Creating Culturally and Linguistically Responsive MTSS/RtI for Multilingual Learners

Washington State Association of School Psychologists
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Resources

http://tinyurl.com/CLR-MTSS-WA-ASP-Feb-2019

Agenda

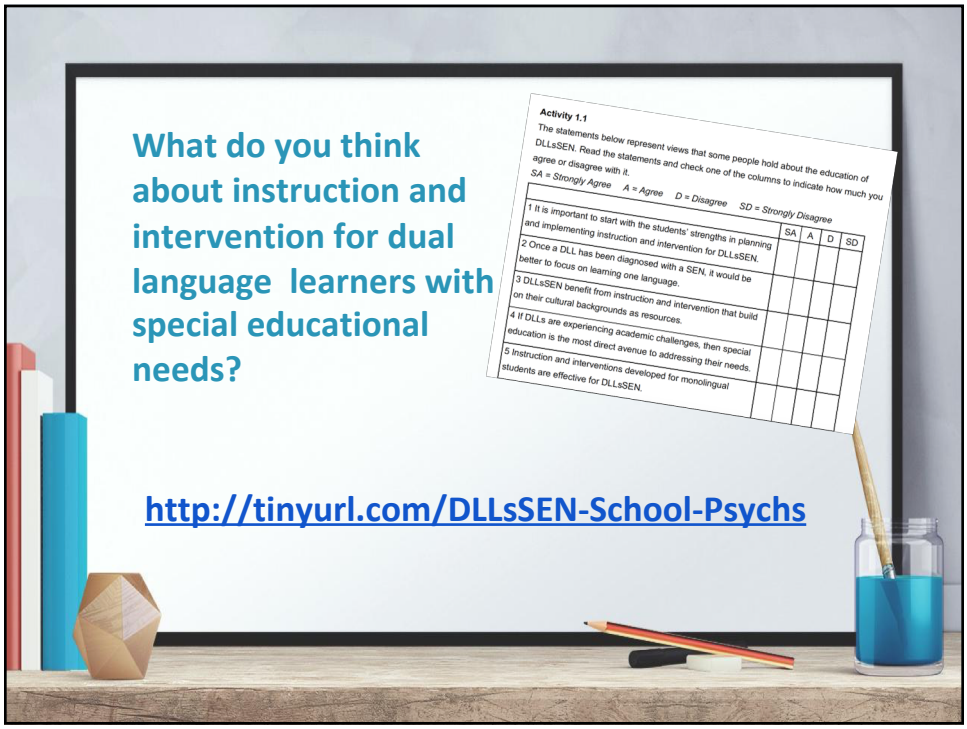
- What do we think about instruction and intervention for multilingual learners with special educational needs?
- Compare & contrast students' performance from language learner and special education perspectives
- Examine a Framework for Culturally and Linguistically Responsive Inclusive Environments for multilingual learners

Agenda

- Understand seven integral factors as a foundation for culturally and linguistically responsive MTSS
- Apply knowledge of the seven factors to create optimal learning environments for multilingual learners

Agenda

- Survey current research and multilingual resources to optimize use of students' home languages as resources for learning
- Incorporate culturally and linguistically responsive practices into MTSS for multilingual learners



Differing Explanations for Similar Observable Difficulties

Observable Behavior	Possible ELL Explanations (behavior observed in English)	Possible Disability Explanation (behavior observed across contexts in both languages)
Omits words or adds words to a sentence		
Has difficulty retelling the events of a story read aloud		
Becomes distracted easily		

Framework for Culturally and Linguistically Responsive Inclusive Learning Environments

What does the research tell us?

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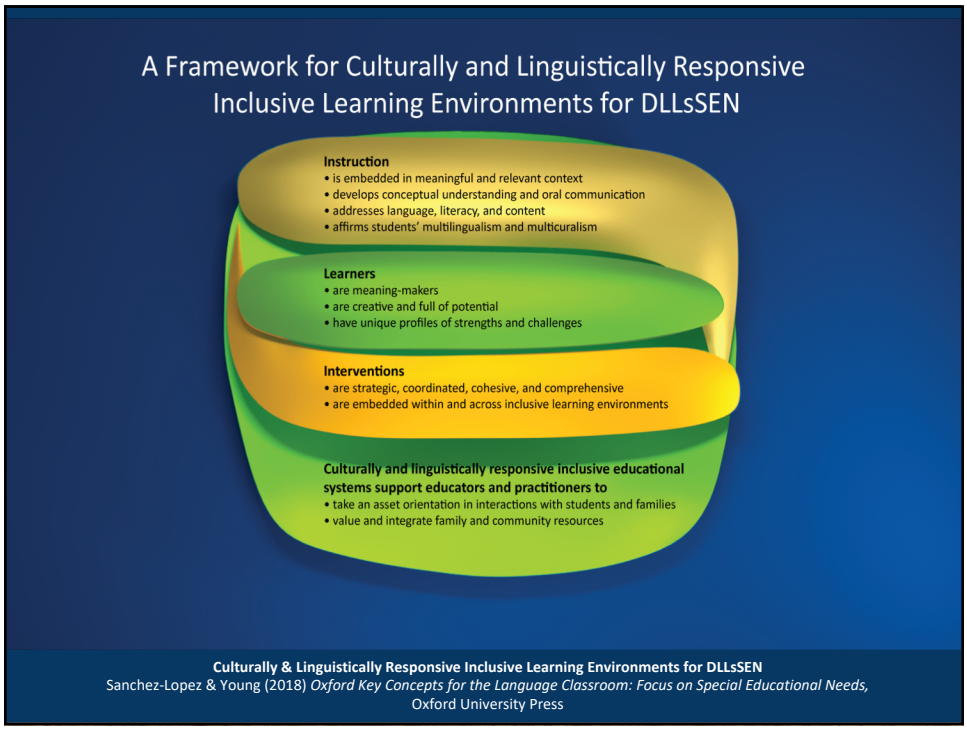
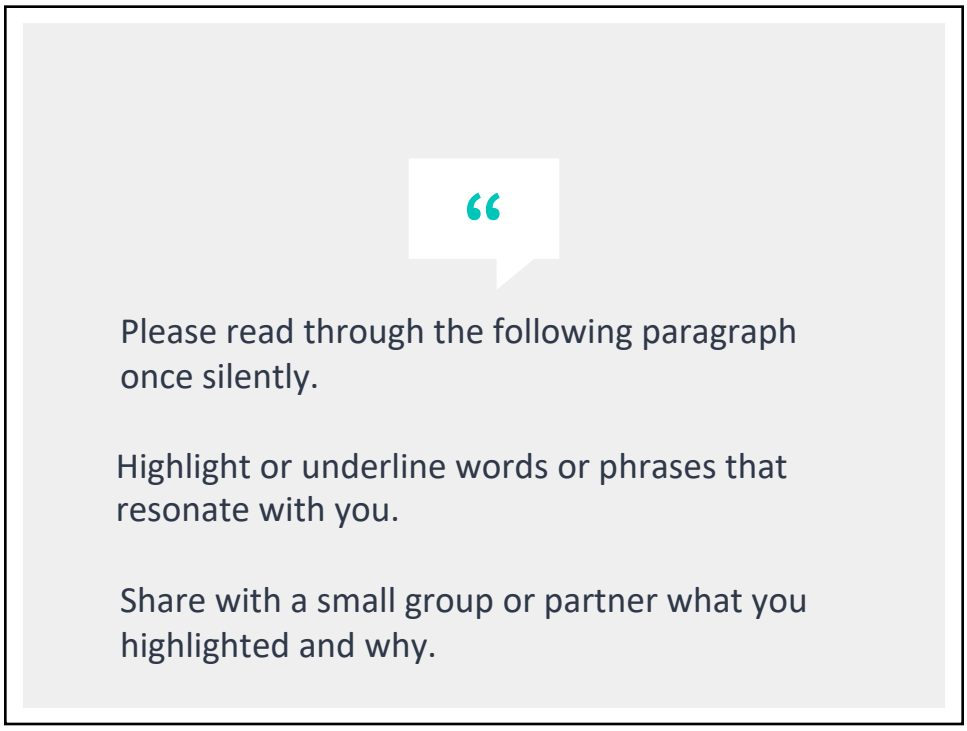
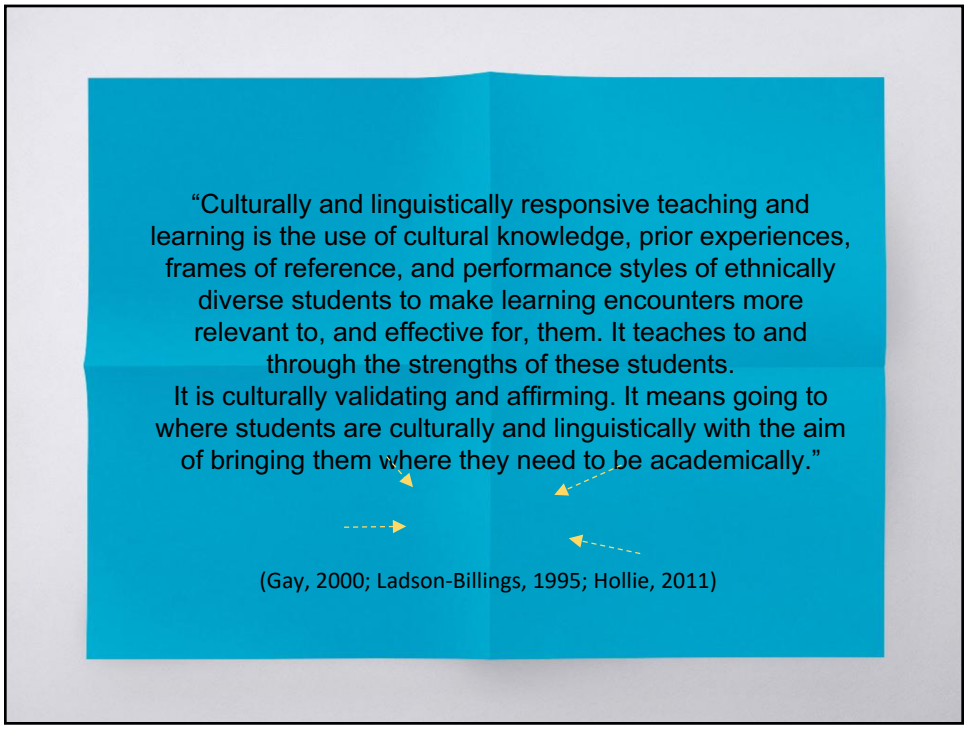
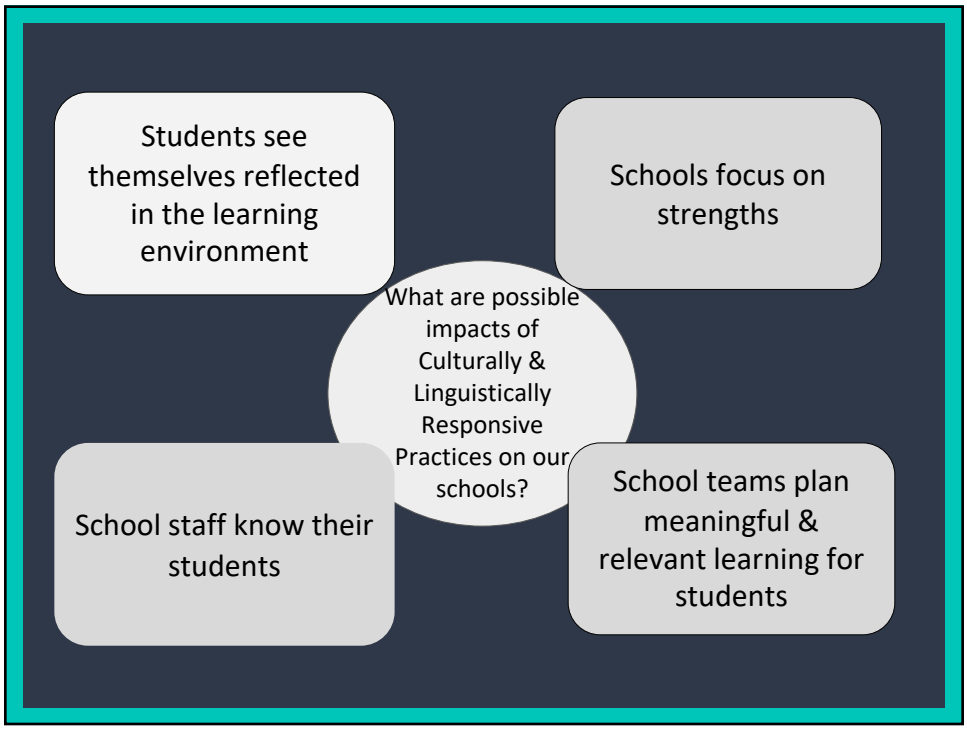
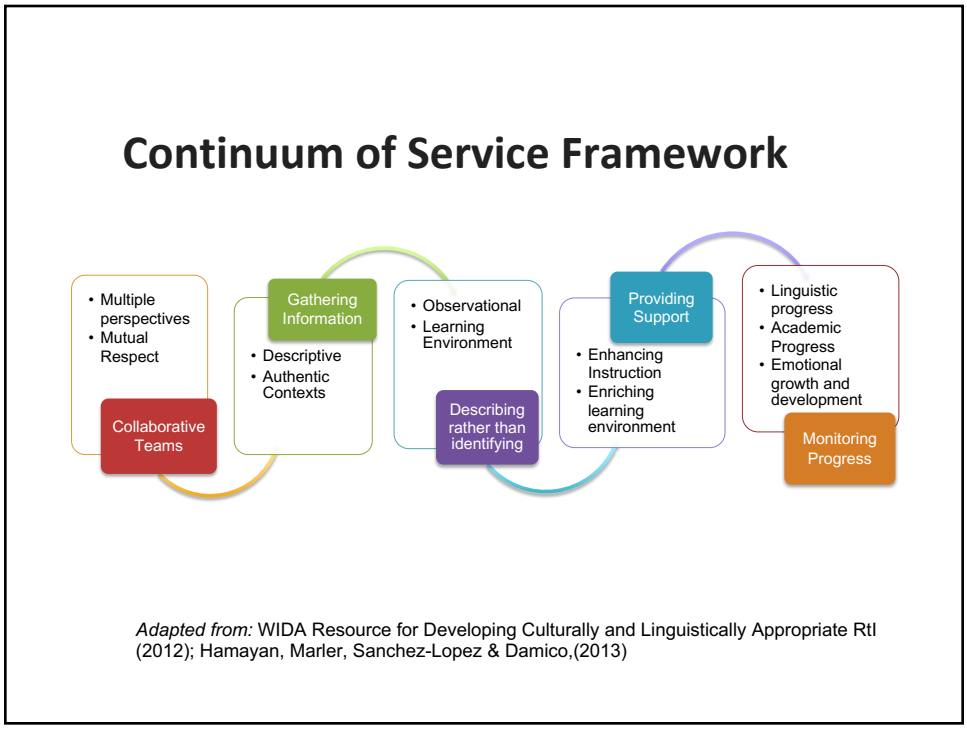

