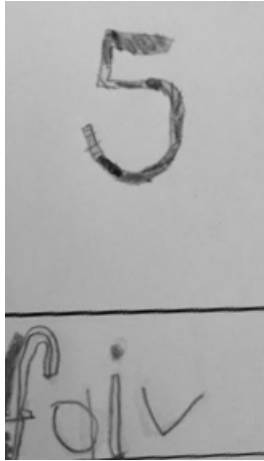


Culturally and Linguistically Responsive Interventions within Multi-tiered Support Systems



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Session Description

We will present a research-based framework for planning instruction and intervention for students who are English learners and need additional support with literacy within a Multi-Tiered System of Support.

- **Learning Outcomes:**

- Identify critical contextual variables necessary to know and support culturally and linguistically diverse students
- Develop an understanding of features of the PLUSS framework to address the academic and cultural needs of culturally and linguistically diverse students

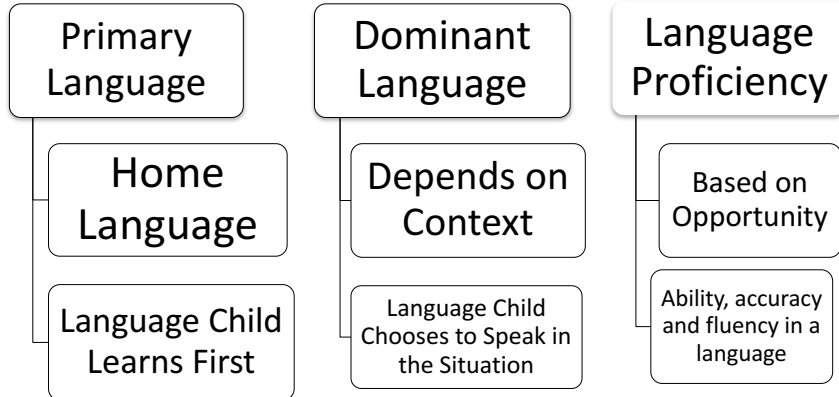
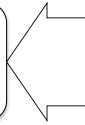
Overview

- Contextual Variables:
 - Language Proficiency & Second Language Acquisition
- Culturally and Linguistically Appropriate RTI/MTSS
 - Fairly interpreting assessment data
- PLUSS Framework

Working with English Learners within MTSS?

- What do you know?
- What do you want to know?

Language Concepts



Second Language Acquisition

- The time that students spend in progressing through language stages varies greatly.
- Developing social language depends on many factors including:
 - similarity of the language to English,
 - amount of prior exposure to English,
 - and temperament such as shyness or an outgoing personality.
- As children progress through school, the focus shifts from social language to development of academic language proficiency (Bailey, 2007; Gottlieb, 2006; Krashen, 1982; Schleppegrell, 2001).

<http://iris.peabody.vanderbilt.edu/module/ell/cresource/q1/p02/>

ELPA 21 Proficiency Descriptors

Levels 1 2 3 4 5

Emerging

A student does not yet have the ability to produce grade-level academic content in the English language. This means that they obtain a profile score of Levels 1 and 2 in listening, speaking, reading and writing.

Progressing

A student is approaching the ability to produce grade-level academic content in English with support. This means they obtain a score above a Level 2 on one or more of the four domains, but does not yet meet the requirement to be Proficient in all four.

Proficient

A student can produce grade-level academic content in English. This means the student scores either Level 4 or 5 on each of the four domains.



YOUR TURN TO BE SPANISH LANGUAGE LEARNER: A MATH LESSON



What a Beginner English Speaker Might Understand

Good morning, clase. Today vamos a estudiar algo nuevo in math class. Es difícil, así que voy a necesitar la atención de todos. Open your book to page ciento setenta y dos. En la top de la page esta la palabra "neto". La lección de today es sobre la neto. Como dice en la definición en su book, en math, neto es un modelo de two dimensiones. El neto de un cilindro se muestra en su book. ¿Todos ven el rectangle y two circles? Esa es el neto del cilindro.

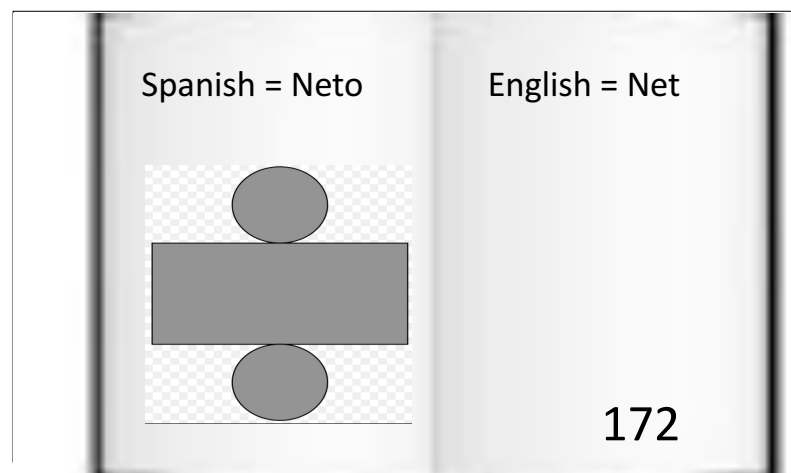
What an Intermediate English Speaker Might Understand

Good morning, class. Today we are going to study algo nuevo in math class. It's difficult, así que going to need everyone's atención. Open your book to page one hundred setenta y dos. En la top of the page esta la palabra "neto". Today's lesson es sobre la neto. Como dice en la definición en su book, in math, neto es un modelo de two dimensiones. El neto de un cylinder se muestra en su book. ¿Todos ven el rectangle and two circles? Esa es el neto del cylinder.

