

Newcomer Resources for Teachers



Forward Thinking, High Achieving.

Created by the Missoula County Public Schools
English Language Learning Department

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Section 1

Who Are We?

English Language Learner (ELL) Program

Our Vision

Empowering ELL students with the skills they need to pursue their future careers and passions, in order to make a positive contribution to their own community and the world.

Our Mission

We support English Language Learners (ELL) in achieving academic and social success in our schools and embracing the culture of our community while preserving their own culture, language, and identity.

Our Core Beliefs

- We believe the entire school community is responsible for the success of English Language Learners.
- We believe the diversity of student languages and cultures are an asset to our school community.
- We believe every student is entitled to quality instruction that gives them access to the concepts and content that are necessary for high school graduation.

Who are "ELL" students?

- A student whose first language is a language other than English, And/or
- A student who lives in a home where a language other than English is consistently spoken And/or
- A student who has been influenced by an indigenous language, usually an American Indian language.

How does a student exit ELL?

ELL students take an annual assessment called the ACCESS for ELLs. In order to be considered proficient, students must have, at a minimum, an overall score of 5.0 along with a rating of 4.0 in literacy (reading and writing) on this assessment. Input from additional measures of reading, writing, or language development available from school assessments will also be considered before students are exited.

Contact Information

Questions? Please contact the Missoula County Public School ELL Coordinators.

- **Grades K-5:** Shirley Lindburg, salindburg@mcps.k12.mt.us, x1057
- **Grades 6-8:** Katya Larson, klarson@mcps.k12.mt.us, x1156
- **Grades 9-12:** Aria Peters, apeters@mcps.k12.mt.us, x1079

Section 2

Using Language Link and other Translation Services

CTS Language Link

To be used when conversing with parents who do not speak English, for in-person conversations as well as over the phone.

**Account # for MCPS: Contact Shirley Lindburg x1057
or your school secretary for district code
1-888-338-7394**

How to Access Over the Phone Interpretation Services

- Step 1:** Call 1-888-338-7394
- Step 2:** Enter Account Number, followed by the # sign
- Step 3:** **Select 1** to be connected directly to your **Spanish** interpreter, or
Select 2 to be connected direction to your **Russian** interpreter, or
Select 3 to be connected directly to your **Vietnamese** interpreter, or
Select 4 to be connected directly to your **Somali** interpreter, or
Select 9 for **all other languages.**

****If you require a 3rd party call, press 9 to reach a
Customer Service Representative.***

WHEN USING LANGUAGE LINK:

Please complete **ALL** sections of the CTS Language Link form (available from your school secretary) and have your principal sign the form. Keep the top white page and send the rest of the form to Shirley Lindburg (Admin) for coding.

FAQs:

What is a third party call?

A third party call is when you need CTS LanguageLink to call the LEP client and then bridge the call together with you and the interpreter.

How do I make a third party call with CTS LanguageLink?

If you need a third party call, **press 9 (even for Spanish)** to reach a Customer Service Representative (CSR) and let the operator know you need a third party call. We are happy to assist you with this at no additional charge. Our **interpreters are not able to make the third party call** directly.

I need another language other than the ones listed. How do I get my interpreter on the line?

Press 9 for other languages and let the CSR know which language you require and they will connect you. If the language is unknown, you may reference the "Point to your Language" visual for help with most requested languages or ask a representative for assistance.

Please contact our Client Relations Team if you have any further questions:

Email: clientrelations@ctslanguagelink.com

Toll Free: 1 (855) 579-2704

TIPS AND ADVICE

How to Work with a Telephone Interpreter

YOUR ROLE

Telephone interpreters may receive several calls a day—each one requiring special attention in a specific field. When working with an interpreter over the phone, there are a few things you should keep in mind to ensure your call is handled quickly and successfully.

- Always speak in first person, just as you would in normal conversation. For example, say, “Do you have a fever?” rather than “Ask her if she has a fever, please.”
- Immediately introduce yourself to the limited-English proficient (LEP) client and explain your reason for calling.
- Telephone interpretation is “consecutive” interpretation. That means you will experience pauses when the interpreter repeats each statement in the respective language.
- After you speak one-two sentences or finish a thought, pause to give the interpreter enough time to interpret.
- Be prepared to explain some things in more detail for the telephone interpreter. Some terminology and concepts may not have an equivalent in the target language.
- Control the conversation. The telephone interpreter is only there to interpret. You are responsible for making sure the LEP client receives the same service as an English-speaking client.
- Ask the interpreter and the LEP client questions to ensure they understand what you want to communicate.
- Avoid asking the interpreter for his/her opinion about the situation being interpreted.
- We can accommodate three-way telephone interpretation calls. Tell the call center agent the name and phone number of the third party, and they will arrange the call for you. The interpreter cannot facilitate this for you. You must ask the call center agent at the beginning of the call.
- Follow up by providing us with feedback about your interpretation services.

YOUR TELEPHONE INTERPRETER'S ROLE

We expect our interpreters to meet high standards and want to know when they are meeting our expectations. To that end, your feedback is critical

- Make sure your interpreter introduces himself/herself using a first name and ID number. They are not required to provide a last name.
- Your interpreter should not have a side conversation with you or the client. He or she must relay everything that is said back to you or your client. This includes any advice that the client may ask of the interpreter.
- Your interpreter should not discuss anything unrelated to the telephone interpretation assignment.

More questions about telephone interpretation? Contact us at 1-866-610-1338 or email info@ctslanguageink.com.

In-Person Translation Services

Many of our ELL students do not speak languages common in the United States. This can cause a disconnect in the flow of communication and lead to frustration for both teachers and students. When communication is lost, it may be necessary to seek help from outside resources. We have included information for using Language Link and tips on how to work with a telephone interpreter. It may also be helpful to have an in-person interpreter in some cases, such as for Parent-Teacher meetings. There are a few outside contractors that the district hires for these cases.

For more information on In-person Interpreters, please contact Shirley Lindburg at salindburg@mcps.k12.mt.us.

Section 3

Where is My Student From?



***DRC = Democratic Republic of the Congo**



Congolese refugee students: Cultural background profiles

Language

French, Kiswahili, Kikongo, Tshiluba, Kinyarwanda, and some English.

Teaching in the Classroom

Primary school is (in theory) compulsory, and public education is a hybrid system consisting of schools managed by the government and faith-based organizations. Children begin primary education age 6-7, and typically study in the mornings from Monday to Saturday. Generally, one teacher will teach all subject matters, and classrooms include students of mixed ages. To advance in their education, students must take a national exam at the end of grade 6. Secondary school consists of grades 7-12. The academic year is 30 weeks in length and broken into two semesters.

As of 2003, the DRC had one of the world's largest percentages of children out of school. Girls attend schools at lower rates in the DRC, so the majority of refugees with no primary or high school education and low literacy levels are female. Some obstacles impeding access to education include insufficient funding, school fees, community violence, child soldier recruitment, and the destruction of school buildings during the recent conflict.

Congolese children who attended school in a refugee camp in Uganda will have had greater exposure to English. Sexual exploitation of young and adolescent girls in refugee camps in Burundi and Tanzania is common. Girls are forced into sex work in exchange for basic goods, and there is frequent reporting of teachers demanding sex from girls in exchange for grades or money. In Nyaragusu camp in Tanzania, human compensation, in which families give women and girls as a form of payment for debts, is common.

Family/School Engagement

59% of Congolese refugees have no oral English skills and an even greater percentage





has no ability to read (65%) or write (66%) in English. More than half of the existing Congolese refugee population in the US is female, and 20% are single mothers. Nearly 40% of women in Eastern DRC have experienced sexual violence. The physical health, mental health and social impacts of sexual violence in the DRC cannot be understated.

Many refugees do not know how to drive or lack access to a car, so transportation to school events will be a challenge even if families want to be involved in their children's education.

Congolese take great pride in their appearance. Regardless of financial status, it is common to wear clean, handmade clothes. People dress up when going to work. Congolese are also very friendly. It is customary to shake hands when meeting people and when leaving as well. An inquiry must be made about one's health and family to indicate the required level of respect. There are several ways to greet people depending on time of day, the nature of the relationship, and so forth. Older people are shown respect through physical gestures, and agreement with them is considered more important than frankness.

Congolese often discipline their children physically, which presents a legal and cultural problem in the US. Traditionally, childcare is a community responsibility which conflicts with Americans' parenting practices. Congolese children often care for younger ones when parents are away. This also presents a cultural and legal problem in the US.

Culture, Gender and Family

Among the Congolese, the nuclear family is only one part of a much larger extended family that includes grandparents, uncles, aunts, cousins, nephews, nieces, and even those not related by blood. Many of the ethnic groups in the DRC are matrilineal. The oldest uncle on the mother's side is considered the most important male and sometimes has more influence over a child's life than does the father. Cousins on the mother's side are considered siblings. Congolese may often call a distant family member (or even someone not related by blood) their son, daughter, brother, or sister. This has created confusion both for overseas processing and for establishing legal relationships in the United States.



Tribal affiliation is often more important for Congolese refugees than national affiliation, and tribal names are a significant marker of religious identity and social status.

Gender roles vary among tribes. Men are generally regarded as the principal income earners and protectors of the household, and women are commonly expected to obey decisions made by men in their families. Both boys and girls begin helping out at home at a young age. Generally, women are in charge of domestic chores. In some rural areas, girls must stay at home until they marry at a young age. However, urban women tend to be more independent and have more say in family matters.



Eritrean refugee students: Cultural background profiles

Languages spoken in Eritrea

Tigrinya, Tigre, Saho, Kunama, Rashaida, Bilen, Afar, Beni, Amir, Nera, and some Arabic.

Teaching in the Classroom

In Eritrea most schools are government owned and free-of-charge. There are a few private schools, but only at the primary education level. The academic year starts in September and ends in June for all levels of instruction.



Students are taught in their native tongue in grades 1-5, and then in theory transition to English in sixth grade but in reality, Tigrinya is more dominant in school. Primary education is free and compulsory for children age 7-14. Secondary school is grades 6-12. At the end of 7th grade, students take the Seventh Grade National Examination at the National Examination Center. At the end of 12th grade, students take the Eritrean School Leaving Certificate Examination (ESLCE).

An ongoing challenge in Eritrea is providing equal and equitable educational opportunities for all children. To illustrate, 27.2 % of school-aged children are still out of school. Students in rural and remote suffer the most since they have very limited access to education. For example, more than 31% of nomadic children (7-14 years) are out of school. In addition to access to education, the quality of education is also problematic.

Traditionally, parental attitudes towards women's education have been an obstacle to educating girls. In addition, school fees discourage many families from investing in women's education. For low-income families that are dependent on child labor, enrolling girls in school means loss of extra income, child care, and domestic chores.



Family/School Engagement

Greeting somebody with a handshake and the word “Salam” is common. Lengthy, elaborate greetings are normal, especially on special occasions. Women greet each other by ululating and kissing each other on each cheek three times. It is customary and polite to ask how things are, about one’s spouse, children, and other family members. Each greeting is accompanied by a great deal of genuine laughter and joyousness.

Questions have different endings depending on whether you are addressing a single male, a single female, or several persons. Eye contact during the first encounter with someone is usually seen as a sign of disrespect, however; eye contact becomes more acceptable as people become more acquainted and develop a relationship. Eritreans are very hospitable and great care is taken to make guests feel welcome and included. Eritreans are also pleased when non-Eritreans show an interest in their customs.

Many Eritreans have a strong sense of national pride and fear losing their culture, which sometimes slows down the process of acculturation in the US. Lack of English proficiency has also been a barrier for Eritrean immigrants who wish to fully engage in American culture. In particular, this is a struggle for many Eritrean women. Additionally, many refugees do not know how to drive or lack access to a car, so transportation to school events will be a challenge even if parents want to be involved.

The Tigrinya are the dominant ethnic group in Eritrea. Traditionally, the highland and lowland groups have had antagonistic relationships. These groups distrust each and live in segregation. It is good to be aware of these community divisions as they may carry over to Eritreans in your school community.

Culture, Gender, and Family

Eritreans pride themselves on being hard workers and resilient individuals. They demonstrate great social responsibility. Respect for elders and authority is the norm. Eritrean families are close-knit. Typical households consist of nuclear families with kin networks close by. Generally, men are the primary providers and decision-makers whereas women are homemakers. In many communities, women are inferior to men. Children assist with household chores from an early age, girls in particular play a more



active role than boys. Boys act as herders of the family's livestock while girls assist with domestic duties.

Eritreans celebrate major events with members of their community. For instance, birthdays, marriages, graduations, and other events. Traditional foods and music always play an important role. All traditional foods are eaten using the right hand only and without the use of silverware. The left hand is considered impure.

The majority of Eritreans are circumcised. Female circumcision (female genital mutilation) is carried out by Christians and Muslims. The Kunama people practice traditional medicine, including slashing eyelids to treat an irritated eye, burning cheeks to treat chronic headaches, and cutting the epiglottis in both males and females. The Kunama also have a coming of age ritual for young men where their heads are shaved and they are sent into the wilderness to slaughter an animal, but the group has necessarily become flexible about this coming-of-age ceremony in the US. Other cultural traditions may clash with cultural practices and laws in the US.



Ethiopian refugee students: Cultural background profiles

Language

Amharic and English

Teaching in the Classroom

Ethiopia has one of the highest illiterate populations in the world (over 60%). Primary education (grades 1 to 8) is free and in theory compulsory. Secondary education is grades 9-11. Many low-income students struggle to adapt to the culture in public schools designed for middle-class families. As a result, many students drop out of school.

Boys have more educational opportunities than girls. There is a widespread stereotype that girls are less competent than boys, and that girls' education is a poor investment. Discrimination and physical abuse are some of the challenges girls face when they attend school. Many Ethiopian children lack exposure to group work and leadership opportunities in organizational settings.

Fasting periods (see below, under culture) may be a physically and emotionally challenging experience for students.

Family/School Engagement

Many Ethiopian families migrate to escape poverty but find themselves underemployed or unemployed after coming to the US. Many end up working in low wage service (parking lots, gas stations, convenience stores, restaurants, etc.). Many refugees do not know how to drive or lack access to a car, so transportation to school events will be a challenge for parents who would like to be involved.

Generally, people greet each other with multiple kisses on both cheeks. The elderly are treated and regarded with high respect.



It is good to be aware that Ethiopia has a history of ethnic division. Furthermore, Ethiopia has four major social classes and castes with high-ranking lineages at the top, followed by low-ranking lineages. Caste membership is assigned by birth.

Soccer is an activity that many Ethiopians participate in to bolster their sense of belonging. Joining social and economic support groups called *Ekub* can also enhance refugees' sense of belonging.

Gender, Culture, and Family

Many Ethiopians still believe that women are subordinate to men. Women are usually less educated and have less economic freedom. The oldest male is the head of the household and decision maker. There are usually three to four generations in one household. Men engage in physical labor outside the house and women are in charge of household labor. Children are responsible for caring for their parents. Girls have more responsibilities than boys.

Because of the difference in gender roles, adjustment to American culture is often difficult for Ethiopian immigrant families. Sometimes married couples experience tension because of the social, political, and economic freedom granted to women in the US. In some cases, this tension has led to domestic violence or divorce for many Ethiopian refugee households in the US.

Ethiopians must always wash their hands before eating since all food is eaten with the hands from a shared dish/tray. Traditionally, guests initiate eating. While eating, it is proper to pull injera only from the space directly in front of you. It is polite to engage in conversation while eating since paying complete attention to the food is perceived as ill-mannered.

During Christian fasting periods (varies by individual or church), no animal products can be eaten and no food or drink can be consumed from midnight until 3:00PM. This is the standard way of fasting during the week, and on Saturday and Sunday no animal products may be consumed, although there is no time restriction on the fast.



Iraqi refugee students: Cultural background profiles

Language

Arabic and some Kurdish

Teaching in the Classroom

In Iraq, education is free and compulsory until the age of 12. However, the danger involved in going to and from school has precipitated a decline in attendance. This has resulted in a general decline in school performance marked by the necessity of most children repeating one grade level.

Only about 10% of the total Iraqi refugee youth population is enrolled in school. The UN, Red Crescent, and NGOs such as Save the Children are operating in the region monitoring the situation and have set up care centers with some limited educational opportunities or educational reference services. Students in your classroom are very likely to have experienced interrupted educations and to be several grade levels behind their peers. Girls may well have had less access to education than boys.

Family/School Engagement

Iraqi families value education, and before the war, many Iraqis were highly educated. Parents and older Iraqis may actually have higher literacy rates than teenage Iraqis or young adults.

Iraqi males, often classified as achievement-driven and hard workers, thrive in positions of leadership and value affiliation. Iraqi males are likely to do well as community navigators or as leaders of planning committees within the school. The US created a Special Immigrant Visa (SIVs) for Iraqis who were employed by the US government during the Iraq invasion as translators, so you may find interpreters among your parents.





Most Iraqi women wear a hijab and, although they may be somewhat modern in terms of working and driving in the US, they still generally prefer gender separation. Iraqi women are typically responsible for their children's education and will work hard to ensure their children succeed. Holding ESL classes or other adult education classes with separate genders may increase Iraqi women's participation. It is important to keep in mind that many refugees do not know how to drive or lack access to a car, so transportation to school events will be a challenge.

Teachers working with Muslims should remember that Islam does not depict the Prophet Muhammad. In fact, using images of the Prophet is considered offensive.

Culture, Gender and Family

There are some Iraqi social traits or customs that are helpful to know. Men commonly hold hands or kiss when greeting each other, but this is typically not the case for men and women. Respect is given to the elderly and women, especially those with children.

Hospitality is an Arab and Muslim tradition deeply ingrained in the culture. Visitors must always be fed and looked after. Invitations to a home should be seen as an honor. Iraqis will often work to help others in need.

Almost 80% of Iraqis are Arab, while some 15-20% are Kurds. Kurdish women, unlike those in many other Muslim cultures, do not cover their faces, and men and women participate in mixed-gender activities. Iraqi Christians may follow Iraqi cultural traditions but not religious Muslim traditions.

The contemporary conflict between Iraqi Shiites and Sunnis is based not only on a schism that happened almost 14 centuries ago but on the politics of the Saddam Hussein era. The Sunni Arabs, some 15-20% of the population, provided the bulk of the governing class under Saddam, while the Shiites, upward of 60% of the population, were denied political rights and their religious freedoms were curtailed. The majority of non-Kurdish Muslim Iraqis in the United States are Shiites. There are also a large number of Christians.

Among Muslims, while there is a divide between Sunni and Shi'a Muslims, they share many of the same basic values, including not to consume pork or alcohol, to meet on



Fridays at the mosque, and the necessity of fasting, praying, pilgrimage and zakat, or giving to the poor.

Islam is a strictly patriarchal religion such that men are at the head of their family and society generally. Women are expected to be strictly obedient to their husbands. One custom that is at odds with US society is the practice of arranged married for girls of a very young age.

Between 1960 and 1980, Iraqi women had gained access to education, healthcare and employment, and their political and economic participation was significantly advanced. But women suffered considerably during the 1980-1988 Iran-Iraq war, with many becoming widows and having to support their families, although at the same time, the shortage of men enabled women to enter fields of education and employment that had previously been closed to them. UN sanctions imposed after the first Gulf War (1991) caused further hardship for the Iraqi people, and since the 2003 war, women's position and security in society has markedly deteriorated. As of 2009, though, this appears to be improving.



South Sudanese refugee students: Cultural background profiles

Language

English, Arabic, Dinka, Nuer, Bari, Zande, and Shilluk.

Teaching in the Classroom

Education is mandatory for children between the ages of 6 and 13, yet less than 50% of children attend primary school and only 21% attend secondary school. Most schools are located in urban areas even though more than 80% of the population lives in rural areas. Many rural schools were destroyed as a result of the war, and also children sometimes do not go to school for fear of abduction.



The country is experiencing a severe teacher shortage and many teachers are untrained. Classrooms are frequently poorly managed. In addition, classes are taught in English, yet many students do not speak English. There is often not enough space in classrooms for learning, so children are taught outside. South Sudanese children may do well with outdoor, collaborative activities and curriculum that encourages discussion and engagement with other students. Students will likely be very appreciative and respectful of their classroom materials.

Males are required to perform military service before they finish their secondary education and many drop out after doing so. It is common for boys to stop schooling after graduating elementary school in order to work to support their families or to go to vocational school. As a result, there are more females than males in higher education.

The educational situation in refugee camps is dire. The individuals living there have little food or water, and experience rampant crime, so schools are a low priority.

Family/School Engagement

South Sudan has many systems of social structure, livelihoods, cultural traditions and a



sense of identity. Teachers should keep this in mind and understand that although families come from the same country, they may be different in these basic ways.

Teachers should keep their space when interacting with adult Sudanese and should not get discouraged by the formality of initial interactions. When engaged in conversation, people from South Sudan like to maintain at least a foot of space, especially if the individual is of the opposite sex. Consistent eye contact is uncommon; rather one should glance at the other's eyes periodically during conversation. Men and family members touch or squeeze each other on the shoulder as greeting. Children tend to speak to and listen to elders with respect and reverence.

Due to close family ties, family members will likely have an interest in becoming engaged in the child's education, yet may feel shy or intimidated because of a lack of schooling themselves. Teachers would be advised to focus on showing the parents how they can support the student without actually assisting them with academic tasks, such as helping them with art or music or supporting them in extracurricular activities. Parents will be appreciative of your efforts and will listen to your advice and opinion. Offering parents information about adult education programs would help them feel more confident in their new communities. It is important to keep in mind that many refugees do not know how to drive or lack access to a car, so transportation to school events will be a challenge even if parents want to be involved.

The Sudanese have a different perception of time than Americans, being event-based rather than time-based, so teachers should reiterate the importance of being on time by explaining how their tardiness may affect other parents or students, or may put their child at a disadvantage.

Culture, Gender and Family

Today, nearly 1.4 million people in South Sudan are considered internally displaced people (IDPs), which means they live within South Sudan in camps or other shelters but not in their homes. Because the country has been consumed by conflict for nearly fifty years, almost 75% of the population doesn't know how to read or write, which is one of the lowest literacy rates in the world.



Most South Sudanese live as an extended family, and usually a respected elder is the family leader. Many people follow animist religions. Dinner is eaten late, around 9pm. At dinner, men and women frequently eat at different sides of the table. Teachers can encourage students to eat together to maintain a sense of community while practicing the new mealtime norm.

Men are the breadwinners and women tend to be homemakers. Many families are polygamous, and the first wife receives special respect from the other wives. Boys are expected to be brave, aggressive, and decisive, while girls are encouraged to be obedient and submissive and wear modest clothing. Female students may need encouragement to ask questions in public, and males to express their feelings.



Syrian refugee students: Cultural background profile

Language

Arabic, Kurdish, Armenian, Aramaic, Circassian, French, and some English.

Teaching in the Classroom

The war in Syria has displaced 12 million people since 2011. Before the war, Syria was developing a strong education system. School was compulsory and free for grades 1–9. Literacy rates were at 95% for 15–24 year-olds. Schools were strict in discipline and old-fashioned in teaching methods, with rote learning. School was taught in Arabic, with French or English being the most popular foreign languages. Children who had the opportunity to study foreign languages will have an easier time reading and writing due to being familiar with the Roman alphabet. Currently, most children in Syria, however, no longer attend school. Since the beginning of the conflict, school attendance has plummeted due to structural damage, lack of teachers, and insecure conditions. In some parts of Syria, only 6% of children are at school.



The summary of a 2015 report from the Migration Policy Institute explains that, among refugee children, “Approximately half were not enrolled in school in mid-2015; enrollment rates may be as low as 20 percent in Lebanon and 30 percent in Turkey. Even when they do enroll, Syrian children are more likely than their non-refugee peers to receive poor or failing grades, or to drop out. Children may struggle to bridge gaps in their learning after substantial educational disruptions, particularly when contending with language barriers or new curricula. Syrian refugee children are also at risk for a range of mental health issues, having experienced very high levels of trauma ... almost half displayed symptoms of posttraumatic stress disorder (PTSD)—ten times the prevalence among children around the world.”

It is likely that Syrian students coming from camps will not have had access to education. It is important for teachers to give the children time to adjust, as the children have lacked structure in their lives for some time. Teachers can help assimilate their interests by using technology in their curriculum. Young Syrians tend to be very technologically savvy, especially with social media.

Family/School Engagement

Syrian parents will likely be very interested in being a part of their children's education, as it is their belief that poor behavior or grades reflect poorly on the family at large. Syrian children will likely feel fortunate to have the opportunity to go to school at all, and will be enthusiastic about engaging with their new environment. It is important to keep in mind that many refugees do not know how to drive or lack access to a car, so transportation to school events will be a challenge even if parents want to be involved.

Syrians do not have a strong sense of personal space. Individuals of the same sex may hold hands, touch, or kiss without sexual connotation. Strangers may bump into each other on the street or cut in front of others when standing in line. Gesticulating and talking loudly is common and should not be thought of as aggressive. Punctuality is not thought of as important so Syrians may be late to events or meetings. Teachers should take the time to emphasize the importance of being on time by explaining how tardiness may affect their child or other parents. Syrians likely have strong opinions about the ongoing conflict in their country so discussion of political or religious views will be sensitive.

Culture, Gender and Family

Syrians are extremely family-oriented, and a lot of homes are multigenerational. Family members feel a duty to take care of each other; if one family member does something improper, it is thought to bring shame on the family.

Syrian food is a social activity and food is shared with one's eating companions. Men pay when eating outside of the home, and it is considered impolite to split the check. Coffee and tea are consumed often. Smoking is common although women do not smoke in public or in front of men.



Refugee Center Online
Education & Community

Syria is a largely patriarchal society where it is the duty of the men in the family to protect the females. Gender roles within families vary according to economic class and location (urban vs. rural). In most rural and semi-urban homes, it is the duty of the woman to do the housework and child rearing. It is more common in urban homes to have hired help while the woman works outside of the home. In middle- and lower-class homes, women either do not work or are expected to leave their careers when they become mothers.

Religiously conservative families (Muslim and Christian) place emphasis on women staying home and discourage socializing with men in the outside world. While some men and women chose their partners, marriages are frequently arranged by families. Polygamy is not uncommon; about 9% of urban men and 16% of rural men have more than one wife.

Cultural Competence Self-Assessment Checklist for Teachers

This checklist is intended to heighten the awareness and sensitivity of teachers to the importance of cultural diversity and cultural competence in classroom settings. It provides concrete examples of the kinds of values and practices that foster such an environment.

Directions: Select A, B, or C for each numbered item listed.

A = Things I do frequently

B = Things I do occasionally

C = Things I do rarely or never

Physical Environment, Materials, and Resources

_____ 1. I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children and families at my school.

_____ 2. I insure that magazines, books, and other printed materials in my classroom are of interest to and reflect the different cultures of children and families at my school.

_____ 3. When using videos, films or other media resources, I insure that they reflect the cultures of children and families at my school.

_____ 4. When using food in my classroom, I insure to include foods that are accepted in the cultural and ethnic backgrounds of children and families.

_____ 5. I insure that toys and other play accessories are representative of the various cultural and ethnic groups within the local community and the society in general.

Communication Styles

_____ 6. For children who speak languages or dialects other than English, I attempt to learn and use key words in their language so that I am better able to communicate with them.

_____ 7. I attempt to determine any familial colloquialisms used by children and families that may impact communication.

_____ 8. I use visual aids, gestures, and physical prompts in my interactions with children who have limited English proficiency.

9. When interacting with parents who have limited English proficiency I always keep in mind that:

_____ limitations in English proficiency are in no way a reflection of level of intellectual functioning.

_____ limited ability to speak the language of the dominant culture has no bearing on ability to communicate effectively in their language of origin.

_____ a person may or may not be literate in their language of origin or English.

_____ 10. When possible, I insure that all notices to parents are written in their language of origin.

_____ 11. I understand that it may be necessary to use alternatives to written communications for some families, as word of mouth may be a preferred method of receiving information.

Values and Attitudes

_____ 14. I avoid imposing values that may conflict or be inconsistent with those of cultures or ethnic groups other than my own.

_____ 15. I discourage children from using racial and ethnic slurs by helping them understand that certain words can hurt others.

_____ 16. I screen books, movies, and other media resources for negative cultural, ethnic, or racial stereotypes before sharing them with children.

_____ 17. I intervene in an appropriate manner when I observe other staff or parents engaging in behaviors that show cultural insensitivity, bias or prejudice.

_____ 18. I understand and accept that family is defined differently by different cultures (e.g. extended family members, fictive kin, godparents).

_____ 19. I recognize and accept that individuals from culturally diverse backgrounds may desire varying degrees of acculturation into the dominant culture.

_____ 20. I accept and respect that male-female roles in families may vary significantly among different cultures (e.g. who makes major decisions for the family, play and social interactions expected of male and female children).

_____ 21. I understand that age and life cycle factors must be considered in interactions with students and families (e.g. high value placed on the decisions of elders or the role of the eldest male in families).

_____ 22. Even though my professional or moral viewpoints may differ, I accept the family/parents as the ultimate decision makers for services and supports for their children.

_____ 23. I recognize that the meaning or value of medical treatment and health education may vary greatly among cultures.

_____ 24. I recognize and understand that beliefs and concepts of emotional well-being vary significantly from culture to culture.

_____ 25. I understand that beliefs about mental illness and emotional disability are culturally-based. I accept that responses to these conditions and related treatment/interventions are heavily influenced by culture.

_____ 26. I accept that religion and other beliefs may influence how families respond to illnesses, disease, disability and death.

_____ 27. I recognize and accept that folk and religious beliefs may influence a family's reaction and approach to a child born with a disability or later diagnosed with a physical/emotional disability or special health care needs.

_____ 28. I understand that traditional approaches to disciplining children are influenced by culture.

_____ 29. I understand that families from different cultures will have different expectations of their children for acquiring toileting, dressing, feeding, and other self-help skills.

_____ 30. I accept and respect that customs and beliefs about food, its value, preparation, and use are different from culture to culture.

_____ 31. Before visiting or providing services in the home setting, I seek information on acceptable behaviors, courtesies, customs and expectations that are unique to families of specific cultures and ethnic groups.

_____ 32. I advocate for the review of my school's mission statement, goals, policies, and procedures to insure that they incorporate principles and practices that promote cultural diversity and cultural competence.

Adapted from - *Promoting Cultural Competence and Cultural Diversity in Early Intervention and Early Childhood Settings* - June 1989. Revised 1993, 1996, 1999, 2000 and 2002.

<http://www.nasponline.org/resources-and-publications/resources/diversity/cultural-competence/self-assessment-checklist>

Section 4

The First Week of School

Welcoming Refugee Students

Strategies for Classroom Teachers



Bureau of Refugee and Immigrant Assistance (BRIA)
New York State Office of Temporary and Disability Assistance

Refugees

A refugee is someone who flees their native country because of *fear of persecution* based on race, religion, nationality, social group, or political opinion.

Some refugee children have witnessed terrible violence, and have lost friends and family.



They may have been living in the middle of

- war
- political oppression
- constant violence
- torture
- famine
- religious persecution.

A boy from Burma enrolled in my math class mid-year. He was very quiet and didn't speak a word of English. I wanted to teach him but had no idea where to begin.

Refugees have managed to escape, but often without family members and personal belongings. They have gone through several levels of approval before gaining permission to resettle in the United States.

Refugee students are usually enrolled in an English language learners program until it is determined that they are able to start attending classes. Language and academic support is still provided, but refugee students pick up English and start building friendships a lot faster if they can interact with their peers.

Past Education

Past schooling for refugee students can range from no education at all to disruption of a rigorous education. Even if refugee students have attended school, it may have been in a refugee camp, where resources can be extremely limited.

Although there may be some information about the background of the refugee students, it may be difficult to determine their academic knowledge and abilities. Grade placement can be a challenge, especially if an older refugee student has had minimal education.

Teachers of English language learners, with assistance from Refugee Resettlement Case Managers and interpreters, assess the capabilities of students and do their best to meet social and academic needs. They also have to follow school policies and State regulations to ensure that the students can complete testing and graduation requirements.

This can mean that refugee students often find themselves in classes that are overwhelming. They may appear scared and confused when they first attend classes. Until they can adjust to the demands of their new school environment (even if they have interpreters), they may have difficulty absorbing academic information.

But their adaptation and development are often surprisingly swift. If students are not participating in class and don't appear to comprehend the subject matter, it doesn't mean that they are not learning. Some refugee students are observing for the first time:

- freedom to express opinions in public
- access to textbooks, literature, art supplies
- group activities with supportive teachers
- in-depth presentation of subject matter
- teachers who are engaging and supportive
- access to school activities for students with a wide range of abilities and interests.

At first I thought Khin would never know what was going on in class. He looked so lost. But the class pitched in and a few months later he gave a presentation in front of everyone - in English.

Not only did Zaytun eventually begin to understand geometry, she discovered a love of mathematics. She had never had the opportunity to explore any type of math before.

As the refugee students become comfortable, they have a better chance of learning.

A Welcoming Classroom

It's already challenging for teachers to cover subject matter, differentiate instruction, manage classroom behavior, and prepare students for tests.

The challenges can increase when a new student arrives who does not understand English and is unfamiliar with how things work in an American school.

I don't have time to teach the English language let alone teach a new student how to sharpen a pencil or use a calculator. But I discovered that refugee students are keen observers because they want to fit in. I make sure that I take a few extra seconds to demonstrate, and I encourage my students to help out.

But classroom teachers can create a welcoming environment so that refugee students feel comfortable and prepared to learn.

Don't make assumptions based on the appearance or cultural background of the student. Find out their level of English comprehension and educational background and the academic goals of the student.

Remember that for the first few weeks in America, refugee students are not only learning how to navigate a new school, they are trying to adjust to new:

- housing
- transportation
- foods
- clothing
- weather

They are often excited about the opportunities and choices, but can be easily overwhelmed and intimidated. Some American students may not be very welcoming, so refugee students have to figure out how to build quality friendships and protect themselves from bullying.

View the classroom experience as social immersion. Focus on helping refugee students learn school rules and procedures, meet fellow students, and become comfortable with teachers and administrators. Once they start to adapt to their new American school, they can tackle academic work, grades and tests.



WELCOME!

- Identify students in the class who are respected by their peers and would be interested in assisting a refugee student. (A **Peer Mentor** guide can be found in the Welcome to Our Schools curriculum.)
- Explain to the class that English is a complicated language. One of the best ways to learn a new language is through immersion. Stop periodically and define key words. Involve the class in teaching English.
- Refugee students may not know school rules and procedures, even those that are basic such as walking in the halls, raising hands, or arriving at class on time. Review every rule and educate before disciplining.
- Encourage refugee students to participate in group work, recognizing that many refugee students have never experienced group discussions or projects in school.
- Many students need help in organizational skills. Refugee students may not know about supplies and systems that can help students stay organized. They may need assistance in keeping track of papers and homework assignments.
- Develop the “whole” child by looking for unique skills and talents, encouraging interests, and exposing refugee students to subjects and activities that they may never have experienced before.

Our new fourth grade refugee student initially had difficulty switching subjects several times a day. He would get pretty stressed. We worked on a system that made him feel more in control of his day and he visibly relaxed.

It's pretty amazing to watch new refugee students experience music and art classes for the first time in their lives.



WELCOME!

- Stress the advantages of having students from around the world in classrooms. Show on a map where the students are originally from and how far they have traveled.

It's not a good idea to ask refugee students about the conditions in their native country or what they have experienced before resettling. Eventually they may volunteer the information, but it can often be stressful to review the past. Some students may have post-traumatic stress disorder and are suffering from the loss of family and friends.

- Distribute the same classroom materials to all students, even if the refugee students cannot read English. If possible, differentiate instruction so that the refugee student can be successful in learning new information. Teachers of English language learners and tutors may be able to help refugee students with assignments.

It's important that refugee students become familiar with textbooks and other instructional materials even if they can't use them at first.

- Testing students has become routine in American schools. Some refugee students will experience test-taking before they even understand how to fill in the answer sheet. Guidance counselors, teachers of English language learners, and interpreters should be involved in determining when and how refugee students should be tested.

I am in constant touch with the ESL teacher. She helps the student with assignments - and I help the teacher prepare the student for what I am going to be covering in class.



Tips for Administrators

- Engage students in welcoming refugee students. (A **Peer Mentor** guide is included in the Welcome to Our Schools curriculum.)
- For many refugees, parents were not expected to communicate with teachers and school leaders. In fact, any communication may have been discouraged. Reach out to parents and invite them personally to participate in school events. If possible, arrange for interpreters to assist.
- Encourage refugee students to share information with family members, and stress that parents and guardians are welcome to call, e-mail, and attend school events.
- Introduce refugee students to school district personnel who will be in the hallways, cafeteria, library, and playground.
- Some refugee students may be nervous around law enforcement assigned to the school. Make a point of introducing the student and explaining that police officers are there for the protection and safety of all of the students.
- Refugee students will adjust more quickly if they have developed friendships. Encourage them to participate in clubs, after-school activities, sports, and school functions.
- Work with classroom teachers to provide support when a refugee student is enrolled in their class. It is difficult to instruct a student who cannot speak English and does not understand the rules and procedures of a classroom.
- Recognize that testing students is already a demanding process in American schools. It can be especially challenging when refugee students have to take school tests. Discuss the policies and regulations with classroom and ESL teachers to determine how to best prepare students.
- Keep an eye out for signals that refugee students are floundering, experiencing bullying, or developing unhealthy relationships. Many refugee students will not talk to anyone about these problems.

I understand that some teachers are frustrated when they are responsible for teaching refugee students, especially if the class requires a lot of reading and writing. We work as a team with the ESL teachers, learning lab, guidance, and tutors to facilitate learning and ease the pressure on the teacher. It's not always easy, but it really does take a village!

CONGRATULATIONS!

**You have been selected
to be a
Peer
Mentor
for a new refugee student
in our school.**

Bureau of Refugee and Immigrant Assistance (BRIA)
New York State Office of Temporary and Disability Assistance

IMAGINE . . .

Imagine if you walk into a new school and everyone is speaking a language that you don't understand.

The halls are crowded and noisy. Everyone is moving quickly and seems to know where they are going.

You have no idea where you are supposed to go and what is expected of you.

Someone takes you to a class and you don't know where to sit. Everyone is staring at you.

Perhaps, you haven't seen textbooks, pens, calculators, or notebooks before. Maybe you've never been to a school.

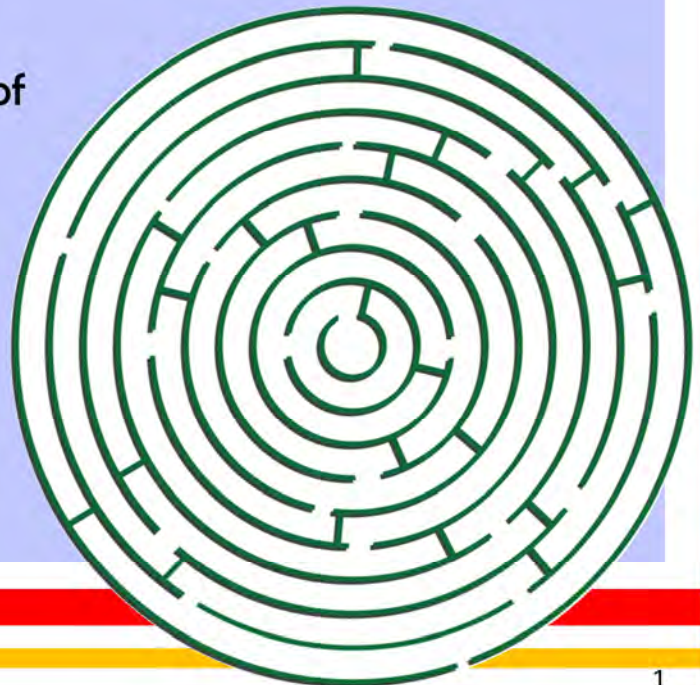
Everyone talks and laughs until the teacher begins the lesson. You have no idea what they are all talking about.

You feel anxious and bewildered – maybe a little scared.

But you also feel excited. You can't believe that you are in an American school.

If you are a refugee, your first day of school can be overwhelming.

Wouldn't you need someone to help you?



Refugees



Refugees flee their native country because it's not safe to live there.

They may have been living in the middle of war, famine, violence, or persecution for race, social group, political views or religion.

Refugees have managed to escape, but often without family members and personal belongings.

Some refugee children have witnessed terrible violence and have lost friends and family.

Some refugees had been living comfortably in their hometowns, and had busy lives with school, jobs, and social activities. But suddenly their lives were disrupted and they had to run in order to stay safe.

Many refugees have experienced living in a refugee camp in or near their home country. These camps are often overcrowded and have limited water, food, and other resources. Some camps have schools but they may not have supplies or conditions that encourage learning.

Not all refugees are able to relocate to another country such as the United States. It can take years to get permission to enter a new country.

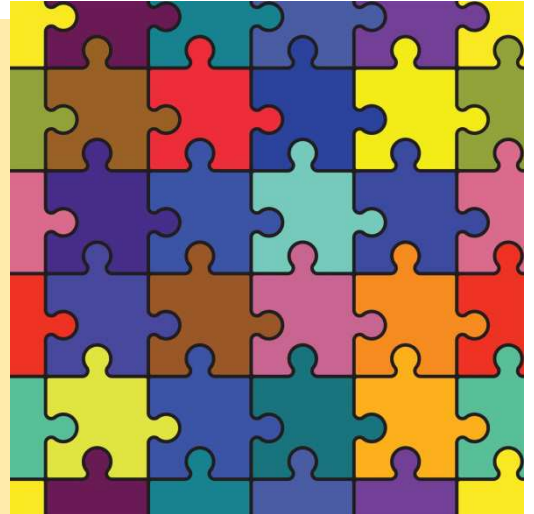
Refugees who arrive in your town are expected to become employed, find housing, and enroll children in school. There are organizations and volunteers who help refugees resettle in their new country.

