



## Complex English Language Learners (CELLS)

A Tool to Support School Learning Teams

When it might be more than English Language acquisition...



# Acknowledgements

Within the Calgary Board of Education, we believe that the lives of our staff and students are enriched by the diverse populations we serve. We recognize that the cultural and linguistic diversity within our schools requires new ways of thinking about our work. Our English Language Learners (ELLs) and their families may experience challenges while becoming acculturated to a new country and a new system of education. It is critical that all families feel welcomed, respected, and supported as we build the relationship between schools and home.

The Complex English Language Learners document utilizes the School Learning Team (SLT) process in conjunction with a Response to Intervention (RTI) framework. It is our hope that drawing on both of these approaches to problem-solving will enrich SLT discussions, contributing to the personalization of learning.

We recognize that initiatives such as this support our staff and our commitment to providing excellence in programming to all students. This package is the result of collaborative efforts across a number of years. Its purpose is to assist school staff in determining a course of action for English Language Learners (ELLs) who are encountering difficulty in the classroom.

We thank the many contributors to this document for their time and efforts.

## ...when it might be more than English language acquisition



This protocol has been developed by Calgary Board of Education Learning Services personnel. It is an investigative process that is implemented as soon as concerns regarding an English Language Learner (ELL) are noted. The process described in this document utilizes the School Learning Team (SLT) model. This process can support school staffs as they work through the question: Does this English Language Learner (ELL) have specialized programming needs? The sample documents in this package may assist staff in the determination of an ELL's programming needs and possible entitlement to individualized programming.

This SLT process is based on a continuum of support, which entails:

1. identifying the student's challenge,
2. gathering data,
3. determining possible interventions,
4. applying interventions,
5. evaluating the success of the interventions,
6. considering the next steps, which may include specialized assessment (e.g. OT/PT/SLP/Psych).

This process will assist in determining appropriate programming for the ELL who is encountering difficulties. This programming may or may not include eligibility for specialized services.

Who can assist?

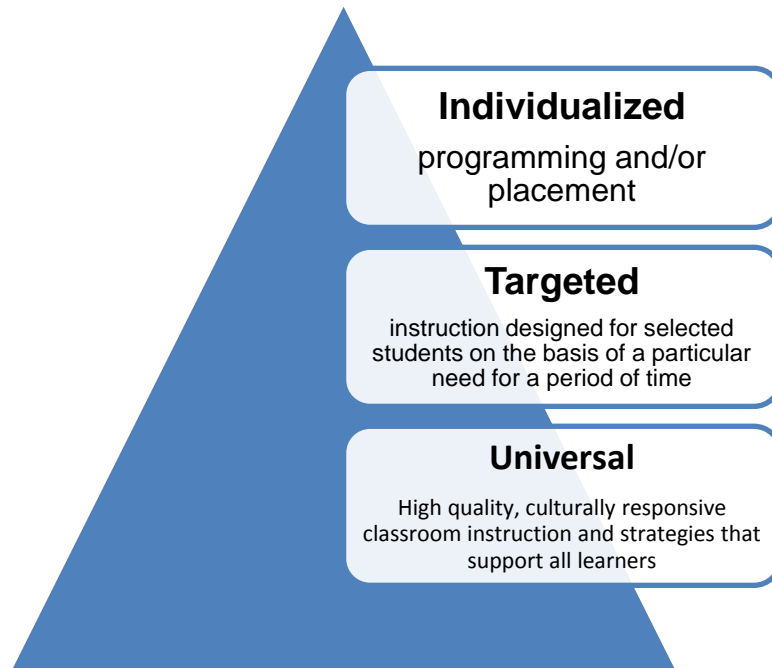
1. Your School Learning Team
  2. Area Learning Team
  3. CBE Learning Services:
    - Learning Specialists and System Assistant Principal* for assistance with programming and explicit language instruction.
    - Diversity and Learning Support Advisors* for assistance with culturally and linguistically diverse families.
    - In School Settlement Worker Program* for assistance with or to inquire about settlement challenges that newly immigrated families may be experiencing.
    - Interpreters* for assistance with language interpretation.
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# A Continuum of Support for Specialized Services



The primary goal of this model is to identify concerns early and provide English Language Learners with support before serious academic deficits develop.

Fuchs, D. & Deschler, D.D. (2007) What we need to know about responsiveness to intervention (and shouldn't be afraid to ask). *Learning Disabilities Research & Practice* 22(2) 129-136.

# English Language Acquisition for ELLs

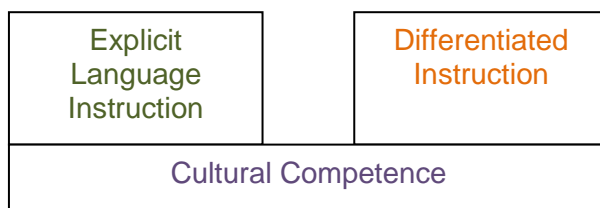
**English Language Acquisition:** This describes a **process of learning, or the study** of the English language. The acronym ELA is **not** used for this concept by educators in our public district ([Calgary Board of Education](#)) because it could be confused with English Language Arts which is an entirely different field of pedagogy and is a core content Program of Studies (POS).

**English Language Learners (ELLs):** This label and acronym describes the student or learner which is used by [Alberta Education](#) and the [Calgary Board of Education](#) in their discourse and documents regarding ESL.

**English as an Additional Language (EAL):** An adjective and acronym increasingly used to [describe the process of language acquisition](#) which acknowledges more than two languages.

**English Language Development (ELD) :** A systematic approach to English Language Learning. It includes the foundational principles of Explicit Language Instruction-Functions, Forms, and Vocabulary as well as the application of these concepts to different stages of language learning: Beginner, Intermediate, and Advanced. [Susana Dutro's model of Systematic English Language Development](#) is influential in C.B.E. professional learning for teachers.

**The three components of effective instruction for ELLs are: Cultural Competence, Explicit Language Instruction, and Differentiated Instruction.**



**Cultural Competence:** Diversity is the wide range of uniqueness in humanity. There are many theoretical frameworks for understanding socio-linguistic-cultural competence at a policy, program, and personal level. [Cultural competence](#) is a critical set of skills and knowledge educators must acquire to better serve English Language Learners (ELLs).

**Explicit Language Instruction:** [Explicit learning](#) is a “conscious awareness and intention” to learn. It is focused, intentional, deliberate, and planned instruction for English language learning. It can take place in a universal, targeted, or individualized learning environment. Without explicit language instruction, ELLs’ language needs are not attended to which could result in the antithesis of inclusion-submersion and lack of success. The major components of explicit language instruction are: **Functions of Language, Forms of Language, and Vocabulary.**

**Differentiation of Instruction:** This [philosophy](#) takes into consideration the profile of the learner, a deep understanding of content, an ability to modify process, and the expansion of opportunities to represent learning through products. Explicit language teaching can occur within this inclusionary model utilizing a thorough understanding of language acquisition elements and a dedication to this concept during planning, assessment, and instruction.

**For further information on programming and instruction for ELLs** visit the [Standards of Practice for English Language Learners K-12, Learning Services, CBE, Sept. 2011](#)

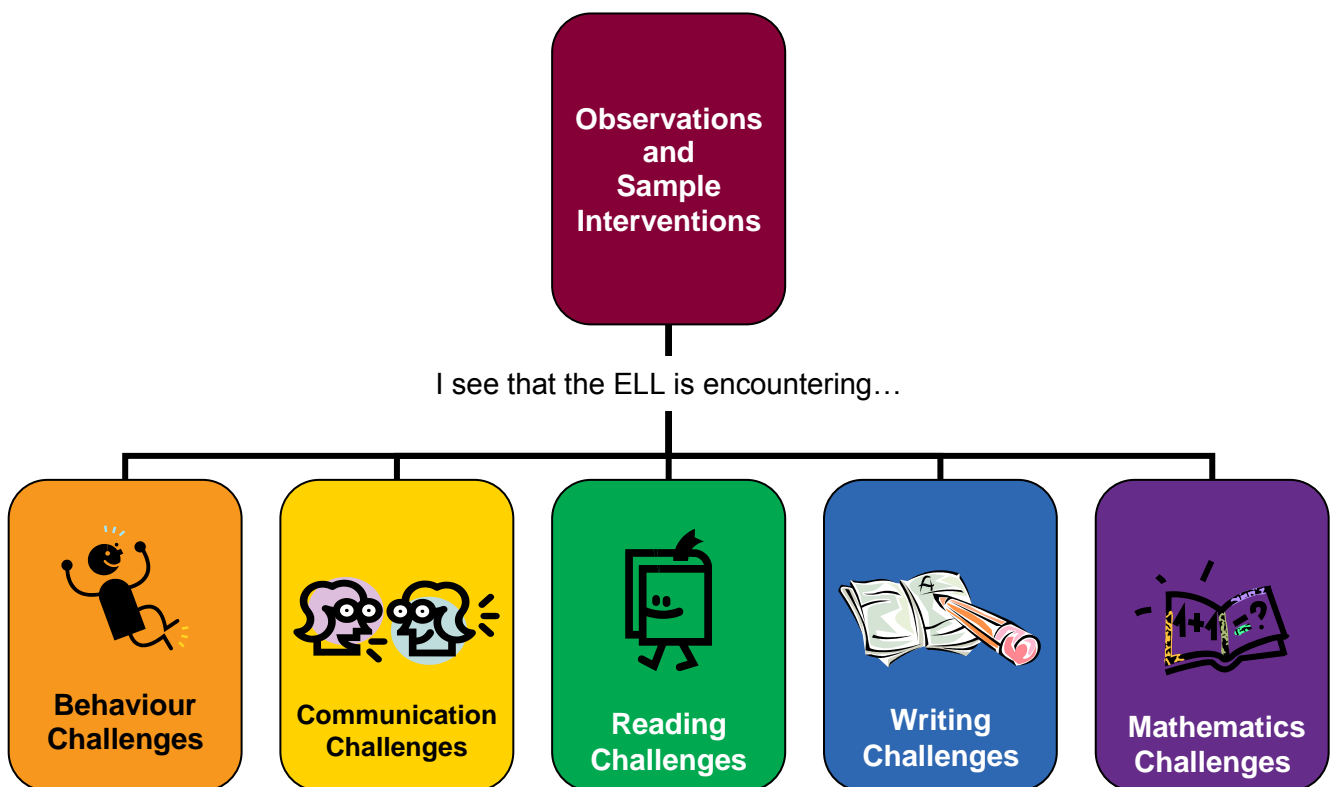
To see a summary of **typical behaviours exhibited by ELLs as they acquire English** we refer to the [Characteristics of English Language Learners on the Learn Alberta English Language Learners Website.](#)

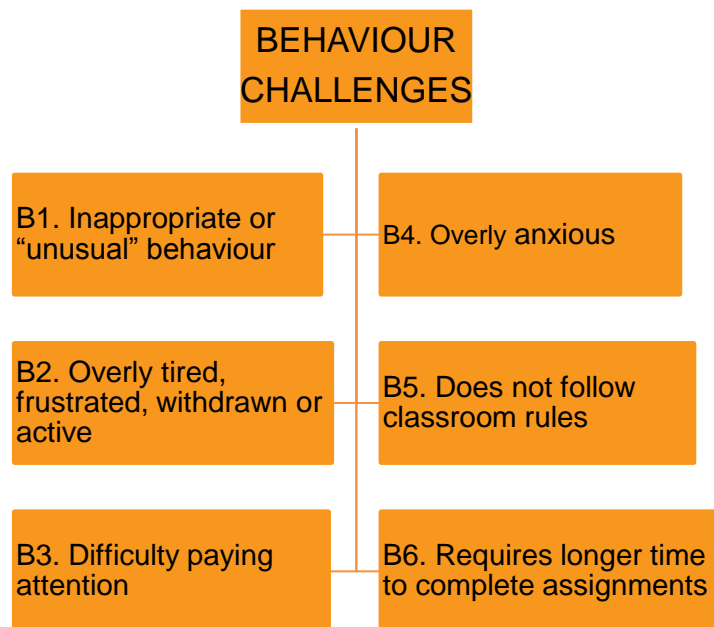
# Observations and Sample Interventions

This section of the booklet will provide: a list of commonly observed challenges in the classroom; cultural and linguistic interpretations of the situation; and sample intervention strategies. There are many possible explanations for an ELL's challenges such as the stress of adjusting to a new language and culture, previous schooling experiences, trauma or underlying medical issues.

To use this section:

1. Once the ELL's [needs](#) have been accounted for, if non-typical behaviors continue, target the English language and academic areas in this section where you can make the greatest impact.
2. Locate the ELL's challenge within the chart.
3. Read the cultural and linguistic considerations, to decide what to alter in your classroom.
4. Reflect upon, then select and try some of the sample intervention strategies.
5. Recording comment and dates when strategies are used might be helpful for future discussions.





**Consider that behaviour is a form of communication.  
What is *your* student trying to tell *you*?**

The “ABC’s” of Behaviour

**Antecedent** –Observe and document what takes place before the behaviour-consider possible triggers.

**Behaviour** –What is the behaviour that the teacher sees? When doesn’t that behaviour occur?

**Consequence** –What happens after the behaviour? This is important because it helps us understand why the student keeps using this behaviour to meet their needs. This information will be useful when planning a socially and culturally appropriate replacement behaviour that serves the same function for the student.

**Consider the function of the behaviour;  
what purpose or need is the ELL trying to achieve or satisfy?**

**The student is trying to obtain or get....**

- peer attention
- adult attention or acknowledgement
- preferred items or events
- sensory input (e.g. physical activity)
- emotional release (e.g. express frustration)
- a sense of control, structure or routines

**The student is trying to avoid...**

- peer attention
- adult attention or acknowledgement
- sensory overload (e.g. noise, touch, bright lights)
- emotional release (e.g. crying, outburst)
- non-preferred events, tasks or activities
- structure or routines

Alberta Education (2008) [Supporting Positive Behaviour in Schools](#) p.105.



Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
B1. Inappropriate or “unusual” behaviour	
<ul style="list-style-type: none"> <li>▪ ELL may be experiencing and acting out various emotional stages of culture shock; excitement, confusion, disappointment, despair. See:</li> <li>▪ <a href="#">How Culture Shock Affects Newcomers</a></li> <li>▪ Family may be experiencing changes in circumstances (new home, employment challenges, or loss of friends/extended family, etc.).</li> <li>▪ Family members may have been recently reunited; roles and responsibilities alter.</li> <li>▪ There may have been different expectations for appropriate behaviour in previous schools.</li> <li>▪ Gifted learners may present differently than other ELLs in the class (e.g. may become deeply absorbed in tasks, demonstrate unusual levels of interest or intense passion for a topic).</li> <li>▪ Assertive behaviour may be more highly valued in one culture than another.</li> <li>▪ ELL is on some type of medication.</li> <li>▪ Cultural expectations re: gender.</li> <li>▪ ELL is impacted by differences.</li> </ul>	<ul style="list-style-type: none"> <li>□ Connect the ELL to another ELL in the class or school from the same language and cultural background.</li> <li>□ Connect teacher to CBE Support personnel for assistance and information (e.g. Diversity and Learning Support Advisor).</li> <li>□ Provide social skills training to assist ELL in making connections with peers (e.g. modeling, role-play, use of social stories).</li> <li>□ Provide explicit instruction for appropriate behavior (e.g. use a T-chart with the headings “looks like” and “sounds like”).</li> <li>□ Assist ELL in learning the language for self-advocacy so that s/he can access support.</li> <li>□ Review schools code of conduct or behavior guidelines with ELL.</li> <li>□ Provide visuals and concrete objects to help learner make a personal connection with the concepts presented.</li> <li>□ Gain understanding of the learner from holistic standpoint as a way to possibly re-identify the behaviors as “usual” (e.g., development of body awareness, speech, emotional regulation, first culture, family, etc.)</li> <li>□ Focus language instruction on the socio-linguistic and strategic competencies from the Alberta ESL Proficiency Benchmarks <a href="#">Alberta K-12 ESL Proficiency Benchmarks</a></li> <li>□ See <a href="#">ESL K-9 Guide to Implementation</a></li> <li>□ See <a href="#">Working with Young Children Who Are Learning English as a New Language</a></li> </ul>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
B2. Overly tired, frustrated or withdrawn	
<ul style="list-style-type: none"> <li>▪ ELL may be over-stimulated, tired or frustrated from listening to the new language of English.</li> <li>▪ English may sound like “noise” to beginner ELL.</li> <li>▪ The ELL feels frustrated due to limited English language skills.</li> <li>▪ Some cultures value passive learning and the importance of reflection, which may look like “withdrawal”.</li> <li>▪ Detachment may serve as a coping mechanism or mask for stress.</li> <li>▪ Visual or concrete supports are needed in the classroom, especially for Culturally and Linguistically Diverse learners</li> <li>▪ Well-intentioned but overly supportive environments may not sufficiently challenge a gifted learner; who, in turn, presents as lethargic, frustrated, or withdrawn.</li> <li>▪ Hyper-vigilance (preoccupation with personal safety) may be seen in children who have witnessed or experienced violence. See <a href="#">Children’s Hospital Centre for Refugee Trauma &amp; Resilience</a></li> <li>▪ Family may be experiencing changes in circumstances (new home, employment challenges, or loss of friends/extended family, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>□ Provide language breaks and opportunities for ELL to speak or listen to first language.</li> <li>□ Provide a “Language Break” by offering an alternate activity (e.g. computer time, drawing, art, allow Body Breaks, etc.)</li> <li>□ When speaking with ELL be aware of the need to adjust speech (e.g. rephrase, repeat, add visual support etc.).</li> <li>□ Use dual language materials from the school library or public library. See <a href="#">Dr. Rahat Nagvi Dual Language Database</a> and <a href="#">Far Eastern Books</a></li> <li>□ Assist parents in understanding the importance of maintaining L1 (e.g. (e.g. <a href="#">Use dual language books to boost your child’s literacy</a> )</li> <li>□ Utilize strengths and areas of interest to personalize learning.</li> <li>□ Provide the ELL with an accessible, daily, pictorial schedule to provide structure for his/her day.</li> <li>□ Provide daily opportunities for small group and peer interaction with “scripted conversations” for language support.</li> <li>□ Provide appropriate level of language support and thought-provoking assignments.</li> <li>□ Adjust the programming components or timetabling to include more English language learning time.</li> <li>□ If possible, compare this behavior with other same-aged peers from within the learner’s culture.</li> <li>□ Ensure small group work, using flexible groupings which include: <ul style="list-style-type: none"> <li>a. Native English speakers who have proficient language development;</li> <li>b. Non-accented English speakers with limited language proficiency;</li> <li>c. New language learners.</li> </ul> </li> </ul>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
B3. Difficulty paying attention	
<ul style="list-style-type: none"> <li>▪ The beginner ELL may feel mentally exhausted from learning language and content simultaneously</li> <li>▪ The beginner ELL may have chronic headaches from language demands.</li> <li>▪ ELLs language proficiency may not match the level of academic content and instruction; adjust accordingly.</li> <li>▪ If there are no visual or concrete supports provided for what is being taught the ELL may be experiencing the English speaking environment as “noise”.</li> <li>▪ The student may be “on-the-move” at inappropriate times due to impulsivity or anxiety.</li> <li>▪ The ELL may be experiencing acculturation challenges. See: <a href="#">How Culture Shock Affects Newcomers</a> <ul style="list-style-type: none"> <li>▪ The ELL may have issues at home. (e.g. family issues of settlement, nutrition, hunger, anxiety, poverty, stages of acculturation)</li> </ul> </li> <li>▪ The ELL may be overwhelmed.</li> </ul>	<ul style="list-style-type: none"> <li>□ Use flexible groupings which include native English speakers and ELLs.</li> <li>□ Use age-appropriate manipulatives, visuals, pictures to make explicit the key concepts and understandings of the lesson</li> <li>□ Shorten the length of the verbal instructions and adjust the rate of speech.</li> <li>□ Provide preferential seating.</li> <li>□ Allow “language and activity breaks.”</li> <li>□ Review key ideas to reinforce what was heard (e.g. brainstorming maps on the wall or in Smart Notebook).</li> <li>□ Encourage ELL to draw what s/he hears then the teacher can check for comprehension.</li> <li>□ Provide an active and engaged method of reviewing instructions (e.g. role play, visuals, etc.)</li> <li>□ If providing a fidget toy, ensure the student and parent understand its purpose</li> </ul>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
B4. Overly anxious	
<ul style="list-style-type: none"> <li>▪ ELL may have limited language learning strategies (e.g. may be relying on memorization of classroom for comprehension).</li> <li>▪ ELL may be overwhelmed by the language load.</li> <li>▪ First culture or family may demand perfection.</li> <li>▪ ELL was a top student in previous school.</li> <li>▪ Anxiety may be seen in children who have witnessed or experienced violence. See <a href="#">Children's Hospital Centre for Refugee Trauma &amp; Resilience</a></li> <li>▪ Gifted learners have a need for precision in both thought and expression; (e.g. a simple set of facts presented for the class may be (over)analyzed at greater depth by a gifted ELL).</li> <li>▪ ELL does not comprehend text.</li> <li>▪ ELL may not know that mistakes are acceptable.</li> <li>▪ ELL may have visible, physiological signs of anxiety.</li> </ul>	<ul style="list-style-type: none"> <li>□ Refer to strategies and suggestions within: Alberta Education (2000) Programming For Students With Special Needs Book 8: Teaching Students with Emotional Disorders and/or Mental Illness.</li> <li>□ Monitor and record instances of possible physiological effects of anxiety such as rate of breathing, blushing, dizziness, trembling, clammy skin, digestive issues, fainting.</li> <li>□ Work with ELL's family to develop a plan to teach the student strategies to manage anxiety.</li> <li>□ Check for comprehension frequently by using a variety of question forms and ongoing quick assessment tools: e.g. traffic light colours for understanding</li> <li>□ Consult <a href="#">Bloom's Taxonomy</a> for question forms.</li> <li>□ Model mistake-making as part of learning.</li> <li>□ Provide and teach how to use graphic organizers to help the ELL capture the essential understandings of the material, rather than writing all notes down.</li> </ul>
B5. Does not follow classroom rules	
<ul style="list-style-type: none"> <li>▪ There may be cultural differences in school experiences and expectations. The ELL may not be familiar with classroom routines or understand the reason for specific rules.</li> <li>▪ Parents report that the ELL demonstrates inappropriate behaviors for his/her age, gender, and culture at home.</li> <li>▪ Learner may not understand the context, requests, or questions being asked.</li> <li>▪ Some direct translations are confusing for learners (e.g. Korean: ney = yes.)</li> <li>▪ Rules may be in conflict with cultural values religion and family experiences.</li> </ul>	<ul style="list-style-type: none"> <li>□ Review classroom rules with a same language/culture buddy using a visual representation of classroom expectations and routines.</li> <li>□ Post classroom rules with explanatory visuals.</li> <li>□ Monitor and record the frequency, duration and context for rule-breaking.</li> <li>□ Provide clear, specific, meaningful praise/acknowledgement for positive behaviour.</li> <li>□ Understand the function of the behaviour, replace problematic behavior with a socially and culturally appropriate behaviour that serves the same function <a href="#">Supporting Positive Behaviour in Schools</a> (Alberta Education (2008))</li> </ul>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
B6. Requires longer time to complete assignments than classmates	
<ul style="list-style-type: none"> <li>▪ ELL may be translating from L1 to L2 which takes time.</li> <li>▪ ELLs take more time when working in their second language because of the demands of learning academic content, language and literacy.</li> <li>▪ ELL may not have the English language skills to complete the assignment as given.</li> <li>▪ The reading portion of the assignment may not be at the ELLs independent reading level (95-100% words understood).</li> <li>▪ Gifted learners may inadvertently make a simple task more complex by exploring unassigned facets.</li> <li>▪ The assignments take longer and are always in the same subject or skill.</li> <li>▪ The ELL does not understand the task or have the prerequisite knowledge and skill to complete it</li> <li>▪ The ELL may not have a quiet place time, or support to complete assignments at home.</li> </ul>	<ul style="list-style-type: none"> <li>□ Ask the ELL about the need for more time to complete assignments.</li> <li>□ Provide modified assignments with more visuals and less language. <a href="#">Meeting Diverse Learning Needs with Differentiated Instruction</a>.</li> <li>□ Alter the length of the assignment by providing fewer questions or have the ELL choose to answer a limited number of questions to demonstrate mastery.</li> <li>□ Offer the ELL an opportunity to complete work at school during the day or after school (e.g. lunch club, homework club, study hall with tutor, etc.).</li> <li>□ Assist ELL in learning the language for self-advocacy so that he can access the support s/he needs.</li> <li>□ Assign homework that reinforces the concepts taught in class.</li> <li>□ Discuss with parents how they could set up a “study space” in the home.</li> </ul>



## COMMUNICATION CHALLENGES SPEAKING & LISTENING

C1. Reluctant to share thoughts and ideas in group and class discussions

C5. Does not understand or “get” the humour of the classroom

C2. Mixes up the order of words and/or uses words from both English and first language

C6. Takes longer than other students to answer questions and needs more repetition

C3. Finds many English sounds or words difficult to pronounce

C7. Has difficulty retaining new vocabulary and information; seems to forget from one day to the next

C4. Sounds fluent in casual conversations but has difficulty during academic discussions

C8. Has strong skills in one language strand (listening, speaking, reading, or writing) and weak skills in another

Consider whether some of these communication challenges are because a student may be seeking or avoiding something (Refer back to behavior challenges).

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
C1. Reluctant to share thoughts and ideas in group and class discussions	
<ul style="list-style-type: none"> <li>▪ The Silent Period is a normal stage in the acquisition of a second language. This period usually lasts for a short amount of time but can continue for up to a year.</li> <li>▪ ELL may be shy or reluctant to make mistakes.</li> <li>▪ Neurological impairment can impact the ability to speak.</li> <li>▪ ELL may have different cultural expectations regarding participation in classroom discussions. (e.g. some cultures view quiet children as respectful children).</li> <li>▪ ELL may not have experience with sharing thoughts and ideas in front of more proficient English speakers.</li> <li>▪ ELL may have been over-corrected, misunderstood, or teased by peers in the past.</li> <li>▪ ELL may be less likely to participate when there is significant background noise.</li> <li>▪ Some learners are reluctant to speak until they are sure of themselves. The learner may need time to develop confidence in his/her language ability.</li> <li>▪ Initiating 1:1 or whole class conversations with adults can be intimidating for new language learners.</li> <li>▪ Gifted learners may appear shy, anxious, or socially isolated. They may feel like they “don’t fit in” with their peers and therefore keep their interactions to a minimum.</li> <li>▪ Gender and age-related roles and expectations from students’ first culture may impact how a student interacts with others and shares thoughts.</li> <li>▪ ELL may have Selective Mutism, an anxiety-based disorder that limits where the student will speak, and to whom the ELL will speak. Selective Mutism appears at the ages of 2 to 6 and persists without intervention</li> <li>▪ Selective Mutism occurs in both the home language and in additional languages.</li> </ul>	<ul style="list-style-type: none"> <li>□ Explicitly teach cooperative learning skills. (e.g. Book called <a href="#">“Tribes” by Spencer Kagan</a>)</li> <li>□ Allow ELL to demonstrate proficiency in first language with same gender peer/buddy translator.</li> <li>□ Consider use of assistive technology (e.g. electronic translator).</li> <li>□ Structure small group work to encourage ELL’s speaking and listening skills. Build “participation” into assessment tool.</li> <li>□ Use Total Physical Response (act out the word or term, have ELL do the same).</li> <li>□ For assignments that require speaking or presentations provide the reluctant ELL the option of using an audio or digital recording.</li> <li>□ Make presentations less threatening by providing rehearsal time and conducting presentations in small groups to a small audience rather than in front of the whole group.</li> <li>□ Express to ELL and parents that western educational systems value the importance of developing and articulating opinions in class.</li> <li>□ Provide training to an ELL in another grade of the same cultural and linguistic background to help coach the ELL.</li> <li>□ Allow the learner a choice of working independently, pair, or small group.</li> <li>□ Provide vocabulary and sentence frames to support interactions.</li> <li>□ Provide the opportunity for ELL to prepare, research, and plan in his L1 before presenting material in English.</li> <li>□ Ask the ELL about their reluctance to participate in class discussions.</li> <li>□ Record and monitor the frequency, duration, and context for this behavior</li> <li>□ Provide explicit English language instruction is the ELL receiving.</li> <li>□ Check the ELL’s hearing.</li> <li>□ See <a href="#">Alberta Education ESL Guide to Implementation K-9</a> for other suggestions.</li> <li>□ Ask the parents about whether or not the ELL refuses to speak to other people (e.g. in the family, in the community, at school). Ask about the age of onset and what works at home.</li> </ul>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
	Involve the School Learning Team around Selective Mutism if onset was between 2 and 5 years of age.
C2. Mixes up the order of words and/or uses words from both English and first language	
<ul style="list-style-type: none"> <li>▪ Linguistic structures in English are likely different from the ELL's first language. ELLs create an "interlanguage" (a form of language produced during second language acquisition that combines features of both languages) when learning and experimenting with English patterns of speech.</li> <li>▪ Grammar is a complex area where ELL's will make errors; ELL's require explicit instruction in context.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Monitor and record the frequency, duration, and context for this behaviour? Is there a significant trend?</li> <li>❑ Ask the parent if the ELL confuses word order in his/her first language.</li> <li>❑ Monitor and record grammatical errors is the ELL making in all strands.</li> <li>❑ Do the errors impact comprehensible communication? Can teachers and peers understand the ELL?</li> <li>❑ For errors that are pervasive and significantly impact comprehensible communication in both the L1 and L2, consider consulting Area Learning Teams and/or CBE Speech Language Pathologists.</li> <li>❑ Focus on one grammatical error at a time with mini- lessons focused on modeling and practicing the grammatical structure. <a href="#">See Grammar and Teaching: Challenging the Myths</a></li> <li>❑ Provide examples of English sentence patterns and many opportunities for ELLs to use the patterns in meaningful contexts.</li> <li>❑ Speak clearly; maintain natural rhythm and flow of the language.</li> <li>❑ In a teachable moment, ask the ELL "Did you mean to say this ____ or this ____?"</li> <li>❑ For ideas to assist in teaching grammar, see: <a href="#">Dr. Mora Modules</a></li> </ul> <p><a href="#">Audio for ESL/EFL</a></p> <p><a href="#">Azar Grammar Exchange</a></p> <p><a href="#">BBC Skillswise Words Grammar</a></p>



Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
C3. Finds many English sounds or words difficult to pronounce	
<ul style="list-style-type: none"> <li>▪ Some sounds of English are difficult to produce or enunciate clearly because they don't exist in the ELL's first language (e.g., T/TH, B/V, R/L)</li> <li>▪ English may sound "fast" to beginner ELLs.</li> <li>▪ An accent is a natural aspect of learning another language.</li> <li>▪ The ELL has not had explicit instruction in phonemic awareness.</li> <li>▪ The parents report a history of speech difficulties in L1. (e.g. articulation or stuttering)</li> <li>▪ The ELL may have difficulty distinguishing between different sounds. This will make pronunciation difficult.</li> <li>▪ A linguistic phenomenon known as "fossilization" may have Occurred. Fossilization is when during language learning there has been a lack of error correction therefore the erroneous language becomes fossilized into the ELLs language and is very difficult, but not impossible, to correct.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Check hearing.</li> <li>❑ Teach and provide practice for individual phonemes and minimal pairs (e.g. bit-pit).</li> <li>❑ Differentiate between voiced and unvoiced sounds; e.g. D and T, L and R, P and B, CK and CH, WH and W, TH and TH, Z and S</li> <li>❑ Capture ELLs developing English by scribing their speech/storytelling. (Language Experience Approach)</li> <li>❑ Have ELLs read and reread text produced from their oral English.</li> <li>❑ Provide listening opportunities such as taped books and other technology.</li> <li>❑ Model correct pronunciation.</li> <li>❑ Record ELLs so that they can self-assess against native speaker's pronunciation.</li> <li>❑ Encourage parents to speak their strongest language (generally their first language) with their child to develop a solid foundation of vocabulary and grammar skills.</li> <li>❑ For errors that are pervasive and significantly impact comprehensible communication across languages, consider consulting CBE Speech Language Pathologists or the Area Learning Team.</li> </ul> <p>For teaching phonological skills: <a href="#">Reading Rockets 101 Phonemic Awareness</a>  <a href="#">Balanced Reading</a>  For pronunciation of new vocabulary: <a href="#">Oxford Advanced Learner's Dictionary</a> <a href="#">Phoneme Chart: English Vowel and Consonant Sounds</a></p>

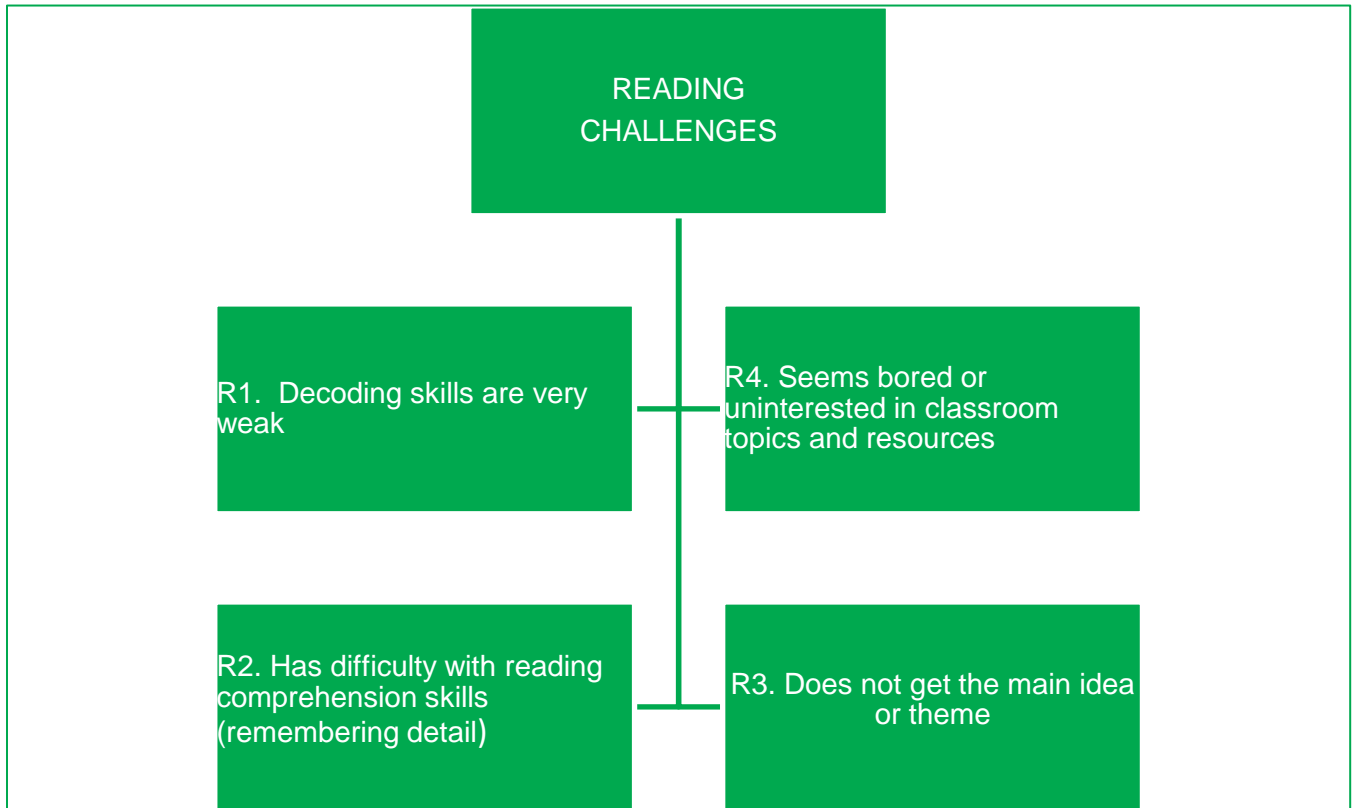
Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
C4. Sounds fluent in casual conversations but has difficulty during academic discussions	
<ul style="list-style-type: none"> <li>▪ There is a difference between conversational fluency (BICS – Basic Interpersonal Communication Skills) and academic language (CALP – Cognitive Academic Language Proficiency). CALP takes much longer to acquire.</li> <li>▪ The ELL’s language skills may not have been assessed and programmed for using the Alberta K-12 ESL Proficiency Benchmarks Alberta Education ESL Benchmarks.</li> <li>▪ Some learners are very good at following the lead of classmates, giving the impression that they understand the oral directions given. This gives a false impression of their receptive language skills and we expect more of the learner than they are able to comprehend.</li> <li>▪ The learner may be a beginner language learner, using memorized phrases and/or mimicking other learners but may not understand the academic language.</li> <li>▪ Some sounds in English may not exist in L1. The learner may have more difficulty discriminating these sounds and thus understanding the words and their meaning.</li> <li>▪ School vocabulary may not be practiced at home, therefore only reinforced at school, and may need more reinforcement for it to “stick”.</li> <li>▪ The learner may require a shared activity or experience to retain the new concept.</li> <li>▪ This can include non-accented Canadian-born students.</li> </ul>	<ul style="list-style-type: none"> <li>□ Model, teach, and recycle graphic organizers such as a KWL strategy to activate and construct background knowledge.</li> <li>□ Pre-teach key vocabulary and recycle it often during activities</li> <li>□ Provide sentence frames to assist ELL when responding (e.g.: <a href="#">Sanchez One Sentence Summary Frames</a>)</li> <li>□ See <a href="#">Education ESL Guide to Implementation K-9</a> for other programming suggestions:</li> <li>□ Use gestures to encourage academic language (e.g. paraphrasing and summarizing)</li> </ul>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
C5. Does not understand or “get” the humour of the classroom	
<ul style="list-style-type: none"> <li>▪ Humour is culturally and linguistically based. Therefore, jokes and puns may be difficult for ELLs who do not have the language or cultural capital/context to understand the humour.</li> <li>▪ ELLs may not understand language forms such as: jargon, idioms, and differences between literal and figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>□ Provide opportunities for classmates to share with the ELL the context of the joke and why it seems funny. Be explicit about teaching humor, figurative/descriptive language, idioms; for examples <a href="#">Idiom Site</a>  <a href="#">Dave’s ESL Café</a>  <a href="#">The Topic: Figurative Language</a></li> <li>□ Ensure ELL has a safe and appropriate place to ask about humour and slang (e.g. a teacher that can be approached to clarify swear words, etc.).</li> <li>□ The ELL may require some coaching around sociolinguistic and/or strategic competencies. See <a href="#">Alberta K-12 ESL Proficiency Benchmarks</a></li> </ul>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
C6. Takes longer than other students to answer questions and needs more repetition	
<ul style="list-style-type: none"> <li>▪ As academic language and content becomes increasingly abstract, the ELL requires additional processing time.</li> <li>▪ First culture encourages reflective or indirect answers.</li> <li>▪ Some families and cultures honor listening over speaking and observations over interaction</li> <li>▪ Some families and cultures do not use “command” language, and a learner may not be used to this kind of interaction.</li> <li>▪ Gifted learners may be critically considering the question (e.g. processing multiple angles or perspectives on the situation before answering).</li> <li>▪ ELL may be translating the question, and a possible answer, into his or her first language and then back into English which slows response time.</li> <li>▪ Depending on the ELL’s language proficiency level in listening and speaking, he or she may experience stress when questioned directly in front of the class.</li> <li>▪ The ELL may be struggling with hearing distinct sounds in language.</li> <li>▪ Some families interrupt school to bring the learner back to the home country. This disruption may result in delayed acquisition of skills.</li> <li>▪ Cultures may vary in the amount of direction and in the number of repeated commands. Once may be only a prompt, not a directive.</li> <li>▪ Some cultures value correct completion over incomplete attempts. The learner may be hesitant to answer and risk failure.</li> <li>▪ The learner may need more supports (visuals, concrete objects, gestures, actions) to support understanding.</li> <li>▪ English words might be pronounced and used in a different way at home.</li> <li>▪ Grammatical structures can vary between languages, and the new L2 can be confusing to understand as a result.</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>❑ Ensure that medical and auditory issues are ruled out.</li> <li>❑ Provide leveled scaffolds such as graphic organizers, structured cooperative learning, think-pair-share, etc. to cue ELL’s answer.</li> </ul> <p>See: <a href="#">Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction</a></p> <ul style="list-style-type: none"> <li>❑ When questioning the ELL provide a cue such as, “The answer begins with ...” (provide the first few words).</li> <li>❑ Use a variety of questions from <a href="#">Bloom’s Taxonomy</a></li> <li>❑ Try close-ended questions with beginner and intermediate ELLs (e.g. allow ELL to point to the answer, ask yes/no questions, embed the answer in the question, ask “Five W” and “How” questions).</li> <li>❑ Avoid asking questions using the passive voice.</li> </ul> <p>Allow extra time for the ELL to give his/her response, (e.g. ask the question, let the student know you will come back to them, move onto another student, then return to the ELL).</p> <ul style="list-style-type: none"> <li>❑ Use a tone of voice, facial expression, body language that encourages participation from ELL’s.</li> <li>❑ Allow the ELL to demonstrate his/her understanding in other ways.</li> <li>❑ Consider a phonemic awareness screener.</li> <li>❑ Consult with the parents/caregivers. Do they see the same at home? Has this been consistent through life, or has it changed recently?</li> <li>❑ Present information in a variety of ways (visuals, pictures, concrete objects, gestures, movement, music, SMARTboard: to reinforce concepts.</li> <li>❑ Have learner repeat back instructions. Move closer to the learner, speak directly to them, and diminish background noise.</li> </ul>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
C7. Has difficulty retaining new vocabulary and information; seems to forget from one day to the next	
<ul style="list-style-type: none"> <li>▪ Education is highly valued in many cultures but occasionally there are other priorities (e.g. family or financial needs, etc).</li> <li>▪ ELL may be preoccupied with pronunciation and/or grammar therefore reluctant to respond.</li> <li>▪ A normal aspect of second language learning is circumlocution; this is when an ELL describes a word or concept instead of naming it directly.</li> <li>▪ ELL's background experiences may not be congruent with the curriculum Information may have been presented orally with limited visual or concrete representation.</li> <li>▪ ELL has had limited opportunities to use the new vocabulary and information in discussions, shared activities or reading material.</li> <li>▪ New vocabulary and information may not be relevant to the ELL at this time (e.g. abstract or does not meet current, immediate needs).</li> <li>▪ ELL may feel anxious if requested to orally review yesterday's lesson, especially in front of his/her peers.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Monitor and record the frequency, duration and context for this behavior.</li> <li>❑ Provide multiple exposures to vocabulary and information with shared activities to ensure understanding of the concept as well as the vocabulary. These experiences can then be used later to cue memory.</li> <li>❑ Use mobile bilingual dictionaries and/or thematic picture dictionaries.</li> <li>❑ Present new vocabulary and concepts both orally and visually (e.g. write simplified instructions on the white board or SMART Board)</li> <li>❑ Allow ELL to write new vocabulary and/or represent understanding through drawings with L1/L2 labels. (e.g. Three Point Approach)</li> <li>❑ Suggest and practice some memory strategies for use at home and school (e.g. give no more than three directions at a time, have the ELL repeat them back, then begin the task).</li> <li>❑ Monitor and adjust speech when speaking to the ELL, use "plain" English to ensure comprehension (e.g. stand close to the student when providing instructions, reduce background noise, reduce the use of idioms, speak slowly but naturally, shorten the length of sentences).</li> <li>❑ Allow ELL to demonstrate learning in a variety of ways (e.g. performance assessment, projects, graphic organizers)</li> <li>❑ Use <a href="#">Bloom's Taxonomy</a></li> <li>❑ Involve a CBE Diversity Learning Support Advisor to determine any family stressors.</li> <li>❑ Ask the parent if the ELL has difficulty retaining vocabulary and information in the L1. Ask the parent if the ELL is getting enough rest to integrate new learning.</li> <li>❑ Monitor and record the frequency, duration and context for this behavior.</li> </ul>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
C8. Has strong skills in one language strand (listening, speaking, reading, or writing) and weak skills in another	
<ul style="list-style-type: none"> <li>▪ When learning a new language, the ELL may have had an instructional focus on reading and writing with limited opportunity to develop listening and speaking skills (or vice versa).</li> <li>▪ ELLs require the rich oral language environment that students who speak English as the main language at home experienced in their early childhood.</li> <li>▪ A gifted learner may demonstrate deep structure in one domain of knowledge and shallow in another (e.g. exceptional knowledge or skills in verbal and low to moderate skills in math)</li> <li>▪ There may be differences in the physical act of writing as students move from L1 to L2 (e.g. position, direction) that require time and instruction to adapt)</li> </ul>	<ul style="list-style-type: none"> <li>❑ Increase explicit language instruction (e.g. schedule opportunities for sheltered instruction with functions, forms, and vocabulary for beginner ELLs to develop and balance skills).</li> <li>❑ Target specific language skills based on English Language Proficiency Level using the Alberta K-12 ESL Proficiency Benchmarks</li> <li>❑ Build, teach, and review thematic Word Banks for each unit so that the ELL can learn academic English.</li> </ul> <p><a href="#">Scholastic Teaching Strategies: The Word Wall</a></p> <p><a href="#">MyVocabulary.com</a></p> <ul style="list-style-type: none"> <li>❑ Offer multiple opportunities and methods to practice new learning (e.g. discussion time with teacher and ELL, in pairs, and small groups).</li> <li>❑ Alter depth or breadth of assignment to increase challenge in areas of strength.</li> <li>❑ Use strengths to support areas of growth, (e.g. present the content with visual supports, then have ELL incorporate visuals to demonstrate understanding in math, use ELL's oral language to develop reading and writing through Language Experience Approach across the curriculum. For more information about this approach go to: <a href="#">Literacy Connections: In Their Own Words</a></li> <li>❑ Increase opportunities for oral language (e.g. read-aloud, shared reading/writing, choral readings, language play)</li> </ul>