A Framework for Culturally and Linguistically Responsive Inclusive Learning Environments for DLLsSEN
Instruction
• is embedded in meaningful and relevant context
• develops conceptual understanding and oral communication
• addresses language, literacy, and content
• affirms students' multilingualism and multiculturalism
Learners
• are meaning-makers
• are creative and full of potential
• have unique profiles of strengths and challenges
Interventions
• are strategic, coordinated, cohesive, and comprehensive
• are embedded within and across inclusive learning environments
Culturally and linguistically responsive inclusive educational systems support educators and practitioners to
• take an asset orientation in interactions with students and families
• value and integrate family and community resources
Culturally & Linguistically Responsive Inclusive Learning Environments for DLLsSEN
Sanchez-Lopez & Young (2018) Oxford Key Concepts for the Language Classroom: Focus on Special Educational Needs, Oxford University Press

Culturally and Linguistically Responsive Learning Environments


“
Please read through the following paragraph once silently.
Highlight or underline words or phrases that resonate with you.
Share with a small group or partner what you highlighted and why.


“Culturally and linguistically responsive teaching and learning is the use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to, and effective for, them. It teaches to and through the strengths of these students.
It is culturally validating and affirming. It means going to where students are culturally and linguistically with the aim of bringing them where they need to be academically.”
(Gay, 2000; Ladson-Billings, 1995; Hollie, 2011)


Students see themselves reflected in the learning environment
Schools focus on strengths
What are possible impacts of Culturally & Linguistically Responsive Practices on our schools?
School staff know their students
School teams plan meaningful & relevant learning for students


Continuum of Service Framework
• Multiple perspectives
• Mutual Respect
Collaborative Teams
Gathering Information
• Descriptive
• Authentic Contexts
• Observational
• Learning Environment
Describing rather than identifying
Providing Support
• Enhancing Instruction
• Enriching learning environment
• Linguistic progress
• Academic Progress
• Emotional growth and development
Monitoring Progress
Adapted from: WIDA Resource for Developing Culturally and Linguistically Appropriate RtI (2012); Hamayan, Marler, Sanchez-Lopez & Damico,(2013)

Why we need culturally and linguistically responsive perspectives:

- *Difference (≠ Disorder) = Diversity*
- Similarity of surface behaviors
- Optimizing learning environments vs. focusing on remediating deficits
- Integrating practices vs. working in silos
- Need to reframe *ELL +/- Special Educational Needs*

Essential Features of MTSS / RTI for ELLs:

- EL research base →
- The Law →
- Sociocultural perspective on learning →
- Students' home languages and cultures as assets →
- Systemic and specific interventions →

Understand seven integral factors as a foundation for culturally and linguistically responsive MTSS

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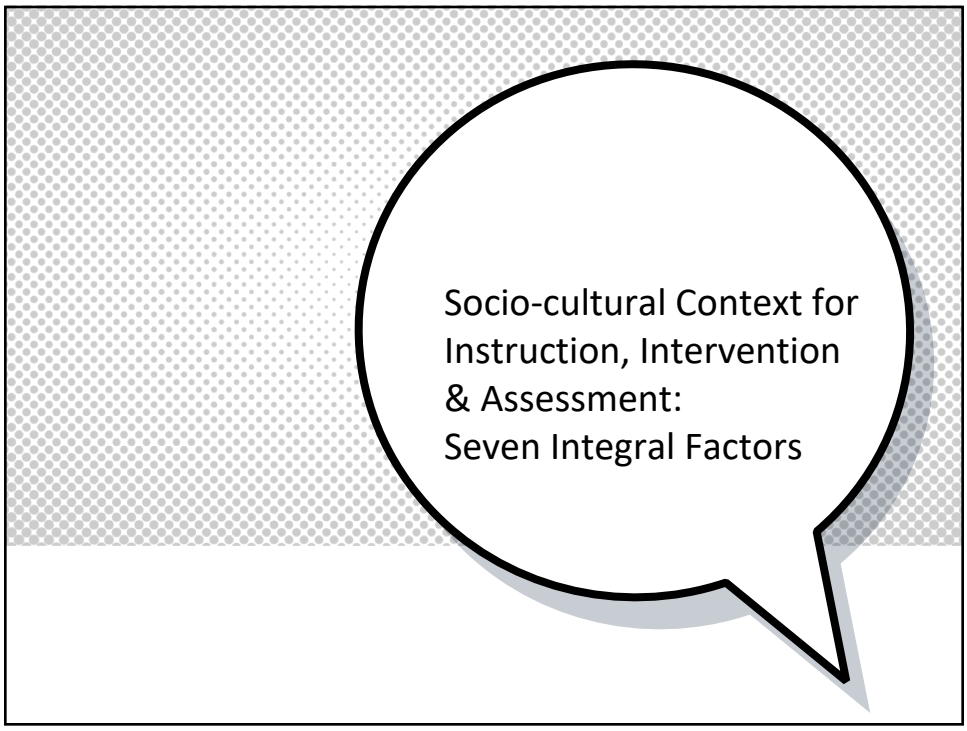
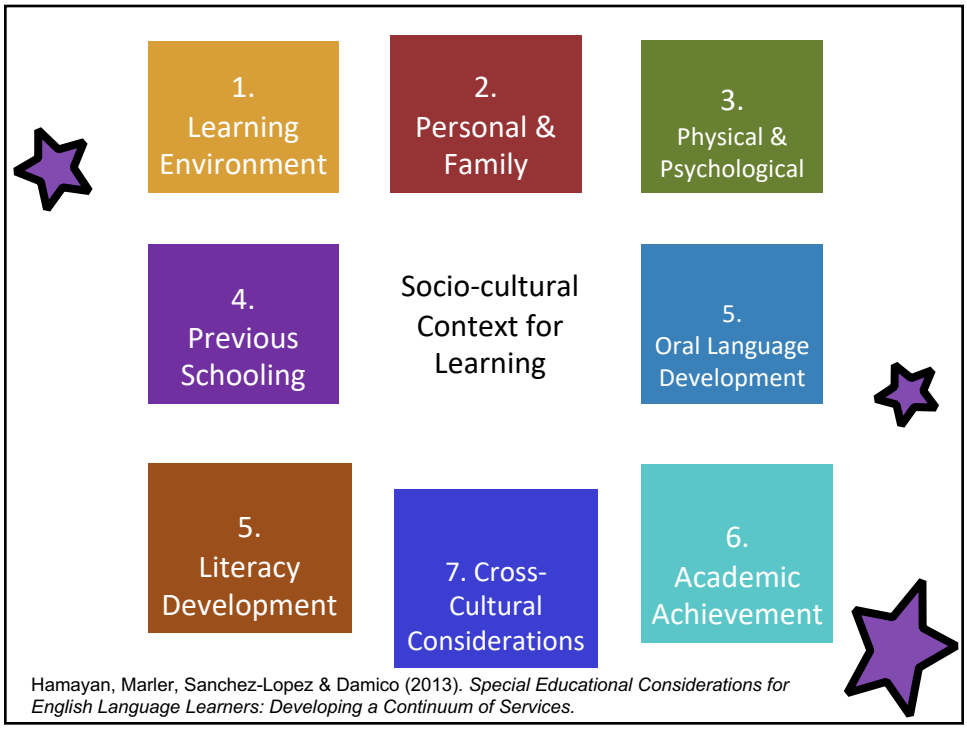
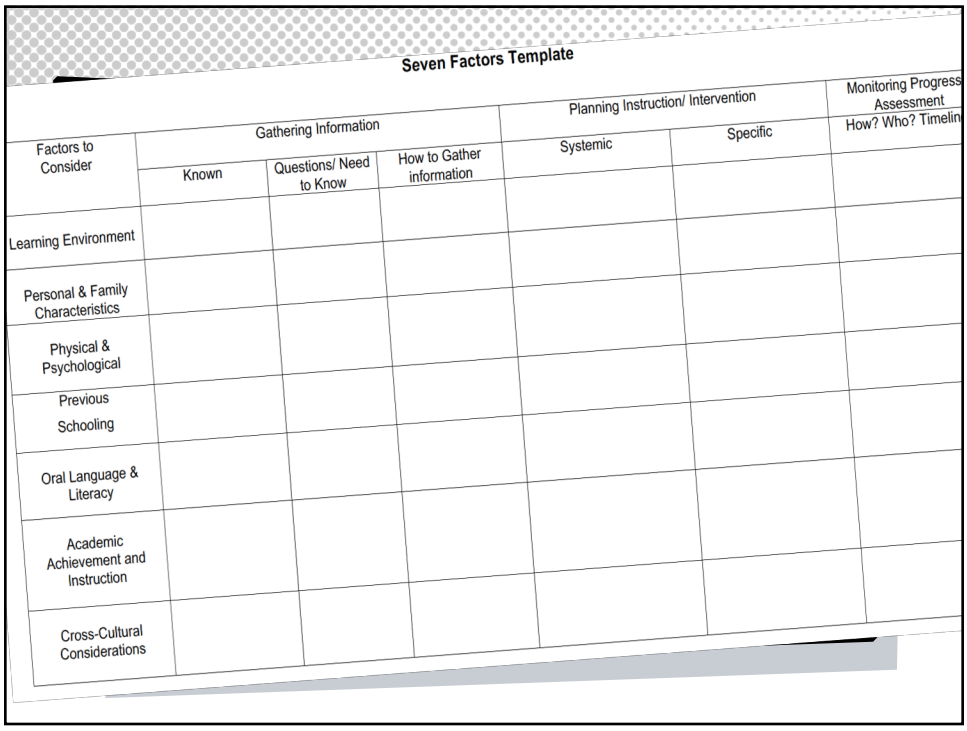


Composite Case Studies

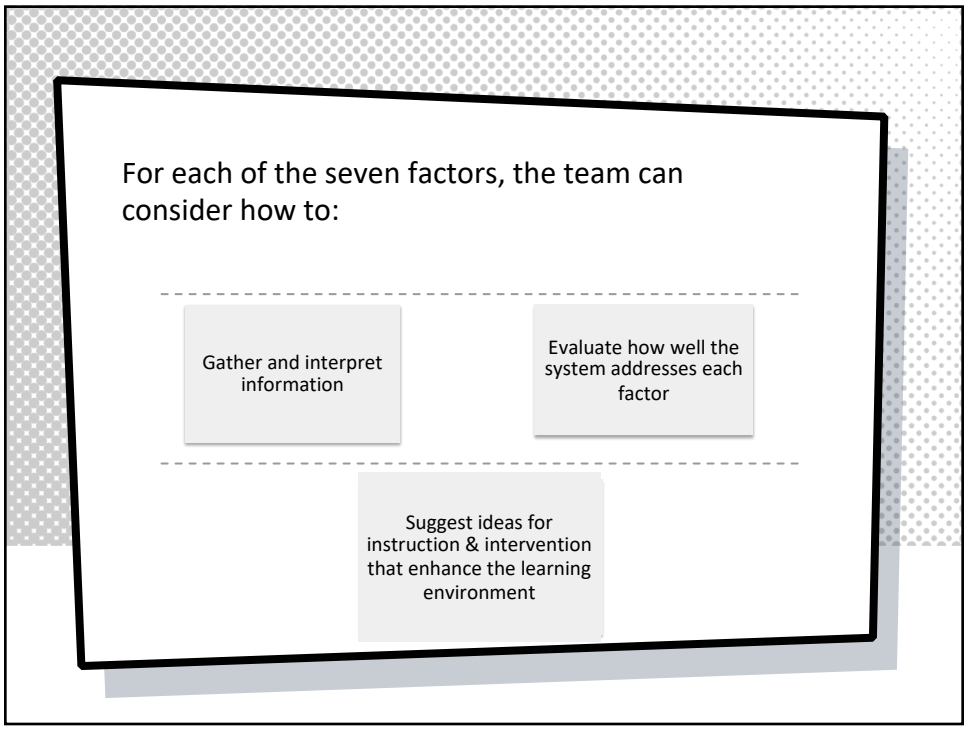

1. Learning Environment
2. Personal & Family
3. Physical & Psychological
4. Previous Schooling
Socio-cultural Context for Learning
5. Oral Language Development
5. Literacy Development
7. Cross-Cultural Considerations
6. Academic Achievement
Hamayan, Marler, Sanchez-Lopez & Damico (2013). Special Educational Considerations for English Language Learners: Developing a Continuum of Services.



