

Some Facts about Response to Intervention with Culturally and Linguistically Diverse Students

Regarding the appropriateness of RTI with ELLs

- ⦿ Curriculum-Based-Measures of reading (CBM-R) in English are as valid for Spanish speaking ELLs as for English-only students.
- ⦿ CBM-R are sensitive to the reading progress of bilingual students.
- ⦿ *Effective* intervention with ELLs must include:
 - Components for remediation of English-as-a-First-Language (EFL) struggling-learners.
 - Components related to language development of ELL students.
 - Effective English-as-a-Second Language (ESL) instructional practices.
- ⦿ Principles of systematic and explicit phonologically based intervention are effective irrespective of primary language.
- ⦿ Using a preventive RTI model with ELLs can improve early literacy skills. Many ELLs would profit from additional intervention.

Appropriate Instructional Strategies for ELLs

- ⦿ ELLs benefit from explicit instruction that promotes the development of English skills.
- ⦿ ELLs respond to features of effective instruction.
- ⦿ ELLs benefit from instruction including essential components of reading (phonological awareness, phonics, fluency building, vocabulary and comprehension).

Regarding Language and Academic Achievement

- ⦿ ELLs seem to need more time acquiring basic foundational skills, and they may require more time to practice skills.
- ⦿ Rates of reading growth in English of Spanish speaking ELLs in bilingual programs are significantly slower compared to their general curriculum peers.
- ⦿ ELLs in bilingual programs show substantial improvement in their reading level by the fifth grade.

Diagnostics

- Oral English language proficiency (ELP) may not be a reliable predictor of reading difficulties, at least in the early grades.
- Assessment of reading disorder in ELLs should include same phonological processing, syntactic awareness, and working memory measures used with EFL students.
- A language *impairment* is a significant predictor of reading outcomes irrespective of primary language status.

Worrisome Facts

- Schools continue to struggle to distinguish between second language acquisition and a language-based learning disability.
- Many schools delay referring ELLs for Special Education (and interventions?) to allow them ample time to learn English.

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