has the teacher informed the parent that the student is being referred to the MTSS team for assistance?
- ✓ Have the teacher and parents/guardians met regarding the areas of concern?
- ✓ Has the cumulative folder been reviewed?

COLLEAGUE OBSERVATION FORM

There are several reasons for completing an observation prior to the first problem-solving meeting. First, it can be instrumental in establishing the process of collaboration. Part of the problem-solving process involves professionals working together to address student needs. Secondly, an outside observation can help to ensure team objectivity. Many times what one teacher perceives as a need or a problem may in fact be something else entirely. The observation can be crucial as the problem-solving team attempts to prioritize a student's needs. The observation also plays an important role for helping the team understand the whole student. Additionally, what initially may be viewed as an issue with a single student may be an issue that applies to multiple students in a classroom. Lastly, observations are required should the team begin to look at eligibility for other services. Points to consider:

- ✓ Who will complete the observation? (CANNOT be the classroom teacher)
- ✓ Is there any additional data that should be collected during the observation?
- ✓ Is the observation objective?
- ✓ Should more than one observation be completed?

COMMUNICATION SKILLS TEACHER CHECKLIST

This form is only required for students for whom there are speech and/or language concerns. If a teacher has such concerns or is unsure, this form should be completed and then given to the Speech-Language Pathologist assigned to the school. Based on the checklist, the SLP will determine if any intervention and/or screening is necessary. The SLP can also make recommendations for strategies or interventions for the team's consideration. The recommendations and results of the screening should be used as the team prioritizes the student's needs and develops an intervention plan. Points to consider:

- ✓ Form A is to be used for students whose native language is English.
- ✓ Form B is to be used in addition to Form A for ELL students.
- ✓ Speech only (voice, fluency, articulation) needs are met through ESE speech services and need not be addressed through MTSS.
- ✓ Language needs should be addressed through an MTSS intervention plan.
- ✓ Students for whom there are language concerns as well as significant speech problems will be considered for speech evaluations on a case by case basis.
- ✓ The team must consider whether or not an ELL is exhibiting a communicative/language difference or possible communication disorder. A reference sheet entitled The Communicative Difference vs. Disorder is located **here**.
- ✓ Sufficient time for adjustment and assimilation of a new language must be allowed.

CORE DIFFERENTIATION PLAN FOR ELLs

This form is used to differentiate instruction within the core curriculum and as part of the process to address the needs of English Language Learners prior to the meeting of the MTSS team. The ELL Committee should use this form to discuss and document the implementation and use of specific ELL Accommodations and/or SIOP Interventions that the team believes will benefit the student. Points to consider:

- ✓ Accommodations and/or interventions for ELLs should be in place and their use documented
- ✓ The ESOL Specialist must be invited to all meetings that discuss changes in levels of support (i.e. Tier II to Tier III, referral for evaluation).
- ✓ The district ESOL Specialist may be invited to any meeting if necessary.
- ✓ The ELL Committee must reconvene to determine that the needs of a LF student are not a result of a communicative difference (language barrier) before addressing these needs through MTSS.
- ✓ Three intervention periods, for a minimum of 12 weeks total, must be completed before the MTSS team is to consider the need for supplemental (Tier II) or intensive (Tier III) supports.

PARENT NOTIFICATION OF MEETING FORM

Parents/guardians are important members of the MTSS problem-solving team. They know their child better than anyone. Opportunities for parental involvement are required and schools must be sure to allow for proper meeting notification. While there is no legal requirement for the number of days for advance notice, 10 school days is a good rule of thumb. This form may be used to invite/notify a parent or guardian to an MTSS problem-solving meeting. Points to consider:

- ✓ How will the school document attempts to involve parents/guardians?
- ✓ How will the notification be sent home?
- ✓ Who will be responsible for scheduling of the MTSS meetings and subsequent invites/notices?
- ✓ How will PST members be assigned as case managers for students with academic and/or behavioral concerns?

## STUDENT IMPROVEMENT PLAN/POSITIVE BEHAVIOR INTERVENTION PLAN

The SIP/PBIP is the document that leads the team through the problem-solving process. As such, it should be as detailed as possible. Please remember that at all times the team should be basing its decisions on the most current data. The MTSS Problem-Solving Team will determine the most appropriate course of action by matching research based interventions to the individual student's needs. This is accomplished by following the problem-solving process, whereby the team prioritizes a student's needs, specifically defines the problem, analyzes the cause, and then develops the intervention plan. The more specific and concrete the plan, the more likely it will be implemented with fidelity. This increases the likelihood of the student experiencing success. Points to consider:

- ✓ Has the team prioritized the needs of the student?
- ✓ What level of support on the continuum does the student require to be successful?
- ✓ Has the team matched the intervention to be implemented with the specific need of the student?
- ✓ For behavioral concerns, it is strongly recommended that a Functional Behavior Assessment (FBA) be completed as part of the intervention process.
- ✓ When setting goals has the team considered the student's peer group (grade, class, sub-group, etc.) for comparison? This is a mandated component of MTSS.
- ✓ Who will be responsible for administering bi-weekly/weekly probes?
- ✓ How will the team ensure the intervention plan is implemented consistently and with fidelity?
- ✓ How will the teacher be supported? A case manager should be assigned to check with the teacher periodically to see how the intervention implementation is going. Use the PST as a resource!
- ✓ When will the team reconvene to examine the results?

PROGRESS MONITORING GRAPHS

Progress monitoring is a vital part of the problem-solving process. The collection of valid and reliable data displayed in a graph allows the team to determine how a student is responding to an intervention. Graphs are used to monitor student progress during an intervention plan period. However, the following must be considered:

✓ Does the graph contain the minimum 8-12 data points necessary to create an accurate trendline?
✓ Does the graph show the goal-line (aim-line) or appropriate benchmark?
✓ Does the data correlate with the goals of the intervention plan? In other words, is the graph monitoring the same need that was prioritized and addressed in the intervention plan?
✓ Is there a new graph for each intervention period?
✓ At a minimum, probes should be administered bi-weekly for a supplemental (Tier II) intervention, and weekly for an intensive (Tier III) intervention.
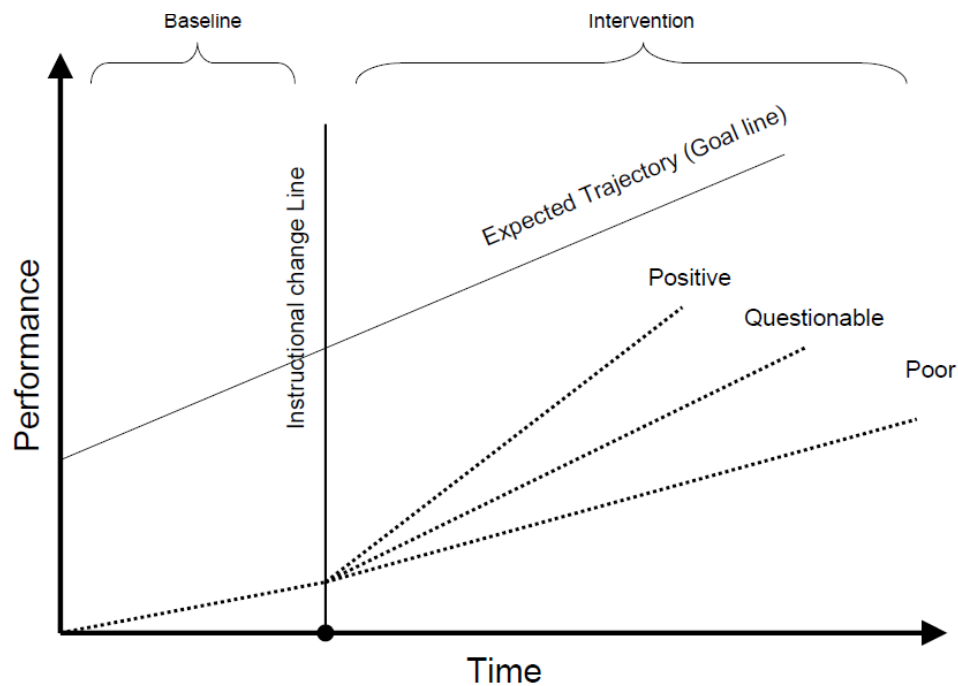
STUDENT IMPROVEMENT PLAN REVIEW FORM

