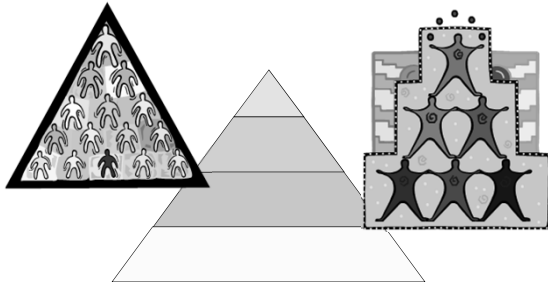
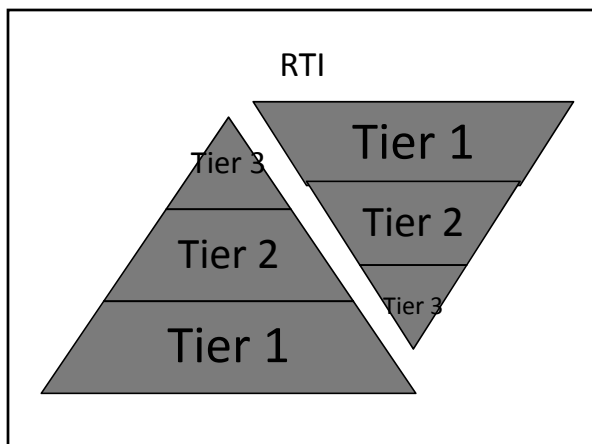


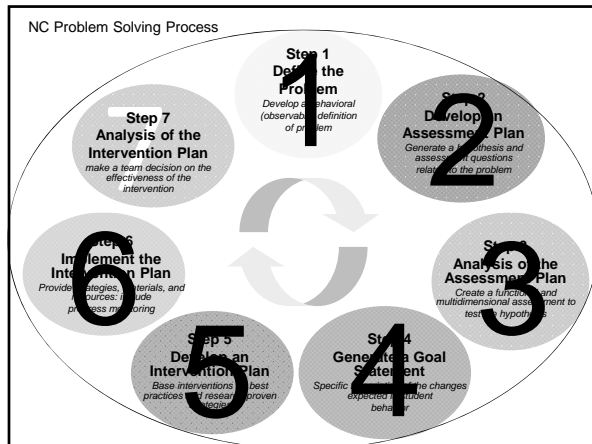
**RTI for Diverse Learners: Targeted
Instruction for ELLs**

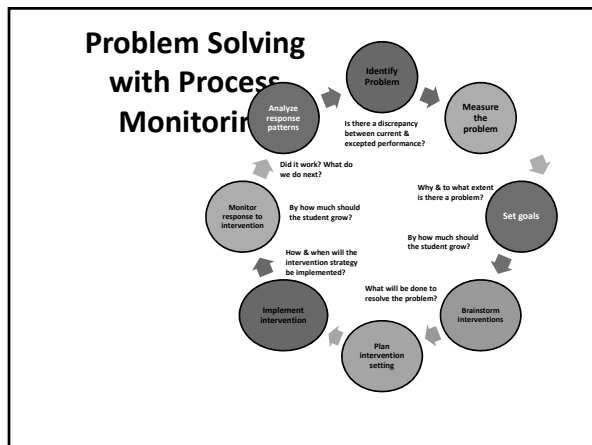
Dr. Catherine Collier
www.crosscultured.com
catherine@crosscultured.com

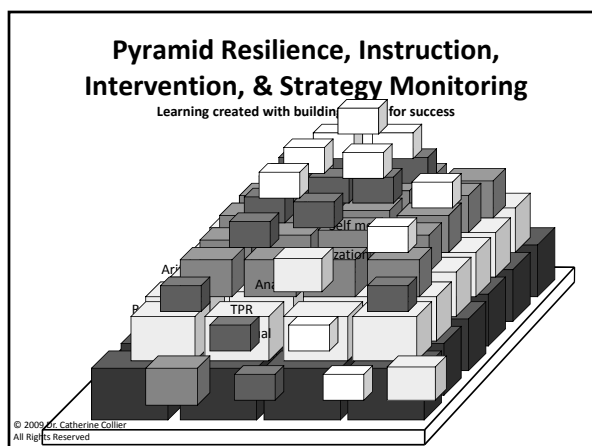
Lots of models of “RTI” & “RTII”











STRATEGIES

**A strategy is a
tool.**

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STRATEGIES

**A strategy can
be applied to
any learning
task.**

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STRATEGIES

**Choose the right
strategy for the
task.**

STRATEGIES

Strategies
stay with
you.