Your role is to help student refugees become comfortable in their new school.

What do peer mentors do?

It's an honor to be identified as a student who can help a refugee adjust to an American school. You have been selected because you can be trusted to provide information and support and serve as a positive role model.

Peer mentors provide assistance to a new refugee student for as long as necessary. This means helping the student understand what happens during a typical school day.



It also means introducing the student to peers, and encouraging friends to be helpful and kind to the new student. You don't have to become an instant friend, but you should pave the way for the refugee student to develop new relationships, and introduce them to school activities.

You may have to discourage peers from making comments or asking questions that may be hurtful or offensive to the refugee student. Even if refugee students can't speak English, they can usually tell when peers are being inconsiderate or mean.

Ask how much time you will be able to spend with the student. You may need to make arrangements to be available during the school day for the first few weeks. Eventually you may be needed for questions that come up as the refugee student adjusts.

You've been selected because you understand how to navigate your school system and you will make an effort to be helpful. Take pride in your ability to help refugee students feel comfortable in their new environment.

What if the student doesn't speak English?

Mentoring a refugee student may not be easy at first, especially if the student does not speak English.

- If you speak the same language it certainly will help with communication - but try to encourage the refugee to practice speaking English so that they can develop friendships.
- Find out how much English the refugee student knows by asking directly. You might be surprised!
- Some refugee students may nod or say *yes* when they really don't understand what you are saying. They are just trying to be polite. Make sure that your words have been understood.
- Speak slowly, demonstrate, or draw pictures. There's no need to speak loudly.
- Take your time, use basic phrases, and try to avoid using slang. Sometimes you may have to use one or two words instead of a complete sentence.
- It may be frustrating to communicate at first, but remember that it's even more frustrating for the refugee student who is trying to understand. Be patient and reassuring.
- Look directly at the listener when you are speaking. If you can show what you are talking about, communication can be a lot easier.
- Let the refugee student copy you, when possible. For example, if it is time to eat lunch in the cafeteria, demonstrate how to buy a school lunch. Encourage the refugee student to carry out the same steps that you do.
- Other students can help with communication, but it can be confusing to the refugee if everyone is talking at once. Encourage your peers to help you communicate, one speaker at a time.
- If you involve your peers with helping, take the time to introduce everyone so that the refugee student can start to build relationships. School can be a lot less intimidating if the new student sees familiar faces and is greeted by new friends.



How can you help a new refugee student adjust?



- ❑ Guidance counselors and teachers, especially those who teach English as a second language, should be able to provide you with some background about the student's experience with schooling.
- ❑ Decide what you think the student will need to know right away. It may be that you need to explain about lockers, class schedules, backpacks, lunch, or the layout of the school. (Remember how *you* felt your first day of school?)
- ❑ Introduce the student to a few of your friends and to the classroom teachers.
- ❑ Find out what you can about the student's native country. Know where it is located. This knowledge will give you a better appreciation of how much their lives have changed and how far they have traveled.
- ❑ You may be curious about the refugee student's experiences, politics, and cultural traditions, but don't ask. Some memories may be painful. Eventually the student may want to share, but don't push it. Remember that even if life in their native country was difficult, they can still be homesick and miss family and friends.
- ❑ Let the student know where helpful adults are located in the building. Some refugee students may have experienced harsh teachers and may be afraid to approach adults in the school. Explain that teachers and administrators are available for help, even if they are standing in the hall yelling "Get to class!". Demonstrate how to ask for assistance.
- ❑ Show the student how to follow school rules, such as: raising hands in class, no talking while the teacher is speaking, or bringing supplies to class.
- ❑ Pay particular attention to rules that teachers and principals will enforce, such as no shouting or running, not using cell phones, and being on time for class. (Some refugee students may be unfamiliar with keeping track of time because where they lived they haven't needed to watch the clock. This may be a basic understanding that will require your assistance.)

- ❑ Make sure that you explain about fire alarm boxes and emergency drills. Some refugee students may panic at the sound of an alarm because it may remind them of dangers in their native country. You can draw a picture of what happens during a drill. Talk to teachers and peers about guiding a refugee student during a drill. If you know in advance about a drill, ask if you can accompany the student so that they can understand what is happening.
- ❑ Show the student where to go for help with academic or health issues.
- ❑ Understand that some refugees may be overwhelmed by what they see. Almost everything in the school may be a new experience, including:
 - public restrooms
 - the amount of food available in the cafeteria
 - computers and other technology
 - boys and girls interacting comfortably
 - bells and alarms
 - friendliness of teachers
 - homework and testing
 - variety of clothing styles, including shoes.
- ❑ Explain that police officers in the building are for protection and student assistance.
- ❑ If you are comfortable providing advice, alert the refugee student about:
 - how to handle teasing and bullying
 - how to stay safe in the school and community
 - gang recruitment strategies
 - social media and cyberbullying.



Peer Mentor Certificate

(Student's Name)

has been selected to assist a new
refugee student in adjusting to our school.

(Administrator/Guidance Counselor Signature)

English-Tigrinya Translations for Teachers

Hello! ሰላም (selam)

Good morning! ከመይ ትሓድሩ

Good afternoon! ከመይ ትውዕሉ

We are so glad to have you in class. መማህርትና ምጻንካ ሕጉሳት ኢና

Do you understand? ተረዲኢካ ዶ

It is time for lunch. ምሳሕ ሳዓት ኣኪሉ

It is time for recess. ዕረፍቲ

It is time to change classes. ምቅያር ክፍሊ

Are you feeling ok? ዓሓን ዲካ

Where is ___ ኣበይ _____?

What is ___ እንታይ _____?

It is _____ ሳዓት (time).

Do you know what to do? እንታይ ከምትገብር ትፈልጥ ዶ

Are you hungry? ጠሚካ ዲካ

Do you need water? ማይ ክትሰቲ ደሊካ

Do you need to use the bathroom? ሽንቲ ቤት ክትከይድ ደሊካ

Would you like help? ሓገዝ ተደሊ ዲካ

Please stop. That is not safe. ናብኡ ኣይትኪድ ወሑስ ኣይኮነን

Are you hurt? ተጎዲእካ ዲካ

Come with me, please. ሳዓበኒ/ ተከተለኒ

English-Tigrinya Translations for Students

Where is ? ናበይ/ኣበይ

What is ? ኣንታይ

Can you help me? ሓግዘኒ/ተሓባበረኒ እባ

Please. በጃካ

Thank you. የቀንየለይ

Good morning. ከመይ ሓዲርኩም

Good afternoon. ከመይ ትውዕሉ

My name is _ስመይ

What is your name? ስምካ መን እዩ

I like. ደስ ይብለኒ

I do not like. ደስ ኣይብለንን

Yes. እወ (èwe)

I am lost. ጠፊኣ/ጠፊኡኒ

I don't know what to do/where to go. እንታይን ከምዝገብርን ኣበይን ከምዝከይድ ኣይፈለጥኩን

I am worried. ተጨኒቀ

I feel sick. ሓሚመ

I don't understand. እይተረዳኣንን

What time is it? ሳዓት ከንደይ ኮይኑ

I am thirsty/ I need a drink of water. ማይ ክሰቲ ደልይ ኣለኩ

I am hungry. ጠሚኒ

I feel scared. ፍርሒ ተሰሚዑኒ

I need help ሓገዝ ደልየ

I miss my family. ስድራይ ናፊቀ

Can you help me find my school bus? ኣውቶብስ ኣስቅለኒ

Swahili Translations

- Hello. **Jambo.**
- Good morning. **Habari za asubuhi.**
- Good afternoon. **Habari za mchana.**
- Good bye. **Kwa heri.**
- How are you? **U hali gani?**
 - I am fine. **Mimi ni mzima.**
 - I am angry. **Mimi nimekasirika.**
 - I feel bad. **Mimi na hisi vibaya.**
 - I am sleepy. **Mimi nina usingizi.**
 - I am hungry. **Mimi njaa.**
- Do you understand? **Unaelewa?**
 - I understand. **Naelewa.**
 - I don't understand. **Sielewi.**
- Yes. **Ndio.**
- No. **Hapana.**
- Good. **Nzuri**
- Bad. **Mbaya**
- Thank you. **Asante.**
- You are welcome. **Karibu.**

- Do you like? **Unapenda?**
 - I like. **Napenda.**
 - I don't like. **Siipendi**
- What is your name? **Jina lako ni nani?**
 - My name is _____. **Jina langu ni _____.**
- Where are you from? **Ulizaliwa wapi?**
 - I am from _____. **Mimi natoka _____.**
- Where is the bathroom? **Bafuni liko wapi?**
- You are not alone. **Hauko peke yako.**
- Keep up the good work. **Endelea na hiyo kazi nzuri.**
- No worries. **Hakuna matata.**
- Please stop. That is not safe. **Kuacha. Si salama.**
- Student **Mwanafunzi**
- Teacher **Mwalimu**
- Friend **Rafiki**
- School **Shule**
- Lunch **Chakula cha mchana**
- Start. **Kuanza.**
- Finish. **Kumaliza.**

Boys' Bathroom

ናይ ኣወዳት ሽንቲ ቤት

Wavulana Bafuni

Girls' Bathroom

ናይ ኣዋልድ ሽንቲ ቤት

Wasichana Bafuni

Cafeteria

መመገቢ ክፍል

Mkahawa

Principal's Office

ቤት ጽሕፈት ርእሰ መምህር

Ofisi Mwalimu Mkuu

Vice Principal's Office

ቤት ድህረት ምክትል ር / መምህር

Makamu Wa Ofisi Kuu

Counselor's Office

ቤት ድህረት ኣማካሪ

Ofisi Mshauri

Choir Room

ናይ መዝናኛ ክፍል

Chumba Cha Kuimba

Art Room

ናይ ስነ ጥበብ ክፍል

Chumba Cha Sanaa

Library

ቤት ንቡብ

Maktaba

Gym

ክፍሊ ምንቅስቃስ ኣካላት

Ukumbi Wa Mazoezi



May I go to the bathroom? (English)

ናይ ኣወዳት ሽንቲ ቤት (Tigrinya)

Mei i kwenda bafuni? (Swahili)

هل أستطيع الذهاب للحمام؟ (Arabic)

¿Puedo ir al baño? (Spanish)



Sample Student Schedule

Joe's Schedule
6th Grade

Monday, Tuesday, Wednesday, Friday

Period	Time	Class	Room	Teacher
Bus 000			Come to school!	
1 One	8:00-9:00	 English	987	Mr. Write
2 Two	9:00-10:00	 Gym	765	Mr. Jim
3 Three	10:00-11:00	 Science	543	Mr. Science
Lunch	11:00-11:30	 Lunch	Cafeteria	Lunch Number 5555555
4 Four	11:30-12:30	 Math	321	Mr. Sum
5 Five	12:30-1:30	 Social Studies	123	Mrs. Culture
6 Six	1:30-2:30	 Geography	345	Ms. Map
7 Seven	2:30-3:30	 Music	567	Mr. Singh
Bus 000	3:30		Go home!	

Locker Number 111 Combination 12-34-21

Computer Log On: Username: 94smijoe @student.mcpsmt.org Password: 18Student

Section 5

Working with Tutors

ELL Tutors

Frequently Asked Questions

What is the role of the English Language Learner (ELL) tutor?

- We support English Language Learners (ELL) in achieving academic and social success in our schools and embracing the culture of our community while preserving their own culture, language and identity. Tutors generally work outside of the classroom, however; some in-classroom assistance can be provided when necessary.

What is the difference between a volunteer tutor and a district tutor?

- **Volunteer tutors** donate their time to work 1-to-1 with a student a few hours a week. They typically have little formal training in how to work with ELL students other than a 30-45 minute orientation where the ELL volunteer coordinator goes over a brief background of the student and provides information on resources that can be used to help these students.

- **District tutors** are hired by the District to support ELL students at various schools across Missoula. They have some formal training or background in working with ELL students and are able to create a basic lesson plan based on the needs of their students.

How are tutors assigned to students?

Tutors are assigned to students based on student need, student availability, and tutor availability. Tutors give their available days and times for tutoring to the coordinator. Once she has the volunteer's availability, she contacts a teacher with availability for ELL tutoring at those times. The coordinator then creates a schedule that best fits the availability of all parties.

Are all ELL students paired with a tutor?

No. All ELL students have the right to services, but not all students who are identified as ELL will be paired with a student. We pair students with tutors based on need.

What is the role of the tutor in managing behavior/disciplinary issues?

Because tutors primarily work 1-to-1 or in small groups with our ELL students, they have an idea of how to manage behavior. However, it is not the responsibility of the tutors to manage student behavior or take disciplinary action. Teachers, counselors, and administrators should have a plan in place for how to manage behavior and take disciplinary action. This should be shared with tutors. Volunteer tutors will not be responsible for managing behavior issues, this will be handled by the teacher and other school staff. If problems do arise, District Tutors can be involved in the teacher-parent meetings and interpreters may be contacted as additional support. Please refer to the Language Link tab for more information about interpretations.

Do teachers have to provide materials for tutors?

Teachers are not required to provide materials for tutors. District tutors have access to a variety of materials and generally make their own that fit with their lesson plans. Volunteer tutors do

not have access to as many materials and may need to be provided the materials or plans to support students.

Will my tutor speak the language of my ELL student?

The simple answer is no. A large portion of our ELL students are refugees and few of our tutors speak their languages. In order to communicate with these students, we do our best to speak clearly, slow down our speech if necessary, and grade our language to fit the student's ability.

What will the tutor know about my ELL student?

Tutors are provided with information on the student's age, name, country of origin, home language, an idea of their background in English, and an idea of what the previous educational background of the student may have been like.

How often and for how long will the tutor be working with my ELL student?

The District requires that students meet a minimum number of hours for services. Elementary students are allotted 1 hour per day with an ELL tutor. Middle School students are allotted 1.5 hours per day with an ELL tutor or ELL teacher. High School students are allotted 2 hours per day with an ELL Teacher, and may have additional time with an ELL Tutor. However, because of the number of students compared to tutors, the tutor schedule is typically modified to fit the needs of the student.

What is the Tutor Activity Log and Student Notebook?

The Tutor Activity Log is a way for tutors to keep track of what activities are being done during their session. The Student Notebook is the notebook where most of the activities and work during sessions will take place. These two materials are provided to teachers to give to the volunteer tutors and will remain in the students' classrooms. District tutors are responsible for keeping track of their students' activities and notebooks.

What My Student's Tutor Should and Should Not Do

1. *Should my student's tutor be reading to them?*

Tutors Should

- Read to students for the purpose of building listening and comprehension skills
- Read to students for the purpose of accommodating students based on need

Tutors Should Not

- Read to students solely for the purpose of filling time

2. *Should my student's tutor be playing games with them during their sessions?*

Tutors Should

- Make lessons diverse by adding games/activities
- Play games as a means of teaching new material
- Play games with the purpose of reinforcing concepts

Tutors Should Not

- Play games solely for the purpose of filling time
- Play games without a purpose related to the lesson at hand

3. *Should my student's tutor allow them to use electronic devices (ipad, phone, chromebook, etc.) during their sessions?*

Tutors Should

- Use devices to supplement materials
- Use devices to add to the lesson
- Use devices to show images, reinforce concepts, and play video/audio files relevant to the lesson
- Allow students to play games that teach or reinforce concepts

Tutors Should Not

- Allow students to use devices to access social media
- Allow students to play games on the device that are not intended to reinforce concepts

4. *Should my student and their tutor be chatting and not doing any work during their session?*

Tutors Should

- Build conversational English skills with students
- Build Oral Language skills through conversation
- Build confidence and fluency in English through conversation

Tutors Should Not

- Lose control of the conversation and allow the lesson to be guided by it without purpose

5. *Should my student and their tutor be walking the halls during their session?*

Tutors Should

- Walk the halls as a way to learn new vocabulary
- Walk the halls to help familiarize the student with the new school
- Walk the halls as a way to take a break from the lesson
- Walk the halls as a strategy to calm an escalating student

Tutors Should Not

- Walk the halls solely for the purpose of filling time
- Walk the halls if it disrupts the learning of other classrooms

6. *Should my tutor be following my curriculum?*

Tutors Should

- Follow the curriculum and supplement materials that are most beneficial to the needs of the student

Tutors Should Not

- Depend solely on the curriculum outlined by the classroom teacher

7. *Should my tutor be using coloring pages with my student?*

Tutors Should

- Use coloring pages as a means of teaching new material
- Use coloring pages to reinforce concepts

Tutors Should Not

- Use coloring pages solely for the purpose of filling time

8. *Should my tutor contact me in case of an absence?*

Tutors Should

- Contact teachers, office personnel, and ELL coordinator as soon as possible in case of an absence. **Please arrange with your tutor whether you would like to be contacted via phone or email.**

Tutors Should Not

- Be absent without informing school personnel of the absence

9. *Should my tutor be in charge of behavior/disciplinary issues?*

Tutors Should

- Talk to teachers, administrators, and

Tutors Should Not

- Volunteer tutors CANNOT be in charge of

counselors in regards to how students are doing behaviorally

- District tutors can be present for student/parent meetings

behavior issues. These must be handled by teachers, administrators, and counselors

What Your Tutor Should Know

Teachers: Please fill out the following information to give to your student's tutor.

Teacher Name: _____ Tutor Name: _____

Student Name: _____ School Name: _____

Who is a part of your student's educational support? (other teachers, tutors, counselors, etc.)

Does your student have a behavior plan, specific strategies to manage behavior, etc.?

Does your student have any allergies or health needs the tutor needs to know?

Are there specific areas that you would like your tutor to focus on during their sessions with your student?

Are there any specific teaching strategies you have found that work best for this student?

Along with the information provided on this sheet, we ask that you communicate any changes in the tutoring schedule (i.e. field trips, assemblies, concerts, classroom parties, etc.) with your student's tutor so they can plan accordingly.

Tutor Information and Schedule

Teachers: please give this form to your tutor to fill out and return to you.

Tutors: Fill out the following and return to your student's teacher.

Tutor Name: _____.

Contact Information:

Please check the box for preferred communication.

Phone: _____

Email: _____

Tutor Times with _____ (student name):

Please circle the days and indicate what times you will be tutoring a specific student.

Monday

Tuesday

Wednesday

Thursday

Friday

Times Available at _____ (school):

*Please use these times to check in with tutor, if necessary.

Please indicate what days and times you are at this location.

Monday

Tuesday

Wednesday

Thursday

Friday

Section 6

Grading and Accommodations for ELL Students

Grading and Supports

Grading Policy

Students should not fail a class because English is a barrier to their learning. Grading is not a necessity in the first few months of enrollment, however; assessment is key in tracking student progress.

Recommended Accommodations

- Audio books
- Extensions on assignments
- Using graphic organizers
- Short translations (e.g. academic vocabulary, single words, written instructions, etc.)
- Realia (e.g. pictures, objects, hands on manipulation, etc.)
- Total Physical Response (TPR) instruction
- Extending time for test taking
- Reading test to students
- Peer support and mentorship

Education Plans

English language learning is not a disability and cannot be regarded as such. Because limited English proficiency is not covered under the Individuals with Disabilities Education Act (IDEA), most English Language Learner (ELL) students do not qualify for an Individual Education Plan (IEP) or a 504 Plan and are thus not given the same supports. Making an Education and/or Behavior plan that accommodates the needs of your student will aid in their educational growth.

Date: _____

Classroom Modifications for ELL Students

Student name: _____

Teacher: _____

PACING:

- Extend time requirements
- Omit assignments
- Other: _____

ENVIRONMENT:

- Assign preferential seating
- Assign peer buddy
- Other: _____

REINFORCEMENT AND FOLLOW THROUGH:

- Use positive reinforcement
- Use concrete reinforcement
- Check often for understanding/review
- Arrange for peer tutoring
- Plan cooperative learning experiences
- Use Visual charts/cues
- Have student repeat directions
- Make/use vocabulary files
- Teach study skills
- Use study guides to organize materials
- Repeat/review/drill
- Other: _____

PRESENTATION OF SUBJECT MATERIAL:

- Use individual/small group instruction
- Simplify language
- Tape lectures for playback
- Demonstrate concepts
- Use manipulatives
- Emphasize critical information
- Use graphic organizers
- Pre-teach vocabulary
- Other: _____

GRADING:

- Modify grading system
- Other: _____

ASSIGNMENTS:

- Lower reading level
- Give directions in small, distinct steps
- Use written backup for oral directions
- Lower difficulty level
- Shorten assignment
- Read directions to students
- Provide extra examples/models
- Use Graphic Organizers
- Adapt worksheets, packets
- Use alternate assignments
- Other: _____

MATERIALS:

- Provide taped textbooks
- Highlight textbooks/study guides
- Use supplementary materials
- Assistance in note taking -provide copies of notes
- Native Language text
- Use bilingual dictionaries, language learner dictionaries and electronic translators
- Use adapted/modified textbooks
- Allow use of computer/word processor
- Other: _____

TESTING ADAPTATIONS;

- Allow students to answer orally
- Read test to student
- Modify format
- Shorten test length
- Require only selected test items
- Create alternative assessment
- Allow use of translation tool/dictionary
- Other: _____

Analyzing the Academic Language Demand of a Task

By analyzing content standards and disciplinary practices, educators build an awareness of the academic language demand of grade level teaching and learning including the supports necessary for student access and engagement.

Context for Language Use – Questions to consider

- What are students' backgrounds and strengths?
- What to communicate (the task and audience/roles)?
- Why communicate (the purpose and meaningful use)?
- How to communicate (oral/written text structures, degree of formality, integration of language domains)?

Core Content Knowledge and Practice	Academic Language Demand
<ul style="list-style-type: none"> • What are the content knowledge and concepts of this particular task? Example: <ul style="list-style-type: none"> ○ Science Standard: Use evidence to evaluate and refine design solutions that reduce the environmental and/or societal impacts of weather-related hazard. • What are the practices and procedures associated with the task that could be applied to other tasks? Example: <ul style="list-style-type: none"> ○ Constructing explanations and designing solutions ○ Obtaining, evaluating, and communicating information 	<ul style="list-style-type: none"> • What are the discourse-level language features that support student engagement with and access to the purpose of the task? • What are the sentence-level language patterns that support student engagement with and access to the purpose of the task? • What are the words and phrases that support student engagement with and access to the purpose of the task?

Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none"> • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures 	<ul style="list-style-type: none"> • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines 	<ul style="list-style-type: none"> • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

Section 7

Supporting My Student's Social/Emotional Health



Complex English Language Learners (CELLS)

A Tool to Support School Learning Teams

When it might be more than English Language acquisition...

Acknowledgements

Within the Calgary Board of Education, we believe that the lives of our staff and students are enriched by the diverse populations we serve. We recognize that the cultural and linguistic diversity within our schools requires new ways of thinking about our work. Our English Language Learners (ELLs) and their families may experience challenges while becoming acculturated to a new country and a new system of education. It is critical that all families feel welcomed, respected, and supported as we build the relationship between schools and home.

The Complex English Language Learners document utilizes the School Learning Team (SLT) process in conjunction with a Response to Intervention (RTI) framework. It is our hope that drawing on both of these approaches to problem-solving will enrich SLT discussions, contributing to the personalization of learning.

We recognize that initiatives such as this support our staff and our commitment to providing excellence in programming to all students. This package is the result of collaborative efforts across a number of years. Its purpose is to assist school staff in determining a course of action for English Language Learners (ELLs) who are encountering difficulty in the classroom.

We thank the many contributors to this document for their time and efforts.

...when it might be more than English language acquisition



This protocol has been developed by Calgary Board of Education Learning Services personnel. It is an investigative process that is implemented as soon as concerns regarding an English Language Learner (ELL) are noted. The process described in this document utilizes the School Learning Team (SLT) model. This process can support school staffs as they work through the question: Does this English Language Learner (ELL) have specialized programming needs? The sample documents in this package may assist staff in the determination of an ELL's programming needs and possible entitlement to individualized programming.

This SLT process is based on a continuum of support, which entails:

1. identifying the student's challenge,
2. gathering data,
3. determining possible interventions,
4. applying interventions,
5. evaluating the success of the interventions,
6. considering the next steps, which may include specialized assessment (e.g. OT/PT/SLP/Psych).

This process will assist in determining appropriate programming for the ELL who is encountering difficulties. This programming may or may not include eligibility for specialized services.

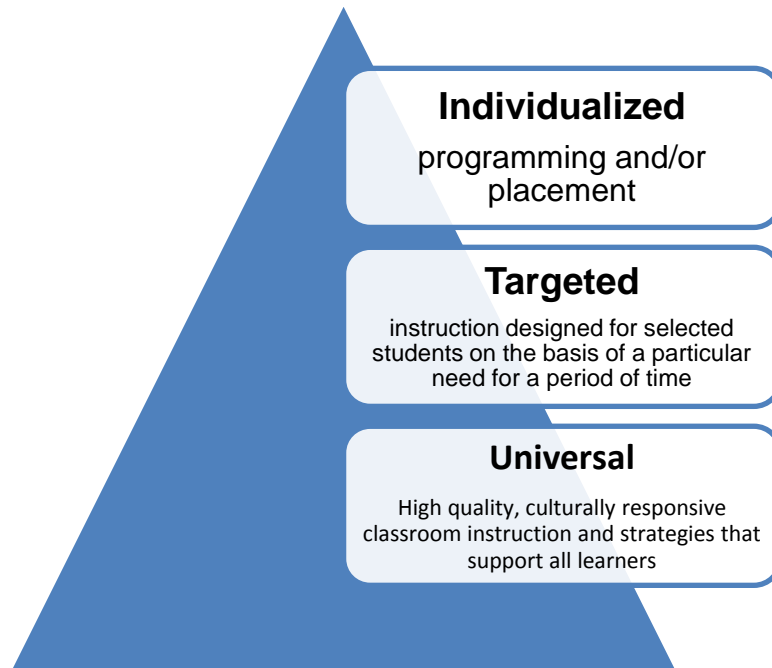
Who can assist?

1. Your School Learning Team
 2. Area Learning Team
 3. CBE Learning Services:
 - Learning Specialists and System Assistant Principal* for assistance with programming and explicit language instruction.
 - Diversity and Learning Support Advisors* for assistance with culturally and linguistically diverse families.
 - In School Settlement Worker Program* for assistance with or to inquire about settlement challenges that newly immigrated families may be experiencing.
 - Interpreters* for assistance with language interpretation.
-

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-

A Continuum of Support for Specialized Services



The primary goal of this model is to identify concerns early and provide English Language Learners with support before serious academic deficits develop.

Fuchs, D. & Deschler, D.D. (2007) What we need to know about responsiveness to intervention (and shouldn't be afraid to ask). *Learning Disabilities Research & Practice* 22(2) 129-136.

English Language Acquisition for ELLs

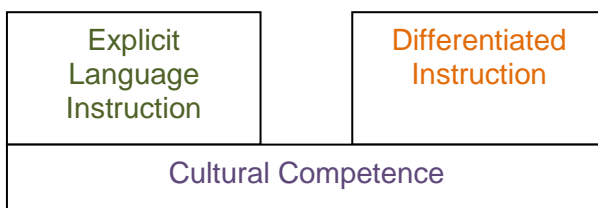
English Language Acquisition: This describes a **process of learning, or the study** of the English language. The acronym ELA is **not** used for this concept by educators in our public district ([Calgary Board of Education](#)) because it could be confused with English Language Arts which is an entirely different field of pedagogy and is a core content Program of Studies (POS).

English Language Learners (ELLs): This label and acronym describes the student or learner which is used by [Alberta Education](#) and the [Calgary Board of Education](#) in their discourse and documents regarding ESL.

English as an Additional Language (EAL): An adjective and acronym increasingly used to [describe the process of language acquisition](#) which acknowledges more than two languages.

English Language Development (ELD) : A systematic approach to English Language Learning. It includes the foundational principles of Explicit Language Instruction-Functions, Forms, and Vocabulary as well as the application of these concepts to different stages of language learning: Beginner, Intermediate, and Advanced. [Susana Dutro's model of Systematic English Language Development](#) is influential in C.B.E. professional learning for teachers.

The three components of effective instruction for ELLs are: Cultural Competence, Explicit Language Instruction, and Differentiated Instruction.



Cultural Competence: Diversity is the wide range of uniqueness in humanity. There are many theoretical frameworks for understanding socio-linguistic-cultural competence at a policy, program, and personal level. [Cultural competence](#) is a critical set of skills and knowledge educators must acquire to better serve English Language Learners (ELLs).

Explicit Language Instruction: [Explicit learning](#) is a “conscious awareness and intention” to learn. It is focused, intentional, deliberate, and planned instruction for English language learning. It can take place in a universal, targeted, or individualized learning environment. Without explicit language instruction, ELLs’ language needs are not attended to which could result in the antithesis of inclusion-submersion and lack of success. The major components of explicit language instruction are: **Functions of Language, Forms of Language, and Vocabulary.**

Differentiation of Instruction: This [philosophy](#) takes into consideration the profile of the learner, a deep understanding of content, an ability to modify process, and the expansion of opportunities to represent learning through products. Explicit language teaching can occur within this inclusionary model utilizing a thorough understanding of language acquisition elements and a dedication to this concept during planning, assessment, and instruction.

For further information on programming and instruction for ELLs visit the [Standards of Practice for English Language Learners K-12, Learning Services, CBE, Sept. 2011](#)

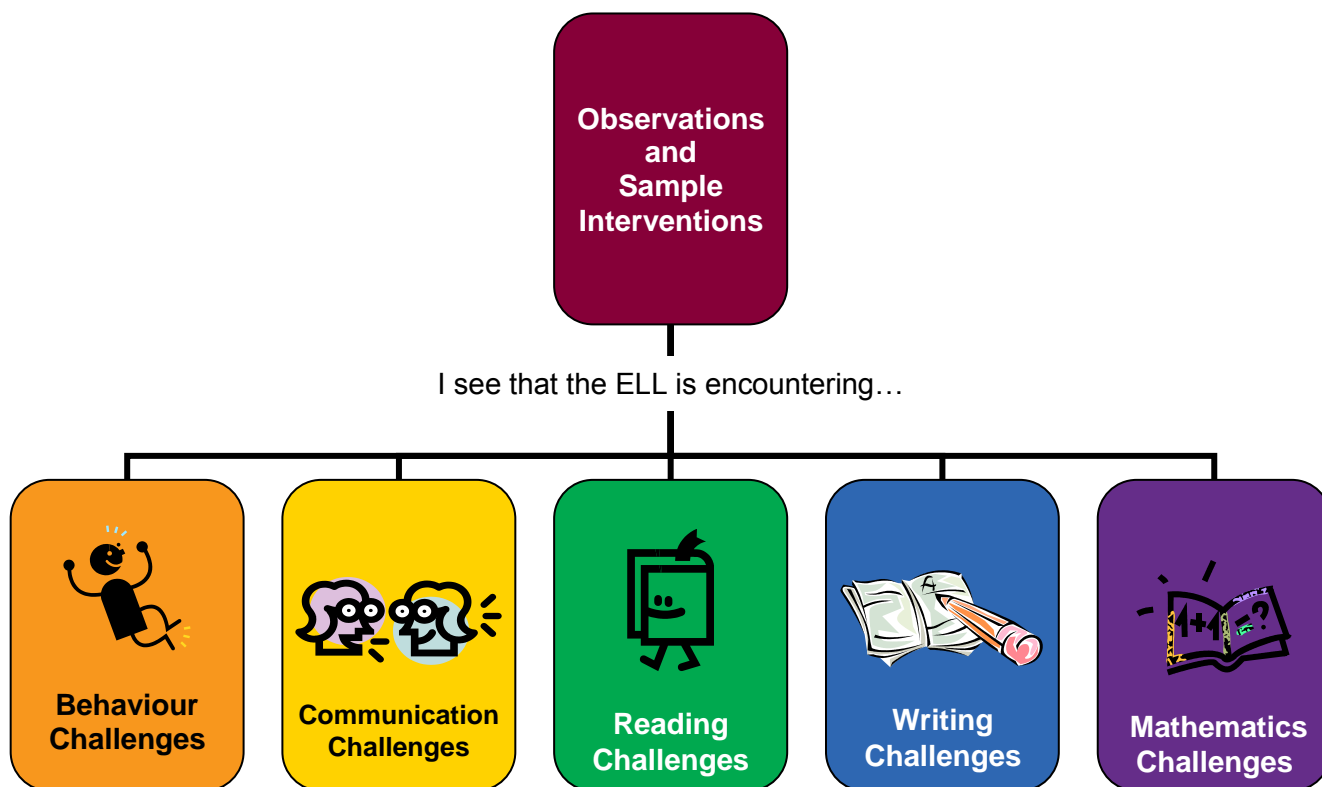
To see a summary of **typical behaviours exhibited by ELLs as they acquire English** we refer to the [Characteristics of English Language Learners on the Learn Alberta English Language Learners Website.](#)

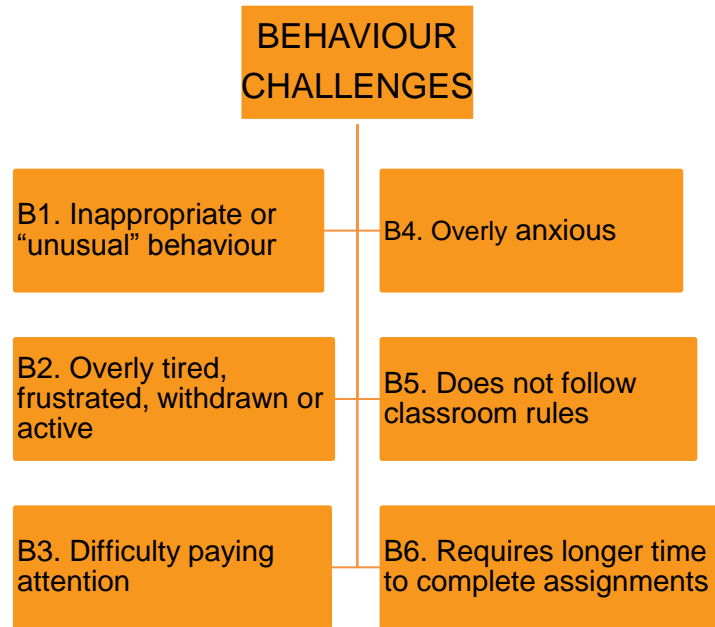
Observations and Sample Interventions

This section of the booklet will provide: a list of commonly observed challenges in the classroom; cultural and linguistic interpretations of the situation; and sample intervention strategies. There are many possible explanations for an ELL's challenges such as the stress of adjusting to a new language and culture, previous schooling experiences, trauma or underlying medical issues.

To use this section:

1. Once the ELL's needs have been accounted for, if non-typical behaviors continue, target the English language and academic areas in this section where you can make the greatest impact.
2. Locate the ELL's challenge within the chart.
3. Read the cultural and linguistic considerations, to decide what to alter in your classroom.
4. Reflect upon, then select and try some of the sample intervention strategies.
5. Recording comment and dates when strategies are used might be helpful for future discussions.





**Consider that behaviour is a form of communication.
What is *your* student trying to tell you?**

The "ABC's" of Behaviour

Antecedent –Observe and document what takes place before the behaviour-consider possible triggers.

Behaviour –What is the behaviour that the teacher sees? When doesn't that behaviour occur?

Consequence –What happens after the behaviour? This is important because it helps us understand why the student keeps using this behaviour to meet their needs. This information will be useful when planning a socially and culturally appropriate replacement behaviour that serves the same function for the student.

**Consider the function of the behaviour;
what purpose or need is the ELL trying to achieve or satisfy?**

The student is trying to obtain or get....

- peer attention
- adult attention or acknowledgement
- preferred items or events
- sensory input (e.g. physical activity)
- emotional release (e.g. express frustration)
- a sense of control, structure or routines

The student is trying to avoid...

- peer attention
- adult attention or acknowledgement
- sensory overload (e.g. noise, touch, bright lights)
- emotional release (e.g. crying, outburst)
- non-preferred events, tasks or activities
- structure or routines

Alberta Education (2008) [Supporting Positive Behaviour in Schools](#) p.105.

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
B1. Inappropriate or “unusual” behaviour	
<ul style="list-style-type: none"> ▪ ELL may be experiencing and acting out various emotional stages of culture shock; excitement, confusion, disappointment, despair. See: ▪ How Culture Shock Affects Newcomers ▪ Family may be experiencing changes in circumstances (new home, employment challenges, or loss of friends/extended family, etc.). ▪ Family members may have been recently reunited; roles and responsibilities alter. ▪ There may have been different expectations for appropriate behaviour in previous schools. ▪ Gifted learners may present differently than other ELLs in the class (e.g. may become deeply absorbed in tasks, demonstrate unusual levels of interest or intense passion for a topic). ▪ Assertive behaviour may be more highly valued in one culture than another. ▪ ELL is on some type of medication. ▪ Cultural expectations re: gender. ▪ ELL is impacted by differences. 	<ul style="list-style-type: none"> □ Connect the ELL to another ELL in the class or school from the same language and cultural background. □ Connect teacher to CBE Support personnel for assistance and information (e.g. Diversity and Learning Support Advisor). □ Provide social skills training to assist ELL in making connections with peers (e.g. modeling, role-play, use of social stories). □ Provide explicit instruction for appropriate behavior (e.g. use a T-chart with the headings “looks like” and “sounds like”). □ Assist ELL in learning the language for self-advocacy so that s/he can access support. □ Review schools code of conduct or behavior guidelines with ELL. □ Provide visuals and concrete objects to help learner make a personal connection with the concepts presented. □ Gain understanding of the learner from holistic standpoint as a way to possibly re-identify the behaviors as “usual” (e.g., development of body awareness, speech, emotional regulation, first culture, family, etc.) □ Focus language instruction on the socio-linguistic and strategic competencies from the Alberta ESL Proficiency Benchmarks Alberta K-12 ESL Proficiency Benchmarks □ See ESL K-9 Guide to Implementation □ See Working with Young Children Who Are Learning English as a New Language

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
B2. Overly tired, frustrated or withdrawn	
<ul style="list-style-type: none"> ▪ ELL may be over-stimulated, tired or frustrated from listening to the new language of English. ▪ English may sound like “noise” to beginner ELL. ▪ The ELL feels frustrated due to limited English language skills. ▪ Some cultures value passive learning and the importance of reflection, which may look like “withdrawal”. ▪ Detachment may serve as a coping mechanism or mask for stress. ▪ Visual or concrete supports are needed in the classroom, especially for Culturally and Linguistically Diverse learners ▪ Well-intentioned but overly supportive environments may not sufficiently challenge a gifted learner; who, in turn, presents as lethargic, frustrated, or withdrawn. ▪ Hyper-vigilance (preoccupation with personal safety) may be seen in children who have witnessed or experienced violence. See Children’s Hospital Centre for Refugee Trauma & Resilience ▪ Family may be experiencing changes in circumstances (new home, employment challenges, or loss of friends/extended family, etc.) 	<ul style="list-style-type: none"> □ Provide language breaks and opportunities for ELL to speak or listen to first language. □ Provide a “Language Break” by offering an alternate activity (e.g. computer time, drawing, art, allow Body Breaks, etc.) □ When speaking with ELL be aware of the need to adjust speech (e.g. rephrase, repeat, add visual support etc.). □ Use dual language materials from the school library or public library. See Dr. Rahat Naqvi Dual Language Database and Far Eastern Books □ Assist parents in understanding the importance of maintaining L1 (e.g. (e.g. Use dual language books to boost your child’s literacy) □ Utilize strengths and areas of interest to personalize learning. □ Provide the ELL with an accessible, daily, pictorial schedule to provide structure for his/her day. □ Provide daily opportunities for small group and peer interaction with “scripted conversations” for language support. □ Provide appropriate level of language support and thought-provoking assignments. □ Adjust the programming components or timetabling to include more English language learning time. □ If possible, compare this behavior with other same-aged peers from within the learner’s culture. □ Ensure small group work, using flexible groupings which include: <ul style="list-style-type: none"> a. Native English speakers who have proficient language development; b. Non-accented English speakers with limited language proficiency; c. New language learners.

