



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

RESPONSE TO INTERVENTION MANUAL

August 2010

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Definition and Purpose

The School District of Lee County has adopted the Response to Intervention (RTI) model to provide academic and behavioral support in the general education classroom with the goal of preventing students from falling behind through early intervention.

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

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

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

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

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

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

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

Main Ideas

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

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

- 1. Use scientific, research-based interventions/instruction.** The critical element of RTI systems is the delivery of scientific, research-based interventions with fidelity in general, remedial and special education. This means that the curriculum and instructional approaches must have a high probability of success for the majority of students. Since instructional practices vary in efficacy, ensuring that the practices and curriculum have demonstrated validity is an important consideration in the selection of interventions. Schools should implement interventions, monitor the effectiveness, and modify implementation based on the results.
- 2. Monitor classroom performance.** General education teachers play a vital role in designing and providing high quality instruction. Furthermore, they are in the best position to assess students' performance and progress against grade level standards in the general education curriculum. This principle emphasizes the importance of general education teachers in monitoring student progress rather than waiting to determine how students are learning in relation to their same-aged peers based on results of state-wide or district-wide assessments.
- 3. Conduct universal screening/benchmarking.** School staff conducts universal screening in all core academic areas. Screening data on all students can provide an indication of an individual student's performance and progress compared to the peer group's performance and progress. These data form the basis for an initial examination of individual and group patterns on specific academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) as well as behavior skills (e.g., attendance, cooperation, tardiness, truancy, suspensions, and/or disciplinary actions). Universal screening is the least intensive level of assessment completed within a RTI system and helps educators and parents identify students early who might be "at-risk." Since screening data may not be as reliable as other assessments, it is important to use multiple sources of evidence in reaching inferences regarding students "at risk."
- 4. Use a multi-tier model of service delivery.** An RTI approach incorporates a multi-tiered model of service delivery in which each tier represents an increasingly intense level of services associated with increasing levels of learner needs. Lee County School District has adopted a three-tier approach.

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

See Response to Intervention Problem-Solving Flowchart on page 16 for an overview.

Figure 1 illustrates layers of instruction that can be provided to students according to their individual needs. ALL represents the core (Tier I) and the largest group of students, approximately 80-90%, who are performing adequately within the core curriculum. SOME comprises a smaller group of students, typically 5-10% of the student population, who are chosen based on a lack of response to interventions within the CORE. These students will need strategic interventions (Tier II) to raise their achievement to proficiency. FEW contains the fewest number of students, usually 1-5%. These students will need intensive interventions (Tier III) if their learning is to be appropriately supported.

Figure 1: Three-Tier Model of School Supports

Academic Systems

Intensive Interventions

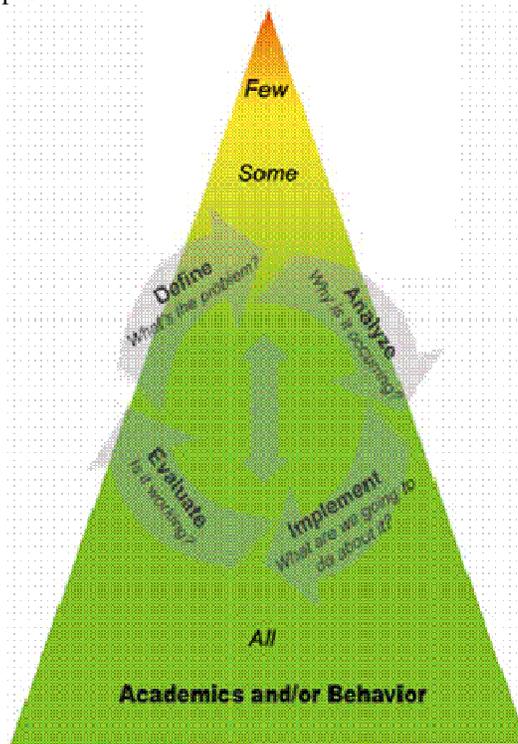
- Individual Students
- Targeted assessment-based
- Progress monitoring increases to once a week

Supplemental Interventions

- Some at-risk students
- High efficiency progress
- Monitoring increases to twice per month

Core Interventions

- All subjects, all students
- Preventative, proactive
- All students 'Benchmarked' at least 3 times per year on core academic skills



Behavioral Systems

Intensive Interventions

- Individual Students
- Targeted assessment-based
- Progress monitoring increases to once a week

Supplemental Interventions

- Some at-risk students
- High efficiency progress
- Monitoring increases to twice per month

Core Interventions

- School-wide or classroom specific
- Preventative, proactive (PBS)
- School profile based on school-wide discipline records

5. **Monitor progress frequently.** In order to determine if the intervention is working for a student, the RTI Team must establish and implement progress monitoring. Progress monitoring is the use of assessments that can be conducted frequently and are sensitive to small changes in student behavior. Data collected through progress monitoring will inform the RTI Team whether changes in the instruction or goals are needed. Informed decisions about students' needs require frequent data collection to provide reliable measures of progress. Various curriculum-based measurements are useful tools for monitoring students' progress.
6. **Implement with fidelity.** Fidelity refers to the implementation of instruction and interventions as designed, intended, and planned. Fidelity is achieved through sufficient time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instructional delivery and progress monitoring. Successful RTI systems must consistently maintain high levels of fidelity in the implementation of both interventions and progress monitoring. This means that the intervention plans are applied consistently and accurately. It is the responsibility of an administrator at each school to ensure fidelity by monitoring the delivery of instruction (e.g., pacing guides, fidelity checklists, Principal's Walk Through, etc.).

Tiers

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

Tier component guidelines for Math begin on page 81.

Tier component guidelines for Reading begin on page 93.

Core Instruction (Tier I)

In the RTI framework, all students in Tier 1 receive high quality scientific, research-based instruction from general education teachers in the **core curriculum**. The core curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated. While Tier 1 instruction occurs in the general education setting, it is not necessarily grade level instruction but rather *differentiated instruction*. Instruction at Tier 1 includes all developmental domains such as behavioral and social development along with instruction in academic content areas. Tier 1 instruction must be both differentiated and culturally responsive to serve approximately 80-90% of the student body and is effective for the vast majority of students. At this phase, general education teachers match students' prerequisite skills with course content to create an appropriate instructional match and use instructional strategies with fidelity that are evidence-based.

An important first step in identifying at-risk students is the use of **universal screening and/or benchmarking** of students in all core academic areas. At Tier 1, universal screening for all students is conducted at least three times – at the beginning, middle and end of the school year. Scores earned at different times during the year are used to determine whether a student's performance and progress is increasing, decreasing, or staying the same. Universal screening is typically done through brief assessments such as curriculum-based measures (CBMs) to include FAIR. Significant numbers of students meeting proficiency levels (e.g., 80% or greater) based on the results of universal screening tools is an indicator that the instruction in the core curriculum is effective. When there is evidence that instruction in the core curriculum is not effective, *schools must examine whether it is occurring school-wide or whether it is a class-specific problem*. If, for example, a school has a high percentage of students with a particular risk factor for low achievement (e.g., low-income) this does not automatically mean it is acceptable to refer a higher proportion of students in that school for ESE services. Instead, consideration should be given to redesigning the core program so that it meets the needs of the school's core student population. When the core curriculum is effective, interventions within the core will need to be made for at-risk students in accordance with their individual needs based on universal screening/benchmarking data, followed by progress monitoring.

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

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

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

The data collected during Tier 1 progress monitoring of 'at-risk' students helps teams make informed decisions at the classroom level. These data provide a picture of the student's performance and rate of growth (i.e., progress) to inform instructional and curricular changes so that every student reaches proficiency on targeted skills. Students who do not reach a proficiency level at Tier 1 will need more strategic interventions. **Lack of responsiveness** is defined as the rate of improvement, or a progress slope, that is not sufficient for the student to become proficient with state standards within a reasonable timeline without provision of additional interventions. This is why accurate data collection and graphing is essential to track the rate of a student's progress.

The decision to advance to Tier 2 is based upon an analysis of the progress monitoring data and a determination of a lack of responsiveness at Tier 1. A holistic approach is needed when determining possible causes of the failure to progress such as medical conditions, family crises, or other traumatic life changes that may impact the student's classroom performance. If these events are short-term, the team may decide to keep the student in Tier 1 and provide other supports to address the immediate needs of the

student. In very rare cases, some students are significantly below Tier 1 and Tier 2 peers, indicating a need for Tier 3 intensity in order for the student to make progress. The RTI Team will make this determination when reviewing the student's individual needs.

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

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

Scenario One- Core Interventions

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

Scenario Two- Core Interventions

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

Supplemental and Strategic Interventions (Tier II)

Strategic interventions are provided to students who are not achieving the desired standards through the core curriculum alone, despite differentiated high-quality instruction. Tier II typically consists of 5-10% of the student body. Strategic interventions supplement (not replace) the instruction in the core curriculum provided in Tier I and should be targeted at identified student needs and stated in an intervention plan. Decisions about selecting the appropriate strategic interventions should be made when a student begins to receive the strategic supports and then reviewed through progress monitoring at appropriate intervals after interventions are implemented.

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

At Tier II, progress monitoring involves reviewing existing data of the student's performance and progress using CBM tools. Progress monitoring is done more frequently at Tier II than Tier I, usually occurring two times per month, or more frequently as determined by the RTI Team. Data gathered through Tier II progress monitoring informs teams of modifications needed to student intervention plans. For example, if progress monitoring data reflects student performance below the goal line over four consecutive

periods of data collection, the amount and frequency of the intervention should be increased, or new strategic interventions should be added.

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

Intensive Interventions (Tier III)

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

Intensive interventions generally are required for fewer than 5% of the student body and are usually delivered in groups of approximately 2-5 students. Progress monitoring is completed more frequently at this level, at least on a weekly basis. In addition to the interventions the student is receiving in the core curriculum and at the strategic level, they may need even more additional time or modifications for success.

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

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

Problem Solving Process

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

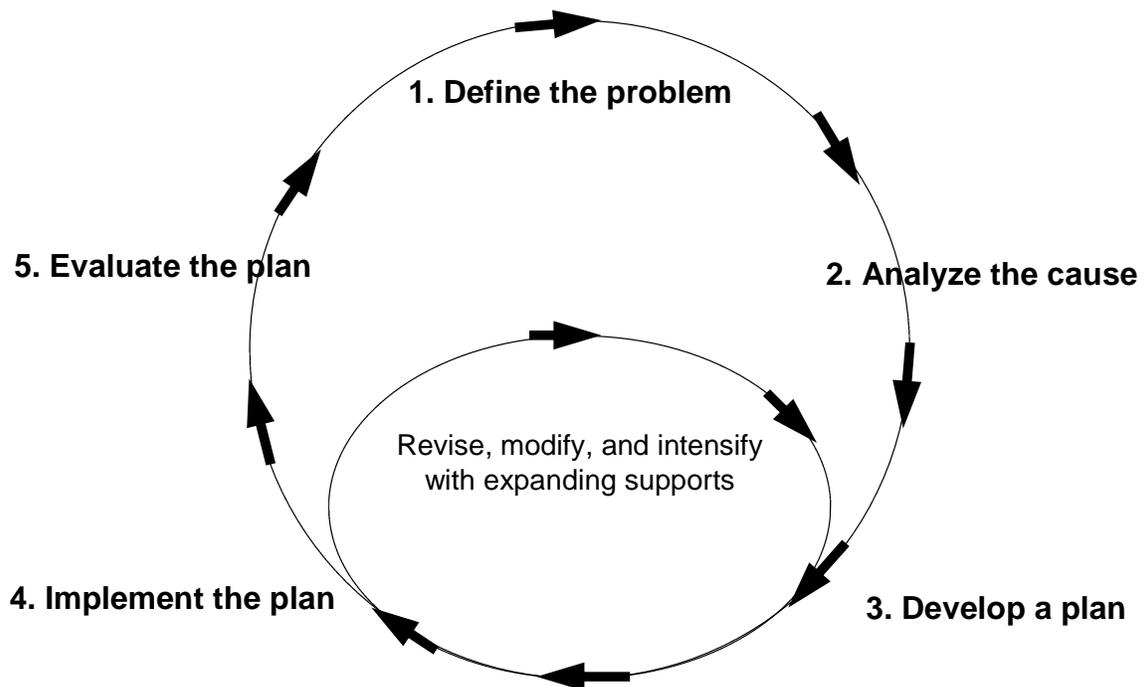
See page 111 for specific roles and responsibilities of each team member.

In making decisions, teams should use the following approach:

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

- **Analyze the cause** - Once the problem is defined, the RTI Team needs to develop a hypothesis as to why the problem is occurring and continuing. This involves analyzing those variables that can be altered through instruction in order to find an instructional solution. This includes questions of fidelity, missing skills, motivational factors, or lack of exposure to the general curriculum. The team should focus on explanations of the problem that can be addressed through instruction. In addition to the cause of the problem, the team needs to consider the student’s rate of learning. In doing this, the team reviews the student’s learning trend (e.g., progress) in the areas identified by the RTI Team. The team should also compare the student’s progress to peers over time.
- **Develop a plan** - Once the problem has been analyzed, the team identifies interventions that will meet the student’s needs. The team does this by developing a plan that includes: an implementation timeframe; the frequency of the interventions (how often the intervention will be provided and for how many minutes per week); who will provide the intervention (e.g. classroom teacher, reading specialist, etc); and a timeframe to evaluate the effectiveness of the intervention. Intervention plans should be documented using the Student Improvement Plan (SIP) located on page 158 of this manual. The student’s plan should outline the goal for progress. The team plots an aim line (goal line) depicting the desired rate of progress a student needs to reach the goal from the current baseline. The RTI intervention plan should be developed to form one cohesive plan for the student.
- **Implement the plan**- Interventions must be implemented with fidelity. To ensure fidelity, qualified staff must deliver the interventions according to the prescribed process and prescribed timeframe. Schools should document their delivery of the interventions using multiple sources (e.g. observation notes, lesson plans and grade books, student work reflecting instructional elements and graphs of student progress, etc.).
- **Evaluate the plan** - In order to determine if the intervention is working for a student, the team must collect data through progress monitoring. The data must be charted or graphed. See sample Progress Monitoring Graphs on page 160. The frequency of progress monitoring depends on the tier, but in all cases the process is similar. A student’s current performance and progress is compared to their projected “aim-line.” If performance falls significantly below the aim-line over three or four consecutive monitoring periods, the RTI Team should revisit the intervention plan to make appropriate modifications or revisions.

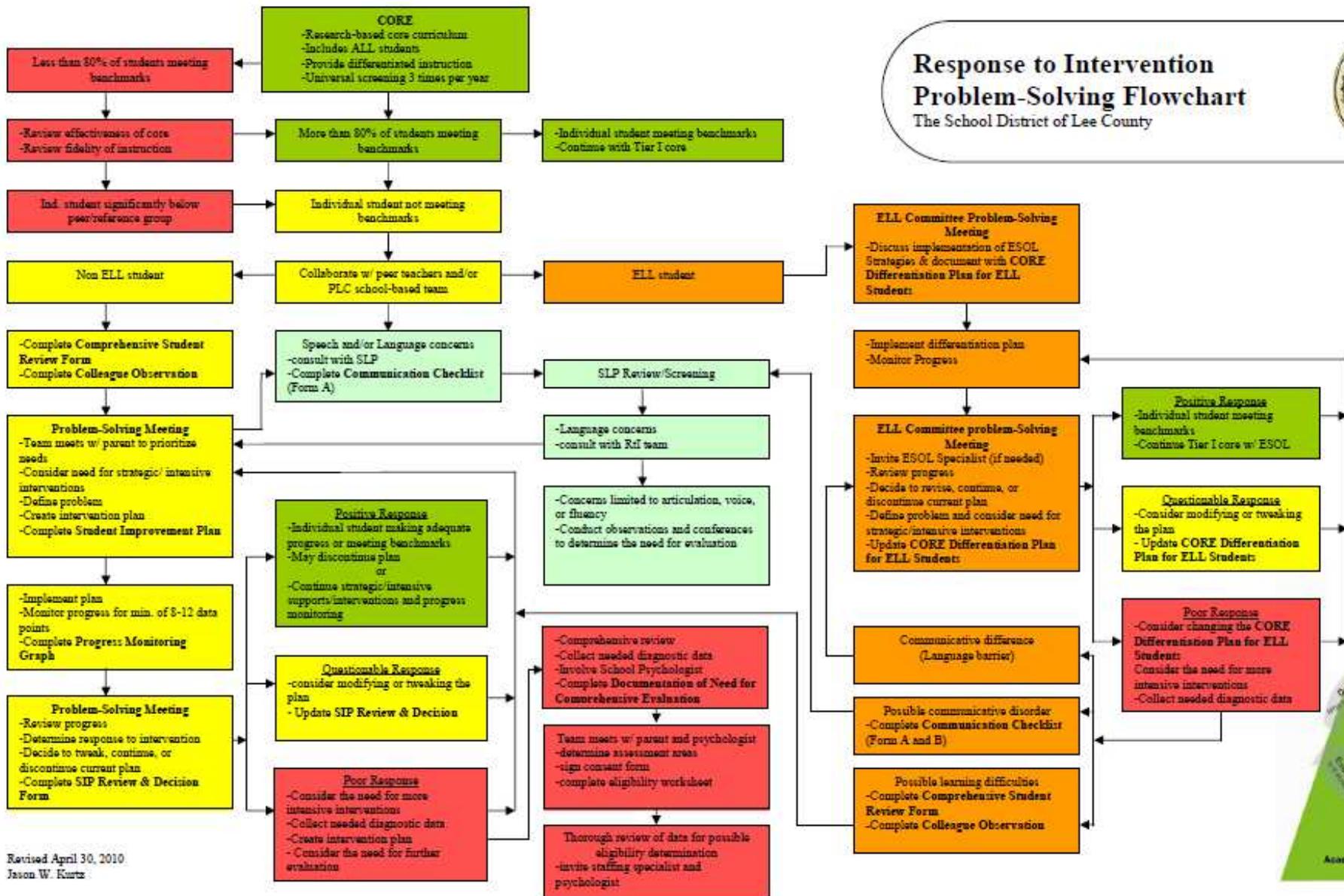
The Problem Solving Model



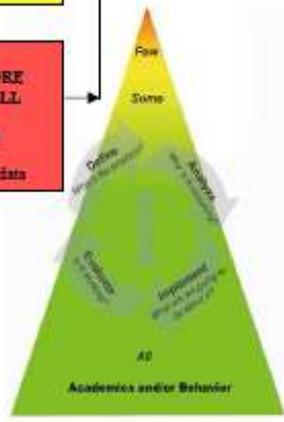


Response to Intervention Problem-Solving Flowchart

The School District of Lee County



Revised April 30, 2010
Jason W. Kurtz



Parent Participation

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

See Parent Brochure in Appendix A.

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

RtI and ESE

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

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

After appropriate CBM probes have been administered, and after multiple attempts have been made to implement all available Tier 3 interventions with fidelity, a student should be considered non-responsive when the student's level of academic achievement has: (a) been determined to be significantly lower than that of his or her peers and (b) the gap between the student's achievement and that of his or her peers increases (or does not significantly decrease). Unless other information explains the lack of achievement, students who are non-responsive at Tier 3 should be referred for further evaluation. The RtI Team will consider requesting a psycho-educational evaluation. See Appendix E for the "Request for Evaluation Worksheet". Evaluation and eligibility requirements for Exceptional Education Services will be defined in the *Special Policies and Procedures* manual.

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

RtI and EBD RULE (Rule 6A-6.03016, FAC)

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

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

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

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

(Florida Department of Education, 2009)

REQUIRED EVALUATION ELEMENTS FOR DETERMINATION OF SLD ELIGIBILITY

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

Frequently Asked Questions

What is RtI?

Response to Intervention is a general education initiative aimed at improving student achievement and helping more students to experience success in the general education classroom. It uses a problem-solving framework to identify and address academic and behavioral difficulties using scientific, research-based instruction.

Why can't we use the old system anymore?

RtI is an education initiative that has been written into special education law (IDEA 2004) – in other words, we are legally required to comply with the framework of RtI. More importantly, evidence-based research has shown that RtI is a more effective way of addressing student needs and increasing student achievement. If done correctly, the end result will be greater student success with fewer students requiring Exceptional Student Education (ESE) services.

Who is responsible for implementing RtI?

EVERYONE! The school is responsible for establishing a core curriculum (Tier I) wherein at least 80% of students are successful. Within their own classrooms, teachers will also need to implement student-specific interventions for those identified as higher-risk. Each school should establish an RtI Team that will work collaboratively to assess, monitor, and provide appropriate interventions for all students.

What if 80% of students in a classroom or the school as a whole are not successful?

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

Who should be on our RtI team?

This will vary by school, but a good recommendation is to select individuals with varied backgrounds and areas of expertise that can take a global approach to the problem-solving model. RtI teams should include a school administrator, and might also consist of a reading coach, school counselor, and/or curriculum coordinator. Although behavior specialists, speech pathologists and school psychologists are not permitted to work directly with non-ESE students, they can certainly be used for consultation and to assist the team in developing interventions. Regardless of who is chosen for the RtI team, the parent(s) and the classroom teacher(s) should always be included.

If each school has its own RtI team, then what is the purpose of the district RtI teams?

The RtI initiative is new to Lee County and can be overwhelming to those unfamiliar with the process. The district RtI teams will be in place for two years to assist schools in building knowledge of and implementing RtI. The district RtI teams will not “do” RtI for the schools – their purpose is to serve as a resource and support to help faculty become self-sufficient in implementing RtI on their campus.

Is the RtI team the same as the Child Study Team?

No. The RtI team is in place primarily to ensure that RtI is implemented correctly and to assist with interventions and progress monitoring for students in Tiers II and III. The Child Study Team becomes involved only when a student has been through all three tiers and the RtI team has determined that he/she is still not making the necessary gains. The Child Study Team may determine that further assessment and information is needed. If RtI is applied effectively within a school, individual cases where CST involvement is necessary will be few and far between.

Are all of those forms really necessary? Who should be filling them out?

The forms are designed to capture crucial and relevant information pertaining to the individual student's background, skills, knowledge, and behavior. It is necessary not only to identify specific areas of weakness but to also consider factors that may be contributing to these deficits. Completing the forms should be a collaborative effort from the classroom teacher and members of the RtI team. The forms should be regarded as a means of data collection and analysis rather than “required paperwork.”

How do we access the forms, the RtI manual and any other important resources?

All of this information is available electronically. Go to the Learn page, and under “Academic Services” heading, click on the “Response to Intervention” link. The main page provides a general overview of RtI and there are links on the lefthand side to additional resources.

Which students need to have PMPs?

There are no more PMPs. Instead, we use a Student Improvement Plan to identify and implement appropriate interventions, and frequent progress monitoring to track student growth.

How do we “fast track” a student that we feel is inappropriately placed?

There really is no way to “fast track” a student. It is important to implement interventions consistently and for a significant period of time to truly determine whether the student is able to make progress. In fact, the law requires that intensive interventions be in place for a minimum of six months before a student can be considered for eligibility for Emotional/Behavior Disability (EBD). Schools and RtI teams must work creatively to develop effective strategies for assisting students in crisis.

Is it true that a student can move both directions within the tiers?

Yes. The tiers are fluid, and students move throughout them depending upon need. If a student is making gains, the team may consider scaling back the interventions and therefore the student would move into a less intensive tier. For example, a student might move from Tier III to Tier II if the team determines that such a high level of intervention is no longer necessary. Just because a student moves into Tier II or Tier III does not mean he/ she has to “stay” there.

Within the RtI framework, at what point do we refer a student for ESE testing?

The goal of RtI is to provide interventions that allow as many students as possible to be successful in the general education classroom without the need for ESE services. However, there will be a few students that will go through all the tiers of RtI and still will not make necessary progress. After a student has been through Tier III interventions that have been implemented over time and with fidelity, the Child Study Team will get involved to determine whether the student needs to be considered for ESE eligibility and support.

How is it determined whether a student is eligible for ESE services?

We are no longer using the discrepancy model (point differential between a student’s IQ and achievement scores) as a black-and-white determination of a student’s eligibility. There are a number of elements that need to be considered. The staffing committee will look at peaks and valleys in academic performance, process areas, how the student responded to various interventions, and rule out lack of progress due to factors such as poor attendance, hearing/vision impairments or other physiological issues, detrimental changes in the home, etc. In short, the staffing committee will review all the data and make a team determination in the best interest of the child. While this process can be somewhat fluid since there is no longer a single deciding factor, the Department of Education has provided comprehensive guidelines that will help maintain consistency between schools.

What if the staffing committee feels that ESE support is not required for a student?

That student should continue to receive Tier III interventions until grade level is achieved.

How do students who currently access ESE services fit into the RtI framework?

RtI is designed to provide assistance to general education students who are not receiving ESE services. Students who currently access ESE services receive interventions and accommodations in accordance with their IEP; however, students with IEPs may be involved in the general education program and receive Tier II or III supports along with his/her ESE supports.

BEHAVIOR TAB

BEHAVIOR TAB

BEHAVIOR

RtI and Behavior

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

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

IDEA 2004 did not change the criteria required to establish an emotional behavioral disorder (EBD). However, an evaluation group may include RTI data when considering whether a student has a disability that meets EBD criteria. The mirrored multi-tiered structure depicted on page 11 allows schools to evaluate and intervene for both behavior and academics (Sprague, 2006). The universal screening that applies to behavior at Tier I suggests that schools have effective positive behavioral systems in place. Despite this, there will be some students that will need additional strategic and/or intensive behavioral interventions. Information on school-wide behavioral interventions can be found online at <http://flpbs.fmhi.usf.edu>.

School-Wide Positive Behavior Support (SW-PBS)

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

School-wide PBS strategies are aligned with Tier 1 interventions. Classroom interventions are compatible with Tier 1 and 2 interventions, making use of school wide strategies with classroom lesson plans. Interventions for targeted groups are associated with Tier 2 and include small groups of students from many classrooms aiming toward the same behavioral goal. Tier 3 includes Individual Interventions which are considered critical. Individual student plans can include steps such as *Positive Behavior Intervention Plans (BIP)* and *Functional Behavior Assessment (FBA)*.

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

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

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

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

Measures to Assess Behavior

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

Frequency

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

Duration

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

Latency

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

Intensity

The measure of the severity of a specified behavior; intensity may be described by how much effort a student puts into the behavior. Intensity can be highly subjective, so it is critical to clearly define different levels of intensity for a specified behavior. For example, a student’s talking out behavior may have three levels of intensity:

- 1) talking out with an inside voice,
- 2) talking out in an outside voice, and
- 3) yelling or screaming.

Interventions Based on Function
 Florida's Positive Behavior Support: RtI/B Project
 Coaches' Training 2008

	Sensory	Tangible	Attention	Escape
	<p><u>Antecedent Modifications</u></p> <ul style="list-style-type: none"> -Change of Seating -Change Schedule <p><u>Providing Choices</u></p> <ul style="list-style-type: none"> -Seat in front or seat in back -Pencil or pen <p><u>Environmental Supports</u></p> <ul style="list-style-type: none"> -Music -Stress ball -Manipulative -Computer assistance <p><u>Curricular Modification</u></p> <ul style="list-style-type: none"> -Type assignment <p><u>Oral dictation Transition Supports</u></p> <ul style="list-style-type: none"> -Manipulative -Hallway 'buddy' <p><u>Set up Reinforcement Schedule/Program</u></p> <ul style="list-style-type: none"> -Reinforce Replacement Behavior -Withhold reinforcement -Home-School Reinforcement System 	<p><u>Premack Principle</u></p> <ul style="list-style-type: none"> -If this then that <p><u>Token economy</u></p> <ul style="list-style-type: none"> -Marble jar -Tickets/tokens -Stamps <p><u>Transition Supports</u></p> <ul style="list-style-type: none"> -Hall pass -Manipulative -Hallway 'buddy' <p><u>Set up Reinforcement Schedule/Program</u></p> <ul style="list-style-type: none"> -Reinforce Replacement Behavior <ol style="list-style-type: none"> 1. Requesting a break 2. Raising hand -Withhold reinforcement -Home-School Reinforcement System 	<p><u>Antecedent Modifications</u></p> <ul style="list-style-type: none"> -Class/line leader -1 on 1 reminder <p><u>Environmental Supports</u></p> <ul style="list-style-type: none"> -Planned Ignoring -Proximity Control -Teacher response time -Peer Tutoring <p><u>Peer Supports</u></p> <ul style="list-style-type: none"> -Tutor/mentor -Positive peer reporting <p><u>Transition Supports</u></p> <ul style="list-style-type: none"> -1 on 1 assistance -Hallway 'buddy' <p><u>Problem-Solving Strategies</u></p> <ul style="list-style-type: none"> -Hand Raise -Break Card -Buddy Card <p><u>Set up Reinforcement Schedule/Program</u></p> <ul style="list-style-type: none"> -Leadership Role -Reinforce Replacement Behavior <ol style="list-style-type: none"> 1. Requesting a break 2. Raising hand -Increase Non-Contingent Reinforcement -Withhold Reinforcement -Group Contingencies -Increase Ratio Positive to Negative Responses (8:1) 	<p><u>Antecedent Modifications</u></p> <ul style="list-style-type: none"> -Verbal/nonverbal reminders -Check in Check out <p><u>Premack Principle</u></p> <ul style="list-style-type: none"> -If this then that <p><u>Providing Choices</u></p> <ul style="list-style-type: none"> -Every other -½ assignment on own, ½ with partner <p><u>Environmental Supports</u></p> <ul style="list-style-type: none"> -Agenda/organizer -Verbal reminders -Break card -1 on 1 assistance -Increased engagement time <p><u>Curricular Modification</u></p> <ul style="list-style-type: none"> -Shortened assignment -Alternative assignment <p><u>Peer Supports</u></p> <ul style="list-style-type: none"> -Tutor/mentor -Positive peer reporting <p><u>Transition Supports</u></p> <ul style="list-style-type: none"> -Retraining -Reminders -Posted Rules <p><u>Problem-Solving Strategies</u></p> <ul style="list-style-type: none"> -Replacement Behavior -Stop and Think -Breathing <p><u>Learning Strategies</u></p> <ul style="list-style-type: none"> -Peer Tutoring -Specific Academic Skills -Independent Responding <p><u>Self-Management/Monitoring</u></p> <ul style="list-style-type: none"> -Graphing -Pennies in Pocket <p><u>Set up Reinforcement Schedule/Program</u></p> <ul style="list-style-type: none"> -Behavior Contract -Withhold reinforcement -Home-School Reinforcement System

Lee County RtI Behavior Inventory

TIER	ASSESSMENT AND MONITORING	INTERVENTION AND INSTRUCTION	PERSONNEL AND RESOURCES
Tier III Individualized and Intensive	<ul style="list-style-type: none"> ✓ Weekly monitoring ✓ RtI Student Improvement Plan ✓ Pinnacle Analytics ✓ ODR data (analyzed more frequently for students with behavioral concerns) ✓ Behavior Observations (Frequency, duration, latency, intensity for individual students) ✓ Student intervention reports and tracking sheets ✓ Graphs comparing students receiving interventions with peers ✓ Pinnacle Analytics 	<ul style="list-style-type: none"> ✓ School-wide Expectations -Increased focus on expectations -Time (in addition to daily, and small group lessons) -Positive Behavior Intervention Plan (linked to FBA and rules & expectations) ✓ Wrap-around support 	<ul style="list-style-type: none"> ✓ PBS Team ✓ RtI Team ✓ Guidance Counselor ✓ Behavior Specialist ✓ School Psychologist ✓ Social Worker ✓ Second Step ✓ Leaps ✓ Boys Town ✓ Popcorn Park Series ✓ Be Cool Series ✓ CHAMPS
Tier II Small Groups Strategic and Supplemental	<ul style="list-style-type: none"> ✓ Bi-weekly monitoring ✓ RtI Student Improvement Plan ✓ Pinnacle Analytics ✓ ODR data (analyzed more frequently for students with behavioral concerns) ✓ Behavior Observations (Frequency, duration, latency, intensity for individual students) ✓ Student intervention reports and tracking sheets ✓ Graphs comparing students receiving interventions with peers ✓ Pinnacle Analytics 	<ul style="list-style-type: none"> ✓ School-wide Expectations ✓ Time (in addition to daily instruction) ✓ Small Groups (Guidance, grade-level) ✓ Social Skills Club ✓ Check-in Check-out ✓ Peer-based support ✓ Mentor Program ✓ Targeted social skills instruction ✓ Academic Support ✓ Self-Management 	<ul style="list-style-type: none"> ✓ PBS Team ✓ Guidance Counselor ✓ Behavior Specialist ✓ RtI Team ✓ School Psychologist ✓ Social Worker ✓ Second Step ✓ Leaps ✓ Boys Town ✓ Popcorn Park Series ✓ Be Cool Series ✓ CHAMPS
Tier I All Students School-wide PBS	<ul style="list-style-type: none"> ✓ Screening 3-4 times per year ✓ Pinnacle Analytics ✓ ODR data (analyzed monthly) ✓ Classroom/Team Rating Forms 	<ul style="list-style-type: none"> ✓ School-wide Expectations -Expectations and rules posted -School-wide assemblies -Expectations taught daily -PBS lesson plans -Teacher lesson plans ✓ School-wide recognition -Student of the month -Reward parties/celebrations -PBS Store -Renaissance -Discipline hierarchy -Discipline referral process ✓ Classroom Management ✓ Character Education -LCSD Character Development -Character Education Video Series ✓ Guidance Programs -Safe & Drug Free School Programs -Bullying Prevention Groups 	<ul style="list-style-type: none"> ✓ PBS Team ✓ Professional Learning Communities ✓ Classroom Teachers ✓ Guidance Counselor