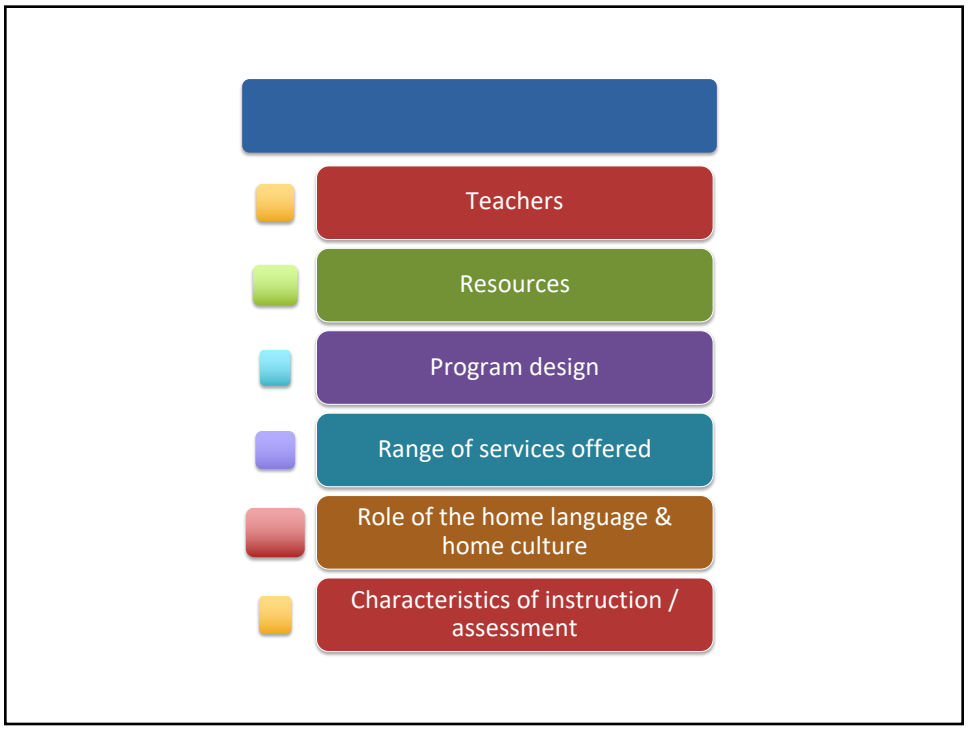
Seven Factors Template

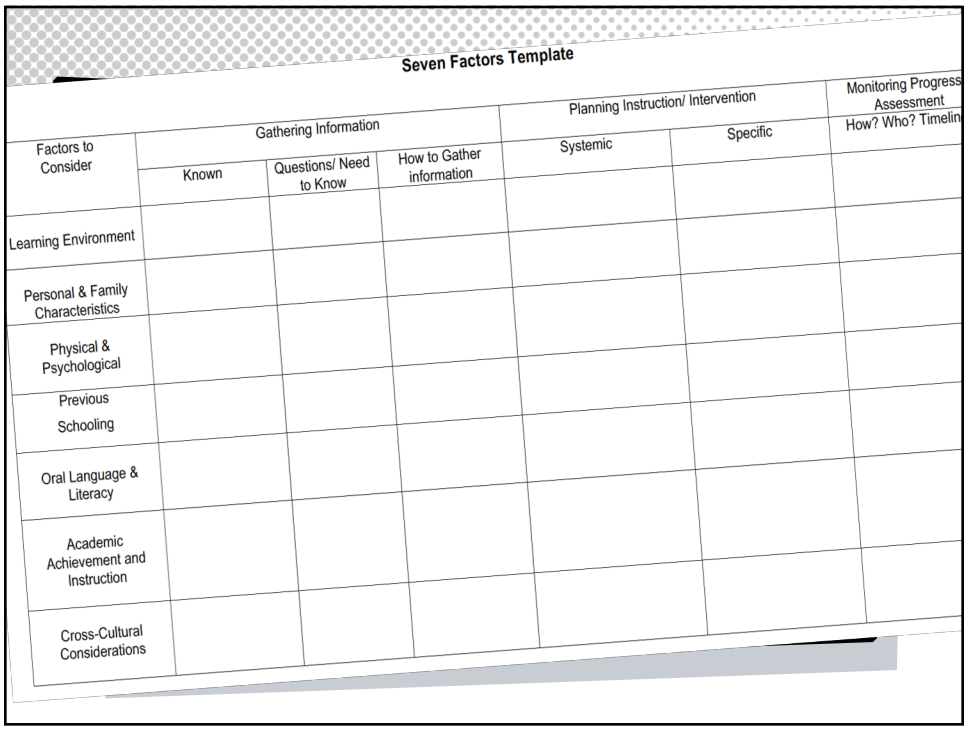
Factors to Consider	Gathering Information			Planning Instruction/ Intervention		Monitoring Progress Assessment
	Known	Questions/ Need to Know	How to Gather information	Systemic	Specific	How? Who? Timelin
Learning Environment						
Personal & Family Characteristics						
Physical & Psychological						
Previous Schooling						
Oral Language & Literacy						
Academic Achievement and Instruction						
Cross-Cultural Considerations						

Break


For each of the seven factors, the team can consider how to:
Gather and interpret information
Evaluate how well the system addresses each factor
Suggest ideas for instruction & intervention that enhance the learning environment

1. The Learning Environment Created for ELLs





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Academic Achievement and Instruction						
Cross-Cultural Considerations						

- Socioeconomic status
- Family dynamics
- Expectations
- Student interests & motivation
- Funds of Knowledge
- Parental engagement

Engaging Students' Families and Communities

Understanding the families in our communities

Engaging Parents and Families

Support

Parents are involved in their children's learning

The learning that occurs in school is supported at home

Parents have a tremendously positive attitude towards school and show great respect for education

Participation

Parents participate in school activities

Parents attend school activities

Parents act as representatives for other families of the school

Epstein, J., 2009

Understanding our families

Individualism	Collectivism
Representative of mainstream U.S. culture	***Representative of many immigrant cultures and 70% of the world***
· Fosters independence and individual achievement	· Fosters interdependence, family, and group success
· Emphasizes the physical world, private property, and objects out of context	· Emphasizes the social world, shared property, and objects in social contexts
· Promotes individual needs, self-expression, and personal choice	· Promotes norms, respect for authority and elders, and group consensus

Rothstein-Fisch, C. (2003). Bridging Cultures Teaching Education Module (p. 91). Lawrence Erlbaum Associates, Inc

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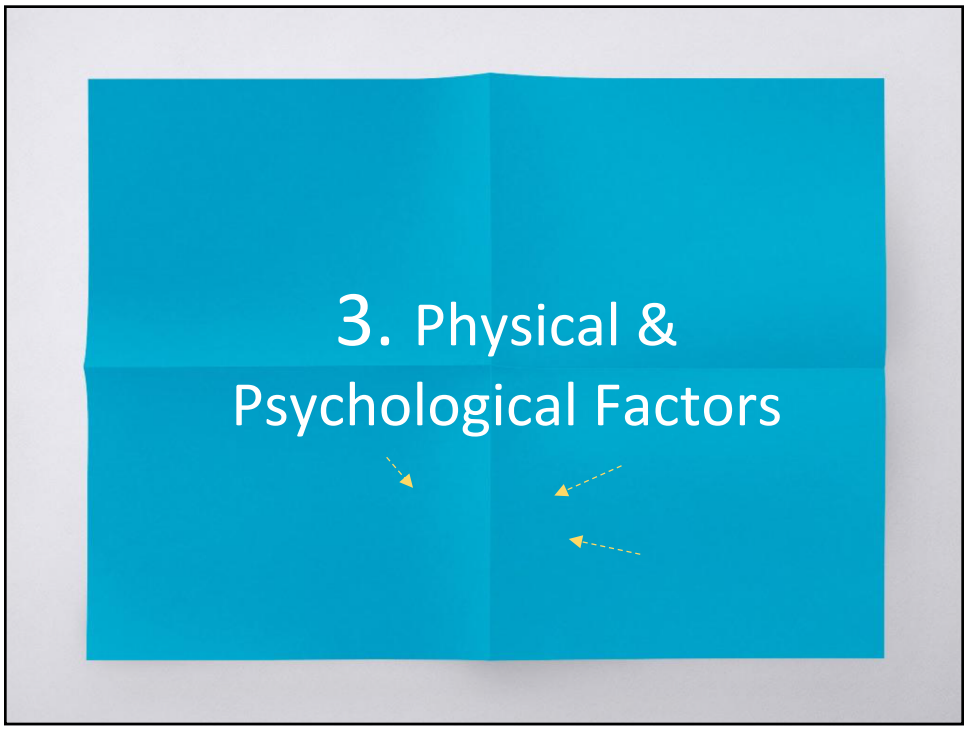
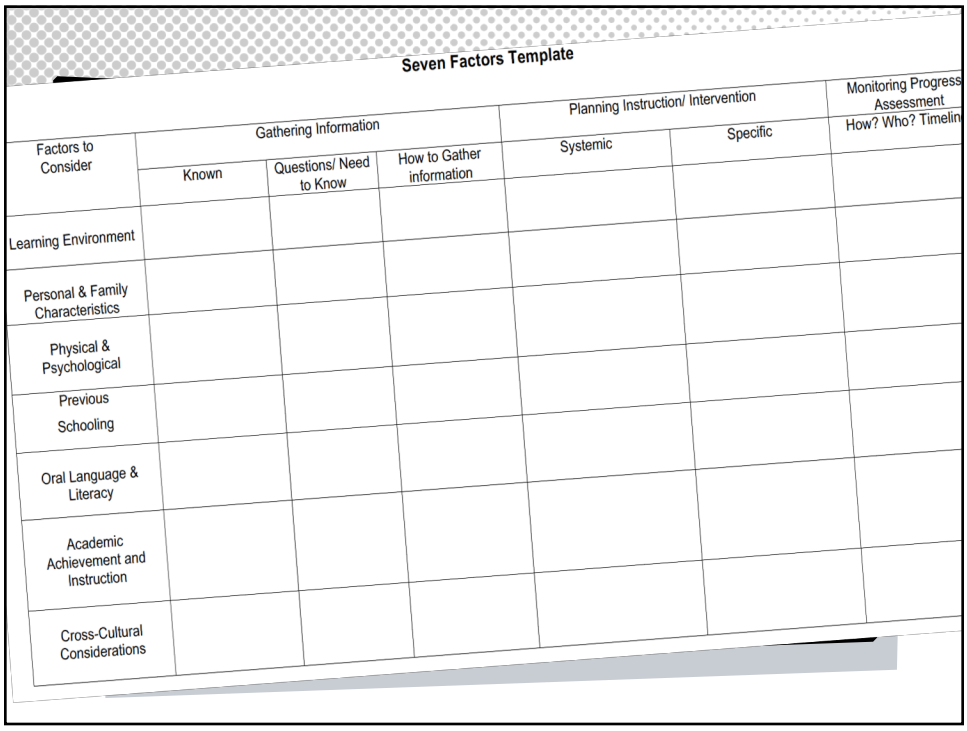


	Disease or medical condition
	Impaired vision or hearing
Malnutrition and chronic hunger	Chronic pain due to untreated illness, disease or condition
	Posttraumatic stress syndrome/disorder/Fear
Current psychological stress	Social and emotional development
	Feelings of belonging to the school and wider community

- Amount of formal schooling in home language(s)
- Quality of formal schooling in the home language
- Amount & quality of formal ESL instruction
- Congruence of educational approaches



