The Pre-Referral Process and Best Practice Intervention Strategies for English Language Learners

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What are We Covering Over the Next Two Days?

• Understanding the appropriate process for serving and evaluating culturally and linguistically diverse populations.

• Minimize the under & over identification of ELL Students for special education services.

• Engage in a paradigm shift that intervention or teaching represents ongoing assessment.

• Understand how the methods of RTI, PSW and, XBA can be utilized when working with culturally and linguistically diverse students.
Presenter & Audience Background

- Frank’s background and search for the
  ~ Language Background
  ~ Search for the “Holy Grail”

- Audience demographics

- Prevalent cultures and languages
The Service Continuum

• Does your district’s current service and evaluation methodology yield valid and reliable student data?

• For all students? The Native American Student? The Latino Student? The Serbo-Croatian Student?

• To be valid and reliable, your service and evaluation methodology should be appropriate for the target student population (taking into account language and cultural background).
Legal Context for ELL Students

• Existing policy, law, and judicial decisions are designed to ensure that ELL students are receiving appropriate educational supports (e.g., FAPE). The following are key initial steps:
  
  – Prevention and early intervention services to avert unnecessary SPED referrals.
  
  – Referral process that distinguishes struggling learners from students who have disabilities (Ortiz & Yates, 2001).

Seeing the Forrest Through the Trees

IDEA 2004 states that "...States must submit a plan that provides assurances of policies and procedures designed to prevent the inappropriate over identification or disproportionate representation by race and ethnicity of children as children with disabilities."

20 U.S.C. § 1412(a)(24)
Continuum for Today

General Education & Core Support

What to Consider Along this Continuum

The Pre-Referral Process

National, Regional, and Local Trends for ELL Students Being Considered for SPED

• Findings: Under & Over Identification
  ~ Accessibility
  ~ A disproportional ratio within disability category
What is Impacting Under and Over Identification?

General Education & Core Support  ➔  SPED Evaluation Planning Meeting  ➔  Pre-Referral to SPED Evaluation Planning Meeting

What’s Contributing to Under Identification?
What’s Contributing to Over Identification?

The Elephant in the Middle of the Room

• What are your fears?
• What are your barriers?
• What are our conditioned beliefs?

Believe it or not, our fears and conditioned beliefs are the greatest barrier from keeping us from appropriately addressing our diverse student needs.
Prevention of School Failure

- Prevention of failure among English language learners involves two critical elements:
  
  - The Creation of educational environments conducive to academic success (Madden, Slavin, Karweit, Dolan, & Waskik, 1991).
  
  - The use of instructional strategies known to be effective with ELL students (Ortiz, 1997; Ortiz & Wilkinson, 1991).

The educational environment reflects the belief that all students can learn and that educators are responsible for seeing to it that they do.

**Characteristics of Positive School Climates for ELLs**

| • Shared knowledge among teachers related to the education of ELLs | • Academically rich programs that teach basic skills in the context of higher order skills instruction. |
| • Respect and understanding for cultural and linguistic diversity | • Ongoing systematic evaluation of student progress. |
| • Collaborative school, home, and community relationships |  |

7
Teachers use Instructional Strategies Known to be Effective with ELL Students

**Characteristics of Effective Instruction for ELLs**

- Primary language is supported either at home or school
- English taught within the framework of second language acquisition
- Student’s prior knowledge taken into account
- Meaningful language use across the curriculum
- Thematic instruction
- Scaffolding
- Interactive discourse
- Collaborative learning

So, Where Do We Start?

- We can’t talk about a pre-referral process until we discuss what happens before it gets to a pre-referral discussion.
The Teaching Flow Chart

• How do we map our energy and resources?

• How do we approach the question differently for an ELL student who has been in our school system for 4 years vs. being a newcomer?
Determining ELD Proficiency Levels

• Why would this be important?

• What are some ways to determine this?
  – Quantitatively & Qualitatively?

A Key Ingredient: Understanding Typical Second Language Acquisition

• This will assist general education and core teachers in targeting appropriate intervention and teaching targets

• It will also allow student study teams during a pre-referral process to know if the student is exhibiting typical or atypical learning or developmental behaviors.
2 Sides of the Same Coin

• When meeting a new English-speaking student in your class, before you say hello, what presumptions and generalizations do you start with? *(This isn’t a loaded question)*

  – Student grew up in Southwest Portland
  – Student grew up on a Native American reservation near Madras, OR.
  – Student grew up in New Orleans, LA and experienced Hurricane Katrina.

Acculturation & Language Acquisition

• How does this information impact our data analysis?

• What tools are available?

• How can these tools assist us in intervention?
Insight to Acculturation

- **Enculturation**: When language and cognitive development occurs within a cultural context.

- **Acculturation**: When an enculturated individual comes into the proximity of a new or different culture.

Collier, 2002

Acculturation Cont~

- The dynamics of acculturation are complex:
  - Value systems
  - Social dynamics (gender, race, etc).
  - Language

- The process of acculturation can reflect a positive or negative transition process.