Consider whether some of these reading challenges are because a student may be seeking or avoiding something (Refer back to behavior challenges).

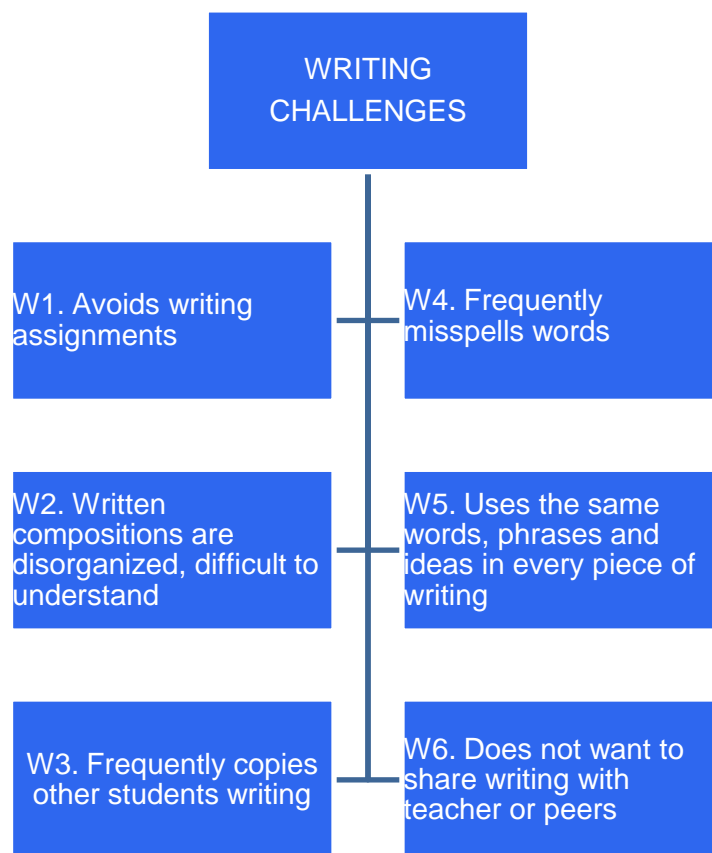
Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
R1. Decoding skills are very weak	
<ul style="list-style-type: none"> <li>▪ ELL is only able to decode regularly spelled words.</li> <li>▪ First language of ELL may have an orthography where one letter of the alphabet always corresponds to one sound.</li> <li>▪ ELL may have few decoding strategies to tackle longer or irregular spelling patterns.</li> <li>▪ ELLs may over generalize when decoding (e.g. adding the “ed” suffix to verbs such as “goed” or “readed”). This is a normal aspect of language acquisition.</li> <li>▪ ELL may not have literacy skills in first language which would have provided an understanding of the reading and writing process.</li> <li>▪ The ELL may not recognize when s/he is making a decoding error in English.</li> <li>▪ Beginner to intermediate level ELLs may lack the language proficiency to understand or use the prompt “Does that word make sense?”</li> <li>▪ The ELL does not know the names of the letters of the alphabet and the sound symbol relationship (alphabetic principle)</li> <li>▪ The ELL may not use decoding strategies such as phonetic or sight.</li> <li>▪ The ELL may have weak decoding skills in L1 that exacerbate difficulties learning how to decode in L2.</li> </ul>	<ul style="list-style-type: none"> <li>□ Assess decoding skills including alphabetic and phonemic awareness skills. (e.g. Abecedarian on line)</li> <li>□ Explicitly teach (in context) sound/ symbol relationship, blends and vowel combinations.</li> <li>□ Teach the irregular letter combinations e.g. <u>search</u>, <u>phone</u>, <u>rough</u>,</li> <li>□ Teach the meaning of suffixes, prefixes, and root words (e.g., re-fresh-ing)</li> </ul> <p>Additional information about decoding:  <a href="#">Reading Rockets 101 Phonemic Awareness</a></p> <p><a href="#">The Cognitive Foundations of Learning to Read</a>  <a href="#">Balanced Reading</a></p> <p><a href="#">What is a Morpheme?</a></p> <p><a href="#">Phoneme Chart: English Vowel and Consonant Sounds</a></p>



Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
R2. Has difficulty with reading comprehension skills (remembering detail)	
<ul style="list-style-type: none"> <li>▪ Reading comprehension skills are typically examples of Cognitive Academic Language Proficiency (CALP). CALP requires more in-depth second language skills than Basic Interpersonal Communication Skills (BICS); the ELL will need continued instruction to develop these skill</li> <li>▪ When reading aloud, ELL may be intensely focused on accurate decoding (e.g. pronunciation, phrasing, intonation, etc.) to the detriment of comprehension.</li> <li>▪ Previous teachers and ELL's family may have stressed decoding skills, believing decoding to be the measure for reading.</li> <li>▪ Receptive language skills tend to outpace expressive language skills.</li> <li>▪ Reading comprehension is dependent on oral language skills; ELLs must be taught and given time to practice speaking English using academic vocabulary and phrases.</li> <li>▪ The task of reading may over-tax or overload a student's working memory.</li> </ul>	<ul style="list-style-type: none"> <li>□ Use pre-reading activities to connect the ELL's background knowledge to the text.</li> <li>□ Pre-teach, practice and/or review text critical vocabulary before assigning reading.</li> <li>□ Clearly state the purpose for reading</li> <li>□ Model and practice oral re-telling of passages.</li> <li>□ Ensure text is at the level of proficiency of the learner.</li> <li>□ Go beyond grade readability to <a href="#">Lexile levels</a> of text.</li> <li>□ Provide leveled text and direct instruction to build skills.</li> <li>□ Beginner ELLs (levels 1 and 2) benefit from introductory modeling of comprehension strategies but they may lack sufficient English language proficiency for significant independent work.</li> <li>□ Level 3 students need substantial modeling and guided support</li> <li>□ Level 4 and 5 students require modeling of and instruction in and practice with mnemonic devices for remembering.</li> <li>□ Record sub ideas (gathering details) while reading and demonstrate ongoing hypothesizing about theme and main idea</li> <li>□ Compare oral and silent reading comprehension for students.</li> <li>□ Provide varying levels of questions (e.g. use QAR: the Question Answer relationship) see: <a href="#">Just Read: Question and Answer Relationships</a></li> </ul> <p><a href="#">Reading Quest: Question and Answer Relationships</a></p>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
R3. Does not get the main idea (e.g. summarizing, inferring, hypothesizing, inference, subtlety, nuance, and innuendo)	
<ul style="list-style-type: none"> <li>▪ ELL has learned to decode English vocabulary and seems to be a proficient reader however comprehension skills may lag due to limited expressive and receptive vocabulary skills</li> <li>▪ The ELL may not be able to “read between the lines.”</li> <li>▪ ELL may be unfamiliar with retelling text in own words.</li> <li>▪ Due to limited proficiency the ELL may be expressing responses in simple ways but thinking more abstractly.</li> <li>▪ The ELL may be able to summarize and infer when the topic and key vocabulary is taught.</li> <li>▪ Academic vocabulary is more complex and abstract which impacts comprehension.</li> <li>▪ Figurative language, idiomatic expressions and humor are culturally determined and are difficult to understand in a second language.</li> <li>▪ Reading comprehension is dependent on oral language skills; ELLs must be taught and given time to practice speaking English using academic vocabulary and phrases.</li> <li>▪ Speaking and listening skills directly correlate with reading comprehension skills. If ELLs are to read with comprehension they must be directly taught how to discuss text.</li> </ul>	<ul style="list-style-type: none"> <li>□ Explicitly teach inference as an academic skill (using details to defend guessing)</li> <li>□ Model identifying main ideas through shared reading.</li> <li>□ Cue the ELL to self-monitor while reading orally, pausing to review and summarize what has been read (e.g. depending on reading level, stop and re-cap after a sentence, a paragraph, a page or a chapter).</li> <li>□ Record sub ideas (gathering details) while reading and hypothesizing about theme and main idea</li> <li>□ Help ELLs to visualize the text. (e.g. create “pictures in her/his head”).</li> <li>□ Teach and practice note-taking strategies (e.g. informal outlines, webs, etc.).</li> <li>□ Build oral language proficiency to practice using new vocabulary in context.</li> <li>□ Continue to activate and construct background knowledge.</li> <li>□ Practice finding and summarizing the main idea in text.</li> <li>□ Use reading strategies such as “reread” and “read ahead” to clarify, create pictures to solidify unknown vocabulary.</li> <li>□ Teach key vocabulary through vocabulary development activities. <a href="#">Reading Rockets: Teaching Vocabulary</a></li> </ul> <p><a href="#">Literacy Matters: Strategies to Build Student Vocabulary</a></p> <p>Consider accessing the following website for reading comprehension strategies for ELLs: <a href="#">ASCD Reading Comprehension Strategies for English Language Learners</a></p> <ul style="list-style-type: none"> <li>□ Develop a variety of ways in which the ELL can show learning rather than relying on language proficiency (authentic assessment).</li> </ul> <p>See the following websites for assistance in building comprehension skills in ELLs: <a href="#">Reading Rockets 101 Phonemic Awareness</a> <a href="#">Balanced Reading</a></p> <p><a href="#">The Cognitive Foundations of Learning to Read</a></p>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
	<a href="#">Balanced Reading</a>  <a href="#">What is a Morpheme?</a>  <a href="#">Phoneme Chart: English Vowel and Consonant Sounds</a>  <a href="#">Leveled Readers for younger kids</a>
R4. Seems bored or uninterested in classroom topics and resources	
<ul style="list-style-type: none"> <li>▪ ELL may lack the language skills to understand the task and may not be able to sustain concentration.</li> <li>▪ Detachment may serve as a coping mechanism or mask for stress.</li> <li>▪ ELL may not feel part of the class (e.g. physically bigger or smaller than same-age peers).</li> <li>▪ ELL does not see his/her home culture represented in the classroom resources, or considers the materials a misrepresentation.</li> <li>▪ ELL may feel uncomfortable with the topic (e.g. topic may be considered inappropriate by home culture).</li> <li>▪ Gifted learners may show an enthusiasm or passion for self-identified topics or subjects; whereas they may appear disengaged around topics that are not of interest to them.</li> <li>▪ ELL may be in early stages of acculturation and homesick. See <a href="#">How Culture Shock Affects Newcomers</a></li> <li>▪ ELL may be masking inability to access language tasks.</li> <li>▪ Material may not be developmentally appropriate for the learner's maturity level.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Ensure sufficient time in the day is at the ELL's instructional level.</li> <li>❑ Provide age-appropriate and developmentally appropriate materials.</li> <li>❑ Prepare the class to welcome new ELLs at all points during the year.</li> <li>❑ Provide explicit instruction to build the ELL's expressive and receptive language skills.</li> <li>❑ Encourage ELL to bring reading material in first language from home.</li> <li>❑ Encourage ELL to visit the public library.</li> <li>❑ Incorporate the use of multicultural, multilingual and/or dual language books.</li> <li>❑ Introduce L1 phrases in the class to establish peer connections.</li> <li>❑ Provide <a href="#">comprehensible input</a></li> <li>❑ Challenge the ELL to make connections between topics using self-identified areas of strength or interest.</li> </ul> <p>For older ELLs, who are literate in L1, consider accessing L1 newspapers: <a href="#">Washington's Interactive Museum</a></p>



Consider whether some of these writing challenges are because a student may be seeking or avoiding something (Refer back to behavior challenges).