Struggles

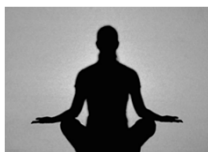


Strategies

- ☹ Low motivation
- ☹ Impulsive
- ☹ Disorganized thinking
- ☹ Poor social skills
- ☹ Low self esteem
- ☹ Confused locus of control
- ☹ Limited language skills

- 😊 Self monitoring
- 😊 Rehearsal strategies
- 😊 Sorting strategies
- 😊 Guided practice
- 😊 Self concept activities
- 😊 Active processing
- 😊 L1-L2 transfer strategies

Strategy Fitness!





Doran, George T. "There's a S.M.A.R.T. way to write management's goals and objectives." Management Review, Nov 1981, Volume 70 Issue 11.

16

My Pearl of Wisdom

•**P**repare/preview/predict

•**E**mbod

•**A**ttach

•**R**atchet

•**L**ook Back/review/reflect



My Pearl of Wisdom



Preview, Question, Imagine,
Predict, Anticipate, Brainstorm

Preparation Strategy: Survival Strategies

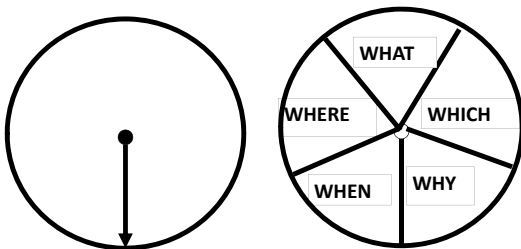


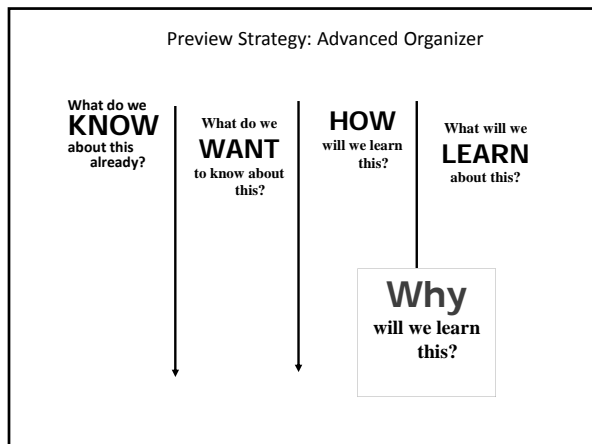
- Provide guided practice in school interactions
- Provide picture cues for rules & locations
- Establish "buddy" system for newcomers
- Have graphic signs in all languages

Preview Strategy: Advanced Organizer



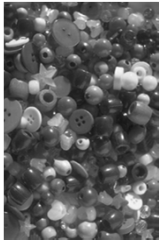

Question Generators







Preview & Preparation Strategies

- ▣ Show students pictures about or from the lesson
- ▣ Have them talk about what these are & what they think may happen
- ▣ Provide a “picture walk” or other sequenced preview of activity
- ▣ From the preview, generate questions or ideas or predictions
- ▣ Illustrate all of these in concrete form or manner

Preview Strategy: Provide consistent structure & process

1. Brainstorm: Things I could a) change, b) measure
2. Choose Variables: a) I will change __, b) I will measure __, c) I will keep these things the same __.
3. Ask a Question: a) When I change __, b) What happens to what I will measure?
4. Predict an Outcome: a) IF I change __, b) SO that __, c) THEN I predict this will happen to what I will measure __, d) BECAUSE __.

P Implementation Activity

- Select one of the strategies you will use at Tier 1.
- Discuss how you will implement & what adaptations you would need to make for your students/situation.
- Share with the group.