- How can that look for our students? How can these attributes impact education?

Collier, 2002
Side Effects of Acculturation

- High anxiety
- Confusion
- Withdrawal
- Silence/unresponsiveness
- Response fatigue
- Code-switching
- Distractibility
- Resistance to change
- Disorientation

Do any of these resemble characteristics of a disability?

How would you present in Vietnam?

Major Variables Impacting Acculturation

- The amount of time spent within the acculturation process.

- The quantity and quality of interactions within the new cultural experience.

- Ethnicity or nation of origin (Similar vs. Dissimilar)

- Degree of language proficiency.

Collier, 2002
Additional Variables Impacting Acculturation and Second Language Acquisition

- Motivation
  - Are there shared experiences between L1/L2?
  - Congruence between student’s culture and dominant culture?

- Personality (Introvert vs. Extrovert)

- Anxiety Level

- Socioeconomic Status

Roseberry-McKibbin, 2002

The Intensity of Culture Shock is Cyclical

<table>
<thead>
<tr>
<th>Emotion Level</th>
<th>Antagonism Phase</th>
<th>Spectrum Phase</th>
<th>Increasing Participation Phase</th>
<th>Shock Phase</th>
<th>Adaptation Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td></td>
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<tr>
<td>Moderately Engaged</td>
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<tr>
<td>Level</td>
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<tr>
<td>Normal Intensity of</td>
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<tr>
<td>Emotions</td>
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<tr>
<td>Moderately Depressed</td>
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<tr>
<td>Level</td>
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<tr>
<td>Greatly Depressed</td>
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<tr>
<td>Level</td>
<td></td>
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</table>

Collier, 2008
Acculturation Quick Screen (AQS)

- A means of measuring the relative level of acculturation to public school culture in US.

- The tool is research-based associated with factors that predict the degree of successful integration for those who are experiencing culture shock (Padilla, 1980; Collier, 2000).

- The AQS can be used to identify appropriate strategies to work with students experiencing acculturation variables.

- It can also provide a way to monitor the rate of acculturation.

Collier, 2002
Why include the last two categories?

They can reflect an indication of how prepared a school system is to adapt and acculturate a particular student.
What Does a Lower Suggest?

If a student scores a 12, would that mean that a pre-referral discussion and potential referral to SPED is out of the question?

What kind of profile should I be concerned about?

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**Culture vs Acculturation**

Why is understanding a student’s cultural characteristics important?

How can this help with intervention?

How will knowledge assist with the evaluation process?
Cultural & Linguistic Characteristics

Critical Step – All data will need to be interpreted through this lens. **You need resources for this!**

- Dialectical speech patterns
- Language patterns
- Social discourse
- Academic preparation & behavior
- Family hierarchy and communication
- Gender relations
- Geopolitical & religious differences (understanding of war & refugee issues)

Examples of Cultural Characteristics

<table>
<thead>
<tr>
<th></th>
<th>Working with School Teams</th>
<th>Communication &amp; Family practice</th>
<th>Disabilities Intrinsic v. Extrinsic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Latino/Hispanic</strong></td>
<td>• Respect: May not openly disagree with professionals</td>
<td>• Respect: Students may not use direct eye contact.</td>
<td>• May struggle understanding &quot;invisible&quot; disabilities</td>
</tr>
<tr>
<td></td>
<td>• Trust: The parents &quot;parent&quot; and the school teach</td>
<td>• Adults usually do not ask children to foretell what they will do or repeat facts</td>
<td>• Translation issues: Confusion between mental illness and MR.</td>
</tr>
<tr>
<td></td>
<td>• Trust in the school</td>
<td>• More relaxed toward child development</td>
<td>• Folk beliefs may play a role in perceptions</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>• Agreement for positive outcome</td>
<td>• Direct eye contact can be considered rude behavior</td>
<td>• &quot;Invisible&quot; disabilities may be perceived as not trying hard enough</td>
</tr>
<tr>
<td></td>
<td>• Avoid issues associated with shame</td>
<td>• Children are expected to be more independent</td>
<td>• Avoid drawing attention to family</td>
</tr>
<tr>
<td></td>
<td>• Trust in the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Russian</strong></td>
<td>Trust: Beyond family, some families may struggle with trusting outsiders</td>
<td>• It’s rude to ask to go to the bathroom – You just excuse yourself</td>
<td>• ADHD-like characteristics for boys may be considered culturally appropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Close proxemics</td>
<td></td>
</tr>
</tbody>
</table>
What Resources are Available?

• Turn to the pages in your packet referring to “recommended readings” and “Recommended Resources”

• This kind of awareness can help when working with students and families.

  – My friend John Withers

Second Language Acquisition and Language Transfer Characteristics

• With multiple languages & cultures represented in your district, how does one determine if a student is struggling due to acculturation & second language acquisition or due to another underlying problem?

• Without properly trained individuals and tools to evaluate in each language, is there another way to identify patterns?

  ➢ Identify and Analyze developmental markers for acquiring a second language
Acquisition of Two Languages

Simultaneous & Sequential

• **Simultaneous**
  ~ Develops 2 languages, in a balanced manner, at the onset of language or prior to age 3.

