



A Framework for Enhancing Interventions for ELs: PLUSS

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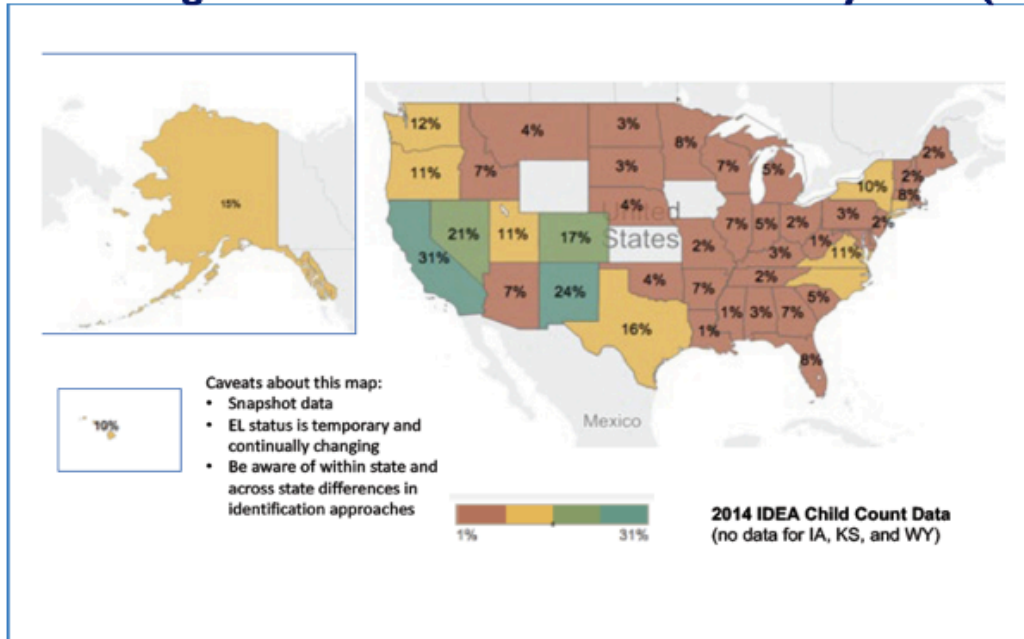


Agenda

- Addressing the needs of ELs with disabilities
- Project LEE & MTSS for ELs
- Data-based decision making and equitable assessment for ELs
- PLUSS Framework and evidence-based practices for ELs



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



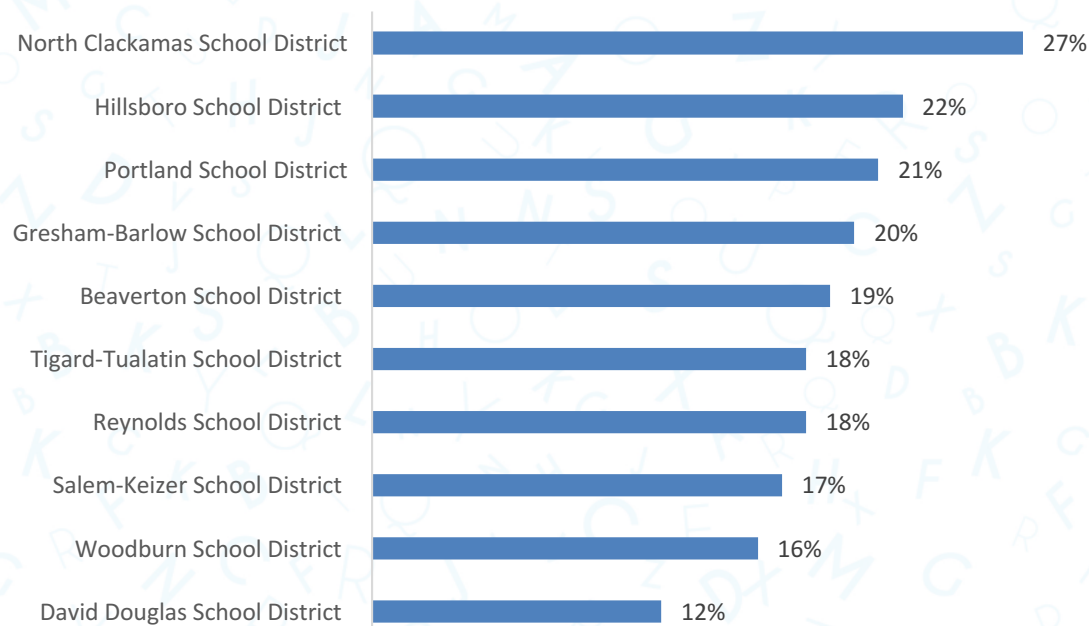
Currently, the range of ELs in special education in Oregon is 5% - 47%.