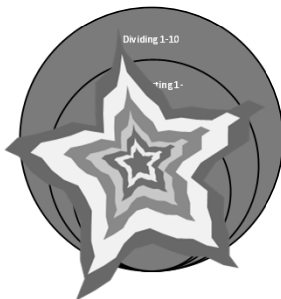
My Pearl of Wisdom



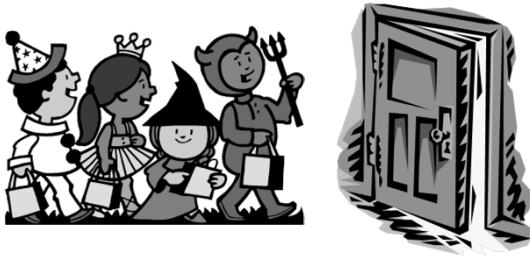
**Concrete, Guides, Cues, Realia,
Model, Context**

Embedding Strategy: Growth Spirals

As the child demonstrates the ability to do the action, or achieves the milestone, have her/him color in a segment. She/he can use different colors for different levels of accomplishment, but all represent growth. All are positive affirmations of the child's emerging control over their own behavior and the learning process.



Embedding Strategy: Action



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Embedding Strategy: Color Cues

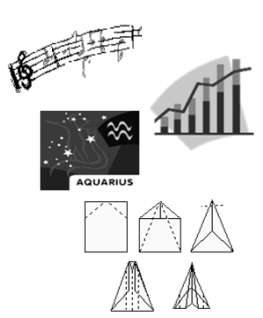
Subject Clause		Verb Clause		Object Clause		
Subject Pronoun	Adverb	Verb	Article	Noun	Preposition	Object Pronoun
You	quickly	give	a	cat	to	her.
We	hastily	put	the	fish	in	it.
They	badly	hit	the	ball	over	you.
I	meanly	throw	an	egg	on	him.
You	quietly	eat	an	apple	behind	her.
We	happily	sing	a	song	about	us.
They	grumpily	wash	the	floor	under	me.
I	vastly	underestimated	the	cost	to	them.

Embedding Strategy: Digital Storytelling

- Student tells story following graphic organizer.
- Record and load onto computer.
- Student illustrates online with pictures.
- Labels pictures.



Embedding Strategy: Patterns



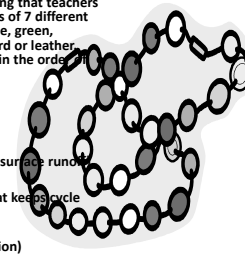
- Minimal pairs
- Rhymes
- Songs
- Rhythms
- Puzzles
- Sequenced puzzles

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Embedding Strategy: Patterns

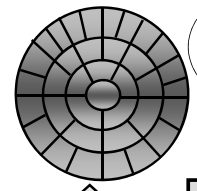
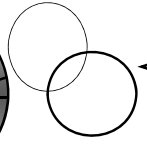
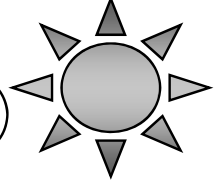
Here is an example of context embedding that teachers will find useful. You will need beads of 7 different colors (white, light blue, brown, blue, green, yellow, and clear) and lengths of cord or leather. Have the students string the beads in the order of the water cycle:

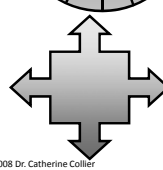
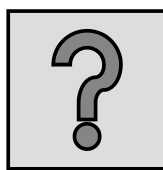
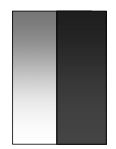
- White bead—cloud (condensation)
- Light blue bead—rain (precipitation)
- Brown bead—ground (accumulation)
- Blue bead—water in lake, river, ocean (surface runoff)
- Green bead—plants (transpiration)
- Yellow bead—sun (source of energy that keeps cycle moving)
- Clear bead—water vapor (evaporation)
- White bead—back to cloud (condensation)



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Embedding Strategy: Graphic Organizers

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Embedding Strategy: Active Processing

- What is my/our task?
- What do I/we need to do to complete my task?
- How will I/we know my task is done correctly?
- How will I/we monitor the implementation?
- How do I/we know the task is completed?



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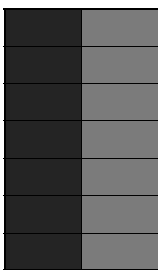
Embedding Strategy: Consistent Sequence



- Establish consistent schedule to learning day
- Establish consistent schedule for assignment completion
- Facilitate student discussion about lessons' sequence
- Provide graphic or auditory reminders of sequence & timing

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Example of a Graphic Organizer



Element:	Example:
1. Introduction	1. Lots of people...
2. Main idea	2. Pets can be...
3. Supporting comments	3. Barking at night, chasing...
4. Examples	4. My dog...
5. Conclusion	5. So, now you...