What an Advanced English Speaker Might Understand

Good morning, class. Today we are going to study something nuevo in math class. It's difficult, so I'm going to need everyone's atención . Open your book to page one hundred seventy-two. At the top of the page is the word "neto." Today's lesson is sobre neto. Como dice en la definition in your book, in math, neto is a model of two-dimensions . El neto of a cylinder se muestra in your textbook. Does everyone see the rectangle and two circles? Esa es el neto del cylinder.

But what if we used visuals and videos...



<http://www.virtualnerd.com/geometry/surface-area-volume-solid/introduction/definition-net>

Students Need Oracy Instruction

- Oracy is the oral language (skills and structures) children need to become literate.
- Ask yourself:
“What is the language necessary to accomplish the literacy task?” (not just the vocabulary).
- “Oracy instruction links language development and literacy learning by emphasizing more powerful teacher-child interactions” (Gentile, 2003, p. viii).

Oracy Instruction



- Child-teacher interactions are generally centered around text and language development that is assumed to occur naturally. This assumption is incorrect.
- Children’s language must continually be restated, expanded, and refined.

The Language Proficiency-Academic Performance Continuum

Level	Learner Characteristics	How will they gain language?	What do they Understand?	What can they do?
1. NO BICS	Can be silent for an initial period; Recognizes basic vocabulary and high frequency words; May begin to speak with few words or imitate	Multiple repetitions of language; Simple sentences; Practice with partners; Use visual and realia, Model, model; Check for understanding and comprehension; Build on cultural and linguistic history	Instructions such as: Listen, Line up, Point to, List, Say, Repeat, Color, Tell, Touch, Circle, Draw, Match, Label	Use gestures; Use other native speakers ; Use high frequency phrases; Use common nouns; Communicate basic needs; Use survival language (i.e., words and phrases needed for basic daily tasks and routines)
2. E. BICS	Understand phrases and short sentences; Beginning to use general vocabulary and everyday expressions; Grammatical forms may include present, present progress and imperative	Multiple repetitions of language; Visual supports for vocabulary; Pre-teach content vocabulary; Link to prior knowledge; Check for understanding and comprehension	Present and past tense; School related topics; Comparatives & superlatives; Routine questions; Imperative tense; Simple sequence words	Routine expressions; Simple phrases; Subject verb agreement; Ask for help
3. I. BICS	Increased comprehension in context; May sound proficient but has social NOT academic language; Inconsistent use of standard grammatical structures	Multiple repetitions of language; Use synonyms and antonyms; Use word banks; Demonstrate simple sentences; Link to prior knowledge	Past progressive tense; Contractions; Auxiliary verbs/verb phrases; Basic idioms; General meaning; Relationship between words	Formulate questions; Compound sentences; Use precise adjectives; Use synonyms; Expanded responses
4. A. BICS	Very good comprehension; More complex speech and with fewer errors; Engages in conversation on a variety of topics and skills; Can manipulate language to represent their thinking but may have difficulty with abstract academic concepts; Continues to need academic language development	Multiple repetitions of language; Authentic practice opportunities to develop fluency and automaticity in communication; Explicit instruction in the use of language; Specific feedback; Continued vocabulary development in all content areas	Present/perfect continuous; General & implied meaning; Varied sentences; Figurative language; Connecting ideas; Tag questions	Range of purposes; Increased cultural competence (USA); Standard conversational grammar; Basic literary grammar; Solicit information
5. A. BICS - E. CALP	Communicates effectively on a wide range of topics; Participates fully in all content areas at grade level but may still require curricular adjustments; Comprehends concrete and abstract concepts; Produces extended interactions to a variety of audiences	May not be fully English proficient in all domains (i.e., reading, writing, speaking, listening); Has mastered formal and informal language conventions; Multiple opportunities to practice complex grammatical forms; Meaningful opportunities to engage in conversations; Explicit instruction in the smaller details of English usage and specific grammatical rules; Focus on “gaps” or areas still needing instruction in English; Focus on comprehension instruction in all language domains	Rudimentary aspects of advanced linguistic functions/pragmatics, such as analysis, defending statements, debate, prediction, evaluation, justification, generating hypotheses, synthesizing, restating, and critiquing. But still possess only a superficial understanding of these functions.	May not yet be fully proficient across all domains; Comprehends concrete and abstract topics; Communicates effectively on a wide range of topics and purposes; Produces extended interactions to a variety of audiences; Participates fully in all content areas at grade level but may still require curricular modifications; Increasing understanding of meaning, including figurative, allegorical, metaphorical, and idiomatic language; Read grade level text with academic language support; Support their own point of view; Use some humor in native-like way