This form is designed to lead the team through the process of using the most current data to decide the effectiveness of the current intervention plan. The *Progress Monitoring Graph* is central to this determination. Upon agreement of student response, the team must then decide to continue the current intervention, tweak or revise the intervention, discontinue the intervention and begin another, or refer for further evaluation. Some additional points to consider:

✓ Has the intervention been implemented with fidelity (over sufficient time, consistently, and as designed)?
✓ Was the progress monitoring appropriate?
✓ Is the data being reviewed valid?
✓ Has the team determined the student response to the intervention (positive, questionable, poor)?

RESOURCES AND REFERENCES

Reading, Writing, Math:
www.readingrockets.org/
> Reading Rockets
> Reading and writing resources

www.interventioncentral.org/
> Intervention Central
> Reading, math and behavior interventions, CBM probes and mastery measures

www.earlyliteracylearning.org
> Center for Early Literacy Learning (CELL)
> Uses a tiered model to promote literacy and language development in children 0 – 5 years old

www.corelearn.com
> Consortium on Reading Excellence (CORE)
> Resources for evidence-based reading interventions

http://centerforinstruction.org
> Center on Instruction
> Evidence-based math interventions (click on math)

English Language Learners (ELLs) K-5:
www.rtinetwork.org/learn/diversity/englishlanguagelearners

> RTI Action Network – RTI in reading for ELLs
> Recommendations for teaching reading to ELLs

www.starfall.com
> Reading instruction and reading games for students in Pre-K-1.

www.rif.org/
> Reading is Fundamental
> Many stories for Pre-K-2 students.

www.storylineonline.net

> Story Online
> Stories read by actors from the ScreenActors' Guild.

www.raz-kids.com/
> Raz-kids.com
Reading and listening activities.
www.pbskids.org/

> Between the Lions
 Games and materials from the show, including a literacy curriculum aimed at children ages 4-7.
www.funbrain.com
> MadLibs
> For Advanced Beginning Readers.

www.pbskids.org/arthur/
> Fern's Poetry Club
> Examples of different types of poetry.

www.pbskids.org/arthur/
> Arthur
> Games from Arthur.

www.pdictionary.com
> The Internet Picture Dictionary
> Online multilingual picture dictionary with interactive activities in English, French, German, Spanish, and Italian.

English Language Learners (ELLs) 6-12:

www.manythings.org/

> Vocabulary Games
> A collection of vocabulary games.

www.englishmedialab.com
> English Media Lab
> Exercises for All English Learners- Online Grammar Exercises, Vocabulary Videos, Pronunciation, Quizzes for Beginners,
> Intermediate & Advanced Level English Learners.- Math Exercises for Children**.**

www.eslcafe.com/resources/grammar-lessons
> Dave's ESL Café
> Grammar lessons

www.makebeliefscomix.com
> Make Beliefs Comix
> Create comics in English, Spanish, French, German, Italian, Portuguese, or Latin.

www.englishlearner.com/tests/
> English Tests and Quizzes: Practice for Students of English
> This site offers many exercises and tests of varying difficulty based on a variety of content areas.

www.ala.org/
> Great Websites for Kids
> For the beginning, intermediate, and more advanced ELL student. It includes topics from different content areas.

www.manythings.org/
> Listening Activities
> Designed for older students but pronunciation and listening activities could be used for students grades 4 and up.

Progress Monitoring/CBM Tools for Academics:

http://dibels.uoregon.edu
> DIBELS
> Reading CBMs

www.progressmonitoring.org

> Research Institute on Progress Monitoring

http://www.easyCBM.com

> Technical assistance to districts
> Proven monitoring practices.

MTSS Procedures:
www.floridarti.usf.edu
> Florida Response to Intervention/Problem Solving Model Project (RTI/PSM):
Information on all aspects of RTI/PSM in Florida, has helpful links
https://iris.peabody.vanderbilt.edu/module/rti01/
> IRIS Center's RTI Module RTI training module
> Simplified overview
www.ncld.org
> National Research Center on Learning Disabilities:
> RTI resources
https://osepideasthatwork.org/
> Ideas that Work Toolkit
> Model RTI Policies and Procedures

www.ncld.org/
>   A Parent's Guide to Response-to-Intervention:
Succinct overview for parents

www.progressmonitoring.org
>   Research Institute on Progress Monitoring
>   Technical assistance to districts
>   Proven monitoring practices

Speech-Language Pathologist Roles:
www.asha.org/
>   New Roles for Speech Language Pathologist:

Behavior: (Adopted from Florida's PBS Project: RTIB Coaches Training 2008)*
http://www.nasponline.org/
>   National Association for School Psychologists
>   Articles, books, and fact-sheets and handouts on PBS

http://www.interventioncentral.org/
>   Intervention Central
>   Free tools and resources to help promote positive classroom behaviors

http://challengingbehavior.fmhi.usf.edu/

>   The Teaching Tools for Young Children with Challenging Behavior

http://www.ldonline.org/indepth/behavior

>   The Learning Disabilities Online
>   "Dos and don'ts" for fostering social competence
>   Helpful articles

http://www.ldonline.org/indepth/classroom

>   The Learning Disabilities Online
>   Articles to help teachers arrange furniture to manage behavior issues.
http://www.state.ky.us/agencies/behave/bi/bi.html

>   The University of Kentucky, DSERC
>   Intervention resources at each tier of behavioral support

http://www.state.ky.us/agencies/behave/bi/ss.html
>   The University of Kentucky, DSERC
>   Social skills instruction at each tier of support
>   Templates, additional resources, and tools

*This list is a resource intended to provide additional websites for schools to use to help identify appropriate interventions based on the function of behavior. Florida's PBS Project: RTIB does not endorse or support any of the links or sites listed above.

REFERENCES

2004 Learning Disabilities Roundtable. (2005, February). *Comments and Recommendations on regulatory issues under the Individuals with Disabilities Education Improvement Act of 2004.* Public Law 108-446.

Colorado Department of Education (Exceptional Student Services Unit). (2007) *Indicators of RtI Implementation: Self-Assessment Tool*.

ESEA 2001: Elementary and Secondary Education Act (NCLB 2001).