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
B3. Difficulty paying attention	
<ul style="list-style-type: none"> ▪ The beginner ELL may feel mentally exhausted from learning language and content simultaneously ▪ The beginner ELL may have chronic headaches from language demands. ▪ ELLs language proficiency may not match the level of academic content and instruction; adjust accordingly. ▪ If there are no visual or concrete supports provided for what is being taught the ELL may be experiencing the English speaking environment as “noise”. ▪ The student may be “on-the-move” at inappropriate times due to impulsivity or anxiety. ▪ The ELL may be experiencing acculturation challenges. See: How Culture Shock Affects Newcomers <ul style="list-style-type: none"> ▪ The ELL may have issues at home. (e.g. family issues of settlement, nutrition, hunger, anxiety, poverty, stages of acculturation) ▪ The ELL may be overwhelmed. 	<ul style="list-style-type: none"> □ Use flexible groupings which include native English speakers and ELLs. □ Use age-appropriate manipulatives, visuals, pictures to make explicit the key concepts and understandings of the lesson □ Shorten the length of the verbal instructions and adjust the rate of speech. □ Provide preferential seating. □ Allow “language and activity breaks.” □ Review key ideas to reinforce what was heard (e.g. brainstorming maps on the wall or in Smart Notebook). □ Encourage ELL to draw what s/he hears then the teacher can check for comprehension. □ Provide an active and engaged method of reviewing instructions (e.g. role play, visuals, etc.) □ If providing a fidget toy, ensure the student and parent understand its purpose

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
B4. Overly anxious	
<ul style="list-style-type: none"> ▪ ELL may have limited language learning strategies (e.g. may be relying on memorization of classroom for comprehension). ▪ ELL may be overwhelmed by the language load. ▪ First culture or family may demand perfection. ▪ ELL was a top student in previous school. ▪ Anxiety may be seen in children who have witnessed or experienced violence. See Children's Hospital Centre for Refugee Trauma & Resilience ▪ Gifted learners have a need for precision in both thought and expression; (e.g. a simple set of facts presented for the class may be (over)analyzed at greater depth by a gifted ELL). ▪ ELL does not comprehend text. ▪ ELL may not know that mistakes are acceptable. ▪ ELL may have visible, physiological signs of anxiety. 	<ul style="list-style-type: none"> □ Refer to strategies and suggestions within: Alberta Education (2000) Programming For Students With Special Needs Book 8: Teaching Students with Emotional Disorders and/or Mental Illness. □ Monitor and record instances of possible physiological effects of anxiety such as rate of breathing, blushing, dizziness, trembling, clammy skin, digestive issues, fainting. □ Work with ELL's family to develop a plan to teach the student strategies to manage anxiety. □ Check for comprehension frequently by using a variety of question forms and ongoing quick assessment tools: e.g. traffic light colours for understanding □ Consult Bloom's Taxonomy for question forms. □ Model mistake-making as part of learning. □ Provide and teach how to use graphic organizers to help the ELL capture the essential understandings of the material, rather than writing all notes down.
B5. Does not follow classroom rules	
<ul style="list-style-type: none"> ▪ There may be cultural differences in school experiences and expectations. The ELL may not be familiar with classroom routines or understand the reason for specific rules. ▪ Parents report that the ELL demonstrates inappropriate behaviors for his/her age, gender, and culture at home. ▪ Learner may not understand the context, requests, or questions being asked. ▪ Some direct translations are confusing for learners (e.g. Korean: ney = yes.) ▪ Rules may be in conflict with cultural values religion and family experiences. 	<ul style="list-style-type: none"> □ Review classroom rules with a same language/culture buddy using a visual representation of classroom expectations and routines. □ Post classroom rules with explanatory visuals. □ Monitor and record the frequency, duration and context for rule-breaking. □ Provide clear, specific, meaningful praise/acknowledgement for positive behaviour. □ Understand the function of the behaviour, replace problematic behavior with a socially and culturally appropriate behaviour that serves the same function Supporting Positive Behaviour in Schools (Alberta Education (2008))

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
B6. Requires longer time to complete assignments than classmates	
<ul style="list-style-type: none"> ▪ ELL may be translating from L1 to L2 which takes time. ▪ ELLs take more time when working in their second language because of the demands of learning academic content, language and literacy. ▪ ELL may not have the English language skills to complete the assignment as given. ▪ The reading portion of the assignment may not be at the ELLs independent reading level (95-100% words understood). ▪ Gifted learners may inadvertently make a simple task more complex by exploring unassigned facets. ▪ The assignments take longer and are always in the same subject or skill. ▪ The ELL does not understand the task or have the prerequisite knowledge and skill to complete it ▪ The ELL may not have a quiet place time, or support to complete assignments at home. 	<ul style="list-style-type: none"> □ Ask the ELL about the need for more time to complete assignments. □ Provide modified assignments with more visuals and less language. Meeting Diverse Learning Needs with Differentiated Instruction. □ Alter the length of the assignment by providing fewer questions or have the ELL choose to answer a limited number of questions to demonstrate mastery. □ Offer the ELL an opportunity to complete work at school during the day or after school (e.g. lunch club, homework club, study hall with tutor, etc.). □ Assist ELL in learning the language for self-advocacy so that he can access the support s/he needs. □ Assign homework that reinforces the concepts taught in class. □ Discuss with parents how they could set up a “study space” in the home.



COMMUNICATION
CHALLENGES
SPEAKING & LISTENING

C1. Reluctant to share thoughts and ideas in group and class discussions

C5. Does not understand or “get” the humour of the classroom

C2. Mixes up the order of words and/or uses words from both English and first language

C6. Takes longer than other students to answer questions and needs more repetition

C3. Finds many English sounds or words difficult to pronounce

C7. Has difficulty retaining new vocabulary and information; seems to forget from one day to the next

C4. Sounds fluent in casual conversations but has difficulty during academic discussions

C8. Has strong skills in one language strand (listening, speaking, reading, or writing) and weak skills in another

Consider whether some of these communication challenges are because a student may be seeking or avoiding something (Refer back to behavior challenges).

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
C1. Reluctant to share thoughts and ideas in group and class discussions	
<ul style="list-style-type: none"> ▪ The Silent Period is a normal stage in the acquisition of a second language. This period usually lasts for a short amount of time but can continue for up to a year. ▪ ELL may be shy or reluctant to make mistakes. ▪ Neurological impairment can impact the ability to speak. ▪ ELL may have different cultural expectations regarding participation in classroom discussions. (e.g. some cultures view quiet children as respectful children). ▪ ELL may not have experience with sharing thoughts and ideas in front of more proficient English speakers. ▪ ELL may have been over-corrected, misunderstood, or teased by peers in the past. ▪ ELL may be less likely to participate when there is significant background noise. ▪ Some learners are reluctant to speak until they are sure of themselves. The learner may need time to develop confidence in his/her language ability. ▪ Initiating 1:1 or whole class conversations with adults can be intimidating for new language learners. ▪ Gifted learners may appear shy, anxious, or socially isolated. They may feel like they “don’t fit in” with their peers and therefore keep their interactions to a minimum. ▪ Gender and age-related roles and expectations from students’ first culture may impact how a student interacts with others and shares thoughts. ▪ ELL may have Selective Mutism, an anxiety-based disorder that limits where the student will speak, and to whom the ELL will speak. Selective Mutism appears at the ages of 2 to 6 and persists without intervention ▪ Selective Mutism occurs in both the home language and in additional languages. 	<ul style="list-style-type: none"> □ Explicitly teach cooperative learning skills. (e.g. Book called “Tribes” by Spencer Kagan) □ Allow ELL to demonstrate proficiency in first language with same gender peer/buddy translator. □ Consider use of assistive technology (e.g. electronic translator). □ Structure small group work to encourage ELL’s speaking and listening skills. Build “participation” into assessment tool. □ Use Total Physical Response (act out the word or term, have ELL do the same). □ For assignments that require speaking or presentations provide the reluctant ELL the option of using an audio or digital recording. □ Make presentations less threatening by providing rehearsal time and conducting presentations in small groups to a small audience rather than in front of the whole group. □ Express to ELL and parents that western educational systems value the importance of developing and articulating opinions in class. □ Provide training to an ELL in another grade of the same cultural and linguistic background to help coach the ELL. □ Allow the learner a choice of working independently, pair, or small group. □ Provide vocabulary and sentence frames to support interactions. □ Provide the opportunity for ELL to prepare, research, and plan in his L1 before presenting material in English. □ Ask the ELL about their reluctance to participate in class discussions. □ Record and monitor the frequency, duration, and context for this behavior □ Provide explicit English language instruction is the ELL receiving. □ Check the ELL’s hearing. □ See Alberta Education ESL Guide to Implementation K-9 for other suggestions. □ Ask the parents about whether or not the ELL refuses to speak to other people (e.g. in the family, in the community, at school). Ask about the age of onset and what works at home.

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
	Involve the School Learning Team around Selective Mutism if onset was between 2 and 5 years of age.
C2. Mixes up the order of words and/or uses words from both English and first language	
<ul style="list-style-type: none"> ▪ Linguistic structures in English are likely different from the ELL’s first language. ELLs create an “interlanguage” (a form of language produced during second language acquisition that combines features of both languages) when learning and experimenting with English patterns of speech. ▪ Grammar is a complex area where ELL’s will make errors; ELL’s require explicit instruction in context. 	<ul style="list-style-type: none"> ❑ Monitor and record the frequency, duration, and context for this behaviour? Is there a significant trend? ❑ Ask the parent if the ELL confuses word order in his/her first language. ❑ Monitor and record grammatical errors is the ELL making in all strands. ❑ Do the errors impact comprehensible communication? Can teachers and peers understand the ELL? ❑ For errors that are pervasive and significantly impact comprehensible communication in both the L1 and L2, consider consulting Area Learning Teams and/or CBE Speech Language Pathologists. ❑ Focus on one grammatical error at a time with mini- lessons focused on modeling and practicing the grammatical structure. See Grammar and Teaching: Challenging the Myths ❑ Provide examples of English sentence patterns and many opportunities for ELLs to use the patterns in meaningful contexts. ❑ Speak clearly; maintain natural rhythm and flow of the language. ❑ In a teachable moment, ask the ELL “Did you mean to say this ____ or this ____?” ❑ For ideas to assist in teaching grammar, see: Dr. Mora Modules <p>Audio for ESL/EFL</p> <p>Azar Grammar Exchange</p> <p>BBC Skillswise Words Grammar</p>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
C3. Finds many English sounds or words difficult to pronounce	
<ul style="list-style-type: none"> ▪ Some sounds of English are difficult to produce or enunciate clearly because they don't exist in the ELL's first language (e.g., T/TH, B/V, R/L) ▪ English may sound "fast" to beginner ELLs. ▪ An accent is a natural aspect of learning another language. ▪ The ELL has not had explicit instruction in phonemic awareness. ▪ The parents report a history of speech difficulties in L1. (e.g. articulation or stuttering) ▪ The ELL may have difficulty distinguishing between different sounds. This will make pronunciation difficult. ▪ A linguistic phenomenon known as "fossilization" may have Occurred. Fossilization is when during language learning there has been a lack of error correction therefore the erroneous language becomes fossilized into the ELLs language and is very difficult, but not impossible, to correct. 	<ul style="list-style-type: none"> ❑ Check hearing. ❑ Teach and provide practice for individual phonemes and minimal pairs (e.g. bit-pit). ❑ Differentiate between voiced and unvoiced sounds; e.g. D and T, L and R , P and B, CK and CH, WH and W, TH and TH, Z and S ❑ Capture ELLs developing English by scribing their speech/storytelling. (Language Experience Approach) ❑ Have ELLs read and reread text produced from their oral English. ❑ Provide listening opportunities such as taped books and other technology. ❑ Model correct pronunciation. ❑ Record ELLs so that they can self-assess against native speaker's pronunciation. ❑ Encourage parents to speak their strongest language (generally their first language) with their child to develop a solid foundation of vocabulary and grammar skills. ❑ For errors that are pervasive and significantly impact comprehensible communication across languages, consider consulting CBE Speech Language Pathologists or the Area Learning Team. <p>For teaching phonological skills: Reading Rockets 101 Phonemic Awareness Balanced Reading</p> <p>For pronunciation of new vocabulary: Oxford Advanced Learner's Dictionary Phoneme Chart: English Vowel and Consonant Sounds</p>

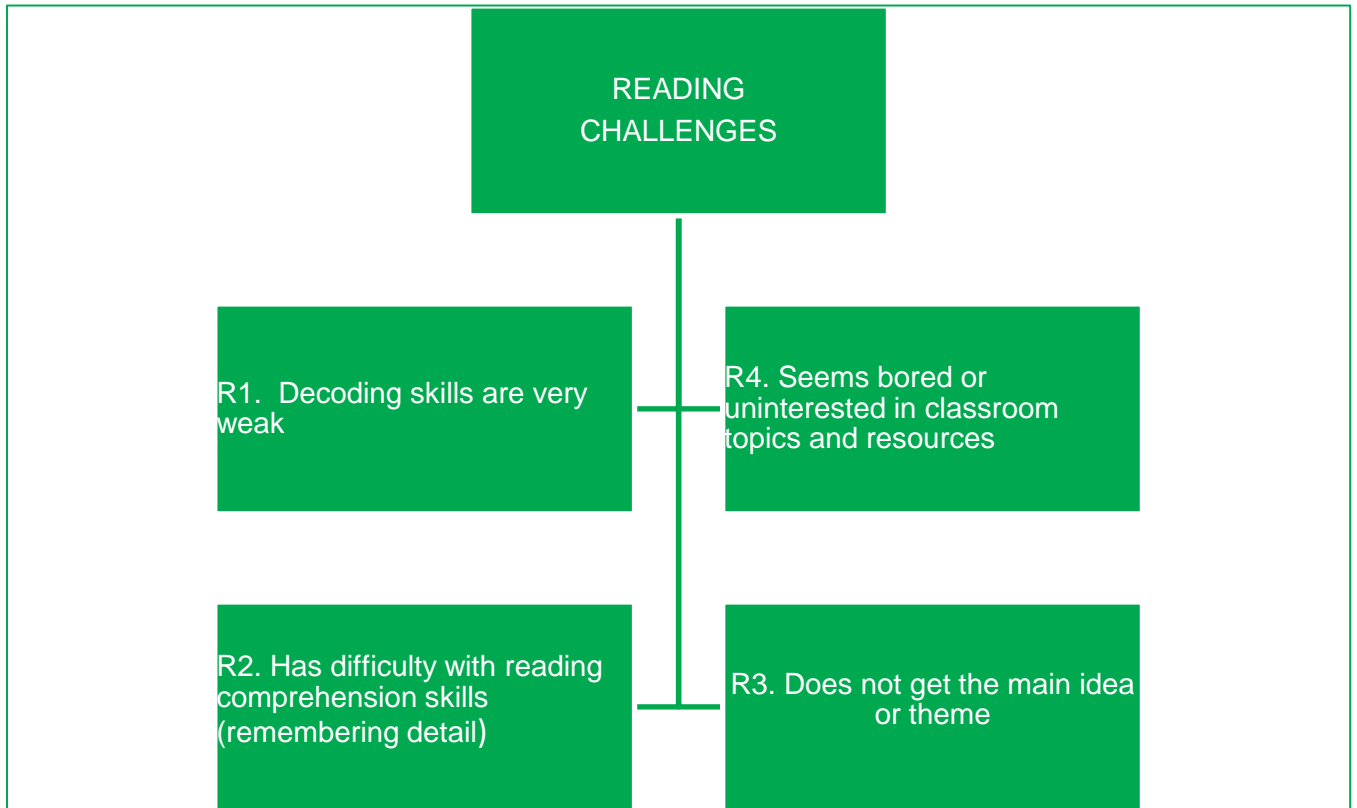
Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
<p>C4. Sounds fluent in casual conversations but has difficulty during academic discussions</p>	
<ul style="list-style-type: none"> ▪ There is a difference between conversational fluency (BICS – Basic Interpersonal Communication Skills) and academic language (CALP – Cognitive Academic Language Proficiency). CALP takes much longer to acquire. ▪ The ELL’s language skills may not have been assessed and programmed for using the Alberta K-12 ESL Proficiency Benchmarks Alberta Education ESL Benchmarks. ▪ Some learners are very good at following the lead of classmates, giving the impression that they understand the oral directions given. This gives a false impression of their receptive language skills and we expect more of the learner than they are able to comprehend. ▪ The learner may be a beginner language learner, using memorized phrases and/or mimicking other learners but may not understand the academic language. ▪ Some sounds in English may not exist in L1. The learner may have more difficulty discriminating these sounds and thus understanding the words and their meaning. ▪ School vocabulary may not be practiced at home, therefore only reinforced at school, and may need more reinforcement for it to “stick”. ▪ The learner may require a shared activity or experience to retain the new concept. ▪ This can include non-accented Canadian-born students. 	<ul style="list-style-type: none"> □ Model, teach, and recycle graphic organizers such as a KWL strategy to activate and construct background knowledge. □ Pre-teach key vocabulary and recycle it often during activities □ Provide sentence frames to assist ELL when responding (e.g.: Sanchez One Sentence Summary Frames) □ See Education ESL Guide to Implementation K-9 for other programming suggestions: □ Use gestures to encourage academic language (e.g. paraphrasing and summarizing)

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
C5. Does not understand or “get” the humour of the classroom	
<ul style="list-style-type: none"> ▪ Humour is culturally and linguistically based. Therefore, jokes and puns may be difficult for ELLs who do not have the language or cultural capital/context to understand the humour. ▪ ELLs may not understand language forms such as: jargon, idioms, and differences between literal and figurative language. 	<ul style="list-style-type: none"> □ Provide opportunities for classmates to share with the ELL the context of the joke and why it seems funny. Be explicit about teaching humor, figurative/descriptive language, idioms; for examples Idiom Site Dave’s ESL Café The Topic: Figurative Language □ Ensure ELL has a safe and appropriate place to ask about humour and slang (e.g. a teacher that can be approached to clarify swear words, etc.). □ The ELL may require some coaching around sociolinguistic and/or strategic competencies. See Alberta K-12 ESL Proficiency Benchmarks

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
C6. Takes longer than other students to answer questions and needs more repetition	
<ul style="list-style-type: none"> ▪ As academic language and content becomes increasingly abstract, the ELL requires additional processing time. ▪ First culture encourages reflective or indirect answers. ▪ Some families and cultures honor listening over speaking and observations over interaction ▪ Some families and cultures do not use “command” language, and a learner may not be used to this kind of interaction. ▪ Gifted learners may be critically considering the question (e.g. processing multiple angles or perspectives on the situation before answering). ▪ ELL may be translating the question, and a possible answer, into his or her first language and then back into English which slows response time. ▪ Depending on the ELL’s language proficiency level in listening and speaking, he or she may experience stress when questioned directly in front of the class. ▪ The ELL may be struggling with hearing distinct sounds in language. ▪ Some families interrupt school to bring the learner back to the home country. This disruption may result in delayed acquisition of skills. ▪ Cultures may vary in the amount of direction and in the number of repeated commands. Once may be only a prompt, not a directive. ▪ Some cultures value correct completion over incomplete attempts. The learner may be hesitant to answer and risk failure. ▪ The learner may need more supports (visuals, concrete objects, gestures, actions) to support understanding. ▪ English words might be pronounced and used in a different way at home. ▪ Grammatical structures can vary between languages, and the new L2 can be confusing to understand as a result. ▪ 	<ul style="list-style-type: none"> □ Ensure that medical and auditory issues are ruled out. □ Provide leveled scaffolds such as graphic organizers, structured cooperative learning, think-pair-share, etc. to cue ELL’s answer. <p>See: Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction</p> <ul style="list-style-type: none"> □ When questioning the ELL provide a cue such as, “The answer begins with ...” (provide the first few words). □ Use a variety of questions from Bloom’s Taxonomy □ Try close-ended questions with beginner and intermediate ELLs (e.g. allow ELL to point to the answer, ask yes/no questions, embed the answer in the question, ask “Five W” and “How” questions). □ Avoid asking questions using the passive voice. <p>Allow extra time for the ELL to give his/her response, (e.g. ask the question, let the student know you will come back to them, move onto another student, then return to the ELL).</p> <ul style="list-style-type: none"> □ Use a tone of voice, facial expression, body language that encourages participation from ELL’s. □ Allow the ELL to demonstrate his/her understanding in other ways. □ Consider a phonemic awareness screener. □ Consult with the parents/caregivers. Do they see the same at home? Has this been consistent through life, or has it changed recently? □ Present information in a variety of ways (visuals, pictures, concrete objects, gestures, movement, music, SMARTboard: to reinforce concepts. □ Have learner repeat back instructions. Move closer to the learner, speak directly to them, and diminish background noise.

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
<p>C7. Has difficulty retaining new vocabulary and information; seems to forget from one day to the next</p>	
<ul style="list-style-type: none"> ▪ Education is highly valued in many cultures but occasionally there are other priorities (e.g. family or financial needs, etc). ▪ ELL may be preoccupied with pronunciation and/or grammar therefore reluctant to respond. ▪ A normal aspect of second language learning is circumlocution; this is when an ELL describes a word or concept instead of naming it directly. ▪ ELL’s background experiences may not be congruent with the curriculum Information may have been presented orally with limited visual or concrete representation. ▪ ELL has had limited opportunities to use the new vocabulary and information in discussions, shared activities or reading material. ▪ New vocabulary and information may not be relevant to the ELL at this time (e.g. abstract or does not meet current, immediate needs). ▪ ELL may feel anxious if requested to orally review yesterday’s lesson, especially in front of his/her peers. 	<ul style="list-style-type: none"> ❑ Monitor and record the frequency, duration and context for this behavior. ❑ Provide multiple exposures to vocabulary and information with shared activities to ensure understanding of the concept as well as the vocabulary. These experiences can then be used later to cue memory. ❑ Use mobile bilingual dictionaries and/or thematic picture dictionaries. ❑ Present new vocabulary and concepts both orally and visually (e.g. write simplified instructions on the white board or SMART Board) ❑ Allow ELL to write new vocabulary and/or represent understanding through drawings with L1/L2 labels. (e.g. Three Point Approach) ❑ Suggest and practice some memory strategies for use at home and school (e.g. give no more than three directions at a time, have the ELL repeat them back, then begin the task). ❑ Monitor and adjust speech when speaking to the ELL, use “plain” English to ensure comprehension (e.g. stand close to the student when providing instructions, reduce background noise, reduce the use of idioms, speak slowly but naturally, shorten the length of sentences). ❑ Allow ELL to demonstrate learning in a variety of ways (e.g. performance assessment, projects, graphic organizers) ❑ Use Bloom’s Taxonomy ❑ Involve a CBE Diversity Learning Support Advisor to determine any family stressors. ❑ Ask the parent if the ELL has difficulty retaining vocabulary and information in the L1. Ask the parent if the ELL is getting enough rest to integrate new learning. ❑ Monitor and record the frequency, duration and context for this behavior.

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
<p>C8. Has strong skills in one language strand (listening, speaking, reading, or writing) and weak skills in another</p>	
<ul style="list-style-type: none"> ▪ When learning a new language, the ELL may have had an instructional focus on reading and writing with limited opportunity to develop listening and speaking skills (or vice versa). ▪ ELLs require the rich oral language environment that students who speak English as the main language at home experienced in their early childhood. ▪ A gifted learner may demonstrate deep structure in one domain of knowledge and shallow in another (e.g. exceptional knowledge or skills in verbal and low to moderate skills in math) ▪ There may be differences in the physical act of writing as students move from L1 to L2 (e.g. position, direction) that require time and instruction to adapt) 	<ul style="list-style-type: none"> □ Increase explicit language instruction (e.g. schedule opportunities for sheltered instruction with functions, forms, and vocabulary for beginner ELLs to develop and balance skills). □ Target specific language skills based on English Language Proficiency Level using the Alberta K-12 ESL Proficiency Benchmarks □ Build, teach, and review thematic Word Banks for each unit so that the ELL can learn academic English. <p>Scholastic Teaching Strategies: The Word Wall</p> <p>MyVocabulary.com</p> <ul style="list-style-type: none"> □ Offer multiple opportunities and methods to practice new learning (e.g. discussion time with teacher and ELL, in pairs, and small groups). □ Alter depth or breadth of assignment to increase challenge in areas of strength. □ Use strengths to support areas of growth, (e.g. present the content with visual supports, then have ELL incorporate visuals to demonstrate understanding in math, use ELL's oral language to develop reading and writing through Language Experience Approach across the curriculum. For more information about this approach go to: Literacy Connections: In Their Own Words □ Increase opportunities for oral language (e.g. read-aloud, shared reading/writing, choral readings, language play)



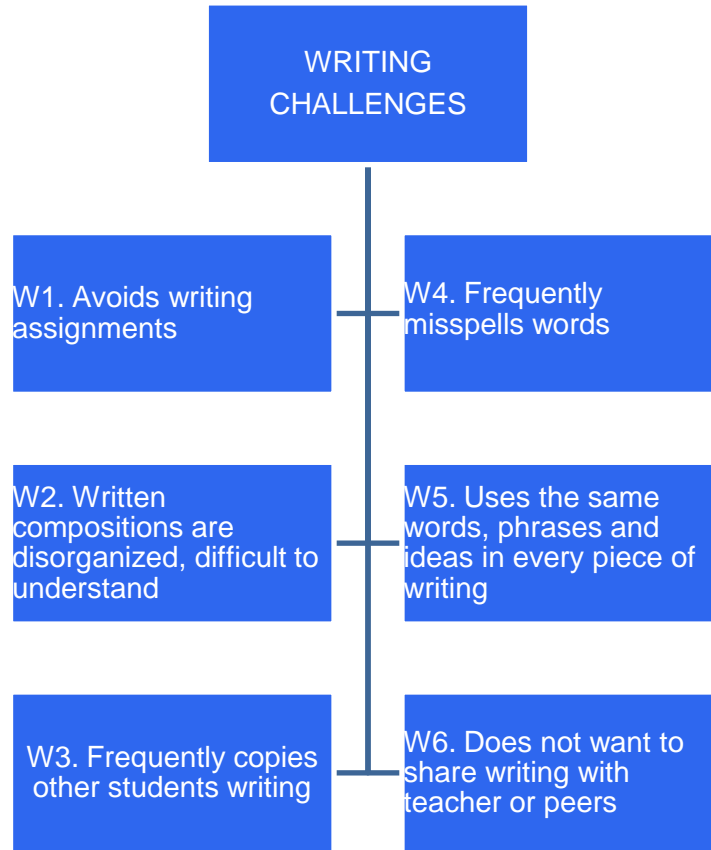
Consider whether some of these reading challenges are because a student may be seeking or avoiding something (Refer back to behavior challenges).

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
R1. Decoding skills are very weak	
<ul style="list-style-type: none"> ▪ ELL is only able to decode regularly spelled words. ▪ First language of ELL may have an orthography where one letter of the alphabet always corresponds to one sound. ▪ ELL may have few decoding strategies to tackle longer or irregular spelling patterns. ▪ ELLs may over generalize when decoding (e.g. adding the “ed” suffix to verbs such as “goed” or “readed”). This is a normal aspect of language acquisition. ▪ ELL may not have literacy skills in first language which would have provided an understanding of the reading and writing process. ▪ The ELL may not recognize when s/he is making a decoding error in English. ▪ Beginner to intermediate level ELLs may lack the language proficiency to understand or use the prompt “Does that word make sense?” ▪ The ELL does not know the names of the letters of the alphabet and the sound symbol relationship (alphabetic principle) ▪ The ELL may not use decoding strategies such as phonetic or sight. ▪ The ELL may have weak decoding skills in L1 that exacerbate difficulties learning how to decode in L2. 	<ul style="list-style-type: none"> □ Assess decoding skills including alphabetic and phonemic awareness skills. (e.g. Abecedarian on line) □ Explicitly teach (in context) sound/ symbol relationship, blends and vowel combinations. □ Teach the irregular letter combinations e.g. <u>search</u>, <u>phone</u>, <u>rough</u>, □ Teach the meaning of suffixes, prefixes, and root words (e.g., re-fresh-ing) <p>Additional information about decoding: Reading Rockets 101 Phonemic Awareness</p> <p>The Cognitive Foundations of Learning to Read Balanced Reading</p> <p>What is a Morpheme?</p> <p>Phoneme Chart: English Vowel and Consonant Sounds</p>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
R2. Has difficulty with reading comprehension skills (remembering detail)	
<ul style="list-style-type: none"> ▪ Reading comprehension skills are typically examples of Cognitive Academic Language Proficiency (CALP). CALP requires more in-depth second language skills than Basic Interpersonal Communication Skills (BICS); the ELL will need continued instruction to develop these skill ▪ When reading aloud, ELL may be intensely focused on accurate decoding (e.g. pronunciation, phrasing, intonation, etc.) to the detriment of comprehension. ▪ Previous teachers and ELL’s family may have stressed decoding skills, believing decoding to be the measure for reading. ▪ Receptive language skills tend to outpace expressive language skills. ▪ Reading comprehension is dependent on oral language skills; ELLs must be taught and given time to practice speaking English using academic vocabulary and phrases. ▪ The task of reading may over-tax or overload a student’s working memory. 	<ul style="list-style-type: none"> □ Use pre-reading activities to connect the ELL’s background knowledge to the text. □ Pre-teach, practice and/or review text critical vocabulary before assigning reading. □ Clearly state the purpose for reading □ Model and practice oral re-telling of passages. □ Ensure text is at the level of proficiency of the learner. □ Go beyond grade readability to Lexile levels of text. □ Provide leveled text and direct instruction to build skills. □ Beginner ELLs (levels 1 and 2) benefit from introductory modeling of comprehension strategies but they may lack sufficient English language proficiency for significant independent work. □ Level 3 students need substantial modeling and guided support □ Level 4 and 5 students require modeling of and instruction in and practice with mnemonic devices for remembering. □ Record sub ideas (gathering details) while reading and demonstrate ongoing hypothesizing about theme and main idea □ Compare oral and silent reading comprehension for students. □ Provide varying levels of questions (e.g. use QAR: the Question Answer relationship) see: Just Read: Question and Answer Relationships <p>Reading Quest: Question and Answer Relationships</p>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
<p>R3. Does not get the main idea (e.g. summarizing, inferring, hypothesizing, inference, subtlety, nuance, and innuendo)</p>	
<ul style="list-style-type: none"> ▪ ELL has learned to decode English vocabulary and seems to be a proficient reader however comprehension skills may lag due to limited expressive and receptive vocabulary skills ▪ The ELL may not be able to “read between the lines.” ▪ ELL may be unfamiliar with retelling text in own words. ▪ Due to limited proficiency the ELL may be expressing responses in simple ways but thinking more abstractly. ▪ The ELL may be able to summarize and infer when the topic and key vocabulary is taught. ▪ Academic vocabulary is more complex and abstract which impacts comprehension. ▪ Figurative language, idiomatic expressions and humor are culturally determined and are difficult to understand in a second language. ▪ Reading comprehension is dependent on oral language skills; ELLs must be taught and given time to practice speaking English using academic vocabulary and phrases. ▪ Speaking and listening skills directly correlate with reading comprehension skills. If ELLs are to read with comprehension they must be directly taught how to discuss text. 	<ul style="list-style-type: none"> □ Explicitly teach inference as an academic skill (using details to defend guessing) □ Model identifying main ideas through shared reading. □ Cue the ELL to self-monitor while reading orally, pausing to review and summarize what has been read (e.g. depending on reading level, stop and re-cap after a sentence, a paragraph, a page or a chapter). □ Record sub ideas (gathering details) while reading and hypothesizing about theme and main idea □ Help ELLs to visualize the text. (e.g. create “pictures in her/his head”). □ Teach and practice note-taking strategies (e.g. informal outlines, webs, etc.). □ Build oral language proficiency to practice using new vocabulary in context. □ Continue to activate and construct background knowledge. □ Practice finding and summarizing the main idea in text. □ Use reading strategies such as “reread” and “read ahead” to clarify, create pictures to solidify unknown vocabulary. □ Teach key vocabulary through vocabulary development activities. Reading Rockets: Teaching Vocabulary <p>Literacy Matters: Strategies to Build Student Vocabulary</p> <p>Consider accessing the following website for reading comprehension strategies for ELLs: ASCD Reading Comprehension Strategies for English Language Learners</p> <ul style="list-style-type: none"> □ Develop a variety of ways in which the ELL can show learning rather than relying on language proficiency (authentic assessment). <p>See the following websites for assistance in building comprehension skills in ELLs: Reading Rockets 101 Phonemic Awareness Balanced Reading</p> <p>The Cognitive Foundations of Learning to Read</p>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
	Balanced Reading What is a Morpheme? Phoneme Chart: English Vowel and Consonant Sounds Leveled Readers for younger kids
R4. Seems bored or uninterested in classroom topics and resources	
<ul style="list-style-type: none"> ▪ ELL may lack the language skills to understand the task and may not be able to sustain concentration. ▪ Detachment may serve as a coping mechanism or mask for stress. ▪ ELL may not feel part of the class (e.g. physically bigger or smaller than same-age peers). ▪ ELL does not see his/her home culture represented in the classroom resources, or considers the materials a misrepresentation. ▪ ELL may feel uncomfortable with the topic (e.g. topic may be considered inappropriate by home culture). ▪ Gifted learners may show an enthusiasm or passion for self-identified topics or subjects; whereas they may appear disengaged around topics that are not of interest to them. ▪ ELL may be in early stages of acculturation and homesick. See How Culture Shock Affects Newcomers ▪ ELL may be masking inability to access language tasks. ▪ Material may not be developmentally appropriate for the learner's maturity level. 	<ul style="list-style-type: none"> □ Ensure sufficient time in the day is at the ELL's instructional level. □ Provide age-appropriate and developmentally appropriate materials. □ Prepare the class to welcome new ELLs at all points during the year. □ Provide explicit instruction to build the ELL's expressive and receptive language skills. □ Encourage ELL to bring reading material in first language from home. □ Encourage ELL to visit the public library. □ Incorporate the use of multicultural, multilingual and/or dual language books. □ Introduce L1 phrases in the class to establish peer connections. □ Provide comprehensible input □ Challenge the ELL to make connections between topics using self-identified areas of strength or interest. <p>For older ELLs, who are literate in L1, consider accessing L1 newspapers: Washington's Interactive Museum</p>



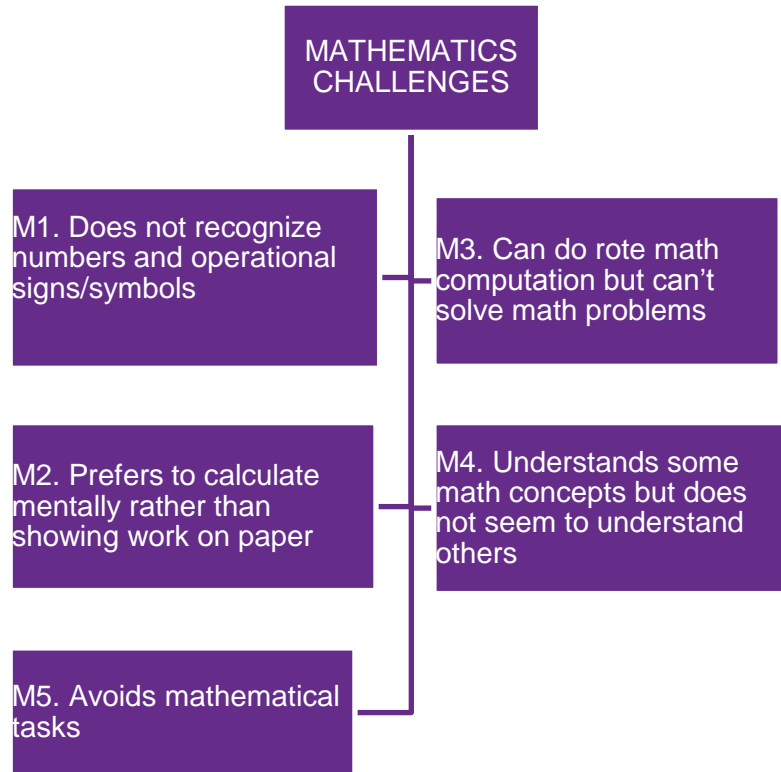
Consider whether some of these writing challenges are because a student may be seeking or avoiding something (Refer back to behavior challenges).

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
W1. Avoids writing assignments	
<ul style="list-style-type: none"> ▪ Depending on the ELL’s profile, he or she may have no experience with writing (e.g. limited formal schooling). ▪ Gifted learners may have difficulty organizing, synthesizing and/or sequencing their writing; as a result they may have difficulty knowing where to begin. ▪ The ELL has not received any explicit instruction in writing. ▪ The assignments are not appropriate for the ELL’s current level of English language proficiency. ▪ The ELL misunderstands the instructions. ▪ The ELL may not yet have developed efficient writing strategies. ▪ The distance between language scripts varies; (e.g. Arabic script is significantly more different than English script, whereas Romanian script is virtually the same) 	<ul style="list-style-type: none"> □ Instruct ELLs on: <ul style="list-style-type: none"> □ pencil grasp and pressure □ correct letter formation □ how to use loose leaf paper (e.g. margin on the left and top of the page) □ directionality (left to right) □ spacing □ writing on the line □ Alter the size or type of paper (e.g. use half or quarter of a sheet, or provide interlined, half blank-half lined, or raised line paper). □ Encourage talking about writing before beginning their writing. □ Demonstrate how to begin writing through shared writing. E.g. concept maps or graphic organizers □ First, the teacher demonstrates the writing process for the students. Next, the teacher practises with the students. Then, the teacher provides support as the student’s practise. Finally, the teacher may assign a similar writing task for independent completion. □ If ELL has computer experience, technology may be useful writing aid (e.g. Read and Write Gold or Microsoft Word). □ Ensure the ELL understands the assignment by having the student repeat back the instructions in their own words. □ Look to the benchmarks for what a student should be able to do and offer opportunities to practice □ Scaffold writing by providing a sentence frame to get the student started. □ Differentiate assignments to reflect the ELL’s current English level (e.g. Beginners at Level 1 or 2 can draw, label, copy, fill in the blanks with a word bank, etc.). □ Provided practice tasks to build fluidity, separate from writing tasks used to demonstrate knowledge of a topic □ Scaffold writing by providing paragraph frames and sentence frames □ Explicitly teach expository formats (4-12) □ Alter thickness of pencil, or decrease length of pencil, and add a soft grip accessory.

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
W2. Written compositions are disorganized, difficult to understand	
<ul style="list-style-type: none"> ▪ First language writing styles may be different (e.g. persuasive, compare and contrast, sequencing, etc.). ▪ First language styles might not encourage writing from the “I” or “My opinion” therefore ELLs circle around this perspective. ▪ The ELL may have a background of limited formal schooling opportunities. ▪ Gifted learners may have difficulty organizing, synthesizing and/or sequencing their writing; as a result they have difficulty capturing their ideas in a timely and organized fashion. 	<ul style="list-style-type: none"> □ Arrange pairs of ELLs to brainstorm the topic, key points and what their first sentence will be. □ Explicitly help students identify the purpose for writing as a language function and then build vocabulary for that function. (e.g. compare/contrast function would use words like different, same, alike, similar, opposite, □ Explicitly teach the ELL the use graphic organizers and post-it notes to record key ideas, then sequence them before attempting writing. □ First, the teacher demonstrates the writing process for the students. Next, the teacher practises with the students. Then, the teacher provides support as the student’s practice. Finally, the teacher may assign a similar writing task for independent completion. □ Provide a model or sample of the completed work. □ Given the ELL’s proficiency level, break the task into manageable chunks or steps. □ If literate in L1, have ELL write brainstorm or begin initial draft in first language, then translate. □ Build ELL’s skill and confidence by targeting a few key errors in the writing, not all errors. □ Use a computer; ideas can be more easily re-arranged on the screen than on paper.
W3. Frequently copies other students’ writing	
<ul style="list-style-type: none"> ▪ Copying shows beginning mastery of a new language. This may represent a progression as the ELL moves from copying to experimenting with language independently. ▪ This strategy may have worked well for ELL in previous school. ▪ ELL may be afraid of making mistakes or falling behind. ▪ Many ELLs will limit themselves to words they can spell correctly, even if they have more precise terms in their spoken vocabulary. 	<ul style="list-style-type: none"> □ Provide scaffolding by allowing student to draw, demonstrate and speak about ideas before writing □ Ensure tasks are an appropriate or realistic match to the ELL’s language proficiency level using the Alberta K-12 ESL Proficiency Benchmarks as a guideline. □ Ensure ELL understands when it is appropriate to copy from other students and when students are expected to work independently □ Explain and identify examples of plagiarism □ Provide copies of notes from the board

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
<ul style="list-style-type: none"> ▪ ELL’s culture may value group work as more important than individual achievement. ▪ ELL may view teaching and learning as the teacher’s responsibility (external locus of control). ▪ The writing task may be too difficult, often ELLs will resort to plagiarism as a coping mechanism. ▪ The consequences for errors may be too harsh. In the classroom? Previous school? Home? The ELL’s perceptions of the consequences for errors may or may not be accurate. ▪ Some cultures do not disapprove of plagiarism. 	<ul style="list-style-type: none"> □ Provide consequences to the person from whom the work has been copied as well as the copier after full explanations and warnings <p>Provide scaffolding through the use of language experience, sentence frames, cloze activities etc.</p> <p>See:</p> <p>Sanchez One Sentence Summary Frames</p> <p>Jeff Zwiers Language and Literacy</p>
<ul style="list-style-type: none"> ▪ W4. Frequently misspells words 	
<ul style="list-style-type: none"> ▪ ELL may be learning a new script; not all languages are alphabetic (e.g. Chinese); some do not rotate symbols (p, b, d) and some are written right to left (Arabic, Farsi, Persian, Pashto, Urdu, Sindhi). ▪ The ELL may confuse order of letters in words such as: was/saw, pot/top. This may be a comprehension issue, not recognizing that these words are different. ▪ ELL may have “fossilized” incorrect spelling patterns. ▪ In some languages, the end sounds of words are irrelevant for meaning. ▪ ELLs may not be able to hear the phonemes of English well enough to produce. ▪ ELL may not have received spelling instruction. 	<ul style="list-style-type: none"> □ Teach onset and rime to build decoding and basic spelling pattern skills. Florida Center for Reading Research □ Ensure materials are at an appropriate level for the ELL. □ Teach explicit spelling strategies e.g. “i” before “e”... and root word patterns. □ Teach students to notice end sounds. (e.g. minimal pairs bit/bid, lip/lit) □ Use language experience approach to model writing. <p>Literacy Connections: In Their Own Words</p>

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
W5. Uses the same words, phrases, ideas and style in every piece of writing	
<ul style="list-style-type: none"> ▪ Many ELLs will limit themselves to words, phrases and verb tense they can use correctly even if they have more varied terms in their spoken vocabulary. ▪ It is common for beginner language learners to produce short, repetitious passages. ▪ See Alberta K-12 ESL Proficiency Benchmarks as a guideline. ▪ ELL may not have been taught differing styles of writing that respond to purpose and audience. ▪ ELL may not have been exposed to a variety of sentence structures. 	<ul style="list-style-type: none"> □ Encourage ELL to use the classroom word wall and concept wall when asked to express understanding. □ Create a vocabulary continuum on the word wall: (big > huge > large > enormous etc). □ Assign topics to provide structure rather than free writing until ELL develops independent skills. □ Develop oral and written English proficiency simultaneously. □ Provide structured talk-time before writing time. □ Teach non-fiction writing as well as fiction. □ Model sentence patterns. □ Provide many opportunities to use verb tenses in speaking during discussions or activities. □ See the following websites for assistance in teaching tense: English Tenses with Cartoons One Stop English Present Perfect Azar Grammar
W6. Does not want to share writing with teacher or peers	
<ul style="list-style-type: none"> ▪ ELL’s culture may discourage attention seeking behaviours. ▪ ELL may feel shy or anxious about the quality of his/her work. ▪ Previous teachers may not have tolerated mistakes. ▪ Gifted learners may be especially sensitive to criticism; unless the ELL is certain they will be successful, they may be reluctant to take the risk of sharing. ▪ ELL’s culture may discourage standing in front of a group. ▪ ELL may not have built trust with the teacher or peers. 	<ul style="list-style-type: none"> □ Provide opportunities for ELL to develop relationships with peers. □ Do not assess the first drafts of writing. □ Provide meaningful feedback on drafts to target skill improvement. □ Provide opportunities for rehearsal and feedback, (e.g. allow ELL to share with a trusted classmate or adult before sharing with a small group). □ Provide ample positive reinforcement and specific praise e.g. “I like how you incorporated _____ into your writing.” □ Let the ELL video themselves if they are to orally share their writing.



