Welcome to:

Meeting the Needs of Struggling English Language Learners

with

Lance Gentile PhD

Today’s audio will be delivered through your computer speakers.

We will begin at the top of the hour.
Language, Literacy, and Learning Behavior: A Design for Change

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Low Performing ELL Students in RTI: Three Elephants in the Room

**#1** *Language Development:* Phonological Awareness, Structures & Vocabulary

**#2** *Literacy:* Print Concepts, Discourse, i.e., Literary or Narrative & Exposition

**#3** *Learning Behavior:* Positive and Negative Stress Responses

Lance M. Gentile PhD, 2011
Low Performing ELL Students in RTI: Language, Literacy and Learning Behavior

Language, literacy and learning behavior are interrelated so intervention is most effective when they are assessed and taught together. In this case the whole is definitely greater than the sum of the parts.

Lance M. Gentile PhD, 2011
Low Performing ELL Students in RTI: Language, Literacy and Learning Behavior

Systems of assessment affect our perception of how well we are doing and the relative performance of ELL students. When we emphasize only the results of standardized tests, this is what we push for, and we pay insufficient attention to what may be more important for most ELL students.

Lance M. Gentile PhD, 2011
Low Performing ELL Students in RTI: Systems of Assessment

So we are tempted to make the wrong inferences about what is good teaching.

“Slap a label on a student and we don’t have to get to know him/ her or diversify instruction.”

Lance M. Gentile PhD, 2011
The OLAI 2 and Low Performing ELL Students in RTI: Making the Right Assessment

- Authentic Language Assessment
  Measures Growth In Four Key Areas:
  1. Oral Language/ Repeated Sentences/
     Phonemic Awareness and Print Concepts
  2. Literary/ Narrative Discourse
  3. Academic/ Expository Discourse
  4. Learning Behavior/ Stress Responses
     “Currently, in the United States, what is not measured in school is not likely to be taught.”

Lance M. Gentile PhD, 2011
Projected Gains for Low Performing ELL Students in RTI: Language Development  Lance M. Gentile, 2011

Grade
6
5
4
3
2
1
PRE-K

___ Language development average or above
--- Language development below average
Authentic Language Assessment for Low Performing ELL Students in RTI: Searching for the Most Common Syntax

Repeated Sentences: Verbatim Responses
Grammatical Structures
• Stage I
• Words, Phrases
• Stage II
• Prepositions/Conjunctions
• Stage III
• Relative Pronouns and Adverbial Connectors

Lance M. Gentile PhD, 2011
Authentic Language Assessment for Low Performing ELL Students in RTI: Searching for the Most Common Syntax

Prosodic/Sound Structures:

1. Negatives

2. Questions

3. Commands

4. Exclamations

Lance M. Gentile PhD, 2011
Growth in literacy is dependent on a symphony of three interactions: Language acquisition, narrative/academic discourse and learning behavior.

Lance M. Gentile PhD, 2011
Oracy Instruction for Low Performing ELL Students in RTI: Methods and Materials

It is unnecessary to purchase new materials or initiate “new programs or methods.” Lance M. Gentile PhD, 2011

1. Teachers or Specialists select and talk about pictures highlighting/modeling vocabulary or action. (_Sequence cards_)

2. They read something meaningful to these students every day and _talk_ about it with them. (_Critical Dialogue)_

Facts provoke thoughts and feelings, thoughts and feelings provoke questions, questions provoke possible answers, solutions or applications.
3. Students select something interesting to read that they understand and talk about it with the teacher or other children every day. (Cloze)

4. Teacher models fluency and allows students to practice reading accurately and fluently everyday. (Line-by-Line Protocol)
5. Students engage in *Expressive Writing* at least twice each week: What makes you feel afraid, safe, happy, sad, angry, etc.; Why is music, reading, poetry, karate, basketball, etc. important to you and *talk* about these issues with the teacher or other children.

Lance M. Gentile PhD, 2011
Oracy Instruction for Low Performing ELL Students in RTI: Methods and Materials

6. Teacher or Specialist models coping skills; positive self talk when learning is difficult and asks child to repeat. Students must learn to think about and change, Negative Self Talk and Stress Reactions, e.g., Relaxation exercises (Meditation), Approximating test taking behaviors or skills; Deep breathing, tensing and loosening muscles in hands, legs or arms.

Lance M. Gentile PhD, 2011
Low Performing ELL Students in RTI: Measuring Learning In Two Different Ways

1. Standardized Tests: Achievement = Levels attained by students in end of year tests. Typically policy makers and these tests are “allergic to complexity.”