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APPENDICES TAB

MTSS Roadmap
(adapted from Flagler County)

All students

Some students

Tier I
Core Curriculum with
Differentiated Instruction

Decision Intersection

Tier II
Core Curriculum
+
Supplemental Instruction

Check fidelity
Check progress

Tier III
Core Curriculum
+
Supplemental Instruction
+
Intensive Intervention
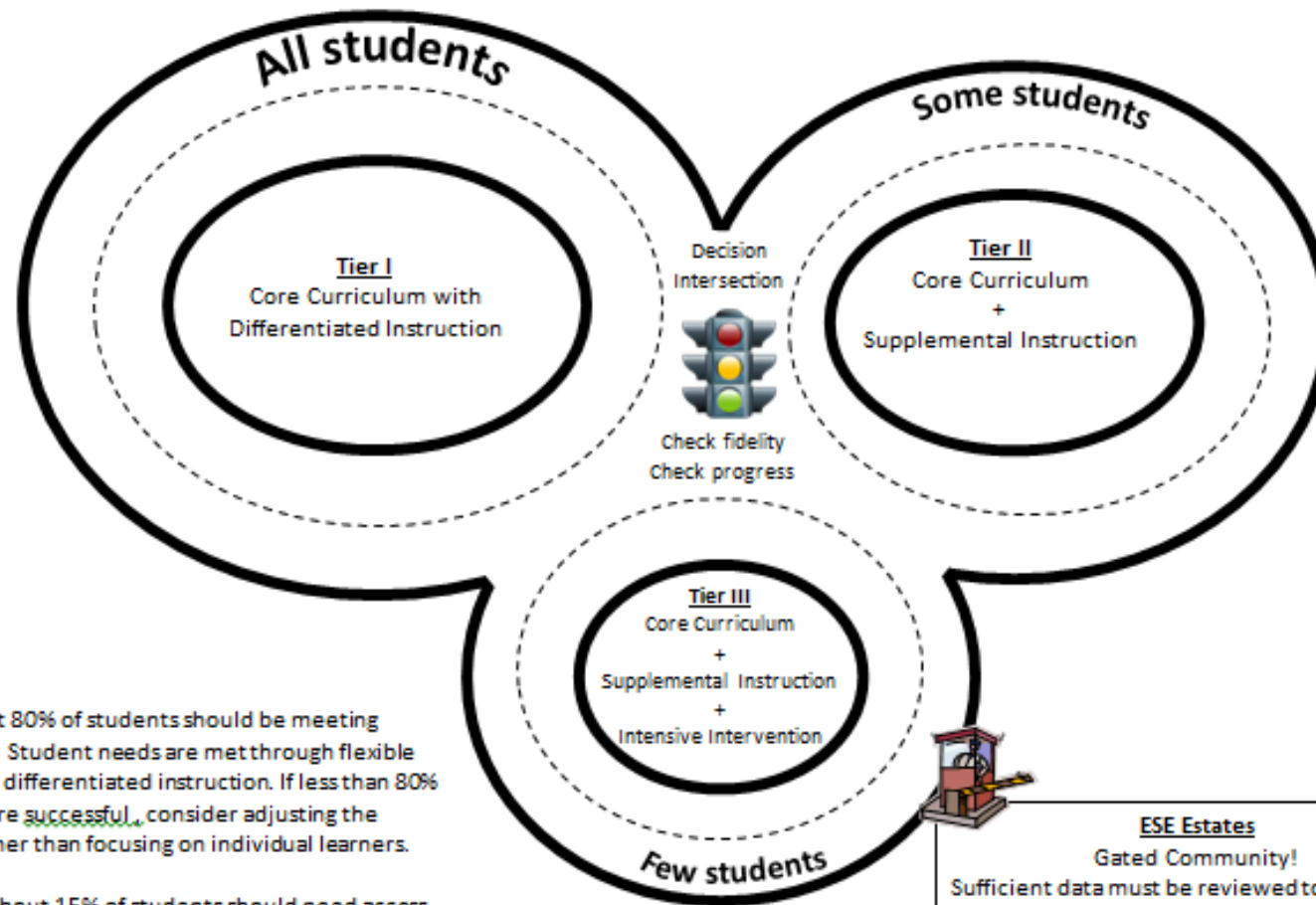
Few students

Tier I: At least 80% of students should be meeting benchmarks. Student needs are met through flexible grouping and differentiated instruction. If less than 80% of students are successful, consider adjusting the "system" rather than focusing on individual learners.

Tier II: Only about 15% of students should need access to supplemental interventions.

Tier III: Only about 5% of students should need access to intensive interventions.

ESE Estates
Gated Community!
Sufficient data must be reviewed to determine ESE is the most appropriate place of residence. Team must agree upon and approve entry.

NOTE:
The next two pages are the front and back of a tri-fold Parent Brochure. They should be printed back to back and folded so the Lee County Seal is on the top and the blank page is on the back of the brochure.

Multi-Tiered Systems of Support (MTSS)

The MTSS model...

• Uses a team of educators who examine individual, classroom, and schoolwide data to make decisions on how to best meet the needs of all students

• Identifies children who require additional support in reading, math, writing, and/or behavior, and provides these children with research-based interventions and strategies that will facilitate their success

• Identifies children who make very limited progress even after receiving intensive support for a substantial period of time — these children may be found eligible for additional services through the district

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THE SCHOOL DISTRICT OF LEE COUNTY
2855 COLONIAL BLVD.
FORT MYERS, FL 33966

Understanding MTSS

Multi-Tiered Systems of Support, formerly known as Response to Intervention, is a systematic way of identifying students who are in need of additional academic and/or behavioral support. These students receive additional research-based instruction that targets their specific needs, and students' progress is tracked to determine whether the supports are effective. This brochure will help you understand the MTSS model.

How do schools decide which students need interventions?

In our district, all students' progress is reviewed at least three times per year. We monitor achievement in reading especially carefully, and math, writing and behavior are also tracked.

Grade-level classroom instruction is designed to meet the needs of the majority of students; however, some children will require added supports to be successful. A variety of data is used to determine which students need more intensive interventions. This information includes things like test scores, attendance history, health records, discipline reports, and classroom observations.

If the team decides that a student needs more targeted instruction, a plan is developed that defines the supports that will be provided. The plan also details how progress will be tracked to determine whether the interventions are successful.

What does it mean if my child is receiving interventions?

An intervention can be defined as additional instruction beyond what is already provided in the classroom. Interventions take place in small groups, and target a specific area of need (vocabulary) rather than a broad content area (reading).

The intensity of the intervention is determined by the size of the group, how many days per week the group meets, and for how many minutes the intervention lasts. Students with more significant needs will receive more intensive interventions.

MTSS is not one-size-fits-all. Every school and every child is different. How student needs are met will vary from school to school, depending upon what the school already has in place and the resources that are available.

Parent Involvement

The team at your child's school works hard to identify student needs and design intervention plans that will lead to success. Team members are selected not only for their expertise, but also for how well they know your child. However, no one knows your son or daughter better than YOU—and therefore your involvement is very important.

Parents are strongly encouraged to attend all MTSS meetings. If you are unable to make a meeting, you may ask the school to reschedule at a time that is more convenient. If transportation is an issue, you may also request to participate via phone.

Your input is very valuable, and we hope you will make every effort to take part.