CORE TIER I	ASSESSMENT AND MONITORING	INTERVENTION AND INSTRUCTION	PERSONNEL AND RESOURCES: Levels of Support
<p>All Students School-wide PBS/Guidance Curriculum *Question: Are 100% of your students successful behaviorally? If not, add on Tier II supports in addition to Tier I for those targeted groups.</p>	<ul style="list-style-type: none"> ✓ Screening 3-4 times per year ✓ Pinnacle Analytics ✓ District Support Applications ✓ Office Discipline Reports data (analyzed monthly) ✓ Classroom/Team Rating Forms 	<ul style="list-style-type: none"> ✓ School-wide Expectations <ul style="list-style-type: none"> -Expectations and rules posted -School-wide assemblies -Expectations taught daily -PBS lesson plans -Teacher lesson plans ✓ School-wide recognition <ul style="list-style-type: none"> -Student of the month -Reward parties/celebrations -PBS Store -Renaissance -Discipline hierarchy -Discipline referral process ✓ Classroom Management ✓ <i>-Differentiated Instruction</i> ✓ Marzano~<i>Classroom Management that Works</i> ✓ Rhode, Jenson, Reavis~<i>Tough Kid Book</i> ✓ R. Sprick~<i>Discipline in the Secondary Classroom</i> ✓ Wong~<i>The First Days of School</i> ✓ Character Education <ul style="list-style-type: none"> -LCSD Character Development -Character Education Video Series ✓ Guidance Programs School-wide <ul style="list-style-type: none"> -Safe & Drug Free School Programs -<i>Bully Safe USA Program</i> 	<ul style="list-style-type: none"> ✓ PBS Team School Based ✓ RtI Team School Based ✓ Leadership Team School Based ✓ Administrator ✓ Professional Learning Communities School Based ✓ Grade Level Team School Based ✓ Other classroom teachers ✓ Parents ✓ Classroom Teacher

<p style="text-align: center;">SUPPLEMENTAL Tier II</p>	<p style="text-align: center;">ASSESSMENT AND MONITORING</p>	<p style="text-align: center;">INTERVENTION AND INSTRUCTION</p>	<p style="text-align: center;">PERSONNEL AND RESOURCES: Levels of Support</p>
<p style="text-align: center;">Small Groups Strategic and Supplemental(in addition to Tier I) *Question: If 1-5% of those targeted groups (15% of your population identified) are not successful with Tier I (school-wide) and II (group) interventions then add on Tier III (individual) interventions.</p>	<ul style="list-style-type: none"> ✓ Bi-monthly monitoring ✓ RtI Student Improvement Plan ✓ Pinnacle Analytics ✓ DSA ✓ ODR data (analyzed more frequently for students with behavioral concerns) ✓ Behavior Observations (Frequency, duration, latency, intensity for student groups and/or individual students) ✓ Student intervention reports and tracking sheets <ul style="list-style-type: none"> ✓ Graphs comparing students receiving interventions with peers Classroom Assessment Tool (PBIS) ✓ Teachers Classroom Management Behavior Checklist(Positive Behavior Intervention Support) ✓ 8 Areas of Learning Checklist ✓ Developmental Skills Checklist 	<ul style="list-style-type: none"> ✓ School-wide Expectations-reteach and reinforce in a small group ✓ Small group Time (in addition to daily instruction) ✓ Small Groups (Guidance, grade-level) ✓ Social Skills Club ✓ Check-in Check-out for targeted groups ✓ Peer-based support for targeted groups ✓ Mentor Program for targeted groups ✓ Community Supports ✓ Targeted social skills group instruction(Task-related behavior~off-task, roaming around room, delayed task initiation, unexcused absences and tardies, Disruptive Behavior~blurting out, profanity, hands and body on others, tantrums. Social Behaviors~occasional bullying/teasing, negative self-statements, non-acceptance and/or denial of responsibility for actions, poor peer relationships, inappropriate social comments, acting silly, whining) ✓ Academic Support and/or Modeling/Coaching(Curriculum and Instruction) ✓ Classroom Management Support ✓ Self-Management Techniques and/or skill building ✓ Student Improvement Plan with behavioral interventions ✓ Bully Prevention Groups ✓ Lunch Buddies Groups 	<ul style="list-style-type: none"> ✓ <i>District Code of Conduct</i> ✓ Coordinator for Safe and Drug Free Schools ✓ District RtI Team ✓ Administrator ✓ Parent Involvement Specialist School Based and/or District Level ✓ Social Worker ✓ Behavior Specialist School Based ✓ School Psychologist ✓ PBS Team School Based ✓ Guidance Counselor ✓ RtI Team School Based: ✓ <i>*LCSD Behavior Intervention Guide and Resources</i> ✓ <i>*LCSD RtI Manual and Resources</i> ✓ Grade Level Team School Based ✓ Paraprofessionals ✓ Other Classroom Teachers ✓ Parents ✓ Classroom Teacher

INTENSIVE TIER III	ASSESSMENT AND MONITORING	INTERVENTION AND INSTRUCTION	PERSONNEL AND RESOURCES: Levels of Support
<p>Individualized and Intensive (in addition to Tier II and Tier I)</p> <p>*Question: Are the 1-5% who receives Tier I, II, and III interventions successful? If not, add on more Tier III or consult with ESE Department.</p>	<ul style="list-style-type: none"> ✓ Weekly monitoring ✓ RtI Student Improvement Plan ✓ Pinnacle Analytics ✓ DSA ✓ ODR data (analyzed more frequently for students with behavioral concerns) ✓ Behavior Observations (Frequency, duration, latency, intensity for individual students) ✓ Student intervention reports and tracking sheets ✓ Graphs comparing students receiving interventions with peers 	<ul style="list-style-type: none"> ✓ School-wide Expectations <ul style="list-style-type: none"> -Increased focus on individual expectations -Individual Time (in addition to daily, and small group lessons) -Positive Behavior Intervention Plan (linked to FBA and rules & expectations) ✓ Wrap-around individual support ✓ Specific Classroom Expectations Taught individually ✓ Modified scheduling ✓ Targeted Social Skills for Severe Emotional Concerns (student is a danger to himself and others~excessive crying, withdrawal, extreme anger, high anxiety) 	<ul style="list-style-type: none"> ✓ Child Advocacy Center ✓ Juvenile Assessment Center ✓ School Resource Officer ✓ District Parent Involvement Specialist ✓ Big Brothers Big Sisters ✓ Crisis Intervention Plan ✓ Self-monitoring Techniques ✓ Behavior Contracts ✓ <i>District Code of Conduct</i> ✓ Coordinator for Safe and Drug Free Schools ✓ District RtI Team ✓ Administrator ✓ Parent Involvement Specialist School Based ✓ Social Worker ✓ Behavior Specialist School Based ✓ School Psychologist ✓ PBS Team School Based ✓ Guidance Counselor ✓ RtI Team School Based: ✓ <i>*LCSD Behavior Intervention Guide and Resources</i> ✓ <i>*LCSD RtI Manual and Resources</i> ✓ Grade Level Team School Based ✓ Paraprofessionals ✓ Other Classroom Teachers ✓ Parents ✓ Classroom Teacher

Emotionally/Behaviorally Disordered vs. Social Maladjustment

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

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

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

Para verbal Communication

Look at the way you are communicating with the students whose behavior is beginning to escalate. Here are some helpful hints:

- ✓ Tone: Avoid impatient and angry, used empathetic and sympathetic understanding
- ✓ Volume: Make sure it is appropriate for the distance between you and the student, and the situation
- ✓ Cadence: Deliver message using even rhythms

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

Empathetic Listening

Ways to let your students know that you are "truly" listening to their concerns. Here are some helpful hints:

- ✓ Use an active process: making eye contact, nodding your head
- ✓ Be non-judgmental
- ✓ Allow for silence
- ✓ Listen for hidden message
- ✓ Give undivided attention

Classroom Interventions

Proven Effective Classroom Practices, Florida's Positive Behavior Support Project, USF

Clarification

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

Reinforcement of Others

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

Proximity Control

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

Signal Interference

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

Redirection

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

Premack Principle (Grandma's Law)

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

Planned Ignoring

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

Interest Boosting

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

Curricular Modifications

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

Intervention Ideas

PROACTIVE

Environmental adjustments that make the problem behavior unnecessary.

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

EDUCATIVE

To teach behavior/skills needed to replace (meet the same function as) the student’s problem behavior.

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

FUNCTIONAL

How consequences are managed to insure reinforcement for positive behavior, not problem behavior.

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

Proven Effective Classroom Practices

Proven Strategies from the OSEP Positive Behavior Support and Interventions website: www.pbis.org

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

Provide advance organizers/pre-corrections

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

Keep students engaged

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

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

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

Provide a positive focus

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

Consistently enforce school/class rules

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

Correct rule violations and social behavior errors proactively

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

Classroom Routines

(From *Temple Teacher's Connection* www.temple.edu/CETP/temple_teach)

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

Movement

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

Non-instruction tasks

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

Materials management

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

Transitions

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

Group work

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

Summary of Research

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

Summary of Behavior Strategies

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

Social Skills Summary of Findings

General Findings:

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

Research Findings which are Effective:

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

Research Findings which are Promising:

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

Research Findings with Limited or No Effectiveness:

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

A-B-C Behavior Card

Student:	Date/Time:	Activity:	Observer:
<p>Antecedents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demand/Request <input type="checkbox"/> Alone (no attention) <input type="checkbox"/> Alone (no apparent assignment) <input type="checkbox"/> Attention given to others <input type="checkbox"/> Transition <input type="checkbox"/> Specific Peer <input type="checkbox"/> Specific Adult <input type="checkbox"/> Preferred object/activity removed <input type="checkbox"/> Unpreferred activity/object <input type="checkbox"/> Difficult task/activity <input type="checkbox"/> Told "no" <input type="checkbox"/> Other _____ 	<p>Challenging Behavior: Describe briefly in specific terms</p> <p>Perceived Function:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Escape/Avoid What? _____ <input type="checkbox"/> Obtain What? _____ _____ 		<p>Consequences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbal redirect <input type="checkbox"/> Physical redirect <input type="checkbox"/> Ignored <input type="checkbox"/> Activity/materials/task taken away <input type="checkbox"/> Isolation (in room) <input type="checkbox"/> Sent to office or out of room <input type="checkbox"/> Calming/soothing of student <ul style="list-style-type: none"> <input type="checkbox"/> Verbal <input type="checkbox"/> Physical <input type="checkbox"/> Both <input type="checkbox"/> Physical restraint <input type="checkbox"/> Peer remarks/laughter <input type="checkbox"/> Help/assistance given <input type="checkbox"/> Other _____

(Florida's PBS Project, USF)

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

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

(Florida's PBS Project, USF)

Frequency/Event Recording

Directions: Fill in the behavior(s) observed and the activity taking place in the column of behavior/activity. In the blocks next to behavior/activity fill in the date the observation is taking place. Each time a student displays the behavior being observed make a tally mark under the appropriate date.

Behavior/Activity	Dates: 10/6	10/7	10/8	10/9	10/10
Reading Group A/ Completion of task	////		///////	///	/

(Florida's PBS Project, USF)

FREQUENCY DATA SHEET

NAME: _____

TEACHER: _____

TARGET BEHAVIOR: _____

DESCRIPTION OF BEHAVIOR: _____

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

NOTES: _____

ELL TAB

ELL TAB

ENGLISH LANGUAGE LEARNERS

English Language Learners

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

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

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

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

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

Scenario 1

A student just arrived from Mexico City and enrolled in our District. He is completely monolingual Spanish. Aprenda Test Reading & Math and the Review of Academic Background reveal that he is working on grade level. His native language report cards have the equivalent to Bs & Cs. He would be placed in Tier 1. Based on the HLS and subsequent LAB test results, he is placed in the ESOL program where he will receive ESOL strategies for instruction in the regular classroom. After 6 weeks in class it is noted that he is experiencing academic difficulties. The teacher contacts the school-based ESOL contact educator. An ELL committee is convened. Given the fact that he is on grade level in his native language, different ESOL strategies will be explored and implemented. After 4 weeks the ELL committee convenes again to discuss his progress. He is still struggling but making some progress. The ELL team determines that his difficulties are based on the language barrier. No interventions other than ESOL strategies are needed. He continues in Tier 1 in regular classroom (the student requires more time).

Scenario 2

A student just arrived from Mexico City and enrolled in our District. He is completely monolingual Spanish. Aprenda test Reading & Math and the Review of Academic Background reveal that he is working below grade level. His native language report card grades are equivalent to Ds and Fs. The student is receiving ESOL strategies because he qualified for ESOL services. He is currently struggling in class. The school-based ESOL Contact Educator is contacted and an ELL meeting is convened. New ESOL strategies are implemented where he receives intensive reading and math instruction. He continues to struggle. Another ELL meeting is convened. He is given more time in with intensive instruction taking into consideration the language barrier. He continues to exhibit underperformance and the school-based ESOL Contact is informed, an ELL meeting ensues where the student is referred for RTI.

Scenario 3

ESOL student in Tier 1 exhibits severe academic needs. The school-based ESOL contact educator is informed and she convenes an ELL meeting. Several risk factors are identified and the case is referred immediately to the RTI team. The **District** ESOL Specialist is contacted and invited to the RTI meeting. At this meeting with the District ESOL Specialist present the student may be referred for further evaluation by the RTI/ESOL team.

Differentiation of the Core

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

During the Tier 1 problem-solving process, the RtI team may decide to develop academic or behavior intervention strategies that have a high probability of success. A Differentiated Student Improvement Plan for ELL students in Tier 1 should be developed to address

those concerns. It is important to keep in mind that a problem-solving process requires full collaboration among a team of professionals to identify a specific, measurable outcome and to design research-based interventions that can best meet the needs of ELL students. Family involvement in the process is also vital to ensure that all information that might impact the ELL student's success is being considered.

Problem-solving Guidelines for Tier I English Language Learners

Teachers and schools must proceed with the most effective Tier 1 interventions for ELL students based on the available resources they have at their schools. With that in mind, the following guidelines were developed to help school-based RtI Teams with the early identification of ELL students who may need to intensify current interventions.

- _____ 1. Has the student been given sufficient time to develop oral language in English both socially and academically? When looking at the LAB and CELLA scores to determine English proficiency progress, consider the amount of time the student has received formal instruction in English.
- _____ 2. If applicable, how did the student perform on the reading and math portions of the Aprenda? Consider that students who are strong readers in their native language can learn to read effectively in English with effective instruction in the core curriculum.
- _____ 3. For newcomers: did the student experience limited or interrupted schooling in his/her native country? These students will benefit from direct, systematic, and intensive academic instruction. Specific academic interventions may be needed as well.
- _____ 4. If applicable, do the student's behavior issues stem from frustrations due to lack of English proficiency?
- _____ 5. If applicable, have cultural factors been considered for the student's behavior difficulties?
- _____ 6. Is there any evidence that the student also struggled academically in his/her native language? Consider parent interviews, and report cards and/or other academic records from native country.
- _____ 7. Is the student struggling based on evidence presented through class work, test grades, and benchmark assessments?
- _____ 8. Are all ELL students consistently NOT making progress in that particular classroom and/or school-wide? If so, discuss the possibility of a system problem.
- _____ 9. Does the student perform substantially below grade level compared to other ELL students that are at about the same English language proficiency level?
- _____ 10. Is the ELL student being provided with research-based instruction through ESOL-specific strategies such as the Sheltered Instruction Observation Protocol (SIOP)?
- _____ 11. Are accommodations during instruction and assessments being provided? For example, additional time to complete tasks, bilingual dictionaries, oral translations when feasible, small group instruction, peer assistance, paraprofessional assistance, etc.
- _____ 12. Is the ELL student being provided with differentiated instruction based on assessments of his/her current reading level? For example, during independent work time, the ELL student who is weak in vocabulary can practice vocabulary with a partner or in small groups, while the other students work in teams to brainstorm about character traits and motivations for the main characters in the story they are reading that week.

How Culture Shock Affects Newcomers

Haynes, J. (2005). *How culture shock affects newcomers*. Retrieved from <http://www.everythingsl.net/in-services/cultureshock.php>

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

What is Culture Shock?

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

Four Stages of Culture Shock

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

1. Euphoric or Honeymoon Stage

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

2. Culture Shock Stage.

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

3. Integration Stage.

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

4. Acceptance Stage.

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

Pair Your Newcomers with Buddies

Haynes, J. (2004). *Pair your newcomers with buddies*. Retrieved from <http://www.everythingsl.net/inservices/buddies.php>

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

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

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

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

Things your peer buddies *can* do with your newcomers:

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

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

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

Understanding the Impact of Language Differences on Classroom Behavior

Santos, R. M., & Ostrosky, M. M. (n.d.) *Understanding the Impact of Language Differences on Classroom Behavior*. Retrieved from the Center on the Social and Emotional Foundations for Early Learning, <http://www.vanderbilt.edu/csefel/briefs/www2.html>

Janelle's Story

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

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

Why Is Understanding the Impact of Language So Confusing?

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

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

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

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

How Can I Tell If It's Really a Behavior Problem?

Assessment is the key to pinpointing a child's strengths and needs, and then designing instructional programs that facilitate the child's development. When assessing a second-language-learning child, teachers and other caregivers should look at:

- the child's abilities in terms of cognitive, social-emotional, and physical development;
- the child's abilities in his or her first language; and
- the child's capabilities in his or her second language.

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

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

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

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

What Can I Do?

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

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

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

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

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

Explaining BICS and CALP

Haynes, J. (2007). *Explaining BICS and CALP*. Retrieved from http://www.everythingsl.net/in-services/bics_calp.php

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

Basic Interpersonal Communication Skills

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

Problems arise when teachers and administrators think that a child is proficient in a language when they demonstrate good social English.

Cognitive Academic Language Proficiency

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

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

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

Oral Language The Education Alliance, 2006 (<http://www.alliance.brown.edu/tcl/elemlit/orallanguage.shtml>)

Considerations for ELLs

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

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

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

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

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

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

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

Strategies

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

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

Teachers' talk is a primary source of information and language input for ELLs. It not only conveys ideas about the topics being discussed but models how to use language, serving as the input or data which learners internalize and use to express their own meanings. The qualities of the teacher's talk are of great importance. Effective teachers often adapt their speech to facilitate language learning. These adaptations may include speaking slowly, using short sentences, paraphrasing the same message several different ways, and explaining word meanings. Teachers also use gestures, pictures, and props to make the meaning more clear. ELLs learn from listening to read-alouds, songs, poems, and chants. Listening to the sounds, rhymes, and rhythms of English provides ELLs with the auditory experiences they need to pronounce and read English. Beginning ELLs benefit greatly from listening to read-alouds of picture books. Effective teachers use the illustrations to develop vocabulary and to make story meaning clear. Many ELLs go through a "silent period," during which they listen and observe more than they speak. During this silent period, ELLs benefit from opportunities to participate and interact with others in activities that use gesture, physical movement, art, experiential activities, and single words or short phrases. Effective teachers are aware that ELLs who are quiet in class may be hard at work listening and comprehending. ELLs may take longer to answer a question or volunteer a comment because they need more time to process the meaning and to formulate an appropriate response.

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

Effective teachers say things like:

Show me the dog.

Show me the doghouse.

Point to the clouds in the sky.

Where is the mouse in the picture?

In the story Annie is very sad. Show me a sad face.

At the end of the story they all shook hands.

Victor, shake hands with Tommy now.

Look, everybody, Victor and Tommy are shaking hands, just like the people in the story.

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

Effective teachers say things like:

We heard that the witch was very wicked.

What's another word for wicked?

What does wicked mean?

The witch was not nice at all. She was very . . .

Would you rather have a teacher who is kind or a teacher who is wicked?

I read that the boy lived in a log cabin in the forest.

Is a cabin a big house or a little house?

Was the cabin made of wood or of plastic?

What's the word that means little pieces of a tree?

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

Effective teachers say things like:

In the story, Annie is very sad because her dog is lost.

That makes me think about my dog.

It makes me sad to think about my dog getting lost.

Who else here has a dog?

Did your dog ever get lost?

Did you ever lose something or somebody else?

Did you feel sad like Annie?

Are there other things that make you sad?

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

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

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

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

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

Effective teachers say things like:

I think Annie is going to find her cat.

I predict she will find her cat.

That's what I think is going to happen next.

That's what I predict.

Predict means what I think will happen.

What do you predict?

What do you think is going to happen next in the story?

Say, "I predict . . ." and then say what you think will happen.

Do you think that the girl in the story did a good thing or a bad thing?

When you tell me what you think, you need to explain why you think it was good or bad.

If you think it was good, say, "I think what she did was good because . . ."

If you think it was bad, say, "I think what she did was bad because . . ."

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

Effective teachers say things like:

In the story, the boy's father tells him stories about when he was a little boy.

Do any grown ups tell you about when they were little boys and girls?

What do they tell you?

This is a story from Puerto Rico, and it's about a character named Juan Bobo.

What do you know about him? Can you tell us about Juan Bobo?

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

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

We just read *Annie and the Wild Animals*. Who was the main character?

When we read *An Evening at Alfie's*, who was the main character?

What about when we read *Alfie Gives a Hand*?

The main character was Alfie again, but the setting was different.

The two Alfie stories happened in different places.

Where did they happen?

The settings were different.

Setting is the place where the story happens, and character is the person or the animal that the story is about.

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

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

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

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

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

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

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

Like all students, English language learners (ELLs) benefit from opportunities to participate in book discussions, interacting with teachers and peers. For many students, book-centered conversation may be a new experience, and they may be unsure of the expectations. They may not understand the differences between summarizing and retelling, recounting versus interpreting or critiquing, revealing the ending of a story or tantalizing their classmates by withholding it. Students may be unaware of conventions such as stating title, author, and topic; describing characters and setting; or explaining why they would or would not recommend the book to others. ELLs and other students may be nervous about engaging in this new type of talk in a large-group setting. Having a student recall or retell a story can help a teacher assess the student's reading comprehension. However, a student's limited oral English proficiency or self-consciousness about speaking English may inhibit the student's performance and cause the teacher to underestimate the student's comprehension.

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

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

Examples of explicit language models are:

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

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

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

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

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

Effective teachers say things like:

So, your book was about horses.
What did you learn about horses?
What kinds of horses did the book tell you about?
What did the book say about what horses eat?
Let's look back and remember what other kinds of information about horses we have read.
You told us that the characters in your book are Henry and Mudge.
Is there one other character?
Is there a grown-up character?
You said that the setting of the story is Henry's backyard.
Do you remember what season it is?
How do we know what season it is?
You drew a picture of Henry and a flower.
Tell me about the flower. Is it important in this story?
You said that Henry can't pick the flower. Did somebody tell him not to pick it?
Tell me more about that.

6. Teachers model and explain text-to-self, text-to-text, and text-to-world connections for their students.

As with most students, when ELLs can see connections between reading and their own lives, their reading comprehension and engagement increase. However, it can be difficult for ELLs to find such connections if most books and materials represent mainstream culture. Students who rarely find reflections of their own faces, lives, or histories in their books may begin to feel alienated from those books and from school.

While teachers help students identify with universal themes in books, such as rejection in *The Ugly Duckling*, they also make sure to study some books that reflect diverse experiences and cultural backgrounds. By studying fiction and nonfiction narratives that reflect experiences of ethnic communities, such as *Lion Dancer: Ernie Wan's Chinese New Year* (Waters, Slovenz-Low, & Cooper, 1991) and *My Little Island* (Lessac, 1995), ELLs see that others share their experiences of having relatives and roots elsewhere. Effective teachers hold discussions that draw out the students' culturally specific relationships to such texts.

Teachers say things like:

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

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

It is also important to highlight the broader connections that other students can make.

Effective teachers say things like:

Have you ever been in a show or an important parade?

How did you feel?

Do you have relatives who live far away?

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

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

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

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

Teachers say things like:

It sounds like you had so much fun when your cousins visited.

I can tell that you really enjoy them.

I want to make sure I hear about all the places you took them, so let's make a list:

What day did they arrive?

How long did they stay?

Okay, I'll write down Saturday, Sunday, and

Monday.

Let's write down the things you did on each day.

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

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

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

Let's look at my story.

Did I tell you what my favorite place is?

Did I tell you why I like it there?

Did I tell you what I do there?

Do I have details?

Did I write a conclusion? Oops. I forgot the conclusion.

Where should my conclusion go? What should I say?

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

Sometimes teachers use the Language Experience Approach to scaffold the transformation of oral language into written language. For this strategy, teachers ask students to tell a story about a drawing or experience and then transcribe the story. Students read and reread the story aloud. The teacher cuts the story apart into sentence strips and word cards for students to scramble and put back in order. After students can competently put the sentences and words in the correct order, the teacher prepares a version with selected words replaced by blanks for students to fill in, or students recopy the complete story.

Another scaffolding strategy is to hold a group discussion on a familiar topic such as favorite weekend activities. Effective teachers say things like:

On Saturdays and Sundays, I like to walk my dog with my son.

On Saturdays and Sundays, I like to go have coffee with my mother.

On weekends, I like to go shopping with my sister.

What do you like to do on Saturday and Sunday?

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

On weekends I like to _____ with _____.

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

play outside

play baseball

go to the movies

watch TV

play video games

eat at a restaurant

visit my grandpa

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

my dog

my friends

Fred and Kenny

my sister

my neighbors

my mom and dad

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

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

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

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

Effective teachers say things like:

I like your picture. You used so many colors!

Tell me about the people you drew.

Is this your family?

Who is this?

You wrote that your sister's dress was nice, I want to know more about it.

Tell me the color.

Was it a long dress or a short dress? [Teacher gestures.]

You said that your cousin got mad but you didn't explain why.

What happened that made your cousin angry?

Did something happen?

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

ELLs spend a great part of their time and energy trying to understand the oral and written English that surrounds them. ELLs benefit from learning how to ask themselves and other people questions that focus on finding and clarifying the information they need.

Helpful strategies for ELLs include: rereading, skimming, scanning, and consulting resources to obtain clarification. Explicit modeling and instruction helps students to monitor their comprehension by verbalizing their understandings and pinpointing areas of confusion or missing information. Beginners in English and those who have not yet learned to read in their primary languages will need more modeling and clear explanations of the strategies in order to understand and use them.

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

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

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

LANGUAGE DEVELOPMENT LEVELS: SAMPLE BEHAVIORS IN THE CLASSROOM

Level	Sample Student Behaviors	Sample Teacher Behaviors	Questioning Techniques
Level 1: Starting	<ul style="list-style-type: none"> Actively listens. Understands pictorial, graphic or nonverbal representation of language and commands. Knows high-frequency words and memorized chunks of language. Begins to use one word utterances and short utterances. Uses language to communicate with others around basic concrete needs. 	<ul style="list-style-type: none"> Provides welcoming atmosphere. Uses gestures, repetition and pictorials, graphics and realia. Focuses language on conveying meaning and vocabulary development. 	<ul style="list-style-type: none"> Point to... Find the... Put the ___ next to the ___. Do you have the ___? Is this a ___? Who wants the ___? Who has the ___? Yes/no (Is it cold today?) Either/or (Is this a pen or a pencil?) One word response (What ___ am I holding in my hand?) General questions that encourage lists of words (Which animals do you see in this picture?) Two-word response (Where did he go? To work)
Level 2: Emerging	<ul style="list-style-type: none"> Uses language to draw on simple and routine experiences to communicate with others. Understands high-frequency and some general academic vocabulary and expressions. Uses phrases or short sentences in oral or written communication. May make errors that impede the meaning of the communication. 	<ul style="list-style-type: none"> Provides an atmosphere that allows "rough draft" talk and low-anxiety. Provides many opportunities for students to "speak" (oral, written, pictorial, movement). Provides opportunities for pair work and small group work. Models Standard English grammar and pronunciation. 	<ul style="list-style-type: none"> Tell me about... Talk about... Describe... Share... What else?
Level 3: Developing	<ul style="list-style-type: none"> Uses language to communicate with others on familiar matters regularly encountered. Uses general and some specialized academic vocabulary and expressions. Uses expanded sentences in oral and written communication. May make errors that may impede the communication but still retain much of its meaning. 	<ul style="list-style-type: none"> Focuses content on key concepts. Provides frequent comprehension checks. Uses performance-based assessment. Uses expanded vocabulary. Asks open-ended questions that stimulate language production. 	<ul style="list-style-type: none"> Why? How? How is ___ like ___? Tell me about... Talk about... Describe... How would you change ___?
Level 4: Expanding	<ul style="list-style-type: none"> Uses language in both concrete and abstract situations and apply language to new experiences. Uses specialized and some technical academic vocabulary and expressions. Uses and understands a variety of sentence lengths of varying linguistic complexity in oral and written communication. May make minimal errors that do not impede the overall meaning of the communication. 	<ul style="list-style-type: none"> Fosters conceptual development and expanded literacy through content. May use adapted and abridged materials comparable to grade level content. Gives formative feedback on written English language production with the intent of helping students monitor their progress towards Standard English production. 	<ul style="list-style-type: none"> How do you think this story will end? What is the story mainly about? What is your opinion on this matter? Describe/compare... What would happen if... Which do you prefer, and why?
Level 5: Bridging	<ul style="list-style-type: none"> Understands a wider range of longer oral and written texts and recognize implicit meaning. Uses and understands technical academic vocabulary and expressions. Uses and understands a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse. Uses and understands oral or written language approaching comparability to that of English proficient peers. 	<ul style="list-style-type: none"> Fosters conceptual development and expanded literacy through grade level content. Gives formative feedback on written English language production with the intent of helping students use complex tenses and sentence structures, and academic vocabulary. 	<ul style="list-style-type: none"> What would you recommend/suggest? Drawing on various sources, make and argument for... Analyze... Create... Summarize... Paraphrase Critique... Evaluate...

LANGUAGE DIFFERENCE vs. COMMUNICATIVE DISORDER

The Challenge is: Does the student exhibit a communicative/language difference or possible communication disorder?

- Speech and language **differences** are usually observed among ELL students. Differences are observed in sentence structure, sound production, vocabulary, and pragmatic use of language.
- Students from other countries and cultures may have had limited exposure to language or limited opportunities for language enrichment.

Articulation Differences

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

Language Differences

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

Differences and similarities between first and second-language learning

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

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

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

A communicative disorder may be present when:

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

Articulation Disorders

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

Language Disorders

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

1. The ELL child's language performance should be compared to that of other bilingual speakers who have had similar cultural and linguistic experiences. Language performance of even English dominant children may fall below that of the monolingual child because they have had fewer opportunities to hear the English language.
2. Grammatical errors in the second language that are similar to those observed among first language learners are to be expected and must not be viewed as evidence of a disorder. Ex.- Inappropriate usage of masculine and feminine pronouns, omission of morphological markers (plural -s, past tense -ed, etc.). Evaluate the child's *progress* in acquiring a system of rules for the construction of sentences.
3. Language loss is a normal phenomenon when opportunities to hear and use the first language are withdrawn or minimized.
4. Shifting from one language to another within an utterance is not necessarily an indicator of a disorder.

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

Possible Indicators of Language/Learning Disability

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

SHELTERED INSTRUCTION AND THE SIOP MODEL

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

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

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

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

MAKING CONTENT COMPREHENSIBLE FOR ELL STUDENTS: THE SIOP MODEL

Key Components – Teaching language and content effectively:

1. Preparation:

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

2. Building Background:

- Explicitly link concepts to students' background experience
- Make clear links between students' past learning and new concepts
- Emphasize key vocabulary

3. Comprehensible Input:

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

4. Strategies:

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

5. Interaction:

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

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

6. Practice/Application:

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

7. Lesson Delivery:

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

8. Review/Assessment:

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

Making Content Comprehensible

1. Lesson Preparation

Adaptation of Content:

- Make texts accessible to all students without “watering down “ texts
- Use before, during, and after reading or writing

• Graphic Organizers:

--Schematic visuals that assist students to grasp the “wholeness and parts” of a concept. Use to supplement written or spoken words

--Before reading or writing: guides and supplements to build background for difficult or dense text and helps organize writing

--During reading: focuses students’ attention and makes connections, helps with taking notes and understanding text structure

--After reading or writing: assists in recording personal understandings and responses; double-checks organization
Examples: “I Wonder”, Venn Diagrams Timelines, Discussion webs, Thinking maps...

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

• Outlines:

Teacher prepared outlines that help students take notes in an organized manner

Tip: **T-charts** are useful outlines to begin organizing

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

• Highlighted text:

For newcomers: **highlight** (using blue highlighter) **key concepts**, important vocabulary, and summary statements in

students’ textbooks. Newcomers only read highlighted sections. This reduces stress yet maintains key concepts.

• Marginal notes:

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

• Taped Text:

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

• Adapted Text:

Sometimes it is necessary to rewrite dense text in order for English Language Learners to comprehend a content.

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

• Jigsaw text reading:

One or two members of each cooperative team are chosen by the teacher to form an “expert” team. Each “expert team” is responsible for one section of assigned text. Text sections are read aloud in the “expert team”, discussed and reviewed for essential information, key vocabulary, and better collective understanding. When clear understanding is reached, “expert team” members return to their original cooperative teams to teach their teammates— demonstrating **peer-modeling**. English Language Learners benefit from this system because they are learning from others while not burdened with reading the longer text.

• Leveled study guides:

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

Supplementary Materials: Sources

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

2. Building Background

- There is a strong correlation between vocabulary knowledge and student achievement.
- Select fewer key terms to focus on
- **Explicitly teach “school language”**—*ex. Identify, compare, summarize, define...*

A. Contextualizing Key Vocabulary:

Review the content and select key terms that are critical to understanding the lesson's most important concepts. The teacher

- Introduces and defines terms simply and concretely
- Demonstrates how terms are used in context
- Explains use of synonyms, or cognates to convey meaning

B. Vocabulary Self-Selection:

After reading a content text, students self select vocabulary they think is essential to the understanding the content concepts.

- Words are selected by individuals, partners, or teams
- Shared, discussed, and agreed upon by whole class
- Empowers students in choosing the most appropriate key vocabulary

C. Personal Dictionaries:

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

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

D. Content Word Wall:

This is a Content Word Wall specific to one content area, reserved for key vocabulary that relates to that content.

- Key words are displayed alphabetically
- Revisited frequently during lessons
- Students use words throughout unit of study
- Remove some words regularly in order to keep words displayed to a reasonable number

Ex: Social Studies Word Wall: *Revolutionary War*

A Battle Constitution decide
concede **D**eclaration

E flag **G H** Independence

J K liberty **M** notify...

E. Concept Definition Map

A simple graphic system used to discuss complex concepts and clarify the meaning of a concept.

Ex: Concept Definition Map—*Revolution*

What is it?

What is it like?

What are some examples?

F. Cloze Sentences:

Used to teach and review content vocabulary **in context**.

- Teacher chooses a sentence that has a strong contextual support for the vocabulary focus word.
- Possible replacement words are brainstormed
- Teacher assists students in choosing correct word

Ex: During a _____ a group of people tries to overthrow an existing government or social system. (*revolution*)

G. Word Sorts:

Students categorize words or phrases (previously introduced) and sorts them according to meaning, structure, word endings, or sounds. This reinforces word relationships, spelling, and word

structure.