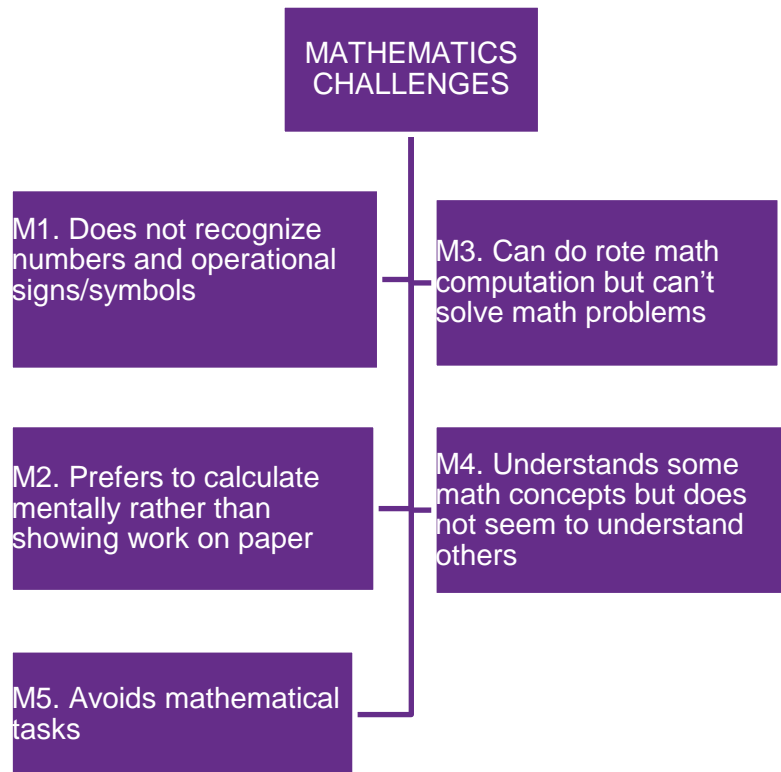
Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
W1. Avoids writing assignments	
<ul style="list-style-type: none"> <li>▪ Depending on the ELL's profile, he or she may have no experience with writing (e.g. limited formal schooling).</li> <li>▪ Gifted learners may have difficulty organizing, synthesizing and/or sequencing their writing; as a result they may have difficulty knowing where to begin.</li> <li>▪ The ELL has not received any explicit instruction in writing.</li> <li>▪ The assignments are not appropriate for the ELL's current level of English language proficiency.</li> <li>▪ The ELL misunderstands the instructions.</li> <li>▪ The ELL may not yet have developed efficient writing strategies.</li> <li>▪ The distance between language scripts varies; (e.g. Arabic script is significantly more different than English script, whereas Romanian script is virtually the same)</li> </ul>	<ul style="list-style-type: none"> <li>□ Instruct ELLs on: <ul style="list-style-type: none"> <li>□ pencil grasp and pressure</li> <li>□ correct letter formation</li> <li>□ how to use loose leaf paper (e.g. margin on the left and top of the page)</li> <li>□ directionality (left to right)</li> <li>□ spacing</li> <li>□ writing on the line</li> </ul> </li> <li>□ Alter the size or type of paper (e.g. use half or quarter of a sheet, or provide interlined, half blank-half lined, or raised line paper).</li> <li>□ Encourage talking about writing before beginning their writing.</li> <li>□ Demonstrate how to <b>begin</b> writing through shared writing. E.g. concept maps or graphic organizers</li> <li>□ First, the teacher demonstrates the writing process for the students. Next, the teacher practises with the students. Then, the teacher provides support as the student's practise. Finally, the teacher may assign a similar writing task for independent completion.</li> <li>□ If ELL has computer experience, technology may be useful writing aid (e.g. Read and Write Gold or Microsoft Word).</li> <li>□ Ensure the ELL understands the assignment by having the student repeat back the instructions in their own words.</li> <li>□ Look to the benchmarks for what a student should be able to do and offer opportunities to practice</li> <li>□ Scaffold writing by providing a sentence frame to get the student started.</li> <li>□ Differentiate assignments to reflect the ELL's current English level (e.g. Beginners at Level 1 or 2 can draw, label, copy, fill in the blanks with a word bank, etc.).</li> <li>□ Provided practice tasks to build fluidity, separate from writing tasks used to demonstrate knowledge of a topic</li> <li>□ Scaffold writing by providing paragraph frames and sentence frames</li> <li>□ Explicitly teach expository formats (4-12)</li> <li>□ Alter thickness of pencil, or decrease length of pencil, and add a soft grip accessory.</li> </ul>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
W2. Written compositions are disorganized, difficult to understand	
<ul style="list-style-type: none"> <li>▪ First language writing styles may be different (e.g. persuasive, compare and contrast, sequencing, etc.).</li> <li>▪ First language styles might not encourage writing from the “I” or “My opinion” therefore ELLs circle around this perspective.</li> <li>▪ The ELL may have a background of limited formal schooling opportunities.</li> <li>▪ Gifted learners may have difficulty organizing, synthesizing and/or sequencing their writing; as a result they have difficulty capturing their ideas in a timely and organized fashion.</li> </ul>	<ul style="list-style-type: none"> <li>□ Arrange pairs of ELLs to brainstorm the topic, key points and what their first sentence will be.</li> <li>□ Explicitly help students identify the purpose for writing as a language function and then build vocabulary for that function. (e.g. compare/contrast function would use words like different, same, alike, similar, opposite,</li> <li>□ Explicitly teach the ELL the use graphic organizers and post-it notes to record key ideas, then sequence them before attempting writing.</li> <li>□ First, the teacher demonstrates the writing process for the students. Next, the teacher practises with the students. Then, the teacher provides support as the student's practice. Finally, the teacher may assign a similar writing task for independent completion.</li> <li>□ Provide a model or sample of the completed work.</li> <li>□ Given the ELL's proficiency level, break the task into manageable chunks or steps.</li> <li>□ If literate in L1, have ELL write brainstorm or begin initial draft in first language, then translate.</li> <li>□ Build ELL's skill and confidence by targeting a few key errors in the writing, not all errors.</li> <li>□ Use a computer; ideas can be more easily re-arranged on the screen than on paper.</li> </ul>
W3. Frequently copies other students' writing	
<ul style="list-style-type: none"> <li>▪ Copying shows beginning mastery of a new language. This may represent a progression as the ELL moves from copying to experimenting with language independently.</li> <li>▪ This strategy may have worked well for ELL in previous school.</li> <li>▪ ELL may be afraid of making mistakes or falling behind.</li> <li>▪ Many ELLs will limit themselves to words they can spell correctly, even if they have more precise terms in their spoken vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>□ Provide scaffolding by allowing student to draw, demonstrate and speak about ideas before writing</li> <li>□ Ensure tasks are an appropriate or realistic match to the ELL's language proficiency level using the <a href="#">Alberta K-12 ESL Proficiency Benchmarks</a> as a guideline.</li> <li>□ Ensure ELL understands when it is appropriate to copy from other students and when students are expected to work independently</li> <li>□ Explain and identify examples of plagiarism</li> <li>□ Provide copies of notes from the board</li> </ul>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
<ul style="list-style-type: none"> <li>▪ ELL's culture may value group work as more important than individual achievement.</li> <li>▪ ELL may view teaching and learning as the teacher's responsibility (external locus of control).</li> <li>▪ The writing task may be too difficult, often ELLs will resort to plagiarism as a coping mechanism.</li> <li>▪ The consequences for errors may be too harsh. In the classroom? Previous school? Home? The ELL's perceptions of the consequences for errors may or may not be accurate.</li> <li>▪ Some cultures do not disapprove of plagiarism.</li> </ul>	<ul style="list-style-type: none"> <li>□ Provide consequences to the person from whom the work has been copied as well as the copier after full explanations and warnings</li> </ul> <p>Provide scaffolding through the use of language experience, sentence frames, cloze activities etc.</p> <p>See:</p> <p><a href="#">Sanchez One Sentence Summary Frames</a></p> <p><a href="#">Jeff Zwiers Language and Literacy</a></p>
<ul style="list-style-type: none"> <li>▪ W4. Frequently misspells words</li> </ul>	
<ul style="list-style-type: none"> <li>▪ ELL may be learning a new script; not all languages are alphabetic (e.g. Chinese); some do not rotate symbols (p, b, d) and some are written right to left (Arabic, Farsi, Persian, Pashto, Urdu, Sindhi).</li> <li>▪ The ELL may confuse order of letters in words such as: was/saw, pot/top. This may be a comprehension issue, not recognizing that these words are different.</li> <li>▪ ELL may have "<a href="#">fossilized</a>" incorrect spelling patterns.</li> <li>▪ In some languages, the end sounds of words are irrelevant for meaning.</li> <li>▪ ELLs may not be able to hear the phonemes of English well enough to produce.</li> <li>▪ ELL may not have received spelling instruction.</li> </ul>	<ul style="list-style-type: none"> <li>□ Teach onset and rime to build decoding and basic spelling pattern skills. <a href="#">Florida Center for Reading Research</a></li> <li>□ Ensure materials are at an appropriate level for the ELL.</li> <li>□ Teach explicit spelling strategies e.g. "i" before "e"... and root word patterns.</li> <li>□ Teach students to notice end sounds. (e.g. minimal pairs bit/bid, lip/lit)</li> <li>□ Use language experience approach to model writing.</li> </ul> <p><a href="#">Literacy Connections: In Their Own Words</a></p>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
W5. Uses the same words, phrases, ideas and style in every piece of writing	
<ul style="list-style-type: none"> <li>▪ Many ELLs will limit themselves to words, phrases and verb tense they can use correctly even if they have more varied terms in their spoken vocabulary.</li> <li>▪ It is common for beginner language learners to produce short, repetitious passages.</li> <li>▪ See <a href="#">Alberta K-12 ESL Proficiency Benchmarks</a> as a guideline.</li> <li>▪ ELL may not have been taught differing styles of writing that respond to purpose and audience.</li> <li>▪ ELL may not have been exposed to a variety of sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Encourage ELL to use the classroom word wall and concept wall when asked to express understanding.</li> <li>❑ Create a vocabulary continuum on the word wall: (big &gt; huge &gt; large &gt; enormous etc).</li> <li>❑ Assign topics to provide structure rather than free writing until ELL develops independent skills.</li> <li>❑ Develop oral and written English proficiency simultaneously.</li> <li>❑ Provide structured talk-time before writing time.</li> <li>❑ Teach non-fiction writing as well as fiction.</li> <li>❑ Model sentence patterns.</li> <li>❑ Provide many opportunities to use verb tenses in speaking during discussions or activities.</li> <li>❑ See the following websites for assistance in teaching tense:  <a href="#">English Tenses with Cartoons</a>  <a href="#">One Stop English Present Perfect</a>  <a href="#">Azar Grammar</a> </li> </ul>
W6. Does not want to share writing with teacher or peers	
<ul style="list-style-type: none"> <li>▪ ELL's culture may discourage attention seeking behaviours.</li> <li>▪ ELL may feel shy or anxious about the quality of his/her work.</li> <li>▪ Previous teachers may not have tolerated mistakes.</li> <li>▪ Gifted learners may be especially sensitive to criticism; unless the ELL is certain they will be successful, they may be reluctant to take the risk of sharing.</li> <li>▪ ELL's culture may discourage standing in front of a group.</li> <li>▪ ELL may not have built trust with the teacher or peers.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Provide opportunities for ELL to develop relationships with peers.</li> <li>❑ Do not assess the first drafts of writing.</li> <li>❑ Provide meaningful feedback on drafts to target skill improvement.</li> <li>❑ Provide opportunities for rehearsal and feedback, (e.g. allow ELL to share with a trusted classmate or adult before sharing with a small group).</li> <li>❑ Provide ample positive reinforcement and specific praise e.g. "I like how you incorporated _____ into your writing."</li> <li>❑ Let the ELL video themselves if they are to orally share their writing.</li> </ul>





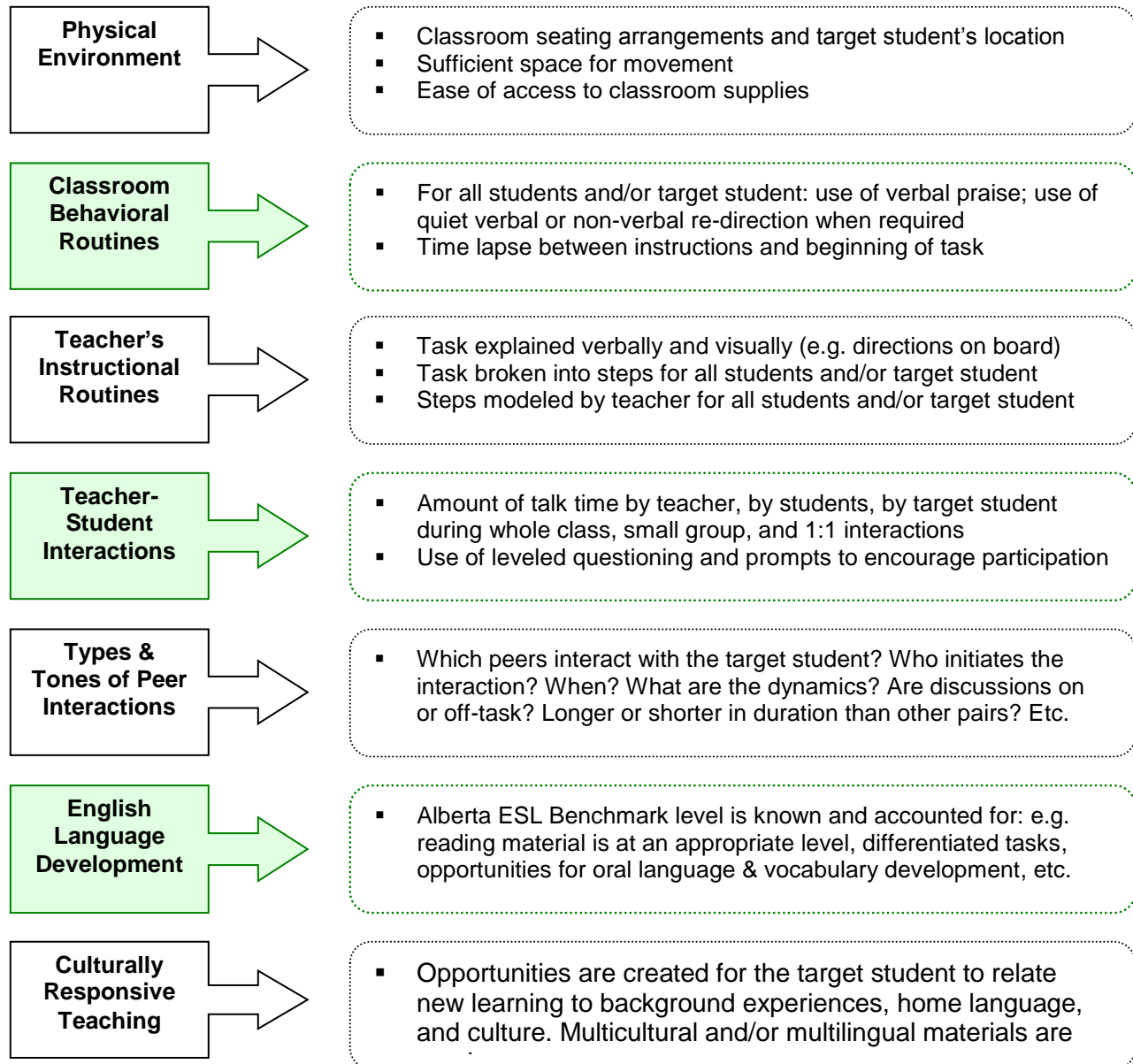
Consider whether some of these mathematical challenges are because a student may be seeking or avoiding something (Refer back to behavior challenges).