• **Sequential**
  ~ Acquires second language (after the age of 3) after basic acquisition of first language.

Theories of Sequential Second Language Acquisition

• **Jim Cummins’ Theory**
  – Communicative proficiency follows a developmental perspective
  – Teaching within the “Comprehensible Input” level is key to developing along the continuum.
  – The more developed L1, the more efficient it will be to learn L2

• **Stephen Krashen’s Main Points**
  – Natural order hypothesis: Acquisition follows a predictable manner.
  – Input +1: Context & extralinguistic information ensures comprehension.
  – Affective Filter hypothesis: Motivation, self-confidence, and anxiety can impact the acquisition of a second language.
Stages of Sequential Language Acquisition

Pre-Production/Comprehension (no BICS)
Sometimes called the silent period, where the individual concentrates completely on figuring out what the new language means, without worrying about production skills. Children typically may delay speech in L2 from one to six weeks or longer.

- listen, point, match, draw, move, choose, mime, act out

Early Production (early BICS)
Speech begins to emerge naturally but the primary process continues to be the development of listening comprehension. Early speech will contain many errors. Typical examples of progression are:

- yes/no questions, lists of words, one word answers, two word strings, short phrases

Speech Emergence (intermediate BICS)
Given sufficient input, speech production will continue to improve. Sentences will become longer, more complex, with a wider vocabulary range. Numbers of errors will slowly decrease.

- three words and short phrases, dialogue, longer phrases
- extended discourse, complete sentences where appropriate, narration

Intermediate Fluency (advanced BICS/emerging CALP)
With continued exposure to adequate language models and opportunities to interact with fluent speakers of the second language, second language learners will develop excellent comprehension and their speech will contain even fewer grammatical errors. Opportunities to use the second language for varied purposes will broaden the individual’s ability to use the language more fully.

- give opinions, analyze, defend, create, debate, evaluate, justify, examine

Beginning Fluency

Advanced Fluency

Basic Interpersonal Communication Skills (BICS)
- ability to communicate basic needs and wants, and ability to carry on basic interpersonal conversations
- takes 1 - 3 years to develop and is insufficient to facilitate academic success

Cognitive Academic Language Proficiency (CALP)
- ability to communicate thoughts and ideas with clarity and efficiency
- ability to carry on advanced interpersonal conversations
- takes at least 5-7 years to develop, possibly longer and is required for academic success

Cummins’ Developmental Indigence Hypothesis (“Iceberg Model”)
- BICS is the small visible, surface level of language, CALP is the larger, hidden, deeper structure of language
- each language has a unique and Separate Underlying Proficiency (SUP)
- proficiency in L1 is required to develop proficiency in L2
- Common Underlying Proficiency (CUP) facilitates transfer of cognitive skills

**CALP**
- Least visible, deeper level of language (takes longer, usually 4-7 years)
- Academic proficiency

**Most visible, acquired fastest** (usually within 2 years)
- Conversational fluency

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**LANGUAGE AND CONTENT ACTIVITIES WITHIN CUMMINS’S QUADRANTS**

<table>
<thead>
<tr>
<th>Cognitive Demand (Easy)</th>
<th>Cognitive Demand (Hard)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td><strong>B</strong></td>
</tr>
<tr>
<td>- Developing survival vocabulary</td>
<td>- Participating in hands-on science and mathematics activities</td>
</tr>
<tr>
<td>- Following demonstrated directions</td>
<td>- Making maps, models, charts, and graphs</td>
</tr>
<tr>
<td>- Playing simple games</td>
<td>- Solving math computational problems</td>
</tr>
<tr>
<td>- Engaging in face-to-face interactions</td>
<td>- Making brief oral presentations</td>
</tr>
<tr>
<td>- Participating in art, music, and physical education</td>
<td>- Understanding academic presentations through the use of visuals, demonstrations, active participation, models, and so on</td>
</tr>
</tbody>
</table>

| **C** | **D** |
| - Engaging in telephone conversations | - Understanding academic presentations without visuals or demonstrations: lectures |
| - Reading and writing for personal purposes: notes, lists, sketches, and so on | - Making formal oral presentations |
| - Solving math word problems without illustrations | - Solving math word problems with illustrations |
| - Reading compositions, essays, and research reports in content areas | - Taking standardized achievement tests |
| - Reading for information in content areas | - |
How Can You Capture BICS & CALP Data?