Ex: Word Sort by endings—*American Revolution*

revolution tension representation

taxation passion plantation frustration mission participation

vision solution

H. Word Generation:

This is a review of new content vocabulary through analogy.

Students brainstorm words that contain a “chunk” of a word.

Ex: *Port* “to carry”—portable, export, transport, deport...

I. Visual Vocabulary:

English Language Learners benefit from a “picture” of a term added to a definition of the word. Use stick figures, a picture dictionary format, or a photograph.

J. Vocabulary through Songs:

Use the “Jim Walters Approach” —“Science Through Song CD” for teaching difficult concepts through a song format. Concepts and relationships are explained and remembered easier for some students through this multiple intelligence medium.

Overthrow of Government

Revolution

Can be violent

Often emotional

Usually political

May result in changed system

American Revolution French Russian Revolution

-tion -sion -tation

3. Comprehensible Input

Appropriate Speech:

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

Explanation of Academic Tasks:

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

Scaffolding: Use verbal and procedural scaffolding routinely:

- Verbal scaffolding: **Paraphrasing**—restating student's response to model correct English

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

Reinforcing contextual definitions—restating a term by giving a context or definition Ex. Aborigines, *the native people of Australia*, were being driven from their homes.

- Procedural scaffolding:

Explicit Teaching Modeling Practicing Applying

--Small group instruction with less experienced students

practicing with experienced students

--Partnering students for practice

Questioning:

- Use a **variety of question types**: see “Thinking Cube” for examples.
- Use “Question Cube” to **promote students asking** a variety of questions: Who, What, When, Where, Why, How

Interaction:

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

Wait Time:

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

Clarifying Key Concepts in First Language:

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

Application of Content and Language Knowledge:

□ **Discussing and doing** make abstract concepts concrete, therefore projects, discussion teams, reports lend themselves to true comprehension

□ Include **opportunities to practice English**—reporting out orally and in writing, working with teams or partners

Integration of Language Skills:

□ Reading, writing, listening, and speaking are **mutually supportive and need to be developed in an integrated manner**. Practice in writing promotes development in reading.

Review of Key Vocabulary

□ **Review of vocabulary** needs to include attention to **word structure** and sentence structure

□ **Multiple exposures to new terminology** builds proficiency

▪ Use paraphrasing as review—provides context

▪ Use multiple modalities to remember words

▪ Have students use Individual Word Study Books for personal reference—grouping words by structure (*-tion, -sion, -tation...*)

Assessment of Lesson Objectives:

□ Use a **variety of methods to elicit group responses**

▪ Thumbs up/ thumbs down—Used to obtain a quick summary of agree/disagree responses. “I don’t know” response is indicated by a closed fist

▪ Number wheels or numbered fingers: Used to indicate responses to multiple-choice questions. Teacher puts possible responses on board or transparency, waits, then says “Show me!”

▪ Response boards: Use individual chalk boards or dry-erase boards for responses given in unison. Dollar stores or home improvement centers—bathroom tile board makes great dry erase boards!

4. Strategies

□ **Discussing and doing make abstract concepts concrete**

□ **Academic language learning is more effective with learning strategies**

Content teaching –One Approach (40-55 minutes):

• Do an “**I Wonder**” Brainstorming—(5 minutes) about book, topic, theme—should be in the form of questions (Who, what, when, what if, why...) or “I wonder if...”

• Do a **Preview and Predict strategy**—15 minutes:

1. 1 minute—Students individually preview text material, looking at illustrations, photos, bold print...

2. 3 minutes—With a partner, students write 3 things they think they will learn about from this text. Write in complete sentences, note form, or pictures, depending on students’ language proficiency.

3. 4 minutes—Partners share their list with another pair of students and list is condensed and or expanded. Transfer final list to chart paper.

4. 3 minutes—4 person teams report out findings and post list.

5. 4 minutes-- Teacher reads first section of text (one page or less) while students follow along.

• Do **GIST summarizing strategy**—7 minutes:

1. 3 minutes--After reading a passage or section of text, teacher and students underline or pick out 10 words and concepts that are “most important” to understanding text.

2. 1 minute--Write 10 words on the board.

3. 3 minutes--Teacher and students write 1-2 summary statements using as many of the listed words as possible. Could be partner work. Post on board.

• 3 minutes--**Refer back to Preview Chart**. Read each statement, confirm if it is + or -, depending on reading selection. Erase or cross out statements that are not likely to relate to rest of reading selection, and add new predictions.

• 10 minutes--**Students continue with reading**, either in partners or small teams **and do GIST strategy within their**

team. If the selection is too long, teams can jigsaw reading selection and share out their summary statements with whole group.

• **Refer back to “I Wonder” chart**—4 minutes. **Write down answers to questions** that were found in reading. If questions were not answered brainstorm where answers could be found and form Research Teams to explore other sources.

• **Represent new learning in some way**—6 minutes—by one of these:

--Use **Thinking Cube** to generate at least 6 higher order thinking questions about text.

Ex: Give a quote from the book that tells what matter is made of.

How many ways can matter change?

How can you measure matter?

--Make a **Word Splash** using the important words in this text.

--Construct a **graphic organizer** (T-list, Venn Diagram, etc.) depicting the highlights of reading selection.

--**Illustrate** new learning on a poster including appropriate captions and details.

--**Create a poem, chant, song, or play** demonstrating new learning.

--Do a **Graffiti Write** representing students’ learning:

1. Each team has chart paper, each team member has a marker. A topic or question is posed. At the start signal each person writes a personal comment about the topic or question on the chart paper—*at the same time*. 2 minutes.

2. When time is called, teams rotate to next table, read comments and add their own—may be same topic/question or another question or focus. 2 minutes.

3. Rotate again, either to another table or back to own table. Post results.

• **Report Out** representations for class to enjoy or problem solve answers.

I wonder

Matter is everything.

A tree is matter.

A girl is matter.

Matter can change.

matter forms changes gas

solid living things liquid space

states of matter atoms

Matter can change. +

A rock is matter. +

Atoms are the largest part

of a thing. -

changes

smallest

atoms

Matter

living things gas

all

5. Interaction

Opportunities for Interaction:

☉ Learning is more effective when students have an opportunity to participate fully—discussing ideas and information

☉ Effective teachers strive to provide a more balanced linguistic

exchange between themselves and their students—ELL students

need the practice in speaking!

☉ Interaction accesses the thought processes of another and solidifies one’s own thinking

☉ Talking with others, either in pairs or small groups allows for **oral rehearsal** of learning

• **Encouraging more elaborate responses:**

--going beyond “yes” and “no” answers—

“Tell me more about that”

“What do you mean by...”

“What else...”

“How do you know?”

“Why is that important?”

“What does that remind you of?”

or teacher restates student's answer—

“In other words.... Is that accurate?”

or teacher allows **wait time** for student to formulate answer or teacher calls on another student to extend classmate's response

▪ **Fostering student-student interaction:**

--Putting students in pairs, triads or small groups

--Types of activities that encourage “table talk”:

Literature circles, think-pair-share, jigsaw readings debates, science or math experiments

Grouping Configurations:

☉ All students, including English Language Learners, benefit from instruction that frequently includes a variety of grouping configurations

☉ It is recommended that **at least 2 different grouping structures be used during a lesson**

▪ **Variety:**

☑ **Whole class—**

To develop classroom community

To provide a shared experience for everyone

☑ **Flexible small groups—**

To promote multiple perspectives

To encourage collaboration

☑ **Partnering—**

To provide practice opportunities

To scaffold instruction

To give assistance before independent practice

▪ **Homogenous or Heterogeneous**

grouping

☑ By gender, language proficiency, language background, and/or ability

☑ Variety maintains students' interest

☑ Movement from whole class, to partners, to small group increases student involvement

☑ Varying group structures increases the preferred mode of instruction for students

▪ **Cooperative Learning Activities:**

Information gap activities—Each student in a group has only one or two pieces of information needed to solve the puzzle or problem. Students must work together, sharing information while practicing their language, and using critical thinking skills.

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

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

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

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

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

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

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

Wait Time:

▪ **Wait time varies by culture:** The average length of wait time in US classrooms is clearly not sufficient

--Effective teachers allow students to express their thoughts fully without interruption

TIP: Allow students to practice their answer with a partner before calling on them to speak out before the whole class.

TIP: Have more advanced students write down their responses while waiting, and then check their answers against the final answer.

Clarify Key Concepts in L1:

▪ Best practice indicates that ELLs benefit from opportunities to clarify concepts in their native language L1—

--Use bilingual paraprofessionals, teachers, peers as clarifiers for vocabulary, concepts, or procedures

--Use native language texts, dictionaries as tools to illuminate or illustrate topic

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

☉ Students have a greater chance of mastering content concepts and skills when :

- given multiple opportunities to practice
- practice is in relevant, meaningful ways
- practice includes “hands-on “ experiences

☉ Planning for hands-on practice:

- Divide content into meaningful short chunks
- Time for practice should be short—10-15 minutes
- New learning should have several short practices close together
- Older learning should be practices distributed further apart—review material periodically
- Give students immediate feedback on how well they have done

☉ ELL students need to **connect abstract concepts with concrete experiences:** Material can be organized, created (chart learning), counted, classified (concept mapping), stacked (index card review), rearranged, dismantled...

Application of Content and Language Knowledge:

☉ Abstract concepts and new information needs to be applied in a **personally relevant way--**

- Writing in a diary format through a character
- Making and Playing a game for content review (Jeopardy, Bingo, Wheel of Fortune...)
- Creating a semantic map
- Writing test questions to ask another student
- Teaching concepts to another student

☉ **Discussing and “doing”** make abstract concepts concrete.

- Clustering
- Making and using graphic organizers
- Solving problems in cooperative groups
- Engaging in discussion circles
- Partnering students in a project before independent work

☉ Opportunities for **social interaction** promote language development.

- Small group discussions
- Working with partners
- Reporting out information orally and in writing

☉ **Modeling correct English** after a student has made a pronunciation or grammar error can **gently but effectively** instill appropriate usage.

Integration of Language Skills:

☉ Reading, writing, listening, and speaking are **interrelated and integrated naturally**—we read when we write, we listen when we are talking with someone, etc.

☉ Most young children become grammatically competent in their home language by age 5—for ELL students, the teacher needs to **develop language skills in a holistic manner**.

☉ **Practice** in any one area (listening, speaking, reading, writing) **promotes development** in the others.

☉ Connections between abstract and concrete concepts are best accomplished **when all language processes**—reading, writing, listening, and speaking—**are incorporated during practice and application**.

What does a Classroom that Incorporates Listening, Speaking, Reading and Writing...

Does your classroom incorporate a variety of Listening, Speaking, Reading, and Writing activities during Practice and Application?

7. Lesson Delivery

Content Objectives:

☉ Content objectives must be **clearly supported** by lesson delivery:

- Should be **stated orally**
- Should be **written on board for all to see**—preferably in a designated space every time
- Purpose:

☑ Reminds us of lesson focus

☑ Provides a structure to classroom procedures—before, during, after

☑ Allows students to know direction of the lesson

☑ Supplies way for students and teacher to evaluate lesson in light of content objectives

- Limit content objectives to one or two per lesson

☉ “When teachers spend their time and energy teaching students the content the students need to learn, students learn the material...”

Language Objectives:

☉ Language objectives must be clearly supported by lesson delivery:

- Should be **stated orally**
- Should be **written on board for all to see**—preferably in a designated space every time
- Can **relate to ESL Standards** from TESOL
- Can be from State Language Arts **Benchmarks**
- Can be **specific to book language** studied (certain verb form, word endings, vocabulary, punctuation, summarizing, active discussion...)
- Needs to be **recognizable in lesson’s delivery**

Students Engaged:

☉ Students should be **engaged 90-100%** of the period for lesson delivery to be effective

☉ “When students spend their time **actively engaged in activities that relate strongly to the materials they will be tested on**, they learn MORE of the material.” Leinhart, Bickel & Pallay

☉ The most effective teachers **minimize** boredom, off-task behaviors, making announcements, passing out papers, etc.

☉ Aspects of student engagement to consider:

▪ **Allocated time**—decisions teachers make regarding amount of time spent on topic and each academic task (reading, word study, writing...)

▪ There is a balance between teacher presentation and opportunities for students to apply information.

▪ **Engaged time**—Time students are actively participating during allocated time:

The more actively students participate in the instructional process the more they achieve.

▪ Students learn more then they are attending to the learning tasks that are the focus of instruction

▪ **Academic learning time**—Students’ time-on-task, when the task is related to the materials on which they will be tested—not just-for-fun activities!

▪ Class time needs to be **planned efficiently**—and therefore effective use of time and resources

☉ Factors that contribute to high levels of student engagement:

1. *Well planned* lessons

2. *Clear explanation* of academic tasks or instructions

3. *Appropriate amount of time* spend on an academic task

4. *Strong classroom management* skills

5. *Opportunities* for students to *apply learning* in meaningful ways

6. *Active student involvement*

7. Lesson design *meets the language and learning needs* of students

Pacing:

☉ Pacing refers to the **rate** at which information is presented during a lesson.

▪ Rate for ELL students must be **brisk enough** to maintain students’ interest **but not too quick** to lose their understanding.

▪ **Practice** will reward a perfect pace.

Source taken from: “Making Content

8. Review and Assessment Review of Key Vocabulary:

☉ Key vocabulary can be developed through analogy:

▪ Relating newly learned words to other words with the same structure or pattern (ex: photosynthesis ↔ photography)

▪ Drawing students’ attention to tense, parts of speech, and sentence structure

▪ Repeating and reinforcing language patterns for words to become automatic

☉ Ways to scaffold :

▪ **Paraphrasing**—oral rehearsal of what student is going to say with group before saying it to the whole class or saying the

definition of a word right after the word

▪ **Systematic study**—remember “research says isolated word lists and dictionary definitions alone do not promote vocabulary and language development. **Words should be studied through multiple modalities**—see them, say them, write them many times in different ways, act them out, sing them, draw them, find them in context....

▪ **Word Study Books**—This is a student-made personal notebook in which the student includes frequently used words and concepts. Book can be organized by language structure: -tion,

-sion, -tation and/or alphabetical, and/or by topic of study (ex: Revolution words)

One way to enter words: **Write the word**, include a **personal definition**, use the word in a **sentence**, and add a **memorable symbol** or drawing that will trigger the word from memory.

▪ “**School Talk**” sessions—Teach discussion circle protocol: taking turns, polite disagreement words, how to ask and answer questions. Do a practice session with a fun topic of students’ interest like movie stars, cars...

Review of Key Content Concepts:

☉ Review key concepts during and at the end of a lesson:

▪ **Informal** summarizing review—ex: “Up to this point...Discuss in your groups the 3 important things we have learned so far.”

▪ Periodic review (chunking) leads into next section to be studied

▪ **Structured** review—summarizing with partners, listing key points on board.

▪ **Link** review to content objectives—ensures focus on essential concepts

▪ **Final review**—allows students to assess their own understandings and clarify misunderstandings

Providing Feedback:

☉ Periodic review:

▪ Clarifies and corrects misconceptions

▪ Develops students’ proficiency in English

▪ Allows for paraphrasing students’ responses in correct English and complete sentences

☉ Feedback given orally and in writing, supported by facial expressions and body language—nod, smile, encouraging look...

Assessment of Lesson Objectives:

☉ **Assessment** is “the gathering and synthesizing of information concerning students’ learning”

☉ **Evaluation** is “making judgments about students’ learning”. *Assessment comes first, then evaluation*

☉ **Informal Assessment:**

▪ On-the-spot, ongoing opportunities to determine the extent of students’ learning.

▪ Includes teacher observations, anecdotal reports, informal conversations with students, quick-writes.

☉ **Authentic Assessment:**

▪ Application to real life—real life contexts

▪ Multidimensional—ex: students’ writing, taped pieces, interviews, videotapes, observations, projects, discussion, performances, group responses...

▪ Includes multiple indicators to show competency of a content objective. Use of a rubric defines level of learning and is shared with students and parents

▪ Group responses:

☑ **Agree/Disagree, True/False, Yes/No**—index cards that students or groups of students could use to quickly give their answers to questions. Teacher can quickly see responses.

☑ **Thumbs up/thumbs down**—Like the index cards, students can quickly respond to questions. For “I don’t know” students can make a fist. Teacher gets a feel for whole class understanding or agreement.

☑ **Numbered wheels**—Tag board strips (5” x 1”). Each strip is numbered 0-5 or 0-10. This allows students to answer multiple choice questions quickly by holding up appropriate number. 0 is a “Don’t know” response. These are great for review before a written test.

☑ **Response boards:** Small chalk or white boards, or even plastic plates can be used for group responses. Use dry-erase markers, chalk, or crayons that can be erased for next question.

Source:

Taken from: “Making Content Comprehensible for English Language

Learners”, by Echevarria, Vogt, & Short, 2008. Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, 2002.

TEN THINGS TO IMPROVE INSTRUCTION FOR ELL STUDENTS

- 1) Enunciate clearly, but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.
- 2) Write clearly, legibly, and in print—many ELL students have difficulty reading cursive.
- 3) Develop and maintain routines. Use clear and consistent signals for classroom instructions.
- 4) Repeat information and review frequently. If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax. Check often for understanding, but do not ask “Do you understand?” Instead, have students demonstrate their learning in order to show comprehension.
- 5) Try to avoid idioms and slang words.
- 6) Present new information in the context of known information.
- 7) Announce the lesson’s objectives and activities, and list instructions step-by-step.
- 8) Present information in a variety of ways.
- 9) Provide frequent summations of the salient points of a lesson, and always emphasize key vocabulary words.
- 10) Recognize student success overtly and frequently. But, also be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.

Strategies and Resources for Mainstream Teachers of English Language Learners are available online at NWREL.
(<http://www.nwrel.org/request/2003may/textonly.html>)

READING STRATEGIES

Alternatives to Round Robin Reading

(For students reading in their first or second language)

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

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

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

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

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

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

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

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

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

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

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

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

CONNECT TWO: A READING STRATEGY

BEFORE READING

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

Benefits of pair work and oral sharing include:

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

DURING READING

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

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

AFTER READING

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

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

CONNECT TWO

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

_____ and _____
are connected because _____

_____ and _____
are connected because _____

_____ and _____
are similar because _____

_____ and _____
are different because _____

CONNECT-TWO

1. _____ and _____
go together because _____

2. _____ and _____
go together because _____

3. _____ and _____
go together because _____

4. _____ and _____
go together because _____

5. _____ and _____
go together because _____

Word Sort Reading Strategy

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

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

Developing word sorts:

1. Make a list of 5 to 10 words (or phrases) from the unit/lesson. The words should be derived from the main principles, key concepts, and/or topics that you want to be sure that the students understand.

2. Add any other difficult words from the passage that your students will need in order to comprehend the text.
3. Look at your list of words. Figure out what categories you would use if you were going to put these words in some sort of order.
4. Add a few more words that will help make the existing words fit into categories. These words may be “easy” or common sense words that simply offer clues to the students.

Implementing a word sort activity:

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

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

SAY SOMETHING: A READING STRATEGY

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

INTRODUCTORY ACTIVITIES FOR SAY SOMETHING

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

DIRECTIONS:

1. Read the paragraph or assigned section.
2. When you finish try to summarize the key points in writing without looking back at the text.
3. Students take turns saying something to the class. Some possibilities are listed below, but students should be allowed to choose what they want to say. The list could be displayed to evoke ideas.
 - Summarize the section read.
 - Ask a question to clarify meaning of a word or idea.
 - Identify an important question that is answered by the passage.
 - Ask a reflective question prompted by the content.
 - Relate the content to a personal situation or real-life example.
 - React to the ideas in some way that reflects analysis or evaluation of the reading.
 - Agree or disagree with the content or the author’s point of view.
 - Discuss the style or logical development of the writer.
 - Draw inferences from the reading.
 - Compare or contrast this passage with other readings or ideas.
 - Identify effective use of a writing skill.
 - Share a reading skill that was useful during the reading.
 - Predict what will follow in the next section to be read.

After class modeling, students should be prepared to continue **Say Something** in pairs.

During pair work active involvement and opportunities for language development are greatly enhanced. Pairs can share ideas with the class following their interactions.

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

STORY IMPRESSION: A READING STRATEGY

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

COOPERATIVE SUGGESTIONS FOR STORY IMPRESSION

DIRECTIONS: In teams of 4, students take turns making up the story following the sequence below. Remember to try and use all of the words provided for you. Then take turns telling the story, each person contributing his/her own part.

SAMPLE WORDS: **Gluscabi, lake, fish, mountain, wind, wolf, snake, eagle**

NUMBER ONE: Decide on the main character. Give the character a name, and describe where the character is (the setting) and what s/he is doing when the story begins. You can always add additional background information about the character.

Sample student version: One windy day Gluscabi was fishing on a lake. He was 12 years old. His family was hungry, and he wanted to catch a fish for their dinner.

NUMBER TWO: Describe some problem that the character encounters. Tell how the character feels and suggest some consequences of the problem.

Sample student version: Gluscabi caught a beautiful fish. It was a big trout. Gluscabi was having trouble getting it into his boat. Suddenly an eagle swept down out of the sky and grabbed his fish. The eagle flew off with the fish to his nest high on the mountain. Gluscabi was really mad. He wasn’t going to let an eagle steal his dinner.

NUMBER THREE: Describe how the character tries to solve the problem. Include some complications, so the problem isn’t easy to solve.

Sample student version: Gluscabi took off up the mountain. He was determined to catch the eagle. On his way he ran into a wolf. The wolf seemed to be really hungry. Gluscabi threw rocks at the wolf and finally the wolf started chasing a rabbit.

NUMBER FOUR: Describe how the problem is finally solved and how the story ends.

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

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

Students would then read the real story and compare their versions with the original.

The words for this story were taken from the retelling of a Native American folktale.

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

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

At first, Gluscabi's problem seemed to be solved. However, because there was no wind, other problems resulted. Gluscabi had to return to the top of the mountain and talk to the eagle.

When the eagle promised to send only soft winds, Gluscabi freed the bird. That's why we usually have soft winds, but the eagle doesn't always keep his promise.

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

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

Beginning:

Who is the character?

Where is the character and what is the character doing when the story starts?

Middle:

The character has a problem.

What is the problem?

How does the character feel?

Ending:

How does the character solve the problem?

How does the story end?

STORY IMPRESSION

Collaborate in teams to make up a story as indicated. Include the following words in the story.

1. Who is the main character? Where is the character and what is the character doing when the story begins?
2. Get the character into a conflict and discuss the consequences of the problem.
3. Try to solve the problem, but complications arise.
4. Solve the problem and end the story.

DIRECTED READING THINKING ACTIVITY

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

The purpose of the DRTA method is to develop students' ability to read critically and reflectively and equip readers :

- to determine purposes for reading
- to extract, comprehend, and assimilate information
- to examine reading material based upon purposes for reading
- to suspend judgments
- to make decisions based upon information gleaned from reading

(Tierney, Readence and Dishner, 1980)

BASIC PROCEDURE

1. *Predicting:* Open the discussion with such questions as "From the title, what do you think this story will be about?" After a brief discussion, the students make predictions or hypotheses, with the teacher asking questions such as "Why do you think so?"
2. *Reading:* Ask the students to read silently to an assigned key stop, a place where the story action seems to mount. Tell them to turn their books or papers over when they have reached that point. Monitor the reading and when more than half of the student have finished, resume instruction.
3. *Proving:* After reading up to the key stop, the students can check their hypotheses. You

may want them to read aloud those parts of the story that support their hypotheses. This is also a good time to recap the main events of the passage.

4. *Reasoning*: Now, the students should make further hypotheses about the story's outcome. These questions should stimulate the students' thinking. "What makes you think that?" "Why do you think so?" "What are some other alternatives?"

Repeat the four steps for each segment of the story. You can predetermine the segment's length according to the students reading abilities, attention spans, and the difficulty and nature of the material.

Note: See below for additional implementation suggestions

SUGGESTIONS FOR DIRECTED READING THINKING ACTIVITY (DRTA)

Common problems with implementation of DRTA:

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

Suggested modifications:

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

OTHER SUGGESTIONS

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

ANTICIPATION GUIDES

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

Developing anticipation guides:

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

See below for a related template.

ANTICIPATION/REACTION GUIDE

Topic: _____

Directions: Write A (AGREE) or D (DISAGREE) for each of the following statements:

Before reading and discussing in class

After reading and discussing in class

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

RECIPROCAL TEACHING

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

Materials: Reading passage; Four strategy cards: summarize, question, clarify, and predict (see next page)

SET-UP:

Model and practice each cognitive strategy as a whole class before implementing group work. Pass out several “summarize” cards to various students who can serve as models. Read a passage aloud and ask the student holding the cards to summarize what you just read. Then, pass out “question” cards to a few other students. Read another paragraph or so and ask them to perform the task on the card. Repeat with “clarify” and “predict” cards.

GROUP WORK:

1. Have students assemble into cooperative groups of four.
2. Write stopping points from the passage on the board.
3. Give each person in the group a different card (see next page. Note a version for younger students follows.)
4. Have students read a) silently, or b) round robin, or c) they or you can choose one member of the group to read aloud to the first stopping point. After the passage has been read, each student performs the task on his/her card.
5. When each student has completed his/her job, have the students switch cards.
6. Continue this procedure until all sections of the passage have been read and each student has held all four jobs.

DEBRIEFING:

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

1. Summarize

3. Clarify

4. Predict

Summarize what has been read. What are some obvious topic sentences? What is the main idea?

Clarify any confusing points or vocabulary in the passage. Ask your group to assist you. You may need to reread parts of the passage. Use a dictionary or other resource if necessary.

Ask members of your group what they think will happen next. Make your own prediction.

2. Question

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

1. Say something.

2. Ask a question.

3. Find a big word and use it!

4. Write something!

Say something about what you just read. What if? When did? How did? Who would? Why did? Why would?

Build your own sentence with your big or new word.

Write a long, interesting sentence about the reading.

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

Word Knowledge

Explicit instruction in developing letter sound relationships

Word sorts

Word walls

Word banks

Word extensions

Sight words

Synonym trees

Word webbing

Concept maps

Connect twos

Cloze tasks

Flashcards

Phonemic awareness

Clapping phonemes

Synonyms, antonyms, and homonyms

High frequency words

Language Experience Approach (LEA)

Fluency

Setting purposes for reading

Activating and building prior knowledge

Smaller chunks of text

Guided Reading

Reading with partners

Oral reading

Picture reading

Phrasing/chunking

Language Experience Approach (LEA)

Echo reading

Choral reading

Teacher read alouds with students following text

Repeated readings

Books on tape

Leveled books

Role playing and drama

Reader’s theater

Songs, chants, poems and rhymes

Independent reading

Reading journals

Comprehension

Working within smaller chunks of text

Predictions

Setting purposes for reading

Developing sense of story

Anticipation guides

DRTA

KWLs

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

Cause/effect

Brainstorming
Character maps
Concept maps

Writing

Language Experience Approach (LEA)
Modeled writing
Dictations
Authentic writing
Journals and dialog journals
Literature logs
Mapping
Creating and filling out rubrics
Peer editing

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

*Assessing Literacy**

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

**Add evidence and criteria and use these instructional strategies for assessment.*

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

MATH STRATEGIES

General

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

Students Who Cannot Remember Facts

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

Students Who Have Trouble Moving From the Concrete to the Abstract

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

Students Who Mix Up Operations When Solving Problems

1. Flash cards of the operational signs.
2. Have students use a reminder next to the problems to help them understand the symbol's meanings. Gradually remove the reminders.

3. Color code the operation on each problem, Use a different color for each operation.
4. Have student go through daily work first and highlight the operation to be used before doing the problems.
5. Enlarge the symbols to cue the students. Use separate pages for the different operations. Gradually combine them.
6. Put the operation symbols randomly around the room and have students identify and label them periodically.

Students Who Have Trouble Skip Counting

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

Students Who Have Trouble Solving Addition or Subtraction Problems

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

Students Who Have Trouble Solving Multiplication or Division Problems

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

Source:

Jenny Lind Elementary School. (2010). *Examples of math interventions*. Retrieved from http://jennyind.mpls.k12.mn.us/Math_Intervention_Ideas.html

STRATEGIES FOR COOPERATIVE LEARNING

Jigsaw

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

Think-Pair-Share

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

Three-Step-Interview

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

Round Robin Brainstorming

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

Three Minute Review

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

Numbered Heads

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

Team-Pair-Solo

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

Circle-the-Stage

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

Partners

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

Source:

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

GENERAL STRATEGIES FOR ELL STUDENTS

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

ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT

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

Accommodations for ELLs are intended to:

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

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

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

Source:

Colorado Department of Education. (2010). *Colorado Accommodations Manual for English Language Learners*. Retrieved from http://www.cde.state.co.us/cdeassess/documents/cela/2010/2010_ELL_Accommodations_Manual.pdf

SUGGESTED ACCOMODATIONS FOR ELL STUDENTS

A. CLASSROOM ENVIRONMENT STRATEGIES

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

B. ORGANIZATIONAL STRATEGIES

- 1. Extended time limits for assignments
- 2. Reduced length or complexity of assignments
- 3. Gave additional assignments
- 4. Used organizational notebook
- 5. Asked student to repeat directions
- 6. Instructions given in native language
- 7. Other: _____

C. MOTIVATIONAL STRATEGIES

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

D. PRESENTATION STRATEGIES

- 1. Gave assignments orally and visually
- 2. Taped lessons for student to use
- 3. Tested student orally
- 4. Allowed student to take practice test
- 5. Provided materials on paper
- 6. Corrected pupil errors immediately
- 7. Other: _____

E. CURRICULUM STRATEGIES

- 1. Used specially designed materials
- 2. Provided extra drill
- 3. Provided study guide
- 4. Reduced quantity of assigned work
- 5. Included only words student could read on spelling list
- 6. Provided reading/math curriculum geared to student's instructional level
- 7. Checked for gaps in learned concepts and provided appropriate instruction
- 8. Other: _____

F. ASSESSMENTS AND CLASS WORK

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

WEB RESOURCES FOR ENGLISH LANGUAGE LEARNERS

For Grades K-5:

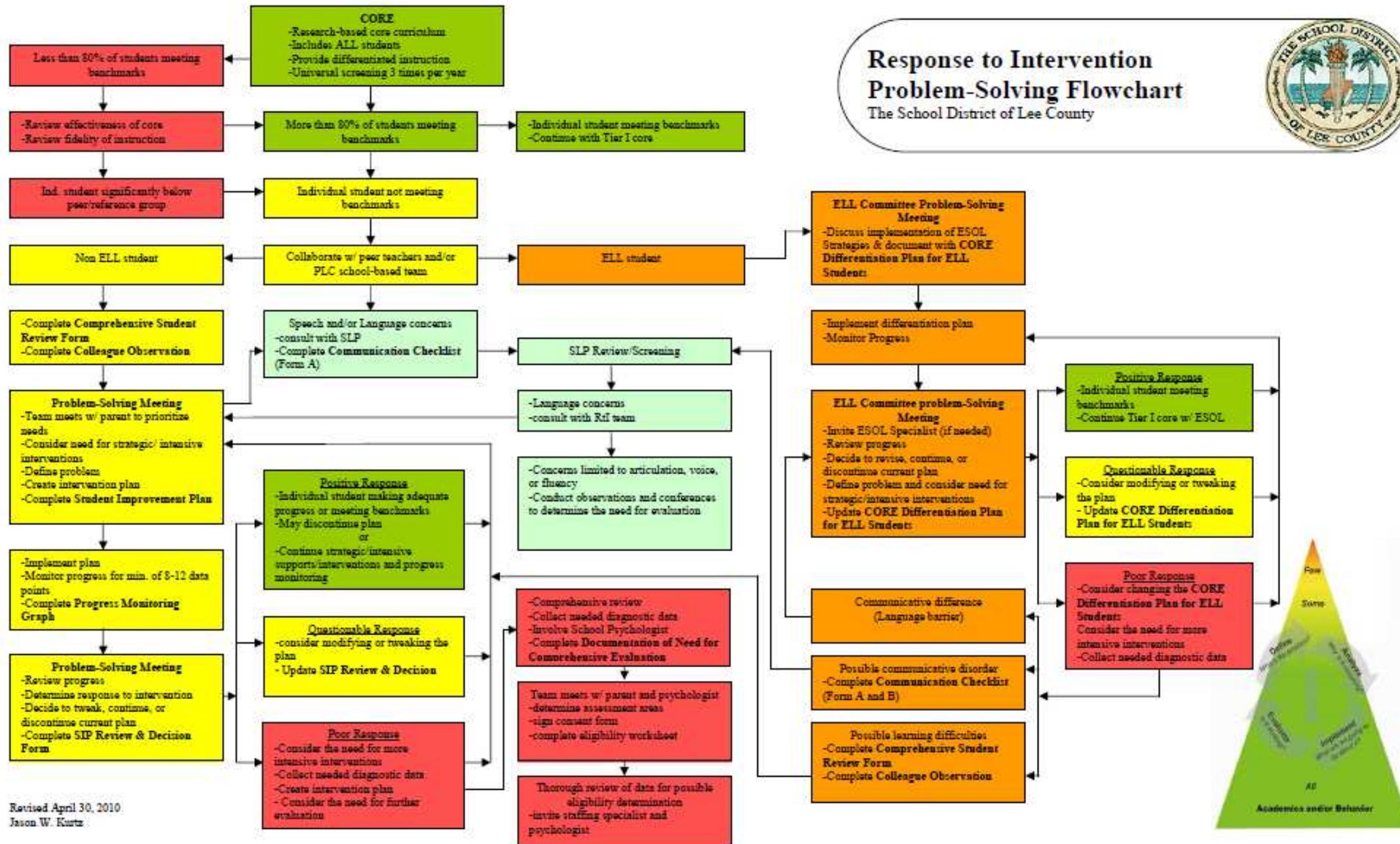
- 1) Starfall (<http://www.starfall.com/>) - Reading instruction and reading games for students in Pre-K-1.
- 2) Reading is Fundamental (<http://www.rif.org/kids/readingplanet.htm>) - This site has many stories for Pre-K-2 students.
- 3) Story Online (<http://www.storylineonline.net/>) - A terrific site with stories read by actors from the ScreenActors' Guild.
- 4) Raz-kids.com (<http://www.raz-kids.com/main/BookRoomMenu>) - Reading and listening activities.
- 5) The Reading Lady (<http://www.readinglady.com/index.php?name=Downloads&req=viewdownload&cid=7>) – Collection of short plays.
- 6) Between the Lions (<http://pbskids.org/lions/>) - It includes games and materials from the show, including a literacy curriculum aimed at children ages 4-7.
- 7) MadLibs (<http://www.funbrain.com/brain/ReadingBrain/ReadingBrain.html>) - For Advanced Beginning Readers.
- 8) Fern's Poetry Club (<http://pbskids.org/arthur/games/poetry/what.html>) - Gives examples of different types of Poetry.
- 9) Arthur (<http://pbskids.org/arthur/games/index.html>) - Games from Arthur.
- 10) The Internet Picture Dictionary (<http://www.pdictionary.com/>) – Online multilingual picture dictionary with interactive activities in English, French, German, Spanish, and Italian.

