

Instructional Strategies for English Language Learners with Special Needs

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VIDEO:

The Opportunity of Adversity

Aimee Mullins



www.TedMed.com

*"If a child can't learn the way
we teach, maybe we should
teach the way they learn."*

Ignacio Estrada

Inspiring you to inspire them... www.tes.co.uk

Big Ideas

1. Understanding how all students learn
2. What specific areas do ELLs who are struggling academically need to develop.
3. Why the development of prior knowledge and vocabulary is key to making the curriculum accessible to ELLs with special needs.
4. Which instructional strategies can be useful to address the individual difficulties of ELLs with special needs due to sensory and/or cognitive impairments.

An iceberg floating in the ocean. The tip of the iceberg is visible above the water line, while the much larger, submerged portion is visible below. The sky is blue with some light clouds.

**What do we need to
know about ELLs with
Special Needs?**

THE FOUNDATIONAL PRINCIPLES OF SERVING ELLS

REMEMBER ...

A student shall not be determined eligible for special education if the determinant factor is:

- lack of appropriate instruction ...

or

- limited English proficiency

(Part 200 -- Regulations of the Commissioner of Education)

All students are general education students, some of whom receive special services!





Meet Soteri

- Age 12 years old
- Grade 6
- Simultaneous language learner, both English and Spanish are spoken in the home
- Born in New York City, Parents were born here as well. Grandparents were born in Puerto Rico
- Primarily speaks English and is in the transitioning stage of English language proficiency
- Parents speak both English and Spanish
- Grandparents, who take care of Soteri after school every day, speak only Spanish.
- Classification: Learning Disability



To LEARN students
have to develop their
**cognitive
structures—**
psychological systems
for **organizing** and
processing
information.

Cognitive structures can be classified into three (3) independent categories:

- 1. Comparative Thinking** (the foundation for developing all three)
- 2. Symbolic Representation**
- 3. Logical Reasoning**

Comparative Thinking Structures

- **Foundational** to learning. Prerequisite to more complex cognitive structures
- They **process** information by **identifying** how small chunks of data are **alike** and **different**
- Include:
 - **Recognition**
 - **Memorization ****
 - **Conservation of constancies**
 - **Temporal orientation**
 - **Metaphorical thinking**



To develop **comparative thinking structures** students **MUST** become reflectively aware of **sensory input** and **mentally visualize** information for processing.

Symbolic Representation:

verbal & nonverbal language,
mathematics, music and rhythms,
movements, dance, and gestures;
interpersonal interactions; graphics;
drama, multimedia

Logical Reasoning:

use of abstract reasoning to process
and generate information



Cognitive Structures cannot be taught, but teachers and parents can help students develop them, as students must teach themselves to learn.

How can students develop their own cognitive structures in order to learn?



Abstracting
general
principles &
applying to new
and different
situations

Making
connections

to

Prior
knowledge
&
experiences

Identifying
predictable
rules

Finding
patterns



Learning

How can ELLs with Special Needs develop their cognitive structures?





1

- Making connections with **PRIOR KNOWLEDGE** and experiences



2

- Finding **PATTERNS**



3

- Identifying **PREDICTABLE RULES**



4

- Abstracting general principles and **APPLYING** to **NEW** and **DIFFERENT** situations

General Knowledge and Skill Domains

**Listening,
Speaking,
Reading, Writing**

**Strategy
Knowledge
and Use**

**Language
Coding**

Vocabulary

**Organization
Study Skills**

**Working
Memory**

Attention

General Knowledge and Skill Domains

**Language
Coding**

**Strategy
Knowledge
and Use**

Vocabulary

**Working
Memory**

How Might a Disability Affect Language Acquisition?

**Sensory Deficits
(auditory & visual)**

Cognitively Challenged

**Speech & Language
Difficulties**

**Behavioral
Disorders**

**Neurological or
Motor Disorders**

- Affects ability to obtain undistorted input for acquisition.
- Challenged ability to construct & retain essential connections between conceptual & linguistic representation.
- Difficulties processing or constructing meaning through language.
- Difficulty engaging in learning activities & isolation could impede development in L2.
- May lack necessary control to coordinate production of target language.