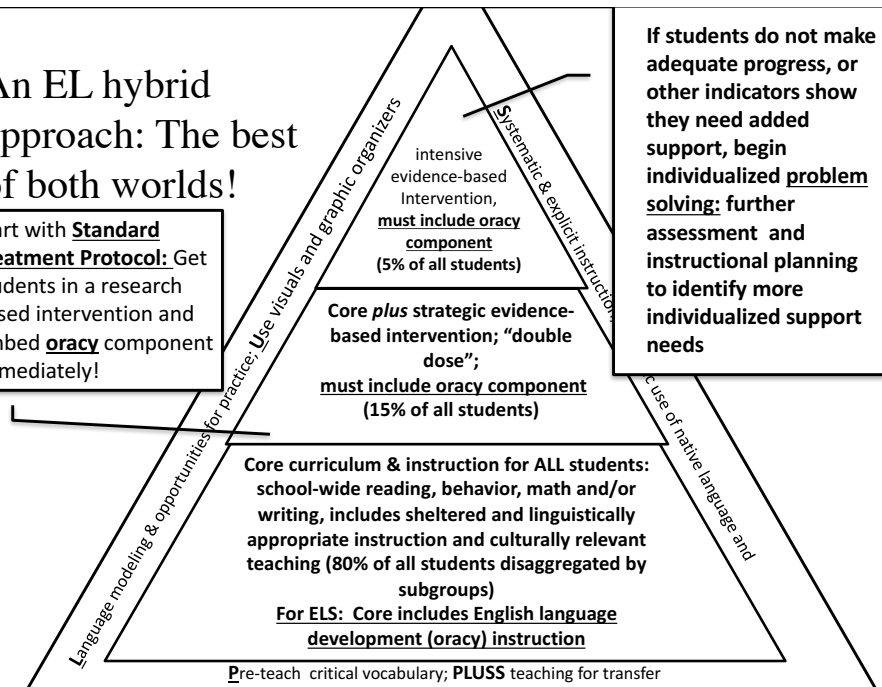
Source: Turner & Brown, (2012) as cited in Brown, J. E. & Ortiz, S. O. (2014). Interventions for English Learners with Learning Difficulties. In J. T. Mascolo, V. C. Alfonso, and D. P. Flanagan (Eds.), *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners* (pp. 267-313), Hoboken, NJ: Wiley & Sons.

Culturally and linguistically appropriate Multi-tiered Support Systems (MTSS)



An EL hybrid approach: The best of both worlds!

Start with **Standard Treatment Protocol**: Get students in a research based intervention and embed **oracy** component immediately!



If students do not make adequate progress, or other indicators show they need added support, begin **individualized problem solving**: further assessment and instructional planning to identify more individualized support needs

Unique Considerations for Screening ELs

(Brown & Sanford, 2011)

1. Use tools with demonstrated reliability and validity to identify and monitor students' needs for instructional support in reading in both L1 and L2.
2. Assess students' language skills in L1 and L2 to provide an appropriate context regarding evaluation of current levels of performance.
3. Plan instruction based on what you know about the student's performance and literacy experiences in L1 and L2 and teach for transfer if needed.

18

Evaluate: Unique Considerations for Progress Monitoring ELs (Brown & Sanford, 2011)

1. Monitor student's progress in all languages of instruction
2. Set rigorous goals that support students to meet grade-level standards
3. Evaluate growth frequently, increasing intensity of instruction (or change interventions) when growth is less than expected
4. Evaluate growth of true peers to determine whether instruction is generally effective for students with similar linguistic and educational experiences



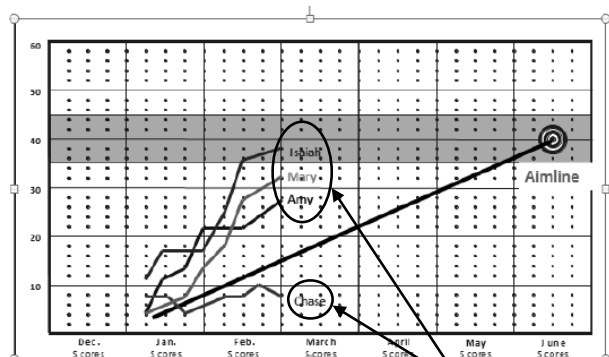
Appropriate Comparisons

- Progress for EL students must be determined using the appropriate comparison group.
- Students' progress must be considered in relation to their "true peers" (Brown & Doolittle, 2008).

Nondiscriminatory Assessment and RTI: Issues in Culturally and Linguistically Responsive Intervention

Example B. indicates a student who is not making sufficient progress according to local cohort growth rates.

Example B.



To what extent do Isiah, Mary, and Amy represent "true" peers for Chase? ELLs must be compared to other ELLs who have similar educational experiences AND similar levels of English language proficiency.