The state average is 18%.

What is the percentage in your district?



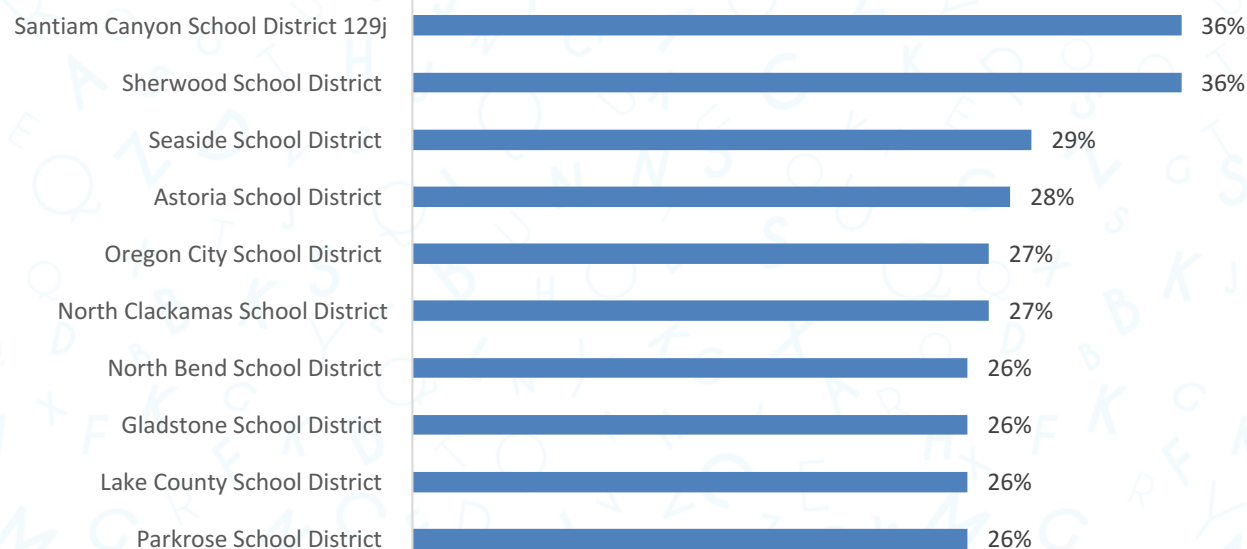
The Proportion of ELs in Special Education Varies in Districts with Large EL Populations



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



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ELs Tend to be Disproportionately Represented in Certain Disability Categories

- Speech or Language Impairments
- Specific Learning Disabilities



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Four-Year Model Demonstration Grant from OSEP



U.S. Department of Education

OSERS

Office of Special Education and Rehabilitative Services



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Three model demonstration projects were funded by the Office of Special Education and Programs, Department of Education in August 2016, to support models in:

- Improving literacy outcomes for English Learners with disabilities (ELSWDs) in grades three through five or three through six, within a multi-tier system of supports (MTSS) framework in three school sites;
- Using culturally responsive principles; and
- Implemented by educators and sustained in general and special education settings.