Embedding Strategy: Provide consistent sequence

5. Set up experiment: a) Here's what I will change_, and b) I will compare my test setup to _.
6. Table of results: what I changed/what I measured
7. Look for patterns & graph results: x axis what I measured, y axis what I changed
8. Answer the question: a) when I changed_, b) This is what happened to what I measured_, c) Here's what the graph/data tells us _.



E Implementation Activity

- Select one of the strategies you will use at Tier 1 or 2.
- Discuss how you will implement & what adaptations you would need to make for your students/situation.
- Share with the group.



My Pearl of Wisdom



**Connect, Analogies, Similarities,
Compare, Contrast**

Attachment Strategy: Culture Tool Kits

- Realia from specific culture
- Recipes from specific culture
- Pictures of people from culture
- Language examples
- Stories
- Projects: art, buildings, drama, music, etc.



Attachment Strategy: Patterns



- Compare & contrast L1 & L2 words
- Familiar Rhymes
- Familiar Songs
- Learning Games based on familiar patterns
- Puzzles based on prior knowledge

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Self Esteem Strategy: Timelines



- What are key events in my life over the past x years/months/days?
- What are major events that were happening elsewhere in the world at the same time?
- Find someone with two similar happenings.
- Discuss the similarities and differences in your lives over the last ten years.

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Attachment Strategy: Heritage Strengthening




- ❖ Learn students' dialects
- ❖ Strengthen language foundation
- ❖ Reinforce knowledge & culture transfer
- ❖ Facilitate analogies
- ❖ Compare & contrast
- ❖ Make connections
- ❖ Facilitate family & home interaction activities
- ❖ Provide Self concept activities

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Attachment Strategy: Organization

1. Sort elements into groups.
2. Name the elements in each group.
3. Give a name to the group.
4. How many groups do we have?
5. How might we change these groupings?




Life is difficult for the organizationally impaired.

Attachment Strategy: Familiar Objects

Voltage experiments with fruits or vegetables

Chemical comparison of native plants & drugstore items

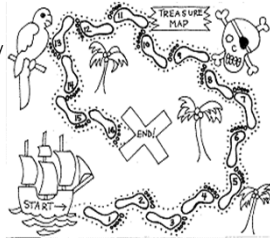
Comparing different ways of measuring or counting



Attachment Strategy: Familiar Stories

Pirate Math

- Students learn to "find X," just like pirates do on a treasure map
- Students learn to identify word problems by type.
- Students learn to represent the problem structure with an algebraic equation and then to solve the equations.
- Students also learn how to transfer problem-solving skills to problems with irrelevant information and to problems where relevant information is found in graphs, charts, or figures.



Attachment Strategy: Analogy

- ❖ What do I know about things like this?
- ❖ How is what I know similar to this new thing?
- ❖ How is this new thing different from what I know?
- ❖ Can I substitute what I know for this new thing?
- ❖ How can I elaborate on this?



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A Implementation Activity

- Select one of the strategies you will use at Tier 2 or 3.
- Discuss how you will implement & what adaptations you would need to make for your students/situation.
- Share with the group.



My Pearl of Wisdom


Ratchet

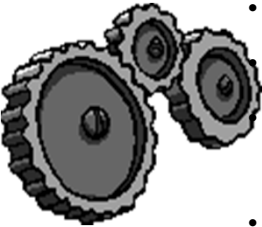
**Expand, Transfer, Generalize,
Enrich, Apply**

Ratcheting

❖ Ratcheting is like gears locking and holding, locking and holding, as learning is progressing. Small pieces of information load and latch in bit by bit, making the concept stronger, reinforcing itself.

❖ A ratchet allows you to apply increasing torque to a tough nut, maintain forward momentum without slipping back. Extra power without draining effort and effect.

Ratchet Strategies



- Provide guided practice in making generalizations
- Facilitate expansions and extensions
- Provide opportunities for varied application
- Facilitate creative application/connection of embedding and attachment activities
- Create range of activities to experience transfer & transition

Ratchet Strategy: Coping

1. What is the problem?
2. What are my action steps?
3. Where can I go for help?
4. How will I deal with setbacks?
5. What will my outcome be?