For Grades 6-12:

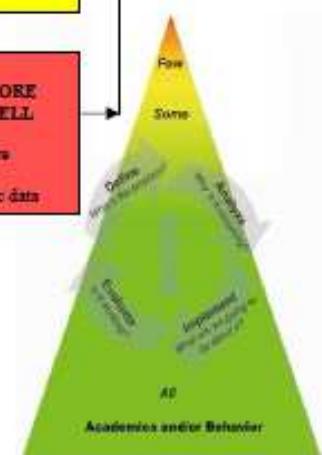
- 1) FunBrain Reading (<http://www.funbrain.com/books/callahan/book.html>)
- 2) Dictionary.com (<http://translate.reference.com/>) - Students can bookmark this site to translate words from English to their native language.
- 3) Vocabulary Games (<http://www.manythings.org/vocabulary/>) – A collection of vocabulary games.
- 4) WordBuilder (<http://www.iknowthat.com/com/L3?Area=WordBuilder>) - Great site for phonics practice.
- 5) English Media Lab (<http://www.englishmedialab.com/>) - Exercises for All English Learners- Online Grammar Exercises, Vocabulary Videos, Pronunciation, Quizzes for Beginners, Intermediate & Advanced Level English Learners.- Math Exercises for Children.
- 6) Dave's ESL Café (<http://www.eslcafe.com/grammar.html>) – Grammar lessons
- 7) Make Beliefs Comix (<http://www.makebeliefscomix.com/>) – It allows students to create their own comics in English, Spanish, French, German, Italian, Portuguese, or Latin.
- 8) English Tests and Quizzes: Practice for Students of English (<http://www.englishlearner.com/tests/index.shtml>) - This site offers many exercises and tests of varying difficulty based on a variety of content areas.
- 9) Great Websites for Kids (<http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/default.cfm>) – For the beginning, intermediate, and more advanced ELL student. It includes topics from different content areas.
- 10) Listening Activities (<http://www.manythings.org/pp/>) - Designed for older students but pronunciation and listening activities could be used for students grades 4 and up.

Response to Intervention Problem-Solving Flowchart

The School District of Lee County



Revised April 30, 2010
Jason W. Kurtz



MATH TAB

MATH TAB

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

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

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

Lawrence D. Tihen, PhD
Deborah Burton Tihen, M.A.T.
Sharon Vandeventer, M.A.T.

5-20-09

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

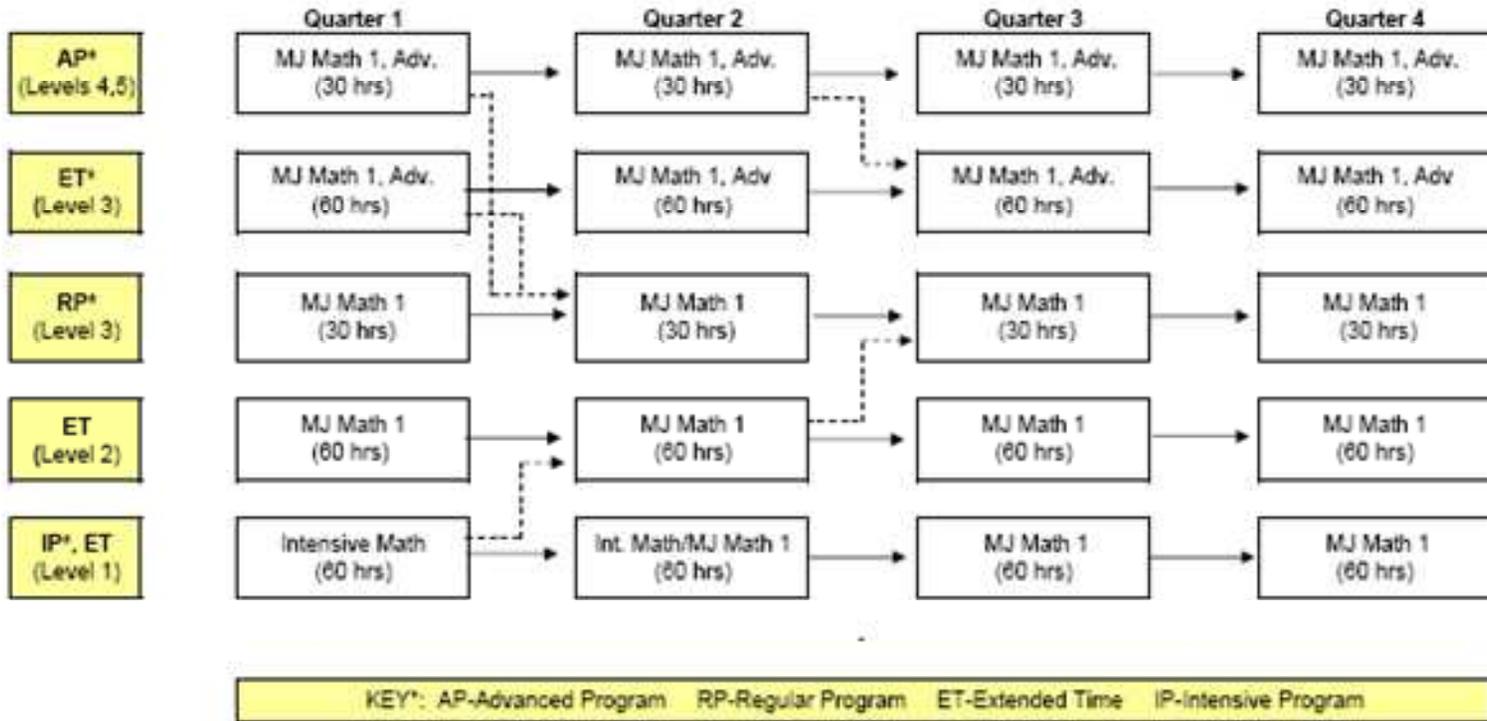
TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
<u>Focus of Instruction</u>	Core Math Program (CMP) <ul style="list-style-type: none"> Regular Math courses with differentiated instruction 	CMP with <u>embedded</u> Supplemental Program Interventions targeted to student needs <ul style="list-style-type: none"> Regular Math courses Supplemental Interventions which include review of basic concepts such as fractions during class or individual /small group assistance scheduled <u>outside of regular class</u> 	CMP with (1) <u>embedded</u> Supplemental Programs and (2) Intensive Intervention targeted to student needs <ul style="list-style-type: none"> Regular Math courses
<u>Grouping/Student Assignment Numbers</u>	Large and differentiated small group	Large group with small group (5 or less) Supplemental Intervention	Differentiated Small group (3 or less) and individual Intensive Intervention <ul style="list-style-type: none"> Intensive Math class of 15 or less.
<u>Academic Engaged Time (AET)</u>	One class period	One class period with thirty (30) minutes of intervention scheduled once a week <u>Increased</u> systematic explicit instruction and practice	One class period with an additional one period Intensive Math class meeting once a day <u>Highly increased</u> systematic explicit instruction and practice.
<u>Frequency of Assessment</u>	Three to four screening per year to monitor student progress (CBA and District Assessments)	Once a month minimum progress monitoring of identified students (CBA and District Assessments)	Twice a month minimum progress monitoring of all participating students (CBA)

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

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5-20-09

Middle School Course Options for 6th Grade
Alternate Day Block Schedule
2009 - 2010



- (1) FCAT Math Level 1 and Level 2 would be scheduled into a daily 80-minute block.
- (2) FCAT Level 3 students would be enrolled in either an advanced math course every day for 80 minutes or a regular math course every other day for 80 minutes.
- (3) Level 4 and 5 students would be enrolled in a single math course for 80 minutes every other day

RTI SECONDARY SCHOOL RESTRUCTURING

Alternate Block Intervention Model A 80 to 90 Minute Block

Class Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Intensive Reading				
2	Language Arts	Elective	Language Arts	Elective	Language Arts
3	Intensive Math*	Intensive Math*	Intensive Math**	Intensive Math**	Intensive Math**
4	Science	Social Studies	Science	Social Studies	Science

*See Algebra Options chart; Intensive classes are blocked to provide two years of instructional time within a one-year timeline.

L. D. Tihen, PhD

Lee County School District

RTI SECONDARY SCHOOL RESTRUCTURING

Alternate Block Intervention Model B 80 to 90 Minute Block

Class Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Reading*	Language Arts*	Reading*	Language Arts*	Reading*
2	Science	Elective	Science	Elective	Science
3	Intensive Math**				
4	Elective	Social Studies	Elective	Social Studies	Elective

*Same teacher instructs pending and Language Arts, if possible

**See Algebra Options chart

L. D. Tihen, PhD
Lee County School District

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

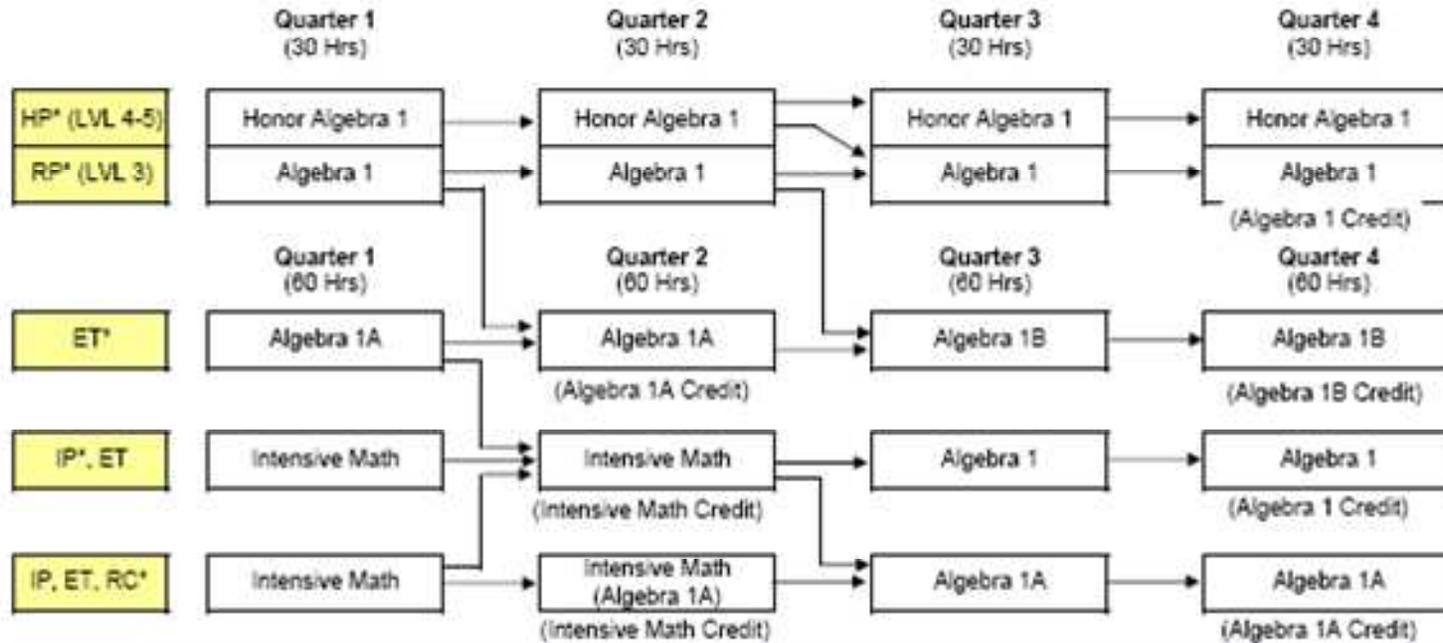
TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
<u>Focus of Instruction</u>	Core Math Program (CMP) with differentiated instruction <ul style="list-style-type: none"> • Regular Math courses with differentiated instruction 	CMP with <u>embedded</u> Supplemental Program Interventions targeted to student needs <ul style="list-style-type: none"> • Regular Math courses • Supplemental Interventions which include review of basic concepts such as fractions during class or individual /small group assistance scheduled <u>outside of regular class</u> 	CMP with (1) <u>embedded</u> Supplemental Programs and (2) Intensive Intervention targeted to student needs <ul style="list-style-type: none"> • Regular Math classes
<u>Grouping/Student Assignment Numbers</u>	Large and differentiated small group	Large Group and differentiated small group (5 or less) with Supplemental Intervention	Differentiated small group or individual Intensive Intervention <ul style="list-style-type: none"> • Pull-out group (3 or less) • Intensive Math class of 15 or less.
<u>Academic Engaged Time (AET)</u>	One class period	One class period with thirty (30) minutes of intervention scheduled once a week <u>Increased</u> systematic explicit instruction and practice	One class period with <ul style="list-style-type: none"> • Forty-five (45) minute pull-out group (3 or less) meeting twice a week <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • One additional class period of Intensive Math meeting once a day <u>Highly increased</u> systematic explicit instruction and practice.
<u>Frequency of Assessment</u>	Three to four screening per year to monitor student progress (CBA and District Assessments)	Once a month minimum progress monitoring of identified students (CBA and District Assessments)	Twice a month minimum progress monitoring of all participating students

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

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Sharon Vandeventer, M.A.T.

5-20-09

9th GRADE ALGEBRA 1 COURSE OPTIONS



***KEY: HP - Honors Program RP - Regular Program IP - Intervention Program ET - Extended Time RC - Reduced Content**

POSSIBLE FOUR-YEAR PLAN FOR FCAT LEVELS 1 AND 2

	9th Grade	10th Grade	11th Grade	12th Grade
Level 1	Intensive Math and Algebra 1A	Intensive Math and Informal Geometry	(Intensive Math, if needed) [†] Algebra 1B	(Intensive Math, if needed) [†] Liberal Arts
Level 2	Algebra 1A and Algebra 1B	Informal Geometry or Geometry	Liberal Arts or Algebra 2	Algebra 2 (Optional) or Math College Readiness
	Intensive Math and Algebra 1	Geometry	Algebra 2	Math College Readiness or 4th Math Credit

LEE COUNTY, FLORIDA (2009)

Dr. Lawrence D. Tihen
PROTOTYPE A

[†]FCAT Preparation and/or Remediation

RTI SECONDARY SCHOOL RESTRUCTURING

Alternate Block Intervention Model A 80 to 90 Minute Block

Class Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Intensive Reading				
2	Language Arts	Elective	Language Arts	Elective	Language Arts
3	Intensive Math*	Intensive Math*	Intensive Math**	Intensive Math**	Intensive Math**
4	Science	Social Studies	Science	Social Studies	Science

*See Algebra Options chart; Intensive classes are blocked to provide two years of instructional time within a one-year timeline.

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Lee County School District

RTI SECONDARY SCHOOL RESTRUCTURING

Alternate Block Intervention Model B 80 to 90 Minute Block

Class Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Reading*	Language Arts*	Reading*	Language Arts*	Reading*
2	Science	Elective	Science	Elective	Science
3	Intensive Math**				
4	Elective	Social Studies	Elective	Social Studies	Elective

*Same teacher instructs pending and Language Arts, if possible

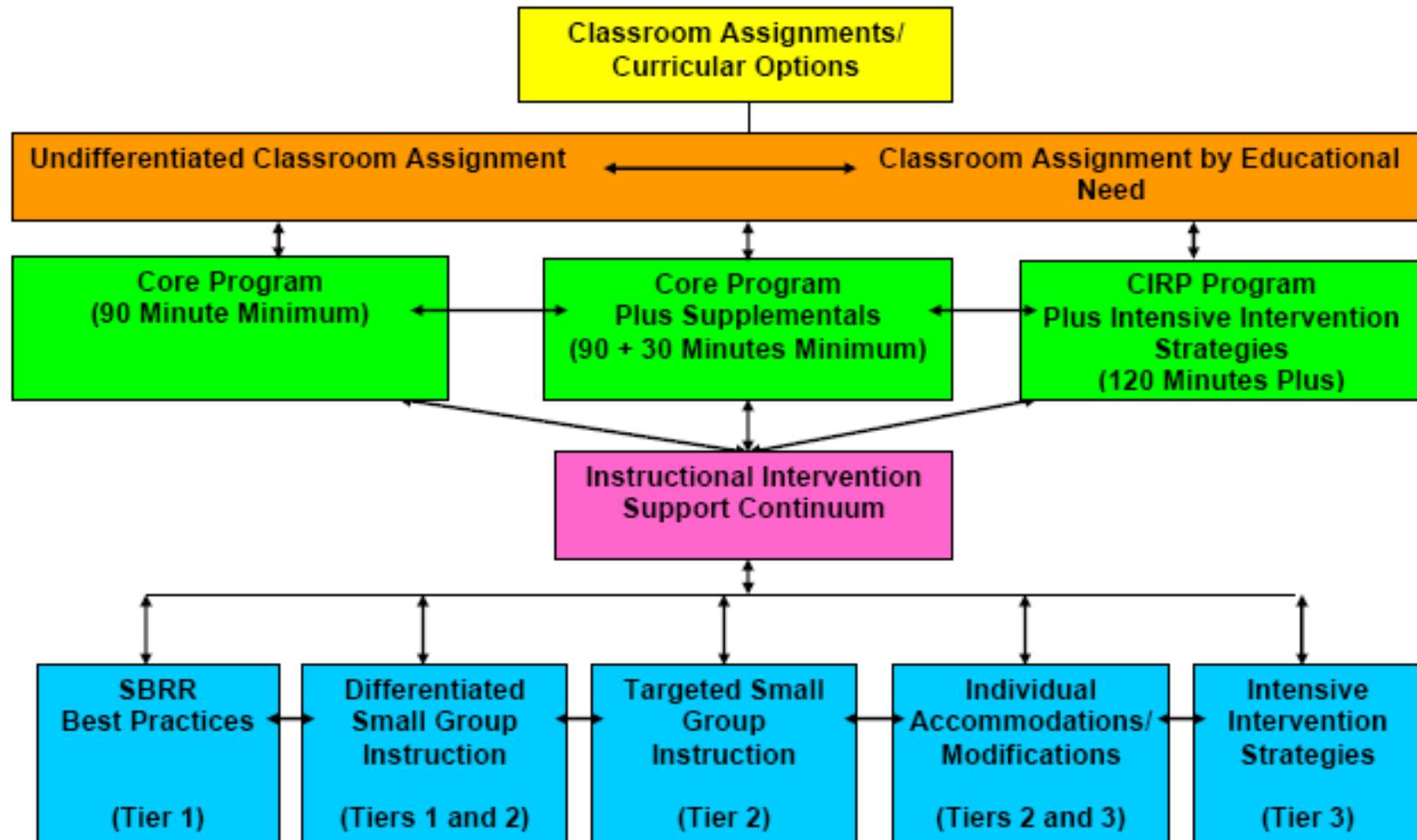
**See Algebra Options chart

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Lee County School District

READING TAB

READING TAB

RESPONSE TO INTERVENTION DELIVERY SYSTEM ELEMENTARY SCHOOL READING GUIDELINES



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Inclusion components and processes.

822-08

RESPONSE TO INTERVENTION – READING PROGRAM
Elementary Tier Component Guidelines

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
<u>Focus of Instruction</u>	SBRR Comprehensive Core Reading Program (CCRP)	CCRP with Supplemental Programs/Interventions Targeted to Student Needs	Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs
<u>Grouping/Student Assignment Numbers</u>	Large Group with Differentiated Small Groups	Reduced numbers of Students in Both Large and Differentiated Small Groups with <u>specifically targeted</u> instruction	Differentiated Very Small Group and Individual (3 or Less Students per Group)
<u>Academic Engaged Time (AET)</u>	Ninety (90) Minute Block of Uninterrupted Reading Instruction (ii)	Ninety (90) Minute Block, with an Additional Thirty (30) Minutes of Intervention (iii) <u>Increased</u> Systematic Explicit Instruction and Practice	120 Minutes Plus – Additional Time Allocated in Relation to the Number and Severity of the Student's Needs (15 to 30 Weeks Intervention). <u>Highly Increased</u> Systematic Explicit Instruction and Practice.
<u>Frequency of Assessment</u>	Three to Four Screenings per Year to Monitor Student Progress (DIBELS, FORF, CBA)	Progress Monitoring Every Two Weeks Minimum (Group/Individual) (Cold Reads, CBA)	Individual Assessment Schedule based on the Number and Severity of the Student's Needs (CBAs)

*Students may experience multiple components across tiers.

**Students may move from both lower to higher tiers and higher to lower tiers.

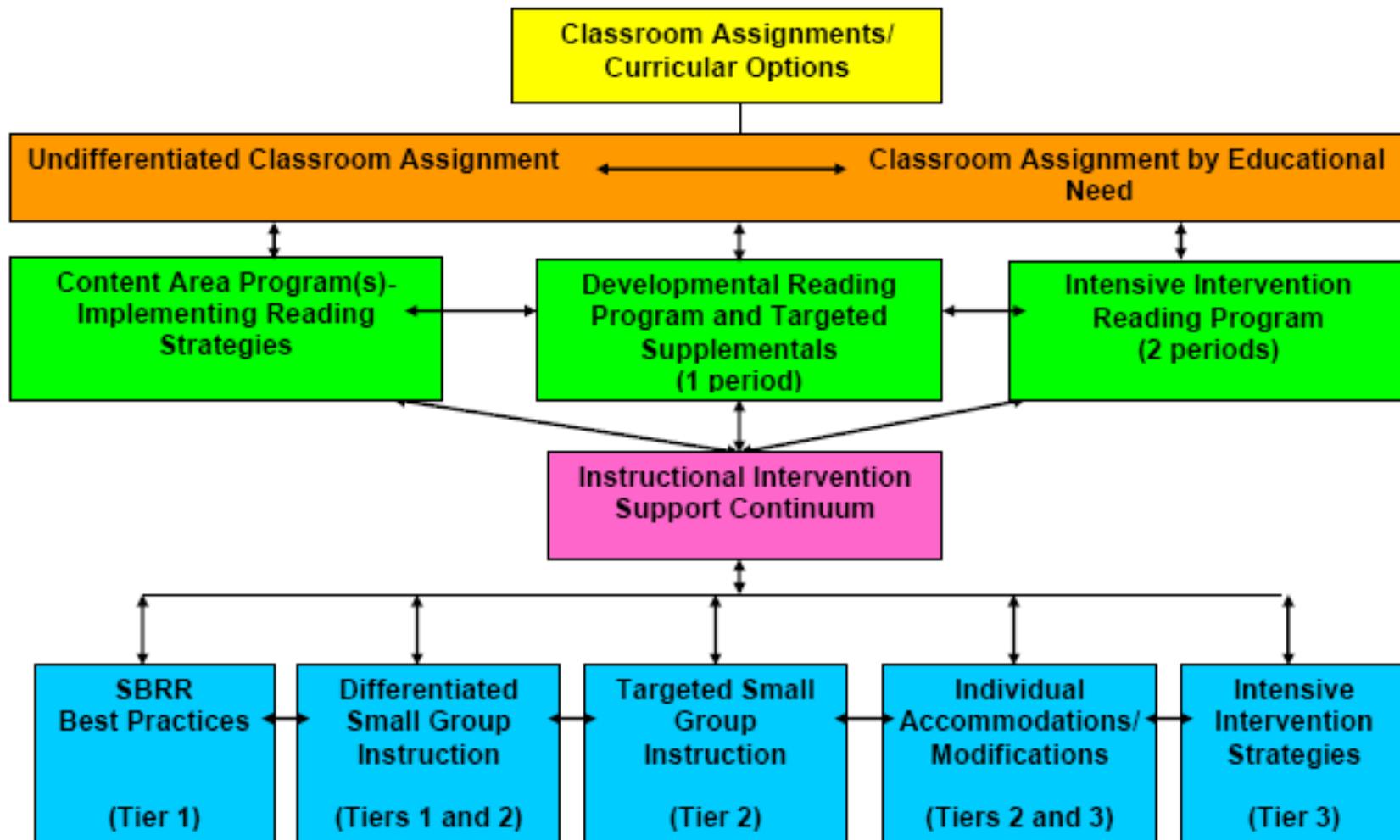
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 3-30-2009

ELEMENTARY READING CURRICULUM

	Tier 1 CCRP 90 minutes	Tier 2 CCRP + SIRP(s) 90 minutes + 30 minutes	Tier 3 CIRP 120 minutes +
K	Sopris West Read Well K Spalding Phonics OR Saxon Phonics	Sopris West Read Well K Spalding Phonics OR Saxon Phonics	Sopris West Read Well K Spalding Phonics or Saxon Phonics
1st – 5th grade	Macmillan Treasures As needed: Spalding Phonics OR Saxon Phonics	Macmillan Treasures Macmillan Triumphs Spalding Phonics OR Saxon Phonics	SRA Reading Mastery (K-3) SRA Corrective Reading (4 & 5)
SRA K-5	SRA Reading Mastery	SRA Reading Mastery Spalding Phonics OR Saxon Phonics	SRA Reading Mastery (K-3) SRA Corrective Reading (4 & 5)

RESPONSE TO INTERVENTION DELIVERY SYSTEM MIDDLE SCHOOLS – READING PROGRAMS



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Inclusion components and processes.

8-22-08

RESPONSE TO INTERVENTION – MIDDLE READING PROGRAM
Tier Component Guidelines

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intervention
<u>Focus of Instruction</u>	Content Area Programs implementing reading strategies	Developmental Reading Program for Level 3 and above students Programs/Interventions Targeted to Student Needs	Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs
<u>Grouping/Student Assignment Numbers</u>	Large Group with Differentiated Small Groups	Reduced numbers of Students in Both Large and Differentiated Small Groups with <u>specifically targeted</u> instruction	Reduced numbers of Students in Both Large and Differentiated Small Groups and Individual Instruction
<u>Academic Engaged Time (AET)</u>	Content Area Classes One Period each	One Period Developmental Reading Class <u>Increased Systematic</u> Explicit Instruction and Practice	Two Period Intensive Reading Block <u>Highly Increased</u> Systematic Explicit Instruction and Practice.
<u>Frequency of Assessment</u>	Three to Four Screenings per Year to Monitor Student Progress (FORF, MAZE, CBA)	Progress Monitoring Every Two Weeks Minimum (Group/Individual) (Cold Reads, CBA)	Individual Assessment Schedule based on the Number and Severity of the Student's Needs (CBAs)

*Students may experience multiple components across tiers.

**Students may move from both lower to higher tiers and higher to lower tiers.

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3-30-2009

MIDDLE SCHOOL READING CURRICULUM

	Tier 1 Daily	Tier 2 Single Period	Tier 3 Double Period
6 th grade	Content Area Teachers implementing vocabulary development and reading comprehension strategies	Treasures	LANGUAGE! Level A, C, or E
7 th grade	Content Area Teachers implementing vocabulary development and reading comprehension strategies	REWARDS Intermediate REWARDS Plus Social Studies Word Wisdom Daybooks of Critical Reading and Writing Six Minute Solution	LANGUAGE! Level A, C, or E
8 th grade	Content Area Teachers implementing vocabulary development and reading comprehension strategies	REWARDS Plus Science Word Wisdom Daybooks of Critical Reading and Writing Six Minute Solution	LANGUAGE! Level A, C, or E

RTI SECONDARY SCHOOL RESTRUCTURING

Alternate Block Intervention Model A 80 to 90 Minute Block

Class Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Intensive Reading				
2	Language Arts	Elective	Language Arts	Elective	Language Arts
3	Intensive Math*	Intensive Math*	Intensive Math**	Intensive Math**	Intensive Math**
4	Science	Social Studies	Science	Social Studies	Science

*See Algebra Options chart; Intensive classes are blocked to provide two years of instructional time within a one-year timeline.

L. D. Tihen, PhD

Lee County School District

RTI SECONDARY SCHOOL RESTRUCTURING

Alternate Block Intervention Model B 80 to 90 Minute Block

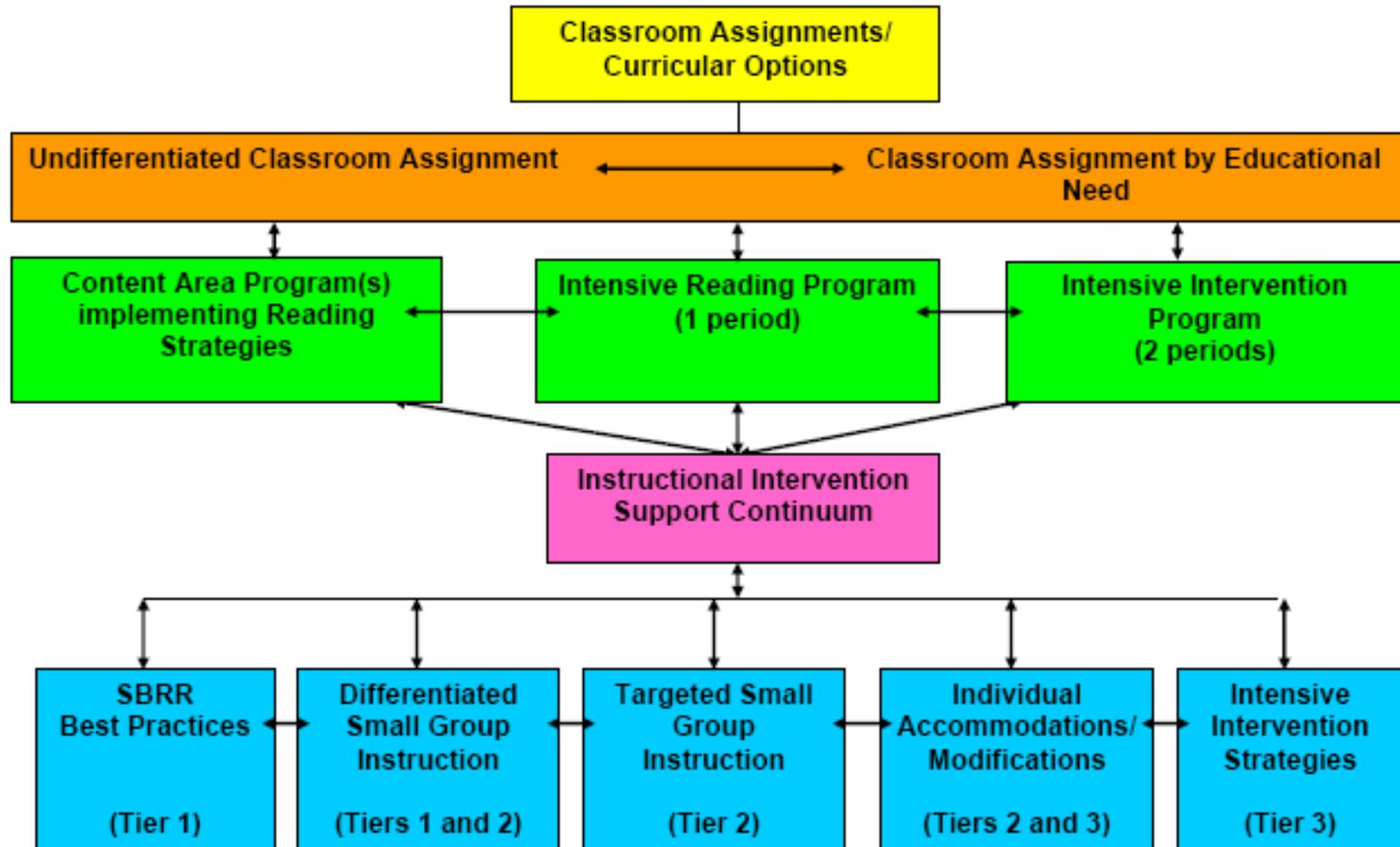
Class Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Reading*	Language Arts*	Reading*	Language Arts*	Reading*
2	Science	Elective	Science	Elective	Science
3	Intensive Math**				
4	Elective	Social Studies	Elective	Social Studies	Elective

*Same teacher instructs pending and Language Arts, if possible

**See Algebra Options chart

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RESPONSE TO INTERVENTION DELIVERY SYSTEM HIGH SCHOOLS – READING PROGRAMS



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

8-22-08

RESPONSE TO INTERVENTION – HIGH READING PROGRAM
Tier Component Guidelines

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
<u>Focus of Instruction</u>	Content Area Programs implementing reading strategies	Supplemental Intensive Reading Program with Programs/Interventions Targeted to Student Needs	Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs
<u>Grouping/Student Assignment Numbers</u>	Large Group with Differentiated Small Groups	Reduced numbers of Students in Both Large and Differentiated Small Groups with <u>specifically targeted</u> instruction	Reduced numbers of Students in Both Large and Differentiated Small Groups and Individual Instruction
<u>Academic Engaged Time (AET)</u>	Content Area Classes One Period each	One Period Intensive Reading Class <u>Increased</u> Systematic Explicit Instruction and Practice	Two Period Intensive Reading Block <u>Highly Increased</u> Systematic Explicit Instruction and Practice.
<u>Frequency of Assessment</u>	Three to Four Screenings per Year to Monitor Student Progress (FORF, MAZE, CBA)	Progress Monitoring Every Two Weeks Minimum (Group/Individual) (Cold Reads, CBA)	Individual Assessment Schedule based on the Number and Severity of the Student's Needs (CBAs)

*Students may experience multiple components across tiers.