Nondiscriminatory Assessment and RTI: Issues in Culturally and Linguistically Responsive Intervention

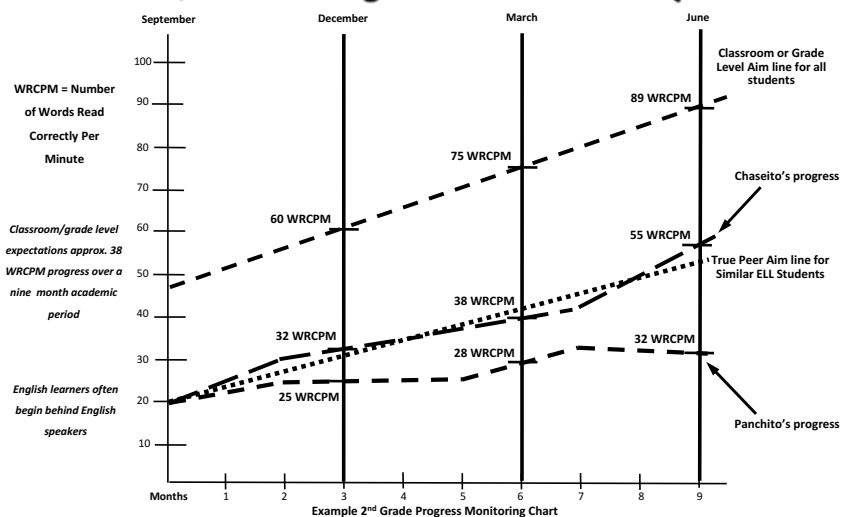
Example C. indicates national growth rates from (e.g., Fuchs et al, 1993).

Example C.

Grade	Realistic	Ambitious
1	2.0 words/week	3.0 words/week
2	1.5 words/week	2.0 words/week
3	1.0 words/week	1.5 words/week
4	.85 words/week	1.1 words/week
5	.50 words/week	.80 words/week

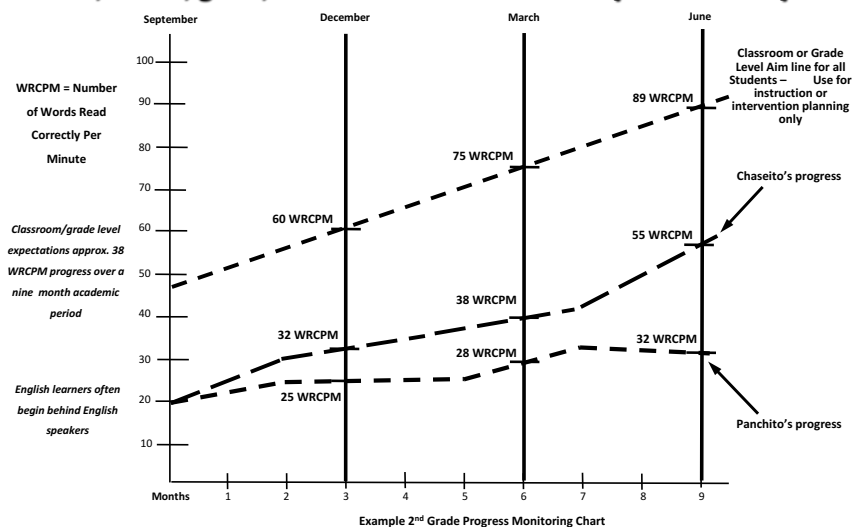
To what extent did Fuchs et al. base growth rates on ELLs of comparable educational experiences AND English language proficiency?

The Most Appropriate Standard for Comparison Depends on the Question Being Asked: An RTI example.



Aim lines representing expectations of performance can be established on many different groups. The most common aim line is based on a classroom or grade level standard. But it can also be based on other criteria, such as ELL status and proficiency.

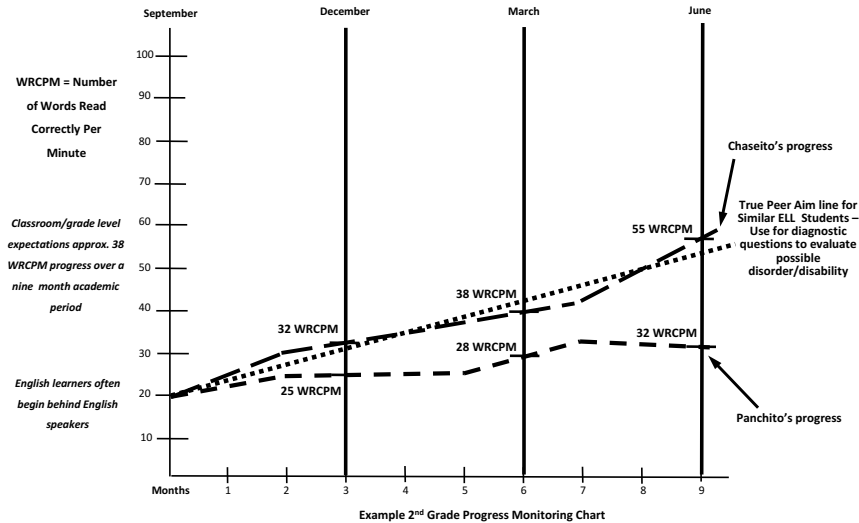
Intervention Question: What are Chaseito's and Panchito's instructional levels, needs, goals, and how far behind are they academically?