How can we assist ELLs with Special Needs to:



- Make Connections
- Find Patterns
- Identify Rules
- Abstract Principles
to new & different
situations

Instructional Strategy

#1



Making Connections

Activate
Prior
Knowledge





Why Activate Prior Knowledge?

- . Schema theory: the mental frameworks that organize our knowledge and assumptions is used for interpreting and processing new information and influences attention.
- . Constructivist theory: we construct knowledge when we connect new information to prior knowledge, concepts and experiences.
- . Our role is to facilitate students making those connections.

Activate Prior Knowledge

What is your SCHEMA?

- The questions that p_____ face as they raise ch_____ from in_____ to adult life are not easy to an_____. Both fa_____ and m_____ can become concerned when health problems such as co_____ arise any time after the e_____ stage to later life. Experts recommend that young ch_____ should have plenty of s_____ and nutritious food for healthy growth. B_____ and g_____ should not share the same b_____ or even sleep in the same r_____. They may be afraid of the d_____.



What is your schema?

The questions that poultry farmers face as they raise chickens from incubation to adult life are not easy to answer. Both farmer and merchants can become concerned when health problems such as coccidiosis arise any time after the egg stage to later life. Experts recommend that young chicks should have plenty of sunshine and nutritious food for healthy growth. Banties and geese should not share the same barnyard or even sleep in the same roost. They may be afraid of the dark.

- What do you know about raising chickens?
- What strategies would you use to Activate Prior Knowledge?

Image Gallery

5 Senses Chart

KWL Chart

Alphabet Brainstorm

Word Web



HOW to Activate Prior Knowledge

- Image or Alphabet Brainstorm
- Five Senses Chart (it looks like, sounds like, feels like...)
- Graphic Organizers (concept maps, KWL)
- Anticipation Guide (before and after the lesson)
 - Agree/Disagree, True/False, Fact/Fiction, Reality/Myth
- Videos and Pictures
- Cloze Activities
- Show and Tell (realia)
 - Use the language of the discipline
 - Identify the “Big Picture”
 - Explore essential attributes
 - Use the **native language!!!**



Always Remember to...

Build Background Knowledge

Go deeper!



- Background Knowledge is stored in memory as an “I” event, one in which the student was directly, personally involved in. **Create an EXPERIENCE!**
- Students need a minimum of four exposures to new content no more than 2 days apart, that elaborate on ideas.
- Connect content to real life. Relevance makes it stick.
- Look for Cultural Assumptions: idioms, metaphors, history

Instructional Strategy

#2



Universal Design for Learning

Prior Knowledge

Finding Patterns and Relationships

Identifying Rules

Abstracting Principles



Universal Design for Learning

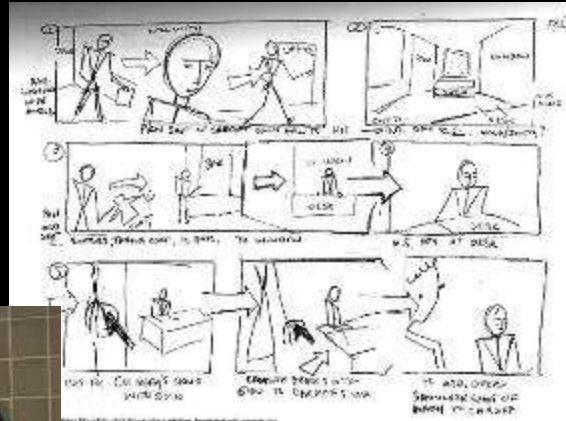
Instruction can be customized and adjusted to meet individual student needs by creating options for:

- (1) how instruction is presented,**
- (2) how students express their ideas,
and**
- (3) how teachers can engage students
in their learning.**

In this manner, we can support our students to succeed in the CCLS.

II. Options in Action/ Expression

Cooperative group work, oral presentations, writing assignments, graphic organizers, student documentaries, story boards, etc.



III. Options in Engagement

- Activate prior knowledge, use multi-cultural perspective, provide choices, assist in goal setting, etc.



Activity: Turn and Talk

With a partner,
choose 2 examples
within each guideline
that will support Soteri.
What is your rationale
for choosing each example?
Explain how you will implement?