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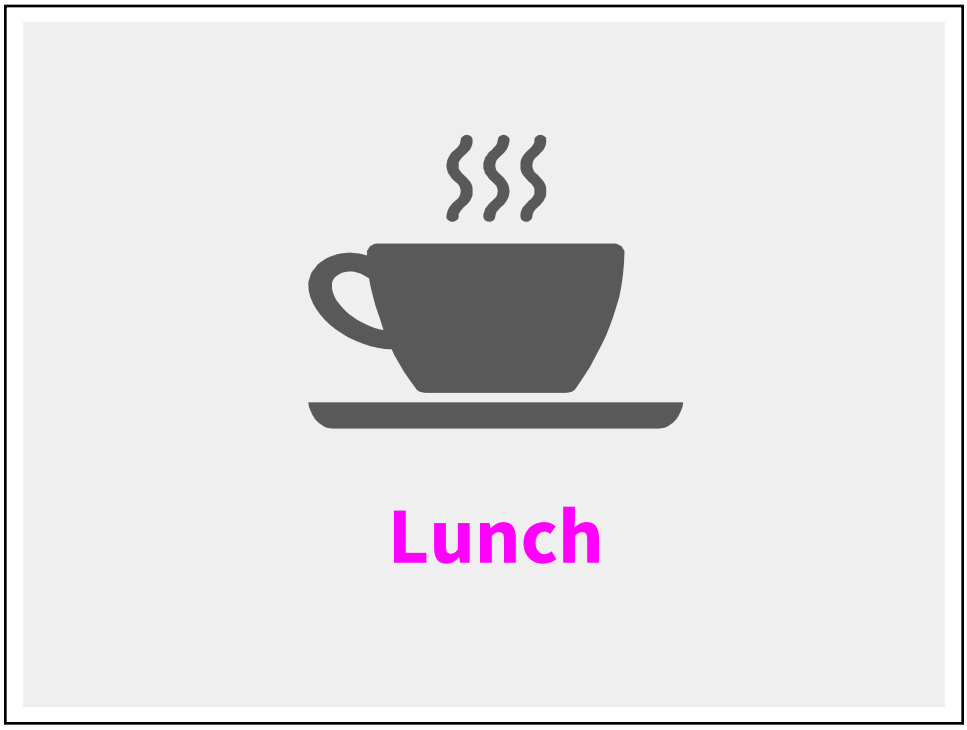
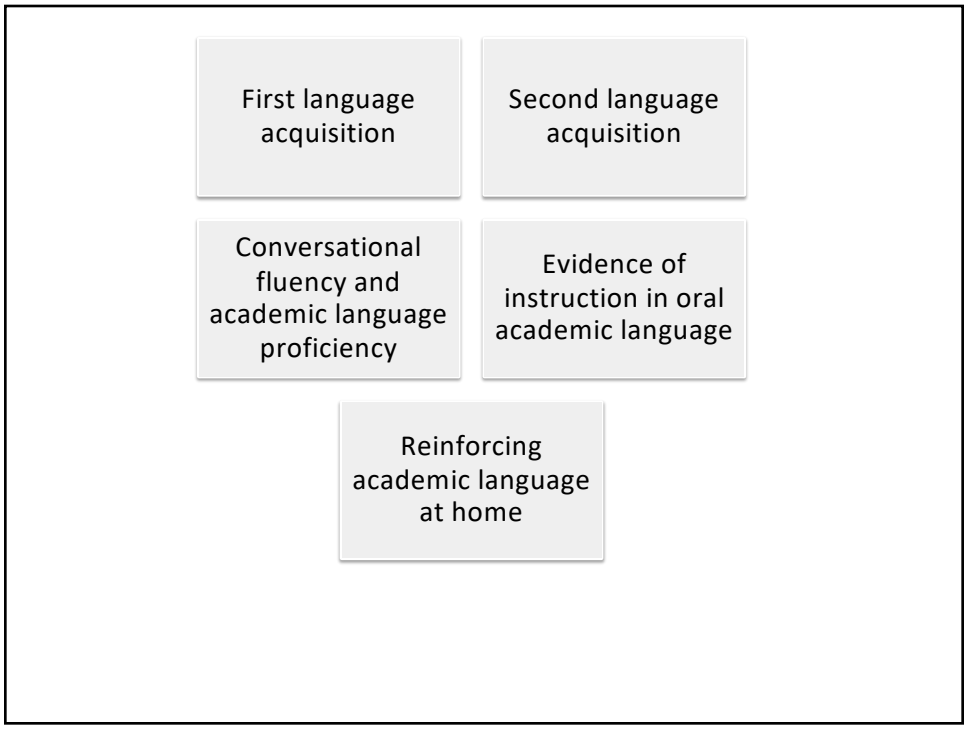


5. Oral Language Development Factors


First language acquisition
Second language acquisition
Conversational fluency and academic language proficiency
Evidence of instruction in oral academic language
Reinforcing academic language at home

http://www.elpa21.org/sites/default/files/Final%204_30%20ELPA21%20Standards_1.pdf

Develop second language in both social and academic settings across all language domains: Listening, Speaking, Reading and Writing

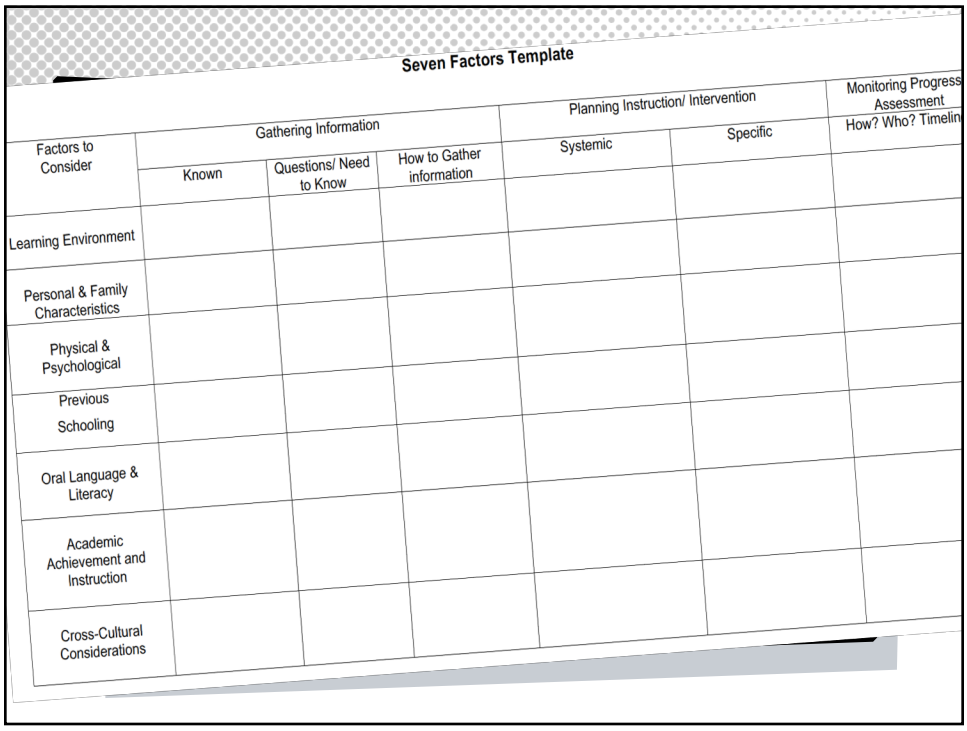
Level 1

Level 2

Level 3

Level 4

Level 5



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Literacy Principle #1

The most important thing about

Reading and writing is *comprehension,*

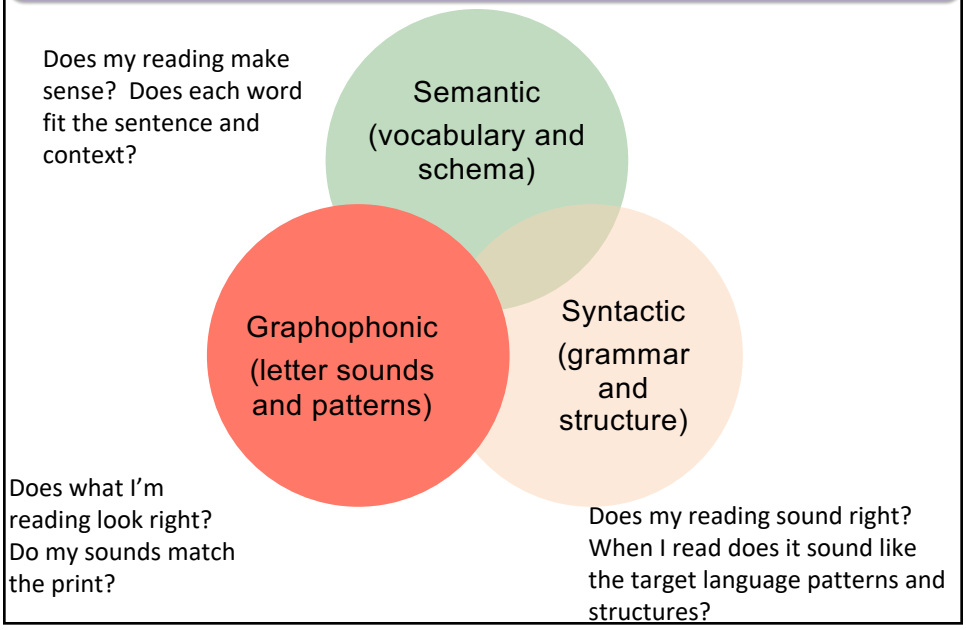
not just decoding letters or words

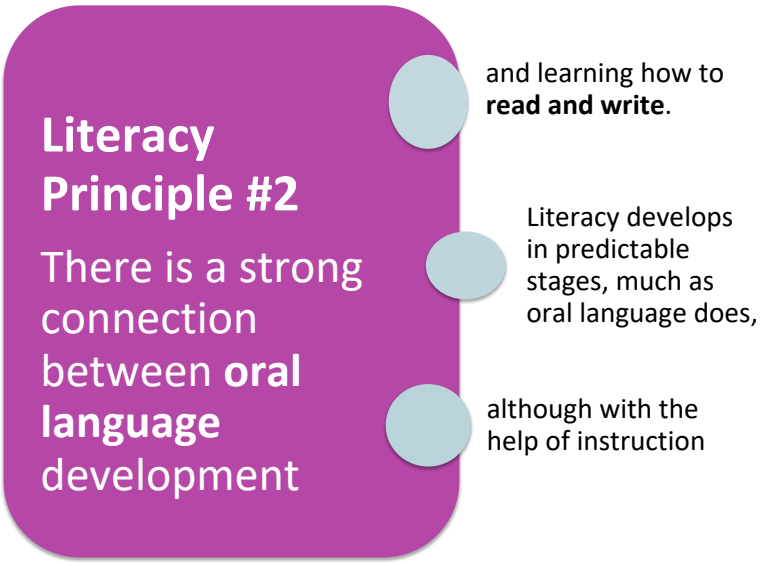
or

calling out words on a page.

(Cambourne, 1988; Garcia, 2003; Goodman, 2001;Smith, 2004)

Consider all the Cueing Systems: When reading in one's home language(s) and in a new language





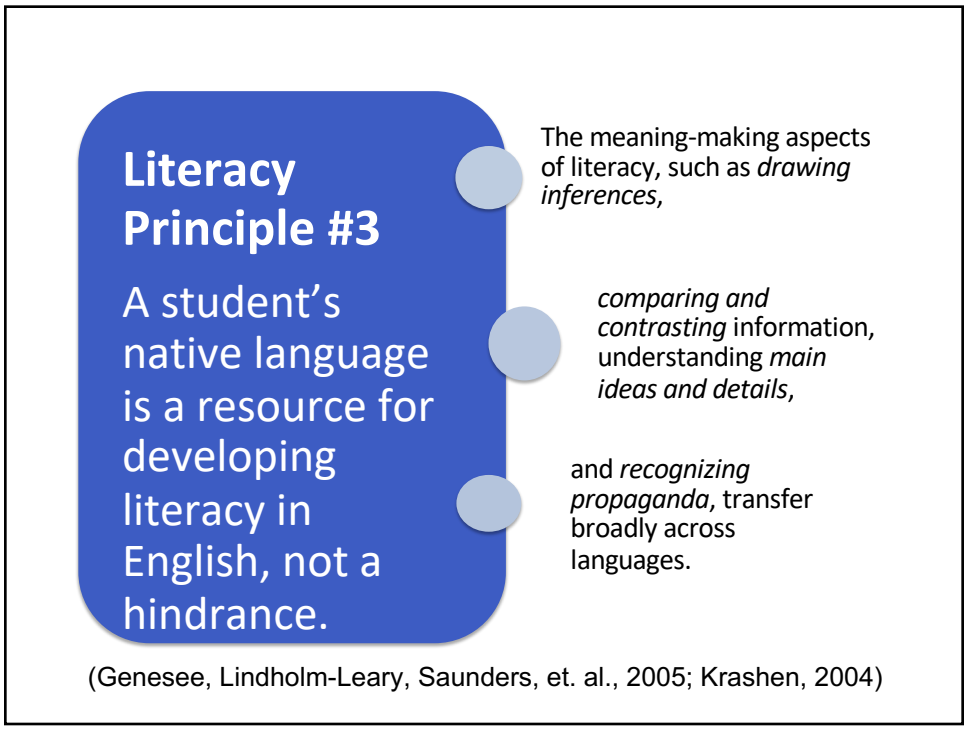
(Cambourne, 1988; Garcia, 2003; Goodman, 2001;Smith, 2004)

National Literacy Panel on Language Minority Children and Youth (2006):

National Reading Panel (2000) key components of English reading: phonemic awareness, phonics, fluency, vocabulary & comprehension benefit language-minority students…***but are not sufficient*** for teaching to read & write proficiently in English.

Oral language development in English is critical but often overlooked in ELL literacy instruction.