Three Model Demonstration Projects



Project Elite

<https://www.elitetexas.org/>



Project Ellipses

<https://mtssclrt.ning.com/>



Project LEE

<http://projectlee.org/>



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Collaborative Website

<https://www.mtss4els.org/>

Multitiered Systems of Support for English Learners

Model Demonstration Research sponsored by the Office of Special
Education Programs, U.S. Department of Education

In September of 2016, OSEP funded three projects focusing on tiered approaches to
improving reading and language outcomes for English Learners (ELs). These projects are
developing and implementing culturally and linguistically responsive models for
multitiered systems of support for ELs, including those with or at risk of having a
disability.



Features of these models include:

- Appropriate research-based reading instruction and intervention for ELs
- Culturally responsive teaching strategies and principles
- Professional development and strategic coaching for teachers
- Linguistically aligned progress monitoring and screening measures
- Data-based educational decision making

Watch for
updates

Model Demonstration Grantees



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Project Lectura para Excelencia y Éxito (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.
- 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



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Project Staff



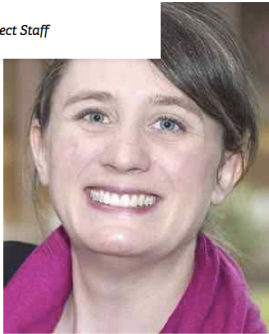
[Overview](#) [Project Goals & Objectives](#) [News & Updates](#) [Professional Development](#) [Resources](#)

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Professional Development Has Been Well-received

- 88% of participants say it is “very likely” they will implement what they learned in the classroom
- 77% rate PD as “very useful”

I have already begun doing a better job of modeling frames and responses, and giving my students more clear directions in how to share with each other.



Teachers are Providing Input on Their PD Needs for the Future



- Increasing use of academic vocabulary
- Comprehension strategies
- Differentiating instruction using data for students on, below, or above grade level
- Increasing student opportunities to use academic language (i.e. structured language practice routines)

*Most requested
PD topics*





Culturally and Linguistically Aligned MTSS



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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.



This project is supported by

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

position of the U.S. Department of Education



Available on
projectlee.org

Assess your
district's MTSS
system for ELs



Culturally and Linguistically Responsive MTSS



Culturally and linguistically responsive multi-tiered systems of support maximize student achievement by integrating research-based culturally and linguistically aligned instruction, intervention and assessment within a tiered framework of increasingly intensive support.

Essential components of MTSS include:

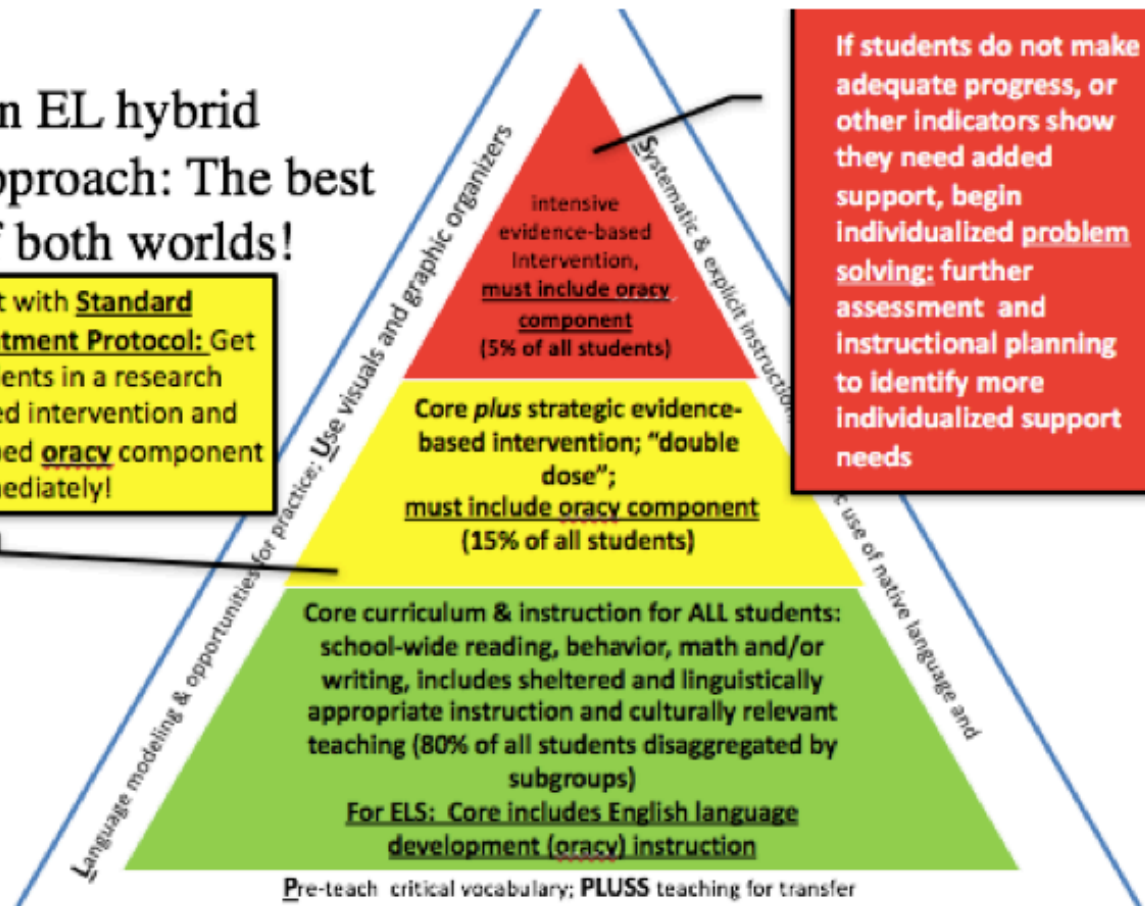
- Universal screening and progress monitoring using tools valid and reliable for all
- Research-based instruction and intervention aligned to students' linguistic and cultural backgrounds
- Data-based decision making that considers language and culture
- Intensity of support matched to student need and language(s) of instruction

(Brown and Sanford 2018)



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!





Data-based Decision-making and Equitable Assessment for ELs



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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.



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Unique Considerations for Progress Monitoring ELs

(Brown & Sanford, 2011)



1. Monitor student's progress in all languages of instruction
2. Provide interventions in the strongest language (not both languages)
3. Set rigorous goals and support students to meet grade-level standards
4. Evaluate growth frequently, increasing intensity of instruction (or change interventions) when growth is less than expected
5. Evaluate growth of true peers to determine whether instruction is generally effective for students with similar linguistic and educational experiences



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“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 system or 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).





The validity of an interpretation regarding disability rests on an appropriate 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.

