Addressing Promises and Challenges of Response to Intervention Models for ELLs

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Policy Saturated World of Education

- Accountability, inclusion, disproportionality.
  - Accountability and its consequences *(Valli & Buese, 2007)*
    - Equity is achieved by obtaining positive outcomes across *all* groups.
    - *Who* is included in *all* and *how* are they included?
    - Nature of the curriculum.
    - Unanticipated, often negative, consequences for teachers' relations with students, pedagogy, and sense of professional well-being.
- Opportunity to learn in Gen. Ed.

Shifting Views of Difference

- Transformation of *traditional* constructions and layering of **difference**
  - From language difference to ability difference--ELL disproportionality?

An Endorsed Answer

- Addressing differences and under-performance: Response to Intervention (RTI).
- Increase achievement, prevent failure, reduce disproportionality.

3 Points

1. From language to ability differences?
   - Outline trends in ELL placement in sped.
2. Is RTI a viable option for ELLs?
   - Overview of RTI--Definition, features.
   - Outline promises.
   - Raise questions about RTI.
3. Reflections on potential future directions.

Impact of Proposition 203 in Arizona

(Wright & Choi, 2005)

Teachers reported confusion in their schools about what Prop 203 allows with regard to L1 support. Practices vary widely from school to school.

Some teachers described a climate of fear in their schools when it comes to providing L1 assistance to students who need it.

Many administrators issued school policies that are more restrictive than Prop 203 itself, and state education leaders have also contributed to the false notion that state law forbids all use of students' native language(s).

From Language to Ability Differences

- *Rueda, Artiles, Salazar, & Higareda (2002):*
  - In a 5-year period (1993/94 to 1998/99), special education placement for ELLs increased by 345 percent.

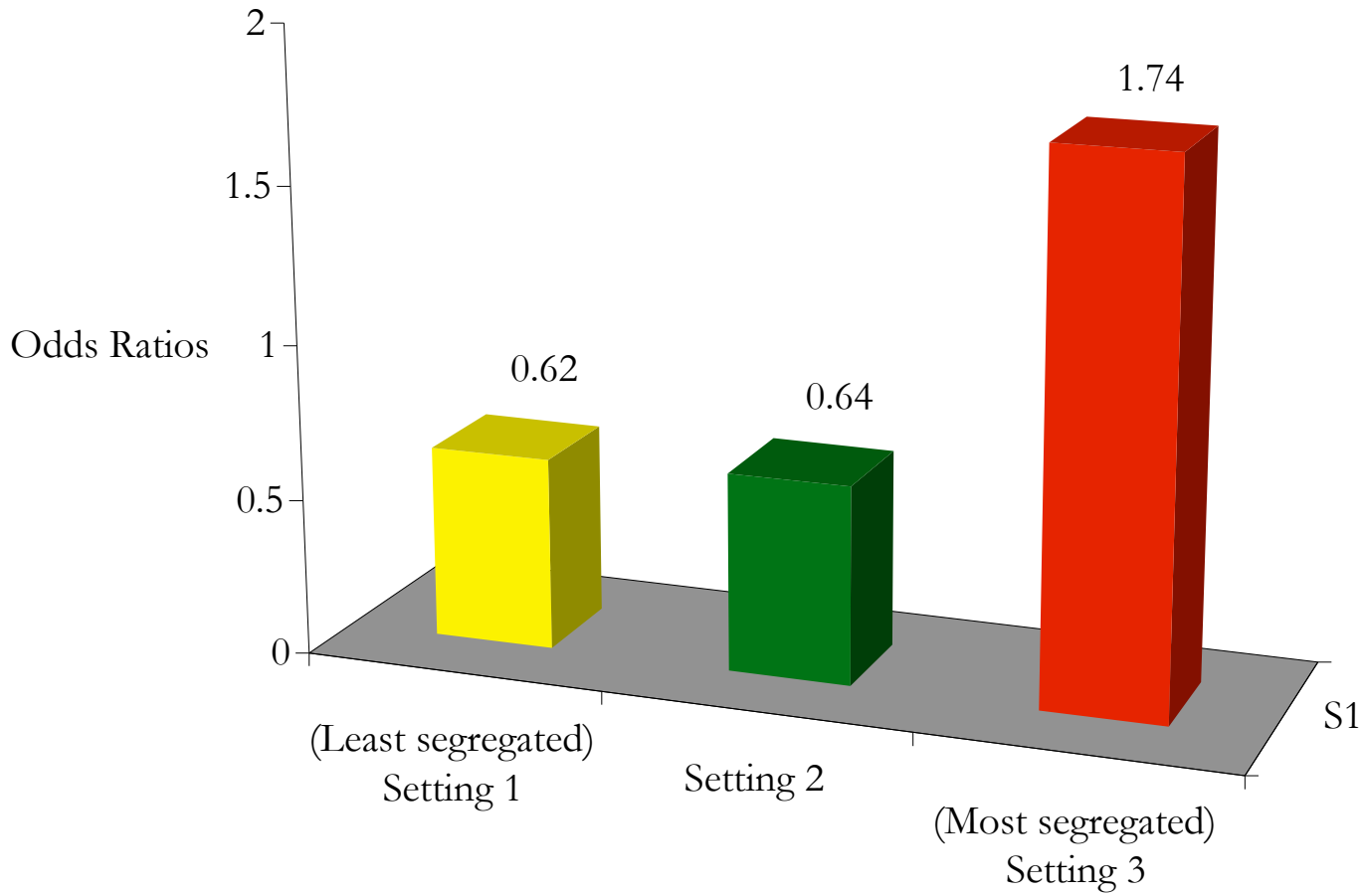
From Language to Ability Differences

- *Artiles, Rueda, Salazar, & Higareda (2005):*
  - Sped placement odds increased as language support was reduced.
  - ELLs in English Immersion were almost three times as likely to be placed in RSP than ELLs in Bilingual Ed.
  - Vulnerable ELL subgroup: Limited proficiency in both L1 and L2.