SCHOOL DATA PROFILE

School Name:_____

ID Number:_____

Contact Information	
Address:	Telephone: Fax:
Principal:	Telephone: Email:
Assistant Principal:	Telephone: Email:
Assistant Principal:	Telephone: Email:

Type of School (Please check)					
Elementary	Middle	High	Alt/Ctr	Charter	Other

Student Enrollment by Race/Ethnicity (Current year)							
American Indian	Asian	Black	Hispanic	Multiracial	White	Other	Total Enrollment

Student Enrollment by Need (Current year)		
Number with IEP	Percent on Free/Reduced Lunch	Number of ELL

Initiatives in Place (Please check)			
Title I	Reading First	SW-PBS	Other

Behavior Incidence Data (Most recent full year)			
For School Year: _____-_____ (e.g. 2008-2009)	# of Office Managed Discipline referrals	#Days of In-School Suspensions	# Days of Out-of-School Suspensions

Academic Data	
(Most recent)	
For School Year: _____-_____ (e.g. 2008-2009)	Percent of students meeting high standards in Reading	
	Percent of students meeting high standards in Science	
	Percent of students meeting high standards in Writing	
	Percent of students meeting high standards in Math	
	Percent of students making Reading gains	
	Percent of students making Math gains	
	Percent of lowest 25% of students making learning gains in Reading	
	Percent of lowest 25% of students making learning gains in Math	
	School Grade	
	Total School Points	

AYP Data (Most recent)				
Sub-group	FCAT Reading % Level 3-5	FCAT Math % Level 3-5	FCAT Reading % Level 3-5	AYP Status
American Indian				
Asian				
Black				
Economically Disadvantaged				
English Language Learners				
Hispanic				
Multiracial				
Students with Disabilities				
White				
Other				
Total				

Curricula	
(List programs, texts, etc. in use)	
Reading	
Math	
Science	
Social Studies	
Behavior	
Other	

Personnel	
(Number of faculty and staff)	
Administrators	
Teachers on Assignment	
Support Faculty (Reading coaches, counselors, specialists, etc.)	
Teachers	
Assistants	
Support Staff (Janitorial, food-service, office, etc.)	
Others	

Implementation of RtI: Self-Assessment Tool

This self-assessment tool is intended to assist schools/districts wanting to determine "next steps" toward implementation of a multi-tiered **Response to Intervention** approach for meeting the learning needs of ALL students. The tool addresses 5 broad indicators along with specific indicators/sub-topics for each.

The tool could be completed by each staff member in order to formulate a school profile and/or be used to stimulate group conversations. To determine "next steps," it is important not only to gauge the current implementation status of each item, but to also determine its relative priority. A basic planning format has been provided at the end of the checklist on which specific actions around the top priority items can be documented.

Some basic underpinnings of this systemic approach:
- It relies on the premise that all students receive research-based and standard driven instruction in general education.
- The learning of all students is assessed early and often (ongoing progress monitoring). Assessment is focused on direct measurements of achievement and behavior.
- If there are concerns about student progress, increasingly intense tiers of intervention are available to groups or individuals.
- Individual student data gathered through the process may be used to determine appropriateness of a special education referral (e.g., in the case of students who do not respond adequately to intervention or who require ongoing intensive intervention in order to sustain growth) and as part of a comprehensive evaluation for determination of eligibility.

Response to Intervention is…
Response to Intervention is an approach that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction/intervention that is matched to students' academic, social-emotional, and behavioral needs. A continuum of intervention tiers with increasing levels of intensity and duration is central to RtI. Collaborative educational decisions are based on data derived from frequent monitoring of student performance and rate of learning.

The overarching purpose of RtI implementation is to improve educational outcomes for all students,

Intensive Level
Interventions provided to students with intensive needs based on comprehensive evaluation. 1-5%

Targeted Level
Interventions provided to students identified as at-risk or who require specific supports to make adequate progress in general education. 5-15%

Universal Level
Provided to ALL students: research-based, high quality, general education incorporating on-going universal screening, progress monitoring, and prescriptive assessment to design instruction. 80-90%

Tiers of Instruction & Intervention

Indicators of RtI Implementation: Self-Assessment Tool, rev. 6/07   Exceptional Student Services Unit, Colorado Department of Education

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Priority Rating: Level of Implementation:

Low	Medium	High	Indicators of RtI Implementation:	(1) Do not do this in our school	(2) Starting to move in this direction	(3) Making good progress here	(4) This condition well established
			I. EFFECTIVE STUDENT INTERVENTION/PROBLEM SOLVING TEAM IN PLACE				
			Use of problem-solving and data driven decision making processes at the school, classroom and individual student levels				
			Function as a problem-solving team to address the needs of groups or individuals				
			Shared responsibility among general educators and specific program area specialists (e.g. special education, ELA, G/T, Title)				
			Focus on student outcomes vs. eligibility (team's main purpose is not special education referral)				
			Use of universal screening and prescriptive assessment for instruction				
			Use of progress monitoring techniques				
			Coaching and peer collaboration				
			Collaboration between educators and parents				

Low	Medium	High		(1)	(2)	(3)	(4)
			II. HIGH QUALITY, STANDARDS-BASED CURRICULUM AND RESEARCH-BASED INSTRUCTION (80% SUCCESS RATE) IN GENERAL EDUCATION, ESPECIALLY IN THE AREAS OF:				
			Reading: Addresses 5 components (phonemic awareness; decoding/phonics/word recognition; fluency; vocabulary; comprehension) in an explicit, systematic, intensive manner with fidelity and sufficient duration				
			Writing/Spelling				
			Math: Addresses 4 essential domains (problem-solving; arithmetic skill/fluency; conceptual knowledge/number sense; reasoning ability)	.			
			Behavior				
			Other:				
			Other:				
			Other:				
			Other:				

Priority Rating: Level of Implementation:

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Low	Medium	High	**Indicators of RtI Implementation:**	(1) Do not do this in our school	(2) Starting to move in this direction	(3) Making good progress here	(4) This condition well established
			III. PRESCRIPTIVE/ONGOING ASSESSMENT PRACTICES IN PLACE				
			Universal screening system to assess strengths and challenges of all students in academic achievement, talents and behavior				
			Structured data conversations occurring to inform instructional decisions				
			Direct measurements of achievement and behavior (learning benchmarks) that have a documented/predictable relationship to positive student outcomes				
			Progress monitoring that is systematic, documented and shared				
			Data management system in place (technology support)				

Low	Medium	High	**IV. LEVELS OF INTERVENTION IDENTIFIED AND RESOURCES ALLOCATED**				
			A range of research-based instructional interventions for any student at risk of not reaching their potential, including those identified as gifted/talented or those already experiencing academic failure (systematic model in place such as 3 tiered approach, pyramid of interventions etc.)				
			Utilization of both a standard protocol approach to providing interventions to groups of students with similar needs and an individual approach of providing interventions to any student with unique needs				
			Informed as to the frequency, intensity and duration of an intervention that is needed for effectiveness				
			System in place to evaluate research-based interventions as to integrity/fidelity of implementation				
			Flexible groupings according to specific intervention needs				
			Allocation of staff to provide various interventions (flexible uses of staffing across all roles)				
			Availability of instructional programs/materials				

Priority Rating: _____

Level of Implementation: _____

Low	Medium	High	**Indicators of RtI Implementation:**	(1) Do not do this in our school	(2) Starting to move in this direction	(3) Making good progress here	(4) This condition well established
			V. ONGOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT THAT ADDRESSES RELEVANT AREAS ESSENTIAL TO EFFECTIVE IMPLEMENTATION OF RtI AND IMPROVED STUDENT OUTCOMES				
			Across all staff/roles				
			Involves families				
			Includes follow-up (e.g. coaching, professional dialogue, peer feedback etc.)				
			Professional development addresses relevant areas such as:	No development in this area	Area minimally addressed	Ongoing focus in this area	Extensive development in this area
			Collaborative decision-making (e.g. professional learning communities)				
			Effective use of data, including that gathered through ongoing progress monitoring, in making instructional decisions				
			Collaborative delivery of instruction/interventions				
			Research-based instructional practices, including supporting materials and tools				
			What constitutes "interventions" versus "accommodations and modifications"				
			Prescriptive and varied assessment techniques				
			Progress monitoring techniques				
			Parent engagement strategies				
			Other:				
			Other:				
			Other:				
			Other:				
			Other:				

ACTION PLAN

<div style="text-align: right">Date_____</div>

Indicator or Sub-Topic	Specific Actions	Resources	Timeline	Who Responsible	Evidence of Change

Planning Team:_____

LANGUAGE DIFFERENCE vs. COMMUNICATIVE DISORDER

The challenge is: Does the student exhibit a communicative/language difference or possible communication disorder?
- Speech and language **differences** are usually observed among ELLs. Differences are observed in sentence structure, sound production, vocabulary, and pragmatic use of language.
- Students from other countries and cultures may have had limited exposure to language or limited opportunities for language enrichment.

