Contents

1 The Challenges of Assessing and Intervening with English Learners .................................................. 1
   Introduction .......................................................................................................................... 1
   Definitions .......................................................................................................................... 2
   Areas to Investigate When Students Struggle: Curriculum, Instruction, Environment, and the Learner ................................................................. 3
      Curriculum ......................................................................................................................... 4
      Instruction .......................................................................................................................... 4
      Environment ....................................................................................................................... 5
      The Learner ....................................................................................................................... 5
      What Is the Typical Path to a Comprehensive Evaluation and What Are the Additional Challenges for English Language Learners? ............................................. 6
      Development of Tier Interventions .................................................................................. 9
      The Involvement of a Problem-Solving Team ................................................................. 9
      What Happens When It Is Determined by a Problem-Solving Team That a Comprehensive Evaluation Is Warranted? .................................................. 13
      How Is the Process Different for English Learners? .................................................... 13
      What Is Needed in Schools and Districts to Meet the Needs of English Language Learners? ......................................................................................... 17
   References .......................................................................................................................... 17

2 Dual-Language Learner Development .................................................................................. 21
   Introduction .......................................................................................................................... 21
   How Do Neuroscientists Study What Is Happening in the Brain as Students Learn Oral and Written Language? ...................................................... 21
   What Is Brain Plasticity? ..................................................................................................... 22
   What Are the Different Aspects of Oral and Written Language That the Brain Must Process? .......................................................... 23
   Oral Language: How Does the Brain Learn to Speak and Understand a First Language? ...................................................................................... 24
### Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Does the Bilingual Brain Differ from the Monolingual Brain?</td>
<td>25</td>
</tr>
<tr>
<td>How Does Learning English as a Second Language Interact with the Student’s First Language?</td>
<td>26</td>
</tr>
<tr>
<td>Is There a Difference Between Language Learned at Home, in the Community, and at School?</td>
<td>28</td>
</tr>
<tr>
<td>What Behaviors Will Educators See in English Learners as Their Skills Develop?</td>
<td>28</td>
</tr>
<tr>
<td>References</td>
<td>30</td>
</tr>
<tr>
<td><strong>3 Data Collection When Working with English Learners</strong></td>
<td>33</td>
</tr>
<tr>
<td>Introduction: Record Review, Interviews, Observations, and Tests (RIOT)</td>
<td>33</td>
</tr>
<tr>
<td>Record Review: What Records Are Typically Reviewed During the Problem-Solving Process?</td>
<td>33</td>
</tr>
<tr>
<td>What Additional Records Are Available for English Learners?</td>
<td>34</td>
</tr>
<tr>
<td>Interviews: Who Should Be Interviewed and What Information Should Be Gathered?</td>
<td>36</td>
</tr>
<tr>
<td>Observations</td>
<td>38</td>
</tr>
<tr>
<td>Portfolio Assessment</td>
<td>38</td>
</tr>
<tr>
<td>Tests</td>
<td>38</td>
</tr>
<tr>
<td>How Are Tests Typically Used by School Psychologists for Helping to Diagnose Specific Learning Disabilities?</td>
<td>38</td>
</tr>
<tr>
<td>What Are Guidelines for Selecting Tests to Use with English Learners?</td>
<td>42</td>
</tr>
<tr>
<td>What Is the Process of Intervention for English Learners?</td>
<td>43</td>
</tr>
<tr>
<td>Using Evidence-Based Interventions</td>
<td>43</td>
</tr>
<tr>
<td>Where to Find Interventions</td>
<td>44</td>
</tr>
<tr>
<td>What Are Recommended Classroom Instruction and Practices for English Learners?</td>
<td>45</td>
</tr>
<tr>
<td>References</td>
<td>46</td>
</tr>
<tr>
<td><strong>4 Oral Language Issues and Assessment of Oral Language</strong></td>
<td>49</td>
</tr>
<tr>
<td>Introduction</td>
<td>49</td>
</tr>
<tr>
<td>Why Is a Measure of Language Proficiency So Important?</td>
<td>49</td>
</tr>
<tr>
<td>Should We Wait to Do a Comprehensive Psychoeducational Assessment Until the Student Has Reached a Certain Level of English Proficiency?</td>
<td>51</td>
</tr>
<tr>
<td>What Information Is Gathered When the English Learner Enrolls in School?</td>
<td>52</td>
</tr>
<tr>
<td>What Are Ways to Gather Information About Oral Language Proficiency in the First Language?</td>
<td>53</td>
</tr>
<tr>
<td>Record Review</td>
<td>53</td>
</tr>
<tr>
<td>Interviews</td>
<td>54</td>
</tr>
<tr>
<td>Observations</td>
<td>55</td>
</tr>
<tr>
<td>Tests</td>
<td>56</td>
</tr>
<tr>
<td>References</td>
<td>60</td>
</tr>
</tbody>
</table>
Contents