From Language to Ability Differences

- *Figueroa & Newsome (2006):*
  - [School psychologists] do not use extant legal, or professional guidelines for making nondiscrimonatory assessments of bilingual children.

ELL Sped Placement Relative Risk by LRE, 2001-2002 *(de Valenzuela et al., 2006)*



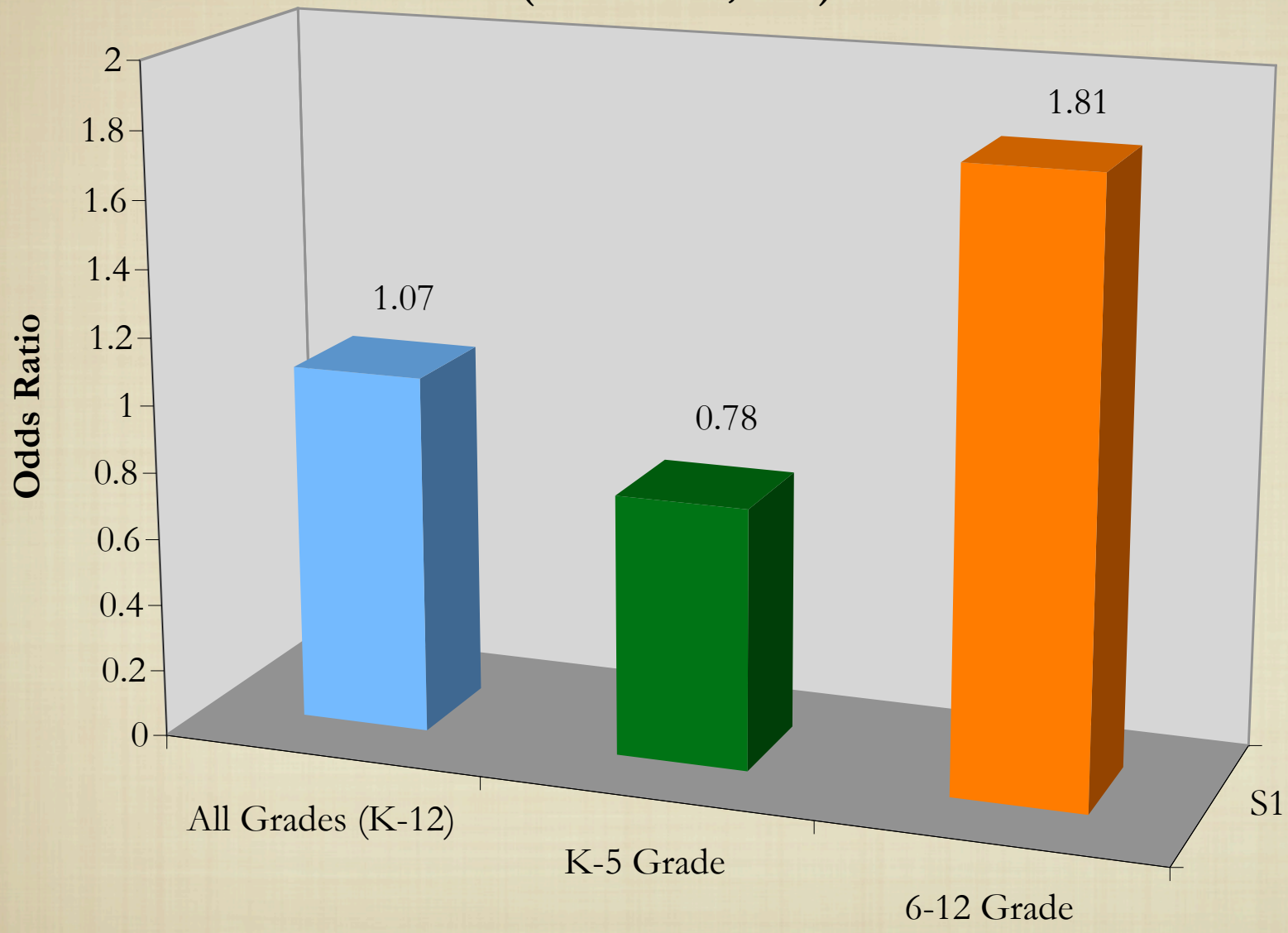
From Language to Ability Differences? *(Zehler et al., 2003)*

Sped-ELLs were most typically first identified as ELL and later identified as requiring sped services.