Articulation Differences
- Children learning English as a second language often pronounce English words differently than monolingual English speakers. Phonological differences that reflect the individual's limited proficiency in English should not be viewed as a disorder.
- Typical substitutions: sh/ch, t/th (voiceless), d/th (voiced), s/z. There are fewer consonants and vowel sounds in Spanish than in English.
- In English most consonants can occur at the end of words, the only consonants at the end of Spanish words are N (camión), L (mal), R (par), S (jamás), and D (sed).

Language Differences
- Individuals learning a second language must acquire a whole series of phonemic contrasts that do not exist in the native language.
- This may include dialects which should not be considered a disorder.
- Grammatical errors in the second language that are similar to those observed among first language learners are to be expected and must not be viewed as evidence of a disorder.
  Ex.- Inappropriate usage of masculine and feminine pronouns, omission of morphological markers (plural -s, past tense –ed, etc.).
- In Creole, the plural is not formed by adding "s". The noun remains unchanged and is followed by a plural marker.
- Shifting from one language to another within an utterance is not necessarily an indicator of a disorder.
- Evaluate the child's *progress* in acquiring a system of rules for the construction of sentences.

Differences and similarities between first and second-language learning
- Similarities between first and second language learning are especially evident when the two languages are learned simultaneously.
- Some researchers have stated that bilingual language development is 4-5 months behind monolingual. These children have more to acquire and differentiate than monolingual children.
- The student's first language plays an important role in learning English as a second language. If the first language is developed, it provides the foundation for the second language. Transfer occurs between the languages.
- Linguistic interference may occur when learning a second language: Ex. - The house big.

Normal Processes of Second Language Acquisition

1. Interference – a process in which a communicative behavior from the first language is carried over inappropriately into the second language. It may occur in all areas: content, form and use. Language patterns from the first language may influence how one phrases a particular message in the second language.
2. Fossilization – specific second language "errors" remain firmly entrenched despite good proficiency in the second language. These items may be idiosyncratic to a child, or common within a linguistic community.
3. Interlanguage – separate linguistic system resulting from the learner's attempts to produce the target language. It is developmentally idiosyncratic. Inconsistent errors reflect the progress that the student is making in learning a new language and should not be viewed as evidence of an abnormality.
4. Silent Period – some students learning a second language go through this process in which there is much listening/comprehension and little output. It may last from three to six months.
5. Common Underlying Proficiency – What the individual does not know or cannot articulate in the target language, he/she may be able to articulate in his/her first language.
6. Codeswitching – alternating or switching between two languages at the word, phrase or sentence level. This process is used by normal bilingual speakers through out the world.

Language is learned through exposure and experience, and is effortless. If the student background is different from the mainstream society they may stand out as being "different." If the professional does not consider the above, a misdiagnosis may occur.

The Importance of Comprehensible Input

It is very important to provide second language learners with comprehensible input in the second language (Krashen, 92). Krashen's input hypothesis proposes that people acquire language structure by understanding messages. The learner's focus is the function of the utterance rather than the form.

According to Krashen, optimal comprehensive input in the second language includes the following:
1. Input that is slightly above the learner's current level, but comprehensible enough to be mostly understood.
2. Concrete references available (visuals, hands-on materials, etc.).
3. Interesting, meaningful, and relevant to the learner.
4. It occurs naturally in conversation that is meaningful.
5. It is not grammatically sequenced.
6. There are sufficient quantities of this input to ensure optimal learning.

Krashen stated that language is acquired best by aiming first for meaning and then acquiring structures as a result. He believes that input that is comprehensible and frequent enough is adequate to ensure successful second language acquisition.

On the other hand, Swain (1985) states that while comprehensible input may be essential to second language learning, it will not be enough to ensure native-like performance. Learners must engage in interaction where meaning is negotiated. Learners must practice the second language.

Assessment of English Language Learners must differentiate communicative differences that are atypical from disordered.

A communicative disorder may be present when:
▪ Speaking behavior is defective to such an extent that it interferes with one's ability to convey a message clearly and effectively during interactions with community members who speak the same language.
▪ A student has a disability affecting his or her underlying ability to learn language.

Articulation Disorders
An articulation disorder is present when the child demonstrates deficits in the production of the speech sounds of the language. English Language Learners who demonstrate difficulties in the pronunciation of English words should be considered to have articulation disorders only if evidence of delayed or disorder phonological development is identified in their first language.

Language Disorders
Factors to consider when assessing ELL children for **possible** language disorders:

1. The ELL's language performance should be compared to that of other bilingual speakers who have had similar cultural and linguistic experiences. Language performance of even English dominant children may fall below that of the monolingual child because they have had fewer opportunities to hear the English language.

2. Grammatical errors in the second language that are similar to those observed among first language learners are to be expected and must not be viewed as evidence of a disorder. Ex.- Inappropriate usage of masculine and feminine pronouns, omission of morphological markers (plural S, past tense –ED, etc.).

    Evaluate the child's *progress* in acquiring a system of rules for the construction of sentences.

3. Language loss is a normal phenomenon when opportunities to hear and use the first language are withdrawn or minimized.

4. Shifting from one language to another within an utterance is not necessarily an indicator of a disorder.

*It is not a disability if the problem is only observed in the English language. Problems in communication should be evident in both English and primary language. A language disorder is a disability that affects the child's *ability to learn any language*. Exposure to two languages is not the cause of the disability. Bilingual children with language disorders will have difficulty learning English, Spanish or any other language.

Possible Indicators of Language/Learning Disability

1. Difficulty in learning language at a normal rate, even with special assistance in both languages.
2. Deficits in vocabulary.
3. Short mean length of utterance/response
4. Communication difficulties at home, interacting with peers, etc.
5. Auditory processing problems (poor memory, comprehension, etc).
6. Lack of organization, sequencing skills.
7. Slow academic achievement and development.
8. General disorganization and confusion.
9. Difficulty paying attention.
10. Need for frequent repetition and prompts.
11. Difficulty using appropriate grammar and sentence structure.
12. Difficulty using the precise vocabulary (stuff, thing, you know, etc).
13. Inappropriate social language use (interrupts frequently, can't stay on topic, take turns, etc).