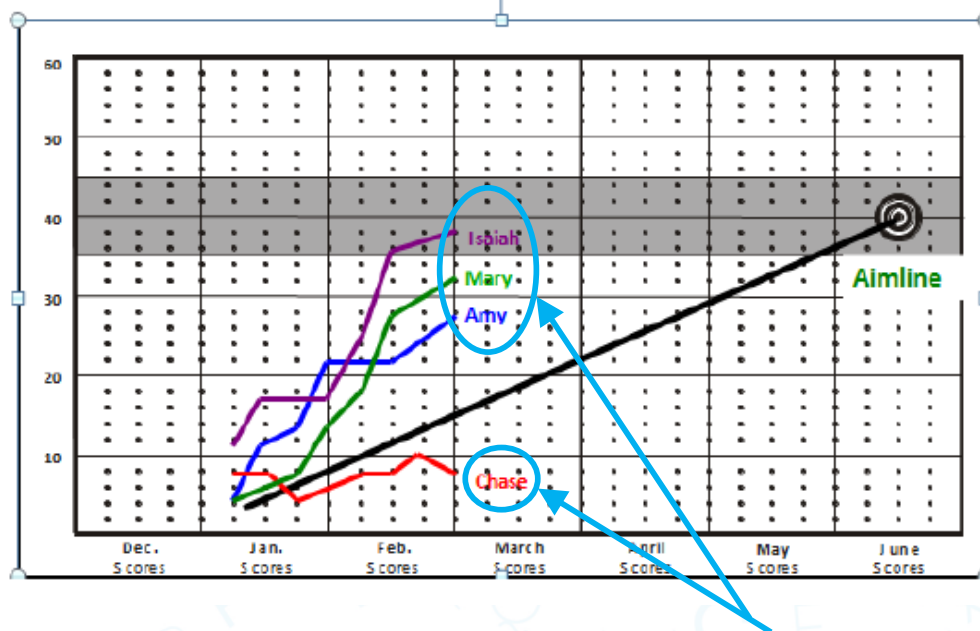


Compare...



Isiah, Mary and Amy are English-only students.

Chase is an English Learner

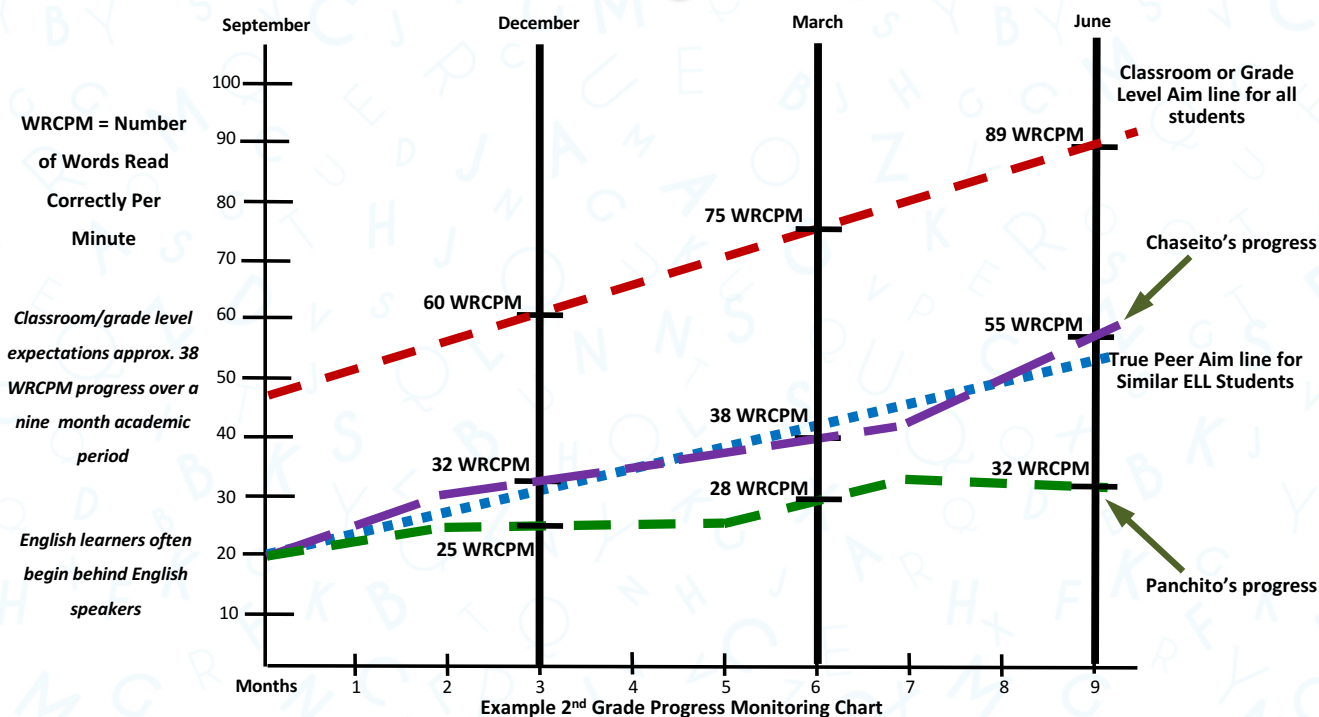


Is it appropriate to compare the progress of English-only students to English learners?