2. Value Added Assessment (VAA) = Growth, progress made over shorter intervals; using formative, criterion referenced, evidence-based assessment (OLAI 2).

Lance M. Gentile PhD, 2011
Low Performing ELL Students in RTI: Language, Literacy and Learning Behavior

Standardized tests of intelligence, aptitude and achievement administered in school are typically not good measures of language development nor do they provide the information needed to address higher levels of literacy or learning behavior. Lance M. Gentile PhD, 2011
Low Performing Ell Students in RTI:

Demonstrate:

- Trouble finding words.
- Difficulty formulating complete sentences.
- A hard time using “cohesive links,” i.e., prepositions, conjunctions, relative pronouns and adverbial connectors to expand sentences.
- A lack of phonemic awareness, print concepts, higher level vocabulary, sentence structures and expression.

Lance M. Gentile PhD, 2011
Low Performing ELL Students in RTI

- Negative stress responses to academic language based activities.
- Flat monotonic expression.
- Difficulty interpreting, telling or retelling a story, reading and writing information based text.

Lance M. Gentile PhD, 2011
As negative thoughts and feelings are replaced with those that are positive, more flexible responses are gradually developed when learning is difficult because these students experience what they do differently.
Changing Negative Self Talk and Stress Responses During RTI Tutorials

“Education, specifically literacy, helps build in cortical systems that help modulate reactivity.” (Bruce Perry, MD, PhD)

“But first students must learn to think about and change aversive thoughts and feelings.”

Lance M. Gentile PhD, 2011
Oracy Instruction for Low Performing ELL Students: Meeting Common Core State Standards Through Shared Responsibility

“Oracy Instruction creates the binding between oral language, literacy and productive learning behavior through multiple, meaningful interactions with teachers and text.”

Lance M. Gentile PhD, 2011
1. Vocabulary Development: Talking about words and the relationships among them. Vocabulary is the *brick* of comprehension. Decades of research on language development reveal that children construct what they need to know without direct teaching but through meaningful conversations.

Lance M. Gentile PhD, 2011
Oracy Instruction for Low Performing Ell Students in RTI Tutorials
Includes Three Types of Talk: Interactions That Construct Meaning

2. **Contextualized Conversation**: Talking about the “known” or the here and now with extra linguistic support (*kinesics*, i.e., facial expressions, gestures, intonation and pitch). Lance M. Gentile PhD, 2011
Oracy Instruction for Low Performing ELL Students in RTI Tutorials Includes Three Types of Talk: Interactions That Construct Meaning

3. Decontextualized/ Purposeful Conversation

Talking about abstract concepts or events using literary or content vocabulary to articulate knowledge and ideas in a logical flow or sequence; organizing concepts with little *kinesic* (extra linguistic) support and more precise and complex syntax. Vocabulary is the *brick* but structure is the *mortar* of thought and comprehension.

Lance M. Gentile PhD, 2011
Low Performing ELL Students: Closing The Skills Gap During RTI Tutorials

More than Reading and Writing Instruction

• Cognitive Skills:
  • Controlling language structures and vocabulary.
  • Controlling the foundations of literacy, narrative and discourse.

Lance M. Gentile PhD, 2011
Low Performing ELL Students: Closing The Skills Gap During RTI Tutorials

More than Reading and Writing Instruction
• Coping Skills: Learning Behavior
  - Listening, focusing and following instructions.
  - Willingness to delay gratification.
  - Taking risks, persistence and valuing hard work.

Lance M. Gentile PhD, 2011
Low Performing ELL Students: Closing The Skills Gap During RTI Tutorials

More than Reading and Writing Instruction

Coping Skills: Learning Behavior

- Patience and impulse control.
- The ability to overcome adversity.
- Changing negative self talk.

Lance M. Gentile PhD, 2011
Learning to Hear and See Differently

The challenge is to see and hear what is going on there:

Night Moves

“Until I learned to call the trees by name, friends and neighbors well remembered; far flung acquaintances nodded to, the world was only green.

Lance M. Gentile PhD, 2011
Learning to Hear and See Differently

The challenge is to see and hear what is going on there:

Night Moves

Now bug loud nights have opened wide as careful ear discerns the varied calls of crickets and katydids. What more complexity has passed me by because I have never learned to see or hear it.”  (Mary Lavelle)

Lance M. Gentile PhD, 2011
Thank you for joining us!

The archive will be posted at
www.psychcorp.com/RTIwebinars
in just a few days, watch your email for details.

To learn more about the

Monday March 18, 2013
12:00 PM Eastern

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