

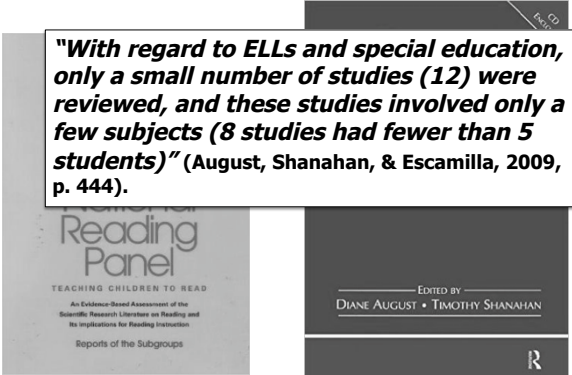
**CARLA 6th International Conference
 on Immersion and Dual Language Education**
 Research Symposium: Immersion for ALL

**Research-Based Guideposts for
 Intervention Practice**

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Literacy Development for L1 → L2 Learners

"With regard to ELLs and special education, only a small number of studies (12) were reviewed, and these studies involved only a few subjects (8 studies had fewer than 5 students)" (August, Shanahan, & Escamilla, 2009, p. 444).



Current Review of US Literature Meta-analyses of K-8 English Learners

	Lang(s)	Participants	Studies	Context
Hall, Roberts, Cho, McCulley, Carroll, & Vaughn (2016)	Spn L1 Eng L2	7366 Gr 4-8 ELs (92% Gr. 6-8)	11 (2004-2014)	Eng-medium regular ed - some L1 support
Richards-Tutor, Baker, Gersten, Baker, & Smith (2015)	Spn L1 Eng L2 2 Spn +	936 Gr K-8 ELs (50% Gr. K-2) EL + At-risk/ LD	12 (2000-2012)	Eng-medium regular ed - some L1 support
Snyder, Witmer, & Schmitt (2016)	Spn L1 Eng L2 (25% other L1)	609 Gr K-8 ELs (75% K-2) ~50% studies EL + SLI/ RD	10 (2003-2015)	Eng-medium regular ed - some L1 support

General Research-Based Guidelines for ALL Struggling Readers

- Offer sustained, intensive interventions
- Employ explicit, direct instruction
- Start early
- Provide intervention in small groups (3-5)
- Differentiate by learner need
- Actively engage learners
- Include systematic progress monitoring
- Modify and adapt as warranted

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BUT...

"Students from culturally and linguistically diverse backgrounds may respond differently to various instructional and intervention programs (Tharp, 1991). Therefore, **careful attention must be paid to whether research has supported the various interventions intended to be implemented for specific groups of students**" (Snyder, Witmer, & Schmitt, 2016, p. 1).

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Guideposts for Bilingual Intervention

#1: Language development
and
multicomponential focus on literacy

Guideposts for Practice Focus on Language Development (Hopewell & Escamilla, 2014)

- Given prevalent use of monolingual assessments to assess and identify bilingual children for an individual learning plan, many who are singled out as **struggling readers may simply be "emerging biliterate students" exhibiting a normal biliteracy acquisition trajectory** (Hopewell & Escamilla, 2014).
- Such children need **language development!**

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Guideposts for Practice Focus on Language Development

(Hall, Roberts, Cho, McCulley, Carroll, & Vaughn, 2016;
Klingner, Boelé, Linan-Thompson, Rodriguez, 2014)

Large intervention effect sizes linked to

- Explicit instruction in oral language *and* listening comprehension
- Read-aloud routine with explicit vocabulary instruction *and* scaffolded story retelling
- Word study *and* phonics strategies
- Vocabulary development *and* reading comprehension

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Guideposts for Practice **Multicomponential Focus on Literacy** (Snyder, Wimer, & Schmitt, 2016)

Large intervention effect sizes in studies that

- implemented intervention in more than one basic reading component (60%)
- or intervention in ALL (30%)
- EXCEPTION: vocabulary

"Overall, interventions that include multiple reading components seem to have the most evidence supporting their effectiveness for phonemic awareness, phonics, fluency, and comprehension outcomes" (p. 7).

Guideposts for Practice **Multicomponential Focus on Literacy** (Snyder, Wimer, & Schmitt, 2016)

- Early interventions can benefit by focusing on decoding *and* comprehension skills.
- Comprehension interventions for older ELs may be more effective when accompanied by other basic reading skills (PA, fluency, and vocabulary).

"We encourage practitioners to individualize comprehension interventions based on each student's unique needs, while also considering that comprehension skills may improve with multifaceted instruction" (p. 8).

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Guideposts for Bilingual Intervention

#2: Tailor intervention to learner and languages

Guideposts for Practice **Tailor Intervention to Learner**

Klingner, Boelé, Linan-Thompson, & Rodriguez (2014)
Thordardottir (2010)

Bilingual Learner Profile

- Onset of bilir
- L1/L2/L3 exp
- Majority vs.
- L1/L2/L3 pro
- Younger (pre
- Early total or
- Literacy supp
- Prior knowledge, interests, motivations?

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Guideposts for Practice Tailor Intervention to Languages

SPANISH

ENGLISH

bilinguistics.com

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Guideposts for Bilingual Intervention

#3: Bilingual pedagogy... bilingual intervention

Use Bilingual Intervention (Thordardottir, 2010)

<p>Use Stronger Language</p> <ul style="list-style-type: none"> ■ New, easier to assimilate info in familiar context ■ Free up working memory capacity, reduce overwhelm potential ■ SLP able to work at more complex language level which may in turn benefit child's level of language growth ■ Gains may be readily used and transferred in real life contexts ■ Dominance is complex and varies by degree and domain 	<p>Use Bilingual Intervention</p> <ul style="list-style-type: none"> ■ Promotes child bilingualism ■ Cummins' (1979, 1981) language interdependence hypothesis (stronger L1 <-> stronger L2) ■ Current therapy targets language needed for daily life and academic settings ■ Bilingual intervention allows for recourse to all child's resources ■ Parents as partners who need to use home language to support cultural and parent-child bond
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Use Bilingual Intervention Vaughn, et al. (2006)

Spn HL first graders, at risk for reading problems, who participated in a TBE program and received reading instruction and intervention in Spanish

- 69 sts in 20 classrooms, 7 schools, 3 districts in TX
- Randomly assigned to treatment or control groups
- 7 mos. Oct.-May intervention
 - 3-5 sts, daily, 50 min, bilingual certified teacher
 - explicit instruction in oral language, vocabulary development, and reading including letter-sound knowledge, phonemic awareness, speeded syllable reading, word recognition, fluency, and comprehension strategies

Use Bilingual Intervention

Vaughn, et al. (2006)

Results

- No differences between groups at pre-test
- Significant post-test differences in Spanish for treatment group included:
 - Letter-sound identification
 - Phonological awareness composite
 - Oral language composite
 - Word attack
 - Passage comprehension
 - 2 Measures of reading fluency

Use Bilingual Intervention

Vaughn, et al. (2006)

Discussion

"Not only did the treatment group students show greater growth in Spanish decoding abilities than comparison students over the course of the year, but they also showed increased growth in comprehension of written Spanish material and higher overall comprehension levels at the end of the intervention period" (p. 68).

Use Bilingual Intervention

- Children from minority home language backgrounds who have difficulties with language and literacy benefit from additional, intensive support for home language development
- Language of intervention should match with language of instruction for given content area
- Bilingual intervention promotes bilingualism and biliteracy development – program goals

Danke!
¡Gracias!
Merci!
Miigwech!
Pidamayaye!
Ua tsaug!
谢谢!
Thank you!