Source: Brown, Ortiz & Sanford, 2017
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The Most Appropriate Standard for Comparison Depends on the Question Being Asked



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 (local norms).

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Source: Brown, Ortiz & Sanford, 2017



Intervention Question:

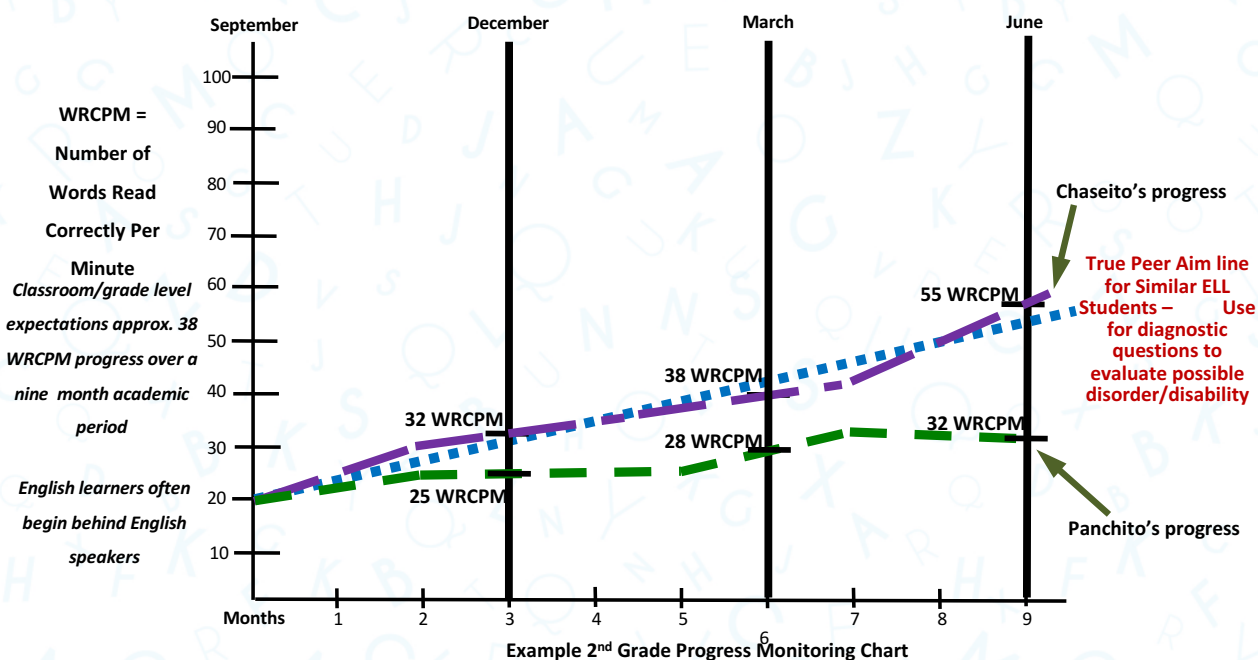
What are Chaseito's and Panchito's instructional levels, needs, goals, and how far behind are they academically?

- 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.



Source: Brown, Ortiz & Sanford, 2017

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



Source: Brown, Ortiz & Sanford, 2017




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.



Source: Brown, Ortiz & Sanford, 2017

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The Need for Rigorous Instruction that Addresses Cultural and Linguistic Needs: The PLUSS Framework



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PLUSS Rationale

- **Problem:** There are limited intervention programs that include English Learners (ELs) in their research base.
- **Solution:** We reviewed the literature to identify evidence-based practices for ELs and organized our findings into the acronym PLUSS.





Research- based Interventions

An activity, strategy or intervention that demonstrates a statistically significant effect on improved student outcomes or other relevant outcomes based on either strong, moderate, or promising evidence from research studies.

~Every Student Succeeds Act~



Source: Linda Cavazos, AIR

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Improving Mathematical Problem Solving in Grades 4 Through 8



This **practice guide** provides five recommendations for improving students' mathematical problem solving in grades 4 through 8.