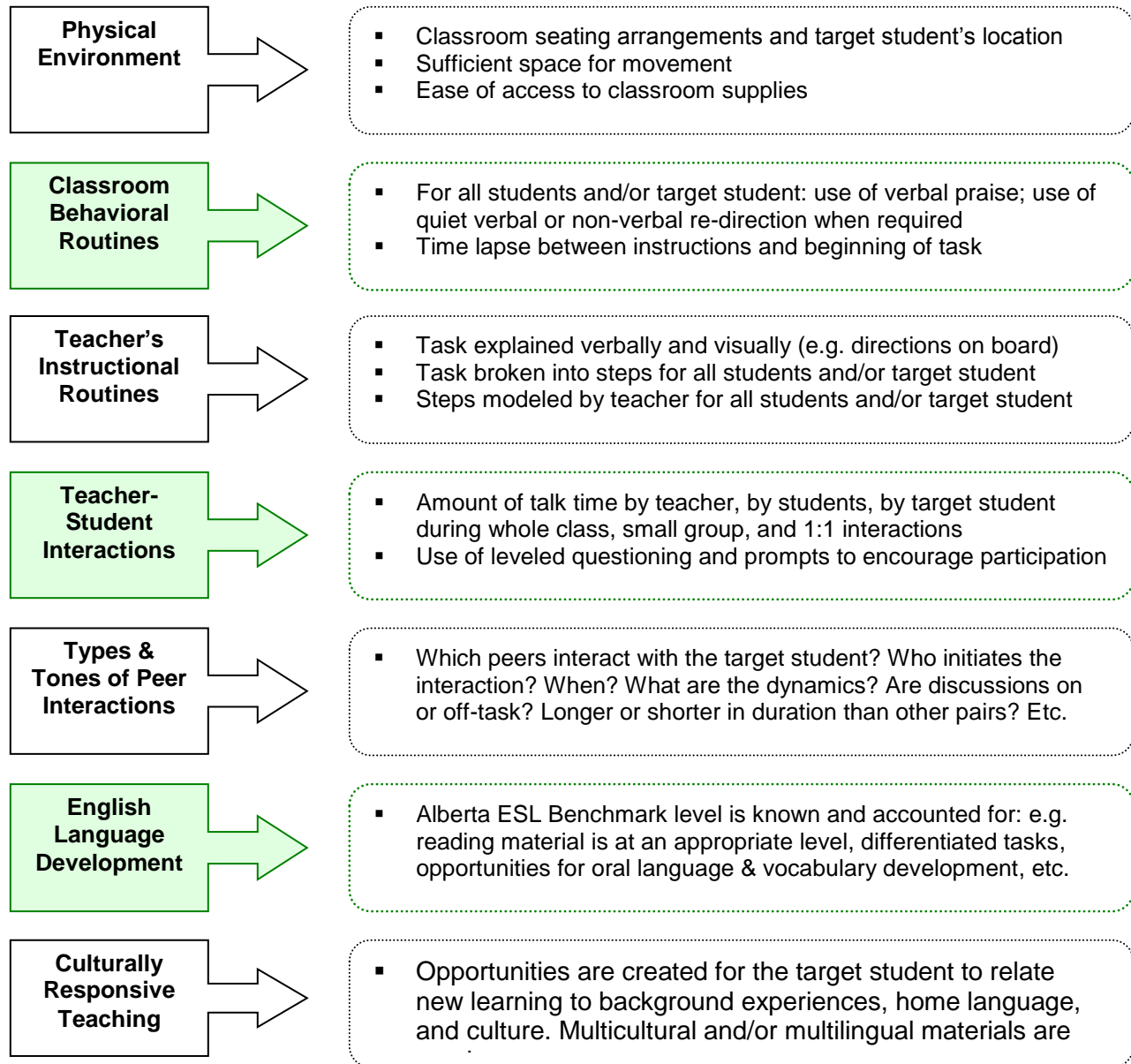
Consider whether some of these mathematical challenges are because a student may be seeking or avoiding something (Refer back to behavior challenges).

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
M1. Does not recognize numbers and operational signs/symbols	
<ul style="list-style-type: none"> ▪ Numbers are formed differently in some countries. (e.g., the numeral 1 may be like a 7 and a 7 has a line through it, a dot for a decimal versus a comma, 3*2 or 3(2) is not understood as multiplication, etc). ▪ Dates may be written in several ways (e.g. March 12 1998 – 03/12/98, 12/03/98, 98/03/12). ▪ The student may not have had any previous instruction regarding quantity and its visual and symbolic representation. ▪ Numeric symbols may have different meanings in different cultures (e.g. the number zero in Arabic). 	<ul style="list-style-type: none"> □ Review foundational number facts and skills before moving into more complex or abstract work. □ Explicitly teach North American numerical system and English words for numerical symbols and operations i.e. “+” means addition, adding, plus, sum, etc. □ While transitioning to North American numerical operations allow the student to use the script he/she is familiar without negatively impacting assessment.
M2. Prefers to calculate mentally rather than showing work on paper	
<ul style="list-style-type: none"> ▪ Other educational systems teach students to focus on making mental calculations. ▪ The correct answer may have been valued in previous school settings, rather than the mathematical processes involved. ▪ Gifted learners may discount the need and rationale to record the problem solving process; they may see it as “slowing down” to record obvious steps. 	<ul style="list-style-type: none"> □ The ELL and the parent would benefit from an explanation of mathematics assessment in Canada. (e.g. marks or points are given for showing more than just the answer). □ Teach the ELL how to represent the steps. □ Allow the ELL to share the steps orally with a peer; or peer-teach to demonstrate understanding of the process. □ Prompt the ELL to show or explain the steps backwards from the answer.
M3. Can do rote math computation but can't solve math problems	
<ul style="list-style-type: none"> ▪ ELL may have experienced learning that focused on the product as opposed to learning that focuses on process. ▪ Numerical systems may be new to the ELL (e.g. numbers, metric, currency, etc.). ▪ Do not assume the ELL has the necessary background knowledge required for computation and problem solving. ▪ The ELL may not have received explicit instruction on how to communicate the steps in the problem solving method. ▪ Word-based math problems may be too advanced (e.g. the English in both the content-specific math language and the general 	<ul style="list-style-type: none"> □ Teach the common language patterns used in math problems, simplify this language until the pattern is understood. □ Use manipulative and visual supports when possible. Be aware that the ELL (and his/her parents) may view the use of manipulatives as “play.” Explain the rationale for using manipulatives and provide time to observe other students engaged in these activities. □ Explicitly teach math problem solving strategies and math vocabulary. Consider use of math dictionary □ Consider reading problems from the last sentence first.

Linguistic, Cultural and other Considerations	Sample Intervention Strategies in the Classroom
<p>academic English).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Try split-page note taking which has the math on the left hand side and the language describing it on the right. <input type="checkbox"/> For the language of math for early learners (Math is Fun) you can get some ideas from this site. <input type="checkbox"/> Consider using the math dictionary. <input type="checkbox"/> Teach the vocabulary and structure for communicating mathematics steps.
M4. Understands some math concepts but does not seem to understand others	
<ul style="list-style-type: none"> ▪ Not all math concepts are taught universally; some may not exist in certain cultures (e.g. instead of long division, subtraction is used over and over. Fractions may be introduced in grades other than those in North American curriculum. The ELL may be used to a 24 hour clock rather than the 12 hour clock or Fahrenheit rather than Centigrade/Celsius). 	<ul style="list-style-type: none"> <input type="checkbox"/> Have the ELL create a glossary of math terms. <input type="checkbox"/> Help them make connections between their background knowledge and the corresponding North American math terms and symbols. <input type="checkbox"/> Structure opportunities for peer-tutoring. <input type="checkbox"/> Allow student to review concept in L1. <input type="checkbox"/> Provide additional time. <input type="checkbox"/> Allow the use of bilingual dictionaries. <input type="checkbox"/> Provide some online practice in all of the strands through virtual math manipulatives. <input type="checkbox"/> Explore software for mathematics.(e.g. Successmaker through Pearson).
M5. Avoids mathematical tasks	
<ul style="list-style-type: none"> ▪ ELLs may have no experience with numeracy ▪ ELLs may not have acquired math skills acquired by rote e.g. multiplication tables ▪ ELLs may not be familiar with grammatical and syntactic patterns used in word problems ▪ ELLs may have difficulty with and avoid math if it is associated with a history of early chronic stress and “numbing out” stress response. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use tasks that are relevant to students’ personal and cultural experience. <input type="checkbox"/> Use realia and manipulatives whenever possible while introducing symbolic and visual <input type="checkbox"/> Provide opportunities for pairs and small groups to discuss their thinking. <input type="checkbox"/> Use talk-aloud protocols to demonstrate how you (the teacher) thinks through a problem. <input type="checkbox"/> Set short term goals for completion and reward completion of each step.

Self-Reflection-The Ecology of My Classroom

The classroom is like an ecological system, it is comprised of multiple factors. Classroom observations provide useful information. They can be conducted before, during, and/or after the SLT, to inform instructional interventions. A teacher may recruit a member of the SLT to observe the target student's patterns of interaction in the classroom. Consider these categories as a way of focusing the observation.

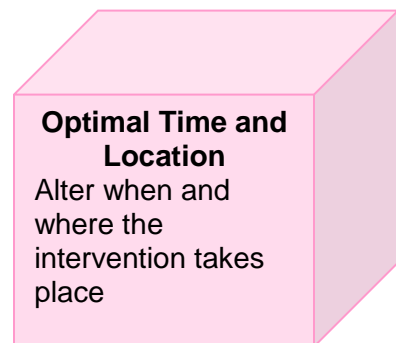
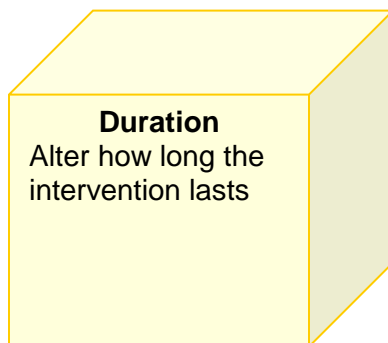
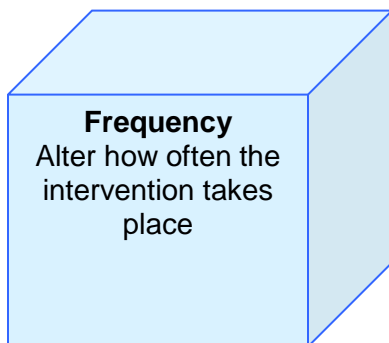
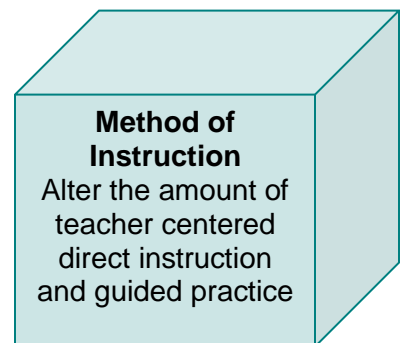
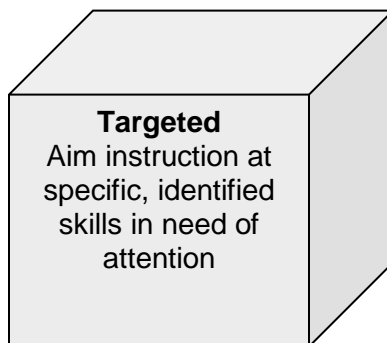
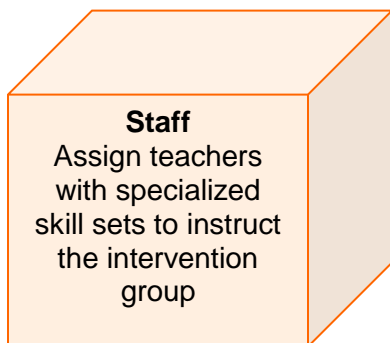
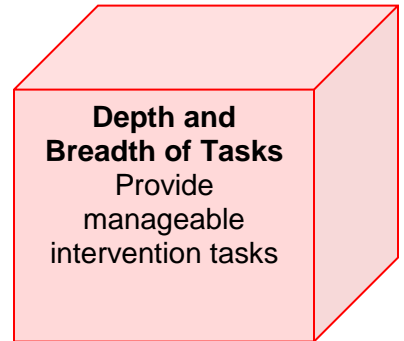
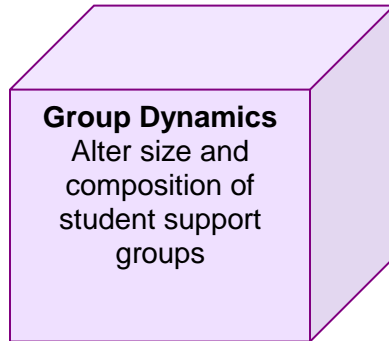
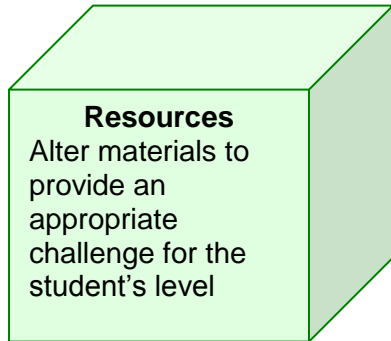


Gersten, R. & Geva, E. (2003) Teaching reading to early language learners. *Educational Leadership* 60(7) 44-49.

Overton, T. (2004) Promoting academic success through environmental assessment. *Intervention in School and Clinic* 39(3) 147-153.

Self-Reflection-Instructional Variables

Use this sheet with the School Learning Team to consider the variables of individual and group interventions. Which of these variables can be manipulated for your student?



Based on Fuchs, L.S. & Fuchs, D. (2007) A model for implementing responsiveness to intervention. *Teaching Exceptional Children* 39(5) 14-20.

Voice of the Parent

This page may be used to consider what input or perspective a parent may have in the School Learning Team (SLT) process. Additionally, it may be used in a parent conference with an [interpreter, Diversity and Learning Support Advisor, or In-School Settlement Program Worker](#) to explain how the parent and school can work together through the SLT process.

Step 1: Initial Identification of an issue

“The teacher and I need to talk. My child is having difficulty with... *or* The teacher feels my child is having difficulty with... What I think is...”

Step 2: Gathering multiple sources of data (assessment)

“I know my child, our family, our challenges and our successes. I know how my child progressed in our home country. I know what has and has not worked at home. How can I share this information with the teacher?”

Step 3: Determining possible interventions

“We have talked about what the issue looks like at home and at school. As the parent, I notice that my child... so I think this means that we need to...in order for my child to...”

Step 4: Applying interventions

“We are going to change some things for my child. My child will.... The teacher will... This will help because... At home we can support by...”

Step 5: Evaluating the interventions

“My family has an important role working with the school. We can talk with the teacher to decide if we should continue this plan, change it, or move on to a new goal and a new plan.”

Voice of the Student

This page may be used to consider the perspectives of the student in the SLT process. Additionally, it may be used in a conference as a prompt to direct the student in building self-advocacy skills.

Step 1: Initial Identification of an issue

“My teacher and I need to talk. I am having trouble with...
or
My teacher feels that I am having trouble with... What I think is...”

Step 2: Gathering multiple sources of data (assessment)

“What do I know about myself and this problem? Has this happened before? What happened then? Did it help? How can I share this with my teacher?”

Step 3: Determining the Interventions

“My teacher and I have talked about this problem, what it looks at home and at school. I notice that I...so I think this means that I need... that way I can...”

Step 4: Applying the Interventions

“My teacher and I are going to change some things. I think I need to work on... I can do this if I have... My teacher will... This will help me because... At home my family could support me by...”

Step 5: Evaluating the Interventions

“We have a plan for what we will change. I understand it and I am willing to try. I can be a positive advocate for myself by letting my teacher know how it is going, what questions I have, and what changes I would like to suggest.”

Voice of the Teacher

These pages may be used to consider multiple perspectives throughout the School Learning Team (SLT) process. While it may not be possible or appropriate to include students and/or parents in every SLT, it is important to consider their viewpoint and gather their feedback throughout the process.

Step 1: Initial Identification of an issue

“My student and I need to talk. I see he/she is having difficulty with...I can learn more about my student and this challenge by connecting with the family.”

Step 2: Gathering multiple sources of data (assessment)

“What do I know about this student and this issue? Has this happened before? What did we try then? Did it help? How can I gather more information?”

Step 3: Determining the Interventions

“I have talked with this student and his or her parents about the situation; what it looks at home and at school. I’ve considered the implications of this information. As the teacher, I think this means I need to...”

Step 4: Applying the interventions

“My student and I are going to change some things. I think this student needs to work on... I can support this by altering my instruction and tasks to provide... The family can support the student by...”

Step 5: Evaluating the Interventions

“I will monitor the student’s response to the intervention at school by recording some observations. I can talk with the student and family to decide if we should continue this plan, change it, or move on to a new goal and a new plan. I can consult with the SLT to determine how we may proceed.”

Who is the Learner?

Understanding the learner's profile is central to designing effective instruction.

Directions:

1. Learn more about your student by gathering as much of the following information as possible, Talk with the student, parent/guardian, and other classroom teachers. Examine student records, past report cards, attendance records, classroom assessments, and documents such as Kingsland Intake for 301's (Non-Canadian Citizens), School Intake for 303's (Canadian Citizens).
2. Share your findings and possible implications (and/or complete this profile) at the School Learning Team meeting.

Student Name: _____ Gender: M F Grade: _____
 Age on Arrival _____ Current age: _____ ESL Code: 301 303 302 Other
 code? _____
 School: _____ Guardian notified of present concern? YES NO
 N/A If YES give dates: _____

Student Interview Questions

<p>Where was the student born? _____</p> <p>Where else has the student lived? How long? _____ _____</p> <p>First language? _____</p> <p>Other languages? _____</p> <p>Student's self-assessment of current skills: 1=very hard 2=hard 3=okay 4=easy 5=very easy</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Reading in English</td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> </tr> <tr> <td>Writing in English</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Speaking in English</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Listening in English</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Mathematics</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Language Arts</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Social Studies</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Science</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <p>Student's self-identified strengths and interests? _____</p>	Reading in English	1	2	3	4	5	Writing in English	1	2	3	4	5	Speaking in English	1	2	3	4	5	Listening in English	1	2	3	4	5	Mathematics	1	2	3	4	5	Language Arts	1	2	3	4	5	Social Studies	1	2	3	4	5	Science	1	2	3	4	5	<h3 style="text-align: center;">Schooling in Another Country</h3> <p>Did the student attend school in another country? Yes No Unknown N/A</p> <p>Attended school in _____ for _____ months or years.</p> <p>Attended school in _____ for _____ months or years.</p> <p>Attended school in _____ for _____ months or years.</p> <p>The teachers there taught in _____ (language of instruction).</p> <p>Did the student receive instruction in English? Yes No Unknown N/A</p> <p>There were approx. _____ students per class.</p> <p>The class was primarily: boys girls or co-ed.</p> <p>Attendance: inconsistent good excellent</p> <p>Did the student receive special instruction in a small group or special school or class? Yes (describe) No Unknown</p>
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Writing in English	1	2	3	4	5																																												
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<p>Student's goals and aspirations?</p> <p>Friends at school?</p> <p>School or Community involvement: Sports teams or lessons Art, Music or Dance Religious affiliations Language or Cultural program</p> <p>Other _____</p>	<p>Did the student like going to school there? Yes No Unknown</p> <p>Can the student read and write in their first language? No A little A lot Fluently</p> <p>Can family members read and write in the L1? No A little A lot Fluently</p>
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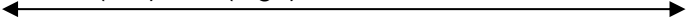
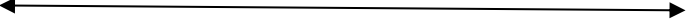
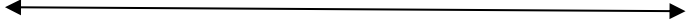
Who is the Learner? Gathering Information Related to Academic Functioning

In this section the following documents could be included:

*LEAD Student Growth Plans.

*Reception Centre (Kingsland) intake information found in the Student Record.

*ELL Progress Report and possibly tracking sheets found in the Student Record.

Student Name: Grade:																																			
Assessments in student record? Yes No Type? Date?	Classroom and academic strengths:																																		
Alberta ESL Benchmarks Proficiency Level As of (date): _____	What strategies work with this student?																																		
<table border="0"> <tr> <td>Reading:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Writing:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Speaking:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Listening:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>OVERALL:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	Reading:	1	2	3	4	5	Writing:	1	2	3	4	5	Speaking:	1	2	3	4	5	Listening:	1	2	3	4	5	OVERALL:	1	2	3	4	5	Typical level of engagement in _____ (subject area), circle from 1 (low) to 4 (high)  <table border="0"> <tr> <td>1. Passive, seems tired, easily frustrated, confused, non-compliant</td> <td>2.</td> <td>3.</td> <td>4. Alert, ready to learn, seeks clarification, follows directions, and completes tasks</td> </tr> </table>	1. Passive, seems tired, easily frustrated, confused, non-compliant	2.	3.	4. Alert, ready to learn, seeks clarification, follows directions, and completes tasks
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Independent Reading Comprehension level: _____	Typical level of engagement in _____ (subject area), circle from 1 (low) to 4 (high)  <table border="0"> <tr> <td>1. Passive, seems tired, easily frustrated, confused, non-compliant</td> <td>2.</td> <td>3.</td> <td>4. Alert, ready to learn, seeks clarification, follows directions, and completes tasks</td> </tr> </table>	1. Passive, seems tired, easily frustrated, confused, non-compliant	2.	3.	4. Alert, ready to learn, seeks clarification, follows directions, and completes tasks																														
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Other Assessment Results: _____ _____ _____	Typical level of engagement in _____ (subject area), circle from 1 (low) to 4 (high)  <table border="0"> <tr> <td>1. Passive, seems tired, easily frustrated, confused, non-compliant</td> <td>2.</td> <td>3.</td> <td>4. Alert, ready to learn, seeks clarification, follows directions, and completes tasks</td> </tr> </table>	1. Passive, seems tired, easily frustrated, confused, non-compliant	2.	3.	4. Alert, ready to learn, seeks clarification, follows directions, and completes tasks																														
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Academic growth & achievement (circle) Mathematics At Above Below -2yrs+ Language Arts At Above Below -2yrs+ Social Studies At Above Below -2yrs+ Science At Above Below -2yrs+																																			
If "below" hypothesize why: <input type="checkbox"/> Language proficiency <input type="checkbox"/> Concept acquisition <input type="checkbox"/> Combination of above Other: _____																																			

<p>Attendance and Lates:</p> <p><input type="checkbox"/> Concern this school year</p> <p><input type="checkbox"/> Concern in previous years</p> <p><input type="checkbox"/> Historically not a concern</p> <p>Attendance Improvement Plan?</p> <p><input type="checkbox"/> In place (see attached)</p> <p><input type="checkbox"/> Pending</p> <p><input type="checkbox"/> No</p> <p>Total Number of School Transitions:</p> <p>_____</p> <p><input type="checkbox"/> Concern this school year</p> <p><input type="checkbox"/> Concern in previous years</p> <p><input type="checkbox"/> Historically not a concern</p>	<p>Continued.....</p> <p>Can the student identify a key adult at the school as a contact or support?</p> <p>Yes No Unknown N/A If so, who?</p> <p>_____</p> <p>Role:</p> <p>_____</p> <p>Has the student made and kept friendships with same-age peers at the school? Yes No Unknown</p> <p>If so, who?</p> <p>_____</p> <p>Comments:</p> <p>_____</p>
<p>Data verified by file review and/or contact with guardian: YES NO</p>	

Who is the Learner? Gathering Information Related to School Services and Support

Student Name:

Grade:

<p><input type="checkbox"/> Supports at the School level Name: _____ Referral/service date(s): _____ Summary of Action: _____ _____</p> <p><input type="checkbox"/> Diversity & Learning Support Advisor (DLSA) and/or In-School Settlement Worker (ISSW) Name: _____ Referral/service date(s): _____ Summary of Action: _____ _____</p> <p><input type="checkbox"/> ALT Personnel Name: _____ Referral/service date(s): _____ Summary of Action: _____ _____</p> <p><input type="checkbox"/> Community organization Name: _____ Referral/service date(s): _____ Summary of Action: _____ _____</p> <p><input type="checkbox"/> Community organization Name: _____ Referral/service date(s): _____ Summary of Action: _____ _____</p>	<p>English as a Second Language Instruction Students identified and coded as ESL require explicit English language development. (C.B.E. A.R. 3086).</p> <p>What type of ESL programming is the student currently receiving?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Congregated class for a portion of the day <input type="checkbox"/> Self-contained congregated setting <input type="checkbox"/> Sheltered core course (e.g. social studies or science for beginners) <input type="checkbox"/> Adjunct (e.g. enrolment in a regular course and an additional ELL course on the same subject) <input type="checkbox"/> Supported integration in mainstream classes <input type="checkbox"/> Small group pull-out for English language instruction <input type="checkbox"/> In-class support, with ELL specific personnel <input type="checkbox"/> Grouping and re-grouping <input type="checkbox"/> Block timetable <input type="checkbox"/> Resource tutorial <input type="checkbox"/> Other: _____ <p>Describe the instruction the student has received or is currently receiving at Benchmark Levels 1 & 2 to develop Basic Interpersonal Communication Skills(BICS): _____ _____ _____ _____ _____ _____ _____ _____ _____ _____</p> <p style="text-align: right;">Continued.....</p>
--	--

<p>Specialized Services:</p> <p> <input type="checkbox"/> SHP <input type="checkbox"/> COPE <input type="checkbox"/> SLP <input type="checkbox"/> OT/PT <input type="checkbox"/> Other: <input type="checkbox"/> Other: </p> <p>_____</p> <p><input type="checkbox"/> Other:</p> <p>_____</p> <p>Name: _____</p> <p>Referral/service date(s): _____</p> <p>Summary of Action:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Describe the instruction the student has received or is currently receiving at Benchmark Levels 3+ to develop Cognitive Academic Language Proficiency (CALP):</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	--

Note regarding “Who is the Learner”

Understanding the instructional profile of a student begins with gathering information. If you discover that more than 25% of the categories above are unknown, remember that you are part of a larger team. Consider:

- more direct contact with the parent or guardian for home-based information, book an interpreter if needed
- contacting your Area Learning Team (ALT)
- involving a CBE Diversity and Learning Support Advisor to facilitate discussion

Who is the Learner? Gathering Information Related to Personal & Family Factors

Student Name: Grade:	
<p>Consider the following:</p> <p>Complications during pregnancy or birth</p> <p>Vision screen within the last 12 months</p> <p>Child wears glasses</p> <p>Hearing screen within the last 12 months</p> <p>Child uses a hearing aide</p> <p>Physical exam within the last 12 months</p> <p>History of significant illness or accident</p> <p>Medical conditions</p> <p>Medical conditions are controlled</p> <p>Family's basic needs are being met (e.g. food, clothing, shelter, employment)</p> <p>Did this child/family enter Canada as refugees? (see Kingsland Intake paperwork)</p>	<p>There are ____ children in the family. This child is the: <input type="checkbox"/> Youngest <input type="checkbox"/> Middle <input type="checkbox"/> Oldest</p> <p><input type="checkbox"/> Only child <input type="checkbox"/> Other: <input type="checkbox"/> Foster placement or adoption</p> <p>Who currently lives in the house? *</p> <p>*</p> <p>At home, the students mostly speaks (language): _____ with parents/guardian _____ with siblings _____ with friends</p> <p><u>Compared to brothers and sisters, the student:</u></p> <p>Learned to crawl and walk Faster Slower Much slower Similar</p> <p>Started speaking (the first language) Faster Slower Much slower Similar</p> <p>Can listen to and follow a set of three instructions at home Faster Slower Much slower Similar</p> <p>Becomes emotional (e.g. angry, frustrated, sad, very excited) Faster Slower Much slower Similar</p> <p>Can make and keep friends that are the same age Faster Slower Much slower Similar</p>

<p>History of chronic hunger, thirst or possible malnutrition</p> <p>Family/personal history of trauma (e.g. witnessing or experiencing violence, natural disaster)</p> <p>Did the child experience prolonged separation from family members, especially parents, during immigration? (e.g. one year+)</p>	<p>Continued.....</p> <p>What does the student do at home? (e.g. watch t.v., play video games, chores, read, study, babysit, etc)</p> <p>What time does the child go to bed? Approx _____</p> <p>Does the child sleep through the night?</p> <p>Does the child eat breakfast?</p> <p>How does the family spend time together? (e.g. library, religious centre, sports complex, movies, games, trips, etc.)</p> <p>Is the child employed after school hours?</p>
<p><i>Personal information is collected under the authority of the School Act, the Student Record Regulation and Alberta's Freedom of Information and Protection of Privacy Act (FOIP). This information will be used to further understand and program for your child's learning needs. It will be treated in accordance with the privacy protection provisions of the FOIP Act. If you have any questions about the collection or its intended use, contact the school principal.</i></p> <p>The parent/guardian agrees that this form may be stored in the student record according to FOIP guidelines. YES NO</p>	<p>Priorities for discussion with parent/guardian:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic needs <input type="checkbox"/> Social, Emotional and/or Acculturation needs <input type="checkbox"/> English Language Learning needs <input type="checkbox"/> Academic concerns <input type="checkbox"/> School and Parent expectations <p>Parent Involvement in form completion? Yes No</p> <p>Student Involvement in form completion? Yes No</p>

What is a School Learning Team (SLT)?

In *Setting the Direction*, Alberta Education describes the SLT:

Support team or Learning team means a team that consults and shares information relevant to the individual student's education and plans, implements and evaluates special education programming and services as required. The team may consist of the classroom teacher, parents, students (where appropriate), other school and jurisdiction staff aware of the students' needs, and others as required. From: *Setting the Direction*, Alberta Education (2009)

http://education.alberta.ca/media/938187/p2_dg_setting_the_direction.pdf

CBE *Administrative Regulation 3003-Special Education Programming* describes the SLT:

Learning Team means a team that consults and shares information relevant to plan programming and services for students as required and may be either a school-based team or an individual student's team. From, AR 3003, pages 5-6:

<http://www.cbe.ab.ca/policies/policies/AR3003.pdf>

Who is in a Learning Team?

Potential Participants in a School Learning Team (SLT) are determined by the school and may include: student, parent, classroom teacher, resource teacher, ELL designate, CBE Diversity and Learning Support Advisors (DLSA), CBE Aboriginal Advisors, administrators, school-based personnel (e.g. nurse, speech pathologist), interpreter, school psychologist, learning services specialists.

The School Learning Team (SLT) process is typically initiated by the school. The school has a sense of how the SLT process unfolds. In contrast, the family may be unclear about their role in an SLT meeting; how the family's beliefs and expectations fit the school's expectations; and the rationale for the process.

A number of factors can influence parents' participation in the SLT process (Klingner & Harry, 2006):

- Parents may lack information about the SLT process or the Alberta school system
- School staff may have limited skills in consulting with parents from culturally and linguistically diverse backgrounds (e.g. unsure of how best to use interpreters)
- Parents may feel intimidated or fearful (e.g. by the size or layout of the school, about interacting with school personnel, that their child is in trouble or will be expelled)
- Parents may face logistical problems such as lack of transportation or the need for babysitting
- Communication may be limited by linguistic and cultural differences or the use of educational jargon.
-

It is important that families understand the process and feel comfortable sharing the valuable insights they have to offer regarding their child. Diversity and Learning Support Advisors, In-school Settlement Program Workers, and Interpreters can assist by helping to link home and school. Do not underestimate the role of culture, it guides perspectives and shapes decisions.

Klingner, J.K. & Harry, B. (2006). The special education referral and decision-making process for English Language Learners: Child study team meetings and staffings. *Teachers College Record* 108, 2247-2281.

School Learning Team (SLT) Referral Form

Student Name: _____ Gender: M F Grade: _____

School: _____ Homeroom teacher: _____

Year of Arrival _____ Current age: _____ ESL Code: 301 303 N/A Coded: YES:
_____ NO

Language Proficiency Level: _____

Information below gathered by: _____ On (Date): _____

Present Support Personnel (e.g. Diversity Learning Support Advisor, ISSP worker) _____

Parent notified of concern?:

NO YES by: Phone call Note home Meeting Other: _____
Date:

Reason(s) for Referral:

Academic	Behavioural	Emotional	Social skills	Mental health
Speech and Language	Physical Health and/or Medical concern(s)	Attendance Lates Absences	Motor skills Fine Gross	English Language Development Acculturation





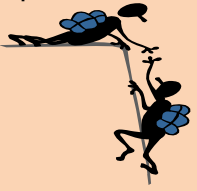
Other: _____

Briefly describe your concern:

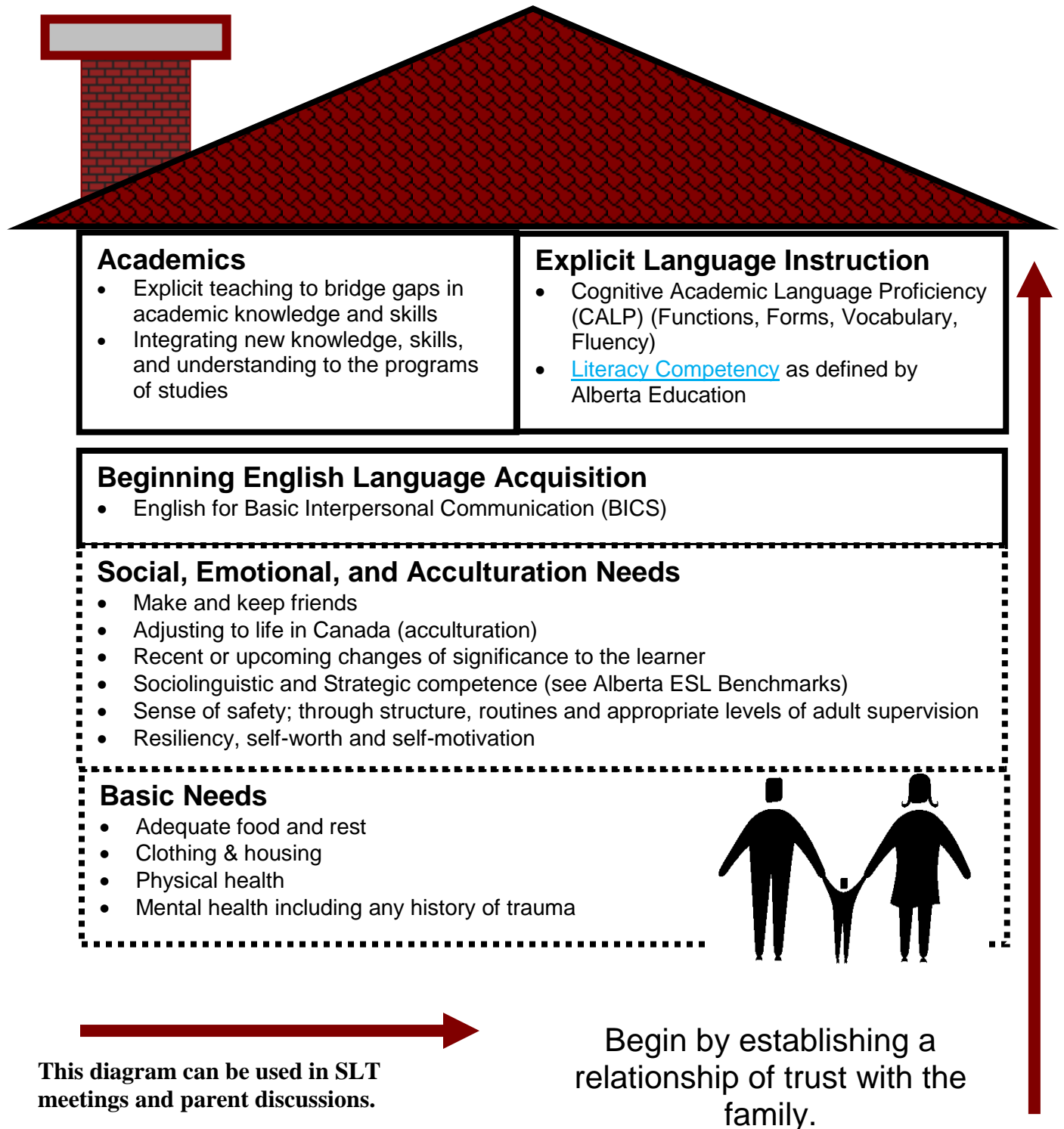
What strategies have been attempted? How effective were they?

Working with the School Learning Team (SLT)

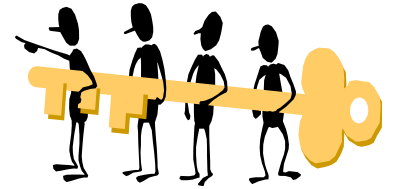
Sample Process and Roles

Teacher's Role in the SLT process		SLT Member's role in the SLT process
<p>1 The teacher has questions about how to help a student. The teacher contacts a member of the SLT for assistance.</p>		<p>1 An SLT member: discusses the situation with the teacher; suggests relevant data to gather; provides the teacher with an SLT referral form; assists in its completion</p>
<p>2 The teacher begins to investigate the question, "who is the learner?" by gathering multiple forms of data.</p>		<p>2 An SLT member: arranges an SLT meeting time and place with the appropriate team members; supports the teacher by gathering information; (e.g. file review) may conduct a classroom observation</p>
<p>3 The SLT meets the teacher shares the data and observations. The teacher contributes to the brainstorming discussion and the selection of the intervention(s).</p>		<p>3 An SLT member: chairs the SLT meeting, clarifying the purpose; guides the review of the data; establishes priorities for the student; leads the brainstorming of classroom interventions and consideration of additional services; sets a date for a follow-up SLT</p>
<p>4 The teacher implements the intervention(s) in the classroom.</p>		<p>4 An SLT member: supports the teacher with the classroom interventions; conducts necessary SLT follow-up (e.g. referrals; level B assessments); coordinates observation(s) of the student in class</p>
<p>5 The SLT meets again. The teacher and the SLT members decide together if the intervention(s) have been successful in assisting the student. If yes, the SLT's involvement may be concluded. If concerns persist, the SLT may choose to:</p> <ul style="list-style-type: none"> Gather additional data about the student e.g. observations, assessments Request services and supports e.g. Diversity and Learning Support Advisors Re-visit and re-select from the brainstormed list of interventions in the initial SLT And/or consult with the Area Learning Support team 		

Prioritizing Needs and Interventions for Complex Learners



Based on Maslow's Hierarchy of Needs and Kilpatrick, A.C. & Holland, T.P. (1999) *Working with Families: An Integrative Model by Level of Need*. Needham Heights, MA: Allyn & Bacon.



Five Suggestions for Working with Interpreters

Schedule extra time to meet, make eye contact with the parent as well as the interpreter. Speak evenly, not too slowly or loudly.

Translations must be true to the original message. Therefore, to ensure accuracy, you must pause every 8-10 seconds or 18-20 words.

Remember the only reason the interpreter is present is because of language differences. The conversation is between the school and the family.

The interpreter and school personnel must remain in the room for the entire meeting. It is unethical to continue the meeting without all parties present.

Explain key components of lengthy or complex documents to the parent. The interpreter will translate and facilitate questions and answers between both parties.

Adapted from Sebben, J. (2009) Guidelines for teachers working with interpreters. Accent 16(1) Alberta Teachers' Association: ESLC.