Rather than shrink from her husband's crude remarks, Angela makes a positive coping gesture.

Krypto

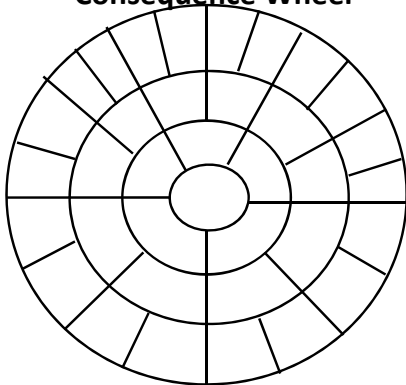
4 8 2 5 6

3 4 9 10 1

0 2 10 5 7

3

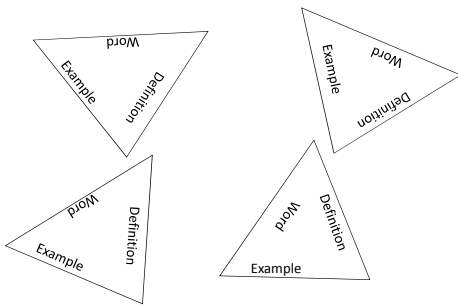
Consequence Wheel



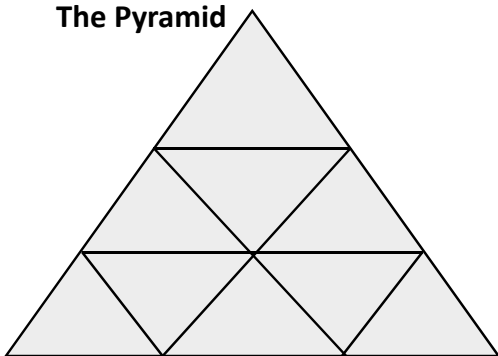
The Pyramid Vocabulary Activity

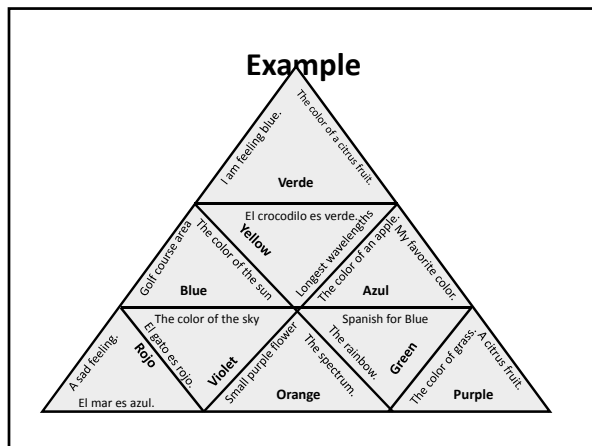
1. Make 100 vocabulary triangles with mixed up words, definitions & examples on each tile.
2. Make 4 or more Pyramids with places for 9 vocabulary triangles.
3. Divide students into groups & give each group a Pyramid & 20 or more triangles.
4. Students work together to fill in their Pyramid.