Oral language development and literacy in the first language facilitate literacy development in English.
(Executive Summary, pp. 3-5)


Literacy Principle #3
A student's native language is a resource for developing literacy in English, not a hindrance.
The meaning-making aspects of literacy, such as *drawing inferences*,
comparing and contrasting information, understanding *main ideas and details*,
and *recognizing propaganda*, transfer broadly across languages.
(Genesee, Lindholm-Leary, Saunders, et. al., 2005; Krashen, 2004)

6. Academic Achievement Factors

Instructional Learning Cycle

Teach to Big Idea/ Enduring Understandings:

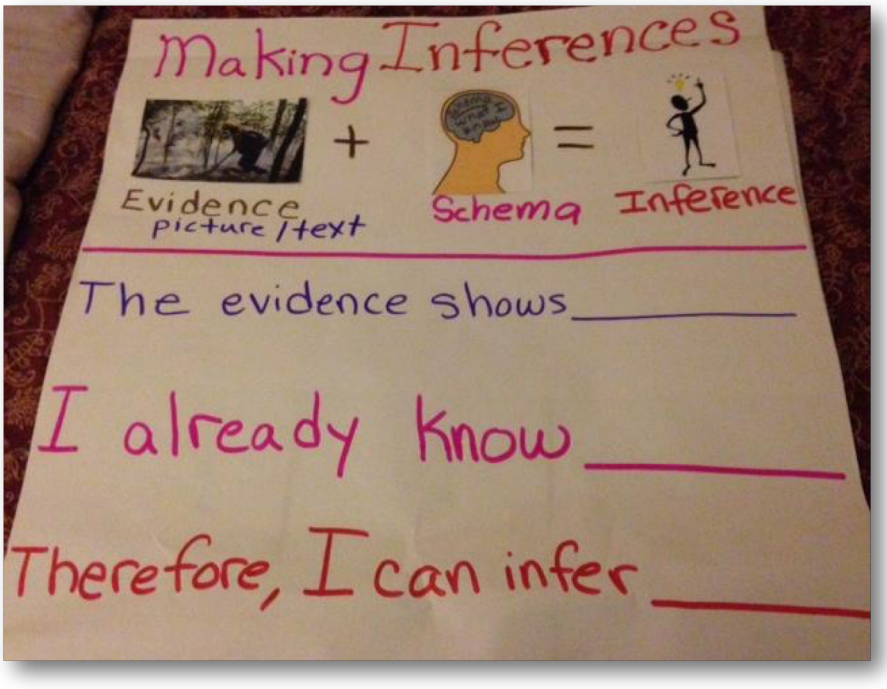
"I want my students to understand that . . ."

	Academic Standards	Language Proficiency Standards
Preview Phase	•Present concepts experientially/ concretely/ shared experiences/ • collaborative tasks/ •oral language practice •Build schema/•build upon students' linguistic and cultural experiences/present academic vocabulary	
Instructional Phase	•Use a variety of reading materials (in home languages & English) about the same topic/ Language Experience Approach •Use graphic organizers that reflect text structure •Begin project/research/ Engage in questioning/inquiry/ Project-based Learning; Expert Groups	
Application Phase	•Use during reading strategies and graphics for writing •Prepare small group presentations/ museum displays, etc. •Engage in discussions, debates and real-world projects	

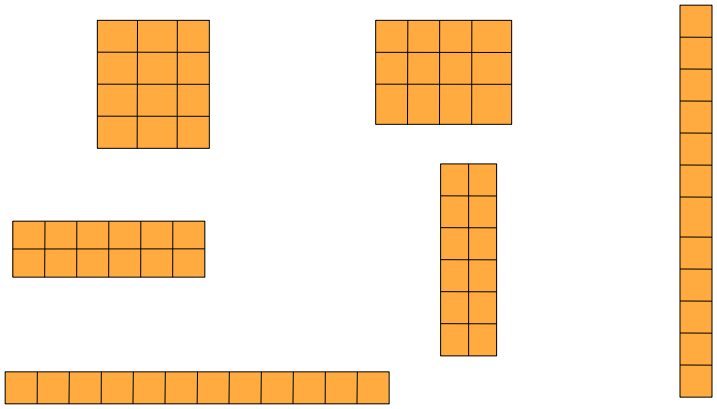
Evidence + Schema = Inference

Making an inference . . .

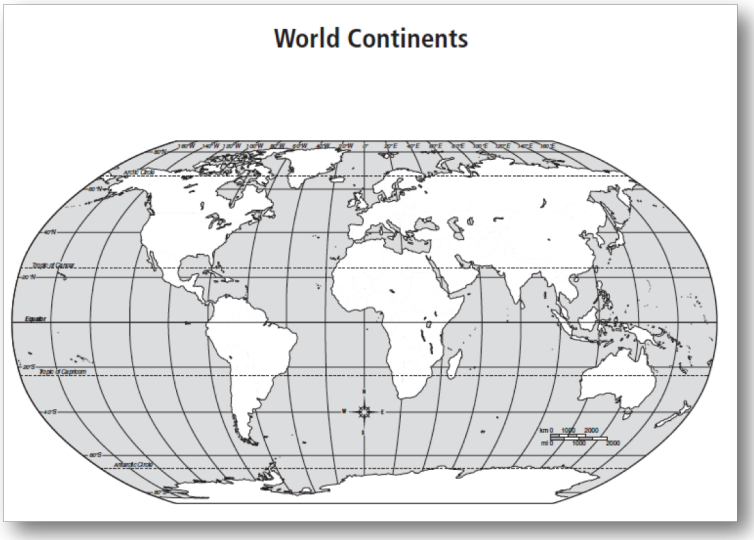
Evidence	+	Schema	=	Inference



Rectangular arrays

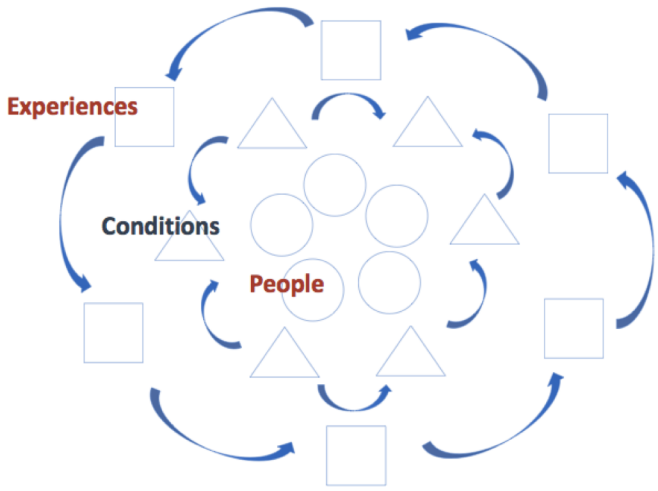


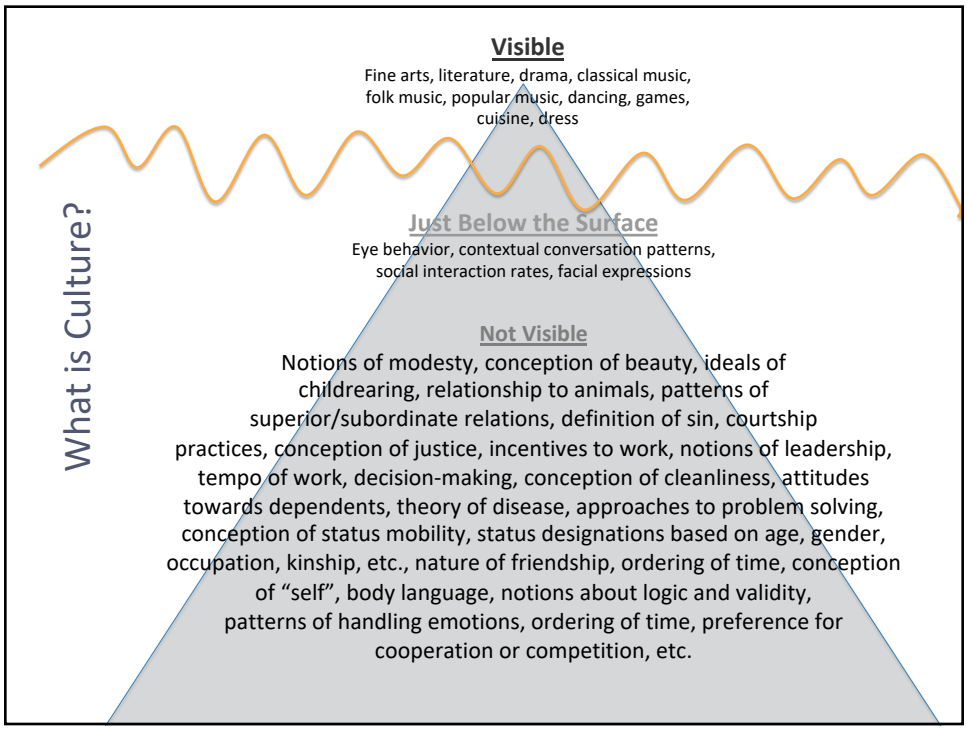
Using maps / geography to make content comprehensible



7. Cross-Cultural Factors

Examining Our Own Sociocultural Lens



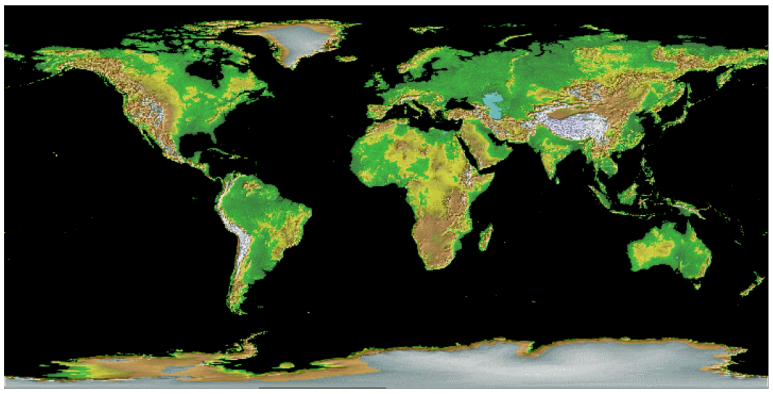


Affirming Students' Identities through . . .

- ❑Co-creating Identity Texts:
  - -social justice topics,
  - -environmental focus,
  - -project-based learning,
  - -service learning
  - -multilingual projects
- ❑Incorporating Multilingual Resources
- ❑Engaging ELL Parents
- ❑Taking Multiple perspectives
- ❑Seeing Global perspectives

Multiple perspectives
Global perspectives . . .

Weather / Seasons around the world



http://www.ngdc.noaa.gov/mgg/topo/globeget.html

Multiple perspectives
Global perspectives . . .

Conceptual development:

Members of a community

Doctor

Nurse

Firefighter

Teacher

Multiple perspectives
Global perspectives . . .

U.S. Bill of Rights

Constitution of Mexico – Individual Guarantees

US Constitution:
Bill of Rights

Fundamental Rights – Constitution of India

Philippine Bill of Rights

Our classroom
was full of
human knowledge.
We had
a teacher who
believed in us.
He didn't hide our power,
he advertised it.

Jasso & Jasso (1995)