ANSWER: Both Chaseito and Panchito are significantly behind grade level expectations. Both need systematic, high-quality instruction consistent with their language proficiency to promote continued growth in reading toward grade level standards.

Thus, comparison to native English speakers is appropriate only for questions related to instructional need, intervention planning, and programming goals, but is NOT appropriate for questions about possible disability where it would be discriminatory.

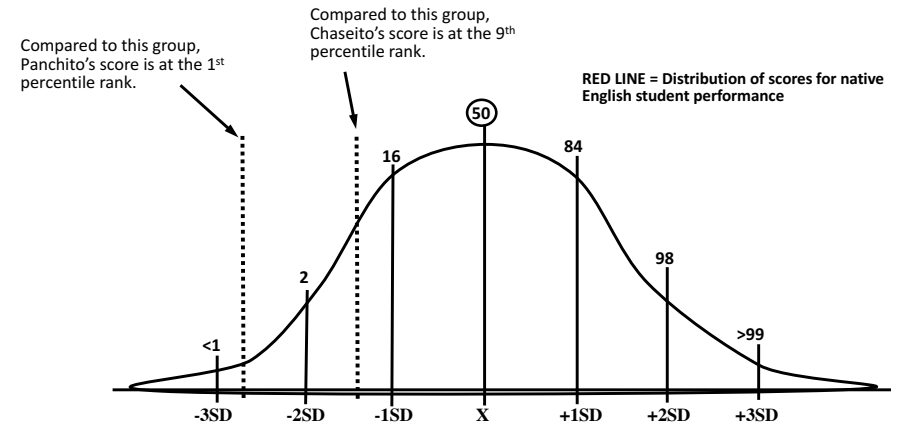
Diagnostic Question: Does Chaseito's or Panchito's rate of progress suggest cultural/linguistic difference or possible disorder?



ANSWER: Chaseito's rate of progress and development is commensurate with that of similar, same age peers and does not suggest any problems, however, Panchito's rate of progress is below that expected of same age peers and may suggest a disorder.

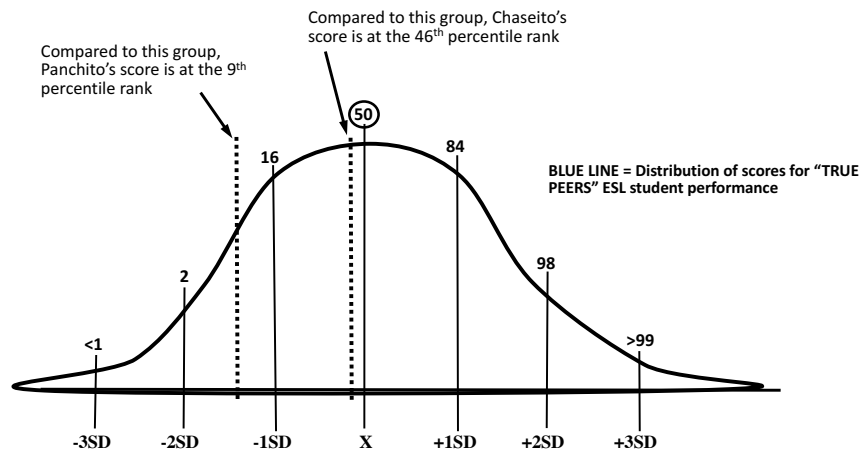
Thus, to avoid being discriminatory, comparison to other TRUE PEER English learners is necessary for any diagnostic questions related to possible disorder or disability. It may also add information related to instructional needs and intervention.

The validity of an interpretation regarding disability issues rests on use of an unbiased standard for comparison.



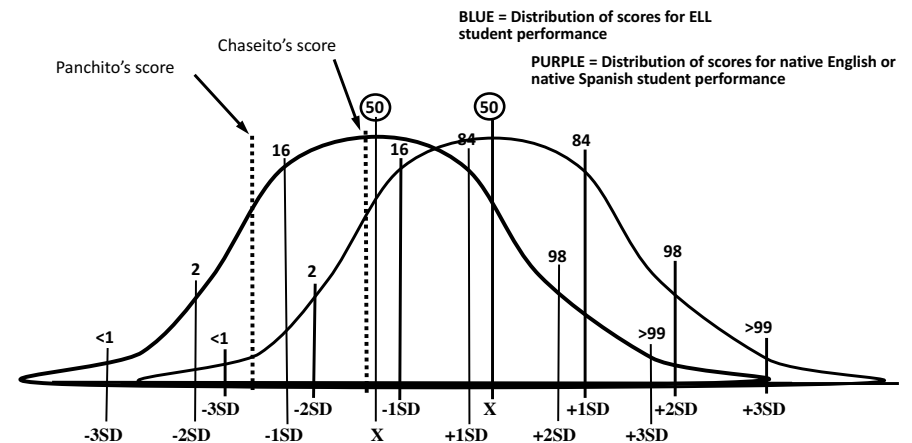
Using an inappropriate comparison group makes it appear incorrectly that both Chaseito and Panchito may have some type of disability.

