

Project LEE: PLUSS Model



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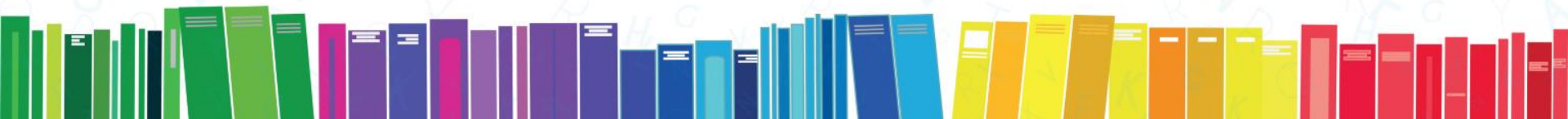
Session Description



- We highlight Project LEE, which aims to improve the literacy and language outcomes for ELs in Grades 3-5 who are at-risk or with disabilities using a replicable model – PLUSS. This model is an evidence-based overlay to literacy intervention programs that focuses on ELs' unique language and cultural contexts.



This project is supported by the U.S. Department of Education, Office of Special Education Programs (Award Number H326M16008). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education





Learner Outcomes

After attending this session, you will be able to:

1. Understand the components of a research-based framework for culturally and linguistically aligned interventions for ELs.
2. Examine a process for making special education eligibility decisions for ELs in a fair and defensible manner.





AGENDA



- Overview of Project LEE
- MTSS for ELs
- PLUSS Framework
- Special Education Eligibility Decisions for EL Students (focus on SLD)



National Demographics

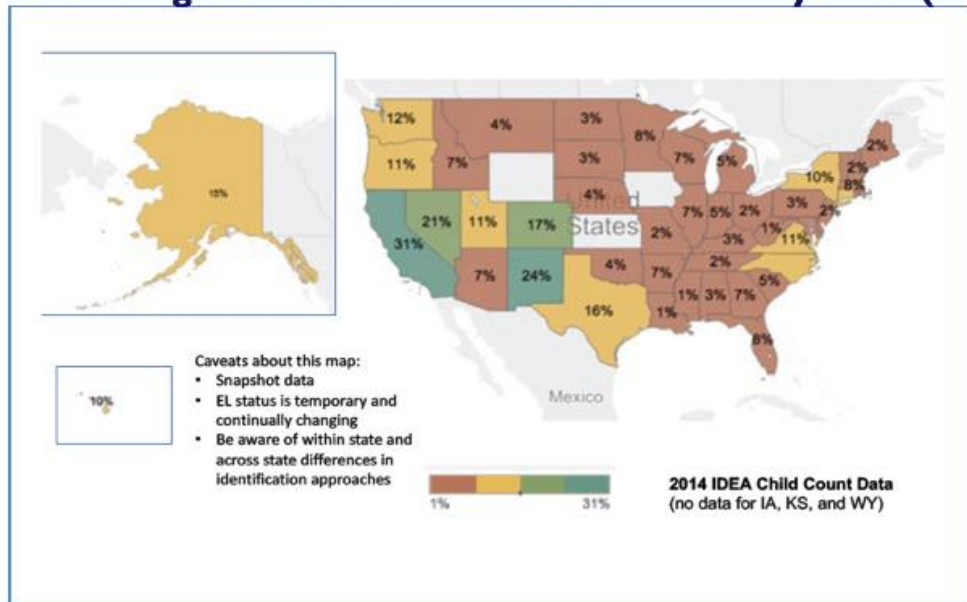


- In 2014-15, EL students represented 4.6 million or 9.4% of students (USDOE, 2017).
- 77% of all ELs are born in the U.S. (Zong & Batalova, 2015).
- Although the majority of EL students are born in the U.S., many require federally-mandated language assistance programs to access instruction often provided only in English.
- In 2014-15, 13.8% of ELs were also identified as having a disability (USDOE, 2017).