Culture & Child-Rearing

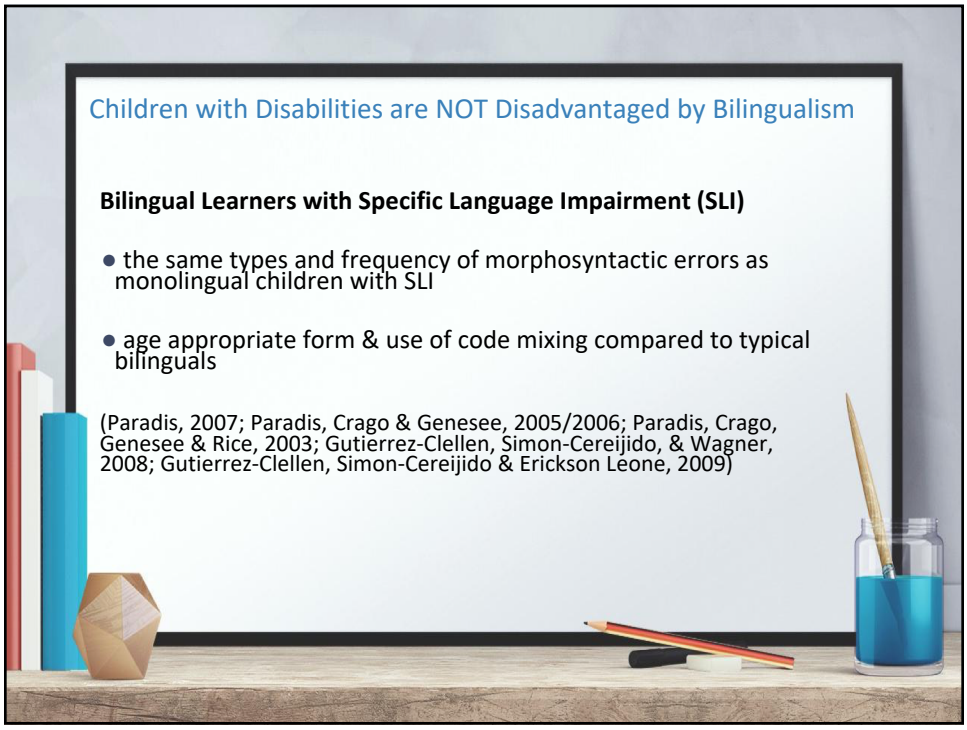
MEAN AGE EXPECTATIONS IN MONTHS FOR MILESTONE ATTAINMENT

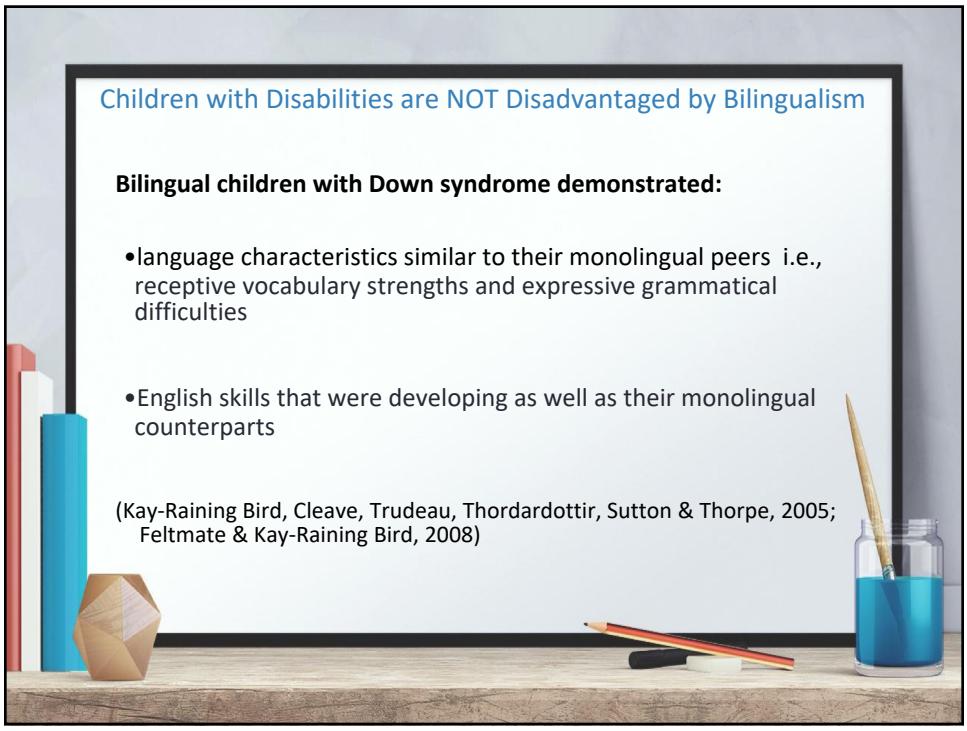
Milestone	Anglo	Puerto Rican	Filipino
Eat Solid Food	8.2	10.1	6.7
Training Cup	12.0	17.1	21.9
Utensils	17.7	26.5	32.4
Finger Food	8.9	9.4	9.5
Wean	16.8	18.2	36.2
Sleep by Self	13.8	14.6	38.8
Sleep all Night	11.4	14.5	32.4
Choose Clothes	31.1	44.2	33.1
Dress Self	38.2	44.2	39.2
Play Alone	25.0	24.8	12.3
Toilet Trained/Day	31.6	29.0	20.4
Toilet Trained/Night	33.2	31.8	34.2

Source: Schulze, Harwood, Goebel and Schuber, 1999 in Zero to Three, December 1999/January 2000

break

Survey current research and multilingual resources to optimize use of students' home languages as resources for learning


Children with Disabilities are NOT Disadvantaged by Bilingualism
Bilingual Learners with Specific Language Impairment (SLI)
the same types and frequency of morphosyntactic errors as monolingual children with SLI
age appropriate form & use of code mixing compared to typical bilinguals
(Paradis, 2007; Paradis, Crago & Genesee, 2005/2006; Paradis, Crago, Genesee & Rice, 2003; Gutierrez-Clellen, Simon-Cereijido, & Wagner, 2008; Gutierrez-Clellen, Simon-Cereijido & Erickson Leone, 2009)


Children with Disabilities are NOT Disadvantaged by Bilingualism
Bilingual children with Down syndrome demonstrated:
•language characteristics similar to their monolingual peers i.e., receptive vocabulary strengths and expressive grammatical difficulties
•English skills that were developing as well as their monolingual counterparts
(Kay-Raining Bird, Cleave, Trudeau, Thordardottir, Sutton & Thorpe, 2005; Feltmate & Kay-Raining Bird, 2008)

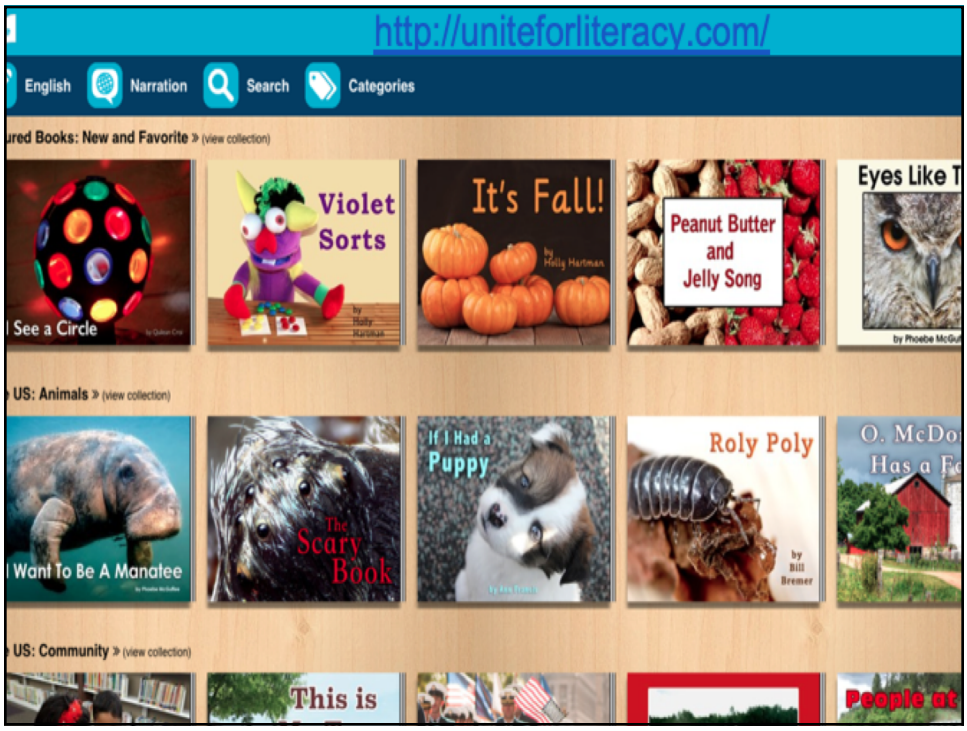
Children with Disabilities are NOT Disadvantaged by Bilingualism
Bilingual children with Autism Spectrum Disorder (ASD) compared to monolingual peers demonstrated similar:
• vocabulary scores (Petersen, Marinova-Todd & Mirenda, 2011)
• early stages of language development (Ohashi et.al., 2011)
• social and linguistic characteristics (Hambly & Frambone, 2012)
• speech and language abilities (Valicenti-McDermott, 2012)

Home Language in Classroom Intervention

Clark & St. John (1995)

- Students with mod-severe disabilities (4-13 yrs) some with very limited verbal abilities in both L's
- Created bilingual units to develop oral language skills in context of literature
- Native language instructional assistants previewed stories and activities
- Significantly increased engagement & oral use of story vocabulary especially with laminated visuals for students to manipulate in story retelling

Home Language Development:
Books for classroom and home


http://uniteforliteracy.com/
English
Narration
Search
Categories
Violet Sorts
It's Fall!
Peanut Butter and Jelly Song
Eyes Like T
I See a Circle
US: Animals
I Want To Be A Manatee
The Scary Book
If I Had a Puppy
Roly Poly
O. McDo Has a F
US: Community
This is
People at

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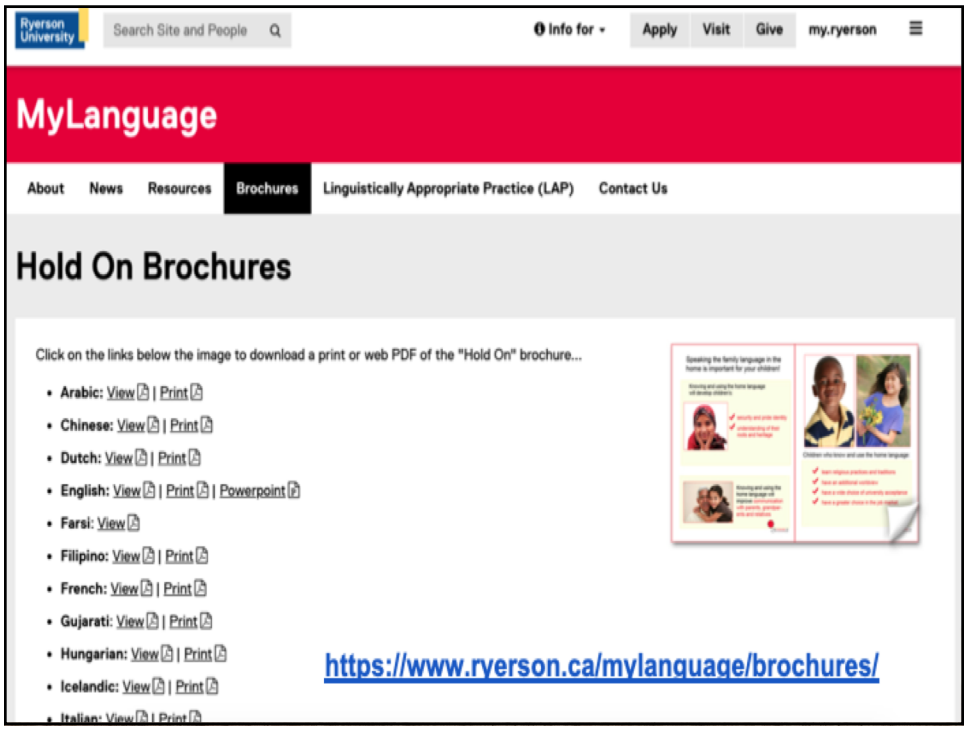
Canadian Heritage
Patrimoine canadien
Canada
Decoda
http://www.scribjab.com/

Home Language Development:
Parent information and strategies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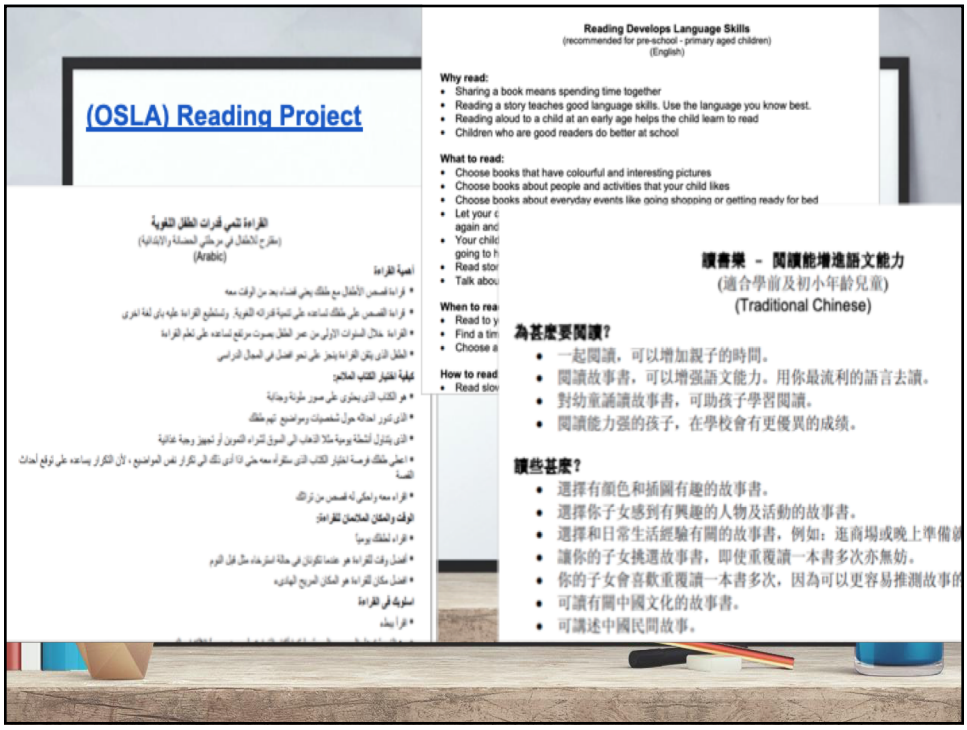
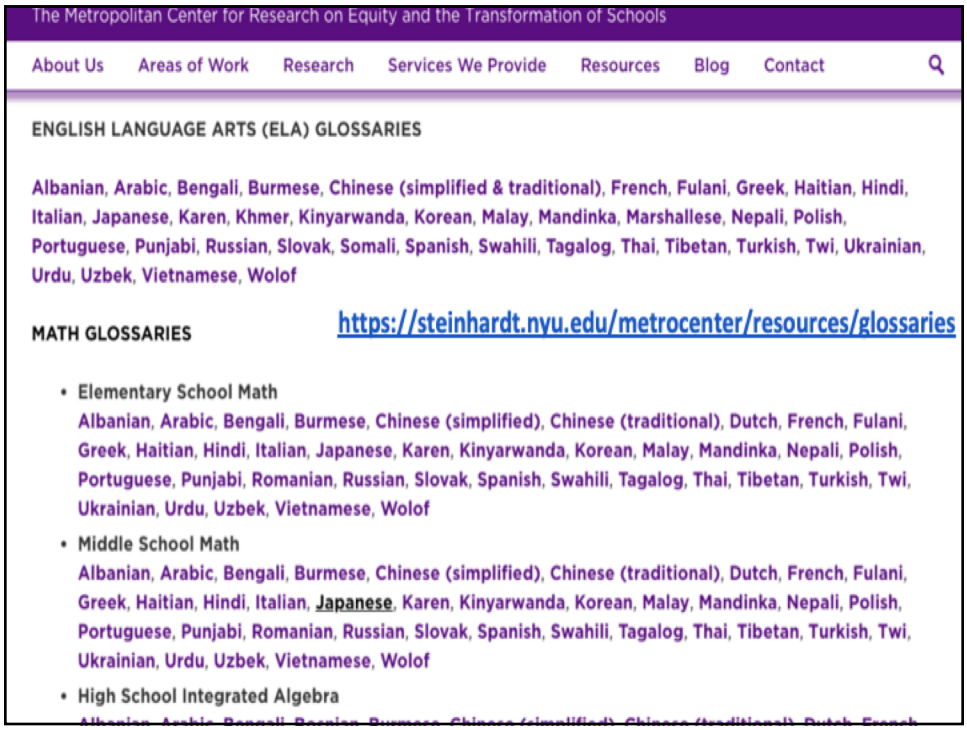