APPENDIX F

ASSESSMENTS IN THE MTSS FRAMEWORK

Assessment is the process of collecting, reviewing, and using information to make educational decisions about student learning. The type of information collected is determined by the intended use of the results or type of decision that is needed. An effective skills-based reading, math, or written expression program should include the following kinds of assessment: screening/benchmark, progress monitoring, diagnostic, outcome, and informal. Some assessments can be used for multiple purposes.

i.) **Screening Assessments** involve *all* children. Screening assessments can take place at "benchmark points" during the year, such as the beginning and middle of the school year, and are administered to all students in the school during the same period of time. This type of screening is termed "**Benchmark Assessment**". Benchmark assessments yield scores that can be rank ordered for the purpose of identifying students who are on track with learning skills as well as those at risk and in need of intervention. Benchmark data, along with other data, is used to form intervention groups. Screening assessments are also used by classroom teachers as an ongoing way to evaluate learning of specific skills taught in a unit (e.g. sight word lists, unit tests). Screening assessments are quick and efficient measures of overall ability or efficient measures of *critical skills* known to be strong *indicators* that predict student performance in a specific subject. Screening assessments provide data to plan classroom instruction, identify struggling students in need of additional instructional supports.

ii.) **Progress Monitoring Assessments** involve frequent measurement to determine whether students are making adequate academic progress toward a specific preset goal with critical skills and current instruction. These assessments should be administered as part of the instructional routine: weekly, biweekly, or monthly depending on student need. The more intense the intervention (Tiers 2 and 3), the more frequently progress monitoring should occur. Progress monitoring assessments are a measure of the general outcome, such as Oral Reading Fluency (ORF) for reading or a math calculation sheet that indicates fluency with various math operations. The measure is administered under timed conditions (1-3 minutes, depending on the measure) and is an indicator of progress towards a year-end outcome goal.

iii.) **Diagnostic Assessments** define a student's weaknesses and strengths with critical skills. Diagnostic assessments are individually administered to students at risk. Diagnostics provide very specific and in-depth information that assists in more strategically targeted instruction. For example, the Comprehensive Test of Phonological Processing (CTOPP) provides information about the nature of decoding difficulties. Diagnostic assessments may also be used in addition to RTI data to establish eligibility for special education services if the RTI Team decides there is a need to do so based upon a student's unique case/needs.

iv.) **Outcome Assessments** provide an evaluation of the effectiveness of instruction and indicate student year-end academic achievement when compared to grade-level performance standards. These assessments are administered to all students at the end of a grading period and/or school year. In Montana, the state outcome assessment is the MontCAS, the criterion-referenced standards based outcome measure used to assess Adequate Yearly Progress (AYP). Other types of outcome assessments include standardized norm-referenced tests of achievement such as the Woodcock-Johnson-III (WJ-III) or the Wechsler Individual Achievement Test (WIAT).

v.) **Informal** assessments provide additional information about student learning to assist educators in meeting the needs of students. Teachers and specialists often use this type of assessment to determine if further diagnostics are indicated in a certain area. An example of an informal assessment might be to have a student read a passage from a science text and then check for understanding. This would help the teachers understand whether this particular student has the requisite knowledge needed in order to learn related higher concepts in science. Another example might be to ask a young student to "find the 'a' in the word "apple", which would help a teacher know if the student can identify "a" in the printed word, which requires the student to understand print awareness. (They are typically not standardized or normed. Thus, they do not meet the technical criteria applied to more formal measures and should not replace formal assessments.

APPENDIX G
Support for the use of fluency probes for ongoing progress monitoring

ORF as a "thermometer"

Perhaps a helpful way to explain how teachers can use a student's WCPM score as a screening tool would be to provide an analogy. A fluency-based screener can be viewed as similar to the temperature reading that a physician obtains from a thermometer when assisting a patient. A thermometer—like a fluency-based measure—is recognized as a tool that provides valid (relevant, useful, and important) and reliable (accurate) information very quickly. However, as important as a temperature reading is to a physician, it is only a single indicator of general health or illness. A temperature of 98.6 degrees would not result in your physician pronouncing you "well" if you have torn a ligament or have recurring headaches. On the other hand, if the thermometer reads 103 degrees, the physician is not going to rush you to surgery to have your gall bladder removed. Body temperature provides an efficient and accurate way for a doctor to gauge a patient's overall health, but it cannot fully diagnose the cause of the concern. Fluency-based screening measures can be valuable tools for teachers to use in the same way that a physician uses a thermometer—as one reasonably dependable indicator of student's academic "health" or "illness."

No assessment is perfect, and screening measures may well exemplify the type of measures sometimes referred to by education professionals as "quick and dirty." Screening measures are designed to be administered in a short period of time ("quick"), and will at times over- or underidentify students as needing assistance ("dirty"). While WCPM has been found to be a stable performance score, some variance can be expected due to several uncontrollable factors. These consist of a student's familiarity or interest in the content of the passages, a lack of precision in the timing of the passage, or mistakes made in calculating the final score due to unnoticed student errors. Both human error and measurement error are involved in every assessment. Scores from fluency-based screening measures must be considered as a performance indicator rather than a definitive cut point (Francis et al., 2005).

WHAT THE RESEARCH SAYS ABOUT ORF

- Nearly 80% of all referrals for Special Education involve reading problems (Nelson & Machek, 2007). Therefore the best thing to do is attempt to be proactive and prevent reading difficulties from developing (Torgeson, 2002).

- As educators, it is fairly easy to gather a large amount of assessment data. The questions that remain are; what data should be collected and what do we do with that data? Curriculum-based measurement (CBM) is one of the more successful models for gathering data and using it to make educational decisions in a problem solving model (Good & Kaminski, 1996).

- Oral reading fluency is the most thoroughly studied CBM measure and has the most support in the literature for its use (Baker, Smolkowski, Katz, fien, Seeley, Kame'enui, & Beck, 2008).

- Fluency is taken to mean oral reading fluency in connected text. The National Reading Panel (2000) defined fluency as "the ability to read a text quickly, accurately, and with proper expression." Furthermore, fluency goes beyond accurate word recognition and is a casual determinant of higher order skills such as reading comprehension (NRP, 2000).

- Multiple studies have demonstrated an association between ORF and overall reading proficiency, including reading comprehension. LaBerge and Samuals (1974) hypothesized that automaticity of reading was directly connected to high levels of reading comprehension. This has further been supported by multiple researchers (i.e. Adams, 1990; NRP, 2000; Jenkins, Fuchs, van den Broek, Espin, & Deno, 2003) including Stanovich (2000), who found that poor readers must rely more on the context of the sentence to accurately read words due to inefficient and unreliable word automaticity skills, thus decreasing their comprehension levels.

- Oral reading fluency is a strong indicator of reading comprehension measures (Fuchs, Fuchs, & Maxwell, 1988; Hintze, Owen, Shapiro, & Daly, 2000; Hintze, Shapiro, Conte, & Basile, 1997; Hintze, Callahan, Matthews, Williams, & Tobin, 2002; Jenkins, Fuchs, van den Broek, Espin, & Deno, 2003; Shinn, Good, Knutson, Tilly, & Collins, 1992).

- Additionally, oral reading fluency outcomes have been demonstrated to be useful for guiding instruction as well as predicting student performance on statewide high stakes assessments (Barger, 2003; Buck & Torgesen, 2003; Hintze & Silberglitt, 2005; Shaw & Shaw, 2002; Silberglitt & Hintze, 2005; Stage & Jacobsen, 2001).

- ORF measures are convenient as they can be directly observed through read-aloud tasks, are quick to give, and are easy to administer. They play a pivotal role in the assessment of reading skills (Marcotte & Hintze, 2009).

- Hamilton and Shinn (2003) investigated students identified as "word callers" by teachers. Hamilton and Shinn found that while these word callers did indeed exhibit lower comprehension skills, they also demonstrated lower oral reading fluency rates than their peers. This suggests that ORF is a valid measure for progress monitoring even for word callers.