Percentage of ELs identified for disabilities by state (2013-14)



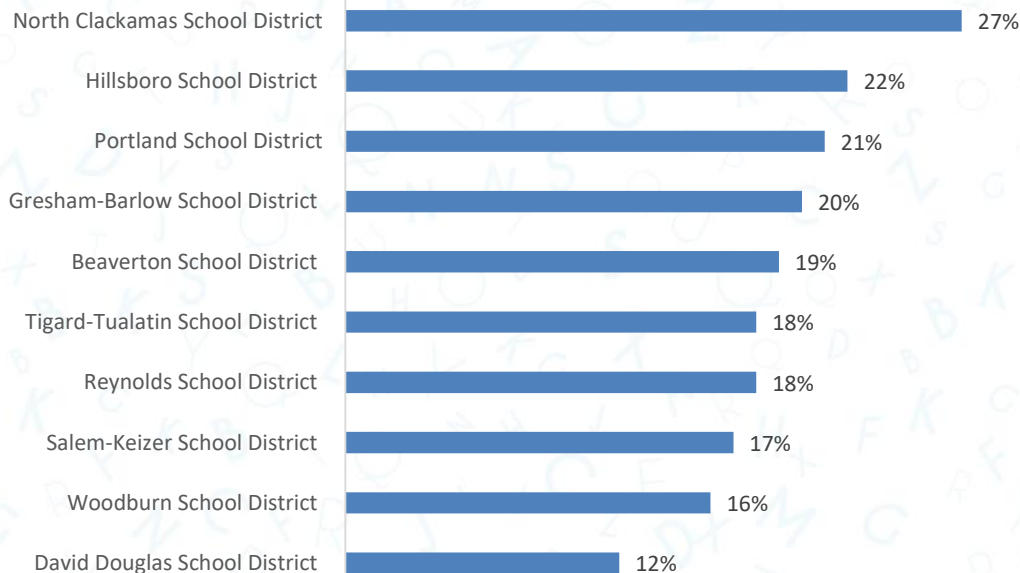
Currently, the range of ELs in special education in Oregon is 5% - 47%.

The state average is 18%.

What is the percentage in your state?

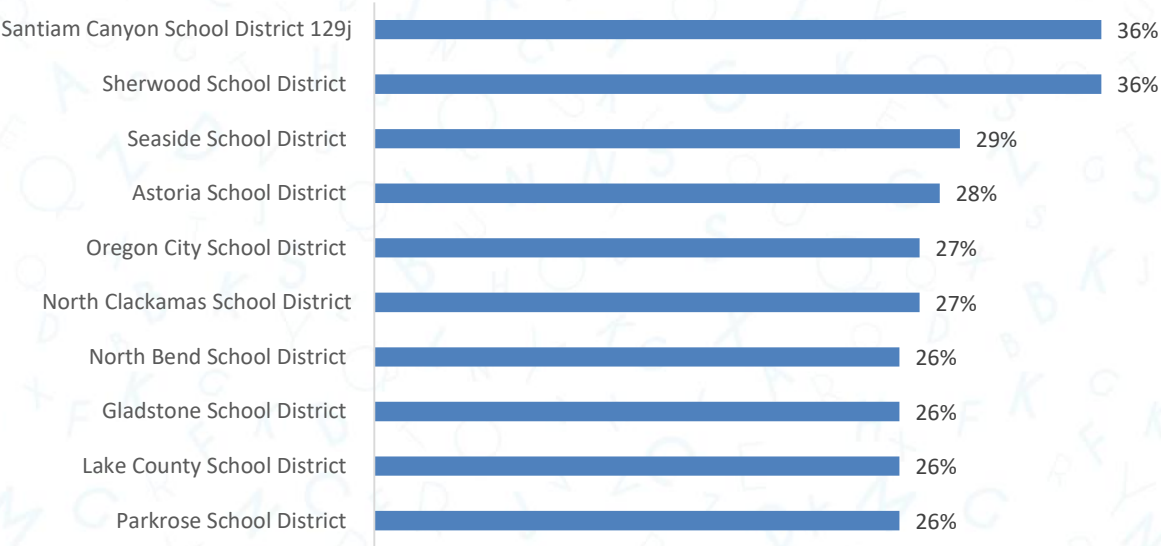


The Proportion of ELs in Special Education Varies in Districts with Large EL Populations





There are 10 districts in Oregon Where More than a Quarter of ELs Are in Special Education





OVERVIEW OF PROJECT LEE



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What is Project LEE?



- A four-year Model Demonstration Project from the federal Office of Special Education Programs to improve literacy and language outcomes for English Learners (ELs) in grades 3 – 5 with or at-risk for a disability.
- Our research team from Portland State University partners with 3 schools in a Portland area school district
- We will be investigating using a framework for enhancing literacy interventions for ELs using the PLUSS model:
 - **P:** Pre-teaching language and vocabulary and priming background knowledge
 - **L:** Language use and modeling
 - **U:** Using visuals and graphic organizers
 - **S:** Systematic and explicit instruction
 - **S:** Strategic use of native language and culture



Project Team



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Project LEE GOALS



1

Support use and interpretation of screening and progress monitoring measures across English and Spanish in Tiers 1, 2 & 3

2

Support and implement PD in Culturally and Linguistically Responsive Evidence-based Tier 1 – 3 instruction and interventions in English and Spanish.

