

RTI and ELLs in a Nutshell

Kennesaw State University – 2011 TESOL Conference

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Where Are We Coming From?

As regular education teachers:

- only **20%** of the educators of ELLs in the U.S. are certified to teach ELLs.
- may **lack understanding** of the second-language acquisition process and how to distinguish between language acquisition and LD.
- may be **unfamiliar** with effective instructional and assessment practices for English language learners.

Educators are accustomed to referring children to special education and looking at within-child deficits rather than examining the instructional context.

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Where Are We Going?

In the future:

- In California, more people will speak Spanish as their first language rather than English. This is estimated to happen by 2016
- by the year 2030, approximately 40% of the U.S. population will speak English as a second language. U.S. will become the country with the most Spanish speakers by 2050
- 3,700 Hispanic immigrants come to the U.S. every day.
- language objectives to be taught along side content objectives and standards.
- educators will collaborate and co-teach more.
- the lines between general education and specialists will blur.



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E.Q. What is Response-To-Intervention?

Researchers define RTI as:

- An instructional delivery model
 - ✓ All students can learn
 - ✓ Academic difficulties can be prevented
- A multi-tiered structure
 - ✓ Ever increasing intensity and focus
 - ✓ Do not have to wait for the student to fail
 - ✓ Do not have to wait for test, eligibility, or placement



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E.Q. What is Response-To-Intervention?

GA DOE defines RTI as:

- A practice of academic and behavioral interventions.
- Designed to provide early, effective assistance to underperforming students.
 - ✓ Research-based interventions are implemented
 - ✓ Frequent progress monitoring is conducted to assess
 - ✓ When students do not make progress, increasingly more intense interventions are introduced.



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Activity

Draw a representation of RTI:

With your table draw and label your own “multi-leveled” structure to represent RTI.

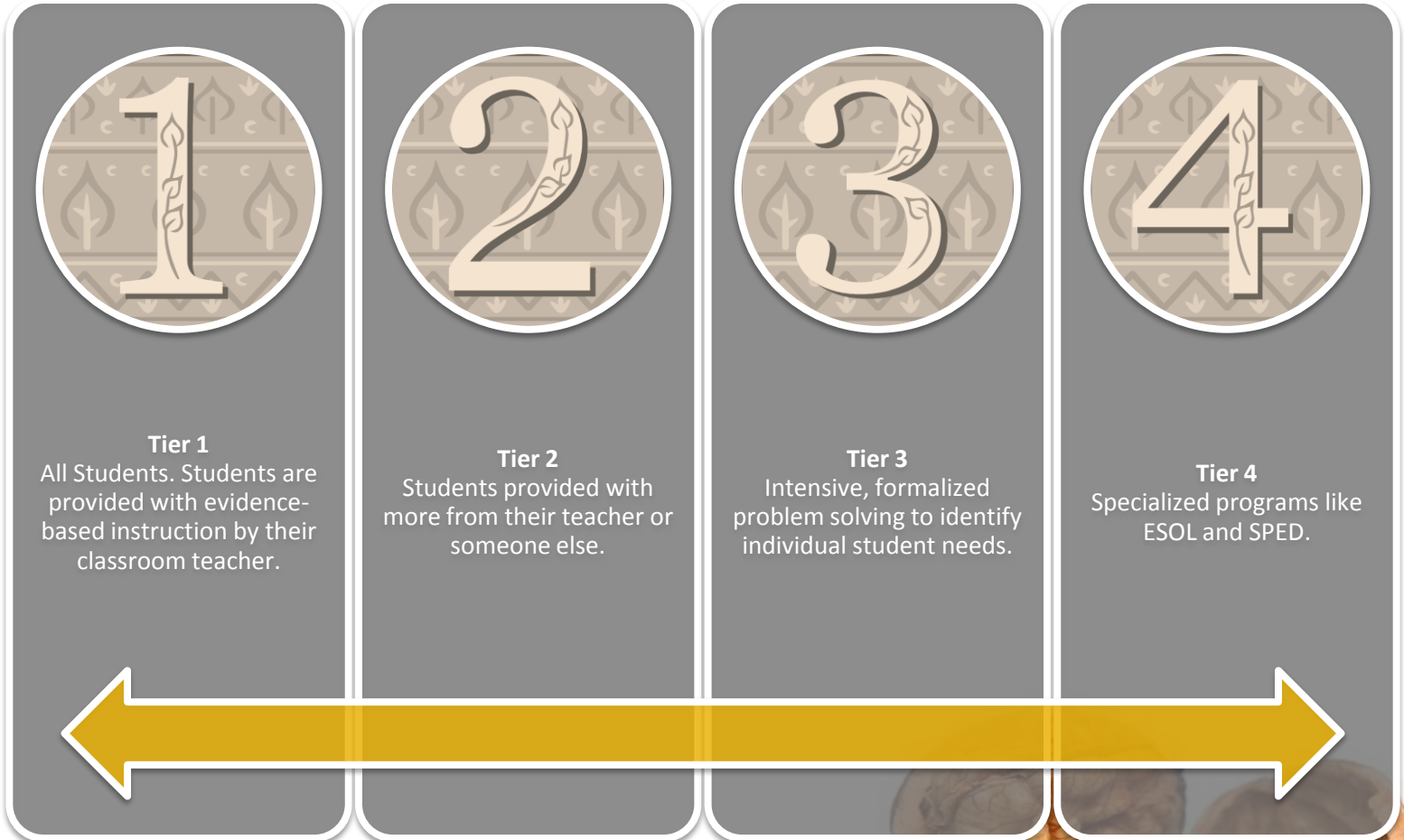
***Catch** – It cannot be drawn in the shape of a pyramid.