**Key Question:** How long has the Student been in the US and an English Speaking School Setting? *NOT - How long have they lived in the US.*

- Using BICS & CALP data diagnostically and instructionally
- Example Tools:
  1) Qualitative Developmental Checklists**
  2) Standardized tools like the Woodcock-Munuoz, BVAT, and the IPT

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### Checklist of Language Skills for Use with Limited English Proficient Students

<table>
<thead>
<tr>
<th>Basic Interpersonal Communication Skills (BICS)</th>
<th>Cognitive Academic Language Proficiency Skills (CALPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Listening 1.1 English</td>
<td>A. Listening 1.1 English</td>
</tr>
<tr>
<td>1. Follows classroom directions.</td>
<td>1. Follows specific directions for academic tasks according to curriculum guide.</td>
</tr>
<tr>
<td>2. Points to classroom items.</td>
<td>2. Understands vocabulary for academic tasks according to curriculum guide (e.g., word meaning, word synonyms for opinions).</td>
</tr>
<tr>
<td>3. Distinguishes items according to color, shape, size, etc.</td>
<td>3. Understands teacher's discussion and distinguishes main ideas from supportive details.</td>
</tr>
<tr>
<td>4. Points to people, family, relationships.</td>
<td>4. Understands temporal concepts (e.g., do this first, second, last).</td>
</tr>
<tr>
<td>5. Distinguishes people according to physical and emotional states.</td>
<td>5. Distinguishes sounds for reading readiness activities.</td>
</tr>
<tr>
<td>6. Sorts out common school activities.</td>
<td>6. Listens to a movie or other audio-visual presentation with academic content.</td>
</tr>
<tr>
<td>7. Distinguishes environmental sounds.</td>
<td></td>
</tr>
</tbody>
</table>

*
What’s an acceptable ratio?

It will depend on where the student is on the continuum.

Anything below 85% if the targeted skills should developed.

<table>
<thead>
<tr>
<th>A. Speaking</th>
<th>LI</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Follows classroom directions</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>2. Points to classroom items</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>3. Distinguished items according to color, shape, size, etc.</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>4. Points to people (demonstrates relationship)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5. Distinguished people according to physical and emotional items</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6. Acts out stories or school activities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7. Distinguish students environmental sounds</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Speaking</th>
<th>LI</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gives classroom commands to peers</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>2. Exchanges common greetings</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>3. Names classroom objects</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>4. Describes classroom objects according to color, shape, etc.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5. Describes people according to physical and emotional status</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>6. Describes what is happening when given an action picture of a common instructional activity</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7. Appropriately initiates, maintains, and terminates a conversation</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8. Bartos SCA: numbers (1-10)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9. Appropriately answers basic questions</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10. Participates in sharing time</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Checklist of Language Skills for Use with Limited English Proficient Students

- Female
- CA: 9-11
- Grade 4th
- Schooling: K-3rd grade
- Home-schooled this year
Difficulties in L1 & L2

<table>
<thead>
<tr>
<th>BICS % for L1</th>
<th>26% correct*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Give written responses to reading questions</td>
<td>Incorrect</td>
</tr>
<tr>
<td>3. Exchange common greetings</td>
<td>Incorrect</td>
</tr>
<tr>
<td>4. Describe classroom objects according to color, shape, etc.</td>
<td>Incorrect</td>
</tr>
<tr>
<td>5. Describe people according to physical and emotional status</td>
<td>Incorrect</td>
</tr>
<tr>
<td>6. Describe what is happening when given an action picture of a common everyday activity</td>
<td>Incorrect</td>
</tr>
<tr>
<td>7. Appropriately initiate, maintain, and respond to a conversation</td>
<td>Incorrect</td>
</tr>
<tr>
<td>8. Recognize ABC's, numbers 1-10</td>
<td>Incorrect</td>
</tr>
<tr>
<td>9. Appropriately answer basic questions</td>
<td>Incorrect</td>
</tr>
<tr>
<td>10. Participates in sharing time</td>
<td>Incorrect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BICS % for L2</th>
<th>16% Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask/solve specific questions regarding topic, dimension</td>
<td>Incorrect</td>
</tr>
<tr>
<td>2. Use academic vocabulary appropriately</td>
<td>Incorrect</td>
</tr>
<tr>
<td>3. Use unfamiliar concepts appropriately</td>
<td>Incorrect</td>
</tr>
<tr>
<td>4. Ask for clarification during academic tasks</td>
<td>Incorrect</td>
</tr>
<tr>
<td>5. Express reason for opinion</td>
<td>Incorrect</td>
</tr>
<tr>
<td>6. Actively participates in class discussions</td>
<td>Incorrect</td>
</tr>
<tr>
<td>7. Voluntarily to answer questions in class regarding subject matter</td>
<td>Incorrect</td>
</tr>
<tr>
<td>8. Use mechanics of spatial skills (i.e., top-to-bottom, left-to-right)</td>
<td>Incorrect</td>
</tr>
</tbody>
</table>

Many items reported indicated student was only able to perform targets some of the time (e.g., emerging)
Using the BICS/CALP Chart

• Planning for intervention
  – The chart can help identify where the student is currently performing within the continuum of second language acquisition.
  – Based upon the data, the teacher can now teach within the child’s “Zone of Proximal Development” and target intervention at the student’s “Comprehensible Input Level”