Tips for Communicating: Meeting with CLD Parents

Before you begin:

- **Remember, families need to know that they are** partners whose perceptions and experiences are valued by teachers.
- **Reflect upon the best way of communicating** this information. Is it best to meet in person? With a translator? With a member of the community as support?
- **Be sensitive** to your “position of authority.”
- **Build in more time** than you think might be necessary for the interaction, especially if there is an interpreter. Stay calm. Take enough time to start in a calm state and maintain a calm state.
- **Respect the resilience of the families.** Remember that the person in front of you is resilient, which may be masked by their limited English skills.
- **Frame the conversation** about the shared value of education. Tap into the family’s strengths around education (e.g., economic mobility, hope for the future).
- **Be explicit** about the reason for the meeting. Check the parent or caregiver’s perception of their role in schooling (e.g., come to meetings, support homework activities, ask questions)
- **Be clear about the student’s academic achievements** within the context of the student’s English language proficiency. Show exemplars.
- **Consider “switching heads”.** Imagine yourself in the same position in another country. What would help you?
- **Consider that the possibility that a child has special needs may carry heavier stigmatization and alienation in other cultures**

During the interaction:

- **Speak slowly.** A slower rate of speech with pauses aids comprehension. Pitch of voice, rhythm, rate of speech, emphasis and emotions vary among cultures.
- **Simply language.** Keep your vocabulary and sentences direct and simple. If using an interpreter, pause every 8-10 seconds to allow for accurate interpretation. If using an interpreter, speak to the family member, not the interpreter.
- **Avoid** the use of metaphors, jargon, popular sayings or complicated terminology.
- **Use examples** to illustrate your point.
- **Allow extra wait time** for a response.
- **Use visuals** (diagrams, photographs, etc.) whenever possible. Link verbal and visual cues.
- **Write down** key information (points, details) and give the participants a copy.
- **Acknowledge and support** the other person’s efforts to communicate.
- **Check for comprehension frequently.** Ask, “What did you understand me to say?” “Tell me, please, what I said.”
“What does that mean to you?”
- **Repeat** and paraphrase patiently.
- **Understand** that **smiling** can mean agreement or confusion or apprehension or politeness.
- **Understand** that silence can mean confusion or non-acceptance or disapproval or agreement.
- **Avoid** making assumptions about people and resist stereotyping.
- **Make sessions short** and concise. Communicating across languages is tiring.
- **Invite exchange of cross-cultural information.** Say “I am interested to know more about how you view this in your family.” Ask “Who would you like to be part of this process?”; “What are the most important results you seek from me?”; “What do you think are the reasons for this?”; “Do you agree with the recommendations or the plan?”

Insert Action Plan Resulting from School Learning Team Meeting

Parent-Guardian Notes-To-Go Page



Directions: This sheet may be used by the parent and/or interpreter to keep notes about the meeting and list things to do after the meeting.

Date: _____ Student's Name: _____
 Name of teacher or staff member the family may contact: _____
 Role: _____ Phone Number _____ Best time to reach: _____

Thank you for coming to this meeting. Today we met to talk about your child.

1. Please take your child:

- To a medical doctor. Please ask the doctor to look at _____ because _____
- To an eye doctor for an eye exam
- For a hearing test
- Other: _____
- Other: _____

2. Please take these things (or a copy) to the school:

- Your child's birth certificate
- Your child's Alberta health care number
- Citizenship and immigration papers
- Report cards from previous schools
- Other: _____
- Other: _____

Today we talked about your child's:

<ul style="list-style-type: none"> <input type="checkbox"/> Physical health <input type="checkbox"/> Mental health and/or traumatic experiences <input type="checkbox"/> Clothing, housing, food, sleep <input type="checkbox"/> Upcoming or recent changes at home <input type="checkbox"/> Feeling safe at home and school <input type="checkbox"/> Time with adult supervision <input type="checkbox"/> Emotional needs (e.g. confidence, self-worth) <input type="checkbox"/> Social skills (e.g. friendships) <input type="checkbox"/> Relationships in the home 	<ul style="list-style-type: none"> <input type="checkbox"/> Adjusting to life in Canada <input type="checkbox"/> Beginning English for interpersonal communication <input type="checkbox"/> Academic English <input type="checkbox"/> Behaviour at home and school <input type="checkbox"/> Academic learning concerns <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
--	---

The school is going to try:

- 1.
- 2.
- 3.

At home we are going to try:

- 1.
- 2.
- 3.



CELLS (4-8 years):

Young Complex English Language Learners (ELLs) and Culturally and Linguistically Diverse Learners in the Classroom



When I See a Child

*When I see a child, I see possibility
and I remember that differences
are the qualities which make us unique.
Mistakes should be accepted
and acknowledged as opportunities to learn and
grow.*

*When I see a child who is frustrated,
it reminds me to quiet myself,
listen, and remember that learning
can be hard work.*

*Defiance teaches me patience and understanding.
Stubbornness gives me insight into a child's fears,
and tells us how scary it is to try new things.*

*When I see a child who is angry,
I am sensitive to their fragility
and the complexities of their lives.
Loneliness and isolation give me opportunities
to reach out and be a friend.*

*When I see a child, I see resiliency
And that gives me hope.
I may never know the impact of my influence,
So I am encouraged to open my heart
and give freely of myself.*

*Colleen Nabata,
Calgary, AB*

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Introduction

The learners, families and staff of the Calgary Board of Education are enriched by the cultural and linguistic diversity within our schools.

Our young culturally and linguistically diverse (CLD) learners and their families may encounter challenges while settling into our system of education. We recognize the importance of respectful, thoughtful and intentional programming in order to effectively program for these children.

Who are CLD learners and ELLs?

These learners include children whose home language is not English, learners whose home culture differs from mainstream culture. These learners come from a wide range of backgrounds, including First Nations, Metis and Inuit peoples, newcomers to Canada, immigrants (not necessarily within this or the last generation) who have maintained their non-English home language or kept their home culture.

For the purposes of ease of consistency with the CBE CELLS Toolkits (Complex English Language Learners Toolkits), ELL will be used broadly in this document to refer to culturally and linguistically diverse learners.

This does not, however, reduce the importance of

- culturally responsive education to young learners with unaccented English who arrive at school unfamiliar with schools and with Canadian culture,
- English language development for those young learners with unaccented English who may have a limited fund of English vocabulary.

ELL ... broadly refers to culturally and linguistically diverse learners in this document.

The purpose of this document

This collaborative project is designed to:

- build upon teachers' strength in making observations and adjusting programming to meet the needs of their young learners
- respond to common questions from teachers regarding young ELLs
- assist in understanding how language, culture, development and other factors can impact the behaviour of early learners (ages 4 - 8)
- assist in determining the roots of observed behaviour
- offer concrete strategies to address identified challenges and differentiate instruction
- highlight the universal strategies that should be in place for all learners (RTI – tier 1) and targeted instruction (RTI – tier 2) designed to meet the identified needs of the ELL learner
- build upon existing initiatives at CBE for supporting ELLs in the classroom
- provide links to additional resources and sources of support



Suggestions for use

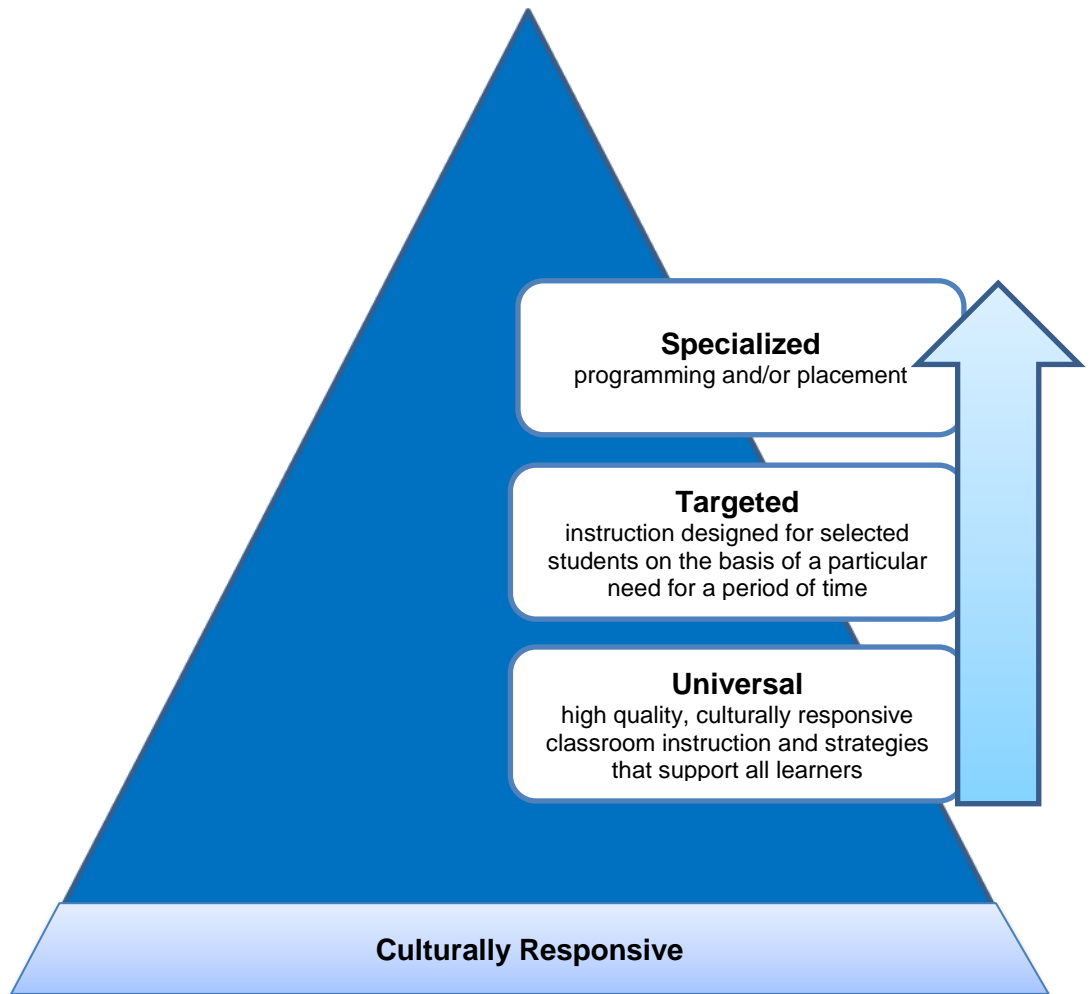
There are many possible reasons why ELLs experience challenges in school settings. This document is intended to describe some of the reasons for the observed challenges and behaviours, and some of the strategies that can be implemented to support these learners.

Teachers can identify the most pressing issues and prioritize interventions.

The **Observations and Sample Interventions** are not intended as an exhaustive list but as a starting point for developing a better understanding of how language, culture and development can impact classroom behaviour.

Links to support documents are provided to help gather information, identify valuable strategies, and communicate with parents and members of the learner's support team.

A Continuum of Supports for Specialized Services



The primary goal of this model is to identify concerns early and provide English Language Learners with support before serious academic deficits develop.

Fuchs, D. & Deschler, D.D. (2007). What we need to know about responsiveness to intervention (and shouldn't be afraid to ask). *Learning Disabilities Research & Practice* 22(2) 129-136.

How Young ELLs Learn English at School

Supporting Oral Development (Speaking and Listening)

Stable, safe, predictable and emotionally warm settings are foundational for young ELLs learning any skill. This environment and relational connection provide the context in which language is learned.

ELLs typically learn English through the pathway of oral language first, followed by growing skills in reading and writing. Having many opportunities to listen and speak are key for young ELLs. (Some ELLs with neurological differences may not follow this specific pathway. Additionally, in some cultures ELLs are encouraged to learn English through reading and writing first.)

Supporting ELLs in the classroom typically includes:

- Focussing on **engagement** and developing awareness of sounds of language
- Posting **routines** as a **visual schedule**, referring to those routines frequently, especially during transition times, amending the visual schedule when there are changes in the day.
- Using **gestures** and **actions** (Total Physical Response)
- Providing ample and even generous opportunities to **practice oral language** throughout the day (one-to-one, pairs, small groups, large groups)
- **Pairing** ELLs with first language English speakers

Effective Instruction for ELLs

A teacher who plans and designs effective instruction for ELLs considers the following components: cultural responsiveness, explicit language instruction and personalized learning. (See the Glossary for more information).

For further information on **cultural responsiveness**, see Diversity and Learning Support Advisors, resources within Alberta Teacher's Association, and various cultural responsiveness survey tools, etc.

For further information on programming and instruction for ELLs visit the [ELL page on Staff insite](#).

To see a summary of typical behaviours exhibited by ELLs as they acquire English we refer to the [Characteristics of English Language Learners on the Alberta Education's website](#).

Key terms in this document are:

ELL (English Language Learners)

L1 (home language)

L2 (English)

See the **Glossary** for more terms such as ...
LP1 – LP5
ELD
ELA
CLD
... and more!

Observations and Sample Interventions

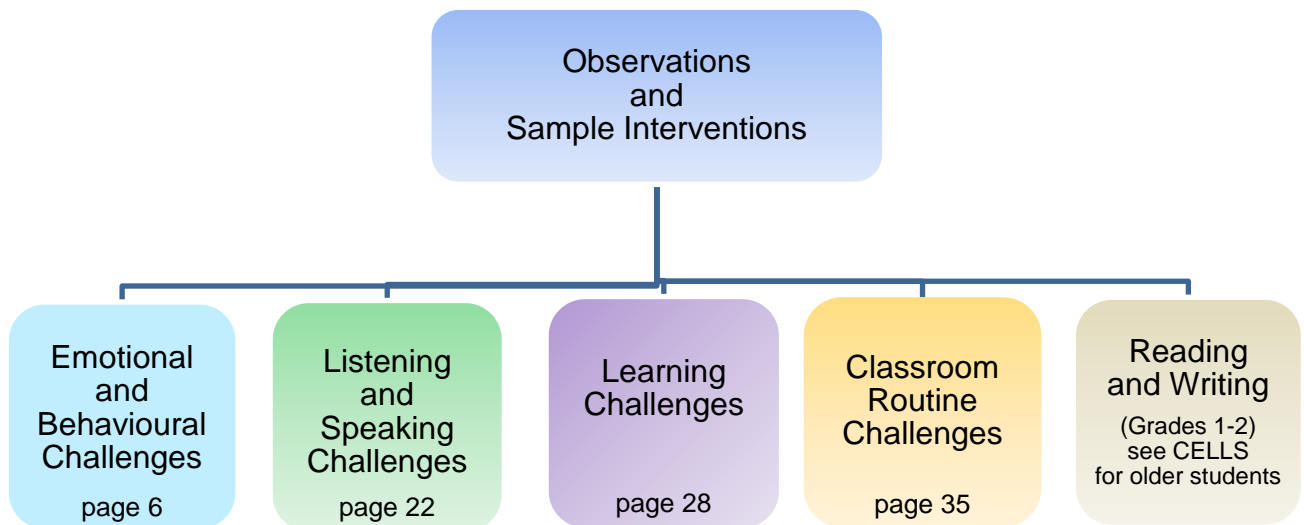
This section provides:

- a list of commonly observed challenges in the classroom
- note that Reading and Writing challenges (ages 6-8) are addressed in the CELLS Toolkit for older students.
- various interpretations of the challenges including linguistic, cultural, developmental perspectives
- sample intervention strategies

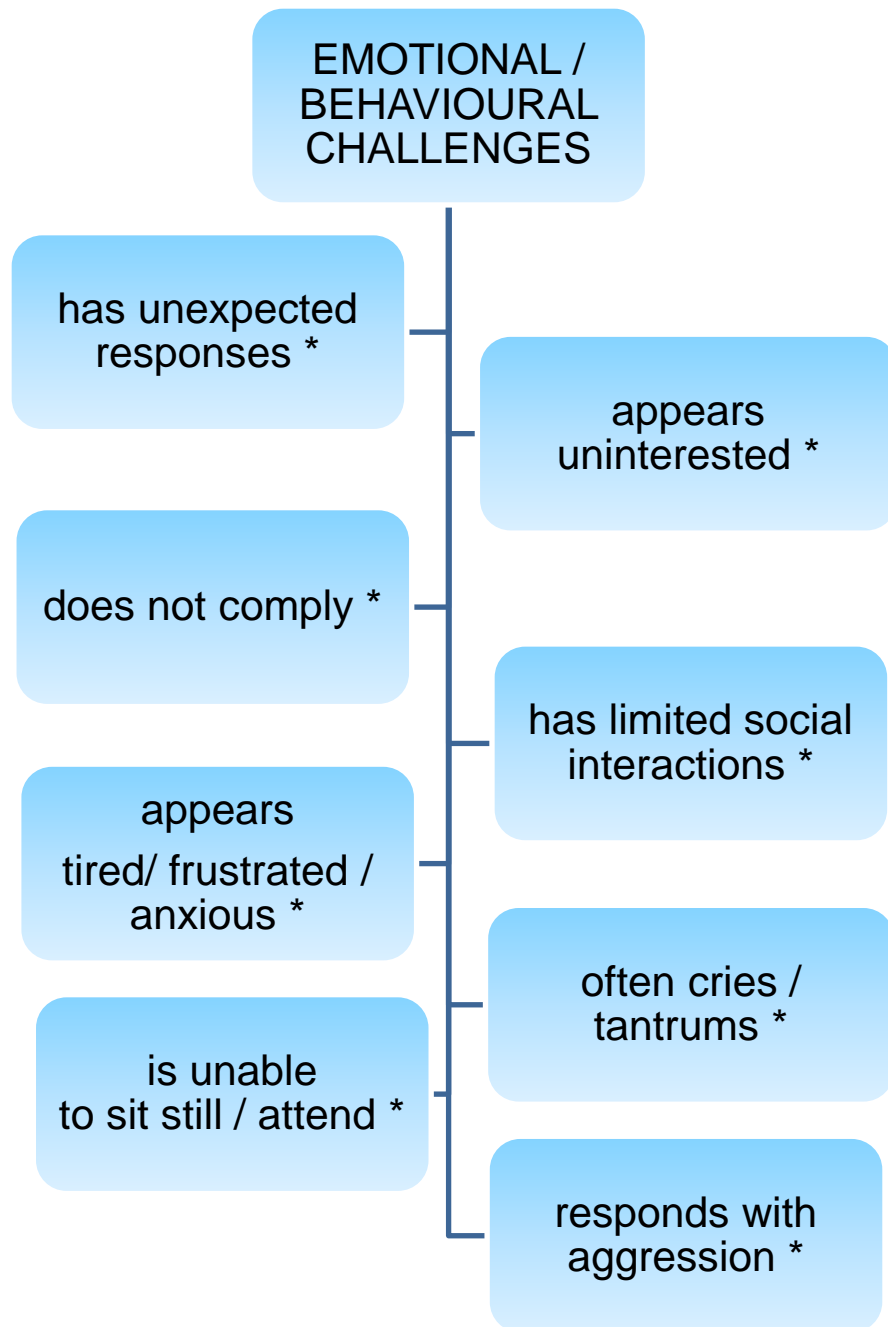
Understanding Learners and Gathering Information, found later in this document, will provide you with the background that will help you to better understand the basic needs of your young ELL.

To use this section:

1. Target the challenge that appears most significant.
(Hint: pick the challenge in which you will likely see the most positive impact).
2. Locate that page reflecting that challenge.
(Hint: click on the words in the chart to “jump” to the section you want).
3. Read the “First ask yourself” questions.
These will offers broader considerations beyond culture, language and development.
4. Read the “Linguistic, Cultural and Other Considerations” to decide what to alter in your classroom.
5. Reflect upon, select, and try some of the sample intervention strategies.
6. Consider recording when you used an intervention, and its impact.
(Hint: This might be helpful for future discussions and assessments.)



Emotional/Behavioural Changes



* Some behavioural challenges related to reading and writing expectations for Grades 1 and 2 are supported through the CELLS Toolkit (focussing on older learners).

Has unexpected responses (e.g., “unusual” or “unexpected”)

First ask yourself

- What could this learner’s behaviour be telling me?
- Is the function of the behaviour to “get” something or “avoid” something?*
- How often does this behaviour occur?
- When does it not occur?
- Does the learner understand the expectations / requests?
- Is the learner’s idea of appropriate classroom, lunchroom or recess behaviour similar to school expectations?
- Has the learner experienced immigration? At what stage of cultural adaptation is the learner?
- Does the learner have a refugee background? Has the learner experienced traumatic events?
- Is the learner’s home environmental condition conducive to comfortable adjustment to school?
- Does the learner feel the need to respond even if she or he does not understand the question?
- Are there medical conditions that impact behaviour?

Has unexpected responses (e.g., “unusual” or unexpected”)

Linguistic, cultural and other considerations

- Learner may be experiencing and acting out various emotional stages of culture shock; excitement, confusion, disappointment, despair; See [Everything ESL Culture Shock](#).
- Learner may have behaviours that appear perfectly normal in their first culture, but appear unusual in the new culture. This includes verbal and non-verbal communication.
- Assertive behaviour may be more highly valued in the home culture.
- Even though a learner is born in Canada, the learner’s level of acculturation will likely reflect the acculturation level of the parent.
- The learner may have had limited exposure to other children.
- Family may be experiencing changes in circumstances (new home, employment challenges, or loss of friends/extended family, etc.).
- Family members may have been recently reunited; roles and responsibilities altered.
- Learner may have limited experience relating to people outside the family, and may assume the listener will understand the way his/her parents can.
- Learner may not understand the context or questions being asked

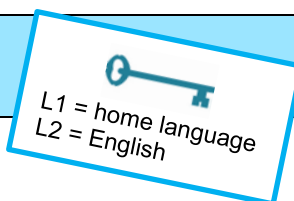
Sample classroom strategies

- Work with the class to establish and model expected behaviour (i.e. rules)
- Provide social skills language and training to assist learner in making connections with peers e.g. modeling, role-play, and use of social scripts.
- Provide visuals and concrete objects to help learner make a personal connections with the concepts presented.
- If possible, compare this behaviour with other same-aged peers from within the learner’s culture.
- If possible, connect learner to a “Bilingual Buddy” who might be a role model and support
- Ensure small group work, using flexible groups which include:
 - a. native English speakers who have proficient language development;
 - b. non-accented English speakers with limited language proficiency;
 - c. new language learners.
- Use positive reinforcement to support expected behaviours.
- Gain understanding of the learner from holistic standpoint as a way to gain understandings of the behaviours (e.g., development of body awareness, speech, emotional regulations, first culture, family, etc.)
- Focus language instruction on the socio-linguistic and strategic competencies from the “Alberta ESL Proficiency Benchmarks” pdf: http://www.education.alberta.ca/media/1111060/esl_benchmark1.pdf
- Consult ESL K-9 Guide to Implementation pdf: <http://www.education.ablerta.ca/media/507659/eslcto9gi.pdf>
- Consult the document “working with Young Children Who Are Learning English as a New Language” <http://www.education.alberta.ca/media/1093791/earlylearning.pdf>
- Provide appropriate strategies to meet the student’s need for escape, attention, something tangible and/or something sensory. Consult with an Early Learning Strategist or an OT as needed.

- Some direct translations are confusing for learners (e.g. Korean: ney = yes)
- Unusual or unexpected responses might reflect “getting” or “avoiding” something. This may serve a deeper need connected to escape, attention, something tangible and/or something sensory.



Appears uninterested or bored



First ask yourself

- Does the learner feel part of the class?
- Is the function of the behaviour to “get” something or “avoid” something?
- Is the learner reluctant to attach because of significant losses (e.g. fleeing unsafe settings, foster placements)?
- What topic(s) capture the learner’s interest?
- Is this in response to reading or writing demands for a 6-8 year old ELL?
- Is the material at an appropriate level?
- Is the content culturally relevant?
- Are sensory needs taking priority?
- Has the material been presented visually?

Appears uninterested or bored

Linguistic, cultural and other considerations

- The learner may not see his/her own experience/culture represented in the materials and has not been able to make any personal connection.
- Information may be in conflict with cultural values, religion and family experiences.
- The learner may be experiencing and acting out various emotional stages of culture shock. See [Everything ESL Culture Shock](#)
- Our expectations of attentive listening (e.g., being still, eyes on the speaker) may not be expected of young learners in other cultures.
- Classroom resources may be unfamiliar so that it takes time to become comfortable touching and playing with them.
- Parents may have different rules for playing with materials than we do in the classroom.
- The learner may lack the language skills to understand the task and/ or express interest/ understanding.
- Children may not have been exposed to books as would be the case in an oral culture (no written language).
- There may be family concerns regarding safety with some classroom materials (e.g., scissors, sharp pencils, etc.).

Sample classroom strategies

- Consult with the parents/caregivers. Discuss strategies that are successful in the home.
- Build a strong relationship with the learner to increase the sense of safety in the school and classroom. Use the strength of attachment to assist the learner to follow your lead.
- Provide visuals that will guide the learner through tasks.
- If possible provide opportunities for learner to hear the information in L1 (home language).
- Take time to specifically teach some of the vocabulary needed to comprehend and engage in this topic.
- Assist the learner to make personal connections to the topics and stories being discussed.
- When speaking with ELLs adjust speech (e.g. slow down, repeat, add visual supports).
- Provide daily opportunities for small group and peer interaction with “scripted conversations” for language support (e.g. “How are you today?” “What is your favorite ...?”).
- Provide opportunities for small group and cooperative learning activities (e.g., build a structure out of blocks).
- Introduce L1 phrases to other learners in the class to establish peer connections (e.g. “How many different ways can we say hello?”).
- Search out culturally-relevant books and websites. Include stories from this learner’s culture within the story time opportunities.
- Encourage the learner’s family to visit the public library to get books on the same or similar topic and access dual language books and websites. <http://www.fareasternbooks.com/>
- Provide a buddy who can help the learner become familiar with materials.
- Take the time to do a little cultural research to better understand the learner’s experiences.
- Learn and investigate cultural events
- Have the learner teach/ share about the home culture (e.g., family treasure, picture, food, family visitors, etc.).

<ul style="list-style-type: none">▪ This behaviour might reflect “getting” or “avoiding” something. This may serve a deeper need connected to escape, attention, something tangible and/ or something sensory.	<ul style="list-style-type: none">□ Provide appropriate strategies to meet the student’s need for escape, attention, something tangible and/ or something sensory. Consult with an Early Learning Strategist or an OT as needed.□ If related to reading and writing tasks, increase oral language exposure and see CELLS Toolkit for older ELLs for reading and writing supports.



Does not comply

First ask yourself

- What could this learner be telling me through his behaviour?
- Is the function of the behaviour to “get” something or “avoid” something?*
- Are the expectations reasonable for this learner?
- Do you ensure that you have the learner’s attention before giving directions?
- Do you take the time to confirm that your message has been heard and understood?
- What interests and motivates this learner?
- Do parents expect compliance at home?
- How is the family communicating expectations about school behaviour to the learner?

Does not comply

Linguistic, cultural and other considerations

Sample classroom strategies

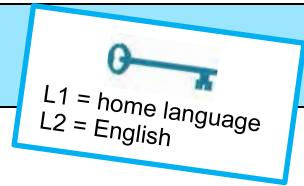
- The learner may be experiencing and acting out various emotional stages of culture shock. See [Everything ESL Culture Shock](#)
- Some families and cultures value indirect teaching with their children’s learning from experience, undirected by adults.
- Families and cultures vary in how important or unimportant) following instructions are for young children. The learner may have no experience in following instructions.
- Some families and cultures use authoritarian methods and coercive methods to gain compliance. A change in discipline approaches may be a challenging adjustment for the learner.
- In some cultures and families, a female adult has less persuasive influence than a male.
- The expectations in the classroom may clash with the home culture’s expectations (e.g., girls do not play soccer; boys do not cook; children do not dialogue with an adult).
- Some cultures expect self-regulation at a later age (e.g., at seven, at adolescence, at adulthood, etc.).
- Some learners with non-accented English have very limited English, and very limited vocabularies. They may look like they understand, but may have a small working vocabulary

- Consult with the parents/caregivers. Discuss strategies that are successful in the home. Take time to understand what is expected at home, learner’s background experiences, etc.).
- Ensure that the classroom routines are consistent and posted. Use visuals.
- Build a strong relationship with the learner to increase the sense of safety in the school and classroom. Use the strength of attachment to assist the learner to follow your lead.
- Collect before you direct (get learner’s attention, smile, get the learner to nod with you about something she or he is doing, then direct to the new activity).
- Ensure understanding by asking the learner to repeat your instructions in his/her own words/gestures.
- Pair the learner with another learner who knows the routines to increase opportunities for peer modeling.
- If possible, observe the learner with older learners from the same culture. Notice if the learner is following within-culture cuing
- Use age-appropriate manipulatives, visuals, pictures to ensure that the learner understands key concepts standing (e.g., flip chart with drawn examples).
- Shorten the length of the verbal instructions and adjust the rate of speech (e.g. Stop! Listen!).
- Provide preferential seating (e.g., closer to you, closer to a classmate that is helpful).
- Allow “language and activity breaks” (e.g., five minute non-directed sensory break).
- Review key ideas to reinforce what was heard.
- Use Boardmaker symbols or Smart Notebook activities.
- Encourage learner to draw what he/ she hears so the teacher can check for comprehension.
- Provide appropriate strategies to meet the student’s need for escape, attention, something tangible and/ or something sensory. Consult with an Early Learning Strategist or an OT as needed.

- The learner may understand the social cues, but not the instructions
- The learner may communicate “yes” by a social response (e.g., smile, nod) but may not comprehend what is being said.
- Though not coded as an “English Language Learner”, the learner may have a very limited English vocabulary.
- Exploring the new language is exciting and the learner is concentrating on using the new language instead of doing what is asked.
- Figurative language, idiomatic expressions and humor are culturally determined; they can be difficult to understand in a second language.
- *Non-compliance might reflect “getting” or “avoiding” something. This may serve a deeper need connected to escape, attention, something tangible and/ or something sensory.



Has limited interactions with classmates



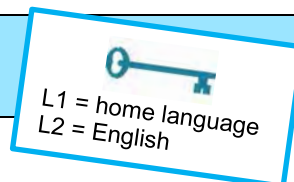
First ask yourself

- What could this learner's behaviour be telling me?
- Is the function of the behaviour to "get" something or "avoid" something?*
- Has there been a history of trauma or complex trauma? Family dynamics? Change in caregivers? Multiple geographical moves?
- Is this a learner who has no practice in how to play with peers and lacks social skills?
- Is this a personality style (e.g., inhibited, cautious)?
- Is the learner culturally isolated?
- Has there been an emphasis on solitary activities (e.g. video games, T.V.)?
- Is this related to lack of comfort with peers?
- What is the current developmental level of play (i.e., solitary, parallel, reciprocal, etc.)?
- Has this learner been away from parents before?
- Is this learner accustomed to interacting in multi-aged groups?

Has limited interactions with classmates

Linguistic, cultural and other considerations	Sample classroom strategies
<ul style="list-style-type: none"> ▪ Play is culturally and linguistically based. A learner new to the school culture and to L2 may not know what to do or how to engage. ▪ Some learners need to sit back and observe before they feel comfortable interacting with others. ▪ Learners may have limited exposure to games/toys and need time to observe and understand rules and expectations. ▪ A learner who moves from a reserve to an urban school may struggle with how to play with others in an urban setting. ▪ When parents own childhood play patterns have been interrupted (e.g., residential schools) the parent may not know how to coach the next generation in patterns of interaction and play. ▪ Pre-existing cultural tensions can result in mistrust may impact learner's interactions. ▪ Lack of interaction might reflect "getting" or "avoiding" something. This may serve a deeper need connected to escape, attention, something tangible and/ or something sensory. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consult with the parents/caregivers. Discuss strategies that are successful in the home. <input type="checkbox"/> Emphasize an emotional and physically safe environment before emphasis on academic success. <input type="checkbox"/> Build a strong relationship with the learner to increase the sense of safety in the school and classroom. <input type="checkbox"/> Reduce possible anxiety by avoiding activities that are unplanned <input type="checkbox"/> Ensure that the classroom routines are consistent and posted with visual supports. <input type="checkbox"/> Find 1 to 1 time to play at learner's level and coach social interactions. <input type="checkbox"/> Consider the level of the learner's play - solitary, parallel, reciprocal. Encourage play at the level at which the learner feels most comfortable. <input type="checkbox"/> Provide a variety of culturally relevant play materials and books. <input type="checkbox"/> Avoid pressuring the learner to engage. <input type="checkbox"/> Consider giving the learner a special role outside of the activity as a way to engage in the activity (e.g., a camera to take photos of the learners at centers). <input type="checkbox"/> Assist the learners to practice classmates' names in fun ways (e.g., bean bag catch in a sitting circle and call out learner's name who is to catch the bean bag). <input type="checkbox"/> Encourage the ELL to share a particular interest with a classmate (e.g. puzzle). <input type="checkbox"/> Introduce L1 (home language) phrases in the class to establish peer connections and coach the learner to join play situations using these phrases. Guide them in the first few minutes of the activity (e.g., "Let's play! Would you like to go first?"). <input type="checkbox"/> Provide appropriate strategies to meet the student's need for escape, attention, something tangible and/ or something sensory. Consult with an Early Learning Strategist or an OT as needed.

Seems tired, frustrated, withdrawn, anxious



First ask yourself

- What could this learner be telling me by his/her behaviour?
- Is the function of the behaviour to “get” something or “avoid” something?
- What’s happening at home (e.g. family issues of: settlement, nutrition, hunger, anxiety, poverty, stages of acculturation, older siblings being responsible for significant care of younger siblings)?
- Are expectations reasonable for this learner?
- Have I provided a visual schedule to ensure that the day is predictable?
- Does the learner seem “hyper vigilant” or “overly lethargic”? These may be seen in learners who have witnessed or experienced violence, or ongoing traumas.
- Does the learner know that making mistakes is part of being a good learner?
- Does the first culture or family demand perfection?
- Is anxiety contributing to attendance issues?
- Is the fatigue related to parenting style (e.g., few routines or structure within the home)?
- Is the learner homesick?
- Are there medial and/ or nutrition issues?

Seems tired, frustrated, withdrawn, anxious

Linguistic, cultural and other considerations	Sample classroom strategies
<ul style="list-style-type: none"> ▪ Some cultures value passive learning and the importance of reflection, which may look like “withdrawal”. ▪ The learner may be experiencing and acting out various emotional stages of culture shock. Everything ESL Culture Shock ▪ The learner may be over-stimulated, tired or frustrated from trying to understand a new language for long periods of time. ▪ The learner may be frustrated by an inability to communicate and achieve success in L2 (English). ▪ Detachment may serve as a coping mechanism or mask for stress. ▪ The learner’s language proficiency may not match the level of academic content and instruction; adjust accordingly. ▪ Visual or concrete supports are needed in the classroom, especially for ELLs. ▪ *Intense emotional responses might reflect “getting” or “avoiding” something. This may serve a deeper need connected to escape, attention, something tangible and/ or something sensory. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consult with the parents/caregivers. Discuss strategies that are successful in the home. Involve additional community or cultural supports where appropriate. <input type="checkbox"/> Ensure that daily visual schedule and classroom routines are posted and referenced regularly especially during transition times. <input type="checkbox"/> Build a strong relationship with the learner to increase the sense of safety in the school and classroom. <input type="checkbox"/> Build in calming place, a place to rest, be silent, take a break from listening to English (e.g., comfy chair for quiet enjoyment of books, a listening center with soothing music). <input type="checkbox"/> Incorporate calming strategies into the daily routine of the classroom (e.g., quiet time listening to music, 10 deep breaths, giving oneself a hug). For more ideas see models from Conscious Discipline, from Zones of Regulation, consult with an OT. <input type="checkbox"/> Provide opportunities for the learner to speak or listen to home language (e.g., buddy time with a learner with same home language). <input type="checkbox"/> Provide expressive opportunities (e.g., art, gym, music) as a way of increasing emotional regulation abilities, and diminishing fatigue. <input type="checkbox"/> When speaking with the learner be aware of the need to adjust speech; rephrase, repeat, add visual support etc. <input type="checkbox"/> Use fewer words when a learner is frustrated. <input type="checkbox"/> Offer activities that are in the areas of interest and strength, and that are non-language based to allow the learner to contribute in a meaningful way. <input type="checkbox"/> Provide daily opportunities for small group and peer interaction with “scripted conversations” for language support. <input type="checkbox"/> Provide social skills training for initiation of play, entrance into social groups.

	<ul style="list-style-type: none"> ❑ Invite people into the classroom to read in the learner's home language (e.g., parent or grandparent story-telling or reading time). ❑ Consider involving drumming programs at school to increase the possibility of positive change to baseline heart rate. See Dr. Perry at www.childtrauma.org and Neurodevelopmental Sequential Therapy. ❑ Assist parents in understanding the need for routines within the home. Provide support to develop those routines (e.g., CBE Early Learning Team's Bedtime Made Easier Package, involve DALSA workers). ❑ Model mistake-making as part of learning (e.g. "Oops! I made a mistake. Wasn't that funny! Now I try again!"). ❑ Monitor possible physiological effects of anxiety such as rate of breathing, blushing, dizziness, trembling, clammy skin, digestive issues, fainting. Work with Specialists and/ or Strategists and the learner's family to develop a plan to teach the learner strategies to manage anxiety ❑ Be consistent; provide clear, meaningful praise and acknowledgement for positive behaviour. ❑ Provide appropriate strategies to meet the student's need for escape, attention, something tangible and/ or something sensory. Consult with an Early Learning Strategist or an OT as needed

For further information on programming and instruction for ELLs visit the [ELL page](#) on Staff Insite



Often cries, temper tantrums



DLSA =
Diversity & Learning
Support Advisor

First ask yourself

- What is the birth order of this learner?
- Is the function of the behaviour to “get” something or “avoid” something?
- Is the ELL getting adequate sleep?
- Is the learner young compared to other classmates? To other ELLs? To other ELLs from the same background?
- Are your expectations realistic for this learner?
- Might this learner be demonstrating the same behaviour as a younger sibling at home?
- What are the expectations at home? Are they in line with classroom expectations?
- Is this learned behaviour based on expectations/patterned responses from others (e.g. caregivers)?
- Is the family under extreme stress?
- Could the behaviour result from separation anxiety or culture shock? See [Everything ESL Culture Shock](#).
- Are there sensory needs?
- Does the learner seem “hyper vigilant”? This may be seen in learners who have witnessed or experienced violence, who are experiencing one of the symptoms of Post-Traumatic Stress Disorder (PTSD)?
- Does the learner have an older sibling who might act as a buffer or translator within the school setting?
- Is the learner frustrated or overwhelmed due to a lack of connection with classmates?
- Has the learner experienced frequent moves or the loss of a loved one?

Often cries, temper tantrums

Linguistic, cultural and other considerations

- The school experience may be new for the learner, causing anxiety, lack of understanding.
- Disappointment and frustration are common challenges that impact the behaviour of early learners in structured group settings.
- The learner may have delays in both their first and second language and therefore may not be experiencing strong communication.
- The learner may be over stimulated, tired and frustrated from trying to understand English, which may sound like “noise” to beginner learner.
- Some cultures value community over individuals. Learners may have difficulty with being singled out or praised on an individual basis.
- Intense emotional responses might reflect “getting” or “avoiding” something. This may serve a deeper need connected to escape, attention, something tangible and/ or something sensory.

Sample classroom strategies

- Consult with the parents/caregivers. Discuss strategies that are successful in the home. Build positive connections with parents.
- Ensure that the classroom routines are posted, consistent, and referred to often. Avoid changes, give notice and change visuals.
- Use social stories to help support expected behaviour.
- Build a strong relationship with the learner to increase the sense of safety in the school and classroom.
- Model being calm and using calming strategies (e.g. I am feeling a little worried. So I am going to breathe in and out five times).
- Incorporate calming strategies into the daily routine of the classroom (e.g., water break, quiet time listening to music, deep breaths, giving oneself a hug, rubbing other student’s shoulder).
- Build in a place to regain calm, to rest, be silent (e.g., comfy chair for quiet reading, listening center with soothing music).
- Provide a “Language Break” (e.g., gym, computers, art, etc.)
- When speaking with the learner be aware of the need to adjust speech; rephrase, repeat, add visual support etc.
- Provide daily opportunities for small group and peer interaction with “scripted conversations” for language support.
- Use learner’s strengths and areas of interest to help engage
- Create a culturally inclusive classroom where learners can share elements of their culture with classmates.

	<ul style="list-style-type: none">❑ Provide opportunity to get parenting support (e.g., Family Oriented Programs, community parenting programs, DLSA).❑ If needed, assist the family to complete a medical evaluation (e.g., fill forms out with the family, involve a DLSA).❑ Provide appropriate strategies to meet the student's need for escape, attention, something tangible and/ or something sensory. Consult with an Early Learning Strategist or an OT as needed.❑ Be consistent; provide clear, meaningful praise and acknowledgement for positive behaviour.❑ Provide appropriate strategies to meet the student's need for escape, attention, something tangible and/ or something sensory. Consult with an Early Learning Strategist or an OT as needed



Is unable to sit still and attend to instruction

First ask yourself

- What could this learner be telling me by his/her behaviour?
- Is the function of the behaviour to “get” something or “avoid” something?*
- Is the material personally relevant? Are their short, manageable carpet times?
- How are this learner's hearing and vision?
- Is the function of the behaviour to “get” something or “avoid” something?*
- Is the learner overstimulated by the activity level of the classroom and the number of children in the class?
- Is this the learner's first school experience?
- Is the learner easily overwhelmed?
- Is the learner aware of classroom and behavioural expectations? Are they posted and supported by visuals?
- Do parents encourage and value active learning with few restrictions imposed?
- Are there opportunities for movement breaks throughout the day?
- Is the high activity evident throughout the day, or just at specific times (e.g. carpet time)?
- Could this be a sensory issue?
- What is the nature of the home environment? Does it impact the behaviour at school?
- Does the learner have adequate space to run and play with others outside of school time?
- Are parents aware of extra -curricular activities their child could participate in?

Is unable to sit still and attend to instruction

Linguistic, cultural and other considerations

- Some families and cultures provide unlimited exploration as a means to learning. The activity level that is acceptable at home may appear as too “active” in the classroom
- Some cultures and families prioritize self-regulation at a later age (e.g., at seven, at adolescence,)
- The learner may not have been required to comply with structured routine and adult direction
- The learner may have had no experience with expectations to attend to tasks independently
- Some families and cultures do not expose learners to school-related activities such as using scissors, prior to school. A new experience may result in hard-to-contain excitement or frustration.
- Because of limited language skills the learner may be lacking confidence. His/her active behaviour may be his/her way of coping.