3

Provide information and training to parents to facilitate active involvement in students' reading and language development in English and Spanish.

4

Document growth of students' reading and language skills during the three-tiers of instruction.

5

Disseminate promising and exemplary practices to improve literacy support for ELs with or at risk for disabilities.



OSEP-funded Model Demonstration Project

Projectlee.org





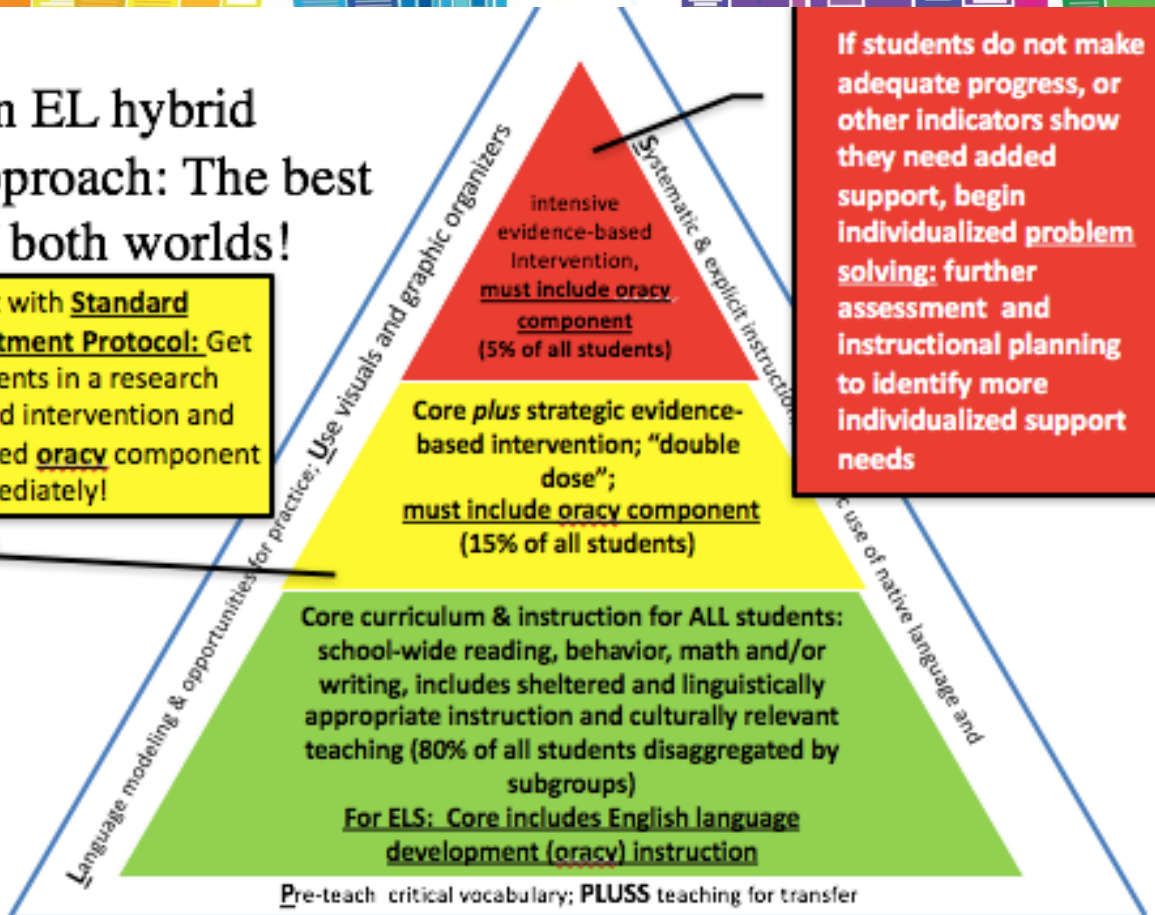
MTSS FOR ELS



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An EL hybrid approach: The best of both worlds!

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





Culturally and Linguistically Responsive-Response to Intervention within Multi-Tiered System of Supports Fidelity of Implementation Rubric

The Culturally and Linguistically Responsive (CLR) - Response to Intervention (RTI) Fidelity Rubric is for use by individuals who are responsible for monitoring school-level fidelity of RTI implementation within a Multi-Tiered Systems of Support (MTSS). The rubric is aligned with the essential components of RTI and the infrastructure that is necessary for successful implementation. It is accompanied by a worksheet with guiding questions and score points for use in an interview with a school's RTI leadership team.

