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

What do you think about instruction and intervention for dual language learners with special educational needs?

http://tinyurl.com/DLLsSEN-School-Psychs
### Differing Explanations for Similar Observable Difficulties

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

### Framework for Culturally and Linguistically Responsive Inclusive Learning Environments

What does the research tell us?
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)
What are possible impacts of Culturally & Linguistically Responsive Practices on our schools?

Students see themselves reflected in the learning environment

Schools focus on strengths

School staff know their students

School teams plan meaningful & relevant learning for students

Multiple perspectives • Mutual Respect

Gathering Information
• Descriptive • Authentic Contexts

Providing Support
• Enhancing Instruction • Enriching learning environment

Describing rather than identifying

Monitoring Progress

Linguistic progress • Academic Progress • Emotional growth and development

Continuum of Service Framework

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.
Composite Case Studies

1. Learning Environment
2. Personal & Family
3. Physical & Psychological
4. Previous Schooling
5. Literacy Development
6. Cross-Cultural Considerations
7. Academic Achievement

Hamayan, Marler, Sanchez-Lopez & Damico (2013). Special Educational Considerations for English Language Learners: Developing a Continuum of Services.
Adapted from: Special Education Considerations for English Language Learners: Delivering a Continuum of Services (2013)

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### Seven Factors Template

<table>
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<th>Factors to Consider</th>
<th>Gathering Information</th>
<th>Planning Instruction/Intervention</th>
<th>Monitoring Progress Assessment</th>
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<tbody>
<tr>
<td>Learning Environment</td>
<td>Known Questions Need to Know How to Gather information Systemic Specific How? Who? When?</td>
<td></td>
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<tr>
<td>Personal &amp; Family Characteristics</td>
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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
2. Personal & Family Factors

- 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

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

3. Physical & Psychological Factors

- 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
### 4. Previous Schooling Factors

- 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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<td>Specific</td>
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**Lunch**

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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
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

5. Literacy Development Factors
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

- **Semantic** (vocabulary and schema)
- **Graphophonic** (letter sounds and patterns)
- **Syntactic** (grammar and structure)

Does what I’m reading look right? Do my sounds match the print?

Does my reading make sense? Does each word fit the sentence and context?

Does my reading sound right? When I read does it sound like the target language patterns and structures?
Literacy Principle #2
There is a strong connection between oral language development and learning how to read and write.

Literacy develops in predictable stages, much as oral language does, although with the help of instruction.

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


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.

(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 . . .”

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

**Evidence** + **Schema** = **Inference**
Making an inference...

Evidence + Schema = Inference

Making Inferences
Evidence picture/text + Schema = Inference

The evidence shows_____

I already know_____

Therefore, I can infer_____

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Rectangular arrays

Using maps / geography to make content comprehensible
7. Cross-Cultural Factors

Examining Our Own Sociocultural Lens
What is Culture?

Visible
- Fine arts, literature, drama, classical music, folk music, popular music, dancing, games, cuisine, dress

Just Below the Surface
- Eye behavior, contextual conversation patterns, social interaction rates, facial expressions

Not Visible
- Notions of modesty, conception of beauty, ideals of childrearing, relationship to animals, patterns of superior/subordinate relations, definition of sin, courtship practices, conception of justice, incentives to work, notions of leadership, tempo of work, decision-making, conception of cleanliness, attitudes towards dependents, theory of disease, approaches to problem solving, conception of status mobility, status designations based on age, gender, occupation, kinship, etc., nature of friendship, ordering of time, conception of “self”, body language, notions about logic and validity, patterns of handling emotions, ordering of time, preference for cooperation or competition, etc.

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
Teacher
Firefighter
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**

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**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**

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

Multilingual Resources for Young Learners
Home Language Development:
Books for classroom and home

http://uniteforliteracy.com/
Adapted from: Special Education Considerations for English Language Learners: Delivering a Continuum of Services (2013)

http://www.scribjab.com/

Home Language Development:
Parent information and strategies

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Adapted from: Special Education Considerations for English Language Learners: Delivering a Continuum of Services (2013)

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Multilingual Resources for Adolescent Learners

Bring the attention of your audience over a key concept using icons or illustrations

Home Language Resources: Adolescents
Adapted from: Special Education Considerations for English Language Learners: Delivering a Continuum of Services (2013)

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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)

http://www.google.com/language_tools?hl=en
Incorporate culturally and linguistically responsive practices into MTSS for bilingual learners.
In closing . . .

Next Steps . . .

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

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WIDA* RtI² Document Overview

Resource Document

WIDA Consortium

RtI² Planning Form

- Protocol for Gathering Data
- Guiding Questions
- Goal-Setting Forms
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### ADDITIONAL RESOURCES

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http://www.equityallianceatasu.org/

Resources:
Resources:
Resources:

- Biliteracy from the Start
- Literacy Squared in Action
- Translanguaging Classroom

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:

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Education Specialist  
Paridad Education  
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