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UNIVERSAL BEHAVIOR SCREEN

School	Grade	Class/Teacher	Completed: (indicate with "X")	October	January	April
_____	_____	_____				

| SCALE: | NEVER = 0 | RARELY = 1 | SOMETIMES = 2 | FREQUENTLY = 3 | ALWAYS = 4 (DAILY) | | | |

STUDENT NAME	ABSENT / TARDY	MANIPULATES OTHERS	AVOIDS TASKS / INCOMPLETE WORK	DEMONSTRATES INAPPROPRIATE BEHAVIORS	AGGRESSIVE PHYSICAL / IMPULSIVE	PROBLEMS WITH PEERS	WITHDRAWN / LONER	LOW MOTIVATION / POOR ATTITUDE	TOTAL A
									0
									0
									0
									0
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									0
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									0
									0
									0
TOTAL	0	0	0	0	0	0	0	0	**0**
CLASS AVERAGE	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	**0**

1) If any classwide behaviors need to be targeted, consider who, what, when, where, how in relation to supporting the classroom teacher:

2) Do 75-85% of students receive a similar total score? (Y/N)	3) Are there 3-5 outlying students in the class who require supplemental support? (Y/N)
	4) If yes, what is the primary area of need?

Procedures for requesting evaluation for ESE Services

Initials

Re-evals

Psych. Services generates consent form in ENRICH and sends to Principal via email (cc: psychologist)

Consent form is generated in Enrich

Principal prints out copy of consent form and gets parental signature

Parent signature is obtained

Signed consent forwarded to Staffing Specialist

Signed consent forwarded (PONY) to ESE/Psych. Services (**Evaluation requests w/ Psych Components to Maria Lepore, no- psych component to Lori Wood**)

Psych components to Maria Lepore

No-Psych Components to Lori Wood

Referral logged in spreadsheet

Referral logged in spreadsheet

ASD to Lesley Harmon

FBA requests to Lesley Harmon

Speech Language to Lori Wood

OT/PT to Lori Wood

Buckingham to Shellie Taylor

LS/FS LRS obs. to Shellie Taylor

Social History to Trish Stewart

JWK July '14

Procedures for requesting evaluation for ESE Services

Determination of Need

Parent Request (Private Schools)

Parent Request (written)

Problem-Solving Team (PST) Request

Written request received by Psych. Services dept.

Principal (or designee) completes doc. of areas of parental concern

Psychologist completes referral form in ENRICH with assistance of school

Psych Dept Head contacts parent and completes documentation of parental concern

Principal forwards (FAX or PONY) written parent request and completed documentation of parental concern to Psych. Services dept.

PST prints completed form and forwards (FAX or PONY) to Psych. Services Dept. along with documentation (graphs, Language statement, Counseling Summary, etc.)

Review by Zone Dept. Head/Consult with school administrator and ESE zone coordinator

Notice of Refusal or Proposed Action presented by ESE Dept/Principal to Parent

Psych. Services generates consent form in ENRICH and sends to Principal via email (cc: psychologist) Note: Consent for students enrolled in private schools will be provided to parent by Psych Services

Principal prints out copy of consent form and gets parental signature then forwards (PONY) to Psych. Services (**Evaluation requests w/ Psych Components to Maria Lepore, no-psych component to Lori Wood**)

NOTE: Procedures for additional evaluations

If it is determined that additional evaluation is needed, psychologist is contacted.

Psychologist completes additional eval. Form in ENRICH

Psychologist emails a copy of the Additional Eval. Form to Principal (cc: Psych. Services)

JWK July '14

Title	Exceptional Education Eligibility for Students with Emotional/Behavioral Disabilities	Exceptional Education Eligibility for Students with Specific Learning Disabilities
Rule Number	6A-6.03016	6A-6.03018
Effective Date	July 1, 2007	December 15, 2009
Definition	A student with an emotional or behavioral disability has persistent (is not sufficiently responsive to implemented, evidence-based interventions) and consistent emotional or behavioral responses that adversely affect performance in the educational environment that cannot be attributed to age, culture, gender, or ethnicity.	A specific learning disability is defined as a disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics. Associated conditions may include, but are not limited to, dyslexia, dyscalculia, dysgraphia, or developmental aphasia. A specific learning disability does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional/behavioral disability, limited English proficiency, or environmental, cultural, or economic factors.
General Education Intervention Requirements	Attention now focuses on developing, implementing, and assessing targeted interventions prior to consideration for eligibility as a student with a disability. By developing targeted interventions and effective assessment measures, schools and parents or guardians will find it easier to communicate, develop interventions, monitor progress, and become equal partners in the education of students.	Rule 6A-6.0331, Florida Administrative Code (F.A.C.), requires districts to develop and implement coordinated general education intervention procedures for students who need additional academic and behavioral support to succeed in the general education environment and permits districts to carry out activities that include the provision of educational and behavioral evaluations, services, and supports in implementing such procedures.
Evaluation Requirements	Evaluation components shall include: • A functional behavioral assessment must be conducted. • documentation of the student's response to general education interventions implemented to target the function of the behavior as identified in the FBA • A social/developmental history • A psychological evaluation conducted in accordance with Rule 6A-6.0331, F.A.C. • A review of educational data • A medical evaluation when the emotional/behavioral responses may be precipitated by a physical problem	Comprehensive evaluation includes all the existing information on the student (e.g., graphic representations of the student's rate of progress and level of performance using progress-monitoring tools; observations; reports; parent input; local, state, and district assessments; etc.) as well as any additional assessments that the group of qualified professionals determines necessary to: (1) determine whether a student is a student with a disability and (2) identify the special education needs of the student.
Eligibility	• Based upon the student's response to interventions • Etiology of the emotional and/or behavioral difficulties • Need for special education services • Student with an emotional/behavioral disability has: -An inability to maintain adequate educational performance that cannot be explained by physical, sensory, socio-cultural, developmental, medical, or health (with the exception of mental health) factors -Demonstrates one or more of the internal or external factors that constitute an emotional/behavioral disability for more than six months and in multiple settings -Needs special education as a result of the emotional/behavioral disability.	• The student does not achieve adequately (for age- or grade-level standards) when provided with instruction and learning experiences appropriate for his or her grade placement • Student does not make adequate progress based on a response to intervention process, or interventions are effective but require sustained and substantial effort that exceed what can be offered through general education resources (districts may also require a pattern of strengths and weaknesses in addition to the RtI process until July 1, 2010) • Discrepancies in level of performance and rate of progress are not primarily the result of one of the following factors: - A visual, hearing, or motor disability -Intellectual disability -Emotional/behavioral disability -Cultural factors -Irregular pattern of attendance and/or high mobility rate -Classroom behavior -Environmental or economic factors -Limited English proficiency

| Implementation Requirements | Evidence of the following:

• A functional behavioral assessment identifying the specific behavior(s) of concern, conditions under which the behavior is most and least likely to occur, and function or purpose of the behavior.
• A well-delivered, research-based behavioral intervention plan of reasonable intensity and duration implemented with fidelity prior to determining eligibility.
• Data reflecting the student's response to general education interventions implemented to target the function of the behavior as identified in the functional behavioral assessment, including the criteria used to evaluate their success, was collected and analyzed.
• A social/developmental history conducted that addressed developmental, familial, medical/health, and environmental factors impacting learning and behavior, and which identifies the relationship between social/developmental and socio-cultural factors and the presence or non-presence of emotional/behavioral responses beyond the school environment.
• A psychological evaluation administered that included assessment procedures necessary to identify the factors contributing to the development of an emotional/behavioral disability, behavioral observations and interview data relative to the referral concerns, and assessment of emotional and behavioral functioning.
• Educational data that includes information on the student's academic levels of performance, and the relationship between the student's academic performance and the emotional/behavioral disability was reviewed.
• A complete medical evaluation, if the administrator of the exceptional student program or the designee determined that the emotional/behavioral responses may be precipitated by a physical problem. | The primary elements of RtI have been required by IDEA since July 1, 2005, and were clarified by regulations that were effective in August of 2006. The requirements for data demonstrating that the student was provided appropriate instruction in general education settings delivered by qualified personnel and for data-based documentation of repeated assessments of achievement provided to the student's parents were clarified in a memorandum from Bambi J. Lockman, Bureau Chief, on July 23, 2007. Since December 2008, Florida's general education intervention requirements in accordance with Rule 6A-6.0331, F.A.C., make a problem-solving/RtI process mandatory prior to considering ESE eligibility.