Definitions:

English Learners (ELs): are K-12 learners whose native language is a language other than English, or who come from an environment where a language other than English is dominant or has a significant impact on the individual's level of English language proficiency (modified from federal definition of students who are Limited in English Proficiency).

Literacy: includes the following: reading, writing, speaking, and/or listening depending on the context and areas of RTI being implemented. For ELs, speaking and listening must also be included in addition when reading or writing is addressed.

Assessments —Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.			
Measures	1	3	5
Screening —The RTI framework accurately identifies students at risk of poor learning outcomes or challenging behaviors.			
Screening Tools	Insufficient evidence that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, but staff is unable to articulate the supporting evidence.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, and staff is able to articulate the supporting evidence.



Adapted from the National Center on Response to Intervention Integrity Rubric (2011) http://www.rti4success.org/sites/default/files/RTI_Fidelity_Rubric.pdf

PLUSS: Framework for Instruction and Interventions



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

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

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

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Adjustments to Research-based Program



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



Kearns, Lemons, Fuchs & Fuchs (2014)

PLUSS Framework for Evidence-based Instruction for ELLs



PLUSS Framework

Pre-teach critical vocabulary & prime background knowledge

Language modeling and opportunities for practice

Use visuals and graphic organizers

Systematic and explicit instruction

Strategic use of native language & teaching for transfer

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





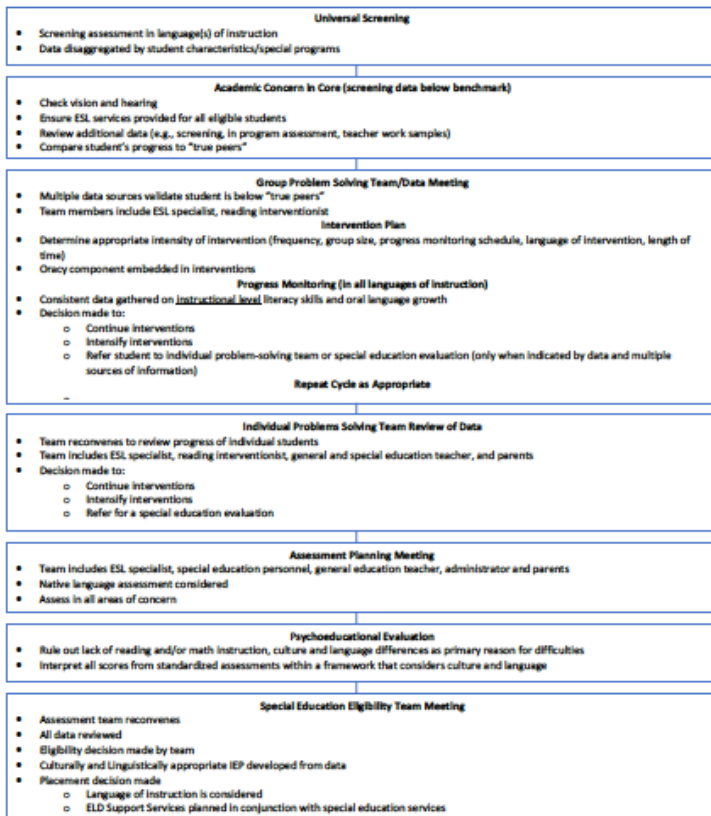
- 1 **Content Objective:**
- 2 **Language Objective:**

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

Steps in Supporting EL Students with Academic Concerns



Steps in Supporting ESL Students with Academic Difficulties



Evaluate
Students
and Plan
for Group
and
Individual
Supports

- Universal Screening
- Academic Concern in Core
- Group Problem Solving/Data Meeting
 - Intervention Plan
 - Progress Monitoring
 - Repeat Cycle as Appropriate
- Individual Problem Solving Team
- Assessment Planning Meeting
- Psychoeducational Evaluation
- Special Education Eligibility Team Meeting





Unique Considerations for Screening ELs (Brown & Sanford, 2011)