Instructional Strategy

#3



Build Bigger Vocabularies



It is now well accepted that the chief cause of the achievement gap between socioeconomic groups is a language gap.

~Hirsch, 2003

**The 30-Million Word Gap
Hart & Risley**

Children from advantaged homes knew about 5 times more words than children from the lowest income homes.



Do I have to eat these?



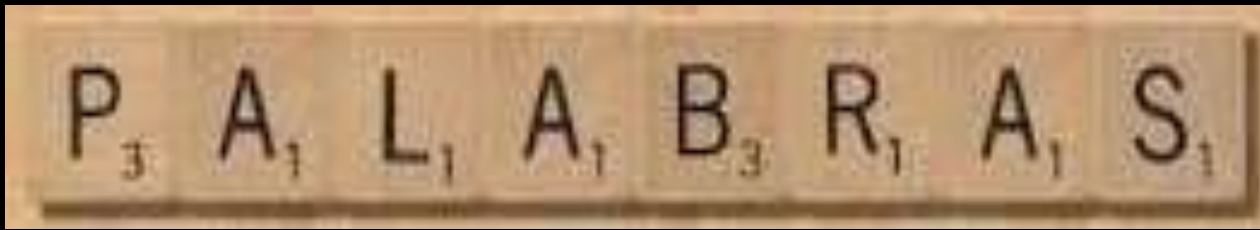
Yes, because vegetables have vitamins that will help you grow and become stronger.

Yeah.

Why is Vocabulary So Important?



- Single, best predictor of school success.
- The correlation between vocabulary scores and reading comprehension scores is consistently high across many studies.
- Vocabulary is closely associated with intelligence and knowledge.
- A rich knowledge of words results in more elaborated understanding of concepts.



How vocabulary relates to ELLs

- The average native English speaker enters kindergarten knowing at least 5,000 words.
- The average ELL may know 5,000 words in his or her native language, but very few words in English.
- While native speakers continue to learn new words, ELLs face the double challenge of building that foundation and then closing the gap.
- ELLs are not going likely to learn academic English from their parents nor their peers. They are going to learn it from you. **You will be their model for rich academic language.**

Some ELLs may not know...

- Some basic words (shown, table, afterwards)
- Multiple meanings of common words (state, argue, power)
- Connectors (so that, thereby, however)
- Some times do not recognize cognates (habitat, function)
- Have trouble with multisyllabic words (inconsistently)
- Specific or sufficient words to describe a process or content - they use the same simple words over and over.

How does vocabulary relate to SWDs ?