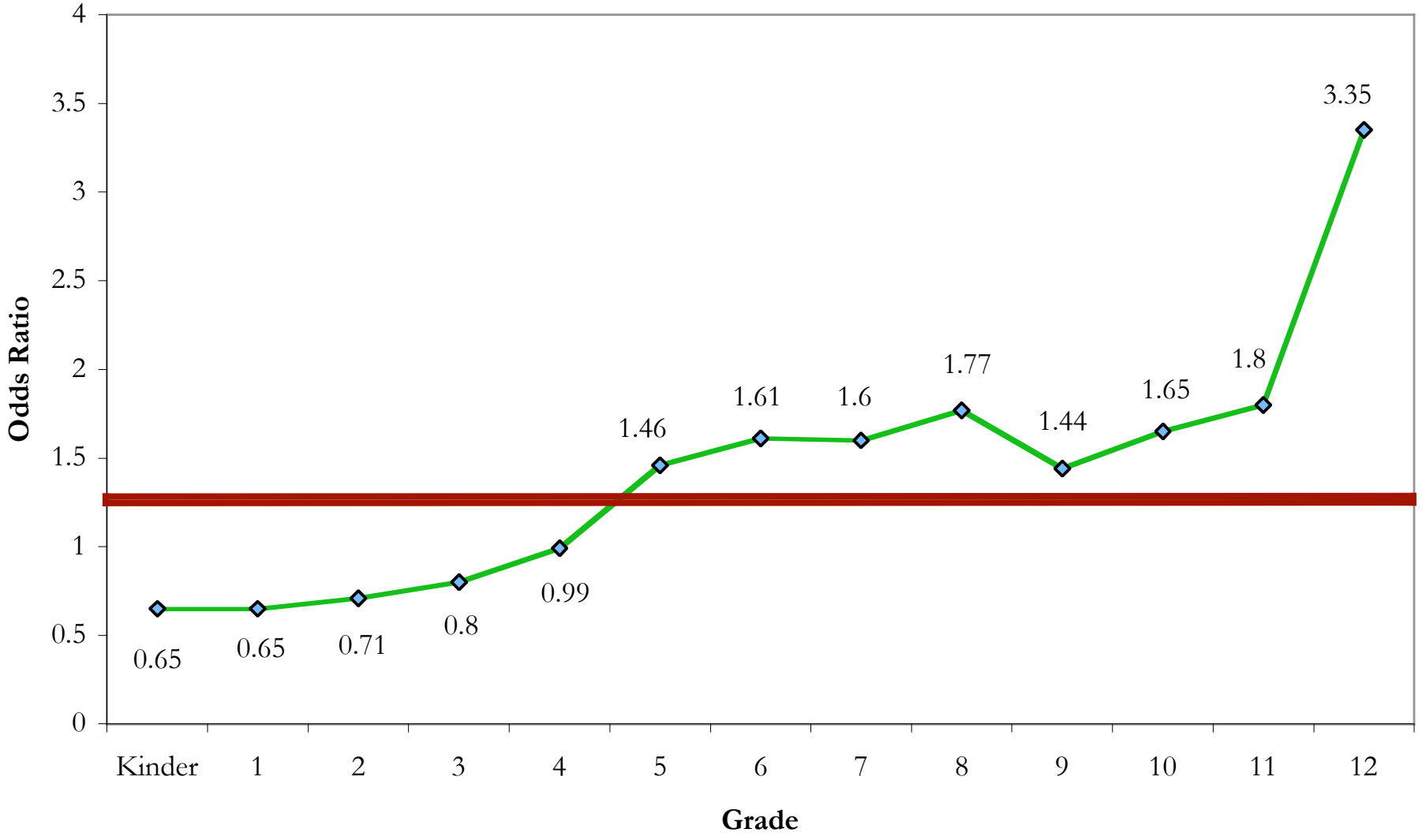
Districts with < 99 ELLs had higher percentages of Sped-ELLs than did districts with >100 ELLs.

Compared to ELLs, Sped-ELLs were less likely to receive extensive ELL services and were more likely to receive instruction in English.

ELL Odds Ratios by Grade Level in Selected CA Districts (Artiles et al., 2005)



ELLs in Sped in CA Districts by Grade (Artiles et al., 2005)



ELL odds ratios for placement in disability categories by SES, and grade (1998-1999)

Grade	MR	LSI	SLD
K-5	--	.81	1.1
6-12	3.56	1.44	1.39

Artiles, A. J., Rueda, R., Salazar, J., & Higareda, I. (2005). Within-group diversity in minority disproportionate representation: English Language Learners in urban school districts. *Exceptional Children, 71,* 283-300.

Top 12 and Bottom 12 U.S. States, English Language Learners (ELLs) Odds Ratios for Various Opportunity to Learn Indicators (*Artiles, Fierros, & Rueda, in preparation*).

	Out of School Suspension	Placement in Gifted and Talented	Placement in AP Math	Placement in AP Science
California	0.58	0.79	0.13	0.12
New Mexico	1.34	1.31	0.07	0.03
Arizona	0.69	0.71	0.04	0.02
Texas	0.68	0.82	0.10	0.10
Alaska	1.04	1.08	0.44	1.12
Nevada	0.27	0.74	0.03	0.02
Colorado	0.60	0.53	0.12	0.13
Florida	0.51	0.43	0.08	0.06
Oregon	0.51	0.39	0.10	0.11
Utah	1.13	0.95	0.09	0.15
New York	0.15	1.04	0.04	0.02
Hawai'i	1.10	1.47	0.10	0.04
Tennessee	0.50	0.27	0.32	0.19
New Hampshire	0.36	0.17	0.00	0.00
Missouri	0.40	0.26	0.14	0.15
Ohio	1.68	0.55	0.31	0.38
Maine	0.51	0.53	0.50	0.14
Kentucky	0.24	0.13	0.18	0.02
South Carolina	0.18	0.10	0.78	0.38
Alabama	0.19	0.19	0.23	0.00
Louisiana	0.21	0.28	1.02	0.00
Vermont	0.32	1.08	0.40	0.08
Mississippi	0.27	0.71	0.20	0.47
West Virginia	0.15	1.95	0.00	0.00
50 U.S. States	0.55	0.66	0.18	0.15

Source: U.S. Department of Education Office of Civil Rights (OCR) Secondary School Survey Data Projections (2000).