Publications & Reviews

Get started with WWC products:

- **Practice guides** help educators address classroom challenges.
- **Intervention reports** guide



Find What Works!

English language development				
Intervention	Topic	Improvement Index	Effectiveness Rating	Extent of Evidence
Fast Forward® Language	English Language Learners	40	++ 0 ++	Small
Instructional Conversations and Literature Logs	English Language Learners	23	++ 0 ++	Small



What Works Clearinghouse

<https://ies.ed.gov/ncee/wwc/>



strong
evidence

at least 1 well designed and well-
implemented experimental study

moderate
evidence

at least 1 well designed and well-
implemented quasi-experimental study

promising
evidence

at least 1 well designed and well-
implemented correlational study with
statistical controls for selection bias



Source: Linda Cavazos, AIR
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PLUSS: Framework for 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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PLUSS Framework for Evidence-based Instruction for ELLs



PLUSS Framework	Definition	Evidence
<u>P</u>re-teach critical vocabulary and prime background knowledge	Presentation of critical vocabulary prior to lessons to ensure later comprehension using direct instruction, modeling, and connections to native language ; build connections between students' backgrounds and content	Beck, McKeown and Kucan (2002); Heibert and Lubliner (2008); Martinez and Lesaux (2011); Nagy, Garcia, Dyrgunoglu and Hancin (1993)
<u>L</u>anguage modeling and opportunities for practice	Teacher models appropriate use of academic language, then provides structured opportunities for students to practice using the language in meaningful contexts	Dutro and Moran (2003); Echevarria, Vogt and Short (2008); Gibbons (2009); Linan-Thompson and Vaughn (2007); Scarcella (2003)
<u>U</u>se visuals and graphic organizers	Strategically use pictures, graphic organizers, gestures, realia, and other visual prompts to help make critical language, concepts, and strategies more comprehensible to learners	Brechtal (2001); Echevarria and Graves (1998); Haager and Klingner (2005); Linan-Thompson and Vaughn (2007); O'Malley and Chamot, (1990)
<u>S</u>ystematic and explicit instruction	Explain, model, provide guided practice with feedback, and opportunities for independent practice in content, strategies, and concepts	Calderón (2007); Flagella-Luby and Deshler (2008); Gibbons (2009); Haager and Klingner (2005); Klingner and Vaughn (2000); Watkins and Slocum (2004)
<u>S</u>trategic use of native language & teaching for transfer	Identify concepts and content students already know in their native language and culture to explicitly explain, define, and help them understand new language and concepts in English	Carlisle, Beeman, Davis and Spharim (1999); Durgunoglu, et al. (1993); Genesee, Geva, Dressler, and Kamil (2006); Odlin (1989); Schecter and Bayley (2002)



This project is supported by the

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

Division of the U.S. Department of Education

Examples of PLUSS Framework Applied in the Classroom



PLUSS Framework	Example
<u>P</u>re-teach critical vocabulary and prime background knowledge	Select 3-5 high utility vocabulary words crucial to understanding text (not necessarily content specific words) and explicitly teach student friendly definitions, model using the words, and provide students with repeated opportunities to use the words over time (Honig, Diamond, & Gutlohn, 2008; Beck, McKeown, Kucan, 2002) video preview of content and discussions relating to students' life experiences
<u>L</u>anguage modeling and opportunities for practicing	Provide language frames and sentence starters to structure language interaction. For example, after having defined the word, "preoccupied," for instance, ask students to use the word, "preoccupied," in a sentence, "Think of a time when you were preoccupied." (pause to give time to think). "Turn to your partners and share, starting your sentence with, 'I was preoccupied when...,' what will you start your sentence with?" (Have students repeat the sentence starter before turning to their neighbor and sharing).
<u>U</u>se visuals and graphic organizers	Consistently use a Venn diagram to teach concepts, such as compare and contrast, and use realia and pictures to support the teaching of concepts (Echevarría, Vogt, & Short, 2008)
<u>S</u>ystematic and explicit instruction	Teach strategies like summarization, monitoring and clarifying, and decoding strategies through direct explanation, modeling, guided practice with feedback, and opportunities for application (Honig, Diamond, & Gutlohn, 2008).
<u>S</u>trategic use of native language & teaching for transfer	Use native language to teach cognates (e.g., teach that "superior" means the same thing in Spanish) or explain/clarify a concept in the native language before or while teaching it in English.