**Students may move from both lower to higher tiers and higher to lower tiers.

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

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3-30-2009

HIGH SCHOOL READING CURRICULUM

	Tier 1 Daily	Tier 2 Single Period	Tier 3 Double Period
9th grade	Content Area Teachers implementing vocabulary development and reading comprehension strategies	Intensive Reading W Reader's Handbook Reading and Writing Sourcebook Vocabulary Through Morphemes TeenBiz 3000	LANGUAGE! Level A, C, or E
10th grade	Content Area Teachers implementing vocabulary development and reading comprehension strategies	Intensive Reading W or X Reader's Handbook Reading and Writing Sourcebook Vocabulary Through Morphemes TeenBiz 3000	LANGUAGE! Level A, C, or E
11th grade	Content Area Teachers implementing vocabulary development and reading comprehension strategies	Intensive Reading W, X, or Y Reader's Handbook Reading and Writing Sourcebook Vocabulary Through Morphemes TeenBiz 3000	LANGUAGE! Level A, C, or E
12th grade	Content Area Teachers implementing vocabulary development and reading comprehension strategies	Intensive Reading W, X, Y or Z Reader's Handbook Reading and Writing Sourcebook Vocabulary Through Morphemes TeenBiz 3000	LANGUAGE! Level A, C, or E

RTI SECONDARY SCHOOL RESTRUCTURING

Alternate Block Intervention Model A 80 to 90 Minute Block

Class Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Intensive Reading				
2	Language Arts	Elective	Language Arts	Elective	Language Arts
3	Intensive Math*	Intensive Math*	Intensive Math**	Intensive Math**	Intensive Math**
4	Science	Social Studies	Science	Social Studies	Science

*See Algebra Options chart; Intensive classes are blocked to provide two years of instructional time within a one-year timeline.

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Lee County School District

RTI SECONDARY SCHOOL RESTRUCTURING

Alternate Block Intervention Model B 80 to 90 Minute Block

Class Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Reading*	Language Arts*	Reading*	Language Arts*	Reading*
2	Science	Elective	Science	Elective	Science
3	Intensive Math**				
4	Elective	Social Studies	Elective	Social Studies	Elective

*Same teacher instructs pending and Language Arts, if possible

**See Algebra Options chart

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Lee County School District

FLORIDA READING MODEL: BASED ON EDUCATIONAL NEED

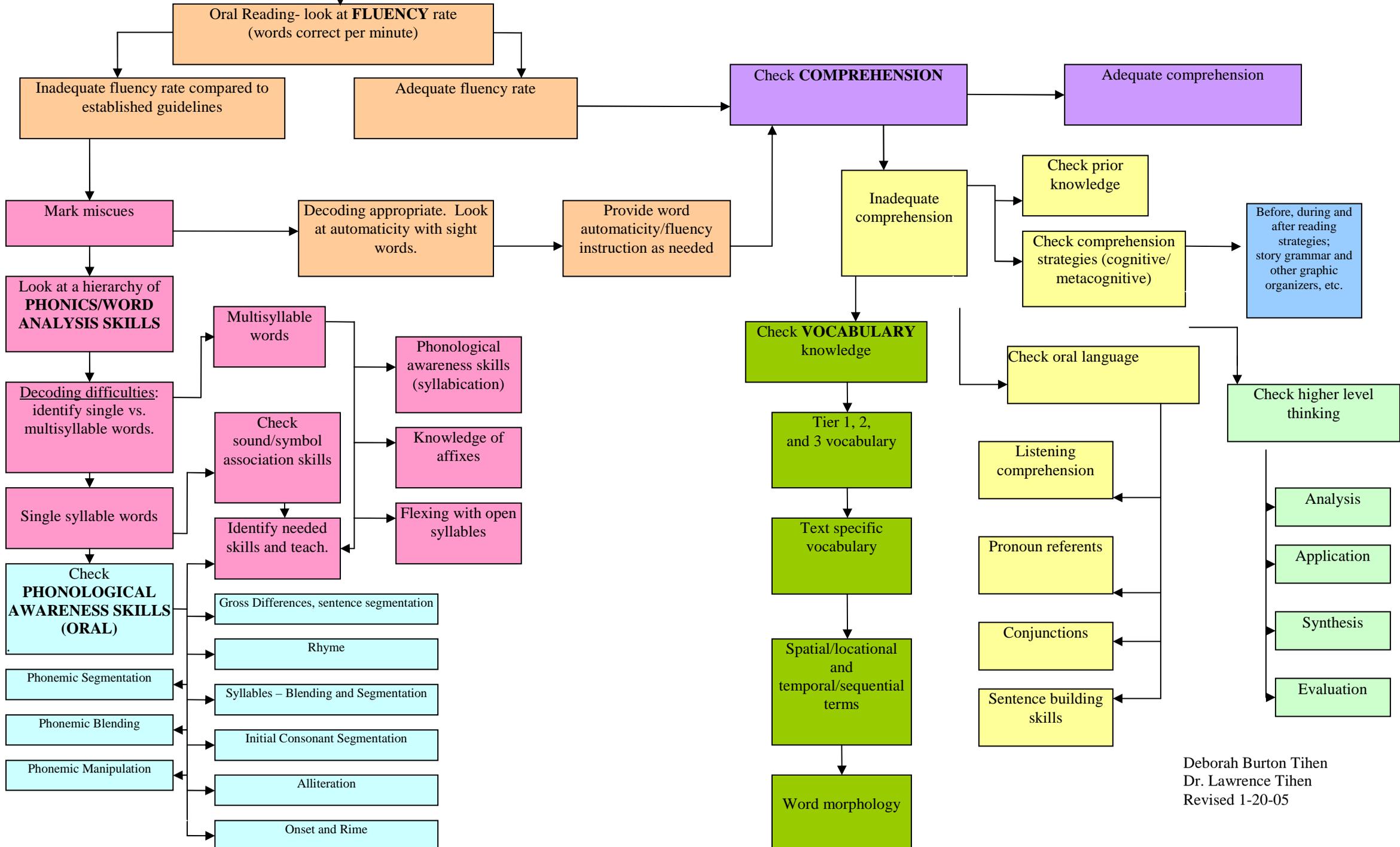
Prescriptive Integrated Cumulative Learning System

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

READ ALOUD			
1. Oral Language	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">a. Skills taught prior to reading b. Reinforced/Expanded during reading c. Assessed after reading</td> <td style="width: 50%; padding: 5px;">a. Prerequisite skills present b. Skills reinforced/expanded during reading c. Assessed after reading</td> </tr> </table>	a. Skills taught prior to reading b. Reinforced/Expanded during reading c. Assessed after reading	a. Prerequisite skills present b. Skills reinforced/expanded during reading c. Assessed after reading
a. Skills taught prior to reading b. Reinforced/Expanded during reading c. Assessed after reading	a. Prerequisite skills present b. Skills reinforced/expanded during reading c. Assessed after reading		
2. Prior Knowledge	Purpose: a. Exposes children to literature. b. Models fluent reading. c. Develops language patterns & vocabulary. d. Develops book/story conventions e. Develops listening skills (f) Teaches books are fun & worthwhile. (g) Teaches reading process through “Think Alouds”.		
3. Phonological Awareness	SHARED READING		
4. Print Awareness	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">a. Skills taught prior to reading b. Application modeled and practiced during reading c. Application assessed during/after reading</td> <td style="width: 50%; padding: 5px;">a. Prerequisite skills present b. Skills expanded and practiced during reading c. Application assessed during/after reading</td> </tr> </table>	a. Skills taught prior to reading b. Application modeled and practiced during reading c. Application assessed during/after reading	a. Prerequisite skills present b. Skills expanded and practiced during reading c. Application assessed during/after reading
a. Skills taught prior to reading b. Application modeled and practiced during reading c. Application assessed during/after reading	a. Prerequisite skills present b. Skills expanded and practiced during reading c. Application assessed during/after reading		
5. Phonics & Word Analysis/Recognition	Purpose: a. Provides maximum support during reading. b. Allows children to enjoy books they can’t read on their own. c. Helps develop fluency. d. Focuses strongly on word analysis skills and their application. e. Models reading strategies/processes through interactive “Think Alouds”. f. Builds vocabulary & comprehension skills/strategies.		
6. Vocabulary Comprehension	SUPPORTED READING		
7. Reading Fluency	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">a. Skills taught prior to reading b. Modeled/Scaffolded teacher support c. Assessed during/after reading</td> <td style="width: 50%; padding: 5px;">a. Skills taught during reading b. Application supported/reinforced during reading c. Assessed during/after reading</td> </tr> </table>	a. Skills taught prior to reading b. Modeled/Scaffolded teacher support c. Assessed during/after reading	a. Skills taught during reading b. Application supported/reinforced during reading c. Assessed during/after reading
a. Skills taught prior to reading b. Modeled/Scaffolded teacher support c. Assessed during/after reading	a. Skills taught during reading b. Application supported/reinforced during reading c. Assessed during/after reading		
8. Text Comprehension Strategies/Processes	Purpose: a. Text is at instructional level. b. Teacher models/supports reading skills/strategies. c. Teacher supports student to develop skills/strategies to independence. d. Focuses strongly on comprehension and higher order thinking skills. e. Provides ongoing assessment of fluency.		
9. Text Content/ Knowledge	INDEPENDENT READING		
10. Higher Order Thinking Skills	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">a. Teacher provides analysis/feedback regarding student’s independent reading. * If a student is required to read text above present reading level, necessary skills must be taught prior to reading.</td> <td style="width: 50%; padding: 5px; text-align: center;">INDEPENDENT READING *Reading content appropriate for students’ <u>present</u> skills/reading level</td> </tr> </table>	a. Teacher provides analysis/feedback regarding student’s independent reading. * If a student is required to read text above present reading level, necessary skills must be taught prior to reading.	INDEPENDENT READING *Reading content appropriate for students’ <u>present</u> skills/reading level
a. Teacher provides analysis/feedback regarding student’s independent reading. * If a student is required to read text above present reading level, necessary skills must be taught prior to reading.	INDEPENDENT READING *Reading content appropriate for students’ <u>present</u> skills/reading level		
	Purpose: a. Provides opportunities to practice reading skills/strategies. b. Provides for practice of self-monitoring and self-correction skills. c. Allows reading in areas of interest. d. Allows child to read at own pace. e. Enhances fluency. **Literacy Discussion Groups may be utilized with all 4 types of reading activities.		

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Decision Points Diagnostic Chart
(Both Narrative and Informational Text)



ROLES AND RESPONSIBILITIES TAB

ROLES AND RESPONSIBILITIES TAB

Classroom Teacher	Reading or Math Coach/Specialist	Speech-Language Pathologist			
<ul style="list-style-type: none"> • Keep ongoing progress monitoring notes in a RTI folder (DIBELS, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotal) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing • Attend RTI Team meetings to collaborate on & monitor students who are struggling • Implement interventions designed by RTI Team for students in Tier 2 & 3 • Deliver instructional interventions with fidelity 	<ul style="list-style-type: none"> • Attend RTI Team meetings • Train teachers in interventions, progress monitoring, differentiated instruction • Models Tier 2 & 3 interventions for teachers • Keep progress monitoring notes & anecdotal of interventions implemented • Assists in screening implementation • Collect school-wide data for team to use in determining at-risk students 	<ul style="list-style-type: none"> • Attend RTI Team meetings for some Tier 2 & Tier 3 students • Completes Communication Skills screening for students unsuccessful with Tier 2 interventions • Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact • Incorporate RTI data when guiding a possible Speech/Language referral & when making eligibility decisions 			
Principal/Assistant Principal	Guidance Counselor/Curriculum Specialist	School Psychologist			
<ul style="list-style-type: none"> • Facilitate implementation of RTI in your building • Provide or coordinate valuable and continuous professional development • Assign paraprofessionals to support RTI implementation when possible • Attend RTI Team meetings to be active in the RTI change process • Conduct classroom Walk-Throughs to monitor fidelity 	<ul style="list-style-type: none"> • Often RTI Team facilitators • Schedule and attend RTI Team meetings • Maintain log of all students involved in the RTI process • Send parent invites • Complete necessary RTI forms • Conduct social-developmental history interviews when requested 	<ul style="list-style-type: none"> • Attend RTI Team meetings on some students in Tier 2 & on all students in Tier 3 • Monitor data collection process for fidelity • Review & interpret progress monitoring data • Collaborate with RTI Team on effective instruction & specific interventions • Incorporate RTI data when guiding a possible ESE referral & when making eligibility decisions 			
ESE Teacher/Staffing Specialist	Specialist (Behavior, OT, PT, ASD)	ESOL/ELL Representative			
<ul style="list-style-type: none"> • Consult with RTI Team regarding Tier 3 interventions • Incorporate RTI data when making eligibility decisions 	<table border="1"> <tr> <td data-bbox="688 1089 1333 1198"> <ul style="list-style-type: none"> • Consult with RTI Team • Provide staff trainings </td> </tr> <tr> <td data-bbox="688 1198 1333 1235">Social Worker</td> </tr> <tr> <td data-bbox="688 1235 1333 1380"> <ul style="list-style-type: none"> • Attend RTI Team meetings when requested • Conduct social-developmental history interviews and share with RTI Team </td> </tr> </table>	<ul style="list-style-type: none"> • Consult with RTI Team • Provide staff trainings 	Social Worker	<ul style="list-style-type: none"> • Attend RTI Team meetings when requested • Conduct social-developmental history interviews and share with RTI Team 	<ul style="list-style-type: none"> • Attend all RTI Team meetings for identified ELL students, advising and completing LEP paperwork • Conduct language screenings and assessments • Provide ELL interventions at all tiers
<ul style="list-style-type: none"> • Consult with RTI Team • Provide staff trainings 					
Social Worker					
<ul style="list-style-type: none"> • Attend RTI Team meetings when requested • Conduct social-developmental history interviews and share with RTI Team 					

ROLE OF THE SCHOOL PSYCHOLOGIST

For Problem-Solving and data collection:

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

For Selection of Interventions:

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

After a referral is made:

- Utilize whatever instruments are necessary to help clarify specific areas of need or answer lingering referral questions (if any) after the RtI process has run its course
- Provide a comprehensive multidisciplinary report that takes into account all of the data, the process, the characteristics of the student and the recommendations by team and specialists, to be reported at meeting and placed in the student's cum record.
- Administer full, comprehensive battery of assessments when potentially severe or acute educational or behavioral concerns arise

SPEECH AND LANGUAGE TAB

SPEECH AND LANGUAGE TAB



Problem Solving Response to Intervention Process: *SLP Involvement*

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

<i>Universal Instruction and Supports</i> <i>- Provided to all students in all settings</i> (Core)	<i>Targeted, Supplemental Interventions and Supports</i> <i>- In addition to and aligned with the core</i> (Tier 2)	<i>Intensive, Individualized Interventions and Supports</i> <i>- In addition to and aligned with Core and Tier 2</i> (Tier 3)
<ul style="list-style-type: none"> ✓ The first SLP contact is with student data. ✓ SLP purpose is to inform instruction to allow for success in the general curriculum. ✓ Do not assume <i>disorder</i>. <p>Possible SLP Roles:</p> <ul style="list-style-type: none"> • Provide information for parents and teachers regarding speech/language development • Provide information for parents and teachers regarding curriculum and speech/language correlations • Provide and/or model communication lessons (to include language overlays, scripted stories and story grammar) • Provide professional development for grade-level or school • Participate in school-based teams determining core curriculum adjustments needed in order to ensure at least 80% of students are meeting with success. 	<ul style="list-style-type: none"> ✓ SLP contact is with data, teacher, and possibly student. ✓ SLP purpose is to assist the RTI Team in the problem-solving process. ✓ Do not assume <i>disorder</i>. <p>Possible SLP Roles:</p> <ul style="list-style-type: none"> • Confer with teacher to clarify information on the Communication Skills - Teacher Checklist • Observe student • Confer with teacher to gather more information regarding language difficulties using LCLC or guiding questions • <u>Probe</u> (not evaluate) student's language skill development using subtests or portions of a test and/or LCLC skill lists to inform classroom interventions • Participate in RTI problem-solving meeting to design interventions matched to the student's need and to make data-driven decisions • Assist in the provision of language overlays when indicated * <ul style="list-style-type: none"> - Select and explain to the teacher - Model for the teacher - Provide instruction to the student <p>* <i>Positive response to language overlay suggests absence of language disorder.</i></p>	<ul style="list-style-type: none"> ✓ SLP contact is with data, teacher, student. ✓ SLP purpose is to assist the RTI Team in the problem-solving process. ✓ <u>Begin</u> analysis of possible disorder to further inform interventions. ✓ <i>Therapy</i> does not occur unless the student is found eligible for ESE. <p>Possible SLP Roles:</p> <ul style="list-style-type: none"> • <u>Dig down</u> to analyze cause of language difficulty through observations, data analysis and direct student contact • Provide information about student's specific language skill underpinnings to inform interventions • Assist the RTI Team in analyzing student's progress and refining interventions with: <ul style="list-style-type: none"> - Increased TIME - Increased INTENSITY - Matched to MORE SPECIFIC and individualized student need • Assist the team in deciding if an evaluation for ESE determination is warranted

STRATEGIC CLASSROOM INTERVENTIONS

Students who are struggling require a minimum of 40 exposures to a skill and a minimum of 40 opportunities to practice a skill in order to ensure “ownership.” Interventions must be implemented consistently and with fidelity over time.

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

*See Teaching Routines

PRINT AND PHONOLOGICAL AWARENESS LANGUAGE CORRELATES
CHART 1

Communication Pre-requisites for Kindergarten, 1st and 2nd Grade Curriculum

Curriculum Components	Kindergarten	First Grade	Second Grade
Print Awareness (FAIR)	- Sequential and - Ordinal Concepts		
Letter Naming and Sounds (FAIR)	- Articulation - “What” Questions		
Onset / Rime and Phoneme Blending (FAIR)	- Articulation - “What” Questions		
Letter Name Knowledge (FAIR)	- Articulation - “What” Questions		
Phoneme Blending (FAIR)	- Articulation to include blends, vocalic /r/, long and short vowels - “What” questions	- Articulation to include blends, vocalic /r/, long and short vowels - “What” Questions	
Syllable and Phoneme Deletions (FAIR)	- Articulation - “What” questions		
Letter Sound Connections (FAIR)	- Articulation - Spatial Concepts “first” and “last” - 2-step directions		
Spelling (FAIR)			See all skills needed for Phonological Awareness and Phonics
FCRR Interventions and Sunshine State Standards	- Adequate hearing acuity - Answer yes/no questions - Concepts “same” and “different” - Spatial concepts “beginning, first, middle, last, end” - “What” and “where” questions	- Adequate hearing acuity - Answer yes/no questions - Concepts “same” and “different” - Spatial concepts “beginning, first, middle, last, end” - “What” and “where” questions	

PHONICS AND FLUENCY LANGUAGE CORRELATES
CHART 2

Communication Pre-requisites for Kindergarten, 1st and 2nd Grade Curriculum

Curriculum Components	Kindergarten	First Grade	Second Grade
Word Reading (FAIR)	- Articulation - “What” Questions - Spatial concepts “top, bottom”	- Articulation - “What” Questions - Spatial concepts “top, bottom”	- Articulation - “What” Questions - Spatial concepts “top, bottom”
Word Building (FAIR)	- Spatial concepts “beginning, end, middle, after” - Understanding of conjunction “if”	- Spatial concepts “beginning, end, middle, after” - Understanding of conjunction “if”	- Spatial concepts “beginning, end, middle, after” - Understanding of conjunction “if”
Words Correct Per Minute (FAIR)		- Morphological endings (to include plurals, past tense, present progressive)	- Morphological endings (to include plurals, past tense, present progressive)
Multisyllabic Word Reading (FAIR)			- Articulation - Production of multisyllabic words
Spelling (FAIR)			- See all skills needed for Phonological Awareness and Phonics
FCRR Interventions and Sunshine State Standards	- Production of multisyllabic words - Quantitative concept “more” - Morphological markers (to include regular and irregular plurals)	- Production of multisyllabic words - Quantitative concept “more” - Morphological markers (to include regular and irregular plurals)	- Production of multisyllabic words - Quantitative concept “more” - Morphological markers (to include regular and irregular plurals)

VOCABULARY LANGUAGE CORRELATES
CHART 3

Communication Pre-requisites for Kindergarten, 1st and 2nd Grade Curriculum

Curriculum Components	Kindergarten	First Grade	Second Grade
Vocabulary (FAIR)	<ul style="list-style-type: none"> - Antonyms - Synonyms - Action words (present progressive tense) - Adjectives (semantic qualities) - “What” questions - Categorization (naming categories) 	<ul style="list-style-type: none"> - Antonyms - Synonyms - Action words (present progressive tense) - Adjectives (semantic qualities) - “What” questions - Categorization (naming categories) 	<ul style="list-style-type: none"> - Antonyms - Synonyms - Action words (present progressive tense) - Adjectives (semantic qualities) - “What” questions - Categorization (naming categories)
FCRR Interventions and Sunshine State Standards	<ul style="list-style-type: none"> - Basic concepts - Ability to categorize nouns into person, place or thing - Ability to categorize nouns, verbs, adjectives - Descriptive adjectives (size, color) - Answer yes/no questions - Wh-questions * - Spatial / Temporal concepts - Prepositional phrases - Quantitative concept “more” - Adverbs / Adjectives - Antonyms / Synonyms - Multiple meaning words - Categorize and list by semantic group or attribute - Tense (past, present, future) - Negation (not) 	<ul style="list-style-type: none"> - Basic concepts - Ability to categorize nouns into person, place or thing - Ability to categorize nouns, verbs, adjectives - Descriptive adjectives (size, color) - Answer yes/no questions - Wh-questions * - Spatial / Temporal concepts - Prepositional phrases - Quantitative concept “more” - Adverbs / Adjectives - Antonyms / Synonyms - Multiple meaning words - Categorize and list by semantic group or attribute - Tense (past, present, future) - Negation (not) 	<ul style="list-style-type: none"> - Basic concepts - Ability to categorize nouns into person, place or thing - Ability to categorize nouns, verbs, adjectives - Descriptive adjectives (size, color) - Answer yes/no questions - Wh-questions + - Spatial / Temporal concepts - Prepositional phrases - Quantitative concept “more” - Adverbs / Adjectives - Antonyms / Synonyms - Multiple meaning words - Categorize and list by semantic group or attribute - Tense (past, present, future) - Negation (not) - Prefixes and Suffixes - Categorize and list by salient feature

* Wh-questions:” what, what...do, what...for, who, where, when, how, how + adjective” typically develop between the ages of 4 and 6.

* Wh-questions: “why, what if, how come, how about, which” typically develop between the ages of 7 and 8; therefore, may require explicit instruction.

Comprehension Language Correlates

Chart 4

Communication Pre-requisites for Kindergarten, 1st and 2nd Grade Curriculum

Curriculum Components	Kindergarten	First Grade	Second Grade
Listening Comprehension (FAIR)	<ul style="list-style-type: none"> - Wh-questions (see note *) - Conjunctions “and”, “because” - Subordinate conjunctions “that”, “when” (see note **) - Temporal concepts - Sequential concepts - Ordinal numbers - Comparatives and Superlatives - Describing words (color and shape) - Pronouns - Pronoun referents - Verb tense (present and past) - Plurals and Possessive markers 		
Reading Comprehension (FAIR)		<ul style="list-style-type: none"> - Wh-questions (see note *) - Conjunction “and”, “because” - Subordinate conjunctions “that”, “when” (See note **) - Temporal concepts - Sequential concepts - Ordinal numbers - Comparatives and Superlatives - Describing words (color and shape) - Pronouns - Pronoun referents - Verb tense (present and past) - Plurals and Possessive markers - Modals (can, may, will, do) 	<ul style="list-style-type: none"> - Wh-questions (see note *) - Conjunction “and”, “because” - Subordinate conjunctions “that”, “when” (See note **) - Temporal concepts - Sequential concepts - Ordinal numbers - Comparatives and Superlatives - Describing words (color and shape) - Pronouns - Pronoun referents - Verb tense (present and past) - Plurals and Possessive markers - Modals (can, may, will, do)
FCRR Interventions and Sunshine State Standards	<ul style="list-style-type: none"> - Answer wh-questions - Formulate Wh-questions - Spatial concepts -Temporal/Sequential concepts -Conjunctions to include: “and, because, since, but so, so that, or, because, for that reason” -Sentence formulation -Describing similarities and differences 	<ul style="list-style-type: none"> - Answer wh-questions: - Formulate Wh-questions - Spatial concepts -Temporal/Sequential concepts -Conjunctions to include: “and, because, since, but so, so that, or, because, for that reason” -Sentence formulation -Describing similarities and differences 	<ul style="list-style-type: none"> - Answer wh-questions - Formulate Wh-questions - Spatial concepts -Temporal/Sequential concepts -Conjunctions to include: “and, because, since, but so, so that, or, because, for that reason” -Sentence formulation -Describing similarities and differences

* Wh-questions:” what, what...do, what...for, who, where, when, how, how + adjective” typically develop between the ages of 4 and 6.

* Wh-questions: “why, what if, how come, how about, which” typically develop between the ages of 7 and 8; therefore, may require explicit instruction.

** Subordinate conjunctions “that” and “when” typically develop between 7 and 8; therefore, may require explicit instruction.

MATH LANGUAGE CORRELATES
CHART 5

Communication Pre-requisites for Kindergarten, 1st and 2nd Grade Curriculum

Curriculum Components	Kindergarten	First Grade Second Grade
Math Sunshine State Standards	<ul style="list-style-type: none"> - Ordinal Numbers - Describing words to include shapes (square, triangle, rectangle, circle, hexagon, trapezoid, sphere, cube, cylinder), length, height, weight - Categorization by attribute - Higher level categorization to include parts of a whole - Same and Different - Spatial concepts (in, out, up, down, top, bottom, on, off) - Temporal concepts - Comparatives and Superlatives (regular and irregular) 	<ul style="list-style-type: none"> - Ordinal Numbers - Describing words to include shapes (square, triangle, rectangle, circle, hexagon, trapezoid, sphere, cube, cylinder), length, height, weight - Categorization by attribute - Higher level categorization to include parts of whole - Same and Different - Spatial concepts - Temporal concepts - Comparatives and Superlatives (regular and irregular) - Antonyms - Indefinite pronouns - Quantitative concepts - Use of multiple attributes to describe - Compare and contrast - Comparatives and superlatives (regular and irregular)

**READING LANGUAGE CORRELATES
CHART 6**

Communication Prerequisites for 3-12 Grade Curriculum

<p style="text-align: center;">Reading –FAIR Broad Screen</p> <p style="text-align: center;">Reading Comprehension</p>	<p><u>Word Decoding/Recognition</u> <i>Includes all skills listed in K-2 Language Correlates Chart 2.</i></p> <p><u>Vocabulary / Word Recognition</u> <i>Includes all skills listed in K-2 Language Correlates Chart 3.</i></p> <ul style="list-style-type: none"> - Analogies - More advanced antonyms, synonyms, homonyms -Figurative language (idioms, similes) - Multiple meaning words (metaphors, proverbs) <p><u>Comprehension Strategies</u> <i>Includes all skills listed in K-2 Language Correlates Chart 4.</i></p> <p>-Also, Language competence with all form and content skills through Level IV is necessary.</p> <p><u>World Knowledge</u> - Knowledge of Basic concepts expected for grade level is necessary.</p>
<p style="text-align: center;">Reading – FAIR Targeted Diagnostic Inventory</p> <p style="text-align: center;">Mazes</p>	<p><u>Text Reading Efficiency (i.e., reading accuracy and speed, and gist – level comprehension</u> <i>Includes all skills listed in K-2 Language Correlates Charts 1, 2, 3 and 4</i></p>
<p style="text-align: center;">Reading - FAIR Targeted Diagnostic Inventory</p> <p style="text-align: center;">Word Analysis</p>	<p><u>Morphological Knowledge</u> - Language competence with all noun and verb endings contained in Form levels I through IV is necessary.</p> <p><u>Phonological Knowledge</u> <i>Includes all skills listed in K-2 Language Correlates Charts 1 and 2</i></p> <p><u>Orthographic Knowledge</u> <i>Includes all skills listed in K-2 Language Correlates Charts 1 and 2</i></p>

FORM Language Skills
Lee County Language Curriculum

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

* FOR USE BY SPEECH PATHOLOGIST
Skill analysis based on observations, probes, and/or evaluation.

Form Skill	Level II MLU 2.26-4.50	Level III To age 6	Level IV Ages 7-9	Level V Ages 10-12
Main Verbs	Verb+ing Copula: is, are, am Aux.: is, are, am Was, were Has, have, had 3 rd singular Regular past tense Irregular past tense Early developing infinitives	Modals: can, may, will, do Modals: could, might, would, should Modals does+verb, did+verb	Passive: get+verb, be+verb Modals: must, shall Have+got	Future perfect Present and past Perfect Have+verb+en Modal + present Perfect Aux perfect tense combinations
Secondary Verbs		Simple infinitival clauses Infinitival complements Present and past participles	Embedded infinitival complements Gerunds Infinitival complements with be and get	
Personal Pronouns	I, you Me, you My, your / mine yours Him, her, He, she Her, his / hers, his Us, them We, they Their, our / theirs, ours	Reflexive: myself, yourself, himself, herself, itself, ourselves, themselves	Relative: who, which, whose, whom, what, that (His)own, one, oneself Whichever, whoever, whatever	
Demonstrative Pronouns	This, that, it These, those in subject position	These, those in object position		
Relative Pronouns			Who, which, whose, whom, what, that	
Indefinite Pronouns	More, one, two Some, other, alot, all Another, something, somebody, someone.	Nothing, nobody, none, no one Any, anything, anybody, anyone Next, first, last, second Each, several, most, least Both, few, many, much Every, everything, everybody, everyone		
Interrogative Reversals	Vocal inflection Reversal of copula "be"	Reversal of auxiliaries: is, are, am, was, were	Reversal of do, did, does Use of modals Tag questions Have, has	With 2 or 3 auxiliaries

Continued

Form Skill	Level II MLU 2.26-4.50	Level III To age 6	Level IV Ages 7-9	Level V Ages 10-12
WH Questions	Who, what, what+noun Where How many, How much What do, What for	When, how, how+adjective	Why, what if, how come, how about Whose, which, which+noun	
Negatives	Not	Can't, don't Isn't, won't	Uncontracted negatives: cannot, did not Pronoun-aux. or pronoun-copula contraction Aux,-negative or copula-negative Modal negative	Neither nor
Possessives	Noun: -s -z -ez			
Plurals	Regular plurals -s, -z, -ez Invariant singular Invariant plural		Irregular plurals	
Conjunctions	And (subject) And (object) And (predicate)	And (compound sentence) That But So, and so, so that Or Except Because If	Where, when Before, after How	Than Unless, since Until, til Although Even if Whether (or not) As, as+adj. +as, as if, like While Provided that Never the less In spite of
Articles		A, an, the		

CONTENT Language Skills Lee County Language Curriculum

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

* FOR USE BY SPEECH PATHOLOGIST

Skill analysis based on observations, probes, and/or evaluation.

(Key: C = comprehension, P = production; if not labeled is both C and P)

Content Skill	Level II Under 4	Level III Ages 4-6	Level IV Ages 6-9	Level V Ages 10-12	Level VI Age 12 and up
Basic Concepts	Body parts: C, P Early colors: C Function of senses: C, P Basic shapes: C	Body parts: C, P Early colors: P Later colors: C,P Basic shapes: C, P			
Same / Different	Different: C	Same: C Different: P Easier difference in word pairs: P	Same: P More difficult difference in word pairs: P Same in word pairs: C, P		
Antonyms	Basic antonyms	Early antonyms	Early antonyms	Later antonyms	Advanced antonyms
Synonyms			Early synonyms	Later synonyms	Advanced synonyms
Homonyms			Early homonyms	Later homonyms	Advanced Homonyms
Categorization	Inclusion by Attribute Inclusion by use Exclusion	Likeness 2 Attributes Semantic by inclusion	Later inclusion Naming objects Semantic by exclusion	Advanced inclusion Comparisons of words/ concepts	Advanced inclusion
Semantic Relationships	Spatial / Locational Temporal / Sequential	Spatial / Locational Temporal / Sequential Comparatives / superlatives Irregular compar./ superlatives	Analogies Temporal / Sequential Familial / Kinship Double compar./ superlatives Mult. Meanings - nouns, verbs, adj, adv, preps.	Analogies Temporal / Sequential Idioms Similes Lexical ambiguities	Verbal analogies Metaphors Proverbs
Semantic Quality	Size Color Temperature Time Quantity	Color / Size Shape Length Height Width Age Taste Attractiveness Speed Texture Quantity	Odor Affect Distance		
Affixes				Prefixes - time and place Prefixes - number Prefixes - negation and reversal	Suffixes- noun Suffixes - adjective Suffixes - adverb Suffixes - verb

TEACHING ROUTINE FOR LANGUAGE SPACE LOCATION VOCABULARY

* Routine should be broken into separate lessons or repeated depending on student needs.

1. Teacher explains task. Use vocal emphasis for targeted words.
“We will be talking about LOCATION words.”
“LOCATION words tell where.”
“LOCATION tells the PLACE of something or someone.”

“What do LOCATION words tell?”
Students: “Where.” or “The Place.”
2. Teacher provides exposure to the concepts.
“Listen as I say some location words and show you the place.”
Teacher demonstrates location words with objects while stating the word.
**See Spatial Vocabulary list*
3. Teacher provides comprehension practice.
 - A. Example / Non-example: Say target. Place an object in an incorrect location. Verbalize thinking while identifying the error.
 - B. Give “Simon Says” directions for students to follow. Scan class for accuracy.
 - a. Simon Says... put your hand behind your head.
 - b. Simon Says... stand in front of your desk.
 - c. Simon Says... put your hands together.
4. Teacher provides scaffolded production practice in using targets (provide models and cues).
Have students take turns acting as the teacher and giving directions.
5. Teacher provides practice of target with a pencil / paper task.
Have students get a blank piece of paper. The following are sample directions:
Put your name at the bottom of the paper.
Draw a circle in the middle of the paper.
Draw a triangle on the right side of the paper.
Draw a square on the left side of the paper.
Write an “A” in one of the corners.
Write a “B” beside the circle.

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

**SPACIAL VOCABULARY
DEVELOPMENTAL ORDER**

Spatial Vocabulary:

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

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

TEACHING ROUTINE FOR LANGUAGE TIME/SEQUENCE VOCABULARY

* Routine should be broken into separate lessons or repeated depending on student needs.

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

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

TEMPORAL VOCABULARY
DEVELOPMENTAL ORDER

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

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

TEACHING ROUTINES FOR LANGUAGE WH- QUESTIONS

* Routine should be broken into separate lessons or repeated depending on student needs.