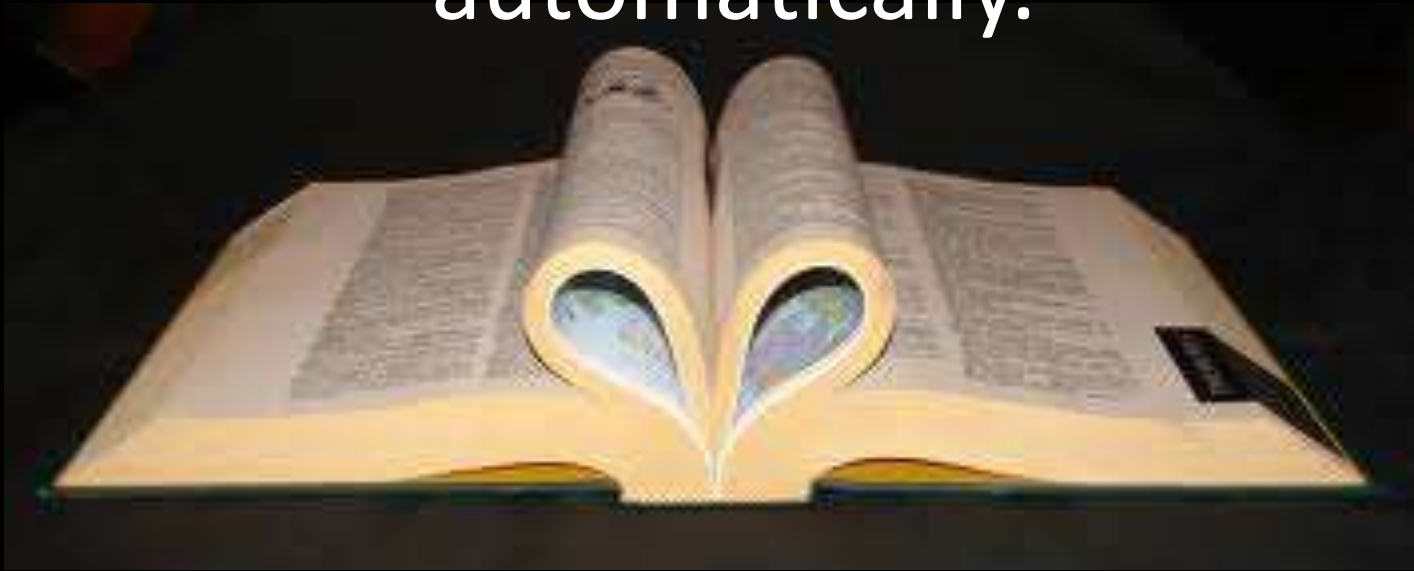


The Catch 22:

- The development of proficient reading skills is documented as the most effective independent word learning strategy.
- Students who read more have better vocabularies.
- Students who struggle with reading, as many students with disabilities do, don't read as much as their peers.
- Students with LD lack strategies to learn words from context and have weak word knowledge.

A Vocabulary Riddle

To comprehend what we read, at least 95% of the words must be recognized automatically.



How is this possible given the number of words in English?

Why not teach all the unknown words in a text?

- The text may have a great many words that are unknown to students – too many for direct instruction.
- Direct vocabulary instruction can take a lot of class time – time that teachers might better spend having students read.
- Students may be able to understand a text without knowing the meaning of every word in the text.
- Students need opportunities to use word-learning strategies to independently learn the meanings of unknown words.

(Armbruster, Lehr, & Osborn, 2001)

National Reading Panel on the Role of Vocabulary Instruction

1. Make time for
both incidental and
explicit instruction.



Incidental vs Intentional

Incidental Vocabulary Learning:

- Rich Oral Language Experiences
- Wide Reading
 - Teacher Read-Alouds
 - Independent Reading

Intentional Vocabulary Teaching:

- Specific Word Instruction
 - Explicit, direct Instruction of words in text

Word Learning Strategies:

- Morpheme Analysis
- Contextual Analysis
- Cognate Awareness
- Dictionary Use

ACCOUNTABLE TALK



**Classroom posters to help
facilitate talk.**

GOAL:

Students independently engage in accountable talk to challenge thinking, push for evidence and/or refine arguments that support their ideas and learning.

Students:

- Stay on topic.
- Use accurate and appropriate information relevant to the topic.
- Think deeply about what the partner has to say.

ACTIVITY: POSTER TALK

*See Hickman and Dray

What do you know about accountable talk?

How might you implement Accountable Talk with your students?

What else needs to be implemented for Accountable Talk?

What are the benefits of Accountable Talk?

National Reading Panel on the Role of Vocabulary Instruction

Active engagement in activities of listening, speaking, reading and writing, allows students to develop a deep understanding of word meanings, connections to other words and to their own experiences.



It's Always About Vocabulary

Comprehension depends on knowing
at least 93% of the words in a text.

Key vocabulary is emphasized.

New vocabulary is presented in context.

The number of vocabulary items is limited.



*An ELL needs explicit instruction and at least 12 **meaningful and authentic** production opportunities to own a word. (M. Calderon)*

***Margarita Calderon's
Vocabulary Instruction
for English Language
Learners***

Margarita Calderon's 7 Steps to Vocabulary Instruction

- Introduce the word. Ask students to repeat the word 3 times
- Read and show the word in a sentence (context) from the text
- Teacher gives the dictionary or glossary definition(s)
- Present a student-friendly explanation/definition of the word with examples students can relate to
- Highlight an aspect of the word that might create difficulty
- Engage the students in an activity to orally use or own the word and concept
- Teacher assigns peer reading with oral and written summarization activities and explains how the new words need to be used or how students will be accountable for these words

Vocabulary Instruction

- 1- Watch the video
- 2- Take notes of the steps the teacher utilizes in her explicit vocabulary instruction. Provide examples.
- 3- Share out.