Be prepared to report out to the group.



Response To Intervention (RTI)

A continuum of response and intervention



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The RTI Process

- Universal screenings such as **DBAs** and **DIBELs** for all students
- Teachers are required to teach effectively using **research-based** instruction and/or differentiation
- If a student does not make the **expected progress**, he/she should receive Tier 2 support



The RTI Process

Moving from Tier 1 to Tier 2:

- **First scenario**: The student scored significantly lower on the universal screening assessment (DBAs or DIBELs, etc.)
- **Second scenario**: Student achievement is considerably low when compared to like peers and/or progress occurs at a substantially slower rate.

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The RTI Process

What to do?

- **First scenario**: school places the student in supplemental or support services.
- **Second scenario**: the teacher collects data and monitors progress for at least 6 weeks.
- **Know your student!** ELLs are diverse in cultures, literacy backgrounds, etc.



The RTI Process

What about assessment in L1?

- **Literacy** in native language.
- This **varies** depending on educational background and family literacy practices.
- **IDEL** - <http://www.dibels.org/idel.html>

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The RTI Process

Collecting data and monitoring progress:

- Use baseline **reading assessments** to see where the difficulty might be.
- Use **general reading tests** such IRIs
- Determine the **specific skill (s)** in which the student is having difficulties (phonological, vocabulary, comprehension, spelling, fluency).
- **Resources** listed on handout.



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The RTI Process

Assessing and implementing interventions:

- Interventions should be implemented at least **three times** a week for 1/3 of the instructional time.
- Assessments should be done **weekly** for at least 6 weeks.
- If the student is not making progress after the third week, **change** the intervention.



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Activity

List some RTI interventions and strategies:

With your table list some RTI interventions and strategies used in your district.

Be prepared to report out to the group.



The RTI Process

Interventions and Strategies:

1. Explicit instruction while **modeling strategies** before, during, and after instruction.
2. Total Physical Response **(TPR)**
3. Connect learning opportunities to **daily living activities.**
4. Visuals and **Manipulatives**
5. Promote ELL language use through **peer pairing.**
6. Increase opportunities for reading, writing, and speaking **across content areas.**
7. Realia



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The RTI Process

Interventions and Strategies cont:

8. Guided Practice
9. Provide **feedback**, **extension**, **scaffolding**, and support for language use and cognitive problem solving.
10. Learning routines
11. Connect **native language** to **English**.
12. Use **classroom-based assessment** tools.
13. Use a **content objective** and a **language objective** for instruction.



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The RTI Process

Interventions and Strategies cont:

14. Use research-based effective instructional strategies.
15. Whatever makes instruction culturally and linguistically appropriate.

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The RTI Process

Specific examples:

- **Print concept**: try paired reading, literacy walks
- **Phonological awareness**: rhyming songs, games
- **Decoding**: chunking, parts analysis
- **Fluency**: repeated readings, echo reading
- **Identifying main ideas**: retelling guides
- **Vocabulary**: Realia, Frayer model
- The **Language Experience Approach** helps in all these areas.

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Questions?



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