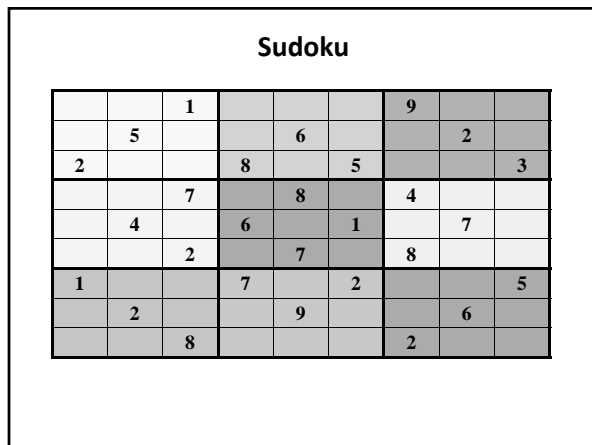
The Tiles

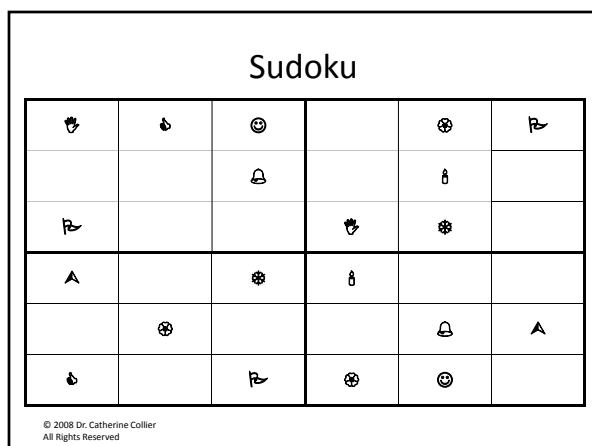


The Pyramid









Gold Mining

THEN MICKEY IN DOUGH WAS JUST ON HIS WAY!



- What do we know about this picture?
- What are the overt elements of this picture?
- What are the 'hidden' elements of this picture?
- How can we find out about these?
- How can we generalize what we have learned?

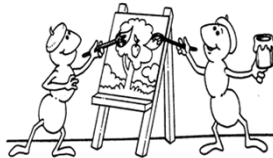
Embedding Strategy: Provide consistent sequence

5. Set up experiment: a) Here's what I will change_, and b) I will compare my test setup to _.
6. Table of results: what I changed/what I measured
7. Look for patterns & graph results: x axis what I measured, y axis what I changed
8. Answer the question: a) when I changed_, b) This is what happened to what I measured_, c) Here's what the graph/data tells us _.




R Implementation Activity

- Select one of the strategies you will use at Tier 2 or 3.
- Discuss how you will implement & what adaptations you would need to make for your students/situation.
- Share with the group.



My Pearl of Wisdom




L

ook back

Review, Reflect, React, Summarize,
Evaluate

Look Back Strategies




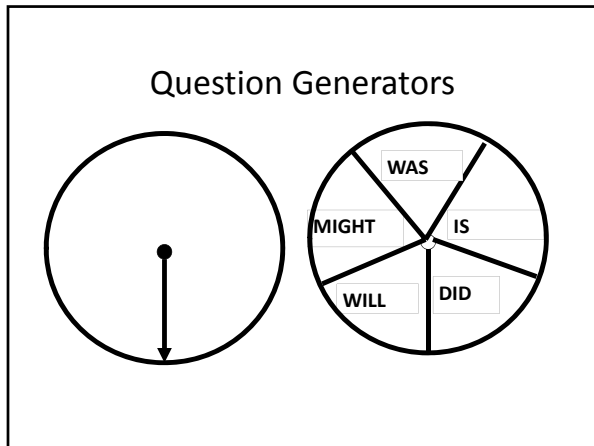
- ❖ Review cognitive academic language
- ❖ Facilitate application and reflection
- ❖ Review content and implications
- ❖ Reflect on process of learning
- ❖ Reflect on teaching

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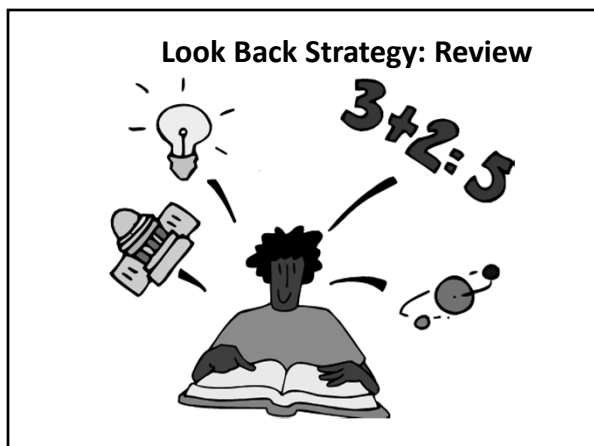
Look Back Strategy: KWL+

What did we KNOW about this already?	What did we WANT to know about this?	What did we LEARN about this?	HOW did we learn this? WHY did we learn this?
↓	↓	↓	