Sample classroom strategies

- Consult with the parents/caregivers. Discuss strategies that are successful in the home.
- Ensure that the classroom routines are consistent and posted using visual supports. Avoid unscheduled changes/transitions.
- Schedule mostly small group activities
- Ensure large group activities are short and engaging
- Teach individual self-regulation and calming strategies as needed and coach the learner to use these strategies when you see their energy level is rising.
- Provide activity and sensory regulation breaks throughout the day (e.g. Brain gym, yoga for kids)
- Model ways of dealing with disappointment and frustration (e.g., Maybe next time you will get a turn)
- Ensure that programming provides many opportunities for interactive learning and active engagement
- Teach appropriate small actions like foot tapping as replacements to running and jumping.
- Schedule “cool down” and “calming” activities after high activity.
- Provide calming places in the classroom and coach learners when to choose their calming place and what to do to calm
- Use group collecting and group calming (see Dr. Bailey's Conscious Discipline).
- Provide and regularly review social scripts – to use at home and school.
- If providing a fidget toy, ensure that the learner and parent understand its purpose.

<ul style="list-style-type: none">▪ *This behaviour might reflect “getting” or “avoiding” something. This may serve a deeper need connected to escape, attention, something tangible and/ or something sensory.	<ul style="list-style-type: none">□ Provide appropriate strategies to meet the student’s need for escape, attention, something tangible and/ or something sensory. Consult with an Early Learning Strategist or an OT as needed



Responds with aggression (hits others/damages property)

First ask yourself

- What could this learner be telling me by his/her behaviour?
- Is the function of the behaviour to “get” something or “avoid” something?
- Does this learner have the social language necessary to verbalize wants and needs?
- Is the family isolated from other children and, if so, does the learner have limited play and group skills?
- Is this the learner’s first large group experience?
- When do classroom challenges most frequently occur?
- What is the context of the behaviour?
- Is the learner safe at home?
- Is there chronic exposure to violence at home (e.g., family violence, violent movies or video games)?
- Is this part of “fight or flight” response to a perceived threat?
- Is the learner overwhelmed with the tasks and classroom expectations?

Responds with aggression (hits others/damages property)


Linguistic, cultural and other considerations	Sample classroom strategies
<ul style="list-style-type: none"> ▪ Some cultures prioritize the development of self- regulation at a later age. ▪ Learners may have lost friends in the immigration process. Grief and loss can result in frustration with self and others. ▪ Some parents tell their young learners that it is okay to defend themselves by hitting others. Young learners are concrete and literal and may not be able to moderate degrees of this reactive aggression. ▪ The learner may not know how to communicate frustration or make requests to “stop”. ▪ The learner may not know how to initiate play with others. The aggressive behaviour may actually be attempts at initiating friendships. ▪ The learner may have never been away from a parent and/or left alone for an extended time. He/she may become frightened, anxious and aggressive in response. ▪ The learner may be frustrated and mentally exhausted from the challenges of learning a new language ▪ Some of the materials may be unfamiliar to the learner. Lack of experience and immature fine motor skills may lead to unintended damage. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consult with the parents/caregivers. Discuss strategies that are successful in the home. <input type="checkbox"/> Ensure that the classroom routines are consistent and posted using visual supports. Refer to the visuals regularly, especially during transition times. <input type="checkbox"/> Avoid changes/transitions without giving notice/ changing the visual. <input type="checkbox"/> Use social stories to help support expected behaviour. <input type="checkbox"/> Build a strong relationship with the learner to increase the sense of safety in the school and classroom. Use the strength of this attachment to assist the learner in developing positive social responses. <input type="checkbox"/> Identify the learner’s strengths, passions and interests. Use these to develop activities that will build confidence. <input type="checkbox"/> Create safety spaces and/or calming spaces within the classroom. <input type="checkbox"/> Watch for triggers of aggression, stay calm, and coach “in-the-moment” calming strategies. <input type="checkbox"/> In the moment, use few words; use visual cues (e.g., picture prompts, gestures). Focus on keeping everyone safe and achieving calm. <input type="checkbox"/> For intense “blow outs” allow time to calm down before processing or reviewing rules. <input type="checkbox"/> Consider developing concrete calming boxes: <ul style="list-style-type: none"> a. class “calming” box with strategic calming tools (e.g., soft toy, squeeze ball, calming music tape, plastic bottle with gel inside, soft blanket, draw and erase board, bandage, mirror with a positive sticker on it, etc.). b. learner-specific “calming box” with the above as well as items from home (e.g., family photo, picture book, drawing journal, bubble blowing, stuffy). <input type="checkbox"/> Provide a systematic and consistent pattern for dealing with conflict between learners. <input type="checkbox"/> Use Boardmaker symbols or photographs to develop social scripts to teach pro-social behaviour.

<ul style="list-style-type: none"> ▪ Some learners from refugee (and domestic violence) backgrounds have been “incubated in violence”. Some behavioural outcomes related to these backgrounds include: ▪ an over- interpretation of threat ▪ highly reactive and reflexive behaviour (i.e., hitting instead of talking) ▪ limited verbal and physical skills in expressing, calming and interacting ▪ replicating the behaviours seen (e.g., hitting at home) ▪ The concept of property may differ between cultures. Learners may have trouble knowing whether materials in the classroom are communal property or personal property. ▪ A learner brought up in a “touch-to-learn” culture may not know what not to touch and inadvertently cause damage. ▪ A learner with limited home language or English skills may have limited emotional vocabulary to diminish the sensations of emotional intensity ▪ *Physical reactions might reflect “getting” or “avoiding” something. This may serve a deeper need connected to escape, attention, something tangible and/ or something sensory. 	<ul style="list-style-type: none"> □ Assist learners to turn down uncomfortable feelings. State the behaviour, the feeling, and one or two options for calming. Use visuals to illustrate the chosen options (e.g., getting a drink, saying “I am mad at you,” walking away, etc.). □ Teach and model self-regulation skills (e.g., model a learner’s response such as jumping up and down, attach a label such as “angry” and follow up with a modeled calming strategy such as “deep breaths”). □ Coach ways of dealing with disappointment (e.g., “Oh well. Maybe next time!”), and frustration (“I don’t like it when you do that”). Disappointment and frustration are common challenges for early learners in a structured group setting. □ Teach basic emotional vocabulary using visuals. Play a “what does my face show you I am feeling” circle game. □ Schedule opportunities for active learning to reduce fatigue (e.g., play games). □ Use age-appropriate stories to teach adaptation to school skills (e.g., Monster Goes to School). □ Involve parents in developing an intervention plan. □ Make observations based on the A, B, C’s of behaviour. Pay close attention to the Antecedents in order to increase ability to “prevent” behaviour. □ Provide appropriate strategies to meet the student’s need for escape, attention, something tangible and/ or something sensory. Consult with an Early Learning Strategist or an OT as needed.

Listening and Speaking Challenges



Is reluctant to speak / never speaks


 L1 = home language
 L2 = English

First ask yourself

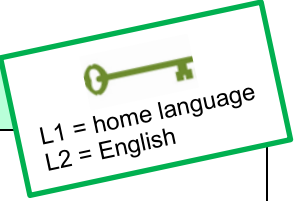
- Has the learner's hearing been checked?
- Is the function of the behaviour to "get" something or "avoid" something?*
- Are there indications of language delay in L1 (home language)?
- Are there developmental concerns?
- Is this reluctance generalized across all situations at school?
- Is this reluctance generalized in environments outside of school?
- Does the learner speak at home?
- Does the learner use his/her L1 with others L1 speakers?
- Are there situations when the learner is more willing to speak?
- Are classroom expectations reasonable for this learner?
- Is there a family history of late to speak, reluctance to speak or failure to, speak?
- Has a pediatrician been involved to assess possible causes?

Is reluctant to speak / never speaks

Linguistic, cultural and other considerations	Sample classroom strategies
<ul style="list-style-type: none"> ▪ Changing cultures can result in culture shock (e.g., excitement, confusion, disappointment, despair). See Everything ESL Culture Shock ▪ The Silent Period is a normal stage in the acquisition of a second language where language is "consolidated". This period usually lasts for a short amount of time but can continue for up to a year. Typically, the younger the child, the longer the Silent Period. ▪ Selective Mutism is an anxiety-based condition that results in reluctance to speak. Onset is usually 2-4 years of age, and occurs in L1 and L2. Early intervention is key to positive outcome. ▪ Neurological impairment can impact the ability to speak. ▪ The learner may be shy or reluctant to make mistakes. ▪ Cultures vary in how speaking is valued. Some cultures honor listening over speaking and observations over interaction ▪ The learner may have no experience sharing thoughts and ideas in front of others ▪ Some learners are reluctant to speak until they are sure of themselves. The learner may need time to develop confidence in his/her language ability. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consult with the parents/caregivers. Do they see the same lack of speaking at home or in social situations? <input type="checkbox"/> If the family confirms this as a pattern, involve a Speech and Language Pathologist (SLP) and/ or a psychologist. Consider a language assessment in L1 with a SLP and a translator. Selective Mutism can have underlying anxiety and speech issues. <input type="checkbox"/> Eliminate the need for speaking for children with Selective Mutism. <input type="checkbox"/> Take the pressure off of speaking for the ELL who cannot communicate. Provide opportunities to request without words (e.g., visual). Meet basic bodily needs with regularly scheduled bio-breaks, with the teacher saying "we are all going to the washroom.") <input type="checkbox"/> Build a strong relationship with the learner to increase the sense of safety in the school and classroom. <input type="checkbox"/> Play with the young ELL in centres. <input type="checkbox"/> Use gestures and visuals to ensure understanding. Model or role play your expectations. <input type="checkbox"/> Ensure that the classroom routines are consistent and posted. Avoid activities that are unplanned to reduce any possible anxiety. <input type="checkbox"/> Help the learner participate in partner activities, providing the language models needed during the activity. Use words and short phrases paired with visuals to support the learner's ability to communicate in the absence of speech. <input type="checkbox"/> Give the learner choices and have them point to their preferred choice. Use objects, pictures and Boardmaker symbols to represent events. Teach the learner to request by pointing to the preferred image. Always give the learner the word that names what they are pointing at and have them repeat it <input type="checkbox"/> Provide an L1 buddy and encourage conversation in their home language. Encourage the buddy to say something in both languages so that the learner makes the connections between the concept or object (L1 to L2).

<ul style="list-style-type: none"> ▪ In learning L2 listening and understanding language tends to outpace speaking skills (i.e., receptive outpaces expressive language). ▪ Initiating 1:1 or whole class conversations with adults can be intimidating for young learners particularly new language learners. ▪ Reluctance to speak might reflect deeper needs related to escape, attention, something tangible and/ or something sensory. 	<ul style="list-style-type: none"> □ Provide centre-related vocabulary (see Early Learning materials on Staff Insite). □ Structure small group activities - games, puzzles, and projects etc. that encourage learner's conversational skills. □ Use Total Physical Response (act out the word or term-TPR) when instructing the class and encourage whole class response. Allow for the actions to function as communication from the ELL and layer targeted vocabulary on top of the action. □ Allow learner to demonstrate requests and learning through drawing and other modalities, etc. □ Provide opportunities to represent learning in visual and kinaesthetic domains. Students can: <ul style="list-style-type: none"> a. build/assemble (e.g., model, clay, diorama, Lego, mobile, collage) b. act (e.g., mime, puppet show, dance, movement) c. write (for 6-8 year old ELLs; e.g., script, journal, poem, story, report, song, story board, graphic text) d. draw (e.g., picture, art, drawing, picture book, paint, graph, posters, diagrams, cartoons, photograph) □ Provide social skills training to assist learner in making connections with peers e.g. social initiation skills, modeling, role-play, use of social stories. □ Encourage parents to speak with their learner in their home language to develop strong L1 vocabulary and grammar skills. □ Consider having picture prompts for common questions (e.g., Can I get a drink? May I go to the bathroom?). □ Identify key vocabulary for all routine activities. Pre-teach key vocabulary and reuse it often during activities □ Provide listening opportunities such as taped books and other technology. □ Eliminate the need for requests (e.g., group trips to the bathroom) that may cause embarrassment if the learner does not speak. Offer opportunities to make requests. □ Provide appropriate strategies to meet the student's need for escape, attention, something tangible and/ or something sensory. Consult with an Early Learning Strategist or an OT as needed.
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Has limited listening and understanding skills



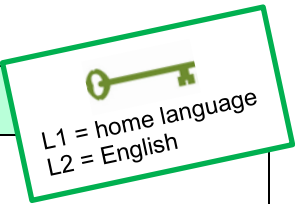
First ask yourself

- What skills need to be targeted to progress in overall English language proficiency?
- What is the family constellation? Is the learner the youngest and do older siblings acting as an interpreter for the learner?
- What is the learner's profile, strengths and areas for growth?
- Is there hearing loss? Are there weak phonological skills in L1 (home language)?
- Are impulsivity control and/or attention issues a factor?
- Are tasks and expectations developmentally appropriate?
- Has there been adequate exposure to the sounds of L2 (English)?

Has limited listening and understanding skills

Linguistic, cultural and other considerations	Sample classroom strategies
<ul style="list-style-type: none"> ▪ The learner may be shy with adults and hesitant to display understanding ▪ Some learners are very good at following the lead of classmates, giving the impression that they understand the oral directions given. This gives a false impression of their listening and understanding skills. We often expect more of the learner than they are able to comprehend. ▪ The learner may have limited experience with the content of instruction or the activity. ▪ The learner may be a beginner language learner, using memorized phrases and/or mimicking other learners but may not understand the language ▪ Some sounds in English may not exist in L1. The learner may have more difficulty discriminating these sounds and thus understanding the words and their meaning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consult with the parents/caregivers regarding the learner's proficiency in L1 (home language) and in English. Consider using a questionnaire (e.g., SLP questionnaire) <input type="checkbox"/> Pair verbal instructions with gestures, actions and/or visuals <input type="checkbox"/> Use concrete materials to add meaning to new L2 words. <input type="checkbox"/> Determine and teach functional vocabulary words that are used in daily activities <input type="checkbox"/> Schedule opportunities to provide one on one instruction and small group learning. <input type="checkbox"/> Play with the young ELL in centres. <input type="checkbox"/> Provide centre-related vocabulary (see Early Learning materials on Staff Insite). <input type="checkbox"/> Establish classroom rituals to reinforce basic L2 communication skills (e.g., Greeting at classroom door skills "Hello". "Goodbye"). <input type="checkbox"/> Teach verbal initiation of play, "Let's play." <input type="checkbox"/> Offer multiple opportunities to practice new learning (e.g. 1:1 time with teacher and learner; pairs; small groups, centre play). <input type="checkbox"/> Choose a limited number of words that connect with concepts being taught, and help learner to make connections with previously learned vocabulary. <input type="checkbox"/> Build picture walls with new vocabulary terms <input type="checkbox"/> Use strengths to support areas of growth, (e.g. present the content with visual supports, and have learner incorporate visuals/manipulatives to demonstrate understanding) <input type="checkbox"/> Seek developmental information in the home language, both use of language and how they understand the language. <input type="checkbox"/> Use picture books-read often to model language. Read these one on one with ELL <input type="checkbox"/> Use role play to practice common phrases and new vocabulary <input type="checkbox"/> Teach developmentally appropriate receptive language, for example "Can I play with you?" <input type="checkbox"/> Simplify instructions. <input type="checkbox"/> Provide an adequate amount of wait time before expecting follow through. <input type="checkbox"/> Offer choices such as "Are you tired or are you hungry?" <input type="checkbox"/> Choose target vocabulary words. Use these words in pre-teaching and pre-reading in small groups.

Has limited speaking skills



First ask yourself

- Has the learner been taught how to contribute to a group discussion?
- Has the learner had sufficient time to develop the language skills needed to express themselves?
- Are there auditory problems?
- Is there evidence of speech and language concerns in L1/English?
- Can the learner demonstrate understanding in other modalities (gestures, actions, drawing)?
- Does understanding improve if the speed of instruction is slowed down?

Has limited speaking skills

Linguistic, cultural and other considerations	Sample classroom strategies
<ul style="list-style-type: none"> ▪ Some families and cultures honor listening over speaking and observations over interaction. ▪ Some families and cultures see a quiet child as a respectful child. ▪ Some families and cultures do not use “command” language, and a learner may not be used to this kind of interaction. ▪ Some families and cultures encourage observation and correctness over a quick response. ▪ Some families and cultures teach children one to one. Learners may not understand that group directions are meant for all learners, including them. ▪ In learning L2 listening and understanding skills tend to outpace speaking skills (receptive outpaces expressive language skills). ▪ Some learners are reluctant to speak until they are sure of themselves. The learner may need time to develop confidence in his/her speaking (i.e., expressive language ability). ▪ Some sounds of English are difficult to produce or enunciate clearly because they don’t exist in the learner’s home language (e.g., T/TH, B/V, R/L). ▪ The learner may be shy or reluctant to make mistakes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Allow the learner to demonstrate proficiency in home language with peer/buddy translator. <input type="checkbox"/> Create life experiences through field trips, activities and experiences to enhance vocabulary and concept development <input type="checkbox"/> Provide visual cues to support speaking skills (i.e., expressive). <input type="checkbox"/> Chunk information into smaller chunks. <input type="checkbox"/> Use modeling and role playing to enhance understanding and provide opportunities to repeat and rehearse common language expressions. <input type="checkbox"/> Use Total Physical Response (TPR - act out the word or term, have learner do the same). <input type="checkbox"/> Provide centre-related vocabulary (see Early Learning materials on Staff Insite). <input type="checkbox"/> Provide the reluctant speaker the option of using an audio or digital recording. <input type="checkbox"/> Program for small group activities that allow increased opportunity for conversation. <input type="checkbox"/> Provide vocabulary and sentence frames to support interactions <input type="checkbox"/> Ask the learner to demonstrate his understanding then help them to put their understanding into words. <input type="checkbox"/> Consider creating dual language books with the Kindergarten to Grade 2 ELL to build vocabulary and increase engagement. See the Dr. Roessingh’s 2009 study and examples at http://homepages.ucalgary.ca/~hroessin. <input type="checkbox"/> Offer choices such as “Are you tired or are you hungry?” “Are you hurt or tired?” <input type="checkbox"/> Choose target vocabulary words. Use these words in <ul style="list-style-type: none"> a. pre-teaching and pre-reading in small groups b. play at centres (see Centre Cards in Early Learning page on Staff Insite)

Has limited ability to attend during large group instruction


 L1 = home language
 L2 = English

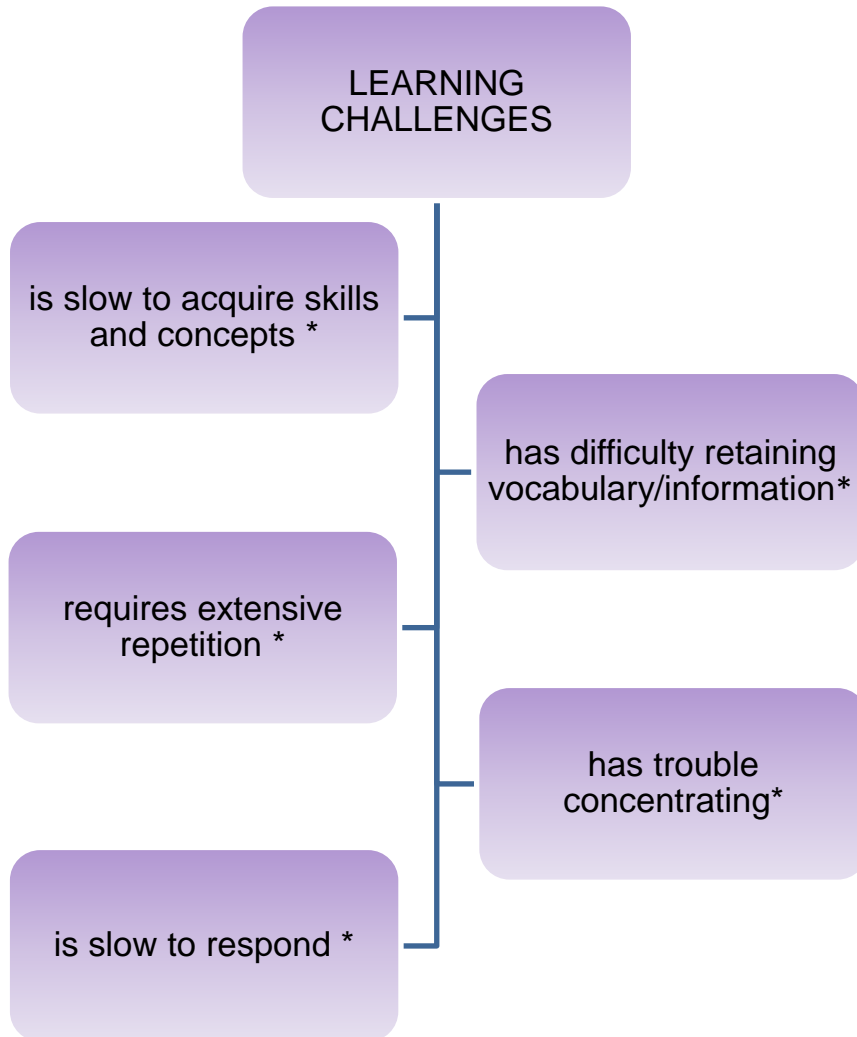
First ask yourself

- Has the learner been taught how to contribute to a group discussion?
- Has the learner had sufficient time to develop the language skills needed to express themselves?
- Are there auditory problems?
- Is there evidence of speech and language concerns in L1/English?
- Can the learner demonstrate understanding in other modalities (gestures, actions, drawing)
- Does understanding improve if the speed of instruction is slowed down?

Has limited ability to attend during large group instruction

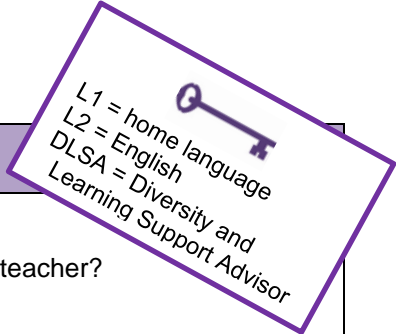
Linguistic, cultural and other considerations	Sample classroom strategies
<ul style="list-style-type: none"> ▪ The ability of young learners to attend to oral instruction is limited. When compounded by instruction in a different language, learners can sustain attention for only a few minutes. ▪ Some cultures use command language more frequently than conversational language. The skill of listening to ideas may be unfamiliar and overwhelming to the learner. ▪ Normal, rapid-rate speech can be difficult and confusing. ELLs learn more easily when the speakers speak slowly and clearly. ▪ Concentrating on a new language is tiring. Each learner will have a “too much talking” point before he or she tunes out. ▪ Too many words in the new L2 language can be too tiring to process. ▪ Comprehension decreases as tasks lengthen. ▪ The classroom environment may be too distracting. ▪ *Lack of focussed attention might reflect a deeper need related to escape, attention, something tangible and/ or something sensory. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that the classroom routines are consistent, posted, and referred to often, especially at transition times. <input type="checkbox"/> Build a strong relationship with the learner to increase the sense of safety in the school and classroom. <input type="checkbox"/> Consider collecting before directing. See. Dr. Gordon Neufeld, <i>Hold on to Your Kids</i>. <input type="checkbox"/> Teach and model waiting strategies (e.g., wiggling my toes, counting). <input type="checkbox"/> Repeat key information and expectations. <input type="checkbox"/> Let the learners know how long they will need to listen. Use a visual timer. Avoid adding extra instructions once the group has been freed to engage in the activity. <input type="checkbox"/> Consider that a rough guide for listening in home language: 1 minute per year of age. Limit teaching time (5 minute chunks combined with movement breaks up to a max. of 15 minutes). <input type="checkbox"/> Preview key vocabulary and concepts before the presentation. Incorporate a gesture or action along with key vocabulary to increase engagement and meaning making. <input type="checkbox"/> Provide visual models & pictures to support key concepts. <input type="checkbox"/> Review key ideas. <input type="checkbox"/> Encourage learner to draw what he/she hears while being in the large group. <input type="checkbox"/> Provide an active and engaged method of reviewing instructions (e.g. verbal prompts such as first, next, then, finally). <input type="checkbox"/> Provide a single instruction and allow time for the learner to follow through before providing additional instructions. <input type="checkbox"/> Provide a sequence of the instructions visually. Show the steps. <input type="checkbox"/> Reduce distractions near learning areas. <input type="checkbox"/> Use fewer words combined with gestures and pointing. <input type="checkbox"/> Reduce the amount of teacher talk that occurs before the activities. <input type="checkbox"/> Consider incorporating various cultural models into listening time to draw upon existing skills (e.g. First Nations Metis and Inuit speaking circle). <input type="checkbox"/> Provide appropriate strategies to meet the student’s need for escape, attention, something tangible and/ or something sensory. Consult with an Early Learning Strategist or an OT as needed.

Learning Challenges



*Some learning challenges may be related to reading and writing and numeracy expectations for Grades 1 and 2. See the CELLS Toolkit (focussing on older learners).

Is slow to acquire skills / concepts



First ask yourself

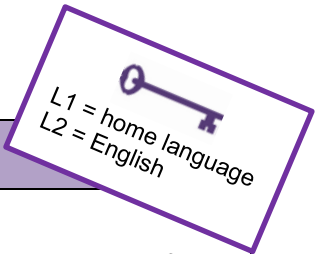
- Does the learner’s culture view early learning from the same perspective as the teacher?
- Have I provided opportunities to connect learning with personal experiences?
- Is sufficient time allowed for learner to internalize new learning?
- If the learner is 6-8 years of age and working on decoding skills, have I looked at the CELLS Toolkit for older learners?
- Are there opportunities for repetition and rehearsal of skills/concepts?
- Is there difficulty in home language acquisition?
- Is there a family history of learning difficulties?
- Is there evidence of other developmental delays?
- What stage of acculturation is the learner at? See [Everything ESL Culture Shock](#).

Is slow to acquire skills / concepts

Linguistic, cultural and other considerations	Sample classroom strategies
<ul style="list-style-type: none"> ▪ Parent expectations of what young learners should learn and the way curriculum will be delivered may be very different from our philosophy, beliefs and programming. ▪ The degree to which parents value school may be connected to the ELLs level of engagement in school. ▪ Consider where the learner began in the measurement of what has been learned. For families who have arrived in Canada in distress, the learner may have come a long way. ▪ An English language learner may be missing key concepts due to limited understanding of key vocabulary. This can also be the case in second generation language learners who have been exposed to English (L2) mainly through television. ▪ Some families interrupt school to bring the learner back to the home country. This disruption may result in delayed acquisition of skills. ▪ A learner’s level of acculturation may reflect his/ her parent’s level of acculturation. ▪ The learner does not see own culture represented in the classroom resources and has difficulty making personal connections to the material presented. ▪ There may be limited visual cues (e.g., pictures) to support learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consult with the parents/caregivers. Do they see the same issues at home? Keep parents informed of concerns or issues as they arise. <input type="checkbox"/> Build a strong relationship with the learner and the family to increase the sense of safety in the school and classroom. <input type="checkbox"/> Celebrate the learner’s successes. <input type="checkbox"/> Provide support with such things as referral forms and appointments. Use this as an opportunity to build positive connections with the parents. <input type="checkbox"/> Continue to activate and construct background knowledge. Provide engaging concrete experiences such as field trips <input type="checkbox"/> Provide visual supports - concrete objects, digital photos, Boardmaker representations, etc. <input type="checkbox"/> Provide opportunity for the learner to explain the key vocabulary in his/her own words or through gestures/actions. <input type="checkbox"/> Scaffold learning systematically (i.e. determine what skills are lacking and develop from that point). <input type="checkbox"/> Compare the ELLs skills to peers from the same linguistic cultural group. Remember to take into account differences in the ELLs’ family backgrounds, family education, parenting styles, trauma, etc.). <input type="checkbox"/> Assess how the classroom environment impacts learning e.g. routines, structure, seating for learning, etc. Adjust to ensure an optimal learning environment. <input type="checkbox"/> Involve DLSA to identify and address parental barriers to school involvement and to inquire into the learner’s L1 proficiency. <input type="checkbox"/> Use flexible groupings which include learners with the same L1 <input type="checkbox"/> Consider the length of the activity and ensure that tasks are broken down and supported by visuals. <input type="checkbox"/> Ensure messages are short clear and supported by gestures, actions. Use a slow rate of speech. <input type="checkbox"/> Identify strengths and include these skills in learning tasks. <input type="checkbox"/> Identify topics of interest, and teach concepts within those topics (e.g., dinosaurs; big dinosaurs, little dinosaurs, fast and slow etc.). <input type="checkbox"/> Provide preferential seating. <input type="checkbox"/> Assess for retention of vocabulary and concepts within those topics of interest shortly after, later in the day, the next morning, etc.

- Introduce L1 phrases in the class to establish peer connections.
- Gather information on how the parent's specific culture views disabilities. Proceed with caution, as a diagnosed disability may bring shame to the individual, and to the immediate and extended family.
- Consider a strength-based assessment. Move away from the model of disability especially when the family culture views all children as a gift.
- Use "The Fantastic Five" strategies from Staff Insite to support English language development.





Has difficulty retaining new vocabulary and information

First ask yourself

- Has there been a history of trauma or complex trauma? Anxiety issues? Significant current stressors? Significant school stressors that impair ability to store new information?
- Is the vocabulary and information culturally relevant with efforts made to connect with learner’s prior experience?
- Does the learner have difficulty retaining vocabulary and information at home, in L1 (home language)?
- Has the learner had opportunities to hear and practice the new vocabulary?
- Has the information been presented in multiple ways?
- When additional cueing systems are provided such as pictures, posters, charts etc., is the learner able to relate to the concepts more easily?
- Is there evidence of hearing difficulties? Are there any apparent health issues?
- Does the learner appear to be well rested? Are there consistent routines at home?

Has difficulty retaining new vocabulary and information

Linguistic, cultural and other considerations	Sample classroom strategies
<ul style="list-style-type: none"> ▪ The learner may have limited L2 (English) and does not understand the information. ▪ New vocabulary and information may not be relevant to the learner. ▪ There may be no visuals to support the new vocabulary and information. ▪ The learner may not be given enough opportunities to practice the vocabulary at school. ▪ School vocabulary may not be practiced at home, therefore only reinforced at school, and may need more reinforcement for it to “stick”. ▪ Some cultures value active learning and passive learning approaches may not assist the learner to retain information. ▪ The learner may require a shared activity or experience to retain the new concept. 	<ul style="list-style-type: none"> ❑ Consult with the parents/caregivers. Do they see the same or similar issues at home? Keep parents informed of concerns or issues as they arise. ❑ Identify learner passions and interests. Incorporate these passions and interests into the classroom activities. ❑ Connect new vocabulary to experience and interests (e.g., zoo trip and then animal names, etc.). Construct and activate background knowledge. ❑ Incorporate a hands-on, shared activity to teach the new concept. Use this event later as a cue or prompt. ❑ Provide multiple exposures to vocabulary and information with gestures, visual supports and concrete objects. ❑ Suggest some memory strategies for use at home and school (e.g. give one to two directions at a time, have learner repeat them back, then observe the learner engage in the assigned task). ❑ Ensure reasonable proximity when providing instructions. Diminish background noise. Check hearing. ❑ Speak slowly but naturally, shorten the length of sentences ❑ Use flexible groupings which include learners with the same home language. ❑ Allow learner to demonstrate learning in a variety of ways. ❑ Provide more response time and more think time. ❑ Notice things the learner does remember (e.g., names, directions in the building, etc.). ❑ Incorporate new information into the context of play. ❑ Use the CELLS Toolkit for older learners when a Grade 1 or Grade 2 learner has challenges in Writing include using the same words, phrases, ideas in every piece of writing. ❑ Use the CELLS Toolkit for when a Grade 1 or Grade 2 learner has challenges with retaining information/ vocabulary while Reading. ❑ Use “The Fantastic Five” strategies from Staff Insite to support English language development.

Requires extensive repetition

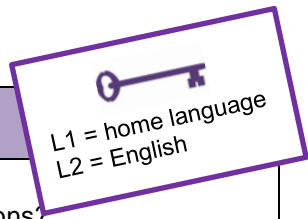
First ask yourself

- Is there unusual stress/anxiety in the family?
- Is the function of the behaviour to “get” something or “avoid” something?*
- Is learner getting enough exposure to concepts to allow him/her to integrate the new learning?
- Is the learner able to connect the new learning to prior experience?
- Are there ample opportunities for active learning?
- Are there enough visuals to support learning?
- Is there evidence of hearing difficulties?
- Are there sensory needs?

Requires extensive repetition

Linguistic, cultural and other considerations	Sample classroom strategies
<ul style="list-style-type: none"> ▪ Cultures may vary in the amount of direction and in the number of repeated commands. Once may be only a prompt, not a directive. ▪ Some cultures value correct completion over incomplete attempts. The learner may be hesitant to try an activity and risk failure. ▪ Learner may not have sufficient vocabulary to make the instruction meaningful. ▪ The learner may need more supports (visuals, concrete objects, gestures, actions) to support understanding. See “The Fantastic Five” to support Grade 1 to 2 learners in Staff Insite. ▪ The learner may not have had enough exposure to listening and speaking English. ▪ English words might be pronounced and used in a different way at home. ▪ Grammatical structures can vary between languages, and the new L2 (English) can be confusing to understand as a result. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consult with the parents/caregivers. Do they see the same issues at home? Has this been consistent through life, or has it changed recently? Keep parents informed of concerns or issues as they arise. <input type="checkbox"/> Present information in a variety of ways (visuals, pictures, concrete objects, gestures movement, music, movement, SmartBoard,) to reinforce concepts. <input type="checkbox"/> Provide opportunities for learner to express what is known about concepts in a variety of ways (e.g. through drawing, acting out, gestures). <input type="checkbox"/> Express ideas clearly with few words repeated. Have learner repeat back and demonstrate his/her understanding. <input type="checkbox"/> Use siblings, parents in classroom, peer buddies, older-aged buddies to support the learner and increase active engagement. <input type="checkbox"/> Move close to the learner, speak directly to them, and diminish background noise. <input type="checkbox"/> Ensure that medical and auditory issues are ruled out. <input type="checkbox"/> Use the CELLS Toolkit for older learners when a Grade 1 or Grade 2 learner requires extensive repetition due to misspelling words while writing. <input type="checkbox"/> Use “The Fantastic Five” strategies from Staff Insite to support English language development.

Has trouble concentrating



First ask yourself

- Are expectations developmentally appropriate and connected to curriculum expectations?
- Are there family circumstances that might impact learner's ability to concentrate?
- Is the ELL getting enough nutrition and sleep?
- Does the learner seem tired or overwhelmed?
- Does this behaviour occur consistently throughout the school day or at specific times (e.g. large group instruction)?
- Is the rate of speech heard by the learner too rapid to follow?
- Does the learner spend a lot of time at home, watching TV and/or playing computer games?

Has trouble concentrating

Linguistic, cultural and other considerations	Sample classroom strategies
<ul style="list-style-type: none"> ▪ The learner may be experiencing acculturation challenges. ▪ The learner does not understand enough of the information presented to be able to focus and attend. ▪ The learner may require extensive visual and concrete support to understand the concepts and connect them to prior knowledge and experience. ▪ The learner may be tired from learning the language and trying to follow classroom expectations. ▪ The communication style at home may have little verbal expression. The learner is overwhelmed. ▪ The ELL maybe looking at peers to help understand what is happening. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consult with the parents or caregivers. Do they see the same concentration issues at home? What strategies work at home? <input type="checkbox"/> Ensure that the classroom routines and daily schedule are consistent and posted with familiar visuals. <input type="checkbox"/> Build a strong relationship with the learner to increase the sense of safety in the school and classroom. <input type="checkbox"/> Find area of learner interest and offer opportunity for the learner to explore that area. <input type="checkbox"/> Use visuals, models, diagrams, video clips etc. to put the language in context. <input type="checkbox"/> Engage in learning that involves the whole body. Consider role play manipulatives, puppetry, dance, music, etc. <input type="checkbox"/> Provide physical activity breaks, language breaks and “sensory breaks” on a regular basis. <input type="checkbox"/> Use flexible groupings which include learners with the same L1 (home language). <input type="checkbox"/> Speak in short, clear sentences, using a slow rate of speech. Give only 1-2 instructions at a time. <input type="checkbox"/> Work one on one with the learner to get them started on the activity and ensure that the directions and expectations have been understood. <input type="checkbox"/> Allow calming breaks in a designated quiet space equipped with calming materials. <input type="checkbox"/> Keep large group instructional time to a minimum. <input type="checkbox"/> Provide preferential seating. <input type="checkbox"/> Chunk activities into manageable sizes for student success. <input type="checkbox"/> Provide appropriate strategies to meet the student's need for escape, attention, something tangible and/ or something sensory. Consult with an Early Learning Strategist or an OT as needed. <input type="checkbox"/> Use the CELLS Toolkit for older learners when learners have challenges in Reading and Writing strands of language. <input type="checkbox"/> Use “The Fantastic Five” strategies from Staff Insite to support English language development.

Is slow to respond to questions / tasks

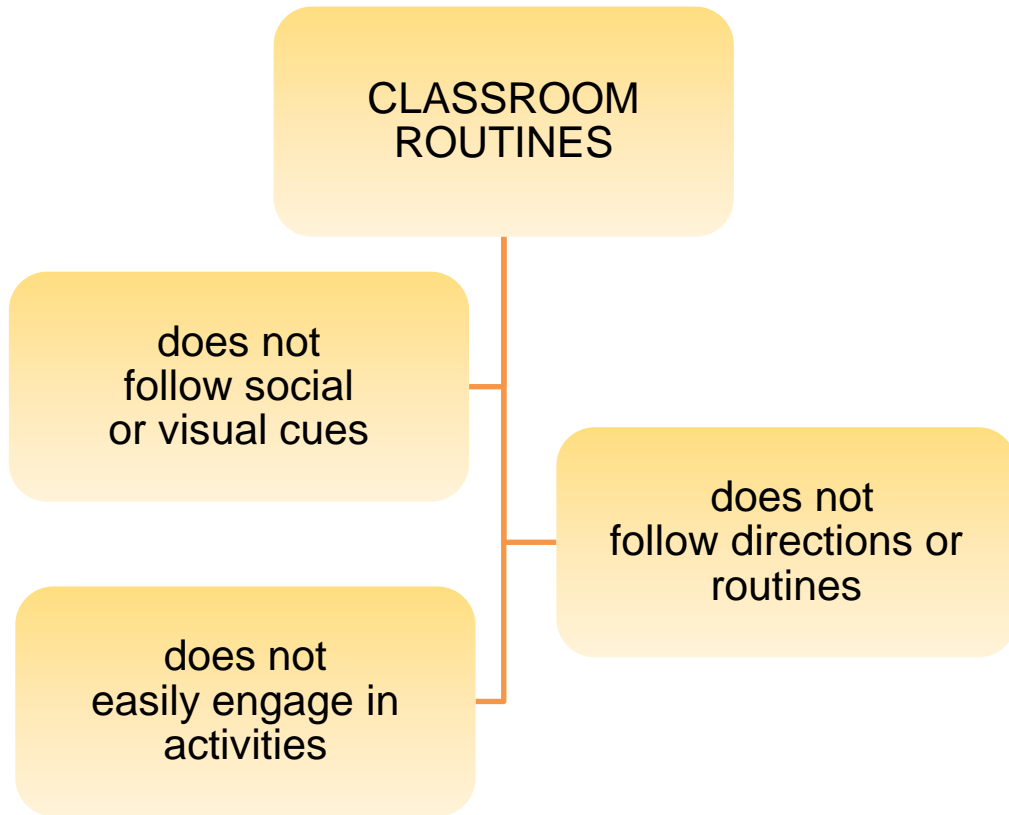
First ask yourself

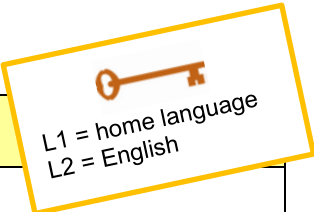
- Have I given the learner sufficient time and instruction for them to understand the concepts and questions?
- Does the learner provide a response when scaffolds are provided?
- Are there speech delays in the learner’s home language?
- Is the instruction too long/complex for comprehension?
- Does this learner have challenges remembering?
- Does this learner have overall weakness in processing speed?
- In what situations is the learner confident in their responses/interactions?
- Is this learner hesitant to take risks for fear of failure?
- Does this learner often approach new tasks slowly?
- Is the material and activity engaging for the learner?
- Are there existing family issues that impact the learner’s ability to engage and participate?

Is slow to respond to questions / tasks

Linguistic, cultural and other considerations	Sample classroom strategies
<ul style="list-style-type: none"> ▪ Cultures may vary in the amount of direction and in the number of repeated commands. Once may be only a prompt, not a directive. ▪ Some cultures value correct completion over incomplete attempts. The learner may be hesitant to try an activity and risk failure. ▪ Learner may not have sufficient vocabulary to make the instruction meaningful. ▪ The learner may need more supports (visuals, concrete objects, gestures, actions) to support understanding. See “The Fantastic Five” to support Grade 1 to 2 learners in Staff Insite. ▪ The learner may not have had enough exposure to listening and speaking English. ▪ English words might be pronounced and used in a different way at home. ▪ Grammatical structures can vary between languages, and the new L2 (English) can be confusing to understand as a result. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consult with the parents/caregivers. Do they see the same issues at home? Has this been consistent through life, or has it changed recently? Keep parents informed of concerns or issues as they arise. <input type="checkbox"/> Present information in a variety of ways (visuals, pictures, concrete objects, gestures movement, music, movement, SmartBoard,) to reinforce concepts. <input type="checkbox"/> Provide opportunities for learner to express what is known about concepts in a variety of ways (e.g. through drawing, acting out, gestures.) <input type="checkbox"/> Express ideas clearly with few words repeated. Have learner repeat back and demonstrate his/her understanding. <input type="checkbox"/> Use siblings, parents in classroom, peer buddies, older-aged buddies to support the learner and increase active engagement. <input type="checkbox"/> Move close to the learner, speak directly to them, and diminish background noise. <input type="checkbox"/> Ensure that medical and auditory issues are ruled out. <input type="checkbox"/> Use the CELLS Toolkit for older learners when a Grade 1 or Grade 2 learner requires extensive repetition due to misspelling words while writing. <input type="checkbox"/> Use “The Fantastic Five” strategies from Staff Insite to support English language development.