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
<b>M1. Does not recognize numbers and operational signs/symbols</b>	
<ul style="list-style-type: none"> <li>▪ Numbers are formed differently in some countries. (e.g., the numeral 1 may be like a 7 and a 7 has a line through it, a dot for a decimal versus a comma, 3*2 or 3(2) is not understood as multiplication, etc).</li> <li>▪ Dates may be written in several ways (e.g. March 12 1998 – 03/12/98, 12/03/98, 98/03/12).</li> <li>▪ The student may not have had any previous instruction regarding quantity and its visual and symbolic representation.</li> <li>▪ Numeric symbols may have different meanings in different cultures (e.g. the number zero in Arabic).</li> </ul>	<ul style="list-style-type: none"> <li>□ Review foundational number facts and skills before moving into more complex or abstract work.</li> <li>□ Explicitly teach North American numerical system and English words for numerical symbols and operations i.e. “+” means addition, adding, plus, sum, etc.</li> <li>□ While transitioning to North American numerical operations allow the student to use the script he/she is familiar without negatively impacting assessment.</li> </ul>
<b>M2. Prefers to calculate mentally rather than showing work on paper</b>	
<ul style="list-style-type: none"> <li>▪ Other educational systems teach students to focus on making mental calculations.</li> <li>▪ The correct answer may have been valued in previous school settings, rather than the mathematical processes involved.</li> <li>▪ Gifted learners may discount the need and rationale to record the problem solving process; they may see it as “slowing down” to record obvious steps.</li> </ul>	<ul style="list-style-type: none"> <li>□ The ELL and the parent would benefit from an explanation of mathematics assessment in Canada. (e.g. marks or points are given for showing more than just the answer).</li> <li>□ Teach the ELL how to represent the steps.</li> <li>□ Allow the ELL to share the steps orally with a peer; or peer-teach to demonstrate understanding of the process.</li> <li>□ Prompt the ELL to show or explain the steps backwards from the answer.</li> </ul>
<b>M3. Can do rote math computation but can't solve math problems</b>	
<ul style="list-style-type: none"> <li>▪ ELL may have experienced learning that focused on the product as opposed to learning that focuses on process.</li> <li>▪ Numerical systems may be new to the ELL (e.g. numbers, metric, currency, etc.).</li> <li>▪ Do not assume the ELL has the necessary background knowledge required for computation and problem solving.</li> <li>▪ The ELL may not have received explicit instruction on how to communicate the steps in the problem solving method.</li> <li>▪ Word-based math problems may be too advanced (e.g. the English in both the content-specific math language and the general</li> </ul>	<ul style="list-style-type: none"> <li>□ Teach the common language patterns used in math problems, simplify this language until the pattern is understood.</li> <li>□ Use manipulative and visual supports when possible. Be aware that the ELL (and his/her parents) may view the use of manipulatives as “play.” Explain the rationale for using manipulatives and provide time to observe other students engaged in these activities.</li> <li>□ Explicitly teach math problem solving strategies and math vocabulary. Consider use of math dictionary</li> <li>□ Consider reading problems from the last sentence first.</li> </ul>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
academic English).	<ul style="list-style-type: none"> <li><input type="checkbox"/> Try split-page note taking which has the math on the left hand side and the language describing it on the right.</li> <li><input type="checkbox"/> For the <a href="#">language of math for early learners</a> (Math is Fun) you can get some ideas from this site.</li> <li><input type="checkbox"/> Consider using the math dictionary.</li> <li><input type="checkbox"/> Teach the vocabulary and structure for communicating mathematics steps.</li> </ul>
M4. Understands some math concepts but does not seem to understand others	
<ul style="list-style-type: none"> <li>▪ Not all math concepts are taught universally; some may not exist in certain cultures (e.g. instead of long division, subtraction is used over and over. Fractions may be introduced in grades other than those in North American curriculum. The ELL may be used to a 24 hour clock rather than the 12 hour clock or Fahrenheit rather than Centigrade/Celsius).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have the ELL create a glossary of math terms.</li> <li><input type="checkbox"/> Help them make connections between their background knowledge and the corresponding North American math terms and symbols.</li> <li><input type="checkbox"/> Structure opportunities for peer-tutoring.</li> <li><input type="checkbox"/> Allow student to review concept in L1.</li> <li><input type="checkbox"/> Provide additional time.</li> <li><input type="checkbox"/> Allow the use of bilingual dictionaries.</li> <li><input type="checkbox"/> Provide some online practice in all of the strands through <a href="#">virtual math manipulatives</a>.</li> <li><input type="checkbox"/> Explore software for mathematics.(e.g. Successmaker through Pearson).</li> </ul>
M5. Avoids mathematical tasks	
<ul style="list-style-type: none"> <li>▪ ELLs may have no experience with numeracy</li> <li>▪ ELLs may not have acquired math skills acquired by rote e.g. multiplication tables</li> <li>▪ ELLs may not be familiar with grammatical and syntactic patterns used in word problems</li> <li>▪ ELLs may have difficulty with and avoid math if it is associated with a history of early chronic stress and “numbing out” stress response.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use tasks that are relevant to students’ personal and cultural experience.</li> <li><input type="checkbox"/> Use realia and manipulatives whenever possible while introducing symbolic and visual</li> <li><input type="checkbox"/> Provide opportunities for pairs and small groups to discuss their thinking.</li> <li><input type="checkbox"/> Use talk-aloud protocols to demonstrate how you (the teacher) thinks through a problem.</li> <li><input type="checkbox"/> Set short term goals for completion and reward completion of each step.</li> </ul>

# Self-Reflection-The Ecology of My Classroom

The classroom is like an ecological system, it is comprised of multiple factors. Classroom observations provide useful information. They can be conducted before, during, and/or after the SLT, to inform instructional interventions. A teacher may recruit a member of the SLT to observe the target student's patterns of interaction in the classroom. Consider these categories as a way of focusing the observation.

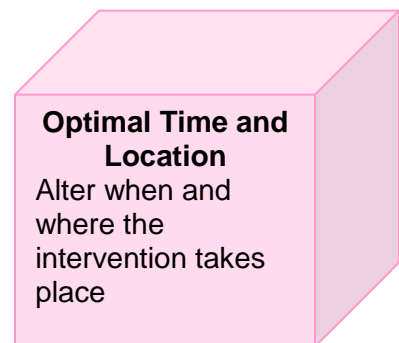
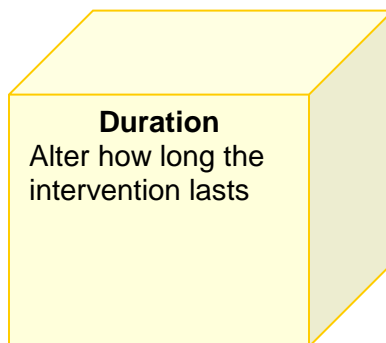
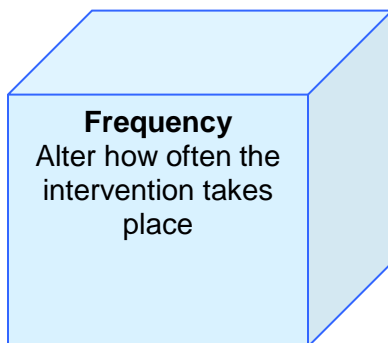
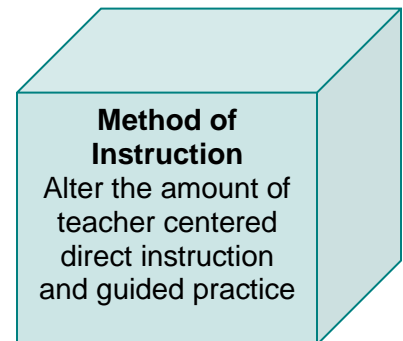
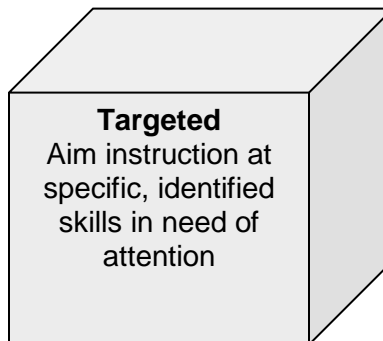
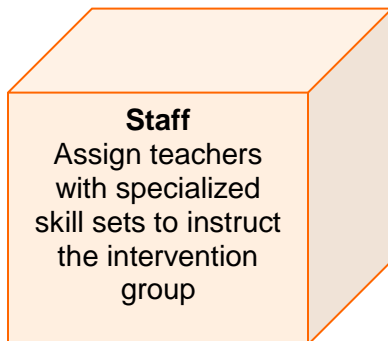
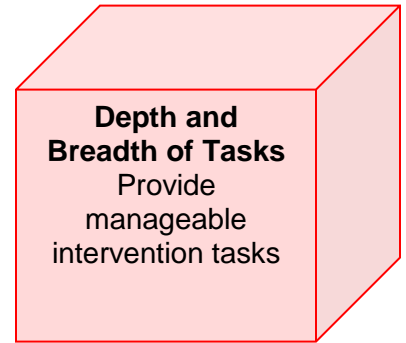
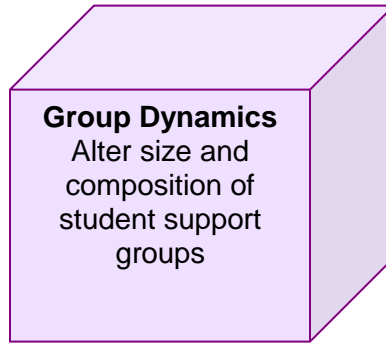
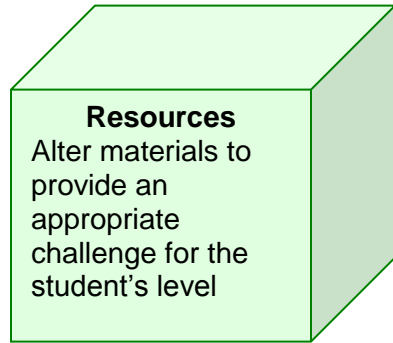


Gersten, R. & Geva, E. (2003) Teaching reading to early language learners. *Educational Leadership* 60(7) 44-49.

Overton, T. (2004) Promoting academic success through environmental assessment. *Intervention in School and Clinic* 39(3) 147-153.

# Self-Reflection-Instructional Variables

Use this sheet with the School Learning Team to consider the variables of individual and group interventions. Which of these variables can be manipulated for your student?



Based on Fuchs, L.S. & Fuchs, D. (2007) A model for implementing responsiveness to intervention. *Teaching Exceptional Children* 39(5) 14-20.

## Voice of the Parent

This page may be used to consider what input or perspective a parent may have in the School Learning Team (SLT) process. Additionally, it may be used in a parent conference with an [interpreter, Diversity and Learning Support Advisor, or In-School Settlement Program Worker](#) to explain how the parent and school can work together through the SLT process.

### Step 1: Initial Identification of an issue

"The teacher and I need to talk. My child is having difficulty with... *or* The teacher feels my child is having difficulty with... What I think is..."

### Step 2: Gathering multiple sources of data (assessment)

"I know my child, our family, our challenges and our successes. I know how my child progressed in our home country. I know what has and has not worked at home. How can I share this information with the teacher?"

### Step 3: Determining possible interventions

"We have talked about what the issue looks like at home and at school. As the parent, I notice that my child... so I think this means that we need to...in order for my child to..."

### Step 4: Applying interventions

"We are going to change some things for my child. My child will.... The teacher will... This will help because... At home we can support by..."

### Step 5: Evaluating the interventions

"My family has an important role working with the school. We can talk with the teacher to decide if we should continue this plan, change it, or move on to a new goal and a new plan."

## Voice of the Student

This page may be used to consider the perspectives of the student in the SLT process. Additionally, it may be used in a conference as a prompt to direct the student in building self-advocacy skills.

### **Step 1: Initial Identification of an issue**

“My teacher and I need to talk. I am having trouble with...  
or  
My teacher feels that I am having trouble with... What I think is...”

### **Step 2: Gathering multiple sources of data (assessment)**

“What do I know about myself and this problem? Has this happened before? What happened then? Did it help? How can I share this with my teacher?”

### **Step 3: Determining the Interventions**

“My teacher and I have talked about this problem, what it looks at home and at school. I notice that I...so I think this means that I need... that way I can...”

### **Step 4: Applying the Interventions**

“My teacher and I are going to change some things. I think I need to work on... I can do this if I have... My teacher will... This will help me because... At home my family could support me by...”