Questions Raised by Emerging Evidence

- ELL placement seems to be shaped my multiple factors:
  - Professional practices, structural and policy mandates,population issues...
- Are we transforming language to ability differences?
- Does RTI offer a viable alternative?

Response to Intervention (RTI)

- In the newly reauthorized IDEA, eligibility and identification criteria for LD have changed **[614(b)(6)(A)-(B)]**:

When determining whether a child has a specific learning disability

The LEA is not required to consider a severe discrepancy between achievement and intellectual ability.

The LEA may use a process that determines if a child responds to scientific, research-based intervention as part of the evaluation.

Early Intervening Services (EIS)

- LEAs can use up to 15% of their federal IDEA funds to provide academic and behavioral services to support prevention and early identification for struggling learners in K-12 (with a particular emphasis on K-3 students) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in general education [P.L. 108-446, §613(f) (l)].

EIS & Disproportionality

- Any LEA identified *as having significant disproportionality based on race and ethnicity must* reserve the maximum amount of funds under section 613(f) of the Act to provide comprehensive coordinated early intervening services to serve children in the LEA, particularly, but not exclusively, children in those groups that were significantly over-identified [300.646(b)(2)].

What is RtI? (NASDSE, n.d.)

RtI is the practice of

(1) providing high-quality instruction/ intervention (i.e., scientifically based) matched to student needs and

(2) using learning rate over time and level of performance to

(3) make important educational decisions.

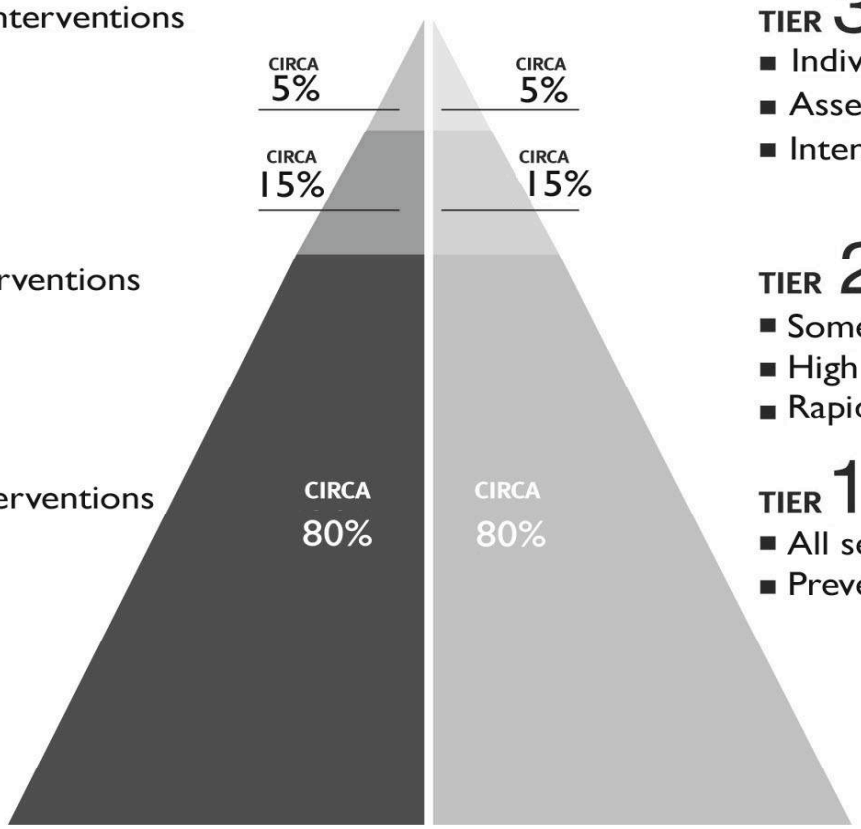
Essential Component 1: Multi-tier Model (NASDSE, n.d.)

ACADEMIC SYSTEMS

TIER 3 Intensive, Individual Interventions
- Individual students
- Assessment-based
- High intensity
- Of longer duration

TIER 2 Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions
- All students
- Preventive, proactive



BEHAVIORAL SYSTEMS

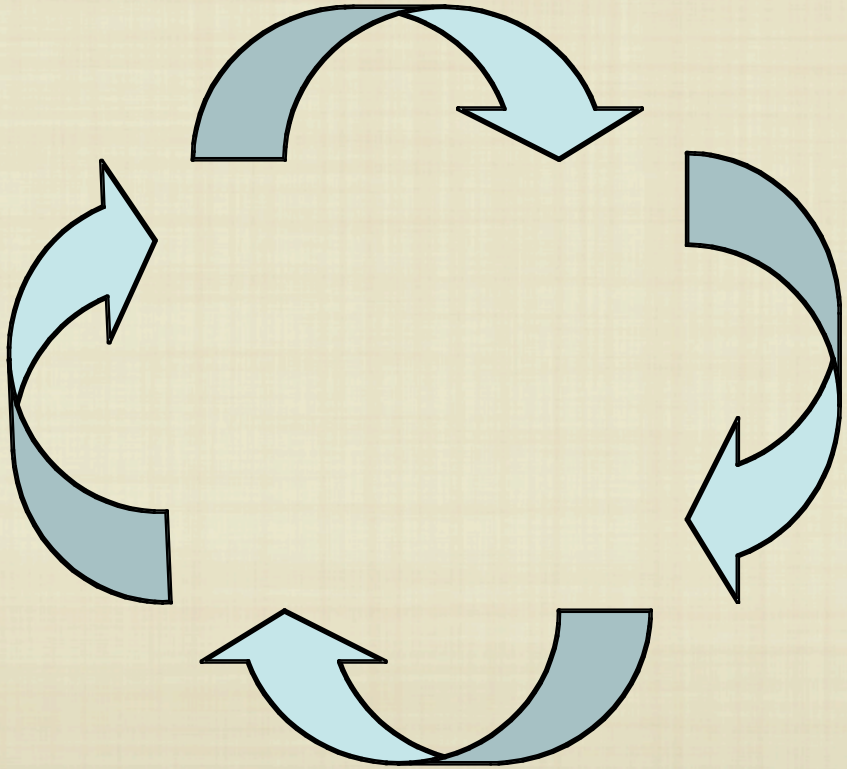
TIER 3 Intensive, Individual Interventions
- Individual students
- Assessment-based
- Intense, durable procedures