(OSLA) Reading Project
Reading Develops Language Skills
(recommended for pre-school - primary aged children)
(English)
Why read:
Sharing a book means spending time together
Reading a story teaches good language skills. Use the language you know best.
Reading aloud to a child at an early age helps the child learn to read
Children who are good readers do better at school
What to read:
Choose books that have colourful and interesting pictures
Choose books about people and activities that your child likes
Choose books about everyday events like going shopping or getting ready for bed
閱書樂 - 閱讀能增進語文能力
(適合學前及初小年齡兒童)
(Traditional Chinese)
為甚麼要閱讀?
一起閱讀，可以增加親子的時間。
閱讀故事書，可以增强語文能力。用你最流利的語言去讀。
對幼童誦讀故事書，可助孩子學習閱讀。
閱讀能力强的孩子，在學校會有更優異的成績。
讀些甚麼?
選擇有顏色和插圖有趣的故事書。
選擇你子女感到有興趣的人物及活動的故事書。
選擇和日常生活經驗有關的故事書，例如：逛商場或晚上準備
讓你的子女挑選故事書，即使重覆讀一本書多次亦無妨。
你的子女會喜歡重覆讀一本書多次，因為可以更容易推測故事
可讀有關中國文化的故事書。
可讀述中國民間故事。

Multilingual Resources for Adolescent Learners
Bring the attention of your audience over a key concept using icons or illustrations

Home Language Resources:
Adolescents


The Metropolitan Center for Research on Equity and the Transformation of Schools
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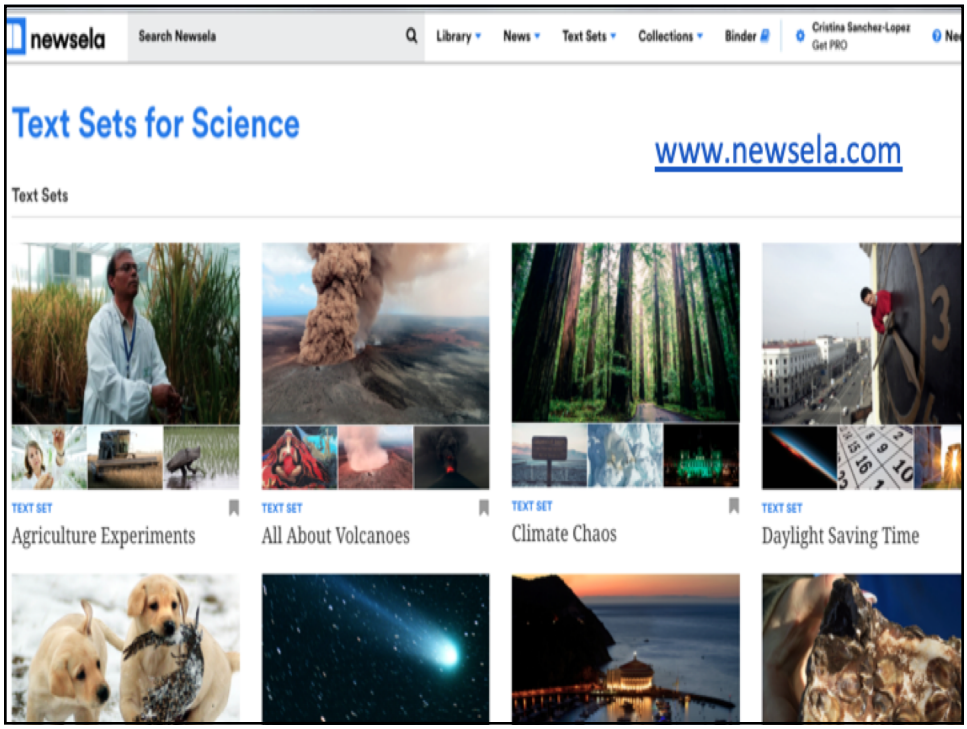
ENGLISH LANGUAGE ARTS (ELA) GLOSSARIES
Albanian, Arabic, Bengali, Burmese, Chinese (simplified & traditional), French, Fulani, Greek, Haitian, Hindi, Italian, Japanese, Karen, Khmer, Kinyarwanda, Korean, Malay, Mandinka, Marshallese, Nepali, Polish, Portuguese, Punjabi, Russian, Slovak, Somali, Spanish, Swahili, Tagalog, Thai, Tibetan, Turkish, Twi, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof
MATH GLOSSARIES
https://steinhardt.nyu.edu/metrocenter/resources/glossaries
Elementary School Math
Albanian, Arabic, Bengali, Burmese, Chinese (simplified), Chinese (traditional), Dutch, French, Fulani, Greek, Haitian, Hindi, Italian, Japanese, Karen, Kinyarwanda, Korean, Malay, Mandinka, Nepali, Polish, Portuguese, Punjabi, Romanian, Russian, Slovak, Spanish, Swahili, Tagalog, Thai, Tibetan, Turkish, Twi, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof
Middle School Math
Albanian, Arabic, Bengali, Burmese, Chinese (simplified), Chinese (traditional), Dutch, French, Fulani, Greek, Haitian, Hindi, Italian, Japanese, Karen, Kinyarwanda, Korean, Malay, Mandinka, Nepali, Polish, Portuguese, Punjabi, Romanian, Russian, Slovak, Spanish, Swahili, Tagalog, Thai, Tibetan, Turkish, Twi, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof
High School Integrated Algebra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All About Volcanoes
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Climate Chaos
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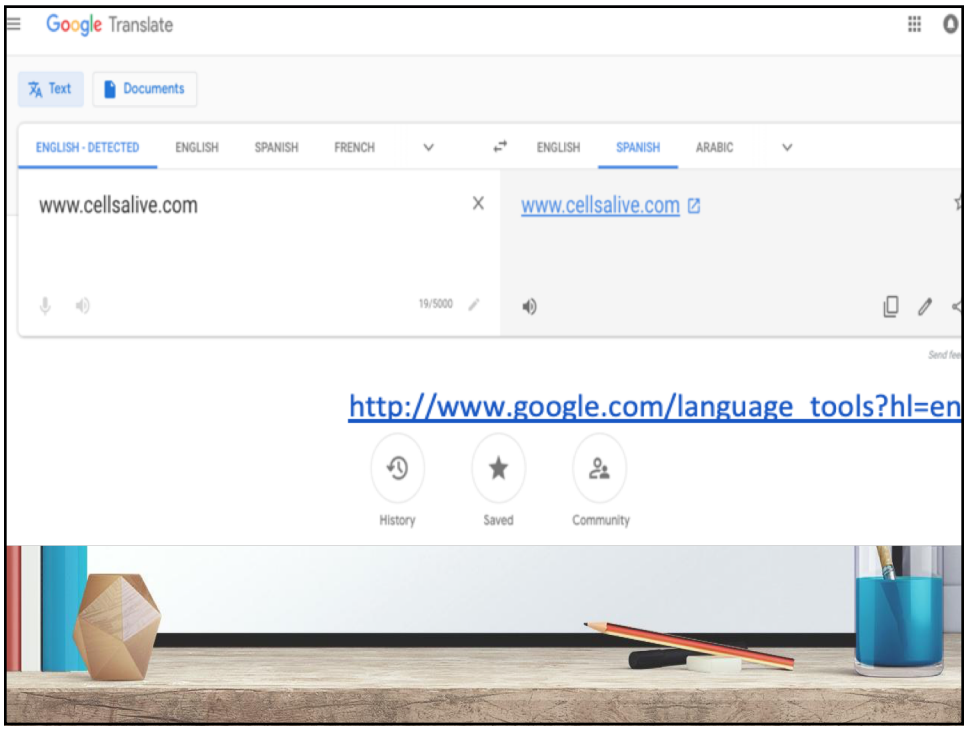
Daylight Saving Time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SPANISH
ARABIC
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www.cellsalive.com
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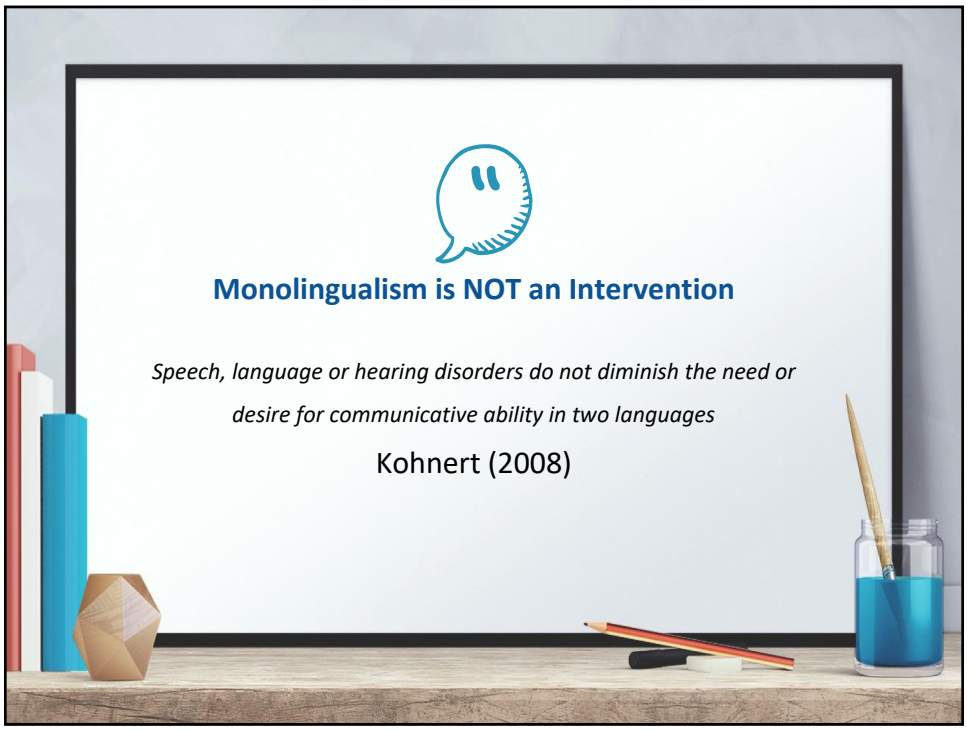
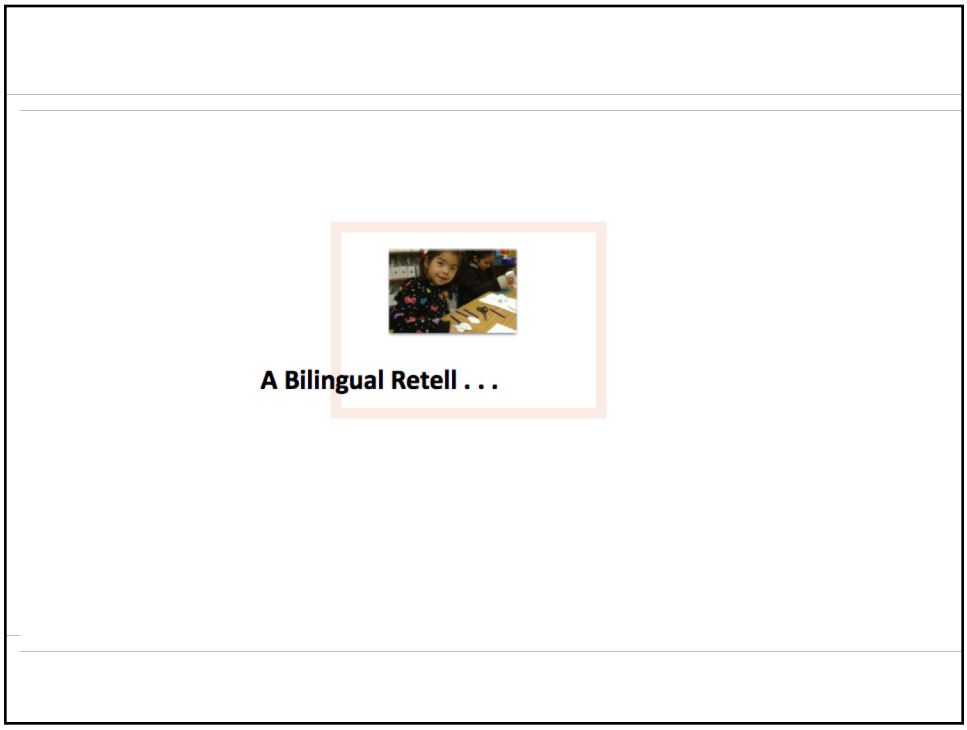
http://www.google.com/language_tools?hl=en
History
Saved
Community


Monolingualism is NOT an Intervention
Speech, language or hearing disorders do not diminish the need or desire for communicative ability in two languages
Kohnert (2008)

Incorporate culturally and linguistically responsive practices into MTSS for bilingual learners


A Bilingual Retell . . .