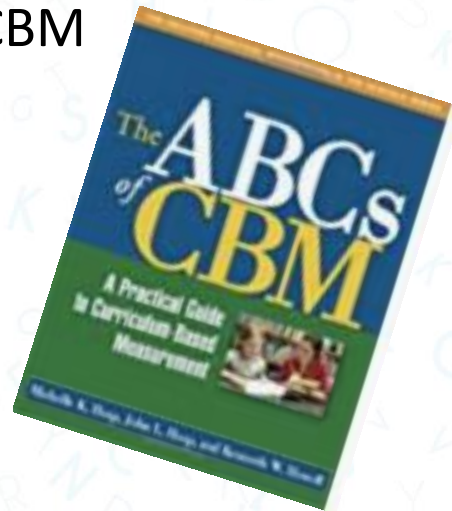
1. Use tools with demonstrated reliability and validity to identify and monitor students' needs for instructional support in reading in both L1 and L2.
2. Assess students' language skills in L1 and L2 to provide an appropriate context regarding evaluation of current levels of performance.
3. Plan instruction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



Universal Screening



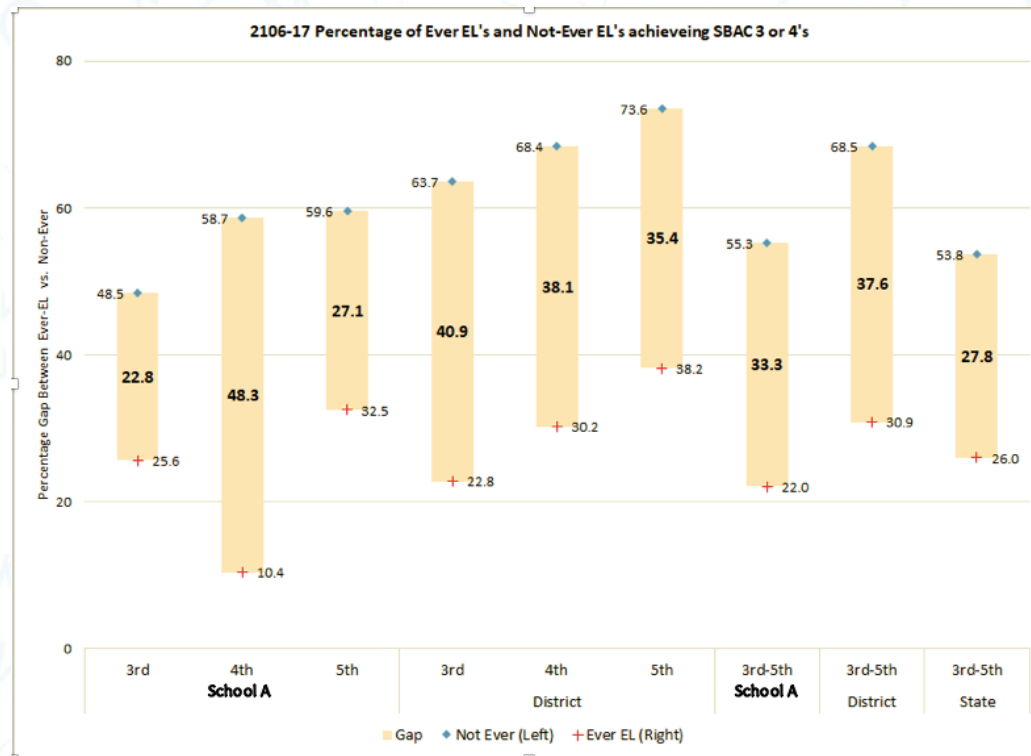
- Screening assessment in language(s) of instruction
- District uses DIBELs Next (K-5) and IDLE (K-3)
- When passages were unavailable, the district created CBM passages using grade level text from their Spanish core reading program and created ORF and MAZE passages using procedures described in ABC's of CBM
- Data disaggregated by student characteristics/special programs



Screening



Examine
disaggregated
high stakes
assessment to
determine how
ELs are comparing
to EO students



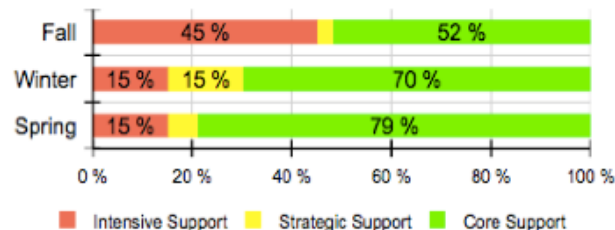


1st grade TWI

Disaggregating student data by EL status helps illustrate strengths and areas of need for support based on language learner status