TIER 2 Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions
- All settings, all students
- Preventive, proactive

Essential Component 2: Problem-Solving Method (NASDSE, n.d.)

What is the problem?



Why is it happening?

What should be done about it?

Did it work?

Essential Component 3: Integrated Assessment Systems (NASDSE, n.d.)

- Directly assess specific skills in standards.
  - Assess "marker variables" [demonstrated to lead to the ultimate instructional target, (e.g., reading comprehension)]
  - Sensitive to small amounts of growth.
  - Brief.
  - Repeatable.
  - Easy to use.
  - Direct relationship to instructional decision- making.

The Promises of RtI (NASDSE, n.d.)

- Address *all* students' learning through the use of increasingly intensive systems of support for struggling learners and students with disabilities.

- Enhance educational opportunities in Gen. Ed.

- *Transcend the "wait to fail" discrepancy-based LD identification model with its emphasis on prevention and early intervening.*

- Address the disproportionality in sped.

Faulty Assumptions
(Klingner et al., 2008)

Assumption 1

"Evidence-based instruction" is good instruction for everyone. ELLs who have been taught with generic evidence-based interventions have been provided with sufficient opportunities to learn.

Faulty Assumptions
(Klingner et al., 2008)

Assumption 1

Problems with the use of a culture-less knowledge base (Artiles et al., 1997; Donovan & Cross, 2002) in the implementation of research based practices.

Faulty Assumptions
(Klingner et al., 2008)

Assumption 2

Learning to read in L2 is similar to learning to read in L1; therefore instructional approaches that have been found to be effective with mainstream English-speaking students are appropriate for serving ELLs.

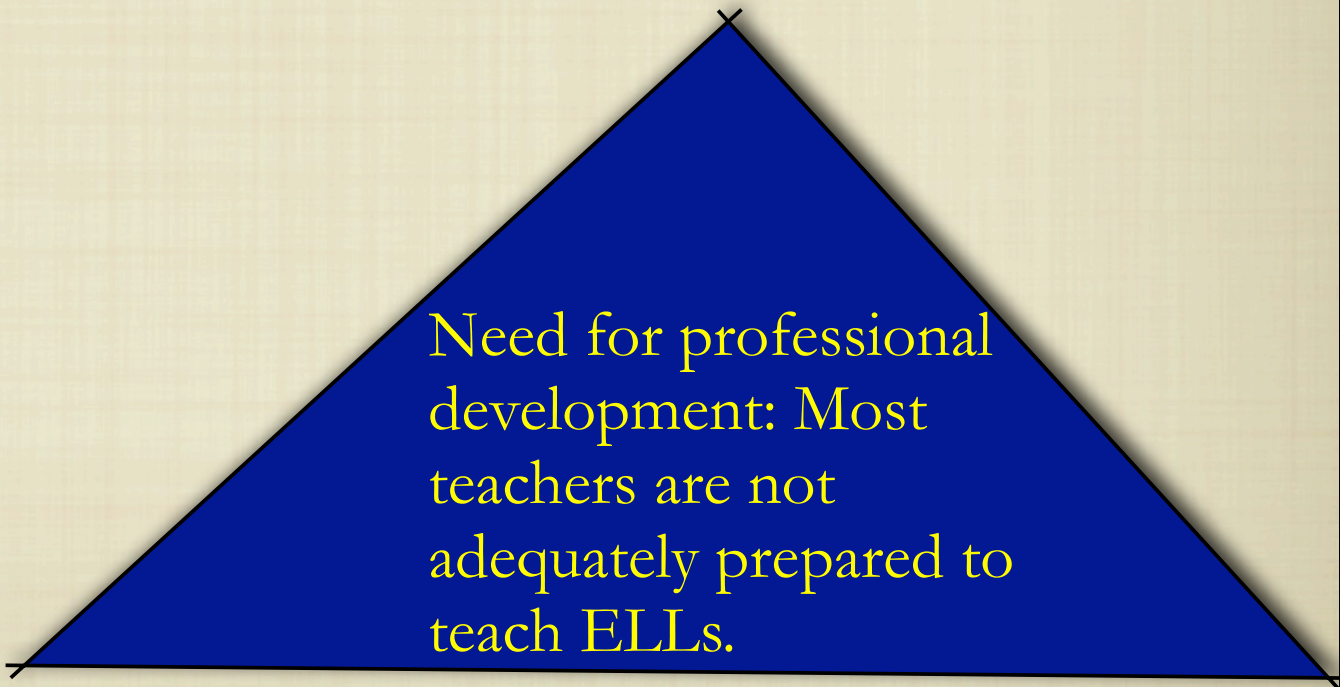
Faulty Assumptions
(Klingner et al., 2008)

Assumption 2

There are important differences that must be taken into account when planning for instruction and assessing student progress.