7 Reading Comprehension ................................................................. 97
   Introduction .................................................................................. 97
   What to Know Before Reading Comprehension Assessment and Intervention ........................................ 97
   What Is Happening in the Brain During Reading Comprehension? ........................................ 97
   What Role Does Background Knowledge Play in Reading? ........................................ 98
   What Is Verbal Intelligence and How Does It Affect Reading Comprehension? .............................. 99
   What Are Higher Level Thinking Skills and How Do They Affect Reading Comprehension? ............. 100
   Does Reading Comprehension Differ Based on Orthography? ........................................ 101
   Multiple Indicators of a Disorder of Reading Comprehension ............................................... 102
   Observations of Clinical Signs .................................................................................. 102
   Record Review .............................................................................. 104
   Interviews ...................................................................................... 104
   Tests .............................................................................................. 104
   Teaching and Intervening ........................................................................ 109
   What Are Characteristics of Good Classroom Instruction for English Learners? ......................... 109
   What Are Interventions to Improve English Learners’ Reading Comprehension Skills? .................. 110
   References ..................................................................................... 112

8 Math Calculation ........................................................................ 115
   Introduction .................................................................................. 115
   Why Should Math Calculation Be of Concern to Educators of English Learners? Isn’t It Essentially the Same in All Languages? ........................................ 115
   What to Know Before Calculation Assessment and Intervention ........................................ 116
   What Special Considerations Relate to the Education of English Learners in Math? ...................... 117
   Mathematics Is a Language ................................................................ 117
   Code Switching ............................................................................ 118
   Nonlanguage Math Differences Around the World ....................................................................... 118
   Learning and Reviewing Prerequisite Skills ............................................................................. 119
   What Is Number Sense and Why Is It Important? ........................................................................ 119
   What Can We Learn from Students’ Mistakes? .......................................................................... 120
   Multiple Indicators of a Disorder of Math Calculation .............................................................. 121
   Observations of Clinical Signs .................................................................................. 121
   Record Review .............................................................................. 121
   Interviews ...................................................................................... 122
   Tests .............................................................................................. 122
Contents

Teaching and Intervening ........................................................................................................ 124
  What Interventions Should Be Considered to Improve
  Math Calculation Skills of English Learners? .......................................................... 124
  References .................................................................................................................... 126

9 Math Problem-Solving .................................................................................................... 131
  What to Know Before Math Problem-Solving Assessment and Intervention ........................................ 131
  How Can Language Proficiency Be Disentangled from Math Problem-Solving Skills? ......................... 132
  What Is Number Sense and Why Is It Important? .................................................................. 133
  Multiple Indicators of a Disorder of Mathematics Problem-Solving ........................................ 133
    Observations of Clinical Signs .................................................................................. 133
    Record Review ....................................................................................................... 133
    Interviews ............................................................................................................ 133
    Tests .................................................................................................................... 134
  Teaching and Intervening ............................................................................................ 138
    What Are Characteristics of Good Classroom Instruction for English Learners? ....................... 138
    What Are Mistakes to Avoid? ................................................................................ 139
    What Are Evidence-Based Interventions to Improve English Learners’ Math Problem-Solving? ........ 140
  References ................................................................................................................ 142

10 Written Expression ......................................................................................................... 145
  Introduction .................................................................................................................. 145
  What to Know Before Writing Disorder Assessment and Intervention ............................................. 145
    What Is Happening in the Brain and the Muscles During Writing? .............................................. 146
    How Does Normal Spelling Develop? ........................................................................... 147
  Multiple Indicators of a Writing Disorder ............................................................................. 148
    Observations of Clinical Signs .................................................................................. 148
    Record Review ....................................................................................................... 150
    Interviews ............................................................................................................ 150
    Tests .................................................................................................................... 150
  Teaching and Intervening ............................................................................................ 154
    What Are Characteristics of Good Classroom Instruction for English Learners? ....................... 154
    What Are Interventions to Improve English Learners’ Written Expression? ......................... 154
  References ................................................................................................................ 155
Assessment and Intervention for English Language Learners
Translating Research into Practice
Unruh, S.; McKellar, N.A.
2017, XV, 200 p. 2 illus., 1 illus. in color., Hardcover
ISBN: 978-3-319-52644-7