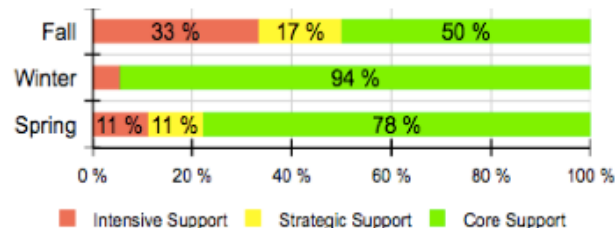
Hispanic

	Goal	Intensive	Strategic	Core
Fall	78	14	1	16
Winter	78	5	5	23
Spring	90	5	2	26



White

	Goal	Intensive	Strategic	Core
Fall	78	6	3	9
Winter	78	1	0	17
Spring	90	2	2	14

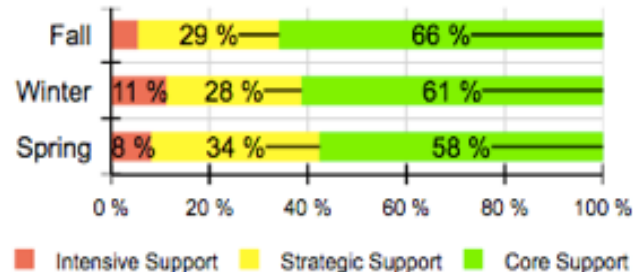


2016-17 Reading 5th Grade Summary Report

ELL = False

Composite

	Goal	Average	Intensive	Strategic	Core
Fall	357	376	4	21	48
Winter	372	387	9	22	49
Spring	415	424	6	25	42

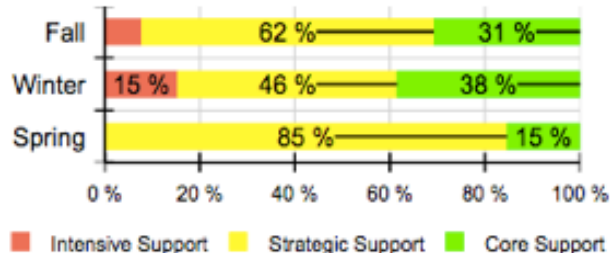


2016-17 Reading 5th Grade Summary Report

ELL = True

Composite

	Goal	Average	Intensive	Strategic	Core
Fall	357	337	1	8	4
Winter	372	355	2	6	5
Spring	415	386	0	11	2



Disaggregating student data by EL status helps illustrate strengths and areas of need for support based on language learner status





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

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



“True Peers”



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



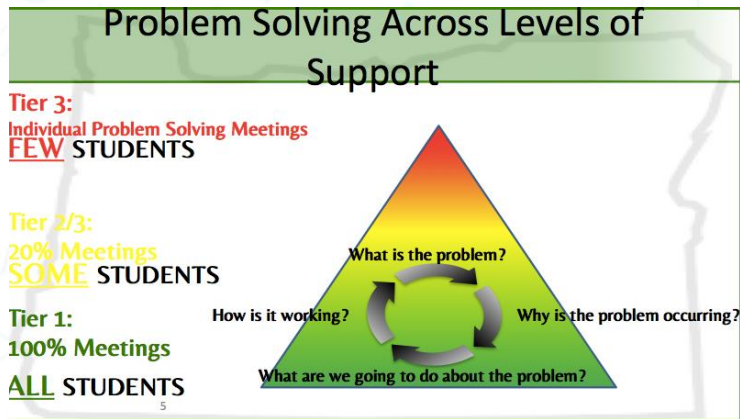
Academic Concerns/Group Problem Solving (MTSS)



- Intervention Plan
- Progress Monitoring

What is EBIS?

- **Effective Behavior and Instructional Support** is a model that ensures academic and behavior support for every child
- The 20% team meets every 9 weeks and consists of the principal, the counselor, an ELL representative, the literacy specialist, a learning specialist, and the grade level teachers.
- The EBIS team serves three purposes"
 - To review school wide behavior and academic data in order to evaluate the effectiveness of the core
 - To review and evaluate each student's need for additional academic and/or behavior support
 - To plan, modify, and implement interventions for students. Depending on each student's response to interventions, a formal referral for special education evaluation may result