In closing . . .
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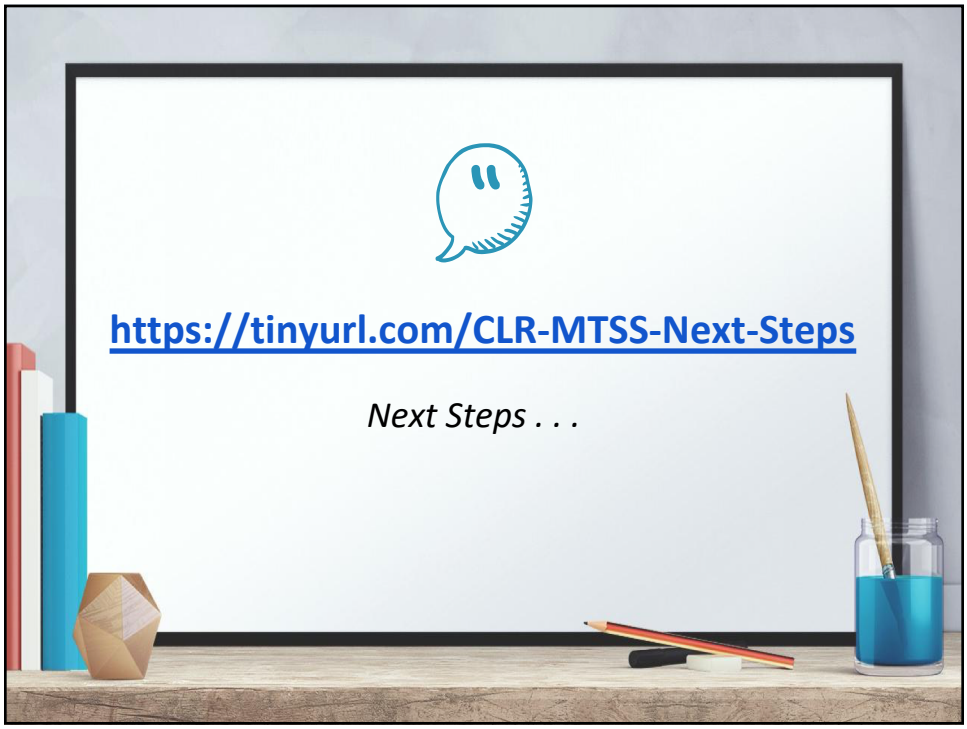
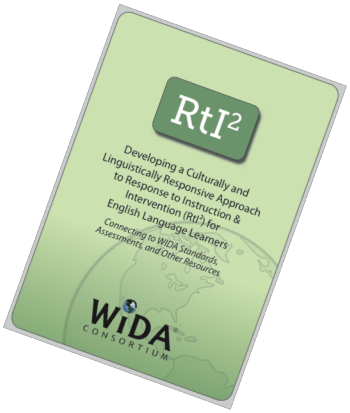

https://tinyurl.com/CLR-MTSS-Next-Steps
Next Steps . . .

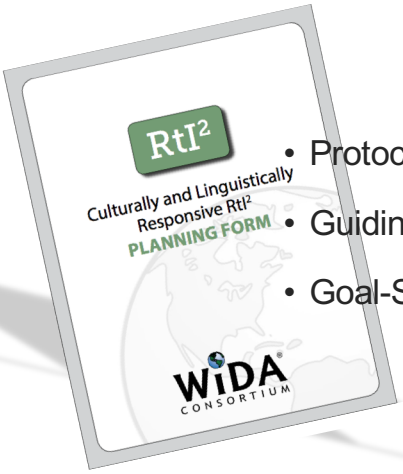
WIDA* RtI² Document Overview

Resource Document

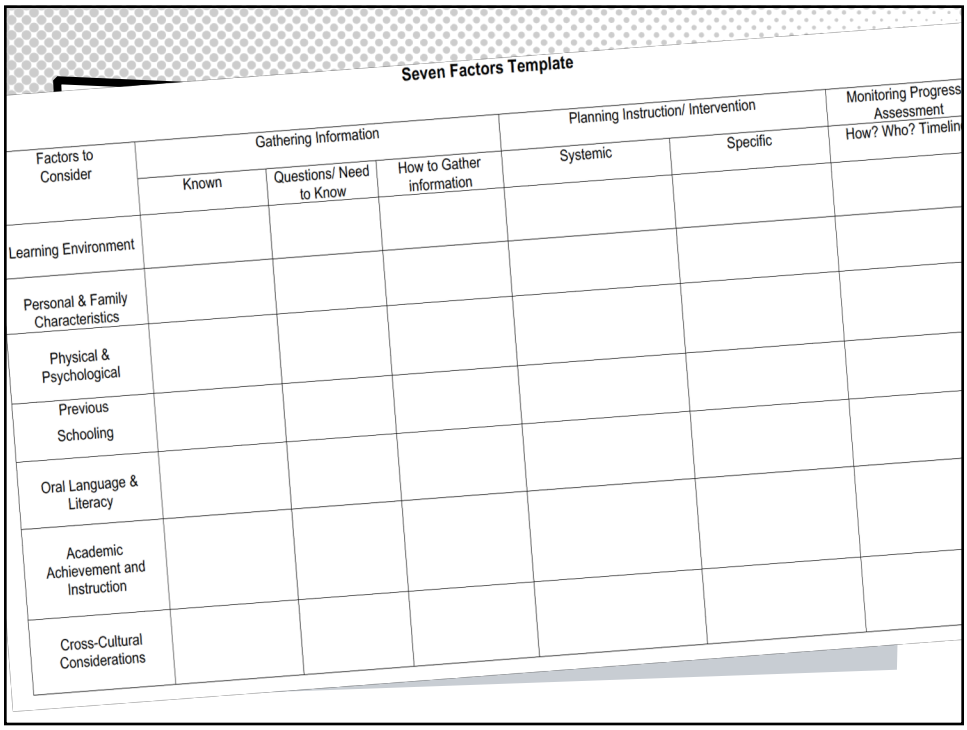


WIDA Consortium

RtI² Planning Form



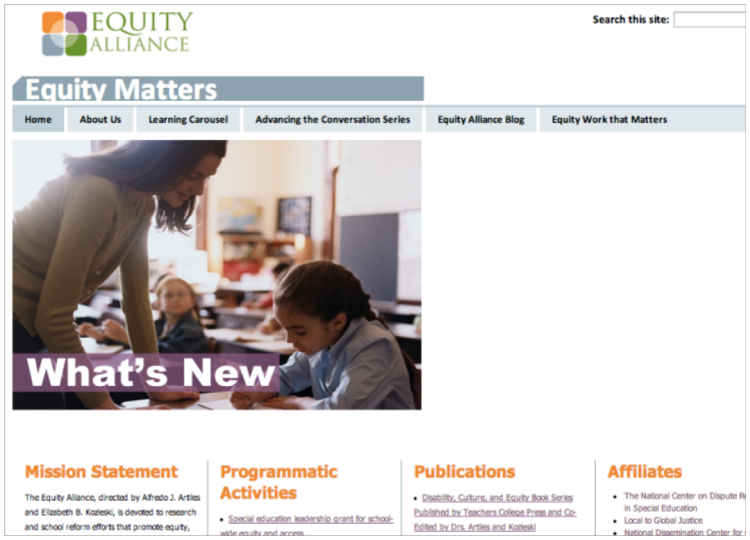
- Protocol for Gathering Data
- Guiding Questions
- Goal-Setting Forms



Seven Factors Template

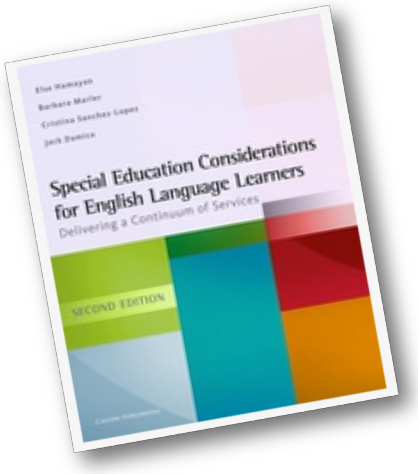
Factors to Consider	Gathering Information			Planning Instruction/ Intervention		Monitoring Progress Assessment
	Known	Questions/ Need to Know	How to Gather information	Systemic	Specific	How? Who? Timelin
Learning Environment						
Personal & Family Characteristics						
Physical & Psychological						
Previous Schooling						
Oral Language & Literacy						
Academic Achievement and Instruction						
Cross-Cultural Considerations						

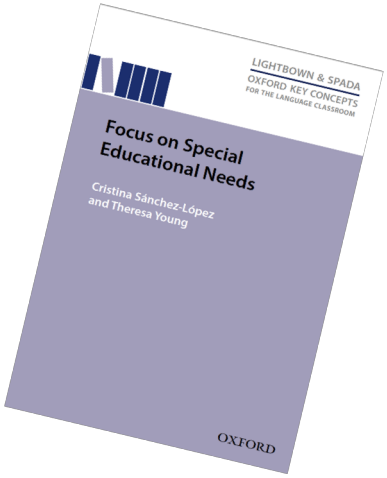
ADDITIONAL RESOURCES



http://www.equityallianceatasu.org/

Resources:





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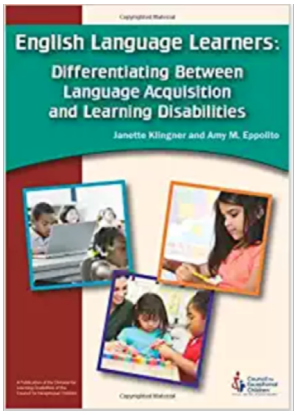
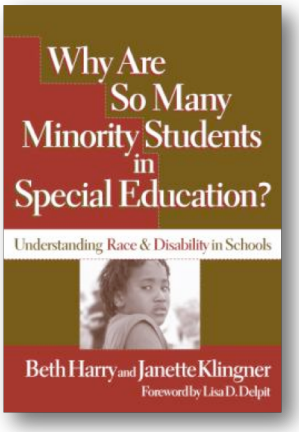
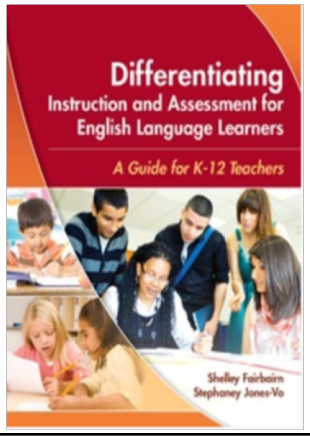
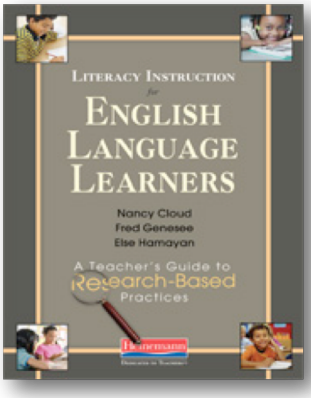
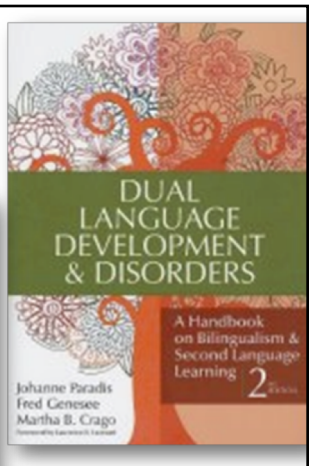




Resources:







Resources:

Web Resources:

Equity Alliance at ASU
http://www.equityallianceatasu.org/

National Literacy Panel for Language Minority and Youth
http://www.cal.org/projects/archive/natlitpanel.html

Contact Information:

Cristina Sanchez-Lopez

Education Specialist

Paridad Education

clopez@paridad.us