- A. Teacher introduces the task. Use vocal emphasis for targeted words.
“We will be talking about QUESTION words.”
“QUESTIONS are what you ask when you want to know something.”
“What do you ask when you want to know something?”
Students: “Questions.”
These are question words: WHAT, WHO, WHERE, WHEN, HOW, and WHY.
- B. Teacher follows 10-day teaching sequence designed to allow for teaching only one unknown element at a time.

Day One:

1. Teacher explains task.
Start with introduction above.
“Today we will learn about the questions WHAT and WHO.”
“Tell me the question for things.”
Students: “What”
“WHO” is a question you ask when you want to know about people”
“Tell me the question word for people.”
Students: “Who”
2. Teacher provides exposure to the concepts.
“Listen as I ask you some questions.”
Teacher asks questions about various items around the room.
“WHAT is this?” Students answer.
Teacher then asks questions about students in the room.
“WHO is this?” Students answer.
Provide at least 10 examples of each.
Teacher provides non-example by incorrectly answering the question, then verbalizing thinking to correct the error.
3. Teacher provides comprehension practice.
Teacher varies WHO and WHAT questions, asking with a brisk pace and providing immediate feedback.
4. Teacher provides scaffolded production practice in using targets (provide models and cues as needed).
Have students take turns acting as the teacher and asking WHAT and WHO questions.

Day Two:

1. Teacher explains task.
Start with introduction above.
“Today we will learn about the question WHERE.”
“WHERE is a question you ask when you want to know the place or location.”
“Tell me the question word for a place or location.”
Students: “Where.”
2. Teacher provides exposure to the concepts.
“Listen as I ask you some questions.”
Teacher asks questions about the location of various items around the room, and also answers the question. Provide at least 10 examples.
Teacher provides non-example by incorrectly answering the question, then verbalizing thinking to correct the error.
3. Teacher provides comprehension practice.
Teacher asks questions about the location of various items around the room, asking with a brisk pace. Students answer.
Teacher monitors for accuracy.
4. Teacher provides scaffolded production practice using targets (provide models and cues as needed).
Have students take turns acting as the teacher and asking questions for peers to answer. Teacher monitors for accuracy and provides immediate feedback.

Day Three:

1. Teacher explains task.

Start with introduction above.

“Today we will learn about the question WHEN.”

“WHEN is a question you ask when you want to know the time or order.”

“Tell me the question word for the time or order.”

Students: “When.”

2. Teacher provides exposure to the concepts.

“Listen as I ask you some questions.”

Teacher asks questions about various parts of the day, and also answers the question.

“WHEN” do we sleep?” ...at night

“WHEN” do you eat breakfast?” in the morning

“WHEN” do you brush your teeth...before or after you get out of bed?”

(Provide at least 10 examples.)

Teacher provides non-example by incorrectly answering the question, then verbalizing thinking to correct the error.

(*Note: Students should have mastered Time / Sequence Vocabulary prior to this)

3. Teacher provides comprehension practice.

Teacher asks questions about various parts of the day, asking with a brisk pace. Students answer. Teacher monitors for accuracy.

4. Teacher provides scaffolded production practice using targets

(provide models and cues as needed).

Have students take turns acting as the teacher and asking questions for peers to answer. Teacher monitors for accuracy and provides immediate feedback.

Day Four:

1. Teacher explains task.

Start with introduction above.

“Today we will learn about the question HOW.”

“HOW is a question you ask when you want to know the way things are done.”

“Tell me the question word for the way things are done.”

Students: “HOW.”

2. Teacher provides exposure to the concepts.

“Listen as I ask and answer some questions about my manner or way of doing things.

“How do I run? ...Fast.”

“How do I get to school in the morning? ...I drive

“How do I get my teeth clean? ...with a toothbrush and toothpaste

(Provide at least 10 examples.)

Teacher provides non-example by incorrectly answering the question, then verbalizing thinking to correct the error.

3. Teacher provides comprehension practice.

Teacher asks questions about various parts of the day, asking with a brisk pace. Students answer. Teacher monitors for accuracy.

4. Teacher provides scaffolded production practice using targets

(provide models and cues as needed).

Have students take turns acting as the teacher and asking questions for peers to answer. Teacher monitors for accuracy and provides immediate feedback.

Day Five:

1. Teacher explains task.

Start with introduction above.

“Today we will learn about the question WHY.”

“WHY is a question you ask when you want to know the reason things happen.”

“Tell me the question word for the reason things happen.”

Students: “WHY.”

“WHY questions always need the word BECAUSE.”

“What do WHY questions need?”

Students: “BECAUSE.”

2. Teacher provides exposure to the concepts.

“Listen as I ask and answer some questions about reasons things happen.”

“Why do I sleep.” Because...
“Why am I going to eat lunch?” Because...
“Why do I teach students?” Because...
(Provide at least 10 examples.)

Teacher provides non-example by incorrectly answering the question, then verbalizing thinking to correct the error.

3. Teacher provides comprehension practice.

Teacher asks questions about various reasons, asking with a brisk pace. Students answer. Teacher monitors for accuracy.

4. Teacher provides scaffolded production practice using targets
(provide models and cues as needed).

Have students take turns acting as the teacher and asking questions for peers to answer. Teacher monitors for accuracy and provides immediate feedback.

DAY Six – Ten (or more as needed)

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

(See scripts on next page.)

A. Teacher: I have an answer that is a **THING**.

Student: What is it?

Teacher: A pencil!

B. Teacher: I have an answer that is a **PERSON**.

Student: Who is it?

Teacher: You!

C. Teacher: I have an answer that is a **PLACE**.

Student: Where is it?

Teacher: In my desk!

D. Teacher: I’m thinking of an answer that is a **TIME**.

Student: When is it?

Teacher: Lunch!

E. Teacher: I have an answer that is the **WAY** or **MANNER** of something?

Student: How?

Teacher: Very quickly!

F. Teacher: I have an answer that is the reason for something?

Student: Why?

Teacher: Because I did it already!

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

TEACHING ROUTINES FOR LANGUAGE CONJUNCTIONS

* Routine should be broken into separate lessons or repeated depending on student needs.

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

What do “glue” or connector words do?

Students: They join/connect things together.”

The following is a 5 day sequence.

Day One:

1. Teacher provides introduction above.
AND is a glue word we use to join things that go together.
2. Teacher provides exposure to conjunctions.
“Listen as I say some “glue” words and show you how they connect things together.”
Say “Joshua AND Jeremiah are boys.”
Say “I like hamburgers AND french fries.”
Say “I like to jump AND Brittany likes to run.”
3. Teacher provides comprehension practice.
 - A. Example/Non/example: Use first part of sentence; last part of sentence and 2 sentences to demonstrate “glue” word. Verbalize while correcting error.
“Joshua AND... are boys.” “I can’t say that because AND needs to connect Joshua to something.
“I like hamburgers AND....” “I can’t say that because I have not joined two things that I like.”
“I like to jump AND Brittany likes...” “I can’t say that because I have not joined two small sentences together.
 - B. Put five pictures/words on a table. Student selects two to complete the statement; “_____ AND _____ are fruits.”
Another student completes sentence; “I like to eat _____ AND _____.”
Put 5 action pictures/words on table have 2 children each pick an action and then form a compound sentence. “Andrew likes to run AND Paige likes to jump.” Emphasize AND. Have children repeat the sentences.
Teacher to provide additional examples until students demonstrate mastery.
4. Teacher provides scaffolded practice in having students use AND to connect two words. Have children look at various pictures/vocabulary words and build sentences using “AND”.
Teacher: “What vegetables are the children eating?”
Child: “Peas and carrots.”
Teacher: Repeat after me. “The children are eating peas and carrots”.

Day Two:

1. Today we are going to talk about another “GLUE” word. The word “BUT” is used to join sentences together to compare differences.
2. Teacher provides exposure. Listen as I use the word “BUT”.
Teacher initially sits then stands. “I was sitting; BUT now I am standing.”
3. Teacher provides comprehension practice: Use pictures of items in a category and give students direction, Ex: “It takes you places; BUT it isn’t a car.” You use it to build; BUT it isn’t a hammer.”
4. Teacher provides scaffolded practice (models faded to verbal cues) to help students build sentences using the connector word “but”.
5. Teacher provides practice of target in read aloud. Today I want you to raise your hand every time you hear the connector word “but”.

Day Three:

1. Today we are going to talk about the “Glue” word “IF”. IF is used to express a condition.
What does IF tell?
Students: “ IF tells a condition.”
2. Teacher provides exposure. Use blocks or pennies. “IF I put one more penny here I will have three cents. IF I have two more pennies I have five cents.. IF I have five cents I have a nickel.
3. Teacher provides comprehension practice: “IF you give me two pennies, Aliyah, I will have 5 cents.” Student gives two pennies to teacher.
4. Teacher provides scaffolded practice using student’s life experiences.
Example 1:
Teacher: “What would you like to do if you get all you homework done?”
Child: “Watch T.V.”
Teacher: Repeat after me. “If I finish my homework, I will watch T.V.”
Example 2:
Teacher: “What can you do if you finish your morning work early?”
Give me a sentence that begins with “if”.
Child: “If I finish my morning work early, I can take an AR test.”
5. Teacher provides practice of target in read aloud.

Day 4:

1. Today we are going to talk about the conjunction “OR”. OR is a “GLUE” word that shows a choice.
2. Teacher provides exposure: “I must choose between pizza OR a hot dog for lunch.” “I can’t decide whether to color this flower red OR yellow.”
3. Teacher provides comprehension practice: Set up a pretend store using objects or printed words. “Do you want the bananas OR apples?” Student indicates choice. Students are paired to continue the activity, and reminded to use “OR” when making a choice.
Student #1: “Should I get ice cream or cookies?”
Student #2: “Get ice cream.” Word or object then placed in bag.
4. Teacher provides scaffolded practice and discusses different events in which students make choices. Ex: “What are the choices for lunch today?”
5. Teacher provides practice of target in read aloud

Day 5:

1. Today we are going to talk about another “GLUE” word. The word “BECAUSE” is a connector word that tells WHY.
“What does BECAUSE tell?”
Students: “Because tells why.”
2. Teacher provides exposure: “Listen as I use the word BECAUSE to state the reason why something happens.” Teacher can use pictures of items in categories:
“Peas and carrots go together BECAUSE they are vegetables.”
“Dogs and cats go together BECAUSE they are pets.”
3. Teacher provides comprehension practice:
Mix up category pictures and written words. Student is instructed to select picture and put it in the correct category. Teacher models for student. “The banana goes in this category BECAUSE it is a fruit.
4. Teacher provides scaffolded practice (models and cues).
Teacher: “ Place the parakeet on this pile BECAUSE it is a pet. Why did you place the parakeet on that pile?”
Student: “Because it is a pet.”
Teacher: “Repeat after me: The parakeet is on that pile because it is a pet.”
5. Teacher provides practice of target with a pencil/paper task.
 - A. Students will copy “because” sentences from the board.
 - B. Students will search for the word “BECAUSE” in daily reading assignment.

Language Teaching Routines for General Education Intervention

Student: _____ Teacher: _____ Implementation Date: _____

Setting: _____ Frequency: _____ Person Responsible: _____

Step 1: Exposure

Targeted Skill	Date									

Step 2: Comprehension

Targeted Skill	Date									

Step 3: Production

Targeted Skill	Date									

FORMS TAB

FORMS TAB

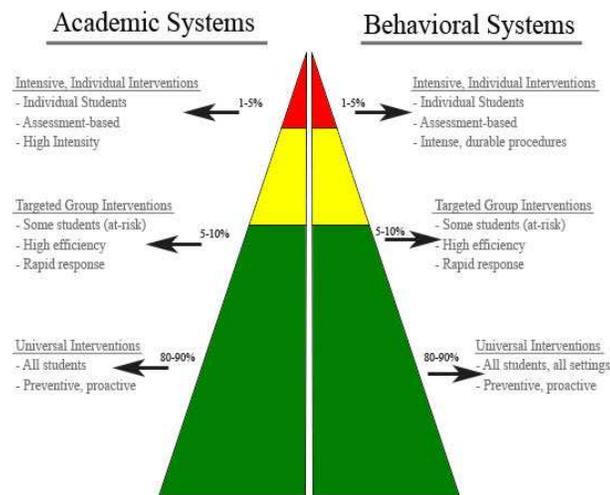
RESPONSE TO INTERVENTION USER GUIDE

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

*Dr. Eric J. Smith
Commissioner of Education
June 2008*

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

It is important to remember that RtI is a problem-solving process for addressing the academic and/or behavioral needs of students, not a procedure for getting students evaluated for special programs or services. However, should the need arise; RtI is part of the evaluation process for eligibility decisions. The goal of this focused attempt is to provide meaningful and specific interventions that clearly address a student’s individual needs. Your mission is to ensure that every student is provided appropriate instruction using proven research-based strategies. It is also important to remember that the School District of Lee County and the State of Florida have adopted a three-tier model as shown below.



The three tiers are representative of a continuum of student support. The tiers do not represent placements or procedural steps, but rather varying levels of student support. All students receive the core instruction (Tier I). In addition to the core curriculum, some students may require more strategic/supplemental (Tier II) or intensive/targeted (Tier III) levels of support in order to be successful. When addressing student needs it is always necessary to first look at the core instruction (Tier I). That being said, there are several things to consider before a problem-solving team meets to look at an individual student.

. They are as follows:

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

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

COMPREHENSIVE STUDENT REVIEW FORM

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

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

COLLEAGUE OBSERVATION FORM

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

- ✓ Who will complete the observation?
- ✓ Is there any additional data that should be collected during the observation?
- ✓ Is the observation objective?
- ✓ Should more than one observation be completed?

COMMUNICATION SKILLS-TEACHER CHECKLIST

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

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

CORE DIFFERENTIATION PLAN FOR ELL

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

Points to consider:

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

PARENT NOTIFICATION OF MEETING FORM

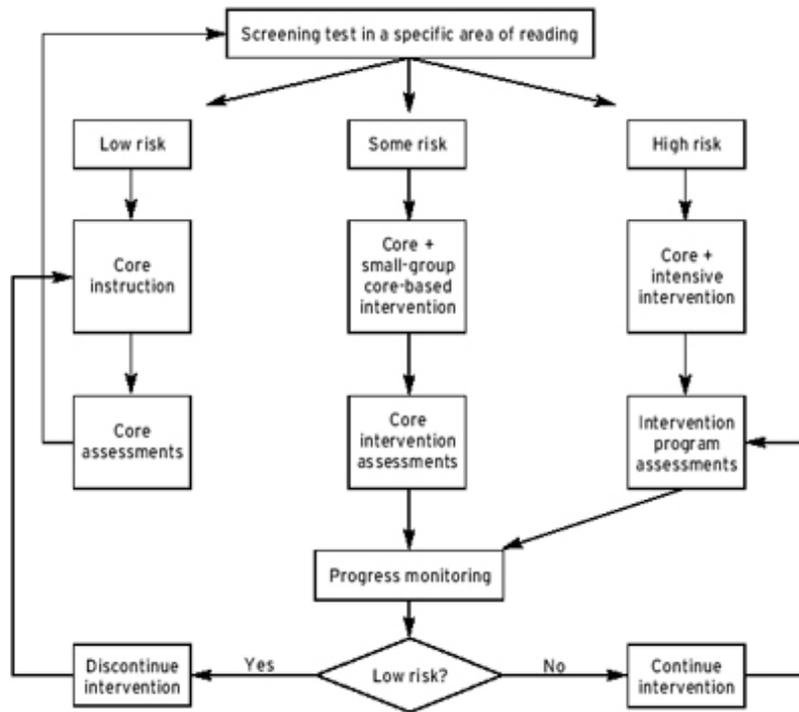
Parents/guardians are vital and important members of the RtI problem-solving team. They know their child better than anyone. Opportunities for parental involvement are required and schools must be sure to allow for proper meeting notification. While there is no legal requirement for the number of days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

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

STUDENT IMPROVEMENT PLAN

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

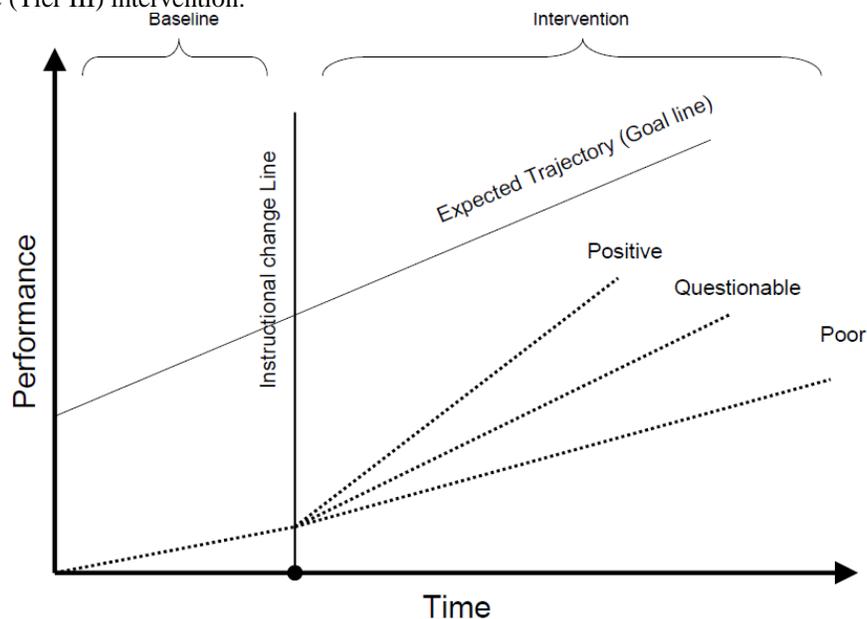
- ✓ Has the team prioritized the needs of the student?
- ✓ What level of support on the continuum does the student require to be successful?
- ✓ Has the team matched the intervention to be implemented with the specific need of the student?
- ✓ For behavioral concerns a Functional Behavior Assessment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



PROGRESS MONITORING GRAPHS

Progress monitoring is a vital part of the RtI problem-solving process. The collection of valid and reliable data displayed in a graph allows the team to determine how a student is responding to an intervention. These graphing templates (or others) may be used to monitor student progress during an intervention plan period. However the following must be considered:

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



STUDENT INTERVENTION PLAN REVIEW FORM

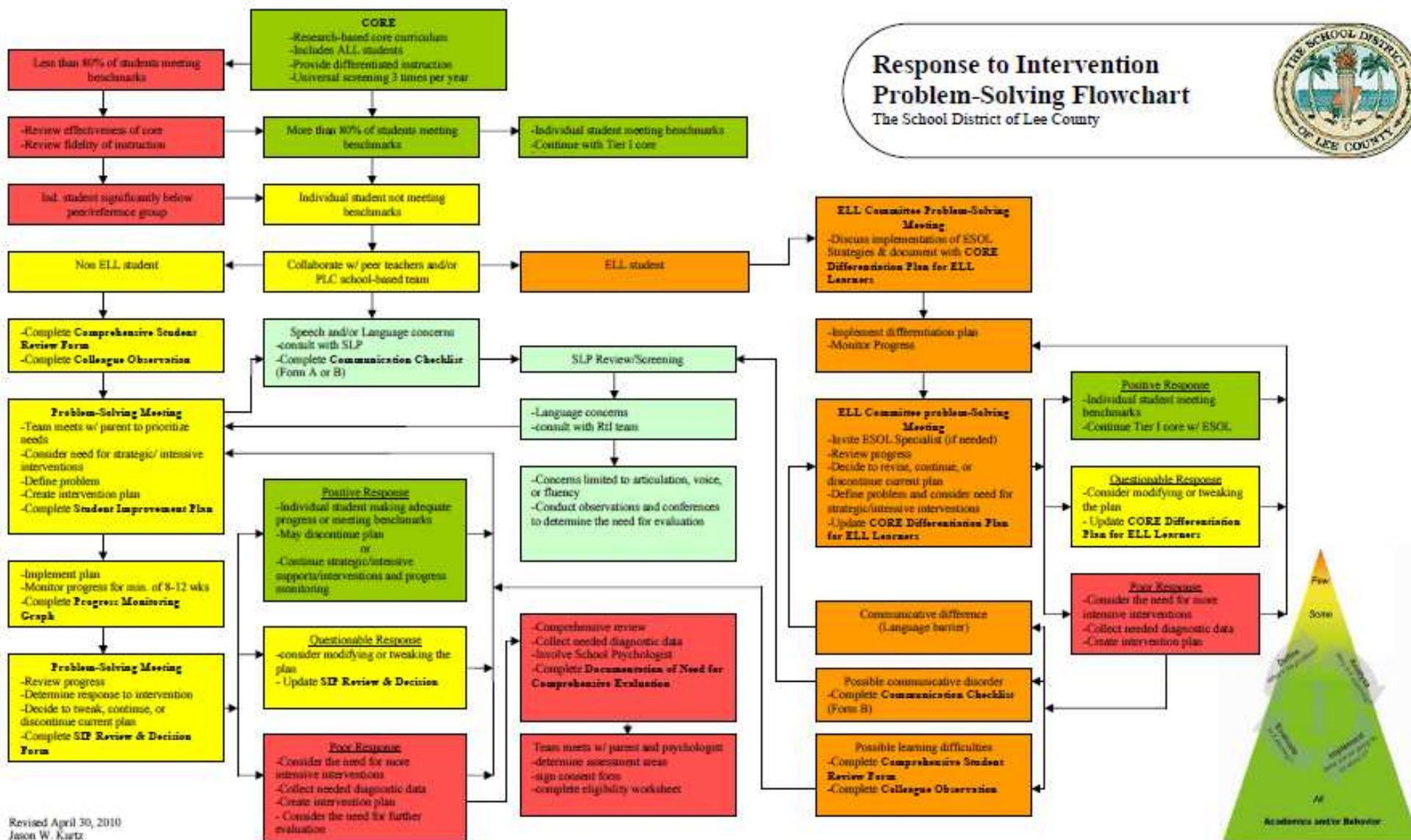
This form is designed to lead the team through the process of using the most current data to decide the effectiveness of the current intervention plan. The *Progress Monitoring Graph* is central to this determination. Upon agreement of student response, the team must then decide to continue the current intervention, tweak or revise the intervention, discontinue the intervention and begin another, or refer for further evaluation. The *Response to Intervention Problem-Solving Flowchart* should be used as a reference. Some additional points to consider

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



Response to Intervention Problem-Solving Flowchart

The School District of Lee County



Revised April 30, 2010
Jason W. Kurtz

READING PERFORMANCE

Meeting Date _____

1. Student performs on or above grade level <input type="radio"/> Yes – Skip to Math Section <input type="radio"/> No – Complete part 2				
Area of concern	Level	Explanation/description (leave blank if not a concern)		
Reads grade level materials with appropriate fluency				
Is able to comprehend grade level passages and texts				
Assessment results align with student's reading skills				
Other:				
2. Reading deficit areas (check all that apply)				
Phonological Awareness	Phonics	Fluency	Vocabulary	Comprehension
<input type="checkbox"/> gross differences <input type="checkbox"/> rhyme <input type="checkbox"/> syllables <input type="checkbox"/> alliteration <input type="checkbox"/> onset and rime <input type="checkbox"/> phonemic segmentation <input type="checkbox"/> phonemic synthesis <input type="checkbox"/> phonemic manipulation	<input type="checkbox"/> single consonants <input type="checkbox"/> digraphs <input type="checkbox"/> blends <input type="checkbox"/> short vowels <input type="checkbox"/> long vowels <input type="checkbox"/> vowel digraphs <input type="checkbox"/> diphthongs <input type="checkbox"/> syllables <input type="checkbox"/> silent e <input type="checkbox"/> r-controlled vowels <input type="checkbox"/> polysyllabic words	<input type="checkbox"/> accuracy <input type="checkbox"/> speed <input type="checkbox"/> word automaticity	<input type="checkbox"/> unable to decode known vocabulary due to poor phonics skills <input type="checkbox"/> limited vocabulary <input type="checkbox"/> limited English language skills	<input type="checkbox"/> Recall of pertinent facts <input type="checkbox"/> identifying main idea <input type="checkbox"/> prediction/inference <input type="checkbox"/> summarizing <input type="checkbox"/> limited background knowledge <input type="checkbox"/> learning/applying comprehension strategies

MATHEMATICS PERFORMANCE

1. Student performs on or above grade level <input type="radio"/> Yes – Skip to Written Language Section <input type="radio"/> No – Complete section 2			
Area of concern	Level	Explanation/description (leave blank if not a concern)	
Solves computational problems at grade level			
Solves word problems at grade level			
Assessment results align with student's math skills			
Other:			
2. Mathematics deficit areas (check all that apply)			
Content Knowledge	Problem Solving	Processing	
<input type="checkbox"/> addition/subtraction facts <input type="checkbox"/> multiplication/division facts <input type="checkbox"/> fractions <input type="checkbox"/> decimals <input type="checkbox"/> spatial relationships	<input type="checkbox"/> reading level <input type="checkbox"/> vocabulary <input type="checkbox"/> symbols/diagrams <input type="checkbox"/> multi-step problems <input type="checkbox"/> reasonableness of answers	<input type="checkbox"/> addition/subtraction fluency <input type="checkbox"/> multiplication/division fluency <input type="checkbox"/> step sequencing <input type="checkbox"/> process retention <input type="checkbox"/> completion speed	

WRITTEN LANGUAGE PERFORMANCE

1. Student performs on or above grade level <input type="radio"/> Yes – Skip to Learning Skills Section <input type="radio"/> No – Complete section 2			
Area of concern	Level	Explanation/description (leave blank if not a concern)	
Letter formation is appropriate and legible for grade level			
Grammar skills are appropriate for grade level			
Spells grade level vocabulary			
Assessment results align with student's writing skills			
Other:			
2. Written language deficit areas (check all that apply)			
Grammar and Mechanics	Spelling	Structure	
<input type="checkbox"/> vocabulary <input type="checkbox"/> subject/verb agreement <input type="checkbox"/> noun/pronoun agreement <input type="checkbox"/> tense <input type="checkbox"/> punctuation <input type="checkbox"/> other	<input type="checkbox"/> sight words <input type="checkbox"/> phonetic encoding <input type="checkbox"/> single syllable <input type="checkbox"/> multi-syllable	<input type="checkbox"/> simple sentence <input type="checkbox"/> compound sentence <input type="checkbox"/> paragraph <input type="checkbox"/> essay	

LEARNING SKILLS (complete entire section)

Classroom and Study Skills		
Area of concern	*Level	Explanation/description (leave blank if not a concern)
Completes class work accurately and independently		
Pays attention to class discussion/peer recitation		
Participates in class discussions		
Completes written work in an appropriate amount of time		
Completes homework consistently		
Obeys class rules		
Follows oral directions		
Demonstrates grade appropriate organization skills		
Demonstrates retention of previously taught skills/concepts		
Is consistent in day-to-day classroom performance		
Other _____		

BEHAVIOR SKILLS (complete entire section)

Self-Management, Peer Interactions, Adult Interactions		
Area of concern	*Level	Explanation/description (leave blank if not a concern)
Disrupts class by talking or shouting out		
Is easily frustrated with independent work		
Engages in self-injurious behavior		
Tends to daydream		
Requires cuing to complete task		
Engages in off-task behavior		
Is out of seat at inappropriate times		
Has difficulty working with classmates		
Exhibits aggressive behavior (hits, pushes, threatens)		
Destroys property		
Shows lack of respect for authority		
Refuses to comply with direction/redirection		
Other _____		

* "Rarely" indicates minimal problem

OTHER LEARNER ATTRIBUTES**Student's Strengths**

--

Family Issues

(i.e. custody issues, deaths, relocation, etc.)

--

Student's Thinking Style

- Analytic** – logical, orderly, step-by-step, detail-oriented
- Global** – less structured, disorganized, less cognizant of time limitations or deadlines, big-picture, "idea" people

--

Student's Learning Style

- Auditory** – lectures and other spoken information is easily remembered and synthesized
- Kinesthetic** – able to incorporate touch or movement into learning
- Visual** – learn best through seeing, skilled in remembering and processing information that comes in the form of images and presentations

--

What strategies, techniques, or accommodations have been used to address the student's needs? Include differentiated instruction based on the student's academic readiness, learning strengths, and interests. (For ELL students, attach the CORE Differentiation Plan.)

Explain why these efforts did not meet the student's needs.

--

Health Data

(i.e. screenings, medically documented health concerns)

Vision Screening: _____ / _____ Hearing Screening: _____ / _____ Summary of health concerns:

--

Behavior/Emotional Concerns

--

**Summary of Discipline Referrals
(attach if necessary):**

--

Summary of previous formal evaluations (i.e. speech, language, psycho ed, rating scales, etc.):

--

Based on the above student data, the **primary concern** (reason for RtI referral) for the student is:

--

Referring educator **attaches** these documents:

- Colleague Observation** Form(s) dated _____
- Communication Skills** Form A or B (if applicable) dated _____
- CORE Differentiation Plan for ELL Students** (if applicable) dated _____
- Current **SIP and/or PBIP** dated _____

--

To be completed by the RtI Team:

- _____ Date forms submitted
- _____ Date of Problem-Solving Team Meeting
- _____ Date CSRF distributed to RtI Team
- _____ Date of next meeting scheduled
- _____ Date parent/guardian invited to problem-solving meeting
- _____ Date case manager assigned _____

--



The School District of Lee County

COLLEAGUE OBSERVATIONS

Student: _____ Observer's Name: _____ Title: _____

Activity Observed: _____ Time of Observation: _____ Date: _____
(beginning and ending)

Learning Situation: One-on-one Small Group Class Independent

ESOL/ELL: Yes No

When observing this student, please consider the functioning of class peers as a guide for ratings. Add comments under Notes column to clarify your ratings.

Federal regulations require that the observer NOT be the student's current classroom teacher.

Behavioral Performance	Hardly ever	Sometimes	Frequently	Not Observed	Notes
is disruptive					
is uncooperative					
lacks interest					
is impulsive					
interacts negatively with peers					
avoids activities					
is inattentive to task					
does not complete work					
seeks attention					
is distracted					
perseverates (repeats behav.)					
avoids peer interaction					
Academic Performance	Hardly ever	Sometimes	Frequently	Not Observed	Notes
appears to understand what is said					
appears to have adequate recall					
is able to follow oral directions					
is able to follow written directions					
completes assignments in designated time					
contributes to class discussion					
appears to express ideas adequately					
appears organized					

Were there components of the lesson that contributed to the student's success? Describe:

Describe how the student responded to the;
lesson.

teacher.

peers.

Describe the student's behavior regarding engagement in learning and on task behavior.

Note any learning and/or behavior problems or frustrations that the child exhibited during the lesson.

Note any strengths that the student exhibited during the lesson.

Any additional observations/comments:



The School District of Lee County
PARENT NOTIFICATION OF MEETING

Date: _____

Dear Parents/Guardians of: _____

This letter is to inform you that there is a concern about your child's academic and/or behavioral progress in school. We would greatly appreciate your help in working with us and the other members of the School RtI Team to resolve these issues. You are a vital member of this team and we value your input. We will be having a meeting to discuss your child's needs. It is our hope that we can develop an educational plan to help your child achieve the necessary skills for success in the ___ grade. We request your assistance in developing this plan. If you are unable to attend, you will be notified of any decisions.

MEETING:

Location: _____

Date: _____

Time: _____

If you have any questions, or if this meeting time is not convenient for you, please call me at the number below and we will discuss your questions or arrange a mutually convenient meeting time.

Sincerely,

RtI Team Chairperson

Phone: _____

PARENT RESPONSE TO INTERVENTION (RtI) TEAM MEETING INVITATION

Student Name: _____

Teacher: _____

Please complete and return to your child's teacher.

_____ Yes, I will attend the meeting scheduled above to discuss my child's academic/behavioral needs.

_____ No, I am unable to meet at the scheduled time. I will call to reschedule an appointment.

_____ No, I am unable to meet at the scheduled time. Please hold the meeting without me.

Parent Signature: _____

Date: _____



The School District of Lee County

FORM A

COMMUNICATION SKILLS- TEACHER CHECKLIST

*Required for students for whom there are Speech and/or Language concerns (For ELL Students Use Form B)

Student's Name: _____ Teacher's Name: _____ Date: _____

School: _____ ID #: _____ DOB: _____ Grade: _____

ARTICULATION, VOICE, AND FLUENCY

- 1. Can the student be easily understood when speaking? [] YES [] NO
2. Does the student's speech production sound similar to peers? [] YES [] NO
3. Does the student pronounce multi-syllabic words correctly? [] YES [] NO
4. Does the student speak fluently without excessive repetition or pausing? [] YES [] NO
5. Does the student speak at an appropriate rate? [] YES [] NO
6. Does the student use an appropriate speaking volume and voice quality? [] YES [] NO

LANGUAGE

- 1. Can the student appropriately answer yes / no questions? [] YES [] NO
2. Can the student ask and answer wh-questions? [] YES [] NO
3. Does the student use and understand basic concepts expected for grade level? [] YES [] NO
4. Does the student understand and use negatives (not, never, none)? [] YES [] NO
5. Can the student identify similarities and differences? [] YES [] NO
6. Can the student follow directions containing space and location vocabulary? [] YES [] NO
7. Can the student follow directions containing time vocabulary? [] YES [] NO
8. Can the student categorize objects and vocabulary? [] YES [] NO
9. Can the student name items in a category at the same level as peers? [] YES [] NO
10. Does the student use and understand describing words? [] YES [] NO
11. Can the student understand and name antonym and synonym pairs? [] YES [] NO
12. Does the student understand multiple meaning words? [] YES [] NO
13. Does the student understand comparatives and superlatives? [] YES [] NO
14. Does the student use and understand conjunctions? [] YES [] NO
15. Does the student use complete sentences when speaking? [] YES [] NO
16. Does the student use correct word order when speaking? [] YES [] NO
17. Does the student use correct grammar when speaking? [] YES [] NO
18. Can the student understand and use figurative language? [] YES [] NO
19. Can the student retell a story or an event? [] YES [] NO
20. Does the student understand expected math vocabulary? [] YES [] NO

OTHER CONCERNS AND/OR COMMENTS:

*Signature of Person Completing Form: _____ Date: _____

SLP Review / Screening Outcome:

- ___ Speech / Language skills appear to be adequate
___ Concerns are limited to articulation, voice or fluency
___ Consult with Rtl Team

*SLP signature: _____ Date: _____



The School District of Lee County

FORM B

COMMUNICATION SKILLS- TEACHER CHECKLIST

For English Language Learners

*Required for ELL students for whom there are speech-language concerns

Student: _____ ID# _____
School: _____ Grade _____ Teacher: _____

Questions to ask regarding student's language skills in first/native language (if other than English) (information may need to be obtained from family member or through observation by speaker of native language)

In his/her FIRST (NATIVE) LANGUAGE:

1. Does the child frequently use gestures instead of speech? If yes, give examples.
2. Are there problems with the child's use of vocabulary? If so, describe.
3. Is the child's speech easily understood?
4. Does the child have difficulty pronouncing specific consonant sounds?
If so, which sounds?
5. Approximately how many words are in the child's typical sentence?
6. Does the child use words in sentences in the appropriate order?
7. Can the child follow simple instructions such as "close the door" or "get the book"?
8. Is the child able to answer "yes" and "no" appropriately when asked simple questions?
9. Is the child able to express basic needs?
10. Is the child able to make requests that require action or that something be done (ex. Read to me, Give me, Go, Open)?
11. Is the child able to request information?
12. Is the student able to describe events and personal experiences?
13. Is the child able to retell a short story?
14. Is the child able to express feelings?
15. Is the child able to give explanations?