The validity of an interpretation regarding disability issues rests on use of an unbiased standard for comparison.



Use of a "true peer" group provides a non-discriminatory comparison and suggests that Chaseito's performance is average and that only Panchito might have some type of disability.

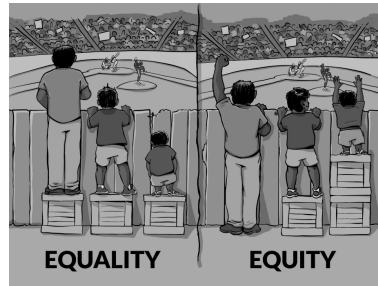
The validity of an interpretation regarding disability issues rests on use of an unbiased standard for comparison.



The validity of any interpretation related to questions of diagnosis rests on the use of an unbiased standard for comparison. Thus, use of "true peers" is necessary to prevent biased interpretation of ELL test scores whenever the purpose of evaluation is diagnostic in nature.

Paths to Tier 3... keep equity in mind

- Always provide the support students need and monitor progress
- Determine whether referral is appropriate
 - Consider ecology, context
 - When EL's are not making adequate progress toward goals:
 - Must determine; is it a system issue or an individual issue?
 - Must consider true peers



“True Peers”

- “True peers” are defined as those with “similar language proficiencies, culture, and experiential backgrounds” (Brown & Doolittle, 2008, p. 6).
 - It is essential to consider that ELs are not a monolithic group. At the school level, student progress should be determined in the context of the local cohort of “true peers.”
- “If several ‘true peers’ are struggling, this is an indication that the instruction is less than optimal for that group of students” (p. 6).

“True Peers”

- “When groups of ‘true peers’ fail to make progress, it is a clarion call letting us know that, however well intended, the current curricular and instructional program is not effective in its present state. This can be a difficult and sensitive topic for caring educators, as the level of effort and commitment to student learning can be high even when achievement is not. Having said that, it is equally important to look beyond national norms when gauging student progress. (cont.)

“True Peers” (cont.)

- ...It is unlikely that a second-grade English learner at the early intermediate phase of language development is going to have the same achievement profile as the native English-speaking classmate sitting next to her. The norms established to measure fluency, for instance, are not able to account for the language development differences between the two girls. A second analysis of the student’s progress compared to linguistically similar students is warranted. If her progress is still found wanting, increased intervention is indicated” (Fisher & Fry, 2012, p. 40).

The validity of an interpretation regarding disability issues rests on use of an unbiased standard for comparison.

"The key consideration in distinguishing between a difference and a disorder is whether the child's performance differs significantly from peers with similar experiences." (p. 105)

- Wolfram, Adger & Christian, 1999

Thus, the key to using standardized tests in a fair and equitable manner is use of a normative sample of peers with similar experiences, i.e., cultural and linguistic ones.

PLUSS

- PLUSS is a conceptual framework based on a synthesis of the research on evidence-based practices effective for instructing ELLs.

Multiple Voices for Ethnically Diverse Exceptional Learners, 13(1), 2012, 56-70
Copyright 2012, Division for Culturally & Linguistically Diverse
Exceptional Learners of the Council for Exceptional Children

Enhancing Instruction for English Learners in Response to Intervention Systems: The PLUSS Model

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Making Adjustments to Intervention Programs

- Kearns, Lemons, Fuchs & Fuchs (2014) suggest these possibilities for adjustments:
 - Explicitly reteach, review and practice basic skills;
 - Add more opportunities for guided practice with continual immediate, corrective feedback;
 - Adjust the entry point suggested on the scope and sequence and based starting points on your CBM data instead;
 - Move the students to a different, smaller Tier 2 group;
 - Increase student motivation, consider a variety of reinforcement systems
 - Place into a different Tier 2 curriculum;

Adjustments

- Should be:
 - Simple
 - Made based on students' CBM data
 - Done while maintaining the fidelity to the programs' methods for learning targeted skills



PLUSS Framework for Evidence-based Instruction for ELLs

PLUSS Framework	Definition	Evidence
P re-teach critical vocabulary	Presentation of critical vocabulary prior to lessons to ensure later comprehension using direct instruction, modeling, and connections to native language	Beck, McKeown and Kucan (2002); Heibert and Lubliner (2008); Martinez and Lesaux (2011); Nagy, Garcia, Dyrgunoglu and Hancin (1993)
L anguage modeling and opportunities for practice	Teacher models appropriate use of academic language, then provides structured opportunities for students to practice using the language in meaningful contexts	Dutro and Moran (2003); Echevarria, Vogt and Short (2008); Gibbons (2009); Linan-Thompson and Vaughn (2007); Scarcella (2003)
U se visuals and graphic organizers	Strategically use pictures, graphic organizers, gestures, realia, and other visual prompts to help make critical language, concepts, and strategies more comprehensible to learners	Brechtal (2001); Echevarria and Graves (1998); Haager and Klingner (2005); Linan-Thompson and Vaughn (2007); O'Malley and Chamot, (1990)
S ystematic and explicit instruction	Explain, model, provide guided practice with feedback, and opportunities for independent practice in content, strategies, and concepts	Calderón (2007); Flagella-Luby and Deshler (2008); Gibbons (2009); Haager and Klingner (2005); Klingner and Vaughn (2000); Watkins and Slocum (2004)
S trategic use of native language & teaching for transfer	Identify concepts and content students already know in their native language and culture to explicitly explain, define, and help them understand new language and concepts in English	Carlisle, Beeman, Davis and Spharim (1999); Durgunoglu, et al. (1993); Genesee, Geva, Dressler, and Kamil (2006); Odlin (1989); Schecter and Bayley (2002)