Faulty Assumptions
(Klingner et al., 2008)

Assumption 2



Faulty Assumptions

(Klingner et al., 2008)

Assumption 3

Students who fail to respond to research-based instruction have some sort of learning problem or internal deficit, and perhaps even a learning disability.

Faulty Assumptions

(Klingner et al., 2008)

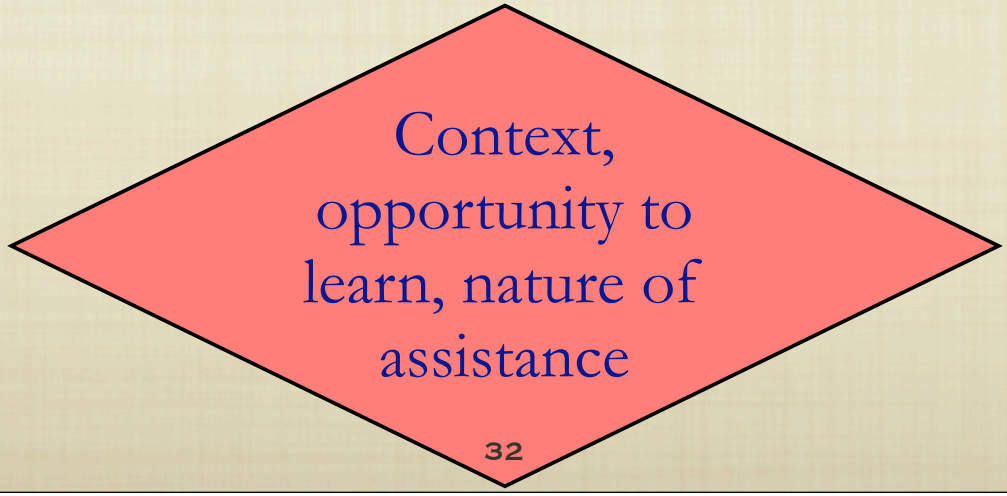
Assumption 3

Historical reliance on individual based view of ability and competence.

Faulty Assumptions

(Klingner et al., 2008)

Assumption 3



Marble Elementary

(Klingner et al., 2008)

- 92% Latino; 53% ELLs.
- High ELL sped enrollment (31%).
- Low performance on state tests.
- 3 days of professional development on RTI implementation (e.g., progress monitoring).

Challenge 1

(Klingner et al., 2008)

- According to progress-monitoring data, more than half of the ELLs in each first-grade class are not reaching benchmarks. It is not feasible to provide Tier 2 instruction to all of these students.

Challenge 2

(Klingner et al., 2008)

- Teachers and other school personnel are not clear how the RTI process is similar to and different from the Pre-Referral Process they used in previous years. Their RTI meetings look like the Child Study Team Meetings of the traditional model.

Challenge 3

(Klingner et al., 2008)

- School personnel are confused about Tier 2 interventions. They wonder:
  - (a) whether ELL services "count" as a secondary intervention, and
  - (b) whether a special education teacher can provide Tier 2 interventions.

Challenge 4

(Klingner et al., 2008)

- The school has limited resources. They lack full sets of the basal reading series required by RTI. Progress monitoring procedures are required in addition to the other high stakes testing they have already been administering. They have one reading specialist providing Tier 2 interventions, but she can't help teachers *and* provide interventions to struggling learners. There are no funds to provide urgently needed professional development.

Implementation Issues

Professional roles

Beliefs about role of culture & language in learning

Structural inequities

Assumptions built in current infrastructures

Transition: beliefs, procedures, & practices

Level of Instruction

Instructional differentiation

Expertise in team

Program fidelity issues

Program validity--ELLs

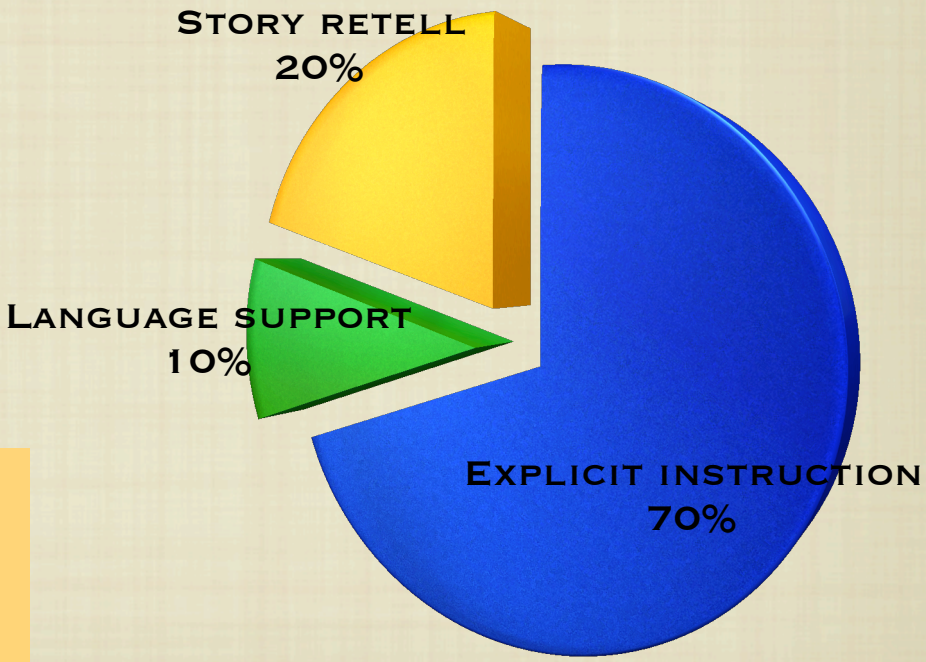
Implementation Issues

Assumptions about Response

Nature of Intervention

Typical Intervention in Tier 2

- Supplemental instruction and strategies
- 3-9 months
- 50 minutes daily
- Small group work