Questions for discussion by school team:

1. What evidence is there that the child has difficulty articulating sounds in his/her native language? Are mispronunciations in English limited to sounds that do not exist in their first language or in certain positions of words?
2. What evidence is there that the child has a communication problem in both languages?
3. Is it possible that the communication problems observed can be accounted for by limited experiences in using the language?
4. How does the child respond to language instruction in the regular classroom? A child with a communicative disorder will exhibit greater difficulty acquiring new language skills than his/her typical peers and is likely to exhibit a greater need for repetition, prompts, etc.
5. Is there any evidence that the child has difficulty communicating with peers and family members outside of the school environment? If so, describe.
6. To what extent does the child exhibit communicative behaviors that are atypical of other children who have had similar cultural and linguistic experiences?

*Refer to Communicative Difference vs. Disorder information for implications and strategies based above information.

Date of ELL committee review/discussion: _____

ELL committee participants: _____

Recommend review by speech pathologist: Yes No (If yes, SLP must be invited to next meeting.)

SLP review/recommendation: _____

SLP signature: _____ Date: _____



THE SCHOOL DISTRICT OF LEE COUNTY

Meeting Date _____

CORE DIFFERENTIATED PLAN
FOR ENGLISH LANGUAGE LEARNERS

Print Form

COMPLETE PAGES 1 AND 2 PRIOR TO THE MEETING; COMPLETE PAGES 3 AND 4 DURING THE MEETING
COMPLETE ALL FIELDS UNLESS OTHERWISE INDICATED

Student Information

Last, First _____ Current Grade _____ Date of Birth _____ Student ID#

School _____ Referring Teacher _____

Number of years in LCSD _____ Length of time in current setting _____ Retentions _____ Retained in grade(s) _____

Pre-school experience _____ 504 Plan _____ Number of absences: this year _____ last year _____

Prior psycho-educational testing date _____ Number of tardies: this year _____ last year _____

Previous or current ESE eligibilities: Primary _____ Secondary _____

ELL History

Native language _____ Years in USA _____ Review of educational background _____

Less than 2 years in English-speaking school _____ If yes, indicate the most recent test scores:

APRENDA Reading _____ APRENDA Math _____ CELLA _____ LAB _____ Haitian/Creole Assessment _____

Student Performance Information

Enter specific course	*REPORT CARD GRADES				FAIR			FCAT	
	Quarter 1 % or SNU	Quarter 2 % or SNU	Quarter 3 % or SNU	Quarter 4 % or SNU	Three (3) most recent dates			Spring 2009	Spring 2010
Reading					Enter dates PRS/FSP (K-12)			Rdg AL	Rdg AL
Math					WCPM (Gr 1-2)			Rdg DSS	Rdg DSS
LA/Writing					Comp %ile			Math AL	Math AL
Science					Vocab %ile			Math DSS	Math DSS
Soc. St.					Fluency			Non-FAIR Reading Fluency	
					WA %ile			Assessment used	
								WCPM	

*If this Core Differentiation Plan for ELL Students is completed prior to 3rd quarter, also attach a copy of all grades from the previous academic year.

Additional Assessment Data	Total	Score	Subtest	Score										
SAT 10	Total													
	Total													
	Total													
	Total													

Performance Considerations

Oral Language Development Refer to Differentiation Guide for English Language Learners, p. 30-31	Explanation
<input type="checkbox"/> Level 1 - Starting Listens attentively, understands pictorial, graphic or nonverbal representation of language and commands, knows high-frequency words	
<input type="checkbox"/> Level 2 - Emerging Speaks in one or two word phrases, understands high-frequency and general vocabulary and general expressions, uses phrases or short sentences in oral or written communication	
<input type="checkbox"/> Level 3 - Developing Uses language to communicate with others on familiar matters, uses general and some academic vocabulary and expressions, uses expanded sentences in oral and written communication	
<input type="checkbox"/> Level 4 - Expanding Uses language in both concrete and abstract situations and applies language to new experiences, uses specialized and some technical academic vocabulary and expressions	
<input type="checkbox"/> Level 5 - Bridging Understands a wider range of longer oral and written texts, recognizes implicit meaning, uses and understands technical academic vocabulary and expressions	

Reading Performance		
Area of concern	Level	Explanation/description (leave blank if not a concern)
Reads grade level materials with appropriate fluency		
Is able to comprehend grade level passages and texts		
Assessment results align with student's reading skills		
Other: _____		
Reading deficit areas (check all that apply)		
<u>Phonological Awareness</u> <input type="checkbox"/> gross differences <input type="checkbox"/> rhyme <input type="checkbox"/> syllables <input type="checkbox"/> alliteration <input type="checkbox"/> onset and rime <input type="checkbox"/> phonemic segmentation <input type="checkbox"/> phonemic synthesis <input type="checkbox"/> phonemic manipulation	<u>Phonics</u> <input type="checkbox"/> single consonants <input type="checkbox"/> digraphs <input type="checkbox"/> blends <input type="checkbox"/> short vowels <input type="checkbox"/> long vowels <input type="checkbox"/> vowel digraphs <input type="checkbox"/> diphthongs <input type="checkbox"/> syllables <input type="checkbox"/> silent e <input type="checkbox"/> r-controlled vowels <input type="checkbox"/> polysyllabic words	<u>Fluency</u> <input type="checkbox"/> accuracy <input type="checkbox"/> speed <input type="checkbox"/> word automaticity
<u>Vocabulary</u> <input type="checkbox"/> unable to decode known vocabulary due to poor phonics skills <input type="checkbox"/> limited vocabulary <input type="checkbox"/> limited English language skills	<u>Comprehension</u> <input type="checkbox"/> recall of pertinent facts <input type="checkbox"/> identifying main idea <input type="checkbox"/> prediction/inference <input type="checkbox"/> summarizing <input type="checkbox"/> limited background knowledge <input type="checkbox"/> learning/applying comprehension strategies	

Mathematics Performance		
Area of concern	Level	Explanation/description
Solves computational problems at grade level		
Solves word problems at grade level		
Test results align with student's mathematics skills		
Other: <u>Enter skill area</u>		
Mathematics deficit areas (check all that apply)		
<u>Content Knowledge</u> <input type="checkbox"/> addition/subtraction facts <input type="checkbox"/> multiplication/division facts <input type="checkbox"/> fractions <input type="checkbox"/> decimals <input type="checkbox"/> spatial relationships <input type="checkbox"/> other _____ <input type="checkbox"/> other _____	<u>Problem Solving</u> <input type="checkbox"/> reading level <input type="checkbox"/> vocabulary <input type="checkbox"/> symbols/diagrams <input type="checkbox"/> multi-step problems <input type="checkbox"/> reasonableness of answers	<u>Processing</u> <input type="checkbox"/> addition/subtraction fluency <input type="checkbox"/> multiplication/division fluency <input type="checkbox"/> step sequencing <input type="checkbox"/> process retention <input type="checkbox"/> completion speed

Pages 3 and 4 of this document are to be completed during the meeting.

ELL DIFFERENTIATION PLAN What is going to be done? Plan # <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> +	
Area of concern addressed by this plan	<input type="checkbox"/> oral language <input type="checkbox"/> reading <input type="checkbox"/> mathematics
Specific skill of concern	
Problem definition	
Goal	
Intervention description	
Strategies for oral language development (p. 13)	
Accommodations (p. 69-70)	
Explain how differentiation will be implemented	
Interventionist and location of intervention	
Frequency / time of intervention	<input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F beginning time _____ ending time _____
Dates of intervention	beginning date _____ ending date _____

SIOP MODEL INTERVENTIONS Select at least two (2) SIOP Model Components and explain how you will incorporate them. Refer to Differentiation Guide for English Language Learners, p. 35.	
Preparation	
Building background	
Comprehensible input	
Strategies	
Interaction	
Practice / application	
Lesson delivery	
Review / assessment	

MEASUREMENT SYSTEM

How will progress be monitored?

Assessment type/name	
Assessment frequency	
What will be recorded?	
Data collector	
When will data be collected?	

MEETING PARTICIPANTS

Name of Attendee	Signature	Role
		Administrator
		Teacher
		Parent
		ESOL Contact
		ESOL Specialist

Parent/guardian was invited but not in attendance. Contact made by _____ via _____ on _____

REVIEW AND DECISION MEETING

Meeting date _____

The team will meet on the above date to review student progress data. Based on the evidence presented at the meeting, the team will decide on future action.

- Maintain the current differentiation plan to meet the needs of the student as progress is evident.
- Discontinue the differentiation plan because the goal has been met or the problem has been resolved.
- Revise or modify the current differentiation plan or create a new plan because the student's needs are not being met.
- Consider increasing supports through the RtI problem-solving process. Complete the Comprehensive Student Review Form and refer the student to the school-based RtI problem-solving team.

MEETING PARTICIPANTS

Name of Attendee	Signature	Role
		Administrator
		Teacher
		Parent
		ESOL Contact
		ESOL Specialist

Parent/guardian was invited but not in attendance. Contact made by _____ via _____ on _____



The School District of Lee County
Student Improvement Plan
 COMPLETE ALL SECTIONS UNLESS OTHERWISE INDICATED

Meeting Date _____

Print Form

Student Information

Last, First _____ Gender Male Female Student ID#

School _____ Referring Teacher _____ Current Grade _____

Date of Birth _____ Glasses Yes No Ethnicity _____ ELL Status _____

Parent/Guardian Name _____ Phone _____ Email _____

Student Strengths The problem-solving team (PST) discusses the student's strengths and considers them during the intervention planning process.

Enter summary of student strengths...

Student Needs The PST considers the information on the Comprehensive Student Review Form to identify the top learning priority.

General Area	Specific Area (i.e. fluency, long division, on task)	Name or Type of Supporting Data	Priority

Data Analysis (Definition / Cause / Hypothesis) The PST defines the main problem by considering factors related to the top learning priority, identifies the causes(s) and then brainstorms to create a hypothesis that addresses these factors. *If the PST addresses a second priority, attach an additional Data/Goal/Intervention page.*

Based on assessment or measurement, how does the student's baseline performance level compare to peers?

Student	Peers	Student	Peers	Student	Peers

When does the problem occur (specific time, subject, activity)? _____

Where does the problem occur (i.e. all academics, small group, transitions, cafeteria, specials, bus)? _____

What causes or precedes the problem? _____

The PST hypothesizes that the problem, _____
 would be reduced with the occurrence of _____

Goal The PST writes a "SMART" goal that encompasses the hypothesis.

SMART Goal - **S**pecific (targeted skill or behavior), **M**easurable (relevant assessment or data from behavior observations), **A**ttainable, **R**ealistic (extent to which a goal is attainable and realistic for the student depends upon the scientific, research-based intervention(SRBI) and the cause of the problem), **T**imely (goal can be achieved in the allotted time)

Examples of Academic Goals

Example A1: The student will increase WCPM from 60 to at least 100 (40+) after 24 weeks as measured using a grade level reading passage from the FAIR Tool Kit.

Example A2: The student will improve written expression from writing non-descriptive fragments to writing a five sentence paragraph with a clear topic sentence, transitions (at least 2), descriptive language (at least 6 adjectives/adverbs) and conclusion after 12 weeks of intervention.

Example A3: After 12 weeks of intervention, the student will increase accuracy from 20% to 50% when solving long division problems.

Examples of Behavior Goals

Example B1: The student will increase on-task behavior by 50%, from 2 minutes to at least 4 minutes during a 20 minute independent assignment after 8 weeks of intervention.

Example B2: Following 12 weeks of intervention, the student will decrease the number of call outs during whole group instruction from an average of 7 during a 20 minute period to 2 or fewer.

Enter the SMART goal for the student in this space...

Intervention - The PST designs an Intervention that enables the student to make sufficient progress while working towards the goal. The Intervention includes who/what/when/where/how the goal will be reached.

Person responsible for implementing SIP _____ Teacher : student ratio = 1 : _____
 Location _____ Days per week _____ # of weeks _____ Minutes per session _____
 Scientific, research-based strategy _____

Description, specifics, clarifying notes:

Enter sufficient information in this space so that an Interventionist, supervisor or auditor will understand the procedures for the Intervention...

Behavior only - Select a total of three (3) strategies and describe their implementation in the description area (above):

Proactive Render problem behavior unnecessary	Educative Teach new skills to replace problem behavior	Functional Ensure *reinforcers for positive behavior

* If using reinforcers, attach a list of reinforcers used for the student, indicating successful reinforcers.

Are crisis management procedures needed to ensure safety and/or to de-escalate the student's behavior? _____ If yes, describe:

Refer to the following descriptions to determine the level of support this plan provides for the student _____

Core, universal instruction & supports (Tier 1)

General academic and behavior instruction and support provided to all students in all settings. Teachers differentiate instruction to meet the needs of individuals or groups of students.

Supplemental instruction & supports (Tier 2)

Targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum, delivered in groups up to 7.

Intensive, individualized instruction & supports (Tier 3)

The most intense instruction (increased time, narrowed focus, reduced group size) and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports. This level of intervention and support is based on individual student need and may be delivered in small groups (up to 3) or 1 - to - 1.

Progress Monitoring Assessment type/name _____ Frequency _____

Person(s) responsible for gathering data _____ Measurable goal based on duration of intervention _____

Person(s) responsible for graphs _____ Final measurable target based on SMART goal _____

Support Case manager _____ Fidelity support plan on file with PST Chair

Materials needed _____ Modeling/coaching/training needed _____ *Update and attach p. 3 of the CORE Differentiation Plan for ELL Students.*

Future Action After the recommended intervention duration and the collection of eight (8) or more data points (based on student attendance), the PST will reconvene on or about _____ to analyze the student's progress monitoring data. At that meeting, actual performance will be compared to expected performance, and a decision will be made to

- 1) discontinue current intervention strategies/supports
- 2) continue current intervention strategies/supports
- 3) change intervention strategies/supports at current intensity level
- 4) provide increased intensity of current or new interventions

If the person responsible for monitoring the student's performance data determines that the current recommended intervention is not efficacious, the PST may reconvene prior to the collection of eight (8) data points.

Team members to be invited to the next meeting:

<input type="checkbox"/> Parent	Enter name	<input type="checkbox"/> Curr. Spec.	Enter name	<input type="checkbox"/> School Psych.	Enter name	<input type="checkbox"/> ESOL Contact	Enter name
<input type="checkbox"/> PST Chair	Enter name	<input type="checkbox"/> Guid. Coun.	Enter name	<input type="checkbox"/> Dist. RI LRT	Enter name	<input type="checkbox"/> Dist. ESOL Spec.	Enter name
<input type="checkbox"/> Gen. Ed. Tch.	Enter name	<input type="checkbox"/> Behvr. Spec.	Enter name	<input type="checkbox"/> Admin.	Enter name	<input type="checkbox"/> Other	Enter name

Signatures

Print Name of Attendee	Signature	Role	Date
		Parent	
		Administrator	
		Teacher	
		PST Chair	

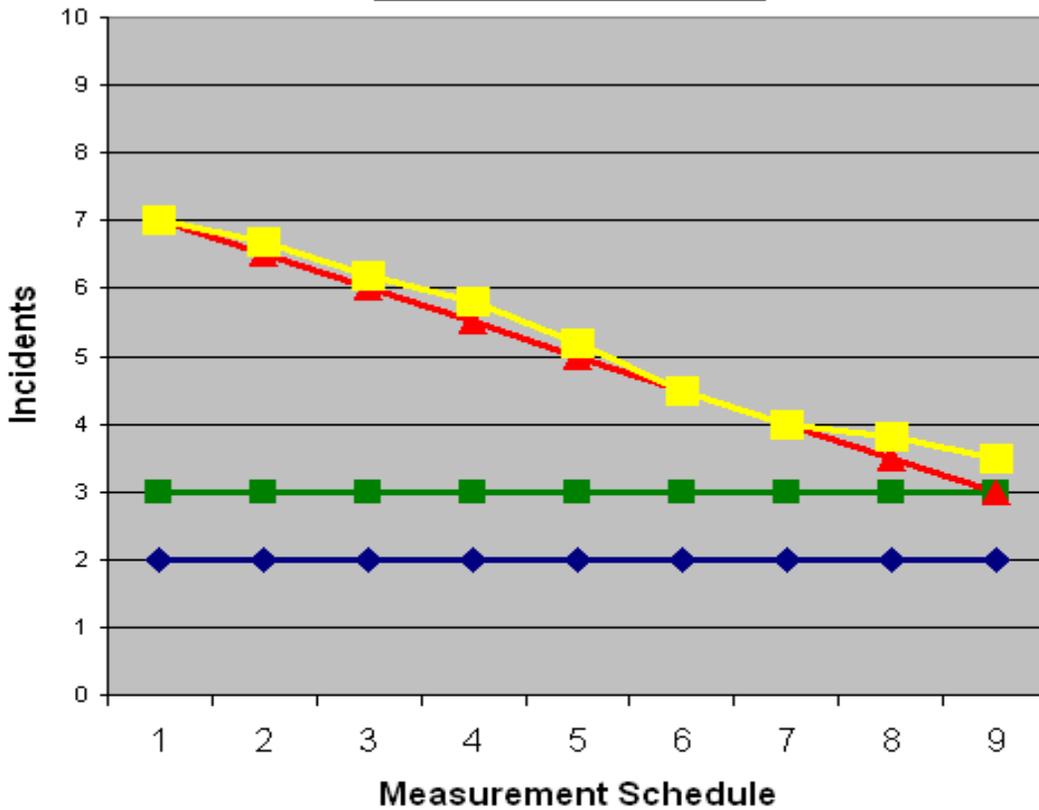
Parent/guardian was invited but not in attendance. Contact made by _____ via _____ on _____

PROGRESS MONITORING GRAPHS

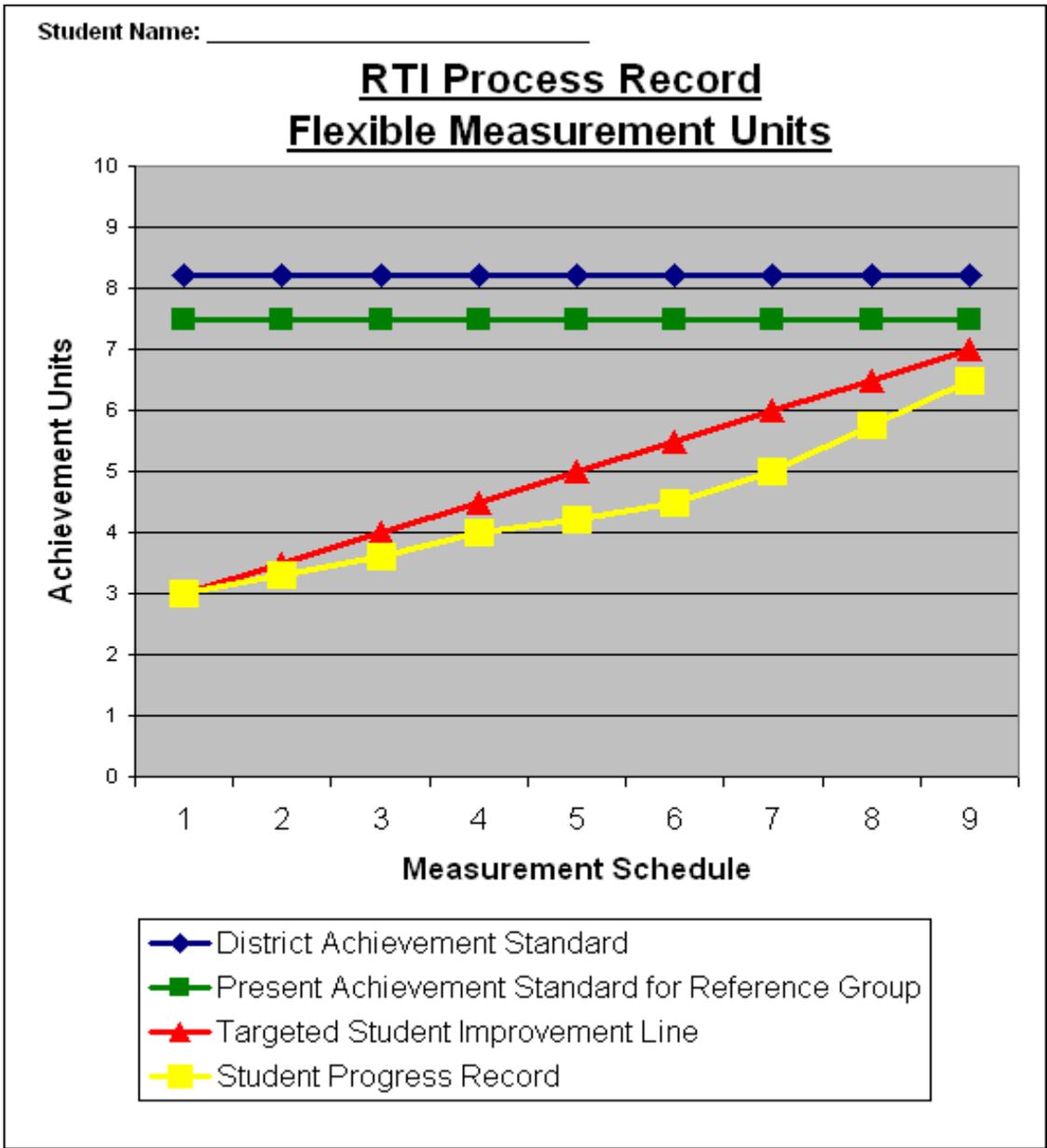
RTI PROCESS RECORD									
District Behavior Standard	2	2	2	2	2	2	2	2	2
Present Behavior Standard for Reference Group	3	3	3	3	3	3	3	3	3
Targeted Student Improvement Line	7	6.5	6	5.5	5	4.5	4	3.5	3
Student Progress Record	7	6.7	6.2	5.8	5.2	4.5	4	3.8	3.5

Student Name: _____

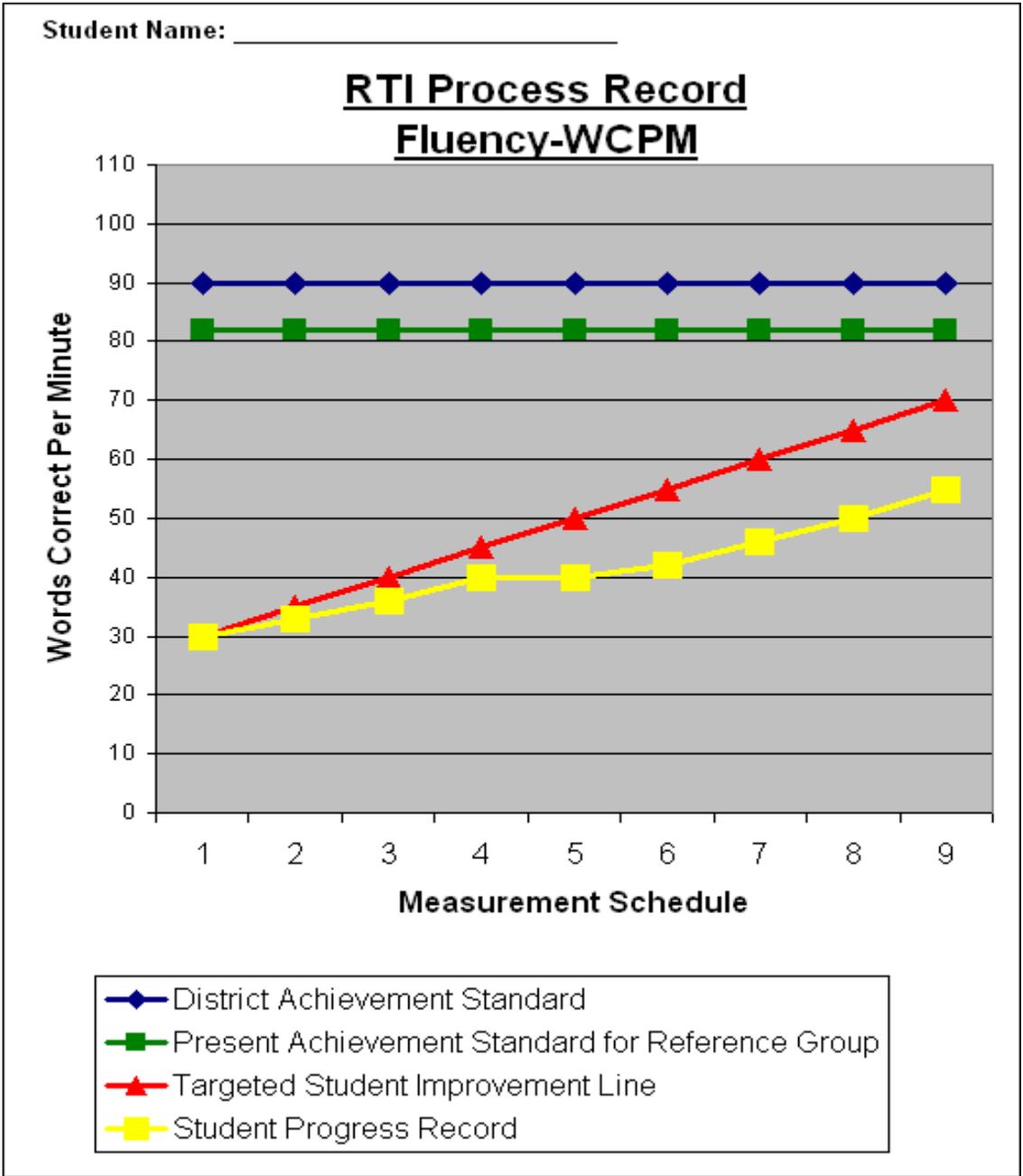
RTI Process Record
Student Behavior



RTI PROCESS RECORD										
District Achievement Standard	8.2	8.2	8.2	8.2	8.2	8.2	8.2	8.2	8.2	8.2
Present Achievement Standard for Reference Group	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5
Targeted Student Improvement Line	3	3.5	4	4.5	5	5.5	6	6.5	7	
Student Progress Record	3	3.3	3.6	4	4.2	4.5	5	5.8	6.5	



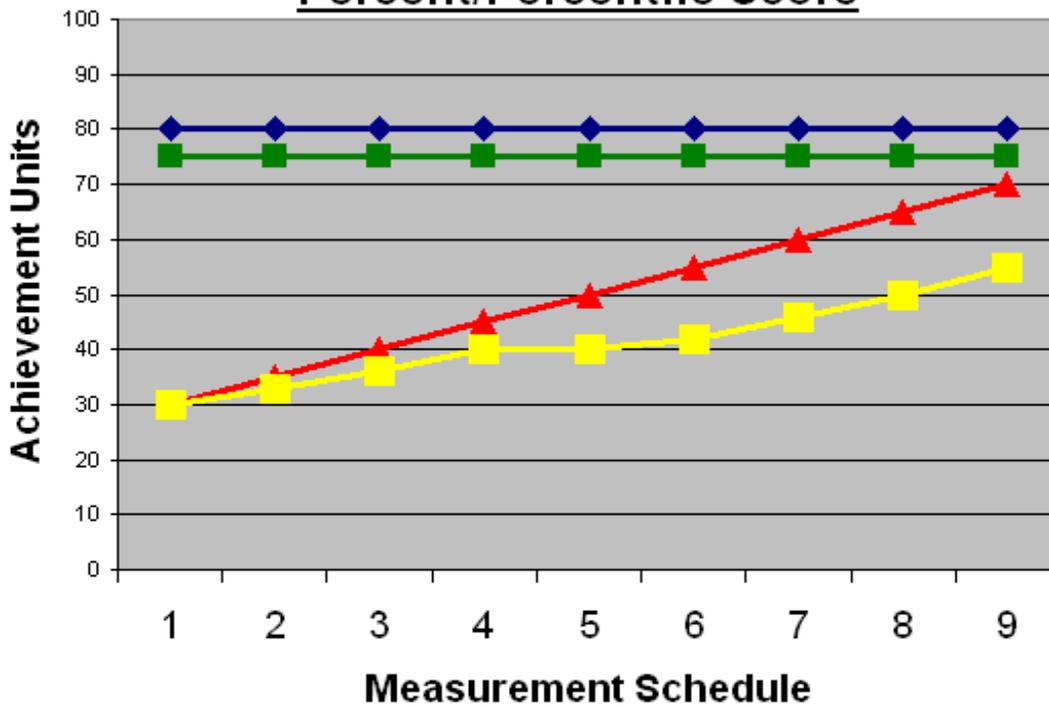
RTI PROCESS RECORD										
District Achievement Standard	90	90	90	90	90	90	90	90	90	90
Present Achievement Standard for Reference Group	82	82	82	82	82	82	82	82	82	82
Targeted Student Improvement Line	30	35	40	45	50	55	60	65	70	
Student Progress Record	30	33	36	40	40	42	46	50	55	



RTI PROCESS RECORD										
District Achievement Standard	80	80	80	80	80	80	80	80	80	80
Present Achievement Standard for Reference Group	75	75	75	75	75	75	75	75	75	75
Targeted Student Improvement Line	30	35	40	45	50	55	60	65	70	
Student Progress Record	30	33	36	40	40	42	46	50	55	

Student Name: _____

RTI Process Record Percent/Percentile Score



- ◆ District Achievement Standard
- Present Achievement Standard for Reference Group
- ▲ Targeted Student Improvement Line
- Student Progress Record



The School District of Lee County SIP Review

Meeting date _____
Review of SIP dated _____

COMPELTE ALL SECTIONS UNLESS OTHERWISE INDICATED

Print Form

1. Student Information

Last, First _____	Gender <input type="radio"/> Male <input type="radio"/> Female	Student ID# <table border="1" style="display: inline-table; width: 100px; height: 15px; vertical-align: middle;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table>										
Current School _____	Current Teacher _____	Current Grade _____										
Date of Birth _____	Glasses <input type="radio"/> Yes <input type="radio"/> No	Ethnicity _____										
Parent/Guardian Name _____	Phone _____	Email _____										

2. Documentation

The following *recent* documentation has been brought to the Problem Solving Team (PST) for review:

- Progress monitoring results for each goal/intervention obtained by team members including, but not limited to, student work samples, progress monitoring graph with data points at regular intervals
- Instructional variables, i.e. fidelity of implementation, events that may have impacted optimal outcome
- Student variables, i.e. medical, developmental, or family issues
- Attendance history
- Cumulative folder information

File documentation from this section in the pink folder with a copy of this SIP Review form. Include notes on PST verbal input if not reflected in documentation. Date all SIP Review documents to reflect the date of this PST SIP Review.

3. Data Analysis

The PST analyzes the data to determine whether there is sufficient information on which to base a decision.

Baseline from most recent SIP _____ Average of 3 most recent data points _____
 Student performance line compared to target _____ Student performance line compared to peers _____

Explain here if the student performed below the target line or peers. Include items from Documentation and Data Analysis sections.

4. Team Decision

The PST selects a specific course of action based on an analysis of all items from the Documentation and Data Analysis sections of this form.

<input type="checkbox"/> Data show that the student met the goal. Discontinue the intervention because the goal has been met/problem has been resolved. If the student falls significantly behind, the teacher, grade level team, or data team will request an RtI review.
<input type="checkbox"/> Data show that the student met the goal. The intervention is adequate to allow the student to keep pace with the curriculum. Maintain the intervention to continue meeting the needs of the student. If the student falls significantly behind, the teacher, grade level team, or data team will request an RtI review.
<input type="checkbox"/> The student's response is above expectation but the current goal was an interim goal. Continue the intervention, increase the goal, and adjust the target line.
<input type="checkbox"/> The student's response (data points or trend line) is aligned with the target line but the goal has not been met. Continue the intervention.
<input type="checkbox"/> Continue ELL accommodations and/or SIOP strategies using the CORE Differentiation Plan and continue to document progress.
<input type="checkbox"/> Data show that the student's rate of progress is not closing the gap. Revise the intervention based on current data using a scientific, research-based intervention (SRBI). Use this form or attach a new Data/Goal/Intervention page.
<input type="checkbox"/> Data show that the student's progress is not closing the gap and/or the student requires permanence at the current level of intensity. Refer for further evaluation to determine the need for Exceptional Student Education (ESE) services. The student's response(s) to intervention(s) used thus far will contribute to the determination of eligibility for ESE services. Continue to provide appropriate support for the student until eligibility for ESE services has been determined.
<input type="checkbox"/> Other team decision - enter the explanation of the decision and attach appropriate documents.

If the SIP is revised or if a new SIP is designed, compare the change(s) to the previous intervention:

The selected SRB strategy is _____ The duration (number of weeks is) _____
 The teacher : student ratio is _____ The length (minutes per session) is _____

If the goal/target has been revised, enter the new SMART goal in this space.

5. Revise Intervention - Use this section to document the revised intervention; if more than one (1) goal, use a new Data/Goal/ Intervention page.

Person responsible for implementing SIP _____ Teacher : student ratio = 1 : _____
 Location _____ Days per week _____ # of weeks _____ Minutes per session _____
 Scientific, research-based strategy _____
 Description, specifics, clarifying notes:
 Enter sufficient information in this space so that an interventionist, supervisor or auditor will understand the procedures for the intervention..

Behavior only - Select a total of three (3) strategies and describe their implementation in the description area (above):

Proactive Render problem behavior unnecessary	Educative Teach new skills to replace problem behavior	Functional Ensure *reinforcers for positive behavior

* If using reinforcers, attach a list of reinforcers used for the student, indicating successful reinforcers.
 Have crisis management procedures changed? _____ If yes, describe:
 If the crisis management plan has changed, describe the new procedures here...