Source: Oregon RTI Network



20% Meeting: 5th Grade TWI



SPED	ELL	Span. level	First Name	Last Name	Fall DIBELS CWPM	Exp. or ambitious	Spring Growth Goal	CY Total +CWPM Needed Overall	November CY
	X		A		22	amb. t.1	58.3	36.3	29.7
	X		B		36	amb. t.1	72.3	36.3	43.7
	X		C		40	amb. t.1	76.3	36.3	47.7
X	X		D		43	amb. t.1	79.3	36.3	50.7
	X		E		56	amb. t.1	92.3	36.3	63.7
	X		F		58	amb. t.1	94.3	36.3	65.7
	X		G		66	amb. t.1	102.3	36.3	73.7
	E		H		66	amb. t.1	102.3	36.3	73.7
			I		70	amb. t.1	106.3	36.3	77.7
			J		73	amb. t.1	109.3	36.3	80.7
			K		76	amb. t.1	112.3	36.3	83.7
	X		L		78	amb. t.1	114.3	36.3	85.7
			M		81	amb. t.1	117.3	36.3	88.7
	X		N		82	amb. t.1	118.3	36.3	89.7
			O		82	amb. t.1	118.3	36.3	89.7



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

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

- Wolfram, Adger & Christian, 1999

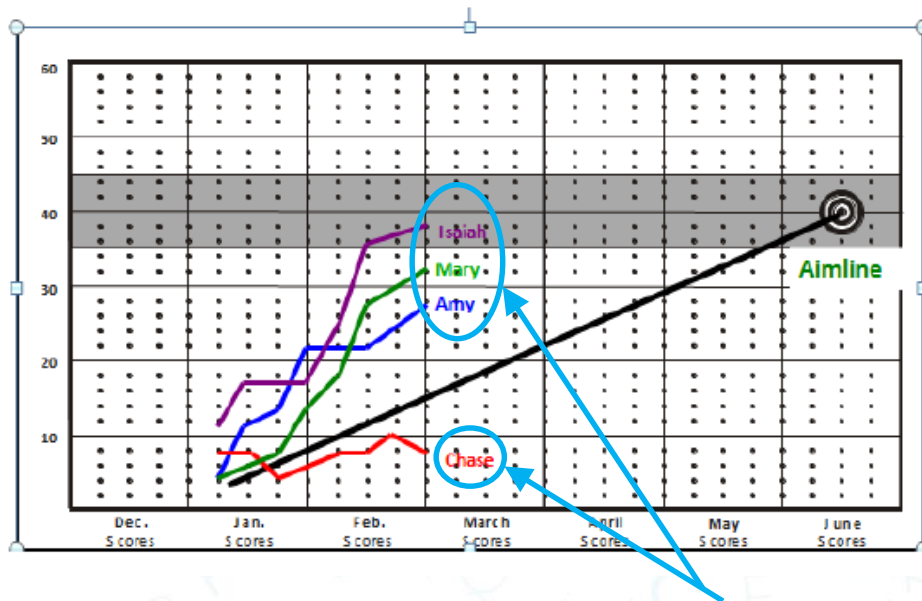
Thus, the key to using standardized tests in a fair and equitable manner is use of a normative sample of peers with similar experiences, i.e., cultural and linguistic ones.





If Isiah, Mary and Amy are English-only students.

Chase is an English Learner



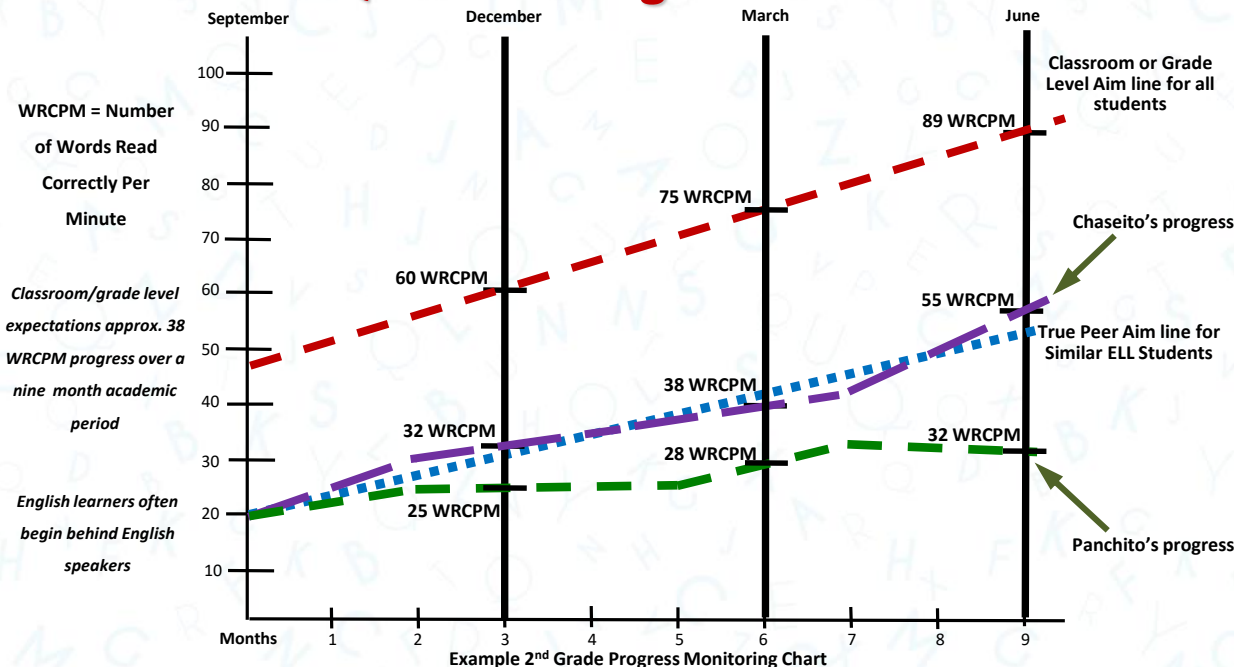
Would this be an appropriate comparison?