### **Step 5: Evaluating the Interventions**

“We have a plan for what we will change. I understand it and I am willing to try. I can be a positive advocate for myself by letting my teacher know how it is going, what questions I have, and what changes I would like to suggest.”

## Voice of the Teacher

These pages may be used to consider multiple perspectives throughout the School Learning Team (SLT) process. While it may not be possible or appropriate to include students and/or parents in every SLT, it is important to consider their viewpoint and gather their feedback throughout the process.

### **Step 1: Initial Identification of an issue**

“My student and I need to talk. I see he/she is having difficulty with...I can learn more about my student and this challenge by connecting with the family.”

### **Step 2: Gathering multiple sources of data (assessment)**

“What do I know about this student and this issue? Has this happened before? What did we try then? Did it help? How can I gather more information?”

### **Step 3: Determining the Interventions**

“I have talked with this student and his or her parents about the situation; what it looks at home and at school. I’ve considered the implications of this information. As the teacher, I think this means I need to...”

### **Step 4: Applying the interventions**

“My student and I are going to change some things. I think this student needs to work on... I can support this by altering my instruction and tasks to provide... The family can support the student by...”

### **Step 5: Evaluating the Interventions**

“I will monitor the student’s response to the intervention at school by recording some observations. I can talk with the student and family to decide if we should continue this plan, change it, or move on to a new goal and a new plan. I can consult with the SLT to determine how we may proceed.”



# Who is the Learner?

Understanding the learner's profile is central to designing effective instruction.

## Directions:

1. Learn more about your student by gathering as much of the following information as possible, Talk with the student, parent/guardian, and other classroom teachers. Examine student records, past report cards, attendance records, classroom assessments, and documents such as Kingsland Intake for 301's (Non-Canadian Citizens), School Intake for 303's (Canadian Citizens).
2. Share your findings and possible implications (and/or complete this profile) at the School Learning Team meeting.

Student Name: \_\_\_\_\_ Gender: M F Grade: \_\_\_\_\_  
 Age on Arrival \_\_\_\_\_ Current age: \_\_\_\_\_ ESL Code: 301 303 302 Other  
 code? \_\_\_\_\_  
 School: \_\_\_\_\_ Guardian notified of present concern? YES NO  
 N/A If YES give dates: \_\_\_\_\_

## Student Interview Questions

<p>Where was the student born?</p> <p>_____</p> <p>Where else has the student lived? How long?</p> <p>_____</p> <p>_____</p> <p>First language?</p> <p>_____</p> <p>Other languages?</p> <p>_____</p> <p>Student's self-assessment of current skills:          1=very hard 2=hard 3=okay 4=easy          5=very easy</p> <table> <tr><td>Reading in English</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>Writing in English</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>Speaking in English</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>Listening in English</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>Mathematics</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>Language Arts</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>Social Studies</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>Science</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> <p>Student's self-identified strengths and interests?</p>	Reading in English	1	2	3	4	5	Writing in English	1	2	3	4	5	Speaking in English	1	2	3	4	5	Listening in English	1	2	3	4	5	Mathematics	1	2	3	4	5	Language Arts	1	2	3	4	5	Social Studies	1	2	3	4	5	Science	1	2	3	4	5	<p style="text-align: center;"><b>Schooling in Another Country</b></p> <p>Did the student attend school in another country?  <b>Yes No Unknown N/A</b></p> <p>Attended school in _____          for _____ months or years.</p> <p>Attended school in _____          for _____ months or years.</p> <p>Attended school in _____          for _____ months or years.</p> <p>The teachers there taught in _____ (language of instruction).</p> <p>Did the student receive instruction in English?  <b>Yes No Unknown N/A</b></p> <p>There were approx. _____ students per class.</p> <p>The class was primarily: boys girls or co-ed.</p> <p>Attendance: <b>inconsistent good excellent</b></p> <p>Did the student receive special instruction in a small group or special school or class?  <b>Yes (describe) No Unknown</b></p>
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Science	1	2	3	4	5																																												

<p>Student's goals and aspirations?</p> <p>Friends at school?</p> <p>School or Community involvement:  Sports teams or lessons  Art, Music or Dance  Religious affiliations  Language or Cultural program</p> <p>Other _____</p>	<p>Did the student like going to school there?  <b>Yes   No   Unknown</b></p> <p>Can the student read and write in their first language?  <b>No   A little   A lot   Fluently</b></p> <p>Can family members read and write in the L1?  <b>No   A little   A lot   Fluently</b></p>
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# Who is the Learner? Gathering Information Related to Academic Functioning

In this section the following documents could be included:

\*LEAD Student Growth Plans.

\*Reception Centre (Kingsland) intake information found in the Student Record.

\*ELL Progress Report and possibly tracking sheets found in the Student Record.

<b>Student Name:</b> <b>Grade:</b>																																																			
<p>Assessments in student record? <b>Yes</b> <b>No</b> Type? Date?</p>  <p>Alberta ESL Benchmarks Proficiency Level As of (date): _____</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Reading:</td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> </tr> <tr> <td>Writing:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Speaking:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Listening:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>OVERALL:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <p>Independent Reading Comprehension level: _____</p> <p>Other Assessment Results: _____ _____ _____</p> <p>Academic growth &amp; achievement (circle)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Mathematics</td> <td style="width: 10%;"><b>At</b></td> <td style="width: 10%;"><b>Above</b></td> <td style="width: 10%;"><b>Below</b></td> <td style="width: 10%;"><b>-2yrs+</b></td> </tr> <tr> <td>Language Arts</td> <td><b>At</b></td> <td><b>Above</b></td> <td><b>Below</b></td> <td><b>-2yrs+</b></td> </tr> <tr> <td>Social Studies</td> <td><b>At</b></td> <td><b>Above</b></td> <td><b>Below</b></td> <td><b>-2yrs+</b></td> </tr> <tr> <td>Science</td> <td><b>At</b></td> <td><b>Above</b></td> <td><b>Below</b></td> <td><b>-2yrs+</b></td> </tr> </table> <p>If "below" hypothesize why:  <input type="checkbox"/> Language proficiency  <input type="checkbox"/> Concept acquisition  <input type="checkbox"/> Combination of above          Other: _____</p>	Reading:	1	2	3	4	5	Writing:	1	2	3	4	5	Speaking:	1	2	3	4	5	Listening:	1	2	3	4	5	OVERALL:	1	2	3	4	5	Mathematics	<b>At</b>	<b>Above</b>	<b>Below</b>	<b>-2yrs+</b>	Language Arts	<b>At</b>	<b>Above</b>	<b>Below</b>	<b>-2yrs+</b>	Social Studies	<b>At</b>	<b>Above</b>	<b>Below</b>	<b>-2yrs+</b>	Science	<b>At</b>	<b>Above</b>	<b>Below</b>	<b>-2yrs+</b>	<p>Classroom and academic strengths:</p>   <p>What strategies work with this student?</p>   <p>Typical level of engagement in _____ (subject area), circle from 1 (low) to 4 (high)</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 45%;"> <p>1. Passive, seems tired, easily frustrated, confused, non-compliant</p> </div> <div style="width: 10%; text-align: center;"> <p>2.</p> </div> <div style="width: 10%; text-align: center;"> <p>3.</p> </div> <div style="width: 35%;"> <p>4. Alert, ready to learn, seeks clarification, follows directions, and completes tasks</p> </div> </div> <p>Typical level of engagement in _____ (subject area), circle from 1 (low) to 4 (high)</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 45%;"> <p>1. Passive, seems tired, easily frustrated, confused, non-compliant</p> </div> <div style="width: 10%; text-align: center;"> <p>2.</p> </div> <div style="width: 10%; text-align: center;"> <p>3.</p> </div> <div style="width: 35%;"> <p>4. Alert, ready to learn, seeks clarification, follows directions, and completes tasks</p> </div> </div> <p>Typical level of engagement in _____ (subject area), circle from 1 (low) to 4 (high)</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 45%;"> <p>1. Passive, seems tired, easily frustrated, confused, non-compliant</p> </div> <div style="width: 10%; text-align: center;"> <p>2.</p> </div> <div style="width: 10%; text-align: center;"> <p>3.</p> </div> <div style="width: 35%;"> <p>4. Alert, ready to learn, seeks clarification, follows directions, and completes tasks</p> </div> </div>
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<p><b>Attendance and Lates:</b></p> <p><input type="checkbox"/> Concern this school year</p> <p><input type="checkbox"/> Concern in previous years</p> <p><input type="checkbox"/> Historically not a concern</p> <p>Attendance Improvement Plan?</p> <p><input type="checkbox"/> In place (see attached)</p> <p><input type="checkbox"/> Pending</p> <p><input type="checkbox"/> No</p> <p><b>Total Number of School Transitions:</b></p> <p>_____</p> <p><input type="checkbox"/> Concern this school year</p> <p><input type="checkbox"/> Concern in previous years</p> <p><input type="checkbox"/> Historically not a concern</p>	<p>Continued.....</p> <p>Can the student identify a key adult at the school as a contact or support?</p> <p><b>Yes No Unknown N/A If so, who?</b></p> <p>_____</p> <p>Role: _____</p> <p>_____</p> <p>Has the student made and kept friendships with same-age peers at the school? <b>Yes No Unknown</b></p> <p>If so, who? _____</p> <p>Comments: _____</p>
<p>Data verified by file review and/or contact with guardian: YES NO</p>	

# Who is the Learner? Gathering Information Related to School Services and Support

**Student Name:**

**Grade:**

<p><input type="checkbox"/> <b>Supports at the School level</b> Name: _____ Referral/service date(s): _____ Summary of Action: _____ _____</p> <p><input type="checkbox"/> <b>Diversity &amp; Learning Support Advisor (DLSA) and/or In-School Settlement Worker (ISSW)</b> Name: _____ Referral/service date(s): _____ Summary of Action: _____ _____</p> <p><input type="checkbox"/> <b>ALT Personnel</b> Name: _____ Referral/service date(s): _____ Summary of Action: _____ _____</p> <p><input type="checkbox"/> <b>Community organization</b> Name: _____ Referral/service date(s): _____ Summary of Action: _____ _____</p> <p><input type="checkbox"/> <b>Community organization</b> Name: _____ Referral/service date(s): _____ Summary of Action: _____ _____</p>	<p><b>English as a Second Language Instruction</b> Students identified and coded as ESL require explicit English language development. (C.B.E. A.R. 3086).</p> <p><b>What type of ESL programming is the student currently receiving?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Congregated class for a portion of the day</li> <li><input type="checkbox"/> Self-contained congregated setting</li> <li><input type="checkbox"/> Sheltered core course (e.g. social studies or science for beginners)</li> <li><input type="checkbox"/> Adjunct (e.g. enrolment in a regular course and an additional ELL course on the same subject)</li> <li><input type="checkbox"/> Supported integration in mainstream classes</li> <li><input type="checkbox"/> Small group pull-out for English language instruction</li> <li><input type="checkbox"/> In-class support, with ELL specific personnel</li> <li><input type="checkbox"/> Grouping and re-grouping</li> <li><input type="checkbox"/> Block timetable</li> <li><input type="checkbox"/> Resource tutorial</li> <li><input type="checkbox"/> Other: _____</li> </ul> <p>Describe the instruction the student has received or is currently receiving at Benchmark Levels 1 &amp; 2 to develop Basic Interpersonal Communication Skills(BICS): _____ _____ _____ _____ _____ _____ _____ _____ _____ _____Continued.....</p>
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<p><b>Specialized Services:</b></p> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> SHP  <input type="checkbox"/> OT/PT </div> <div> <input type="checkbox"/> COPE  <input type="checkbox"/> Other: _____ </div> <div> <input type="checkbox"/> SLP  <input type="checkbox"/> Other: _____ </div> </div> <p><input type="checkbox"/> <b>Other:</b></p> <p>_____</p> <p>Name: _____</p> <p>Referral/service date(s): _____</p> <p>Summary of Action:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>—</p>	<p>Describe the instruction the student has received or is currently receiving at Benchmark Levels 3+ to develop Cognitive Academic Language Proficiency (CALP):</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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### Note regarding “Who is the Learner”

Understanding the instructional profile of a student begins with gathering information. If you discover that more than 25% of the categories above are unknown, remember that you are part of a larger team. Consider:

- more direct contact with the parent or guardian for home-based information, book an interpreter if needed
- contacting your Area Learning Team (ALT)
- involving a CBE Diversity and Learning Support Advisor to facilitate discussion

## Who is the Learner? Gathering Information Related to Personal & Family Factors

<b>Student Name:</b> <b>Grade:</b>	
<b>Consider the following:</b>  Complications during pregnancy or birth  Vision screen within the last 12 months  Child wears glasses  Hearing screen within the last 12 months  Child uses a hearing aide  Physical exam within the last 12 months  History of significant illness or accident  Medical conditions  Medical conditions are controlled  Family's basic needs are being met (e.g. food, clothing, shelter, employment)  Did this child/family enter Canada as refugees? (see Kingsland Intake paperwork)	There are ____ children in the family. This child is the: <input type="checkbox"/> Youngest <input type="checkbox"/> Middle <input type="checkbox"/> Oldest  <input type="checkbox"/> Only child <input type="checkbox"/> Other: <input type="checkbox"/> Foster placement or adoption  Who currently lives in the house? * *  At home, the students mostly speaks (language): _____ with parents/guardian _____ with siblings _____ with friends  <u>Compared to brothers and sisters, the student:</u>  Learned to crawl and walk <b>Faster    Slower    Much slower    Similar</b>  Started speaking (the first language) <b>Faster    Slower    Much slower    Similar</b>  Can listen to and follow a set of three instructions at home <b>Faster    Slower    Much slower    Similar</b>  Becomes emotional (e.g. angry, frustrated, sad, very excited) <b>Faster    Slower    Much slower    Similar</b>  Can make and keep friends that are the same age <b>Faster    Slower    Much slower    Similar</b>





## What is a School Learning Team (SLT)?

In *Setting the Direction*, Alberta Education describes the SLT:

Support team or Learning team means a team that consults and shares information relevant to the individual student's education and plans, implements and evaluates special education programming and services as required. The team may consist of the classroom teacher, parents, students (where appropriate), other school and jurisdiction staff aware of the students' needs, and others as required. From: *Setting the Direction*, Alberta Education (2009)

[http://education.alberta.ca/media/938187/p2\\_dg\\_setting\\_the\\_direction.pdf](http://education.alberta.ca/media/938187/p2_dg_setting_the_direction.pdf)

CBE *Administrative Regulation 3003-Special Education Programming* describes the SLT:

Learning Team means a team that consults and shares information relevant to plan programming and services for students as required and may be either a school-based team or an individual student's team. From, AR 3003, pages 5-6:

<http://www.cbe.ab.ca/policies/policies/AR3003.pdf>

### Who is in a Learning Team?

Potential Participants in a School Learning Team (SLT) are determined by the school and may include: student, parent, classroom teacher, resource teacher, ELL designate, CBE Diversity and Learning Support Advisors (DLSA), CBE Aboriginal Advisors, administrators, school-based personnel (e.g. nurse, speech pathologist), interpreter, school psychologist, learning services specialists.