<https://www.youtube.com/watch?v=G7y0yd8H4tM>

Pre-teach Vocabulary

To ensure mastery of complex words and concepts that students will encounter in an upcoming text, pre-teach key words.

- Pre-select words from an upcoming text, conversation or activity
- Explain the meaning with student-friendly definitions.
- Provide examples of how it is used.
- Ask students to repeat the word multiple times (choral).
- Plan activities involving listening, speaking, reading and writing.
 1. Role playing or pantomiming and use gestures
 2. Show real objects
 3. Find a variety of pictures or drawings or short videos
 4. Use the Spanish equivalent

English users follow set rules for coining new words, thus adding greatly to the number of potential words in the language.

**The postman likes our street
because it is dogless.**

Word Families & Morpheme Analysis

ELLs need a lot of support on word families (the possible forms of a word)

In response to a reading on discrimination, one student writes,

“I am absolutely oppose. My boss discriminations me all the time at Macy’s. She salaries me lower than other people and prejudices at me sometimes.”

Kate Kinsella example

MORPHEME MATCH-UPS

Cut out the morphemes below and create as many words as you can. Use the MORPHEME MATCH-UPS GUIDE to help you determine the meanings of these words.

phone	tele	vision
scope	micro	graph
auto	sub	mobile
way	scribe	re

Paul Nation and Robert Waring:

Use frequency lists. With a vocabulary of 2000 high-frequency words, a learner knows 80% of words in a text. *

Nation divides vocabulary into three classifications:

- (1) high frequency words
- (2) general academic words
- (3) technical or specialized words



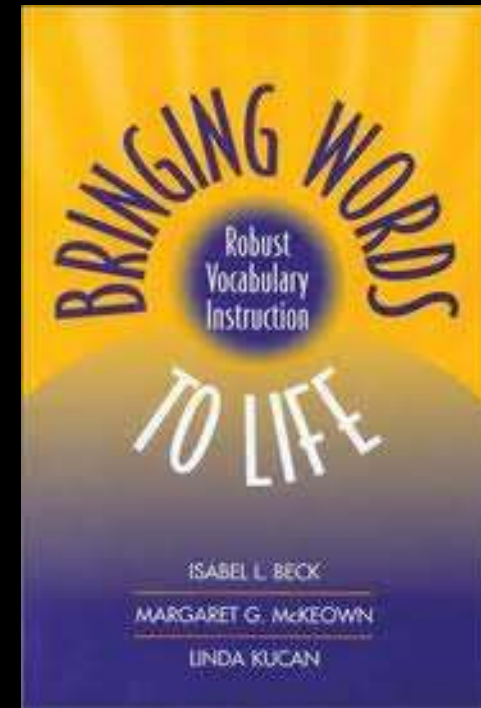
* However, 95% of words must be known to infer meaning: (Liu & Nation 1985)

Isabel Beck

Both usefulness and frequency
should be considered for all
students.

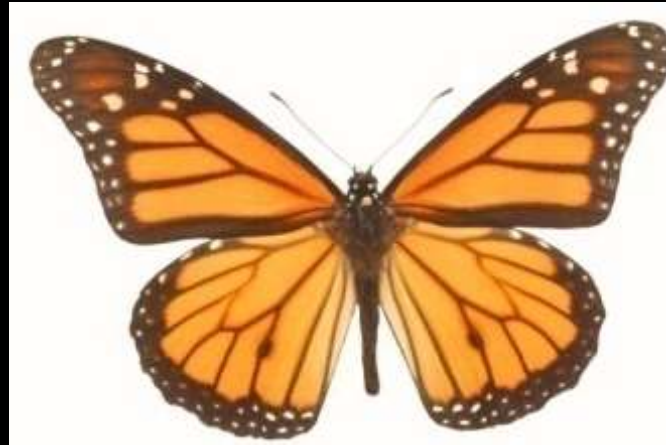
Three tiers of vocabulary:

- **Tier 1** - Basic words that label common objects or concepts
- **Tier 2** - Information words that are critical to comprehension, words with multiple meanings
- **Tier 3** - Technical or subject-specific words that label content



Selecting Key Vocabulary

You are about to teach a unit on the life cycle of the butterfly.