Classroom Routines





Does not follow social or visual cues

- First ask yourself
- Has the learner had previous experience in following routines, rules, and direction in a classroom setting?
 - Does the learner have the language skills needed to understand what is expected?
 - Are there too many instructions for the learner to understand and follow?
 - Are the instructions direct or indirect? Some learners are only used to following direct instructions.
 - Are the expectations supported by visuals, modeling, and rehearsal?
 - Is the learner motivated to join group activities?

Does not follow social or visual cues

Linguistic, cultural and other considerations	Sample classroom strategies
<ul style="list-style-type: none"> ▪ The learner may have limited social experience. ▪ The learner may not notice or recognize social clues that are obvious to learners who have had previous school experience. ▪ The learner may have impulsivity or attention challenges that make him/her unable to attend to visual or social cues. ▪ Learning a new language may be tiring and overwhelming. The learner may be generally fatigued. ▪ Some families and cultures rely on parent commands to control behaviour. Visual cues may not be recognized by the learner as an expectation or directive. ▪ Visual cues may not be culturally or personally relevant. ▪ The L2 content may require more processing time than the learner is given. The learner may be slowing down to learn and may not be in a position to attend to visual or social cues. ▪ *Make observations based on the functions of behaviour. Does the student have a need related to escape, attention, something tangible and/ or something sensory? Is the student seeking to get or avoid something? 	<ul style="list-style-type: none"> <input type="checkbox"/> Consult with the parents or caregivers. Do they see their child as not being to read or follow social cues? <input type="checkbox"/> Remember the importance of building relationships with the family. When families feel connected it results in increased parental support of classroom engagement and improved instructional readiness on the part of the learner. <input type="checkbox"/> Build a strong relationship with the ELL and the ELL's family to increase a sense of safety and comfort in the classroom and school. <input type="checkbox"/> Provide one on one coaching in "reading and following of visual schedules and social scripts. <input type="checkbox"/> Before each transition, refer to the class visual schedule to assist all learners to prepare for the next activity. <input type="checkbox"/> Identify what allows you to capture the learner's attention (e.g., sound, touch, visuals) and incorporate that strategy into daily routines. <input type="checkbox"/> Help the learner to watch classmates so he/she will know what to do. <input type="checkbox"/> Develop and practice skills in following social and visual cues (e.g., play follow-the-leader games. Have learners take turns leading and following). <input type="checkbox"/> Connect learner to a "Bilingual Buddy" to provide opportunities to speak/listen in their home language. <input type="checkbox"/> Set up flexible groupings which might include someone who speaks the same language as the learner. <input type="checkbox"/> Search out culturally-relevant books and websites. Include stories from this learner's culture within the story time opportunities. <input type="checkbox"/> Assist the family to access dual language books and websites http://www.fareasternbooks.com/. <input type="checkbox"/> Access culturally relevant books and characters. <input type="checkbox"/> Introduce L1 (home language) phrases to other learners in the class to establish peer connections (e.g., "How many different ways are there so say hello?"). <input type="checkbox"/> Learn and investigate cultural events (e.g., CBE cultural diversity calendar on-line). <input type="checkbox"/> Have the learner teach or share something about/from the home-culture (e.g., family treasure, picture, family visitors, etc.). <input type="checkbox"/> Assist parents in understanding the importance of maintaining their home language http://www.peelschools.org/parents/documents/DONEUsedual-languagebookstoboostyourchild_sliteracy.doc.

- Provide “Language Breaks” and body breaks for the learner to relax and unwind.
- When speaking with ELLs be aware of the need to adjust speech. Reduce the amount of words, recycle vocabulary, reassess to see if the learner is understanding and expressing). Use “The Fantastic Five” strategies from Staff Insite to support English language development.
- Remember to speak clearly and use visual supports, etc.).
- Provide daily opportunities for small group and peer interaction with “scripted conversations” (e.g. How are you today? What is your favorite ...?).
- Provide opportunities for small group and cooperative learning activities (e.g., build a structure out of blocks).
- Provide appropriate strategies to meet the student’s need for escape, attention, something tangible and/ or something sensory. Consult with an Early Learning Strategist or an OT as needed.



Does not engage easily in classroom activities

First ask yourself

- Is the learner experiencing culture shock or acculturation issues? See [Everything ESL Culture Shock](#).
- Is the learner familiar with school or classroom expectations?
- Is the learner naturally shy and anxious in social situations?
- Is the learner naturally hesitant or cautious when approaching new activities?
- Does the learner have the communicative and social ability to engage with others?
- Are there particular gender expectations within the family or culture that might explain a hesitancy to express needs/wants?
- Is there a cultural or family emphasis on completing tasks to “perfection”?
- What might motivate this learner to engage?

Does not engage easily in classroom activities

Linguistic, cultural and other considerations	Sample classroom strategies
<ul style="list-style-type: none"> ▪ Limited English may result in not understanding instructions. The learner may have to wait and observe first. ▪ In some families and cultures it is respectful to allow others to go first. ▪ Some learners are hesitant to take risks and will choose to not participate rather than risk failure. ▪ In some families and cultures learners are encouraged to watch and learn first, to rely on cues and observation skills. Shame, to self and family, will result if the activity is not done well. ▪ In some families and cultures there are limited expectations of young children at home. ▪ *Not engaging might reflect “getting” or “avoiding” something. This may serve a deeper need connected to escape, attention, something tangible and/ or something sensory. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consult with the parents or caregivers. Do they see the same slow-to-engage responses at home? Has this been consistent through life, or has it changed recently? <input type="checkbox"/> Ensure that the classroom routines are consistent, supported with visuals, posted, and referred to often. <input type="checkbox"/> Offer multiple invitations to play. <input type="checkbox"/> Model the expected behaviours. <input type="checkbox"/> Build a strong relationship with the learner to increase the sense of safety and to develop trust. Ensure there are opportunities for 1:1 teacher-learner interaction. <input type="checkbox"/> Build a strong relationship with the parents. Feeling connected has impact on parental support of classroom engagement and in turn on the learner’s instructional readiness. <input type="checkbox"/> Provide appropriate opportunities for the learner to be a class helper and leader which will increase self-confidence. <input type="checkbox"/> Provide opportunities to “teach” another learner in a one-to-one situation (utilize identified areas of strengths and interests). <input type="checkbox"/> Call upon the learner when the learner is most likely to respond successfully. Provide options for the learner to provide responses (e.g. verbal, drawing, actions, etc.). <input type="checkbox"/> Experiment with various groupings and various topics to determine when the learner is most likely to readily engage. <input type="checkbox"/> If possible, observe the learner when interacting with someone from the same cultural group. <input type="checkbox"/> Give opportunities to provide meaningful contributions in quiet, non-threatening ways (e.g., organizing the books, delivering notes). <input type="checkbox"/> “Normalize” and model making mistakes as a part of learning for the whole group. Mistakes = learning experiences. <input type="checkbox"/> When asking learners to engage in new activities, try “I Do, We Do, You Do” (Model, Practice, Do: uses adult modeling of the task, practices with the group and possibly provide peer modeling, allows the learner to attempt the task independently or with some teacher support). <input type="checkbox"/> Play follow-the-leader games. Have learners take turns leading and following). <input type="checkbox"/> Establish a “buddy” system with peers to act as role models and to provide cues. <input type="checkbox"/> Provide constant praise and feedback to acknowledge both attempts and successes.

- ❑ Always pair verbal directions with non-verbal cues (visuals, gestures).
- ❑ Allow many opportunities for practice and consider 1:1 “pre-teaching” of new skills and/or vocabulary.
- ❑ Provide appropriate strategies to meet the student’s need for escape, attention, something tangible and/ or something sensory. Consult an OT or Functional Behaviour Strategist as needed.



Does not follow directions or routines

First ask yourself

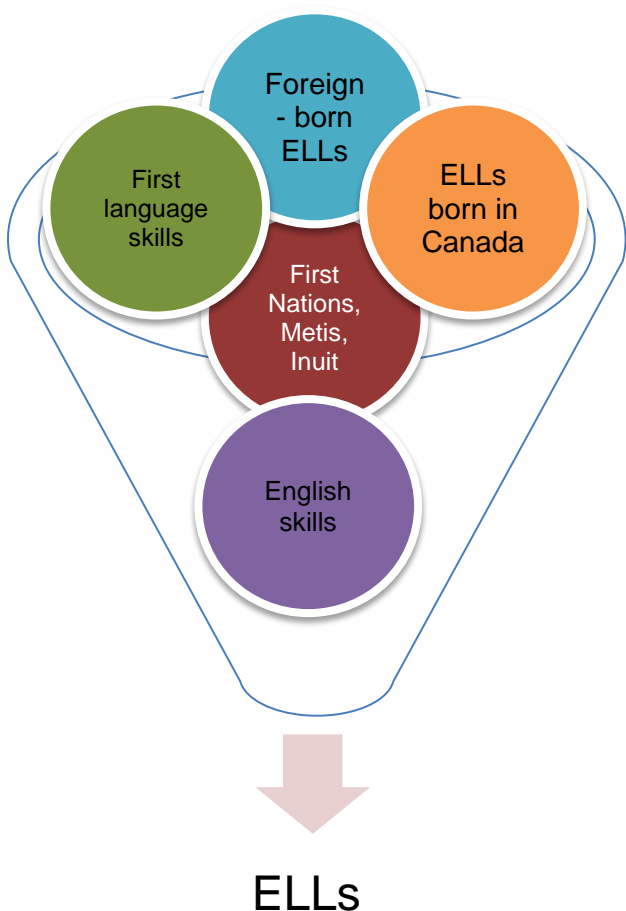
- Is the learner familiar with the routines and expectations of the classroom?
- Does the learner have the necessary language skills to understand the verbal directions?
- Have the routines been demonstrated and modeled by adults and other learners?
- Are the classroom routines posted through visuals?
- If visual supports or peer modeling are provided does the learner more readily follow the directions?
- Has the family established consistent routines that the child is expected to follow at home?
- Is the learner an independent thinker who is used to following his own lead? Is this valued in the home?
- Are there opportunities take on the roles of leading and following in the classroom?
- Is the apparent unwillingness to follow routines the result of attention issues or impulsivity rather than non-compliance?
- Do the parents have community supports available to coach them in developmentally appropriate expectations?

Does not follow directions or routines

Linguistic, cultural and other considerations	Sample classroom strategies
<ul style="list-style-type: none"> ▪ The learner may be unfamiliar with classroom expectations and behaviours. They need to be explicitly taught in this new school setting. ▪ Some families and cultures value learning through exploration and natural consequences. Following directions is not necessarily valued. ▪ Some families and cultures value an external locus of control therefore learners may be looking for strong cues from the teacher. ▪ Classroom routines and expectations may involve tasks typically completed for the learner by adults in the home. ▪ The learner may not understand the purpose of some routines such as washing hands, lining up, walking quietly. ▪ Make observations based on the functions of behaviour. Does the student have a need related to escape, attention, something tangible and/ or something sensory? Is the student seeking to get or avoid something? 	<ul style="list-style-type: none"> ❑ Consult with the parents or caregivers. Discuss strategies that are successful in the home. ❑ Build a learner/family profile including cultural background, family dynamics, and home language skills. ❑ Brainstorm, with parents, around practical ways to support routines at home and at school (e.g. clean up). ❑ Build a strong relationship with the learner to increase the sense of safety in the school and classroom. Assist the learner in developing positive social responses. ❑ Ensure the classroom routines are consistent and posted and referred to often, especially during transition times. ❑ Add group or individual visual task cards (one or two at a time) to support understanding, motivation and success (e.g. "First - Then"). ❑ Teach and model communication skills to familiarize the learner with such routines as "speak first, and then listen" (consider trying an object such as a "talking stick" to represent when to speak and when to listen). ❑ Develop skills in following social and visual cues (e.g., Play 'follow the leader' games. Learners take turns leading and following). ❑ Ensure tasks are a realistic match to the learner's language proficiency. ❑ Provide an older "buddy" fluent in the learner's home language and/or culture to serve as a mentor. "Buddy" with a classroom peer to help with modeling and cueing of familiar routines. ❑ Be consistent; provide clear, specific, meaningful praise/acknowledgement for positive behaviour. ❑ Provide appropriate strategies to meet the student's need for escape, attention, something tangible and/ or something sensory. Consult an Early Learning Strategist or OT as needed.

Understanding Learners and Gathering Information

Understanding Young ELLs



In this document the term ELL includes foreign-born and Canadian-born learners with diverse cultural and linguistic backgrounds.

This diversity includes learners who:

- are First Nations, Metis and Inuit learners.
- have strong home languages other than English
- have weak home language(s) other than English
- have weak English language skills
- have strong English language skills

Understanding young ELLs requires us to recognize that:

- developmental differences exist between learners regardless of their cultural origin. Background experience has a significant impact on the learner's ability to make sense of new learning regardless of cultural origin
- differences in ability, school readiness and emotional regulation exist within student groups regardless of cultural origin
- the process of acculturation is complex and may result in behaviours that are misinterpreted and may mask as special education indicators.
- curriculum must be culturally responsive in order to represent the experiences of ELLs and their families.

Factors that can create challenges for young ELLs include but are not limited to:

- adjusting to the school
- adjustment to Canadian culture
- ability to learn in an English-speaking classroom
- history of trauma and loss

More information on each of these factors follows.

Adjusting to School

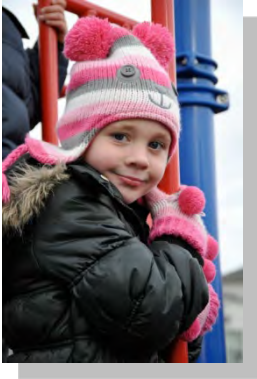
Factors that impact adjusting to school include (but are not limited to):

- The learner may have little or no experience being away from caregivers.
- The separation from family members and home land may have been traumatic, and learners may be living with new family members now.
- The learner may have limited experience or a natural aversion to being in a large group.
- The importance of independence in the classroom may contrast with the expectations of dependence within and between cultures.
- The value placed on education and the role of parents in their child's education may vary greatly within and between families and cultures.
- Based on their own school experience, parents' expectations of what the child should be doing at school may be very different from our view of developmentally appropriate programming.
- Gender roles vary within and between families and cultures. Some may place all females (adult and child) below male children in the social hierarchy.
- The importance placed on emotional regulation skills may vary within and between families and cultures. Children may not have been taught the physical and emotional regulation skills we expect in school.



Adjusting to Canadian Culture

Many young ELLs face the challenge of adjusting to Canadian culture. The degree of the challenge depends upon individual, family and cultural factors and includes:



- **Acculturation**
Acculturation is a process. Individuals can “jump back” to earlier stages under stress. Various family members may be at differing stages of acculturation. How families support adjustment to Canadian culture can directly impact the learner’s feelings about Canada and schooling and friendships.
- **Peer Exposure**
Children may have had limited exposure to other children outside of their family and/or home culture. This lack of experience can increase the intensity of adjustment to Canadian culture.
- **Support for Parents**
Parents may have no home community in Calgary. This may limit a learner’s contact with other children within both the home culture and within Canadian culture.
- **Developmental Variance**
Developmental differences can be viewed quite negatively by some cultures. Some families are isolated by their home community when a child has deficits. This limits social contact for both parent and child, and increases isolation.
- **Immigration**
Parents may have concerns regarding their immigration to Canada. Some parents may limit exposure of their children to activities and events in their community due to the perceived fear that immigration authorities might take away their right to remain in Canada.
- **Neighbourhood Safety**
Parents may be concerned about the safety of their neighbourhoods. This may relate to prior experiences as well as the challenges of poorer neighbourhoods. Parents may not allow their children to play in neighborhood settings, and purposefully limit exposure to others.
- **Family Dynamics**
Parents with young children are challenged with both keeping the home language alive and supporting the family’s English language proficiency. As primary caregivers mothers of young children may delay their own English skill development. This can impact family dynamics when the children begin speaking better English than the adult caregiver.

Learning English – Some Underlying Challenges

Learning English, even in an English-speaking classroom, may be complicated for young ELLs. Some factors may include:

- Learners may have weak or limited “home language” skills which makes it more difficult to learn English. Consult with Speech-Language Pathologist to help clarify.
- Multiple languages may be spoken at home or within the family with no evident strength in any language.
- Many Canadian born children come to us with lower than expected language skills. This impacts their ability to fully integrate and acculturate. Sample reasons might be:
 - Their main care giver may be a grandparent with limited language skills.
 - The day-time caregiver may have limited English language skills.
- Children may have weak auditory processing skills.
- Children may have a history of ear infections and thus delayed maturation for hearing sound.
- Families and school staff may not understand the emphasizing oral (i.e., speaking and listening) in the process of acquiring English before emphasizing reading and writing skills.

Coping with Trauma and Loss

Trauma and loss can impede learning. Some factors include:

- There may be stresses at home that limit the child’s ability to focus at school (e.g. food/housing/financial concerns; family violence, primary caregiver’s emotional functioning).
- Parents may have a history of trauma and this may impact the ELL’s emotional development. The intergenerational transmission of trauma may be multigenerational.
- Resiliency factors such as community support, extended family support, (particularly for the mother), may be absent.
- Some cultures blame mom for a child’s special needs.
- Poor English skills may diffuse the mother’s status within the home and her influence over her child.
- Parent’s acculturation stage may be limiting exposure and therefore the child’s progress.

Oral Language Development for Early Learners

A teacher's role in the classroom is to look for or create opportunities for young children to engage in rich conversations that arise naturally over the course of their daily routine, play time, and shared reading time.

Hanen approach

Why is development of oral language (listening and speaking) important?

For early learners thinking, learning, and language are interrelated. Oral language development (listening and speaking) is crucial to the development of social and academic skills. Key frameworks used at CBE include the Hanen approach, as well as Tabor's *One Child, Two Languages* model.

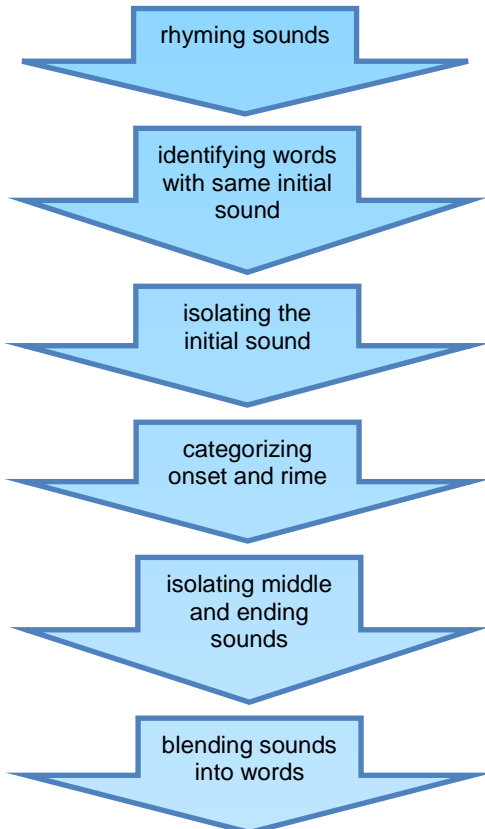
Oral language:

- Is part of communication for both basic conversation and social interaction (BICS) and academic learning (CALP)?
- Includes both listening and speaking skills. Oral language development includes the opportunity to hear the basic sounds of language, relate these sounds to meanings, and respond verbally.
- Is a precursor to reading and writing. Challenges with oral language, specifically phonemic awareness, are connected to learners being at-risk of having a reading disability.
- Is built on awareness of the basic sounds of language, specifically phonemic awareness.
- Is more challenging for some learners, particularly learners:
 - With a history of ear infections.
 - With language delays.
 - From cultures that have minimal parent-child verbal interactions.
 - Whose home language contains phonemes that differ significantly from English.
 - With weaknesses in auditory discrimination in their home language.

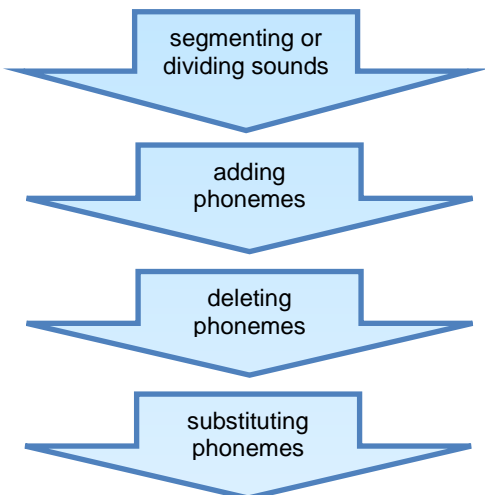
How can I support oral language development for ELLS?

Building Skills in Hearing the Sounds of Language

adapted Linan-Thompson & Vaughn, 2007



KG learners often reach the blending stage



Teachers can focus on both **engagement** and developing awareness of the sounds of speech including intonation, rhyme, uniqueness of sounds, etc. (i.e., **phonological awareness**). Strategies to foster engagement and phonological awareness follow.

Engagement strategies for learners who are at-risk for challenges around listening and speaking include:

- offering speaking and listening opportunities through natural opportunities including the learner's areas of interest and play
- creating frequent low-risk opportunities
- using small groups and 1:1 interactions
- using cooperative groupings
- calling the learner's name to encourage listening and participation
- responding positively to first attempts
- responding promptly to any initiation of communication, including non-verbal or any production of a speech sound
- using gestures
- supplementing with visuals (including real-world objects)
- focusing on sharing meaning
- including culturally relevant material to the learners and to their families (e.g., celebrations, greetings, pictures)
- incorporating culturally common tools for engagement including: music, metaphor, recitation, ritual, concrete objects to manipulate, collaborative learning events, etc.
- offering props to support listening and speaking
- changing teacher position and learner positions in the classroom
- introducing a new word by saying it, showing what it means, connecting it to the learner's experiences, and saying the word again
- changing voice or adding novelty to increase interest
- asking a question
- making a personal comment
- giving the child a meaningful role
- eliciting higher order thinking skills
- **promoting the use of first language** in the class and at home to encourage higher level thinking

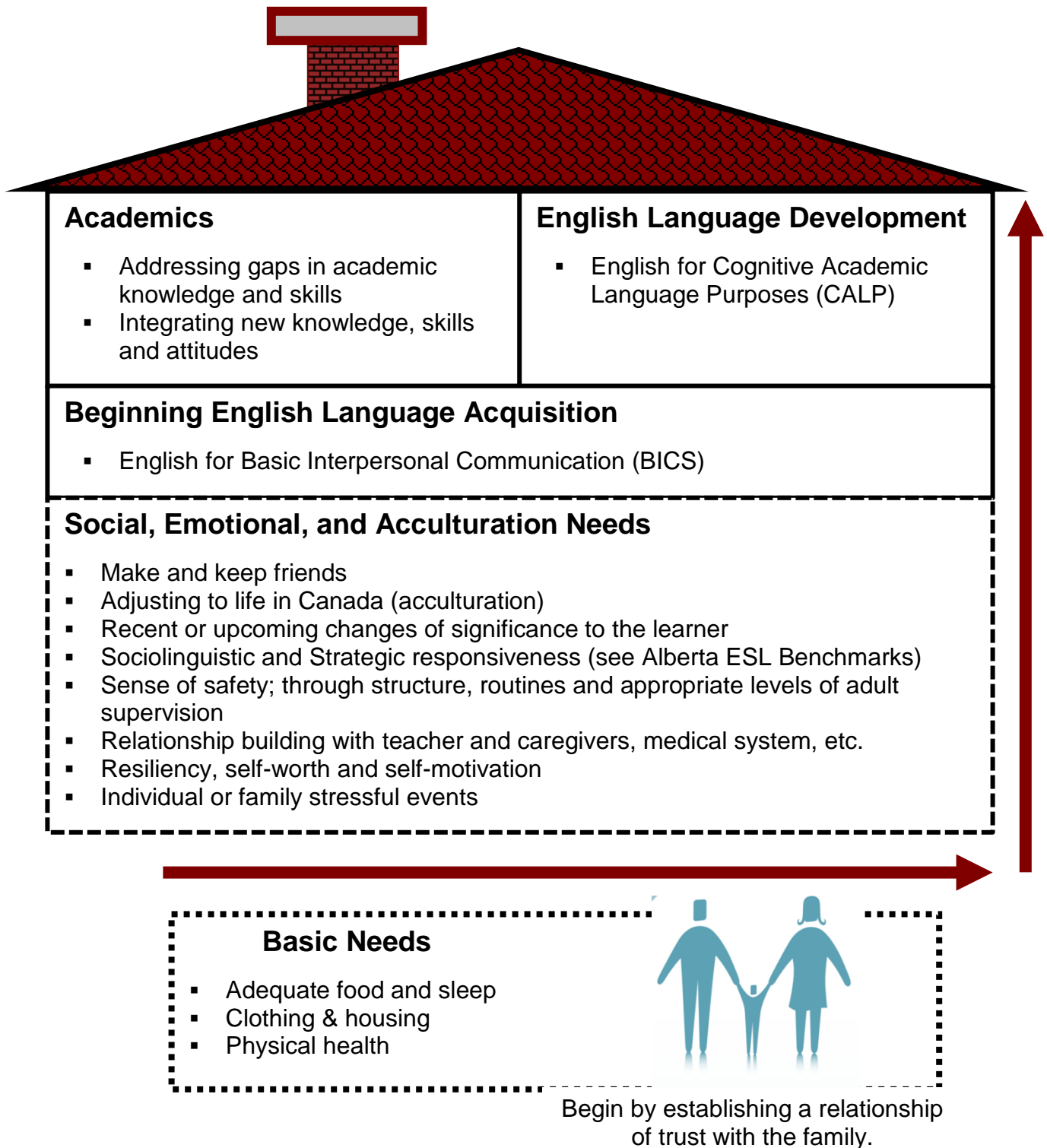
Strategies to support the gradual, step-by-step building of **phonological awareness** include:

- explicit instruction in phonemic awareness, including modelling the task and offering opportunities to practice
- use of games and songs beginning with rhyming sounds, then same initial sounds, etc.
- intentional focus on sound unit **not reading, writing or letter name**, using this process:
 - a. **focus** on the sound (e.g., words that rhyme with “play”, or later, words that start with the sound “mmmm”)
 - b. **only incidentally** showing the matching letter “and this is what it looks like when we read” and “this is how we write it when we write words”
 - c. **only casually** mentioning the name of the letter, as it is the least important aspect, and most misleading information for learners
- see many online supports including PhonologicalAwareness.org

What if oral language development is slower than expected?

- Use a phonemic awareness screener to identify possible areas of concern.
- Use some of the strategies in this Toolkit (see Communication).
- Consult with an Early Learning or Area Strategist and/or Specialist.
- Consult with a Speech - Language Pathologist.

Prioritizing the Needs of Young ELLS



Adapted from Maslow's Hierarchy of Needs and Kilpatrick, A.C. & Holland, T.P. (1999) *Working with Families: An Integrative Model by Level of Need*. Needham Heights, MA: Allyn & Bacon.

Gathering Information

Making observations

Classroom observations provide useful information to inform instruction and instructional interventions. Remember that behaviour is a form of communication.

Set aside time to make observations when you are confronted with behaviours that are troublesome. During these observations it is important to ask yourself, “What is my learner telling me through his/her behaviour?” You may want to request observations from a member of your school learning team or an Early Learning Strategist.

ABC's of behaviour

This is one useful approach to employ when observing (and documenting) behaviour.

- **Antecedent** – What takes place before the behaviour? This may be a trigger for the learner.
- **Behaviour** – What is the behaviour? This needs to be identified, without judgements or assumptions about the intent of the behaviour.
- **Consequence** – What happens after the behaviour? This is important because it helps us understand why the learner keeps using this behaviour to meet his/her needs. This information will be useful when planning a socially and culturally appropriate replacement behaviour that serves the same function for the learner.

Functions of behaviour

Behaviour is a form of communication and occurs for one of four reasons:

1. **Escape:** wanting to escapes /avoids something the learner experiences as unpleasant.
2. **Attention:** gaining some form of social attention or a reaction from other people.
3. **Tangible:** getting a tangible item (e.g., toys, food) or gaining access to a desired activity.

Sensory: creating an internal state of pleasure or removing an internal state of displeasure. This occurs without the involvement of another person.

Context of behaviour

- Are the classroom expectations personally & developmentally appropriate?
- Are the expectations in line with the Kindergarten Program Statement?
- How do the parents describe and understand this behaviour?
- Are the learner's basic needs being met? Does this learner experience:
 - adequate sleep
 - adequate diet
 - medical attention

Ask, “Is this young learner trying to **get**

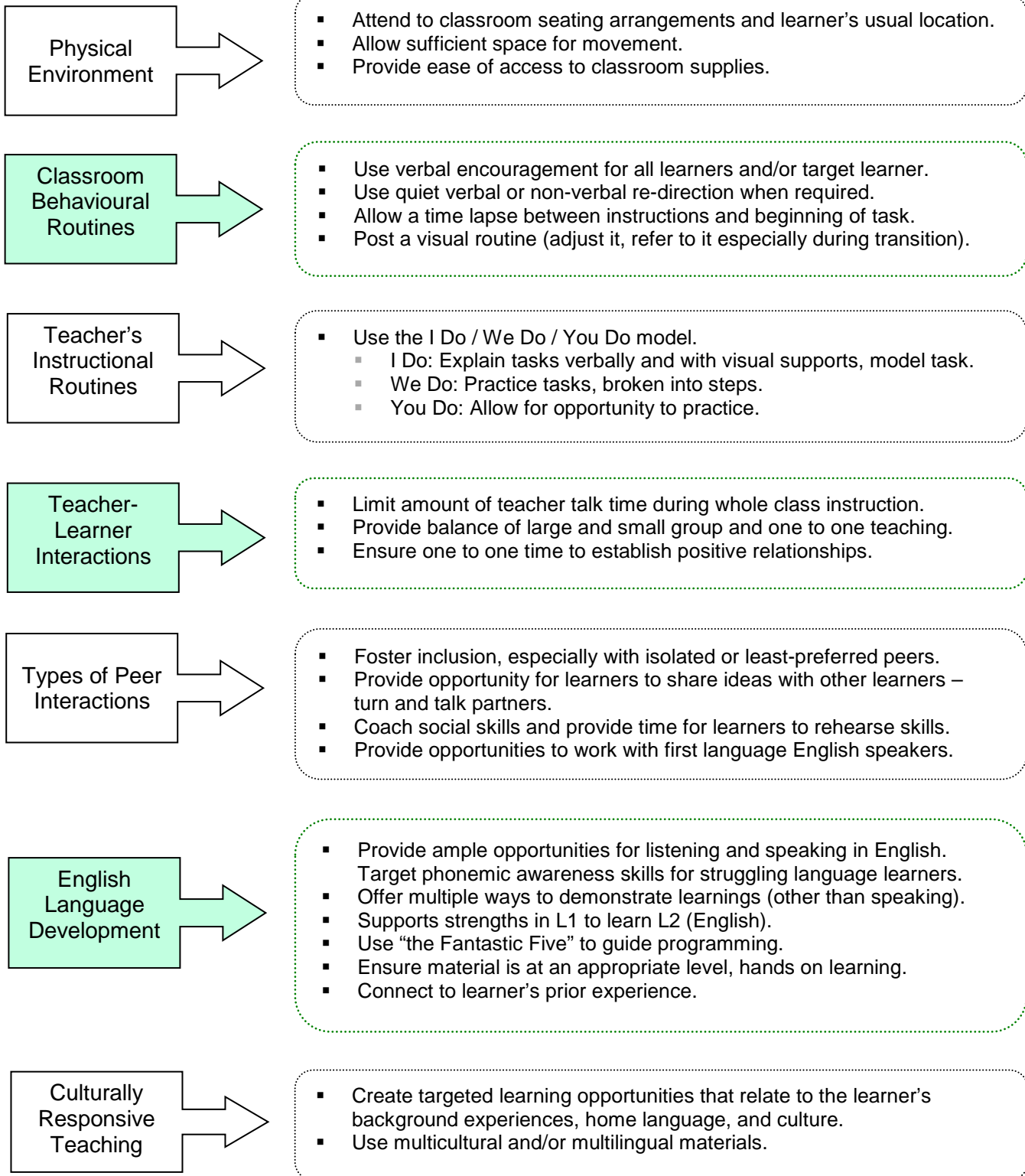
- peer attention
- adult attention or acknowledgement
- preferred items or events
- sensory input e.g. physical activity
- emotional release e.g. express frustration
- a sense of control, over structure or routines?”

Ask, “Is this young learner trying to **avoid**

- peer attention
- adult attention or acknowledgement
- sensory overload e.g. noise, touch, bright lights
- emotional release e.g. crying, outburst
- non-preferred events, tasks or activities
- structure or routines?”

Considering the Classroom Environment

Consider the following categories as a way of focusing observations.



School Supports

Continuum of Support for Young ELLs

Based on *Response to Intervention Model and the Universal Design for Learning Framework*.



Universal instruction

Quality classroom instruction that is flexible and dynamic and addresses the needs of all learners, including the needs of young ELLs should include:

- Multiple means of presenting and representing content knowledge to learners using carefully selected, differentiated, instructional strategies that target language and concept acquisition.
- Multiple means for learners to represent/express their understanding.
- Multiple ways of ensuring learner engagement in tasks and motivation for them to continue with tasks and investigations.
- Strategic planning of instruction for learners that takes into account the learner's language proficiency, cultural background, content knowledge, interests and goals.
- Provision of flexible groupings.

These following strategies will benefit all learners by building trust and confidence, enhancing learning opportunities, and decreasing the effects of challenging behaviour in the classroom.

- Provide a visual schedule of each day's events, review the schedule at the beginning of the day and continue to reference it throughout the day.
- Ensure that classroom routines and expectations are reviewed often and supported with visuals that will help ELLs to learn and understand these expectations.
- Build a strong relationship with the learner and family to increase the sense of safety in the school and in the classroom.
- Find an area of learner interest and provide opportunities for learners to explore their interest.
- Plan your daily schedule to include many opportunities to work with small groups and one on one.
- Build a strong relationship with parent/caregiver.
 - Parents are their children's first teachers. Be sure to consult with them to help you understand their child. Do they see the same things at home that you are seeing at school? What do the behaviours mean to the parents? Discuss strategies that are successful in the home.
 - If using written communication with parents avoid educational jargon and consider the parents' literacy level and English Language Proficiency. Use visuals to support your communication with parents as well.

Targeted instruction

Direct, explicit instruction to address gaps in background knowledge, cultural experiences and English language and literacy skills, delivered through small group instruction that focuses on:

- engaging learners in experiences that build background knowledge around essential concepts,
- building background knowledge of new cultural ideas and bridging between learners' cultural background, other cultures and Canadian culture,
- language specific learning needs such as vocabulary, form and function,
- reinforcement and repetition of language in context to develop language proficiency,
- specific literacy strategies to address phonemic awareness, phonics, fluency, encoding, decoding and comprehension.

Specialized instruction

Time-specific specially-designed programming that addresses significant gaps in learning, literacy and English language proficiency through:


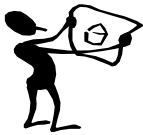


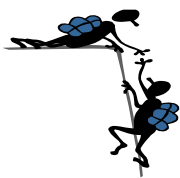
- small group and individual instruction
- working towards distinctive outcomes within the various programs of student (e.g., Early Development Centres, Kindergarten, Grade 1, Grade 2)
- specialized programming for :
 - English Language Learners who also have medical, physical, cognitive, or behavioural programming requirements
- consideration of additional supports and services such as:
 - Counseling; Settlement services and support
 - OT/PT/SLP consultation and/or direct service
 - SLP and interpreter to assist with language assessments in L1
 - DLSA to support the family in the process of assessment



Supporting the Learner through Teams – SLT and MDT

The school learning team (SLT) consults and shares information relevant to the individual learner’s education, and plans special education programming and services as required.

At the Early Learning level, this team usually consists of the classroom teacher, parents, resource teacher, and school administration. Members from different specialty areas, the Multidisciplinary Team (MDT), may be represented (e.g., Early Learning Specialist and/ or Strategist, Speech and Language- SLP, Occupational Therapy -OT, Physiotherapy- PT, cultural Diversity and Learning Support Advisors - DLSA, Aboriginal Diversity and Learning Support Advisor, English Language Learning Specialist and /or ELL Strategist- ELL, etc.).

A brief introduction to involving teams School Learning Team (SLT) and Multidisciplinary Team (MDT)	
	The teacher has questions about how to help a learner.
	The teacher begins to investigate “Who is the learner?”
	<p>The teacher reviews the data with members of the SLT and they:</p> <ul style="list-style-type: none"> ▪ brainstorm and plan interventions and/ or ▪ invite members from other disciplines to help brainstorm and plan interventions (e.g. invite Early Learning Strategist or Specialist; invite English Language Learning Strategist or Specialist; invite SLP, OT, PT disciplines of the MDT)
	The teacher implements the interventions.
	The teacher monitors the learner’s response to the intervention and responds accordingly.

Voice of the Teachers

These pages may be used to consider multiple perspectives throughout the School Learning Team (SLT) process. While it may not be possible or appropriate to include parents in every SLT, it is important to consider their viewpoint and gather their feedback throughout the process.

Step 1: Initial identification of an issue

"This learner seems to need additional support. I see he/she is having difficulty with...I can learn more about this learner and the challenges by connecting with the family."

Step 3: Interpreting the data

"I have talked with this learner's parents and members of the support team about the situation; what it looks like at home and at school. I've considered the implications of this information. As the teacher, "I think this means I need to..."

Step 5: Implementing and monitoring the intervention

"We have a plan for what we will change, when, and how it will look at home and school. The learner's family understands the plan. We are all willing to try. I will monitor the child's response to the intervention at school by recording some observations. I will find out what the family notices, and we will consider what changes we'd each like to suggest."

Step 2: Gathering multiple sources of data (assessment)

"What do I know about this learner and this issue? How can I gather more information? Do I need to request the services of someone from the Early Learning Team?"

Step 4: Brainstorming and planning an intervention

"I am going to make some changes in the classroom. I think this learner's needs to work on I can support this by altering my instruction and tasks to provide... The family can support the child by..."

Step 6: Planning the next steps

"I can talk with the learner's family to decide if we should continue this plan, change it, or move on to a new goal and a new plan. I can consult with the SLT to determine how we may proceed."

Voice of the Parent

This page may be used to consider what input or perspective a parent may have in the School Learning Team (SLT) process. Additionally, it may be used in a parent conference with an interpreter, Diversity and Learning Support Advisor (DLSA), or In-School Settlement Worker to explain how the parent and school can work together in the SLT.

Step 1: Initial identification of an issue

"The teacher and I need to talk. My child is having difficulty with... or The teacher feels my child is having difficulty with... What I think is..."

Step 2: Gathering multiple sources of data (assessment)

"I know my child, our family, our challenges and our successes. I know what has and has not worked at home. How can I share this information with the teacher?"

Step 3: Interpreting the data

"We have talked with the teacher about what the issue looks at home and at school. As the parent, I notice that my child...so I think this means that we need to...in order for my child to..."

Step 4: Brainstorming and planning an intervention

"We are going to change some things for my child. My child will.... The teacher will...this will help because... At home we can support by..."

Step 5: Implementing and monitoring the intervention

"We have a plan for what we will change, when, and how it will look at home and school. We understand it and are willing to try. We will let the teacher know how it is going, what questions we have, and what changes we would like to suggest."


Step 6: Planning the next steps

"My family has an important role in the SLT. We can talk with the teacher to decide if we should continue this plan, change it, or move on to a new goal and a new plan."

Voice of the Student


This page may be used to gather insight from the student's perspective around the identified issues. A more in-depth approach to working with young learner's perspectives can be found through Dr. Ross Greene's [Lives in the Balance](#) Problem Solving model.

Meet in a private enough space when the student is calm and alert. Consider saying, "This seems hard for you. What is going on? Can you draw a picture of what really is happening?"



What is going on for me?

"And when things are better, what will they look like?
Can you draw a picture of what that looks like?
Can you add what helps?"



When it is better and what helps.

Multidisciplinary Team (MDT) Supports

Why teams?