Look Back Strategy: Graphing Results

Manipulated Variable	Responding Variable

Responding Variable

Manipulated Variable

Feedback Strategy: Affirmations

You haven't missed a thing.	Sensational	I really appreciate _____ (be specific)
That's a very good observation.	Thank you.	Where did you get so much info on that topic?
That's the way to do it!	Super!	I'm proud of the way you worked today.
That's coming along really well.	Great!	That's an interesting way of looking at it.
I appreciate your insight.	Exactly.	That really shows effort on your part.
Now you have it.	Marvelous!	Thanks, gang! Let's share what we have.
Thank you for your contribution.	Wow!	I appreciate the way you're working.
Can you expand on that idea for me?	Beautiful.	I'm very proud of the way you participated.
Thanks for the effort.	Nice.	Thank you for _____ (be specific)
That's quite an improvement.	Better.	Thank you for raising your hand. What is it?
I can really tell you're thinking.	Creative.	That is an interesting point of view.

Look Back Strategy: Contrast

Elizabeth	Dragon	Ronald


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Look Back Strategy: Comprehension

Somebody	Wanted	But	So	Then
•Princess Elizabeth				
•Prince Ronald				
•The Dragon				


Look Back Strategy: Hot Seat

- Elizabeth
- Ronald
- Dragon



Look Back Strategy:

Key Learning Activity



L Implementation Activity

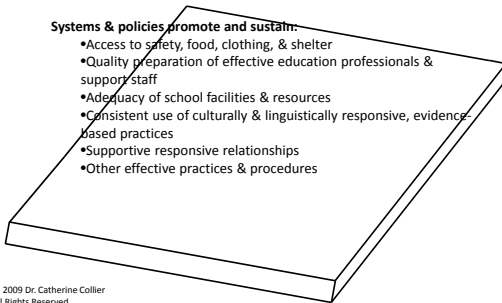
- Select one of the strategies you will use at Tier 1, 2 or 3.
- Discuss how you will implement & what adaptations you would need to make for your students/situation.
- Share with the group.



Building the Foundation of the Pyramid

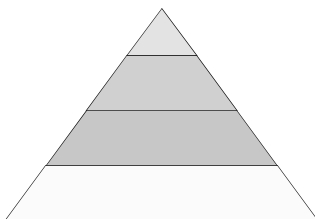
Systems & policies promote and sustain:

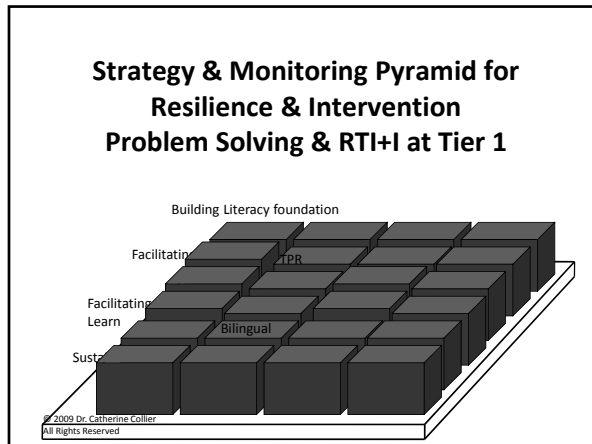
- Access to safety, food, clothing, & shelter
- Quality preparation of effective education professionals & support staff
- Adequacy of school facilities & resources
- Consistent use of culturally & linguistically responsive, evidence-based practices
- Supportive responsive relationships
- Other effective practices & procedures

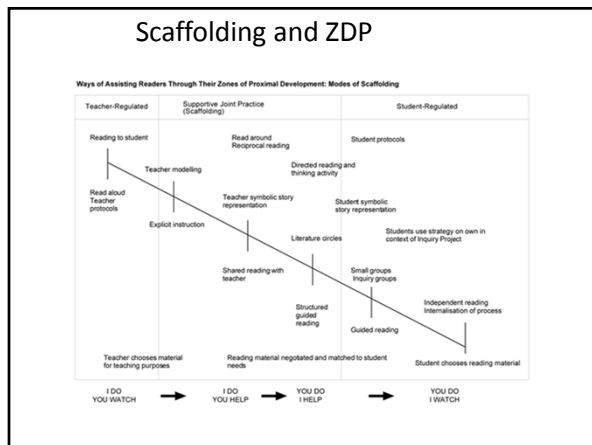


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Draw a Pyramid for Tiers of Intervention