<table>
<thead>
<tr>
<th>B. Speaking</th>
<th>LI</th>
<th>B. Speaking</th>
<th>LI</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Names according to cards, objects, shapes, etc.</td>
<td></td>
<td>3. Uses temporal concepts appropriately.</td>
<td></td>
</tr>
<tr>
<td>5. Describes people according to physical and emotional states</td>
<td></td>
<td>5. Expresses reason for opinion.</td>
<td></td>
</tr>
<tr>
<td>6. Describes what is happening when given an action picture of a common recreational activity</td>
<td></td>
<td>6. Actively participates in class discussions.</td>
<td></td>
</tr>
<tr>
<td>7. Appropriately violates, maintains, and responds to a conversation</td>
<td></td>
<td>7. Voluntarily answers questions in class regarding subject matter.</td>
<td></td>
</tr>
<tr>
<td>8. Recites ABCs, numbers 1-10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Appropriately answers basic questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Participates in sharing time</td>
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</tbody>
</table>

If the teaching strategies and lessons are more CALP-based, this student will struggle with learning and developing
Zone of Proximal Development

Stages of Sequential Language Acquisition

5 Stages: After entering English-Speaking School Setting

- I: Pre-Production (0-6 months)
- II: Early Production (6 months – 1 year)
- III: Speech Emergence Stage (1-3 years)
- IV: Intermediate Fluency Stage (3-5 years)
- V: Proficient Stage (5-7 years)
The Stages of Sequential Second Language Acquisition

Stage (Level) 1: Preproduction; 0 – 6 Months in US School
Student focuses on comprehending the communicative message. Children try to associate new words with the vocabulary in their first language. They pay particular attention to nonverbal communication such as facial expressions and gestures. They may respond with simple words or nonverbally by pointing, touching, or nodding. This is sometimes called the Silent Period.
Activity/Lesson Focus: Emphasize receptive skills with listening comprehension, choosing, matching, drawing, and naming activities.

Stage (Level) 2 – Early Production; 6 Months – 1 Year in US School
Student communication is characterized by one and two word phrases and many grammatical errors. Common nouns, verbs, and adjectives emerge first. Vocabulary must be learned in context of theme, stories, or personal lives of students. The student focuses on conveying meaning as opposed to using correct forms.
Activity/Lesson Focus: Emphasize expressive skills using listening, naming, and categorizing activities which encourage students to use the vocabulary that they already understand.

Stage (Level) 3 – Speech Emergence; 1 – 3 Years in US School
Students have now acquired limited vocabulary and can respond to literal questions and use simple sentences and engage in conversations. Students may still make punctuation and grammatical errors. Many of their utterances are "chunks" which they have learned as a whole without understanding the exact meaning of each word. Errors of omission are common.
Activity/Lesson Focus: Emphasize more complete language forms such as comparing the contrasting, definitions, descriptions, and narrating stories, legends, fables, etc.

Stage (Level) 4 – Intermediate Fluency Stage; 3 – 5 Years in US School
Students continue to develop excellent comprehension and are beginning to function in normal conversation. However, they continue to lack the sufficient academic language to compete with native English speakers. Students actively engage in communication and fluency. Literacy skills and academic language are continuing to develop.
Activity/Lesson Focus: Use existing skills to produce responses that require creativity, critical thinking skills, and complex sentence structures.

Stage (Level) 5 – Proficient Stage; 5 – 7 Years in US School
Students can "be thrown in" a variety of situations and settings and using listening, speaking, reading, and writing skills with few errors.
Activity/Lesson Focus: Continue reading and writing assignments with increased focus on evaluation and analysis.

Sequential Second Language Acquisition Checklist

<table>
<thead>
<tr>
<th>Stage</th>
<th>Preproduction: 0-6 Months in US School</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Uses English in social and classroom interaction</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Responds primarily nonverbally (with gestures &amp; actions)</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Displays limited comprehension</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Responds to greetings, introductions, farewells</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Points to objects</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Answers questions about self only with yes or no</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Communicates basic personal needs, such as need to use the restroom, with gestures and actions</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Uses the primary language to express when an English situation occurs</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td>Uses English in literacy, learning, and content-area learning</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Observes stories, shared reading, songs, and poems</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Understands an oral direction only in the context of non-verbal cues</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: First identify which stage student should be performing at based on the number of years the student has been in an English-speaking school setting. Then complete the document by placing a "+" or " - " in the appropriate box reflecting student’s ability to perform the noted task. Struggles in skill ability within stages the student should be capable of performing may reflect instructional gaps or atypical second language acquisition development. Four separate sections are provided to document quarterly progress (if needed i.e., Q1-Q4). Student performance can be identified through parent/teacher observations, student work samples, or formal interactions between student and educator (e.g., classroom teacher, ESL teacher, SPED teacher, or paraprofessional).
Greater specificity with discrete tasks than the BICS-CALP Chart

Example Tracking Sheet

Using the Tracking Sheet for Diagnostics & Instruction
Using the Second Language Acquisition Chart

• Planning for intervention
  – The chart can help identify where the student is currently performing within the continuum of second language acquisition.

  – Based upon the data, the teacher can now teach within the child’s “Zone of Proximal Development” and target intervention at the student’s “Comprehensible Input Level”

  – The chart is also designed to track data over 4 quarters.