What words would you teach during this unit?

Selecting Key Vocabulary

Science Unit: Life cycle of the butterfly.

How would you select the words to teach during this unit?

metamorphosis

record

egg

cycle

larva

caterpillar

observe

pupa

document

first, next,

finally

chrysalis

butterfly

wings

circle

change

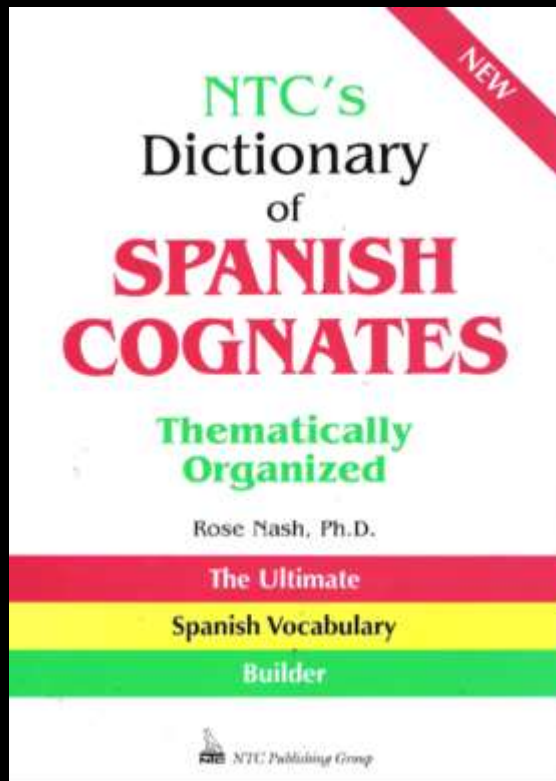
adult



What are the Tier 1, 2 & 3 words?

Science Unit Key Vocabulary

Content / Concept	Life Cycles of the Butterfly
Tier 3 words (content)	Metamorphosis, egg, larva, caterpillar, pupa, chrysalis, adult
Tier 2 words (process and function words)	Cycle, observe, record, document, first, second, next, then, finally
Tier 1 words (common words)	Butterfly, wings, change, circle
Words that teach English Structure	Cycle (bicycle, recycle)



Cognate Awareness

- Examples: family and “familia,” director and “director,” and conversation and “conversación.”
- **Note that about 40% of all English words have similar cognates in Spanish!** This is an obvious bridge to the English language – if the student is made aware of how to use this resource.
- False cognates do exist (mano in Spanish means hand, not man), but they are the exception to the rule.
- Encourage ELLs to guess at words and try to decipher text based on this existing knowledge. The more familiarity a teacher has with Spanish, the easier it is to point out these connections.

** Colorin Colorado 2007*

Jim Cummins



complicated: complicado
family: familia
director: director

In linguistics, cognates are words that have a common etymology, or origin. It is derived from the Latin word *cognatus* (meaning blood relative).

About 40% of English words have a Spanish cognate.

Haitian Creole (kréyol ayisyen) is a french creole, mixed of english, spanish and african languages.

Jim Cummins



complicated : complicado
family : familia
director : director

<http://www.livinglanguage.com/blog/2015/11/16/closer-than-you-think-cognates-in-arabic-english-and-spanish/>

CAUTION: False cognates do exist but they are the exception to the rule. (Ex: mano in Spanish means hand, not man)



Enjoy your Lunch!

We will resume promptly in 1 hour.



Case Study: Soteri

Ms. Grove's ELA Class and Soteri



1- Take 1 minute to look over the *UDL Checklist* provide.

2- While watching the video clip, identify elements of UDL utilized by the teacher.

<https://www.teachingchannel.org/videos/analyzing-complex-texts-ells-ousd>

Ms. Grove's ELA Class and Soteri



1- At your tables, discuss how you can support Soteri in the classroom you watched in the video.

2- What instructional strategies can the teacher add to her lesson to make learning accessible for Soteri? (Use Bilingual CC Grade 6 Progressions, NYSESLAT Targets of Measurement and 6th Grade Performance Level Description for Listening and Speaking). Address both “Language and Content Objectives.”