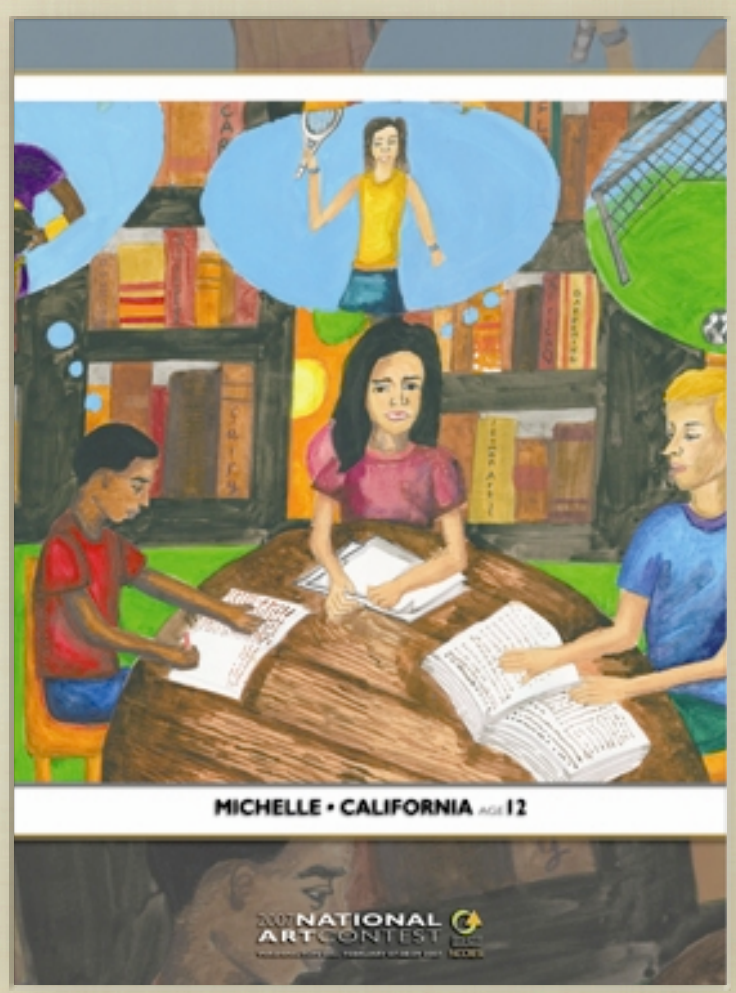


Explicit Instruction

- Phonological awareness
- Word attack
- Fluency
- Comprehension

Definition of *Response*

- Performance in tasks that tap the 5 "big ideas" in reading
  - Phonological awareness
  - Alphabetical principle
  - Fluency
  - Vocabulary
  - Reading comprehension



Mediators of ELL *Responses*

(Klingner et al., 2008)

Phonological Awareness

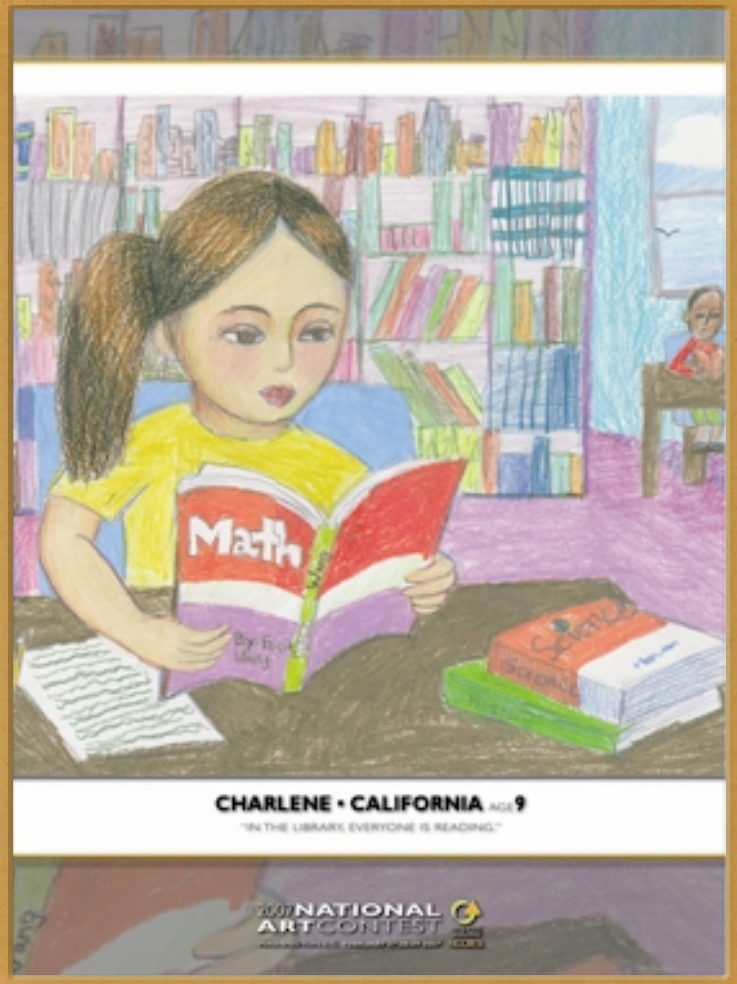
If student language doesn't include English phonemes,

* student is not accustomed to hearing these sounds.
* great difficulty to distinguish between sounds.