The School Learning Team (SLT) process is typically initiated by the school. The school has a sense of how the SLT process unfolds. In contrast, the family may be unclear about their role in an SLT meeting; how the family's beliefs and expectations fit the school's expectations; and the rationale for the process.

A number of factors can influence parents' participation in the SLT process (Klingner & Harry, 2006):

- Parents may lack information about the SLT process or the Alberta school system
- School staff may have limited skills in consulting with parents from culturally and linguistically diverse backgrounds (e.g. unsure of how best to use interpreters)
- Parents may feel intimidated or fearful (e.g. by the size or layout of the school, about interacting with school personnel, that their child is in trouble or will be expelled)
- Parents may face logistical problems such as lack of transportation or the need for babysitting
- Communication may be limited by linguistic and cultural differences or the use of educational jargon.
- 

It is important that families understand the process and feel comfortable sharing the valuable insights they have to offer regarding their child. Diversity and Learning Support Advisors, In-school Settlement Program Workers, and Interpreters can assist by helping to link home and school. Do not underestimate the role of culture, it guides perspectives and shapes decisions.

Klingner, J.K. & Harry, B. (2006). The special education referral and decision-making process for English Language Learners: Child study team meetings and staffings. *Teachers College Record* 108, 2247-2281.

# School Learning Team (SLT) Referral Form

Student Name: \_\_\_\_\_ Gender: M F Grade: \_\_\_\_\_

School: \_\_\_\_\_ Homeroom teacher: \_\_\_\_\_

Year of Arrival \_\_\_\_\_ Current age: \_\_\_\_\_ ESL Code: 301 303 N/A Coded: YES:  
\_\_\_\_\_ NO

Language Proficiency Level: \_\_\_\_\_

Information below gathered by: \_\_\_\_\_ On (Date): \_\_\_\_\_

Present Support Personnel (e.g. Diversity Learning Support Advisor, ISSP worker) \_\_\_\_\_

Parent notified of concern?:

NO YES by: Phone call Note home Meeting Other: \_\_\_\_\_  
Date: \_\_\_\_\_

## Reason(s) for Referral:

Academic	Behavioural	Emotional	Social skills	Mental health
Speech and Language	Physical Health and/or Medical concern(s)	Attendance Lates Absences	Motor skills Fine Gross	English Language Development Acculturation

Other: \_\_\_\_\_

Briefly describe your concern:

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What strategies have been attempted? How effective were they?

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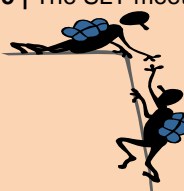
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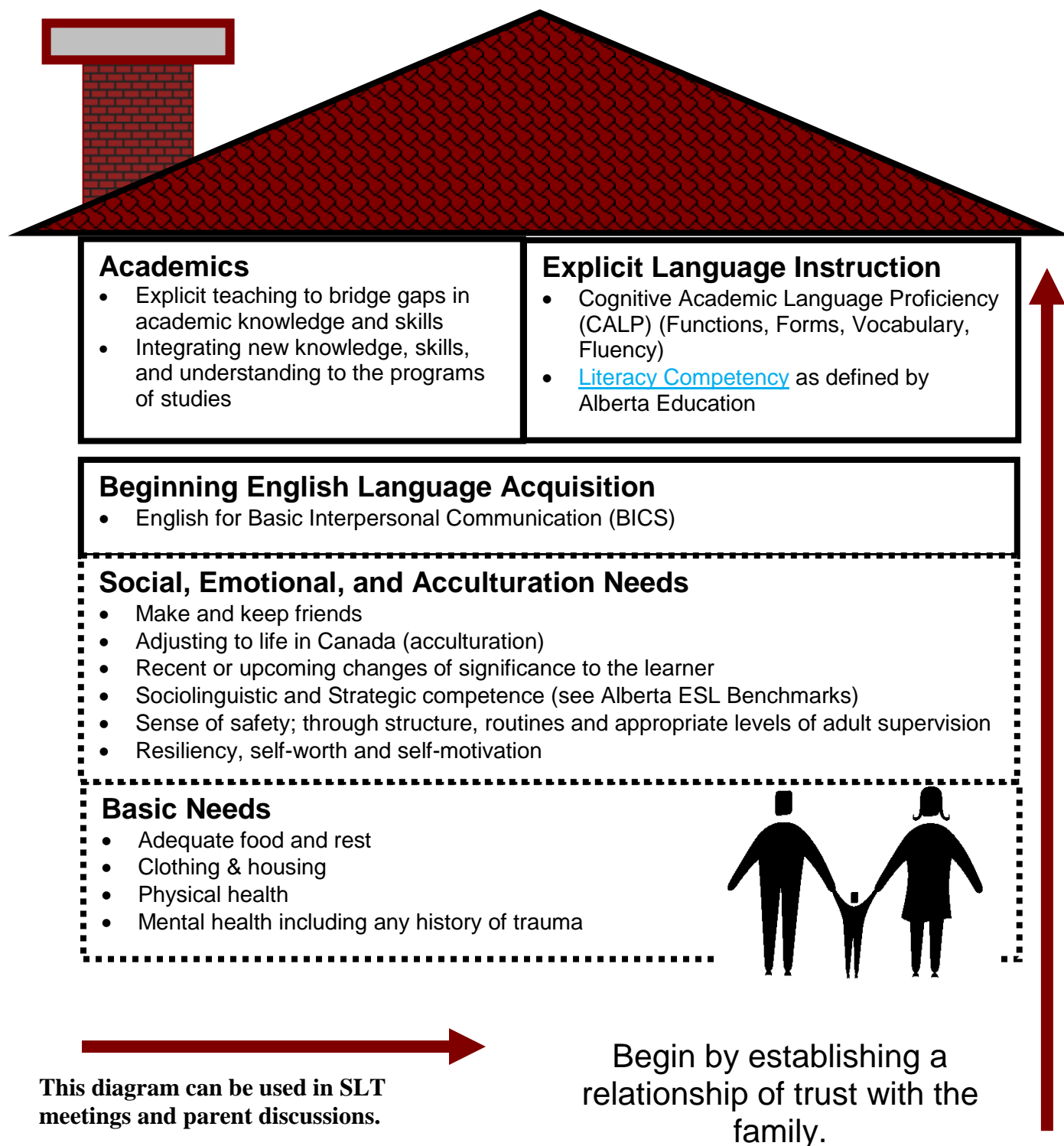
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# Working with the School Learning Team (SLT)

## Sample Process and Roles

Teacher's Role in the SLT process		SLT Member's role in the SLT process
1   The teacher has questions about how to help a student. The teacher contacts a member of the SLT for assistance.		1   An SLT member: discusses the situation with the teacher; suggests relevant data to gather; provides the teacher with an SLT referral form; assists in its completion
2   The teacher begins to investigate the question, "who is the learner?" by gathering multiple forms of data.		2   An SLT member: arranges an SLT meeting time and place with the appropriate team members; supports the teacher by gathering information; (e.g. file review) may conduct a classroom observation
3   The SLT meets the teacher shares the data and observations. The teacher contributes to the brainstorming discussion and the selection of the intervention(s).		3   An SLT member: chairs the SLT meeting, clarifying the purpose; guides the review of the data; establishes priorities for the student; leads the brainstorming of classroom interventions and consideration of additional services; sets a date for a follow-up SLT
4   The teacher implements the intervention(s) in the classroom.		4   An SLT member: supports the teacher with the classroom interventions; conducts necessary SLT follow-up (e.g. referrals; level B assessments); coordinates observation(s) of the student in class
5   The SLT meets again. The teacher and the SLT members decide together if the intervention(s) have been successful in assisting the student. If yes, the SLT's involvement may be concluded. If concerns persist, the SLT may choose to: Gather additional data about the student e.g. observations, assessments Request services and supports e.g. Diversity and Learning Support Advisors Re-visit and re-select from the brainstormed list of interventions in the initial SLT And/or consult with the Area Learning Support team		

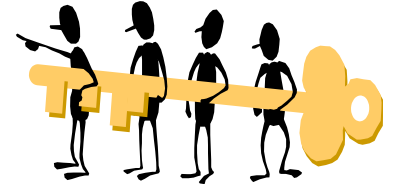
# Prioritizing Needs and Interventions for Complex Learners



This diagram can be used in SLT meetings and parent discussions.

Based on Maslow's Hierarchy of Needs and Kilpatrick, A.C. & Holland, T.P. (1999) *Working with Families: An Integrative Model by Level of Need*. Needham Heights, MA: Allyn & Bacon.

## Five Suggestions for Working with Interpreters



Schedule extra time to meet, make eye contact with the parent as well as the interpreter. Speak evenly, not too slowly or loudly.

Translations must be true to the original message. Therefore, to ensure accuracy, you must pause every 8-10 seconds or 18-20 words.

Remember the only reason the interpreter is present is because of language differences. The conversation is between the school and the family.

The interpreter and school personnel must remain in the room for the entire meeting. It is unethical to continue the meeting without all parties present.

Explain key components of lengthy or complex documents to the parent. The interpreter will translate and facilitate questions and answers between both parties.

Adapted from Sebben, J. (2009) Guidelines for teachers working with interpreters. Accent 16(1) Alberta Teachers' Association: ESLC.

# Tips for Communicating: Meeting with CLD Parents

Before you begin:

- **Remember, families need to know that they are** partners whose perceptions and experiences are valued by teachers.
- **Reflect upon the best way of communicating** this information. Is it best to meet in person? With a translator? With a member of the community as support?
- **Be sensitive** to your “position of authority.”
- **Build in more time** than you think might be necessary for the interaction, especially if there is an interpreter. Stay calm. Take enough time to start in a calm state and maintain a calm state.
- **Respect the resilience of the families.** Remember that the person in front of you is resilient, which may be masked by their limited English skills.
- **Frame the conversation** about the shared value of education. Tap into the family's strengths around education (e.g., economic mobility, hope for the future).
- **Be explicit** about the reason for the meeting. Check the parent or caregiver's perception of their role in schooling (e.g., come to meetings, support homework activities, ask questions)
- **Be clear about the student's academic achievements** within the context of the student's English language proficiency. Show exemplars.
- **Consider “switching heads”.** Imagine yourself in the same position in another country. What would help you?
- **Consider that the possibility that a child has special needs may carry heavier stigmatization and alienation in other cultures**

During the interaction:

- **Speak slowly.** A slower rate of speech with pauses aids comprehension. Pitch of voice, rhythm, rate of speech, emphasis and emotions vary among cultures.
- **Simply language.** Keep your vocabulary and sentences direct and simple. If using an interpreter, pause every 8-10 seconds to allow for accurate interpretation. If using an interpreter, speak to the family member, not the interpreter.
- **Avoid** the use of metaphors, jargon, popular sayings or complicated terminology.
- **Use examples** to illustrate your point.
- **Allow extra wait time** for a response.
- **Use visuals** (diagrams, photographs, etc.) whenever possible. Link verbal and visual cues.
- **Write down** key information (points, details) and give the participants a copy.
- **Acknowledge and support** the other person's efforts to communicate.
- **Check for comprehension frequently.** Ask, “What did you understand me to say?” “Tell me, please, what I said.”  
“What does that mean to you?”
- **Repeat** and paraphrase patiently.
- **Understand** that **smiling** can mean agreement or confusion or apprehension or politeness.
- **Understand** that silence can mean confusion or non-acceptance or disapproval or agreement.
- **Avoid** making assumptions about people and resist stereotyping.
- **Make sessions short** and concise. Communicating across languages is tiring.
- **Invite exchange of cross-cultural information.** Say “I am interested to know more about how you view this in your family.” Ask “Who would you like to be part of this process?”; “What are the most important results you seek from me?”; “What do you think are the reasons for this?”; “Do you agree with the recommendations or the plan?”

Insert Action Plan Resulting from School Learning Team Meeting

# Parent-Guardian Notes-To-Go Page



Directions: This sheet may be used by the parent and/or interpreter to keep notes about the meeting and list things to do after the meeting.

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_  
 Name of teacher or staff member the family may contact: \_\_\_\_\_  
 Role: \_\_\_\_\_ Phone Number \_\_\_\_\_ Best time to reach: \_\_\_\_\_

Thank you for coming to this meeting. Today we met to talk about your child.

1. Please take your child:

- ☐ To a medical doctor. Please ask the doctor to look at \_\_\_\_\_ because \_\_\_\_\_
- ☐ To an eye doctor for an eye exam
- ☐ For a hearing test
- ☐ Other: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

2. Please take these things (or a copy) to the school:

- ☐ Your child's birth certificate
- ☐ Your child's Alberta health care number
- ☐ Citizenship and immigration papers
- ☐ Report cards from previous schools
- ☐ Other: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

**Today we talked about your child's:**

<input type="checkbox"/> Physical health <input type="checkbox"/> Mental health and/or traumatic experiences <input type="checkbox"/> Clothing, housing, food, sleep <input type="checkbox"/> Upcoming or recent changes at home <input type="checkbox"/> Feeling safe at home and school <input type="checkbox"/> Time with adult supervision <input type="checkbox"/> Emotional needs (e.g. confidence, self-worth) <input type="checkbox"/> Social skills (e.g. friendships) <input type="checkbox"/> Relationships in the home	<input type="checkbox"/> Adjusting to life in Canada <input type="checkbox"/> Beginning English for interpersonal communication <input type="checkbox"/> Academic English <input type="checkbox"/> Behaviour at home and school <input type="checkbox"/> Academic learning concerns <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
--	---

The school is going to try:

- 1.
- 2.
- 3.

At home we are going to try:

- 1.
- 2.
- 3.