Targeting Intervention

• You can map your intervention resources more effectively by:
  – 1) Identifying which stage of second language acquisition the student is likely performing within

  – 2) Match intervention strategies to the student’s behavior and performance level
Identifying and Developing Language Proficiency

Stage I of Second Language Acquisition – Intervention Strategies

Student Behavior

• May not yet produce speech or are just beginning to put words together.
• Listen and begin to respond by using nonverbal gestures.
• Internalize significant pieces of information.
• Participate through physical actions.
• Respond with one or two word responses.
• Attends to hands on demonstrations with greater comprehension.
• Initiate conversations by pointing and using single words.
• Respond nonverbally to a wider range of language input.
• Exhibit no or very limited use of full sentences – very limited fluency.
• Write isolated words or one- to three-word phrases with illustrations.
• Do not yet apply conventions or grammar or word order.

Instructional Strategies

• Provide comprehensible input/abundant context clues using visuals, rhymes, manipulatives, gestures, etc.
• Model all expected behavior.
• Encourage students to join in group songs, chants, recitations, etc.
• Assist in developing phonemic awareness skills.
• Encourage students to participate in role-playing activities.
• Check comprehension frequently.
• Maintain a consistent daily schedule with regular routines to facilitate comprehension.
• Use questioning strategies eliciting one or two words such as:
  - Ten-Yes Questions: Is this a _____?
  - Predictable: Will bar feel come home?
  - Generalizations: Does the run ever shine at night?
  - Referential: Do you like the story?
  - Either-Or Questions:
    - Is this a _____ or a _____?
    - Do you like _____ or _____?
  - "Wh" Questions:
    - What color is the _____?
    - When did you get here?
    - Who ate the _____?
  - Expect students to speak English

Walter, 2004

Stage II of Second Language Acquisition – Intervention Strategies Continued

Student Behavior

• Begins speaking in phrases and short sentences.
• Uses speech that sounds telegraphic: I go home now.
• Makes many errors of grammar and syntax as they experiment with language.
• Communicates central ideas but usually lacks full development.
• Uses some vocabulary from various content areas.
• Writing is usually a loose collection of sentences that reveal limited mastery of English word order.
• Begins to express their own personality and personal thoughts in writing.
• Uses approximate spelling of words
• Errors often obscure meaning – verbally and in writing.

Instruction

• Continue providing comprehensible input and contextualizing instruction.
• Ask questions requiring expanded responses.
• Ask more reference questions: What would you do if _____? What else might happen?
• Provide opportunities for students to engage in social and academic conversations.
• Provide age-appropriate instruction in English language conventions, grammar, and structure.
• Provide feedback and model appropriately when errors are made.
• Provide focused, small-group ELD instruction each day.
• Utilize research-based instructional supports and strategies designed for English-language learners (e.g., sheltered instruction, SDAIE, GLAD, etc.)
• Expect students to speak English

Walter, 2004
### Stage III of Second Language Acquisition – Intervention Strategies Continued

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Exhibit a command of conversational English and engage in conversations that produce more complex sentences and narratives.</td>
<td>• Continue to use strategies from earlier stages, such as contextualization, modeling, demonstrations, and comprehension checks.</td>
</tr>
<tr>
<td>• Increasingly use English related to academic tasks.</td>
<td>• Model standard language structures.</td>
</tr>
<tr>
<td>• Express more complex thoughts, although may rely heavily on familiar phrases or vocabulary.</td>
<td>• Continue building phonemic awareness, emphasizing specific sounds/structures as needed (e.g., plural &quot;s&quot;).</td>
</tr>
<tr>
<td>• Speech and grammatical errors may still be common but rarely obscure meaning.</td>
<td>• Ask questions that require phrase and sentence responses.</td>
</tr>
<tr>
<td>• Possess sufficient vocabulary to demonstrate critical thinking in all domains of language.</td>
<td>• Expand student responses through modeling and extending conversations:</td>
</tr>
<tr>
<td>• Writing conveys complex meaning and detail using simple form.</td>
<td>- Tell me more about ______?</td>
</tr>
<tr>
<td>• Sentences are mostly simple but usually complete with some variation in structure and are usually in the past or present tense.</td>
<td>- I understand, keep going.</td>
</tr>
<tr>
<td>• Writing may include loosely connected sentences but there is evidence of emerging fluency.</td>
<td>- Why do you think ______?</td>
</tr>
<tr>
<td>• Writing demonstrates an audience beyond self but may lack clarity.</td>
<td>• Avoid overt error correction, but model standard usage and continue to provide instruction on language conventions.</td>
</tr>
<tr>
<td>• Writing may lack sufficient elaboration.</td>
<td>• Provide frequent shared, modeled, and independent writing experiences.</td>
</tr>
<tr>
<td>• Usually spell commonly used words correctly and exhibit increasing command of basic writing conventions such as capitalization and periods.</td>
<td>• View every content lesson as a language lesson, looking for language development opportunities.</td>
</tr>
</tbody>
</table>