Alphabetic Principle

(Klingner et al., 2008)

* Letters might look the same but represent different sounds.
* Not knowing the meanings of words limits ELLs' ability to use context clues.



Mediators of ELL *Responses*

(Klingner et al., 2008)

Fluency

- ELLs typically have fewer opportunities to read aloud in English and receive feedback than their English speaking peers.
- ELLs may read more slowly, with less understanding.

Mediators of ELL *Responses*

(Klingner et al., 2008)

VOCABULARY

- Students may become good word callers but not understand what they are calling.
- ELLs can be confused by common words such as:
  - prepositions (e.g., on, above).
  - words with multiple meanings (e.g., light, bat).

Mediators of ELL *Responses*

(Klingner et al., 2008)

Reading Comprehension

- Many factors affect comprehension (e.g., oral proficiency, fluency, word recognition skills).
- To determine what students comprehend, teachers should provide them with alternative ways to show understanding (e.g., native language, diagrams).

Mediators of ELL *Responses*

(Hoover, 2008)

Behavioral Issues

Extended periods of silence

Conceptions and management of time

Social withdrawal

Acting out, anxiety, aggression

Work individually

Performance on tests taken in English

Participation in whole group discussion

Nature of *Intervention* in RTI

- Require a traditional participation structure of Q&A.
- Assess performance in arbitrary tasks (e.g., nonsense words) or known-answer questions.
- Tasks and curriculum materials are often validated with English speaking samples.

The Road Ahead

More Complex Views of the Curriculum in Tier 1

1. Beyond isolated reading skills.
2. Other dimensions of the curriculum:
   * Students' funds of knowledge
   * Hidden curriculum (interaction rules, views of competence, learning and knowledge)
   * Social organization of learning.

Ecologically Valid T2 Interventions

- *Use tasks/activities that resemble people's everyday (sociocultural) practices.*
  - How are ELLs' literacy experiences taken into account?
  - When designing interventions, sample situations and tasks that account for ELLs' lived experiences?

- *Align students' understandings of learning activities/tasks with the schools' understandings.*
- How do ELLs understand tasks in RTI interventions?

Early Authors Program
(Berhardnd et al., 2006)

- Effective teaching based on HPL model.
- Value of L1 maintenance.
- Cognitive engagement and identity investment in learning.
- Authoring, reading, storytelling.
- Dual language book writing and illustration based on ELL own experiences.

http://thornwood.peelschools.org/Dual

In Summary

- Transformation of *traditional* constructions and layering of **difference**
  - From language difference to ability difference--ELL disproportionality?
- Is RTI a viable option for ELLs?

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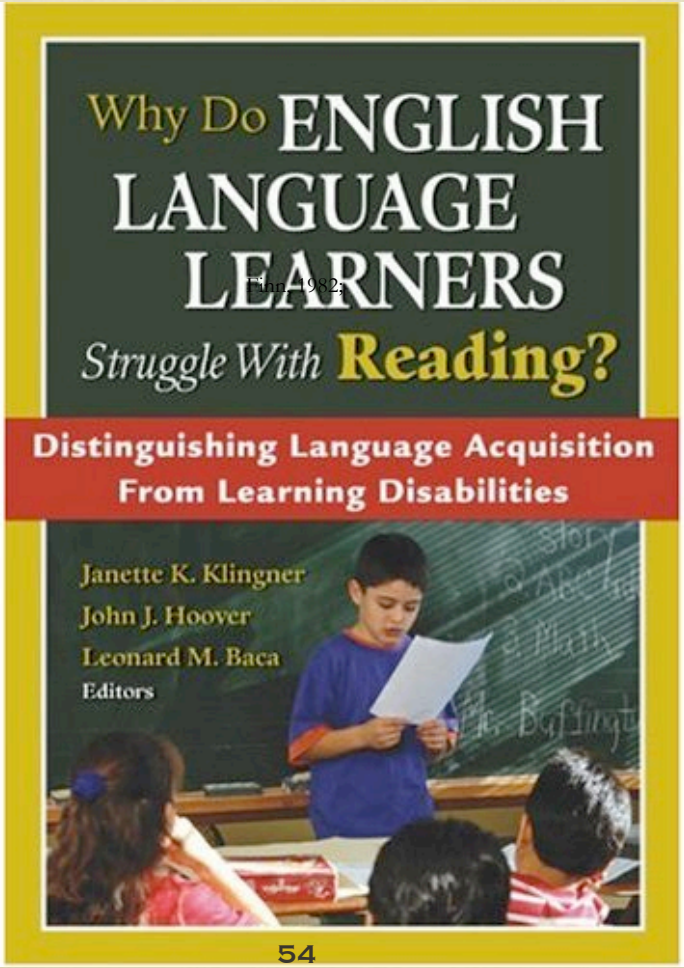

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