This project is approved by the U.S. Department of Education. Source: Brown, J. E. & Ortiz, S. O. (2014). Interventions for English Learners with Learning Difficulties. In L. F. Mascolo, V. C. Alfonso, and D. P. Flanagan (Eds.), *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners* (pp. 267-313). Hoboken, NJ: Wiley & Sons.

Fidelity of Implementation



- **Adjustments** 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)



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 L	6 U	7 S
4	P Pre-teach critical vocabulary			
3	S Systematic & explicit instruction			



Some Common Intervention Programs



Reading Mastery

Horizons

■ Rewards

Corrective Reading

Read Naturally





Explicit Instruction for Students Below Benchmarks



Direction instruction includes:

- **Step-by-step instruction.**
 - New concepts and skills are taught by the teacher in small steps to ensure success the first time something is presented – thus avoiding time consuming and repetitious re-teaching.
- **Practice to mastery.**
 - Students have ample opportunity to practice all concepts and skills so they generalize and apply the strategies they are learning. This emphasis on mastery.
- **On-going assessment.**
 - Students' skill level is determined with entry-level assessment prior to instruction. Frequent, in-program mastery tests allow for continuous monitoring of student progress. Because this on-going assessment is closely linked to instruction and curriculum activities, teachers are able to evaluate the effectiveness of instruction, determine whether students are making adequate progress, and identify students at risk of difficulty and in need of specialized instruction.





Pair and Practice



- Person on the right read slide 43.
- Person on the left read slide 44.
- Highlight key points.
- Share your key points with your partner and your key reactions.
- Group share.





Research to Inform Practice



“Some suggest that DI is less effective than other types of instruction, such as the ‘constructivist’ or ‘discovery’ approaches, or that it has no long-lasting impact on students’ achievement. Others suggest that it is only appropriate for disadvantaged students or those with learning difficulties. Some even claim that exposure to Direct Instruction results in poor self-image, behavior problems, or other problems for students. The accumulated evidence counters each of these claims. The research conclusively shows that Direct Instruction is more effective than other curricular programs and that the positive effects persist through high school. The positive effects occur with students of all ability levels and social backgrounds.”

“Other criticisms focus on the Direct Instruction programs and their use by teachers. Some suggest that Direct Instruction is only “rote and drill” and that teachers don’t like it because it hampers their creativity. Again, the research evidence counters these claims. Rather than involving a ‘rote and drill’ approach, DI programs are designed to accelerate students’ learning and allow them to learn more material in a shorter amount of time.”



<https://www.nifdi.org/research/reviews-of-di>

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“This review synthesizes research on English reading outcomes of all types of programs for Spanish-dominant English language learners (ELLs) in elementary schools. The review also identified whole-school and whole-class interventions with good evidence of effectiveness for ELLs, including Success for All, cooperative learning, Direct Instruction, and ELLA. Programs that use phonetic small group or one-to-one tutoring have also shown positive effects for struggling ELL readers. What is in common across the most promising interventions is their use of **extensive professional development, coaching, and cooperative learning**. The findings support a conclusion increasingly being made by researchers and policymakers concerned with optimal outcomes for ELLs and other language minority students: **Quality of instruction is more important than language of instruction.**”



Cheung, A.C.K., & Slavin, R.E. (2012). Learners (ELLs) in the elementary grades: A synthesis of research effective reading programs for Spanish-dominant English language. *Review of Educational Research*, 82(4), 351-395.

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Thank You



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