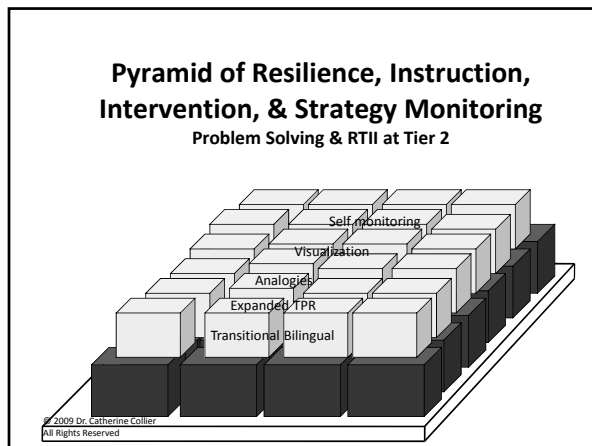







Monitoring Activity

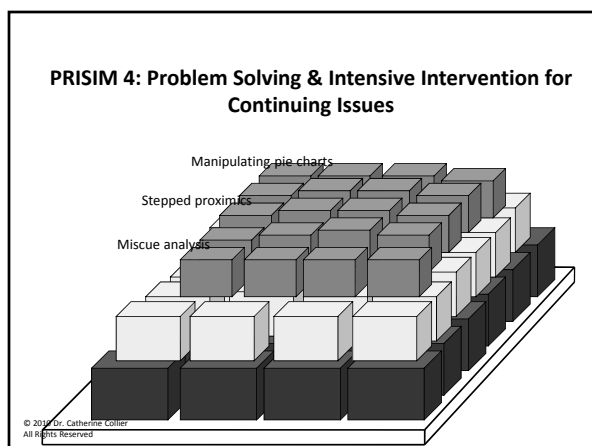
- Select one of the strategies you will use at Tier 1.
- Discuss how you will implement & monitor student response to the strategy
- Write on your pyramid.



Monitoring Activity

- Select one of the strategies you will use at Tier 2.
- Discuss how you will implement & monitor student response to the strategy.
- Write on your pyramid.



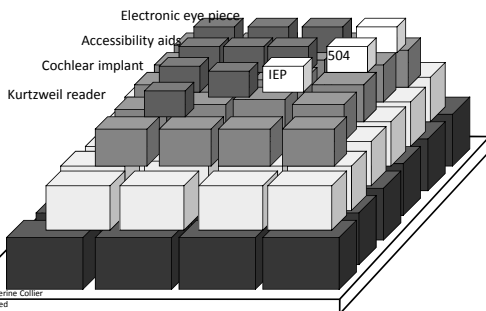


Monitoring Activity

- Select one of the strategies you will use at Tier 3.
- Discuss how you will implement & monitor student response to the strategy.
- Write on your pyramid.



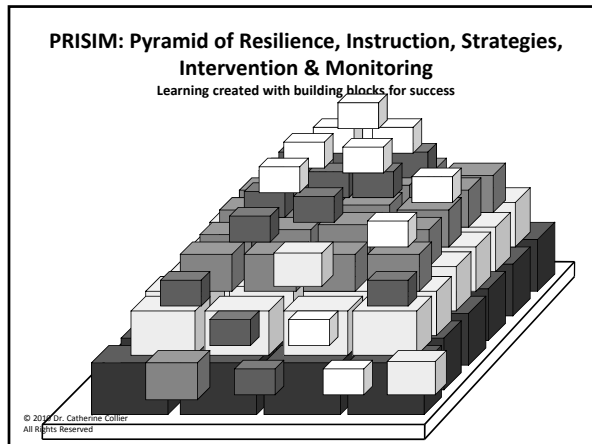
RTII/RTI Plus Full & Individualized Evaluation



Monitoring Activity

- Select one of the strategies you will use at Tier 4 or Spec. Ed.
- Discuss how you will implement & monitor student response to the strategy.
- Write on your pyramid.





Instructional Strategies		Learner Behaviors	
Content	Adapt content to instructional strategy.	Adapt content to improve learner behaviors.	Content
	Adapt content to instructional setting.	Adapt strategy to improve learner behaviors.	
Setting	Adapt setting to instructional content.	Facilitate learner adaptation to content.	Setting
	Adapt strategies to instructional setting.	Facilitate learner adaptation within instructional setting.	
Instructional Strategies		Learner Behaviors	

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