



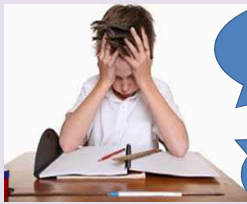
Supporting English Language Learners with/without Reading Disabilities Using Response to Intervention

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Research Questions

- How do we more accurately identify ELLs with reading disabilities (RD)?
- How do we support ELLs at risk for RD and ELLs with RD?

Are your students English language learners (ELLs) and significantly struggling in reading?



Reading Disability?

Language /Culture?

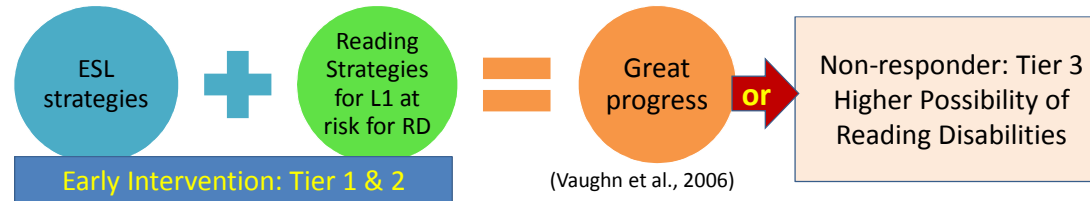
Special Education?

Regular Classroom?

Support/ Strategies?

Assessment?

How? What? Who?
Where? When?



Research Supporting Intervention

Vaughn et al. (2005):

- Vocabulary & meaning of content: visuals, gestures, and facial expressions, role-play, connection with prior knowledge
- Words: In the directions, phonemic awareness/phonics lessons, & connected text for fluency & comprehension building
- English language use: Explicit instruction & elaborate teachers' responses
- Phonological/phonemic awareness & phonics skills: Systematic & explicit instruction
- Reading skills : Retell routine & engagement in the type of language listening and discussion (Vaughn et al., 2006)

Brown & Doolittle (2008):

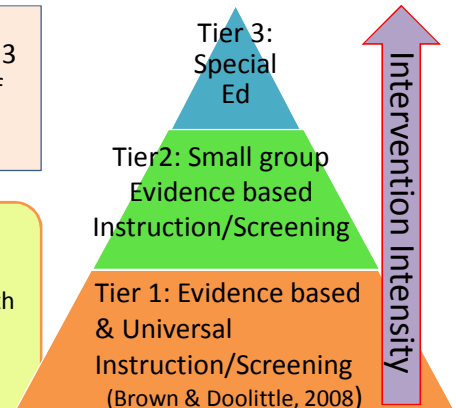
- Systematic & explicit instruction, modeling, multiple examples, & feedback
- Progress monitoring: Compare the level of performance and learning slope with other ELL true-peers (similar language proficiencies, culture & experiential background)
- Linguistically/culturally appropriate & responsive instruction: Attention to language forms/functions & native culture
- Tier 3: Culturally/linguistically appropriate IEP, individualized instruction, curriculum/instruction for specific needs, cognitive and academic assessment for processing profile

Klingner et al. (2006):

- Assessment/RD eligibility decisions
 - : Attention to students' native language/culture and the role of language acquisition
 - : Weak auditory processing skills could relate to language acquisition
 - : Evaluate students in their 1st language if possible
 - : Observations in different settings
- Reading comprehension: Use of reading comprehension strategies in ELL's 1st and 2nd language
- Literacy promotion: Strong foundation in 1st and 2nd language

Lipka & Siegel (2007)

- Early screening: Phonological awareness & letter recognition skills
- RD identification: Syntactic awareness, working memory, and phonological processing (Lipka et al., 2005)



Regular Classroom (Tier1&2)

ELLs: Similar to L1 level

Balanced early literacy program

after 4 years

Reading skills: Struggle in kindergarten

(Lipka & Siegel, 2007)

SPED or Not?

Decreasing Rate of Placement of ELLs/non-RD in SPED

Increasing English Proficiency/ Reading Skills: e.g. Phonological awareness

(Gyovai et al., 2009)

Further studies needed: ELL's specific language groups & positive or negative transfers in English language development (i.e. phonological skills); The role of native language instruction and what approaches works best with whom and in what conditions; Determination of ELLs' performance sufficiency with only classroom instruction or determination of when special education services should be appropriately implemented: Use of the same assessment measures for L1 with RD to assess ELLs at risk for RD

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