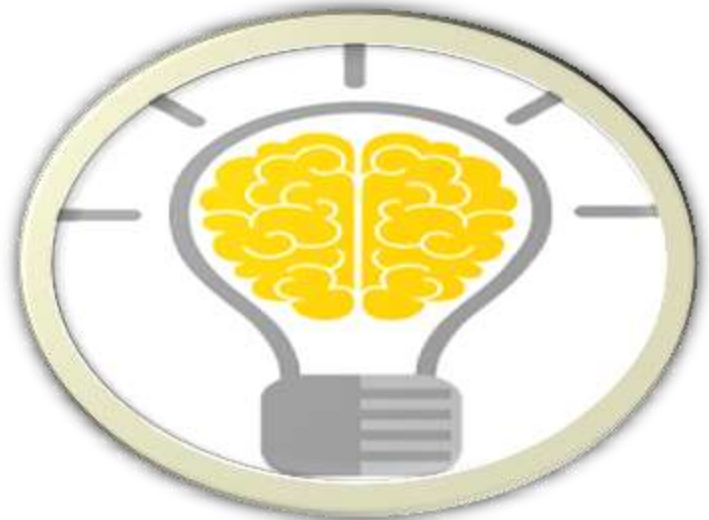
Keep in mind


How Students Learn

- Making connections with Prior Knowledge and experiences
- Finding Patterns
- Identifying Predictable Rules
- Abstracting general principles and applying to new and different situations

Support Strategies

- UDL guidelines
- Prior knowledge
- Vocabulary



A man in a dark suit is seen from behind, using a large mallet to break through a wall made of grey stone blocks. A large, irregular hole has been made in the wall, revealing a bright blue sky with white clouds. The man is standing on a light-colored floor. The overall scene is a metaphor for breaking down barriers.

**How do we break
barriers to access,
progress and
involvement in the
General Education
Curriculum?**

**What Factors Might Present Barriers to
Access, Participation & Progress in the
General Education Curriculum based on the
CCLS for *Soteri*?**

Instruction for Students with Disabilities should be:



- Structured and explicit
- Focused on specific skills and strategies
- Planned in a “gradual release of responsibility” model of instruction (“I do – We do – You do”)
- Instruction in Self-Regulated Strategy Development and Opportunities for Peer Assisted Learning
- Meaningful and relevant content that is interesting to students; authentic connections to real life.

Resources

- Academic Language Accelerator, O'Loughlin J.B., 2010, Oxford University Press
- Classroom Strategies for Interactive Learning, Buehl, D., 2009, International Reading Association
- Getting to Got It!, Garner, B.K., 2007, ASCD
- Literacy Instruction for English Language Learners, Cloud, N., Genesee, F., Hamayan, E. 2009, Heinemann
- Narrowing the Language Gap: The Case for Explicit Vocabulary Instruction, Feldman, K. & Kinsella, K., 2005, Scholastic Professional Paper
- Preventing Long-Term Els, Calderon, M. & Minaya-Rowe, L., 2011, Corwin Press
- Strategies for Teaching Students with Learning Disabilities, Martin, L.C., 2009, Corwin Press
- Teaching Reading & Comprehension to English Learners, K-5, Calderon, M., 2011, Solution Tree Press
- The GO TO Strategies: Scaffolding Options for Teachers of ELLs, K-12, Project EXCELL, University of Missouri-Kansas City
- Vocabulary Acquisition: Synthesis of the Research, Technical Report 13, Baker, K. & Others, 1995, National Center to Improve the Tools of Educators
- Vocabulary websites:
 - The Academic Word List www.victoria.ac.n2
 - Academic Work Link www.academicvocabulary.info
 - The First 4,000 Words www.sewardreadingresources.com
 - Academic Vocabulary List www.englishcompanion.com/pdfDocs/acvocabulary2.pdf
- Words their Way with English Learners, Helman, R. etc., 2012, Pearson

Please Fill Out Assessment Information



**Thank
You**

Mahalo

Kiitos

Tack

Toda

Grazie

Obrigado

Thanks

Takk

Gracias

Merci