Source: Sanford, A., Brown, J.E., & Turner, M. (2012). Enhancing instruction for English learners in Response to Intervention systems: The PLUSS Model. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 13, 56-70

Examples of PLUSS Framework Applied in the Classroom

PLUSS Framework	Example
P re-teach critical vocabulary	Select 3-5 high utility vocabulary words crucial to understanding text (not necessarily content specific words) and explicitly teach student friendly definitions, model using the words, and provide students with repeated opportunities to use the words over time (Honig, Diamond, & Gutlohn, 2008; Beck, McKeown, Kucan, 2002)
L anguage modeling and opportunities for practicing	Provide language frames and sentence starters to structure language interaction. For example, after having defined the word, "preoccupied," for instance, ask students to use the word, "preoccupied," in a sentence, "Think of a time when you were preoccupied." (pause to give time to think). "Turn to your partners and share, starting your sentence with, 'I was preoccupied when...', what will you start your sentence with?" (Have students repeat the sentence starter before turning to their neighbor and sharing).
U se visuals and graphic organizers	Consistently use a Venn diagram to teach concepts, such as compare and contrast, and use realia and pictures to support the teaching of concepts (Echevarria, Vogt, & Short, 2008)
S ystematic and explicit instruction	Teach strategies like summarization, monitoring and clarifying, and decoding strategies through direct explanation, modeling, guided practice with feedback, and opportunities for application (Honig, Diamond, & Gutlohn, 2008).
S trategic use of native language & teaching for transfer	Use native language to teach cognates (e.g., teach that "superior" means the same thing in Spanish) or explain/clarify a concept in the native language before or while teaching it in English.

Source: Brown, J. E. & Ortiz, S. O. (2014). Interventions for English Learners with Learning Difficulties. In J. T. Mascolo, V. C. Alfonso, and D. P. Flanagan (Eds.), *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners* (pp. 267-313). Hoboken, NJ: Wiley & Sons.

1 Content Objective: 2 Language Objective:

Strategies: L – Language modeling and opportunities for practice U – Use visuals and graphic organizers S – Strategic use of Native language and teaching for transfer		5	6	7
4 P Pre-teach critical vocabulary				
3 S Systematic & explicit instruction				

Beginning Research on PLUSS

- ✓ Can PLUSS instructional adaptations be implemented in a typical school setting?
- ✓ What are the effects of adding the PLUSS instructional modifications to an evidence-based intervention for English learners who are identified as needing additional support