Walter, 2004

### Stage IV of Second Language Acquisition – Intervention Strategies Continued

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communicate effectively in most formal and informal settings.</td>
<td>• Continue to engage student in research-based instructional supports and strategies designed for English-language learners (e.g., sheltered instruction, SDAIE, CLAD, etc.), such as contextualization, modeling, demonstrations, and comprehension checks.</td>
</tr>
<tr>
<td>• Sustain conversations and respond to more complex sentences with greater detail.</td>
<td>• Model and teach increasingly complex English language structures.</td>
</tr>
<tr>
<td>• Speech and grammatical errors still occur but rarely interfere with communication.</td>
<td>• Provide instruction that requires students to use English in cognitively demanding situations.</td>
</tr>
<tr>
<td>• Approach grade-level standards in reading and writing.</td>
<td>• Establish a climate in which students are free to take risks and are supported in their attempts at increasingly higher forms of English.</td>
</tr>
<tr>
<td>• Rely heavily on context and prior knowledge to obtain meaning from print but apply with increasing consistency approach appropriate English usage to a wide variety of literacy needs.</td>
<td>• Immerses students in the genre they are studying, using content as an opportunity for vocabulary and schema building.</td>
</tr>
<tr>
<td>• Vocabulary use and writing usually demonstrate understanding of audience and purpose.</td>
<td>• Provide and support students through complex, grade level reading and writing.</td>
</tr>
<tr>
<td>• Writing demonstrates evidence of purposeful organization and elaboration of central idea, incident, or problem.</td>
<td>• Expect students to speak, read, and write in English – supporting them as needed.</td>
</tr>
<tr>
<td>• Generally fluent but still acquiring irregular and more complex words and sentence structures.</td>
<td></td>
</tr>
</tbody>
</table>

Walter, 2004
Why Does CALP Take So Long to Develop?

• CALP language is not heard in everyday conversation and is comprised of low frequency words (primarily from Greek and Latin sources), complex syntax, and abstract expressions

• Is your CALP still developing?
Language Transfer

• Have to have knowledge of linguistic characteristics of both L1 & L2 and the impact that transfer has in order to identify typical vs. atypical patterns:
  
  Example: Confusion of subject and object pronoun forms (Him hit me; I like she, let we go) Is this typical or atypical?

• Languages with similar features to English will be easier for student’s to assimilate

• Share resources to help identify transfer characteristics
may have some difficulty in acquiring English grammar system. The type of transfer error and its cause is outlined for each grammatical category.

### Nouns

<table>
<thead>
<tr>
<th>Grammatical Point</th>
<th>Type of Transfer Error in English</th>
<th>Language Background</th>
<th>Cause of Transfer Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural forms</td>
<td>omission of plural marker — a</td>
<td>Customes, Haitian Creole, Hungarian, Ewe, Korean, Tagalog, Vietnamese</td>
<td>Nouns do not change form to show the plural in the primary language.</td>
</tr>
<tr>
<td></td>
<td>I have a book.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possessive forms</td>
<td>avoidance of 's to describe</td>
<td>Haitian Creole,</td>
<td>The use of a possessive</td>
</tr>
<tr>
<td></td>
<td>possession</td>
<td>Hungarian, Ewe,</td>
<td>phrase to express possession</td>
</tr>
<tr>
<td></td>
<td>the children of my sister</td>
<td>Korean, Tagalog,</td>
<td>reflects the only structure</td>
</tr>
<tr>
<td></td>
<td>instead of my sister's children</td>
<td>Vietnamese.</td>
<td>of a more common structure</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>in the primary language.</td>
</tr>
<tr>
<td></td>
<td>no marker for possessive forms</td>
<td>Haitian Creole,</td>
<td>A noun’s owner comes after</td>
</tr>
<tr>
<td></td>
<td>house my friend</td>
<td>Hungarian, Vietnamese</td>
<td>the object in the primary</td>
</tr>
<tr>
<td></td>
<td>instead of my friend's house</td>
<td></td>
<td>language.</td>
</tr>
<tr>
<td>Count versus non-count nouns</td>
<td>use of plural forms for English</td>
<td>Haitian Creole,</td>
<td>Nouns that are count and</td>
</tr>
<tr>
<td></td>
<td>acount nouns</td>
<td>Russian, Spanish,</td>
<td>non-count differ between</td>
</tr>
<tr>
<td></td>
<td>the furniture, the color of</td>
<td>Tagalog</td>
<td>English and the primary</td>
</tr>
<tr>
<td></td>
<td>her body</td>
<td></td>
<td>language.</td>
</tr>
</tbody>
</table>