Refer to the following descriptions to determine the level of support this plan provides for the student _____

<p>Core, universal instruction & supports (Tier 1) General academic and behavior instruction and support provided to all students in all settings. Teachers differentiate instruction to meet the needs of individuals or groups of students.</p> <p>Supplemental instruction & supports (Tier 2) Targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum, delivered in groups up to 7.</p>	<p>Intensive, individualized instruction & supports (Tier 3) The most intense instruction (increased time, narrowed focus, reduced group size) and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports. This level of intervention and support is based on individual student need and may be delivered in small groups (up to 3) or 1-to-1.</p>
--	---

Progress Monitoring Assessment type/name _____ Frequency _____
 Person(s) responsible for gathering data _____ Measurable goal based on duration of intervention _____
 Person(s) responsible for graphs _____ Final measurable target based on SMART goal _____

Support Case manager _____ Fidelity support plan on file with PST Chair
 Materials needed _____ Modeling/coaching/training needed _____ *Update and attach p. 3 of the CORE Differentiation Plan for ELL Students.*

6. Future Action - After the recommended intervention duration and the collection of eight (8) or more data points (based on student attendance), the PST will reconvene on or about _____ to analyze the student's progress monitoring data. At that meeting, actual performance will be compared to expected performance, and a decision will be made to

- 1) discontinue current intervention strategies/supports
- 2) continue current intervention strategies/supports
- 3) change intervention strategies/supports at current intensity level
- 4) provide increased intensity of current or new interventions

If the person responsible for monitoring the student's performance data determines that the current recommended intervention is not efficacious, the PST may reconvene prior to the collection of eight (8) data points.

Team members to be invited to the next meeting:

<input type="checkbox"/> Parent	Enter name	<input type="checkbox"/> Curr. Spec.	Enter name	<input type="checkbox"/> School Psych.	Enter name	<input type="checkbox"/> ESOL Contact	Enter name
<input type="checkbox"/> PST Chair	Enter name	<input type="checkbox"/> Guid. Coun.	Enter name	<input type="checkbox"/> Dist. RtI LRT	Enter name	<input type="checkbox"/> Dist. ESOL Spec.	Enter name
<input type="checkbox"/> Gen. Ed. Tch.	Enter name	<input type="checkbox"/> Behvr. Spec.	Enter name	<input type="checkbox"/> Admin.	Enter name	<input type="checkbox"/> Other	Enter name

7. Signatures

Print Name of Attendee	Signature	Role	Date
		Parent	
		Administrator	
		Teacher	
		PST Chair	

Parent/guardian was invited but not in attendance. Contact made by _____ via _____ on _____



**THE SCHOOL DISTRICT OF LEE COUNTY
DOCUMENTATION OF NEED FOR COMPREHENSIVE EVALUATION**

Student:	Teacher:	Date:
DOB:	School:	Grade:
Parent/Guardian:	Home/Cell Phone:	Student ID:

MEETING AND INTERVENTION DATES

Parent Notice of dates Tier 2 and Tier 3 Rtl Meetings:
•Parent Notice date for CST/ referral for evaluation:
•The student has been administered the full continuum of <i>Response to Intervention</i> : Yes <input type="checkbox"/> No <input type="checkbox"/>
If no, explain:
•Are all intervention dates clearly indicated and presented in sequence? Yes <input type="checkbox"/> No <input type="checkbox"/>
If no, explain:

SCREENING RESULTS AND CUMULATIVE FILE REVIEW

Health Concerns:	
Attending medical personnel:	
Medications:	
Hearing Screening Date:	Results:
Vision Screening Date:	Results:
Communication Checklist Date (if applicable):	Results:
Retention(s): Yes <input type="checkbox"/> No <input type="checkbox"/> Grade(s):	
Previous testing: Yes <input type="checkbox"/> No <input type="checkbox"/> Dates:	
Results of previous testing:	
ELL Student? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Number of days absent this year:	Last year:
Comments:	

Is this case behavioral? Yes No If yes, is there documentation of at least *six months* of concerning behaviors? Yes No If not, please indicate reasons for referral in box, below:

As members of the Child Study/Rtl team, is there sufficient documented evidence that the student's difficulties are *not* as a result of :

- | | |
|---|--|
| Excessive absences and/or tardies directly impacting education? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Significant changes in the home? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Lack of appropriate educational experiences? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Socio-cultural differences? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Hearing/Vision Impediments? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Limited English proficiency? | Yes <input type="checkbox"/> No <input type="checkbox"/> |

Have the following requirements occurred?

- Ongoing parent participation and communication? Yes No
- Longitudinal progress monitoring demonstrating weak outcomes?
or
Progress monitoring was positive but student needs high levels of
intensity for an indefinite period of time? Yes No
- All interventions were performed over time with fidelity? Yes No
- Has the student been exposed to the appropriate district-wide
curriculum? (ex: MacMillan; SRA ; Language!)** Yes No

RtI Timelines	Interventions Documented	Outcomes successful? Yes-No-Partially
Tier 1 dates: _ / _ / _ to _ / _ / _	1. 2. 3.	
Tier 2 dates: _ / _ / _ to _ / _ / _	1. 2. 3.	
Tier 3 dates: _ / _ / _ to _ / _ / _	1. 2. 3.	

****TWO OBSERVATIONS** must be completed during the intervention process, *prior to* consent for evaluation. Comments should describe performance in area(s) of need. All observations must be completed by certified educational personnel. *Please attach them to this record form.*

**** ALL GRAPHS** relating to this student's performance (over time) compared to district, school and classmates must be attached to this record form.

**** Crane Oral Dominance Test** must be signed/stamped by ESOL specialist and attached if student is ELL.

**** If this is a behavioral referral, summaries of 4 counseling sessions must be attached.**

Remarks should include whether or no this intervention was successful and if it will continue.

Name of Participant	Role
	Administrator (required)
	Classroom Teacher (required)
	Parent
	Psychologist (required)
	ESOL Specialist

Building Principal's Signature: _____ Date: _____

RESOURCES AND REFERENCES

RESOURCES AND REFERENCES

ONLINE RESOURCES

Reading, Writing, Math:

www.readingrockets.org/

Reading Rockets
Reading and writing resources

www.interventioncentral.org/

Intervention Central
Reading, math and behavior interventions, CBM probes and mastery measures

www.earlyliteracylearning.org

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

www.corelearn.com

Consortium on Reading Excellence (CORE)
Resources for evidence-based reading interventions

www.nifl.gov/partnership/publications/reading_first.html

Put Reading First, National Reading Panel Report:
Describes findings, practitioner-oriented, includes evidence-based reading activities for the 5 big areas of reading

<http://centerforinstruction.org>

Center on Instruction
Evidence-based math interventions (click on math)

English Language Learners (ELLs) K-5:

www.nccrest.org

The National Center for Culturally Responsive Educational Systems (NCCREST)
Culturally responsive practices, early intervention, literacy, and positive behavioral supports

www.rtinetwork.org/Learn/Diversity/ar/EnglishLanguage

RTI Action Network – RTI in reading for ELLs
Recommendations for teaching reading to ELLs

www.starfall.com

Starfall
Reading instruction and reading games for students in Pre-K-1.

www.rif.org/kids/readingplanet

Reading is Fundamental
Many stories for Pre-K-2 students.

www.storylineonline.net

Story Online
Stories read by actors from the ScreenActors' Guild.

www.raz-kids.com/main/BookRoomMenu

Raz-kids.com
Reading and listening activities.

www.readinglady.com/index.php?name=Downloads&req=viewdownload&cid=7

The Reading Lady
Collection of short plays.

www.pbskids.org/lions

Between the Lions
Games and materials from the show, including a literacy curriculum aimed at children ages 4-7.

www.funbrain.com/brain/ReadingBrain/ReadingBrain.html

MadLibs
For Advanced Beginning Readers.

www.pbskids.org/arthur/games/poetry/what.html

Fern's Poetry Club
Examples of different types of Poetry.

www.pbskids.org/arthur/games/index.html

Arthur
Games from Arthur.

www.pdictionary.com

The Internet Picture Dictionary
Online multilingual picture dictionary with interactive activities in English, French, German, Spanish, and Italian.

English Language Learners (ELLs) 6-12:

www.funbrain.com/books/callahan/book.html

FunBrain Reading

www.translate.reference.com

Dictionary.com
Students can bookmark this site to translate words from English to their native language.

www.manythings.org/vocabulary

Vocabulary Games
A collection of vocabulary games.

www.iknowthat.com/com/L3?Area=WordBuilder

WordBuilder
Great site for phonics practice.

www.englishmedialab.com

English Media Lab
Exercises for All English Learners- Online Grammar Exercises, Vocabulary Videos, Pronunciation, Quizzes for Beginners, Intermediate & Advanced Level English Learners.- Math Exercises for Children.

www.eslcafe.com/grammar.html

Dave's ESL Café
Grammar lessons

www.makebeliefscomix.com

Make Beliefs Comix
Create comics in English, Spanish, French, German, Italian, Portuguese, or Latin.

www.englishlearner.com/tests/index.shtml

English Tests and Quizzes: Practice for Students of English
This site offers many exercises and tests of varying difficulty based on a variety of content areas.

www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/default.cfm

Great Websites for Kids
For the beginning, intermediate, and more advanced ELL student. It includes topics from different content areas.

www.manythings.org/pp/

Listening Activities
Designed for older students but pronunciation and listening activities could be used for students grades 4 and up.

Progress Monitoring/CBM Tools for Academics:

www.cbmnow.com

CBM Now
CBMs in reading, writing, mathematics and spelling

<http://dibels.uoregon.edu>

DIBELS
Reading CBMs

www.studentprogress.org

National Center on Student Progress Monitoring:
Review of CBMs in reading, writing and math

www.progressmonitoring.org

Research Institute on Progress Monitoring

<http://www.easyCBM.com>

Technical assistance to districts
Proven monitoring practices.

RTI Procedures:

www.floridarti.usf.edu

Florida Response to Intervention/Problem Solving Model Project (RTI/PSM):
Information on all aspects of RTI/PSM in Florida, has helpful links

http://iris.peabody.vanderbilt.edu/rti01_overview/chalcycle.htm

IRIS Center's RTI Module RTI training module
Simplified overview

www.nrcl.org

National Research Center on Learning Disabilities:
RTI resources

www.osepideasthatwork.org/toolkit/ta_responsiveness_intervention.asp

Office of Special Education Programs
Ideas that Work Toolkit
Model RTI Policies and Procedures

www.ncl.org/images/stories/downloads/parent_center/rti_final.pdf

A Parent's Guide to Response-to-Intervention:
Succinct overview for parents

www.rti4success.org

The National Center on Response to Intervention
RTI topics and research

www.progressmonitoring.org

Research Institute on Progress Monitoring
Technical assistance to districts
Proven monitoring practices

Speech-Language Pathologist Roles:

www.asha.org/members/slp/schools/prof-consult/NewRolesSLP.htm

New Roles for Speech Language Pathologist:

Behavior: (Adopted from Florida's PBS Project: RTIB Coaches Training 2008)*

http://www.nasponline.org/advocacy/pbs_resources.aspx

National Association for School Psychologists
Articles, books, and fact-sheets and handouts on PBS

<http://www.usu.edu/teachall/text/behavior/LRBI.htm>

The Utah State Office of Education: LRBI Resources
Video resources on preliminary and positive behavioral strategies

<http://www.interventioncentral.org/>

Intervention Central
Free tools and resources to help promote positive classroom behaviors

<http://www.jimwrightonline.com/pdfdocs/tbrc/tbrcmanual.pdf>

The Classroom Behavior Report Card Resource Book
Ready-made forms to rate the behaviors of students
Preformatted teacher and student behavior report cards
Customized graphs

<http://challengingbehavior.fmhi.usf.edu/tools.html>

The Teaching Tools for Young Children with Challenging Behavior

<http://www.redandgreenchoices.com/>

The Red and Green Choices
Resources and strategies for students with Autism

<http://www.ldonline.org/indepth/behavior>

The Learning Disabilities Online
"Dos and don'ts" for fostering social competence
Helpful articles

<http://www.ldonline.org/indepth/classroom>

The Learning Disabilities Online
Articles to help teachers arrange furniture to manage behavior issues.

<http://www.state.ky.us/agencies/behave/bi/bi.html>

The University of Kentucky, DSERC
Intervention resources at each tier of behavioral support

<http://www.state.ky.us/agencies/behave/bi/ss.html>

The University of Kentucky, DSERC
Social skills instruction at each tier of support
Templates, additional resources, and tools

http://onlineacademy.org/modules/a201/lesson/a201c0_00100.html

The University of Kansas, funded by OSEP
Online academies provide web-based modules on PBS and related topics.

<http://elearndesign.org/resources.html>

The ELearning Design Lab
Web based modules including positive behavior to support learning and behavior

*This list is a resource intended to provide additional websites for schools to use to help identify appropriate interventions based on the function of behavior. Florida's PBS Project: RTIB does not endorse or support any of the links or sites listed above.

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APPENDICES TAB

APPENDICES TAB

APPENDIX A

Parent Brochure

NOTE:

The next two pages are the front and back of a tri-fold Parent Brochure. They should be printed back to back and folded so the Lee County Seal is on the top and the blank page is on the back of the brochure.

Response to Intervention (RTI)

The approach described in this brochure is called Response to Intervention (RTI). This is a way of organizing instruction that has two purposes:

1. To identify children needing help in reading, math, writing, and behavior and to prevent the development of serious learning problems;

2. To identify children who make very limited progress, even when they get extra help. Research has shown that these children sometimes have learning disabilities.

If you have any questions about this information, please contact your child's teacher or school administration.

The School Board of Lee County,
Florida

Jane E. Kuckel, Ph.D., Chairman
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www.leeschools.net

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

Understanding Response to Intervention

Lee County School District is committed to ensuring that each child makes significant academic progress. To do this, we continuously review information that tells us how each child is progressing. Teacher teams in your school use this process, called Response to Intervention. Look inside to see how this process can help your child.

*** *How we determine who needs additional interventions.***

In Lee County School District, we review all students' progress 3 times per year. Students' achievement in reading is monitored especially carefully. Math, writing and behavior are also tracked.

In some cases, all students are given a short assessment. Other times, a team of professionals simply reviews existing academic, behavior, and attendance information. The teams use the data to decide which students are doing well in the standard classroom instruction, which students may need supplemental instruction, and which students may need more intensive instruction.

When students receive strategic small group or more individualized intensive instruction, we check their progress frequently and determine whether the student needs to have a different kind of supplemental instruction.

The key idea is to make changes when instruction is not working for a student.

The first step is to provide small group interventions for a student. If, after a period of instruction, there is still concern, we will then plan more intensive interventions. You will be invited to participate in this process. During intensive interventions, we monitor the student's progress each week.

*** *Parent participation***

Parents are essential to their child's success in school. When a child needs supplemental instruction, we will describe that instruction to you. We will also ask you to tell us about anything you think might affect your child's learning. For example, it is important for us to know if your child has missed a lot of school, experienced a trauma, or is having problems with friends at school. These types of problems may affect a student's progress,

and if we know about them, we can design an intervention more effectively.

Parents frequently partner with the school to provide extra practice to develop skills. If you do want to provide extra support at home, you can work with the school to make yourself part of your child's program.

*** *When students continue to have difficulty***

The school will tell you whether your child begins to make sufficient progress, or if your child has continued difficulty. If you and the school have tried all appropriate interventions under the RTI process and progress is still limited, you may be asked to give your consent for an evaluation. The purpose of such an evaluation is to determine your child's educational needs, and possibly to consider whether he or she might have a learning disability.

**APPENDIX B
SCHOOL DATA PROFILE**

School Name: _____

ID Number: _____

Contact Information	
Address:	Telephone: Fax:
Principal:	Telephone: Email:
Assistant Principal:	Telephone: Email:
Assistant Principal:	Telephone: Email:

Type of School (Please check)					
Elementary	Middle	High	Alt/Ctr	Charter	Other

Student Enrollment by Race/Ethnicity (Current year)							
American Indian	Asian	Black	Hispanic	Multiracial	White	Other	Total Enrollment

Student Enrollment by Need (Current year)		
Number with IEP	Percent on Free/Reduced Lunch	Number of ELL

Initiatives in Place (Please check)			
Title I	Reading First	SW-PBS	Other

Behavior Incidence Data (Most recent full year)			
For School Year: _____-_____ (e.g. 2008-2009)	# of Office Managed Discipline referrals	# Days of In-School Suspensions	# Days of Out-of-School Suspensions

Academic Data (Most recent)		
For School Year: ____-____ (e.g. 2008-2009)	Percent of students meeting high standards in Reading	
	Percent of students meeting high standards in Science	
	Percent of students meeting high standards in Writing	
	Percent of students meeting high standards in Math	
	Percent of students making Reading gains	
	Percent of students making Math gains	
	Percent of lowest 25% of students making learning gains in Reading	
	Percent of lowest 25% of students making learning gains in Math	
	School Grade	
	Total School Points	

AYP Data (Most recent)				
Sub-group	FCAT Reading % Level 3-5	FCAT Math % Level 3-5	FCAT Reading % Level 3-5	AYP Status
American Indian				
Asian				
Black				
Economically Disadvantaged				
English Language Learners				
Hispanic				
Multiracial				
Students with Disabilities				
White				
Other				
Total				

Curricula (List programs, texts, etc. in use)	
Reading	
Math	
Science	
Social Studies	
Behavior	
Other	

Personnel (Number of faculty and staff)	
Administrators	
Teachers on Assignment	
Support Faculty (Reading coaches, counselors, specialists, etc.)	
Teachers	
Assistants	
Support Staff (Janitorial, food-service, office, etc.)	
Others	

APPENDIX C

Implementation of RtI: Self-Assessment Tool

This self-assessment tool is intended to assist schools/districts wanting to determine “next steps” toward implementation of a multi-tiered **Response to Intervention** approach for meeting the learning needs of ALL students. The tool addresses 5 broad indicators along with specific indicators/sub-topics for each.

The tool could be completed by each staff member in order to formulate a school profile and/or be used to stimulate group conversations. To determine “next steps,” it is important not only to gauge the current implementation status of each item, but to also determine its relative priority. A basic planning format has been provided at the end of the checklist on which specific actions around the top priority items can be documented.

Some basic underpinnings of this systemic approach:

- It relies on the premise that all students receive research-based and standard driven instruction in general education.
- The learning of all students is assessed early and often (ongoing progress monitoring). Assessment is focused on direct measurements of achievement and behavior.
- If there are concerns about student progress, increasingly intense tiers of intervention are available to groups or individuals.
- Individual student data gathered through the process may be used to determine appropriateness of a special education referral (e.g., in the case of students who do not respond adequately to intervention or who require ongoing intensive intervention in order to sustain growth) and as part of a comprehensive evaluation for determination of eligibility.

Response to Intervention is...

Response to Intervention is an approach that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction/intervention that is matched to students’ academic, social-emotional, and behavioral needs. A continuum of intervention tiers with increasing levels of intensity and duration is central to RtI. Collaborative educational decisions are based on data derived from frequent monitoring of student performance and rate of learning.

The overarching purpose of RtI implementation is to improve educational outcomes for all students,

Intensive Level

Interventions provided to students with intensive needs based on comprehensive evaluation.

1-5%

Targeted Level

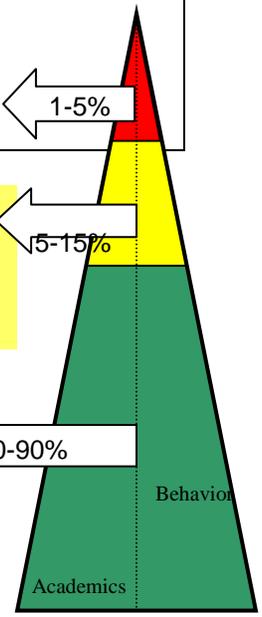
Interventions provided to students identified as at-risk or who require specific supports to make adequate progress in general education.

5-15%

Universal Level

Provided to ALL students: research-based, high quality, general education incorporating on-going universal screening, progress monitoring, and prescriptive assessment to design instruction.

80-90%



Tiers of Instruction & Intervention

Priority Rating:

Level of Implementation:

Priority Rating:			Level of Implementation:				
Low	Medium	High	Indicators of RtI Implementation:				
				(1) Do not do this in our school	(2) Starting to move in this direction	(3) Making good progress here	(4) This condition well established
			III. PRESCRIPTIVE/ONGOING ASSESSMENT PRACTICES IN PLACE				
			Universal screening system to assess strengths and challenges of all students in academic achievement, talents and behavior				
			Structured data conversations occurring to inform instructional decisions				
			Direct measurements of achievement and behavior (learning benchmarks) that have a documented/predictable relationship to positive student outcomes				
			Progress monitoring that is systematic, documented and shared				
			Data management system in place (technology support)				

Priority Rating:			Level of Implementation:				
			IV. LEVELS OF INTERVENTION IDENTIFIED AND RESOURCES ALLOCATED				
			A range of research-based instructional interventions for any student at risk of not reaching their potential, including those identified as gifted/talented or those already experiencing academic failure (systematic model in place such as 3 tiered approach, pyramid of interventions etc.)				
			Utilization of both a standard protocol approach to providing interventions to groups of students with similar needs and an individual approach of providing interventions to any student with unique needs				
			Informed as to the frequency, intensity and duration of an intervention that is needed for effectiveness				
			System in place to evaluate research-based interventions as to integrity/fidelity of implementation				
			Flexible groupings according to specific intervention needs				
			Allocation of staff to provide various interventions (flexible uses of staffing across all roles)				
			Availability of instructional programs/materials				

Priority Rating:

Level of Implementation:

Low	Medium	High	Indicators of RtI Implementation:	(1) Do not do this in our school	(2) Starting to move in this direction	(3) Making good progress here	(4) This condition well established
			V. ONGOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT THAT ADDRESSES RELEVANT AREAS ESSENTIAL TO EFFECTIVE IMPLEMENTATION OF RtI AND IMPROVED STUDENT OUTCOMES				
			Across all staff/roles				
			Involves families				
			Includes follow-up (e.g. coaching, professional dialogue, peer feedback etc.)				
			<i>Professional development addresses relevant areas such as:</i>	No development in this area	Area minimally addressed	Ongoing focus in this area	Extensive development in this area
			Collaborative decision-making (e.g. professional learning communities)				
			Effective use of data, including that gathered through ongoing progress monitoring, in making instructional decisions				
			Collaborative delivery of instruction/interventions				
			Research-based instructional practices, including supporting materials and tools				
			What constitutes "interventions" versus "accommodations and modifications"				
			Prescriptive and varied assessment techniques				
			Progress monitoring techniques				
			Parent engagement strategies				
			Other:				
			Other:				
			Other:				
			Other:				
			Other:				

ACTION PLAN

Date _____

Indicator or Sub-Topic	Specific Actions	Resources	Timeline	Who Responsible	Evidence of Change

Planning Team: _____

APPENDIX D COMMUNICATIVE DIFFERENCE VS DISORDER

The Challenge is: Does the student exhibit a communicative/language difference or possible communication disorder?

- Speech and language **differences** are usually observed among ELL students. Differences are observed in sentence structure, sound production, vocabulary, and pragmatic use of language.
- Students from other countries and cultures may have had limited exposure to language or limited opportunities for language enrichment.

Articulation Differences

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

Language Differences

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

Differences and similarities between first and second-language learning

Similarities between first and second language learning are especially evident when the two languages are learned simultaneously.

Some researchers have stated that bilingual language development is 4-5 months behind monolingual. These children have more to acquire and differentiate than monolingual children.

The student's first language plays an important role in learning English as a second language. If the first language is developed, it provides the foundation for the second language. Transfer occurs between the languages.

Linguistic interference may occur when learning a second language: Ex. - The house big.

Normal Processes of Second Language Acquisition

1. Interference-A process in which a communicative behavior from the first language is carried over inappropriately into the second language. It may occur in all areas: Content, form and use. Language patterns from the first language may influence how one phrases a particular message in the second language.
2. Fossilization-Specific second language “errors” remain firmly entrenched despite good proficiency in the second language. These items may be idiosyncratic to a child, or common within a linguistic community.
3. Interlanguage-Separate linguistic system resulting from the learner's attempts to produce the target language. It is developmentally idiosyncratic. Inconsistent errors reflect the progress that the student is making in learning a new language and should not be viewed as evidence of an abnormality.
4. Silent Period-Some students learning a second language go through this process in which there is much listening/comprehension and little output. It may last from three to six months.

5. Common Underlying Proficiency – What the individual does not know or cannot articulate in the target language, he/she may be able to articulate in his/her first language.
6. Codeswitching-Alternating or switching between two languages at the word, phrase or sentence level. This process is used by normal bilingual speakers through out the world.

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

The Importance of Comprehensible Input

It is very important to provide second language learners with comprehensible input in the second language (Krashen, 92). Krashen’s input hypothesis proposes that people acquire language structure by understanding messages. The learner’s focus is the function of the utterance rather than the form.

According to Krashen, optimal comprehensible input in the second language includes the following:

1. Input that is slightly above the learner’s current level, but comprehensible enough to be mostly understood.
2. Concrete references available (visuals, hands-on materials, etc.).
3. Interesting, meaningful, and relevant to the learner.
4. It occurs naturally in conversation that is meaningful.
5. It is not grammatically sequenced.
6. There are sufficient quantities of this input to ensure optimal learning.

Krashen stated that language is acquired best by aiming first for meaning and then acquiring structures as a result. He believes that input that is comprehensible and frequent enough is adequate to ensure successful second language acquisition.

On the other hand Swain (1985) states that comprehensible input may be essential to second language learning, it will not be enough to ensure native-like performance. Learners must engage in interaction where meaning is negotiated. Learners must practice the second language.

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

A communicative disorder may be present when:

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

Articulation Disorders

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

Language Disorders

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

1. The ELL child’s language performance should be compared to that of other bilingual speakers who have had similar cultural and linguistic experiences. Language performance of even English dominant children may fall below that of the monolingual child because they have had fewer opportunities to hear the English language.
2. Grammatical errors in the second language that are similar to those observed among first language learners are to be expected and must not be viewed as evidence of a disorder. Ex.- Inappropriate usage of masculine and feminine pronouns, omission of morphological markers (plural S, past tense –ED, etc.).

Evaluate the child’s *progress* in acquiring a system of rules for the construction of sentences.

3. Language loss is a normal phenomenon when opportunities to hear and use the first language are withdrawn or minimized.
4. Shifting from one language to another within an utterance is not necessarily an indicator of a disorder.

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

Possible Indicators of Language/Learning Disability

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

APPENDIX E

ASSESSMENTS IN THE RtI FRAMEWORK

Assessment is the process of collecting, reviewing, and using information to make educational decisions about student learning. The type of information collected is determined by the intended use of the results or type of decision that is needed. An effective skills-based reading, math, or written expression program should include the following kinds of assessment: screening/benchmark, progress monitoring, diagnostic, outcome, and informal. Some assessments can be used for multiple purposes.

- i.) **Screening Assessments** involve *all* children. Screening assessments can take place at “benchmark points” during the year, such as the beginning and middle of the school year, and are administered to all students in the school during the same period of time. This type of screening is termed “**Benchmark Assessment**”. Benchmark assessments yield scores that can be rank ordered for the purpose of identifying students who are on track with learning skills as well as those at risk and in need of intervention. Benchmark data, along with other data, is used to form intervention groups. Screening assessments are also used by classroom teachers as an ongoing way to evaluate learning of specific skills taught in a unit (e.g. sight word lists, unit tests). Screening assessments are quick and efficient measures of overall ability or efficient measures of *critical skills* known to be strong *indicators* that predict student performance in a specific subject. Screening assessments provide data to plan classroom instruction, identify struggling students in need of additional instructional supports.
- ii.) **Progress Monitoring Assessments** involve frequent measurement to determine whether students are making adequate academic progress toward a specific preset goal with critical skills and current instruction. These assessments should be administered as part of the instructional routine: weekly, biweekly, or monthly depending on student need. The more intense the intervention (Tiers 2 and 3), the more frequently progress monitoring should occur. Progress monitoring assessments are a measure of the general outcome, such as Oral Reading Fluency (ORF) for reading or a math calculation sheet that indicates fluency with various math operations. The measure is administered under timed conditions (1-3 minutes, depending on the measure) and is an indicator of progress towards a year-end outcome goal.
- iii.) **Diagnostic Assessments** define a student’s weaknesses and strengths with critical skills. Diagnostic assessments are individually administered to students at risk. Diagnostics provide very specific and in-depth information that assists in more strategically targeted instruction. For example, the Comprehensive Test of Phonological Processing (CTOPP) provides information about the nature of decoding difficulties. Diagnostic assessments may also be used in addition to RTI data to establish eligibility for special education services if the RTI Team decides there is a need to do so based upon a student’s unique case/needs.
- iv.) **Outcome Assessments** provide an evaluation of the effectiveness of instruction and indicate student year-end academic achievement when compared to grade-level performance standards. These assessments are administered to all students at the end of a grading period and/or school year. In Montana, the state outcome assessment is the MontCAS, the criterion-referenced standards based outcome measure used to assess Adequate Yearly Progress (AYP). Other types of outcome assessments include standardized norm-referenced tests of achievement such as the Woodcock-Johnson-III (WJ-III) or the Wechsler Individual Achievement Test (WIAT).
- v.) **Informal assessments** provide additional information about student learning to assist educators in meeting the needs of students. Teachers and specialists often use this type of assessment to determine if further diagnostics are indicated in a certain area. An example of an informal assessment might be to have a student read a passage from a science text and then check for understanding. This would help the teachers understand whether this particular student has the requisite knowledge needed in order to learn related higher concepts in science. Another example might be to ask a young student to “find the ‘a’ in the word ‘apple’”, which would help a teacher know if the student can identify “a” in the printed word, which requires the student to understand print awareness. (They are typically not standardized or normed. Thus, they do not meet the technical criteria applied to more formal measures and should not replace formal assessments.

APPENDIX F

Support for the use of fluency probes for ongoing progress monitoring

ORF as a “thermometer”

Perhaps a helpful way to explain how teachers can use a student’s WCPM score as a screening tool would be to provide an analogy. A fluency-based screener can be viewed as similar to the temperature reading that a physician obtains from a thermometer when assisting a patient. A thermometer—like a fluency-based measure—is recognized as a tool that provides valid (relevant, useful, and important) and reliable (accurate) information very quickly. However, as important as a temperature reading is to a physician, it is only a single indicator of general health or illness. A temperature of 98.6 degrees would not result in your physician pronouncing you “well” if you have torn a ligament or have recurring headaches. On the other hand, if the thermometer reads 103 degrees, the physician is not going to rush you to surgery to have your gall bladder removed. Body temperature provides an efficient and accurate way for a doctor to gauge a patient’s overall health, but it cannot fully diagnose the cause of the concern. Fluency-based screening measures can be valuable tools for teachers to use in the same way that a physician uses a thermometer—as one reasonably dependable indicator of student’s academic “health” or “illness.”

No assessment is perfect, and screening measures may well exemplify the type of measures sometimes referred to by education professionals as “quick and dirty.” Screening measures are designed to be administered in a short period of time (“quick”), and will at times over- or underidentify students as needing assistance (“dirty”). While WCPM has been found to be a stable performance score, some variance can be expected due to several uncontrollable factors. These consist of a student’s familiarity or interest in the content of the passages, a lack of precision in the timing of the passage, or mistakes made in calculating the final score due to unnoticed student errors. Both human error and measurement error are involved in every assessment. Scores from fluency-based screening measures must be considered as a performance indicator rather than a definitive cut point (Francis et al., 2005).

- Nearly 80% of all referrals for Special Education involve reading problems (Nelson & Macheck, 2007). Therefore the best thing to do is attempt to be proactive and prevent reading difficulties from developing (Torgeson, 2002).
- As educators, it is fairly easy to gather a large amount of assessment data. The questions that remain are; what data should be collected and what do we do with that data? Curriculum-based measurement (CBM) is one of the more successful models for gathering data and using it to make educational decisions in a problem solving model (Good & Kaminski, 1996).
- Oral reading fluency is the most thoroughly studied CBM measure and has the most support in the literature for its use (Baker, Smolkowski, Katz, Fien, Seeley, Kame'enui, & Beck, 2008).
- Fluency is taken to mean oral reading fluency in connected text. The National Reading Panel (2000) defined fluency as “the ability to read a text quickly, accurately, and with proper expression.” Furthermore, fluency goes beyond accurate word recognition and is a causal determinant of higher order skills such as reading comprehension (NRP, 2000).
- Multiple studies have demonstrated an association between ORF and overall reading proficiency, including reading comprehension. LaBerge and Samuels (1974) hypothesized that automaticity of reading was directly connected to high levels of reading comprehension. This has further been supported by multiple researchers (i.e. Adams, 1990; NRP, 2000; Jenkins, Fuchs, van den Broek, Espin, & Deno, 2003) including Stanovich (2000), who found that poor readers must rely more on the context of the sentence to accurately read words due to inefficient and unreliable word automaticity skills, thus decreasing their comprehension levels.
- Oral reading fluency is a strong indicator of reading comprehension measures (Fuchs, Fuchs, & Maxwell, 1988; Hintze, Owen, Shapiro, & Daly, 2000; Hintze, Shapiro, Conte, & Basile, 1997; Hintze, Callahan, Matthews, Williams, & Tobin, 2002; Jenkins, Fuchs, van den Broek, Espin, & Deno, 2003; Shinn, Good, Knutson, Tilly, & Collins, 1992).
- Additionally, oral reading fluency outcomes have been demonstrated to be useful for guiding instruction as well as predicting student performance on statewide high stakes assessments (Barger, 2003; Buck & Torgesen, 2003; Hintze & Silbergliitt, 2005; Shaw & Shaw, 2002; Silbergliitt & Hintze, 2005; Stage & Jacobsen, 2001).
- ORF measures are convenient as they can be directly observed through read-aloud tasks, are quick to give, and are easy to administer. They play a pivotal role in the assessment of reading skills (Marcotte & Hintze, 2009).
- Hamilton and Shinn (2003) investigated students identified as “word callers” by teachers. Hamilton and Shinn found that while these word callers did indeed exhibit lower comprehension skills, they also demonstrated lower oral reading fluency rates than their peers. This suggests that ORF is a valid measure for progress monitoring even for word callers.

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