Figure 3
Story Problems Correctly Identified for Alma and Berto

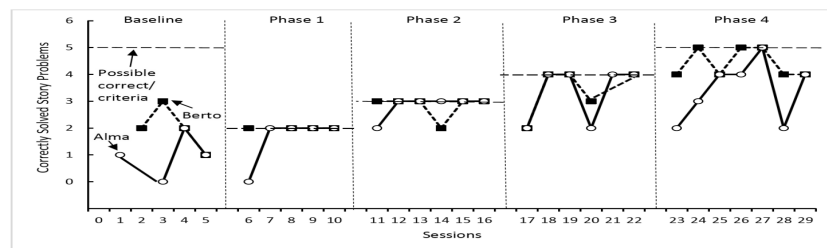


Figure 4
Story Problems Correctly Identified for Gino and Julia

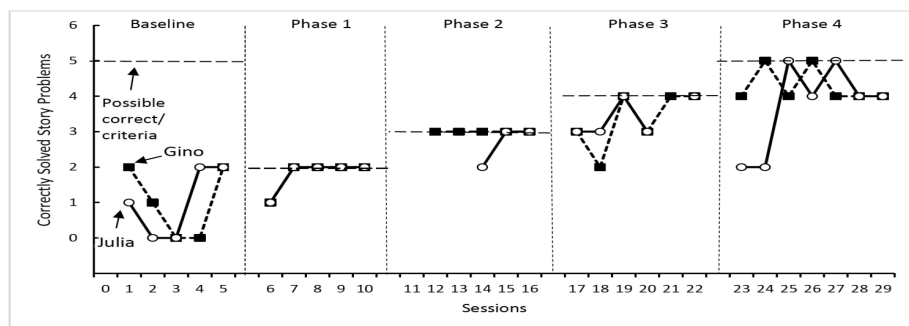


Figure 1
Math Vocabulary Words Correctly Identified for Alma and Berto

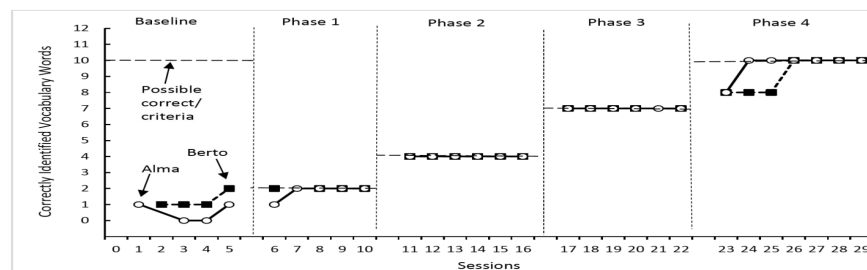
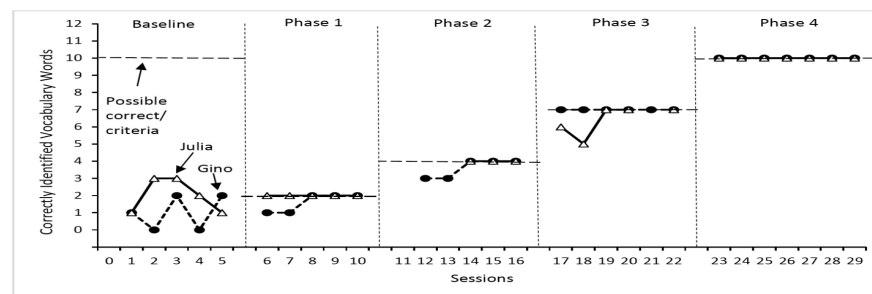


Figure 2
Math Vocabulary Words Correctly Identified for Gino and Julia



Investigating PLUSS in Math

- Preteach vocabulary
 - (e.g. decimal, tenth, hundredth, equivalent)
- Language use:
 - sentence frames
 - repeated practice
- Using visuals
- Systematic and explicit instruction
- Strategic use of native language



Circle the numbers.
3.1 $\frac{2}{10}$ 7.59 278 28.33



Underline the question.
What number?

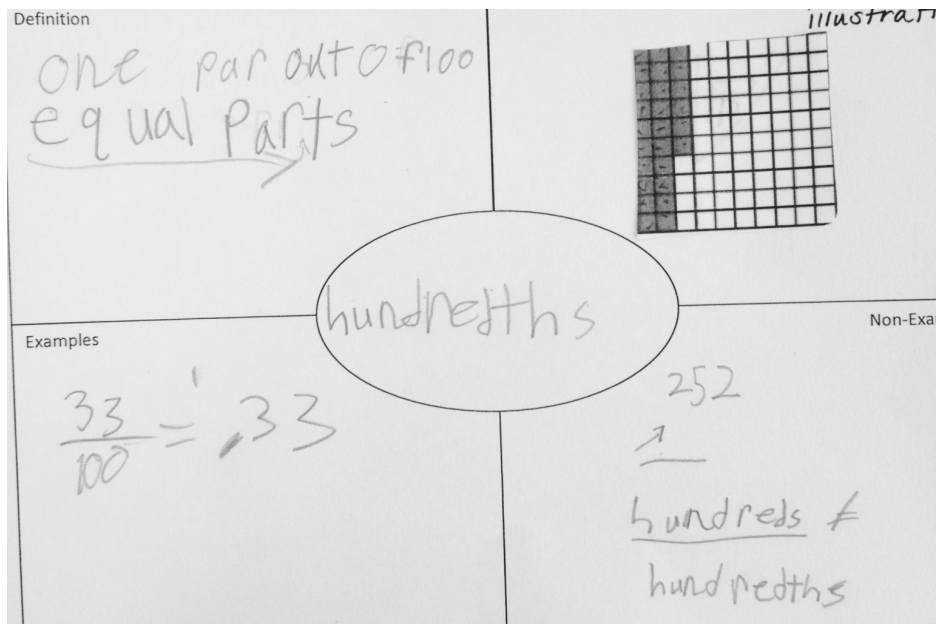


Box the math actions.
 $+$ $-$ \times \div =



Eliminate useless info.
Jose rides a bus to school.





Current Research on PLUSS

- Brown: principal investigator, Sanford co-investigator
 - of a four-year Model Demonstration grant through the Office of Special Education Programs (OSEP) to research the impact of PLUSS on literacy outcomes for ELs with disabilities or at-risk for reading disabilities in grades 3 – 5.
- Initial single-case research has documented positive impacts in reading and math when the PLUSS framework is used with ELs.
- Websites:
 - projectlee.org.
 - <http://www.mtss4els.org>



Selected Resources

- Brown & Sanford (2010) Practitioner's Brief
<http://www.rti4success.org/resourcetype/rti-english-language-learners-appropriately-using-screening-and-progress-monitoring-too>



Selected Resources

- Brown & Doolittle (2008) Practitioner's Brief
http://www.niusileadscape.org/lc/Record/150?search_query=



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