The written summary must incorporate the elements listed in Rule 6A-6.03018(5), F.A.C., which includes:
• The basis for making the determination
• Observations relating behavioral to academic functioning
• Educationally relevant medical findings
• Data confirming the existence of a specific learning disability, including performance discrepancy, rate of progress, and educational need
• The group's determination of the effect of other factors
• RtI information documenting the intervention plan, student-centered data collected, parent involvement, and the required signatures |

Resources:

DPS: 2011- 142 - Guidelines for Implementation of the Revised Rule for Exceptional Student Education Eligibility for Students with Emotional/Behavioral Disabilities

DPS: 2009-177 – Questions and Answers: State Board of Education Rule 6A-6.03018, Florida Administrative Code, Exceptional Student Education Eligibility for Students with Specific Learning Disabilities

504 Plan
A plan that identifies and describes the accommodations the school will provide to "level the playing field" for a student with a disability or perceived disability.

ABC: Antecedent-Behavior-Consequence
A type of behavioral observation that helps identify the function (purpose) of a student's maladaptive behavior. The observer tracks a series of sequences of the antecedent (trigger), the behavior, and the consequence (immediate response to the behavior).

Accommodations
These are changes that affect how content and instruction is <u>delivered</u> and <u>received</u>. Accommodations do not affect the integrity of the task; they make content more accessible to students with disabilities or limitations, but do not change the content itself. Examples include large print materials, extended time, and preferential seating.

ASD: Autism Spectrum Disorder
A range of pervasive developmental disorders that adversely affects a student's functioning and results in the need for specially designed instruction and related services. Autism Spectrum Disorder is characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities.

Baseline Data
A measure of the student's performance <u>prior</u> to implementation of the intervention. Baseline data is compared with progress monitoring data to determine if the student is making gains.

BICS: Basic Interpersonal Communication Skills
The day-to-day language skills needed to interact socially with others (i.e. "cafeteria" or "playground" language). BICS occur within a meaningful social context and are not cognitively demanding. Mastery of <u>social</u> language does not indicate that a child is proficient in English.

CALP: Cognitive Academic Language Proficiency
The language skills necessary to listen, speak, read, and write subject area content material. It is context-reduced and cognitively demanding, and takes much longer to develop than BICS.

CBM: Curriculum Based Measure
An assessment used as a method for progress monitoring that is characterized as brief, easy to administer and score, and produce results that are a good predictor of a student's academic ability.

Consequences
Consequences are the responses that follow a behavior. They can be negative OR positive, and are often responsible for the continuation of a behavior. Examples include attention, ignoring, and removal from the situation.

Core Differentiation Plan
A support plan for ELLs that is implemented in Tier I, to ensure that students receive instruction that allows them to be successful in spite of a lack of language proficiency, and to ensure that the instruction promotes language acquisition. It is rooted in the SIOP model, which delivers content instruction using strategies that make the information comprehensible to second-language learners.

CPI: Crisis Prevention Institute
A safe, nonharmful behavior management system designed to help human service professionals provide for the best possible care, welfare, safety and security of disruptive, assaultive, and out-of-control individuals (CPI, 2005).

CSRF: Comprehensive Student Review Form
The document that prompts a cum. review and provides a complete picture of the student's strengths and needs, including demographics, assessment scores, school history, etc.

DI: Differentiated Instruction
Adjusting the curriculum, learning environment, and teaching practices to provide different learning experiences for each student based on his/her individual needs.

EB/D: Emotional/Behavioral Disability
A disability marked by persistent (not sufficiently responsive to implemented evidence based interventions) and consistent emotional or behavioral responses that adversely affect performance in the educational environment that cannot be attributed to age, culture, gender, or ethnicity.

ELL: English Language Learner
A student who is learning English as a second language.

ESE: Exceptional Student Education
A continuum of services and programs available to meet the individual needs of students requiring special education, ages 3 through 21. Services and related services are provided per an Individual Education Plan (IEP) and are based on each child's unique needs, as related to present levels of academic achievement and functional performance.

FBA: Functional Behavior Assessment
A process of analyzing a student's interactions with peers, adults and the environment to determine the conditions under which the behavior is most likely to occur and the maintaining consequences that enable the behavior to continue.

Fidelity
Implementing interventions as they were designed, intended, and planned by the developer or publisher. This includes ensuring that adequate time, intensity, personnel, and materials are provided.

Goal Line
A series of data points entered by the PST, indicating the expected growth for the target student throughout the duration of the intervention plan.

ID: Intellectual Disability
A disability that is marked by significantly below average general intellectual and adaptive functioning manifested during the developmental period, with significant delays in academic skills. Developmental period refers to birth to 18 years of age.

IDEA or IDEIA: Individuals with Disabilities Education (Improvement) Act
A federal statute related to providing a free, appropriate, public education and early intervening services to students with disabilities ages birth through 21. Originally passed in 1975, it was reauthorized in 2004.

Modifications
These are changes to content that lower or reduce learning expectations by simplifying the material and/or assessment requirements. Examples include allowing a student to draw pictures instead of write sentences or turning an extended response question into multiple choice.

MTSS: Multi-Tiered Systems of Support
Formerly known as Response to Intervention (RtI), MTSS is a problem-solving process for identifying and addressing the academic and/or behavioral needs of students in the general education setting. The goal is to provide meaningful and specific research-based interventions that target students' individual needs.

ODR: Office Discipline Referral
Formal documentation of student rule violations, ultimately entered into and tracked within a districtwide database.

ORF: Oral Reading Fluency
The ability to read a text quickly, accurately, and with proper expression. It is a strong indicator of reading comprehension measures. ORF probes are frequently used as a means of progress monitoring.

PBIP: Positive Behavior Intervention Plan
The document that details the student's behavioral needs the interventions, and the method and frequency of progress monitoring.

PBS/PBIS: Positive Behavior (Intervention) Support
A school-wide system that consists of a set of clear expectation for behavior, consistent reward and incentive programs, data-based decision making, and faculty support.

Progress Monitoring Data
Data used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction (National Center on Response to Intervention).

PST: Problem-Solving Team
A group of school staff with varying backgrounds and expertise who meet routinely to identify students who require additional support and develop interventions targeted to those students' individual needs.

SIOP: Sheltered Instruction Observation Protocol
A teaching model that was developed to provide teachers with a well-articulated, practical method for providing sheltered instruction. It integrates language and content while infusing socio-cultural awareness.

SIP: Student Improvement Plan
The document that details the student's needs,the interventions, and the method and frequency of progress monitoring.

SLD: Specific Learning Disability
A disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics. Associated conditions may include, but are not limited to, dyslexia, dyscalculia, dysgraphia, or developmental aphasia. A specific learning disability does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional/behavioral disability, limited English proficiency, or environmental, cultural, or economic factors.

TEACH: Techniques for Effective Adolescent and Child Handling
A training model intended to educate both staff and the individual in the alternatives to aggressive or assaultive behavior, and how reduce or eliminate the need for use of restraint through a preventive environment.

Trendline
A "line of best fit" of the target student's data points, to help the team determine whether or not the student is closing the achievement gap quickly enough.

WCPM: Words Correct Per Minute
The number of words a student can read correctly in one minute determines his or her oral reading fluency.