### Articles

<table>
<thead>
<tr>
<th>Grammatical Point</th>
<th>Type of Transfer Error in English</th>
<th>Language Background</th>
<th>Cause of Transfer Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>omission of article</td>
<td>Customes, Haitian Creole, Hungarian, Ewe, Korean, Russian, Tagalog, Vietnamese</td>
<td>Articles are either lacking or</td>
</tr>
<tr>
<td></td>
<td>He has a job.</td>
<td></td>
<td>the distinction between a</td>
</tr>
<tr>
<td></td>
<td>His dream is to become learner,</td>
<td></td>
<td>and the is not parallelized</td>
</tr>
<tr>
<td></td>
<td>not teacher.</td>
<td></td>
<td>in the primary language.</td>
</tr>
<tr>
<td></td>
<td>omission of articles in certain</td>
<td>Spanish</td>
<td>The article is not used in</td>
</tr>
<tr>
<td></td>
<td>contexts such as to identify a</td>
<td></td>
<td>Spanish in this context, but</td>
</tr>
<tr>
<td></td>
<td>profession.</td>
<td></td>
<td>it is needed in English.</td>
</tr>
<tr>
<td></td>
<td>He is teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>overuse of articles</td>
<td>Arabic, Haitian Creole</td>
<td>The article is used in the</td>
</tr>
<tr>
<td></td>
<td>The house is the kitchen.</td>
<td></td>
<td>primary language.</td>
</tr>
</tbody>
</table>

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**STANDARDS-BASED ELD PLANNING GUIDE**

- **English Language Arts Standard**
  - Grade-level standard

  - **ELD Proficiency Level(s)**
    - ☐ Beginning
    - ☐ Early Intermediate
    - ☐ Intermediate
    - ☐ Early Advanced
    - ☐ Advanced

  - **ELD Standards (Reading, Writing, Listening, Speaking, Viewing)**
    - Corresponding ELD standard, determined by ELD proficiency level.

- **Instruction/Assessment**
  - Instruction is intertwined with assessment. Instruction must result in student attaining—or developing—the identified standard. Assessment will inform how successful will be seen and measured.
  - Include instructional strategies.

- **Key Vocabulary/Language**
  - Structures/grammar: Identify key vocabulary and language features to develop or highlight.

- **Materials**
  - Identify needed materials that will both support and enhance language development.
My Lesson Plan Goals Are Already Developed
Teaching 181 587

• Teaching is a skill and the hope is to become better over time.

• However, there is also a tendency to over complicate the process.

• What does good teaching look like?
5 Characteristics of Foundational Teaching

• All lessons, regardless of age should have these components (Pena, 2000 - adapted from Lidz, C).

  – **Intentionality**: Statement of goal & purpose of interaction.

  – **Meaning**: Why concept is important & how it relates to student’s personal experience


Transcendence - Questions to Challenge Thinking

• What do you believe and why?
• What should be done next and why?
• Why do you think that’s the answer? Explain.
• How can we find out about ________?
• Why do you think that about ________?
• What would you do about ________ and why?
• What are some other ways?
• What is the most . . . useful and why?
• interesting and why?
• effective and why?
• logical and why?
• creative and why?

• What are the possible causes of ________?
• What are the possible consequences or effects of ________?
• What conclusions could you draw of ________?
• How would you ________?
• How could you ________?
• How would you propose a plan to ________?
• How would you formulate a solution to ________?
• How would you defend ________?
• How would you state the problem?
• How would you support your conclusion?
Planning and Competence: Children think about what they have learned & how they will use that skill the next time they complete a similar task.

Transfer: Summarize the lesson and help children think how they will use the skill in other activities.

Important Component of Teaching within the ZPD

- It’s critical to be able to scaffold a lesson and task analyze a teaching concept.

- What is Scaffolding?
- What is Task Analyzing?
• The term scaffolding was first used, by Wood, Bruner, and Ross in their 1976 article, “The Role of Tutoring in Problem Solving”. They used the term “scaffolding” as a metaphor to describe “a process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts” (p. 90).

• Graves and Graves expanded on the definition to note that, “in addition to helping children complete tasks they could not otherwise complete, scaffolding can aid students by helping them to better complete a task, to complete a task with less stress or in less time, or to learn more fully than they would have otherwise” (2003, p.30). Scaffolding should be seen as a technique that is flexible and temporary. Once the students are able to successfully accomplish the task, the scaffold should be gradually decreased and removed.
Task Analysis Activity

• In 3 minutes, start with phonemic awareness skills and identify discrete reading skills in hierarchical order?

• In 3 minutes, start with the skill of “compare and contrast” - Now task analyze backwards by discrete skills and in descending order.

Why is it important to understand how to scaffold a lesson and task analyze a concept when working with our ELL students?
Insights to How the Brain Learns

- Having a general understanding on how the “brain learns” can help educators in planning, initiating, and monitoring intervention and student response.
Transfer and Learning

• One of the most powerful processes in learning:
  
  – The effect that past learning has on the process of new learning - **All new learning stems from what?**
  
  – The degree to which the new learning will be useful to the learner in the future - **Connections**

  – Review, Review, Review

---

**Figure 2.2** Data that affect survival and data that generate emotions are processed ahead of data for new cognitive learning.
The Curve of Forgetting

The Curve of Forgetting describes how we retain or get rid of information that we take in. It's based on a one-hour lecture.

PRIMACY EFFECT

*Figure 3.4 New information and closure are best presented during the prime-time periods. Practice is appropriate for the down-time segment.*