The Most Appropriate Standard for Comparison Depends on the Question Being Asked

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



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



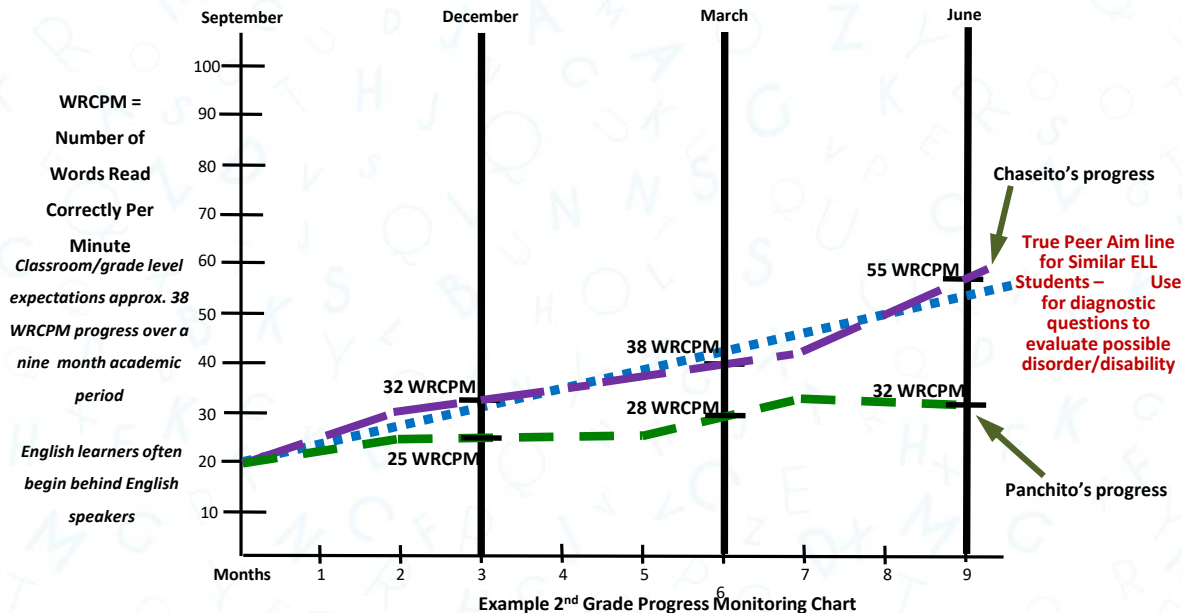


Answer

- **Both Chaseito and Panchito are significantly behind grade level expectations.**
- **Both need systematic, high-quality instruction consistent with their language proficiency to promote continued growth in reading toward grade level standards.**
- **Thus, comparison to native English speakers is appropriate only for questions related to instructional need, intervention planning, and programming goals, but is NOT appropriate for questions about possible disability where it would be discriminatory.**



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





Answer

- **Chaseito's rate of progress and development is commensurate with that of similar, same age peers and does not suggest any problems,**
- **However, Panchito's rate of progress is below that expected of same age peers and may suggest a disorder.**
- **Thus, to avoid being discriminatory, comparison to other TRUE PEER English learners is necessary for any diagnostic questions related to possible disorder or disability. It may also add information related to instructional needs and intervention.**





Thank You