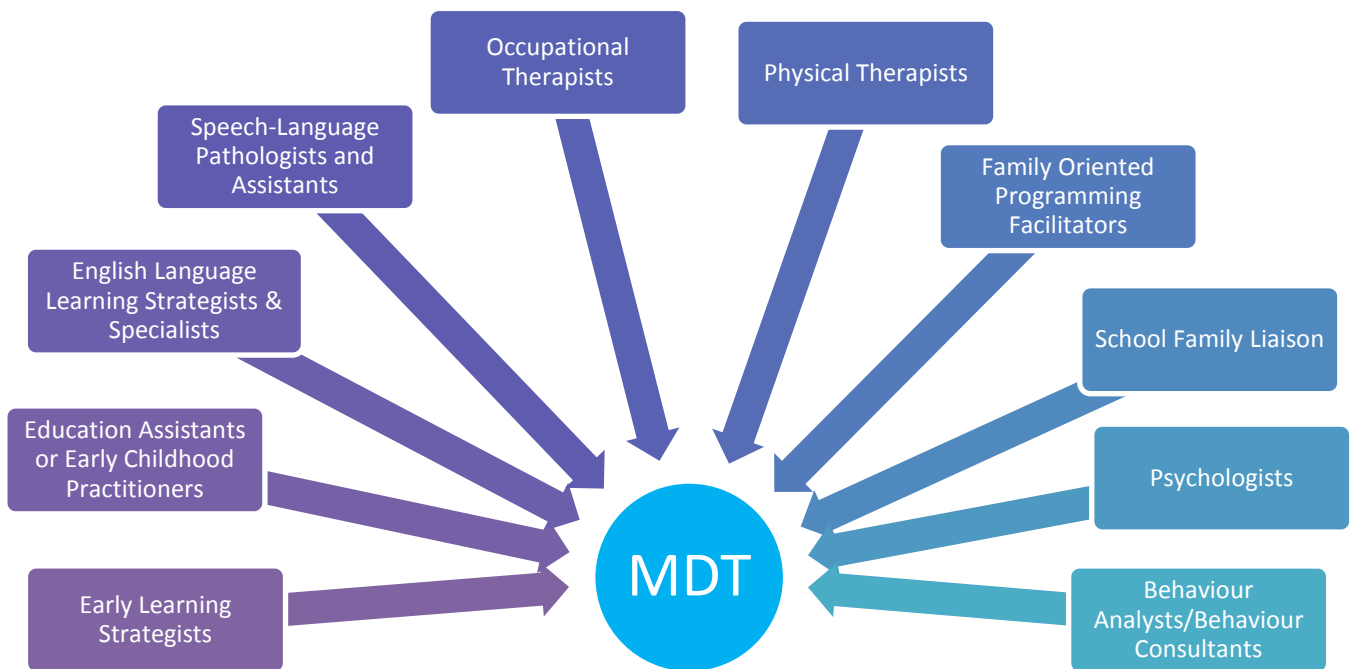
The Calgary Board of Education (CBE) provides an array of support and services within Kindergarten programs. Funding from Alberta Education, combined with services provided by the CBE, has enhanced the opportunities to access support, personnel and resources for Kindergarten children and teachers.

This model of support reflects the belief in the importance of the early years as a critical period of development in every child's learning journey. We recognize the importance of early intervention and personalizing learning for each child.

Who is on the MDT

The classroom teacher is at the centre of the child's Learning Team and is supported by the School Learning Team. In addition, based on classroom needs, each Kindergarten classroom may also be supported by members of the Multidisciplinary Team who work collaboratively with the teacher to best support early learning experiences.

The Multidisciplinary Team (MDT) consists of:



Multidisciplinary Team (MDT) supports can be accessed through your Area-based Early Learning Strategist.

What are MDT roles?

Role:	Focus area of classroom and learner support:
Early Learning Strategist	<p>Works within a CBE Area to collaborate with teachers and school learning teams to:</p> <ul style="list-style-type: none"> ▪ support programming for children with social-emotional needs ▪ design instruction to meet an individual child's needs ▪ interpret assessment information into teaching decisions ▪ gather information about children ▪ assist with transitions for children ▪ access necessary supports and services ▪ collaborate with other members of the Multidisciplinary Team
English Language Learning Strategist and ELL Specialist	<p>Works within a CBE Area and schools to collaborate with teachers and school learning teams to:</p> <ul style="list-style-type: none"> ▪ support English language development programming for ELLs ▪ help differentiate between English Language learning needs and development and other complexities ▪ support culturally responsive instruction ▪ collaborate with other members of the Multidisciplinary Team
Speech-Language Pathologist (SLP)	<ul style="list-style-type: none"> ▪ help children to develop communication skills ▪ provide information to parents about speech and language development ▪ recommend hearing screenings
Speech-Language Assistant (SLA)	<ul style="list-style-type: none"> ▪ support children to develop communication skills ▪ conduct hearing screenings

Occupational Therapist (OT)	<ul style="list-style-type: none"> ■ Collaborates with the teacher to support learner's: ■ fine motor skills such as pencil grasp, scissor skills, manipulation, eye-hand coordination, letter formation ■ focus and attention ■ organizational skills ■ self-care, independence and other life skills <p>OTs also:</p> <ul style="list-style-type: none"> ■ attend to child-environment interaction: adaptive equipment (monitoring fit/use), accessibility, positioning, transfers, social interaction, transitioning ■ liaise with clinics/programs at the Alberta Children's Hospital ■ provide information to parents about physical development
Physiotherapist (PT)	<ul style="list-style-type: none"> ■ Collaborates with the teacher to help children develop: ■ strength and endurance ■ gross motor skills such as running, jumping, balance, hopping and climbing stairs ■ motor planning, coordination, and body awareness ■ classroom function such as posture, moving through space and personal space <p>PTs also:</p> <ul style="list-style-type: none"> ■ work to integrate children into physical education classes and ensure playground accessibility & safety ■ liaise with clinics/programs at the Alberta Children's Hospital ■ provide information to parents about physical development
Education Assistant (EA)/ Early Childhood Practitioner (ECP)	<p>Works under the direction of the teacher and principal to:</p> <ul style="list-style-type: none"> ■ support the teacher to meet the learning needs of children ■ implement strategies as directed by the teacher or other members of the MDT

<p>Family Oriented Programming Facilitator (FOP)</p>	<p>Supports Kindergarten families whose children are in half-day Kindergarten and receive Program Unit Funding (PUF) and:</p> <ul style="list-style-type: none"> ▪ provide opportunities for families to learn together through engaging sessions ▪ share information and strategies for developing: language and communication, speech sounds/articulation, building independence, early literacy, physical skills (fine and gross motor), early childhood development, behaviour/social emotional skills
<p>School Family Liaison Worker (SFL)</p>	<ul style="list-style-type: none"> ▪ provide connections for families to navigate the supports offered by the Calgary Board of Education ▪ link families to other community networks and supports ▪ liaise between family, school, strategist, and FOP facilitator
<p>Psychologists</p>	<ul style="list-style-type: none"> ▪ provide psychological services on a referral basis that may include testing, assessment, diagnosis, consultation and intervention in accordance with professional standards and Alberta Education ▪ obtain informed consent and written consent from parent(s) to ensure understanding of psychological assessment and procedures ▪ provide guidance and recommendations to support and promote learner success
<p>Behaviour Analyst/ Behaviour Consultants (BCBA/ BC)</p>	<ul style="list-style-type: none"> ▪ assist school staff in supporting children whose behaviours are interfering with their ability to access learning ▪ work collaboratively with school staff to ensure quality learning opportunities ▪ provide child-specific support to address significant behaviour concerns on a referral basis

Brainstorming Interventions for the Classroom

Use this form to design interventions for the young ELL who is encountering difficulties in the classroom.

Learner's name: _____ Date: _____

Teacher: _____

School _____

Key challenge(s) for this learner	
Possible solutions	

Working with Families

Meeting with ELL Families

Before you begin

- **Remember, families need to know that they are** partners whose perceptions and experiences are valued by teachers.
- **Reflect upon the best way of communicating** this information. Is it best to meet in person? With a translator? With a member of the community as support?
- **Be sensitive** to your “position of authority.”
- **Build in more time** than you think might be necessary for the interaction, especially if there is an interpreter. Stay calm. Take enough time to start in a calm state and maintain a calm state.
- **Respect the resilience of the families.** Remember that the person in front of you is resilient, which may be masked by their limited English skills.
- **Frame the conversation** about the shared value of education. Tap into the family’s strengths around education (e.g., economic mobility, hope for the future).
- **Be explicit** about the reason for the meeting. Check the parent or caregiver’s perception of their role in schooling (e.g., come to meetings, support homework activities, ask questions).
- **Be clear about the student’s academic achievements** within the context of the student’s English language proficiency. Show exemplars.
- **Consider “switching heads”.** Imagine yourself in the same position in another country. What would help you?
- **Consider that the possibility that a child may have special needs. This may carry heavier stigmatization and alienation in other cultures.**

During the interaction

- **Speak slowly.** A slower rate of speech with pauses aids comprehension. Pitch of voice, rhythm, rate of speech, emphasis and emotions vary among cultures.
- **Simply language.** Keep your vocabulary and sentences direct and simple. If using an interpreter, pause every 8-10 seconds to allow for accurate interpretation. If using an interpreter, speak to the family member, not the interpreter.
- **Avoid** the use of metaphors, jargon, popular sayings or complicated terminology.
- **Use examples** to illustrate your point (such as work samples, photos, videos).
- **Allow extra wait time** for a response.
- **Use visuals** (diagrams, photographs, etc.) whenever possible. Link verbal and visual cues.

- **Write down** key information (points, details) and give the participants a copy.
- **Acknowledge and support** the other person's efforts to communicate.
- **Check for comprehension frequently.** Ask, "What did you understand me to say?" "Tell me, please, what I said." "What does that mean to you?"
- **Repeat** and paraphrase patiently.
- **Understand** that **smiling** can mean agreement or confusion or apprehension or politeness.
- **Understand** that silence can mean confusion or non-acceptance or disapproval or agreement.
- **Avoid** making assumptions about people and resist stereotyping.
- **Make sessions short** and concise. Communicating across languages is tiring.
- **Invite exchange of cross-cultural information.** Say "I am interested to know more about how you view this in your family." Ask "Who would you like to be part of this process?"; "What are the most important results you seek from me?"; "What do you think are the reasons for this?"; "Do you agree with the recommendations or the plan?"
(Insert Action Plan Resulting from School Learning Team Meeting).



This is a sample questionnaire to gather parent insights.
An interpreter might be needed to assist parents.

To help us understand your child:

1. Fill in the form below. Please print clearly.
2. Add any other information that may help the teacher.
3. Return this to your child's teacher. Your answers will be kept safe in your child's school file.

Child's Name			
Child's age (as of September 1)			
Handedness (circle one)	Right handed	Left handed	Not sure

General Information

1. Preschool Experience
a. What pre-school experience has your child had? Please describe the program (e.g., nursery school, pre-school / playschool, daycare, kindergarten).
b. What did your child enjoy doing?
c. What did your child not enjoy?
2. List your child's special interests.
3. List your child's strengths.
4. List your child's fears.
5. Does your child enjoy story times with you? What is your child's favourite book?
6. Does your child have computer / internet access at home?
7. List all people who live in the home. Please write the names and ages of brothers and sisters.
8. Does your child go to a daycare or babysitter regularly? If yes, please provide their name and phone number.
9. Does your child have any special friends at school? Who?


10. What does **your child expect** from this school experience (e.g., Early Development Centre, Kindergarten, etc.)?

11. What **do you expect** for your child from this school experience (e.g., Early Development Centre, Kindergarten, etc.)?

Health

1. Does your child have a chronic health condition? Circle one.	Yes	No
If yes, please describe.		
If yes, how might this condition impact your child at school?		
2. Does your child have allergies? To what?		
3. Is your child taking medication regularly? Circle one.	Yes	No
If yes, please explain, what medication and why.		
4. Has your child been tested for:		
a. Eye problems	Yes	No
b. Speech or language problems	Yes	No
c. Ear or earring problems	Yes	No
d. Motor or muscle problems	Yes	No
Please describe the concern(s)		
5. Are there any concerns or situations that the teacher needs to be aware of which may affect your child's behaviour over the school year?		
6. Has your child had any significant or important experiences which the teacher needs to be aware of? (Examples: new baby, death or separation in the family, fear of water, hospitalization, head injury, fire, member of the family with a disability).		

Home Language Inventory

What is/are the home language(s)?					
What language does each of these people speak with your child? 	only a home language	mostly a home language	both English and a home language (equally)	mostly English	only English
Mother					
Father					
Older sibling(s)					
Younger sibling(s)					
Grandparent(s)					
Caregiver(s)					
Other _____					
adapted from P.O. Tabor (2008). One Child, Two Languages.					



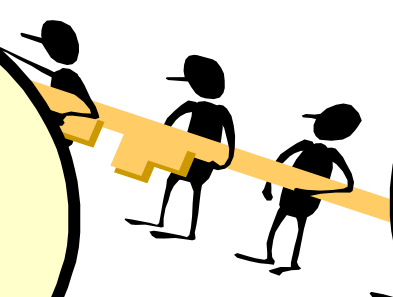
This sheet helps parents and interpreters keep notes and remember what to do after a school meeting.

Child's Name		Date:
Name of person filling out this form:		
Relationship to child:		
Name of teacher or staff member the family may contact:		
Role	Phone number	Best time to contact:

Thank you for coming to this meeting. Today we met to talk about your child.

1. Please take your child:	
<input type="checkbox"/> To a medical doctor. Please have the doctor to look at: because:	
<input type="checkbox"/> To an eye doctor	
<input type="checkbox"/> For a hearing test	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
2. Please bring these things (or a copy) to the school:	
<input type="checkbox"/> Your child's birth certificate	
<input type="checkbox"/> Your child's Alberta Health Care number	
<input type="checkbox"/> Citizenship and Immigration papers	
<input type="checkbox"/> Report cards from previous schools	
<input type="checkbox"/> Other	
3. Today we talked about your child's:	
<input type="checkbox"/> Physical health	<input type="checkbox"/> Social skills (e.g. friendships)
<input type="checkbox"/> Mental health and/or traumatic experiences	<input type="checkbox"/> Adjusting to life in Canada
<input type="checkbox"/> Clothing, housing, food, sleep	<input type="checkbox"/> Beginning English for interpersonal communication
<input type="checkbox"/> Upcoming or recent changes at home	<input type="checkbox"/> Academic English
<input type="checkbox"/> Feeling safe at home and school	<input type="checkbox"/> Behaviour at home and school
<input type="checkbox"/> Time with adult supervision	<input type="checkbox"/> Learning concerns
<input type="checkbox"/> Emotional needs (e.g. confidence, self-worth)	<input type="checkbox"/> Other:
The school is going to:	At home you are going to:
1.	1.
2.	2.
3.	3.

Suggestions for Working with Interpreters



Schedule extra time to meet, make eye contact with the parent as well as the interpreter. Speak evenly, not too slowly or loudly.

Translations must be true to the original message. Therefore, to ensure accuracy, you must pause every 8-10 seconds or 18-20 words.

The interpreter and school personnel must remain in the room for the entire meeting. It is unethical to continue the meeting without all parties present.

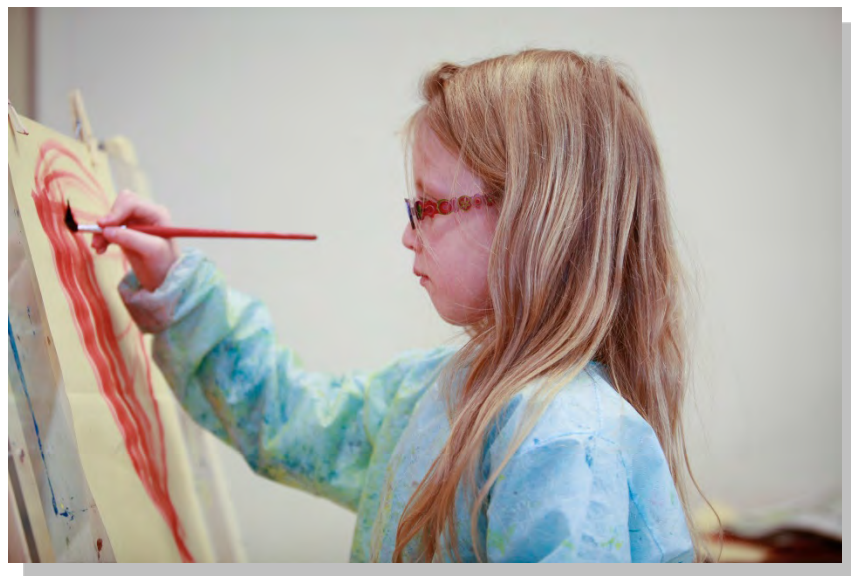
Explain key components of lengthy or complex documents to the parent. The interpreter will translate and facilitate questions and answers between both parties.

Resources

Glossary

- **CLD: Culturally and Linguistically Diverse.** This refers to learners who have culturally and/or linguistically diverse backgrounds. This acknowledges the roles of culture and language in learner learning, and on performance. Notably **First Nations, Inuit and Metis** learners may have English as a second language, as well as culturally diverse backgrounds. Many of the strategies to support the acquisition of academic English are applicable to this group of learners.
- **Cultural Responsiveness:** recognizes and builds on the values of the language, culture and experiences of each student (Dutro and Helman, 2012, p. 46). Diversity is the wide range of uniqueness in humanity. There are many theoretical frameworks for understanding socio-linguistic-cultural responsiveness at a policy, program, and personal level. Cultural responsiveness is a critical set of skills and knowledge educators must acquire to effectively serve English Language Learners (ELLs). Strategies to build cultural responsiveness generally begin with a willingness to learn from those within the other culture.
- **Differentiation and Personalization of Instruction:** Differentiation takes into consideration the profile of the learner, a deep understanding of content, an ability to modify process, and the expansion of opportunities to represent learning through products. Explicit language teaching can occur within this inclusionary model utilizing a thorough understanding of language acquisition elements and a dedication to this concept during planning, assessment, and instruction. Personalization attends to what engages each particular learner.
- **EAL: English as an Additional Language.** This adjective and acronym is increasingly used to [describe the process of language acquisition](#) which acknowledges more than two languages.
- **ELD: English Language Development.** This refers to a systematic approach to English Language Learning. Learners who are ELLs require ELD to gain strong proficiency in English, particularly academic English. ELD includes the foundational principles of explicit language instruction- Functions, Forms, and Vocabulary- as well as the application of these concepts to different stages of language learning: Beginner, Intermediate, and Advanced. [Susana Dutro's Systematic English Language Development](#) and the Sheltered Instruction Observation Protocol (SIOP) models are influential in CBE's professional learning for teachers.

- **ELLs: English Language Learners.** This term is used by [Alberta Education](#) and the [Calgary Board of Education](#) in their discourse and documents regarding English as a Second Language. In Calgary more than half of the ELLs entering Kindergarten were born in Canada. Approximately 1 in 4 learners are ELLs. By 2020, it is estimated that 1 in 3 learners in CBE will be ELLs.
- **ESL: English as a Second Language.** This adjective is often attached to the program, or the task, of learning English as an additional language. Once used to describe learners, this term has been replaced by “ELL”.
- **Explicit Language Instruction:** Explicit learning is a “conscious awareness and intention” to learn. It is focused, intentional, deliberate, and planned instruction for English language learning. It can take place in a universal, targeted, or individualized learning environment. The major components of explicit language instruction are: **Functions of Language, Forms of Language, and Vocabulary.** And includes regular opportunities for fluency.
- **L1:** This typically refers to the learner’s home language, also known as the heritage or home language.
- **L2:** this typically refers to English, even though this may be the learner’s third, fourth, etc., language.
- **LP1-LP5:** These describe five levels of acquiring language across Listening, Speaking, Reading and Writing “strands”. Degrees of English Language Proficiency Level are sometimes abbreviated as: LP1, LP2, LP3, LP4, and LP5. Sometimes these levels are referred to as Benchmarks 1-5.



Acknowledgements

We thank the many contributors to this document for their time and effort:

CBE English Language Learner Team

CBE Early Learning Team

CBE Psychologists

(Early Learning, English Language Learning, Aboriginal, Gifted)

CBE Speech-Language Team

CBE Aboriginal Team

CBE Kindergarten Teachers

CBE Early Development Centre (EDC) Teacher

CBE Pilot Schools:

- Bridlewood School,
- Cecil Swanson School,
- Connaught School,
- Coventry Hills School,
- Olympic Heights School,
- Saddle Ridge School and
- CBE Early Development Centres.

Key Resources and Links

Alberta Education

ESL K-9 Guide to Implementation

<https://education.alberta.ca/media/563809/esl-guide-to-implementation-k-9.pdf>

ESL Proficiency Benchmarks

<http://www.learnalberta.ca/content/eslapb/>

Our Words, Our Ways; Teaching First Nations, Metis and Inuit Learners

<https://education.alberta.ca/media/563982/our-words-our-ways.pdf>

Working with Young Children Who Are Learning English as a New Language

<http://www.education.alberta.ca/media/1093791/earlylearning.pdf>

Calgary Board of Education (2015). Complex English Language Learners Toolkit.

Linan-Thompson, S., & Vaughn, S. (2007). Research-based methods of reading instruction for English language learners, Grades K-4. Association For Supervision And Curriculum Development (ASCD).

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learning | **as unique** | as every student

Supporting Refugee Children & Youth Tips for Educators

As a result of violence and oppression around the world, many families are forced to flee their countries as refugees. Consequently, schools across the country are welcoming and serving students from diverse nations. These students bring their unique individual cultures and backgrounds while bearing some of the challenges and stresses of the refugee experience. The following tips and related resources can help educators meet the unique needs of refugee students.

Understand and recognize stressors. Refugee children and youth are often traumatized from premigration and resettlement experiences. They may have been exposed to violence and combat, home displacement, malnutrition, detention, and torture. Many have been forced to leave their country and cannot safely return home. Some may have come without their parents and without knowing of their health or safety. Psychological stress and traumatic experiences are often inflicted upon these children over months or even years, and many experience some kind of discrimination once entering U.S. schools. Additionally, they often resettle in high-poverty and high-crime neighborhoods, increasing exposure to stressful conditions.

Understand the effect of trauma on school functioning. Extreme stress, adversity, and trauma can impede concentration, cognitive functioning, memory, and social relationships. Additionally, stress can contribute to both internalized symptoms—such as hypervigilance, anxiety, depression, grief, fear, anger, isolation—and externalized behaviors—such as startle responses, reactivity, aggression, and conduct problems. Given the often chronic and significant stress placed on refugee students, many are at increased risk for developing trauma and other mental health disorders, undermining their ability to function effectively in school. Further, given the environment of their previous schooling and the immigration to the United States, many have experienced significantly interrupted schooling; coupled with language gaps, many students arrive unprepared to participate in school with their same-age peers.

Equip staff to provide trauma sensitive responses and supports. Creating trauma-sensitive schools greatly enhances supports for all traumatized students, including refugees. A trauma-sensitive school views behaviors as a potential outcome of life circumstances rather than willful disobedience or intentional misbehavior. Trauma-sensitive approaches emphasize helping school staff understand the impact of trauma on school functioning and seeing behavior through this lens; building trusting relationships among teachers and peers; helping students develop the ability to self-regulate behaviors, emotions, and attention; supporting student success in academic and nonacademic areas; and promoting physical and emotional health. Additional information is available at <http://traumasensitiveschools.org/>

Understand the challenges of relocation and acculturation. Refugee children and youth often have significant adjustments to life in their new communities and schools. This includes language differences, not understanding how schools function, not knowing where to go for help, little familiarity with the curriculum or social mores, and difficulty making friends. Some refugees are relocated to communities with an existing population from their country. Others may be the only people from their country, heightening the sense of isolation. Also note that children frequently adapt culturally and linguistically more quickly than their parents. Over time, this can cause conflict when children deviate from tradition and can increase the burden on children when parents rely on them to navigate their new environment and to act as language translators.

Be sensitive to family stressors. Parents and other family members are also dealing with the stress of relocation, including trying to navigate and achieve self-sufficiency in their new community. This includes overcoming language and cultural barriers, finding housing and employment, establishing a social network, understanding their role in their children's schooling, accessing social services, and connecting with their faith community. For many, having to ask for help or rely on others is not their norm and contributes to stress. Additionally, some parents may have experienced significant stress or trauma during the migration process, which can lead to increased risk for a range of negative outcomes for their children.

Identify children and youth who are at high risk, and plan interventions. Schools bear a responsibility to identify refugee students that may be at heightened risk based on the factors outlined above. In general, interventions delivered within comprehensive service models (i.e., multitiered systems of support) and focused on educational, social, and economic outcomes are more effective than clinical treatment alone, and can often prevent the need for intensive, direct services. However, by maintaining close contact with teachers and parents, the school crisis response team can determine which students may require more intensive crisis intervention and counseling services. Schools should also create a mechanism for self-referral and parental referral of students.

Understand cultural views regarding mental health. It is important that mental health professionals be aware of attitudes toward mental illness and the role of mental health services when providing assistance to students. Many cultures may have a minimal understanding of mental illness, and in some cultures and faith communities, mental health problems are greatly stigmatized. Some cultures may view emotional problems as a weakness in character as opposed to a natural response to adversity. Understanding these barriers is an essential first step to reassuring and engaging students and their families and ultimately building the trust necessary to provide effective services and supports.

Engage and empower families. Families from other countries may have different views about education, including the assumption that education remains the duty of the school and any involvement would encroach on that responsibility. Some families may not be proficient enough in English to know how to engage, despite a desire to do so. Additionally, many families may experience practical barriers, such as not having a car or employment that does not allow for active engagement during school hours. Schools can work with cultural liaisons and the families to find ways to connect with parents and ensure they have opportunities to participate in their child's schooling.

Focus on student strengths. Many refugee students bring many unique skills, strengths, and knowledge into the classroom. Build on those strengths of resilience, and consider having them share their knowledge about their country, customs, and culture. Educators should also support maintaining the home culture and language, while also balancing the importance of developing the skills and knowledge to succeed in the United States.

Access community resources. Reach out to community organizations that specialize in working with refugee families, if those resources are available, such as the [International Rescue Committee \(http://www.rescue.org/where/united_states\)](http://www.rescue.org/where/united_states). Maintain an accurate and evolving list of community resources available to help affected families. It is imperative to compile a list of community resources, including the names, telephone numbers, websites (if available), contact persons (if appropriate), descriptions of services, and any fees. Try to determine if support groups are being provided at local churches or community agencies. Consider also reaching out to state refugee coordinators (<http://www.acf.hhs.gov/programs/orr/resource/orr-funded-programs-key-contacts>).

Stop any type of harassment or bullying immediately. Refugee children may be at risk for harmful behavior by others if classmates or even teachers unfairly stigmatize them. Make it clear that such behavior, in any form (in person, online, on social media) is unacceptable. Promote acceptance and actively teach conflict resolution skills to both the perpetrators and the refugee student(s).

Note: Refugees who seek political asylum in the United States must gain approval from multiple federal agencies before immigrating. More information is available at <http://www.uscis.gov/humanitarian/refugees-asylum/refugees>.)

External Resources:

- Bridging Refugee Youth and Children's Services (<http://www.brycs.org/>)
- The Center for Health and Healthcare in Schools (<http://www.healthinschools.org/Immigrant-and-Refugee-Children.aspx>)
- Spring Institute for Intercultural Learning (<http://www.springinstitute.org/>)
- National Childhood Traumatic Stress Network, Child and Adolescent Refugee Trauma (<http://www.nctsn.org/trauma-types/refugee-and-war-zone-trauma>)
- Screening and Assessing Immigrant and Refugee Youth in School-Based Mental Health Programs (http://www.issuelab.org/resource/screening_and_assessing_immigrant_and_refugee_youth_in_schoolbased_mental_health_programs)
- Partnering With Parents and Families to Support Immigrant and Refugee Children at School (<http://www.rwjf.org/en/library/research/2009/06/partnering-with-parents-and-families-to-support-immigrant-and-re.html>)

Note: Some of this handout was adapted from "School-Based Services for Traumatized Refugee Children", *Communique*, Vol. 39, Issue 5

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HELPING REFUGEE CHILDREN COPE WITH STRESS

For refugee children and adults, the stress and trauma they have faced can interfere with daily routines and activities and can cause emotional struggles. This can be difficult for adults to handle, but it is even harder for children, who may not yet be able to identify all of their emotions, let alone have strategies to cope with them.

How to Recognize Stress in Refugee Children

A change in behaviour is usually the first sign of difficulty. Look for:

- Whining, clinging, poor listening, biting, kicking, crying
- Hair pulling/twisting, thumb sucking, daydreaming
- Fighting with peers and family
- Becoming restless, impulsive or overly-cautious
- Poor concentration, lack of appetite or excessive eating
- Frustration, sadness, oversensitivity
- Becoming forgetful, showing poor concentration, being easily distracted

8 Strategies for Helping Refugee Children to Cope With Stress

1. Give them tools to communicate their emotions: Show labeled pictures of children experiencing different emotions. You can then have the child point to the emotion they are experiencing.
2. Build relaxation time into your program: A quiet time or a short exercise opportunity, such as children's yoga, can help to alleviate stress.
3. Offer them activity choices: When a child makes a choice about which of two activities they would like to do, it empowers them to feel confident and encourages them to be purposefully engaged in their daily activities.
4. Give a child your full attention and understanding when they make attempts to communicate: This helps to build trust, which is essential to good mental health.
5. Provide familiar materials and demonstrate how to use materials that are new to them: Children may not be familiar with new foods, utensils, self-feeding, toys, art materials, books or sensory play. By demonstrating how to use new items or do new things, you will help to increase children's comfort levels.



6. Monitor the use of music in your child care program: Avoid having music on all the time. Children learning a new language need to hear the sounds and words that their caregivers and peers use to communicate. Loud music can also add to their stress.
7. Enhance the sensory materials in your environment: Use a variety of textures in all areas. Have a small pillow or soft blanket available for when children need a break from the busy classroom.
8. Provide options for story time: Have a number of different options available for quiet stories and for more active stories.

NOTE: *The strategies suggested in this tip sheet are meant to help programs to support the refugee children and families that they work with. Use only the ideas that work best for the unique challenges and strengths of your program, children and families.*

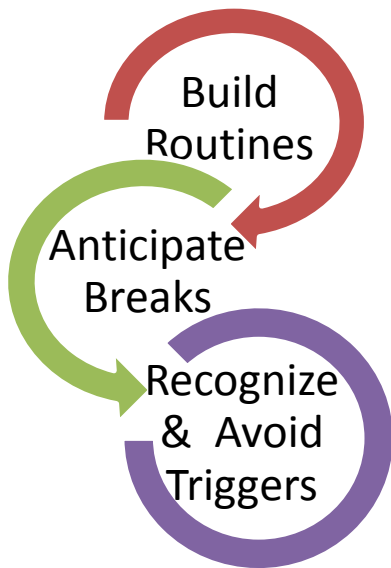




Create Safety and Routines

Creating a classroom that feels safe is essential for students who have experienced trauma. Routines are the easiest way to communicate safety. Routines offer the opportunity to know what will happen next, and to relax in the feeling of being safe now.

Key strategies in creating safe classrooms include building routines and recognizing triggers.



- Build safety through routines. Create predictable environments and responses. Use routines to assist students to know what will happen next. Predictability around key trouble-spots such as transitions and leave-takings help students with getting to calm.
- Establish regular activities within the day-to-day flow, with consistent greetings and good-byes, daily reviews, transition point markers, calming activities, etc.
- Choose important routine events to celebrate (e.g., birthdays, holidays, school festivals, etc.).
- Anticipate unexpected and predictable breaks in routines, and create a plan to deal with the breaks (e.g., field trips, assemblies, fire drills, lock downs, your absence, etc.)
- Recognize and avoid triggers.
- Find sample routines in “A Day in the Life of Two Classrooms” at the end of this document.

Teachers were asked what they found that works for:

- establishing effective daily routines?
- responding to breaks in routines, predicted and unanticipated? What works with assemblies? Fire drills? Lock downs? Teacher absences? Celebratory events?

Building Routines	Tips from Other Teachers
	I establish routines as a priority in the classroom.
	In any given day I have very few surprises for the students.
	I use the same type of activity at the beginning of each day
	Daily work is posted on my whiteboard.
	Allowing for choice of work blocks in my daily schedule helped students to feel control and safety.

	The daily work was always posted on the whiteboard. For some students, order mattered and for others, I needed to be flexible.”
	Daily work is reviewed each day at the beginning of class.
	I try to use visuals such as pictures, pictures and words, flow charts, maps. And then I use more pictures, flow charts, maps.
	During unstructured times (such as recess and lunch hour) we try to create as much structure as we can. During the first few weeks of school, we go outside with the students and explicitly demonstrate how and where to line up. During lunch hour we show them where to sit and where to put their lunches. We practice these routines for several weeks until they can do this independently.
	To help create a smooth flow to the day, I create a set of visual and auditory cues and then use them consistently.
	Changes to the classroom are agreed upon by my students. Students are in charge of their space.
	We always began the day with a “hands on” craft type activity while we talked. Students needed time to settle in each morning and I found that something like rug hooking or beading, seemed somewhat natural to them and many issues and questions were dealt with ...
	The classroom was the same every day and students took ownership of the place and changes were agreed upon and made by them for the most part. Students were encouraged to personalize their space. After the first month I would add small changes or items to spark curiosity. Students seemed to delight in this and had many questions about the poster or vocabulary words or mobiles etc.
	Every day starts with the children entering the classroom and I try to make sure to greet each student individually. This helps me to get a read on how they are feeling and what their general mood is.
	I work to be consistent in my responses to the students, especially when there is something challenging (e.g., like student conflict).
	Each day I greet each student personally (and get a sense of student’s feeling or mood). I ask each student about their evening or morning. Some students like hugs as a greeting, others do not.
	Before an activity changes I use a last call warning before an activity will change
	To help around changes, I take photos of transition places.
	Model routine.
	During the first few weeks of school I try not to deviate from the daily routines. I try to make sure not to rush through practicing the “basics”. Establishing routines and explicitly teaching them basic school skills like lining up, raising hands, personal space etc. is vital for success later. When routines like these have been established, anxiety is decreased greatly in the classroom.
	It helps to keep good order of things in the classroom to help the routines run smoothly.
	I create individual routines as needed. For a student who has difficulty with too much stimuli, have the student enter the classroom a few minutes earlier or later to avoid the commotion of other students in action.

	To help students know what to do, we teach expected behaviors. This helps to keep the routines in place. The behaviours include putting up hands for questions, lining up, personal space, etc.
	We take time to practice unpredictable things once routines are firmly in place.
	I monitor how each student is responding to the routine. Once routine is fully established, and the students are not anxious, I slowly integrate change into the schedule. For example, instead of doing math from 11:00 to 12:00, I will do it at 10:30. I feel that it is my job to assist the students to start adjusting to small manageable changes as well.
	I help the students understand the typical pace of the day. Dismissal bells, for example, go off at the same time every day.
	I found that it is best to minimize changes in courses and teachers.
	I work to be predictable in how I respond to certain behaviours.
	Early on I establish safety rules and follow them!
	Part of the routine piece for me is providing a consistent environment where it is comfortable and safe to take risks.
	Consistently I give more time for activities and more notice for any change in schedule and any transitions.
	I greet each student personally each day and ask about their evening or morning. Some students liked a hug.
	As part of our day we use a "Social Greeting" Routine: The social greetings are a set of sentence frames with general social conversation (e.g., "Good morning. How are you feeling today? I am feeling _____", etc.). We use the same social greetings for the entire week which students practice in partners. The social greetings address problems students may be having during recess or lunch hour and gives them the vocabulary needed to successfully solve these problems.
	Especially at the beginning we practice routines for several weeks until the student can do the routine independently.
	We created a plan for recess. So when the students left the class for recess, they know if I am available for them and where I will be. (e.g., I will play with a soccer ball on the field).
	Although students could have lunch where they chose, most ate in the classroom for the first months, sometimes year of their arriving.
	We create a safe place within the classroom at the beginning of the year.
	I emphasize that "how we get along is important".
	At the entrance to the classroom I establish a "warm, homey feel".
	Once I see readiness, I slowly start integrating change into the schedule (e.g., instead of doing math from 11:00 to 12:00, I will do it at 10:30.) I think it is important that these students start adjusting to change as well.
	It was a fine line to know when students were ready for less predictability and able to deal with more change. If you wait too long and don't introduce practice and small tests of independence, students can find transition very difficult and resist and then feel unsafe (and rejected) all over again.

	We spent a lot of time in discussion about feelings and this was crucial to building relationships and having a clear understanding of where each student was coming from and what direction I needed to go as their teacher and mentor.
Predictable Breaks in Routine	
Tips from Other Teachers	
Fire Drills	
	I know about the fire drills in advance and make the fire drill part the day's posted daily routine
	We practice what to do during a fire drill several times before the bell rings
	I inform the students that a loud bell will be ringing. I model covering my ears as one way to handle the intense sound (for students that are distressed by fire alarms or loud noises).
	I keep the most distressed student right beside me.
Lockdowns	
	I make sure the students understand this procedure. I use interpreters or other students to help explain it.
	We prepare and practice before the event.
	I have a "hands on" activity available during this event.
	I stay with the students to continue to be a calming and directing presence.
Teacher Absence	
	I notify the students the day before an anticipated absence. The students know the substitute coming into the classroom and daily routines are not changed.
	If I am away from school and I was not able to notify the students the day prior, I try my best to get a substitute that the children know and respond well to. I also do my best to make sure the sub plans follow our daily routine.
	On many occasions, I would call if I was away and talk to certain students to allay fears and clarify when I would be back. I would email a letter to the class and use the same substitute as much as possible.
	I keep the routines posted for the substitute if I am away unexpectedly. We try to have the same substitute. If we cannot one of our supportive administrators will come a see the classroom to help alleviate some anxiety. The students are informed about when I will be back. We work to assure the students that things will be fine.
Assemblies	
	Assemblies can be difficult. I make sure to notify students the day before if we have an assembly. In some cases, it is best that a student does not attend an assembly.
	Half an hour before an assembly, I try to plan activities that are quiet and calming (e.g., sketching with soft music, reading a story a loud etc.)
	Assemblies could be difficult, and some students did not attend them at first. Some students needed to take a break during longer assemblies and I would have a job for them to do or suggest they go get a drink (many strategies that we would also use for our attention challenged Canadian-born students)

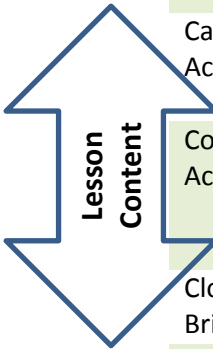
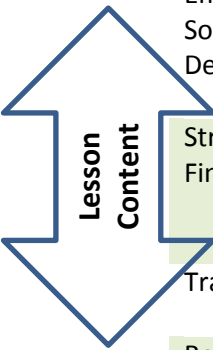
	I tell them what will happen in the assembly and what they need to do. We practice how to sit in an assembly and how to walk into the gym.
	I had a student who was very sensitive to sound and the Remembrance Day assembly would have loud bagpipes playing. In this case I decided it might be better if that student remained with the assistant until later in the year when he could better handle events of that nature. I use my own judgment to decide whether students are ready for this kind of event.
School Breaks (Holidays, Vacations, etc.)	
	I use a class calendar to help my students know what to expect from day to day or week to week. For long weekends or for PD days I will assist each student to understand “school” or “no school”. I will sometimes send craft projects home or some practice homework.
	We prepare students for missed school a couple of days in advance. We count the number of days before the student comes back to school. For one student we used a sheet with cut strips, so he could rip off the “no school” tag each morning until the tags were all gone. He needed concrete help to get a sense of present and future time.
Tips for Triggers	Tips from Other Providers
	Be aware of triggers that cause a student to feel threatened, and if possible, avoid the triggers. Triggers cause a cascade of responses that immediately limit a student’s ability to focus on classroom learning.
	A trigger can be something that is seen, heard, felt, smelled, tasted (external)
	A trigger can be a physical response, an emotion or way of thinking (internal)
	Triggers are highly personal, and knowing a student’s socio-emotional profile and unique history can be very helpful in knowing what to avoid.
	Understand how fear changes thinking and recognize the cues of increasing alarm. Review strategies to reengage at the student’s level of functioning.
	Have multiple interventions to assist students in “getting to calm.”
	Communicate consistent messages of safety and caring.

A Day in the Life of Two Classrooms: Putting Routines and Social Emotional Supports into Place

The following two samples demonstrate how to build routines that include social and emotional supports for students with refugee backgrounds. Academic, or lesson content, is mapped into the routine.

Full Day Classroom (Congregated Setting)

Activity	Sample Routines with Social Emotional Support Details
Teacher Preparation	<ul style="list-style-type: none"> Take this time to calm, to continue your routine of teacher self-care (e.g., cup of coffee, time set aside before students arrive) and reflect on any changes to the day's routine. Post any changes to standard daily schedule
Greeting and Emotional Read	<ul style="list-style-type: none"> Greet each student individually. Take a read of student's emotional and physical state (e.g., anxious, unsettled, discouraged, low energy, etc.). <i>Did you know that teachers are often the first to notice emerging mental health issues and make referrals for supports and treatment?</i>
Daily Review	<ul style="list-style-type: none"> Gather the group, review daily schedule and any unusual events.
Emotional and Social Skill Development	<ul style="list-style-type: none"> Emotional check in, expanding emotional and social vocabulary, choice of hands on activities. Have expressive activities throughout the day to assist in emotional skill development.
Strength-Finding	<ul style="list-style-type: none"> Continue to offer a series of activities that builds on interests and finds student strengths (e.g., inventories, choice activities, multiple modalities, sharing from home culture, etc.). Build the student portfolio of found interests and strengths. Find ways to highlight successes for the student and the family.
Transitions	<ul style="list-style-type: none"> Cue upcoming changes with consistent visual and auditory cues (e.g., 3 minute warnings, options for continuing or moving on with class)
Recess and Lunch Supports	<ul style="list-style-type: none"> Have structured activities planned for those who need it. Offer lunch in the classroom until students feel comfortable with eating with other students. Let students know where you will be if they need to find you.
Calming Activities	<ul style="list-style-type: none"> Use a calming activity after high energy or stressful activity. Consider expressive activities to help reduce emotional intensity (e.g., painting, clay, crafts, writing, drawing, drama, etc.)
Connecting Activities	<ul style="list-style-type: none"> Use tasks that encourage cooperative and paired learning. Change off pairing throughout the year. Have first language English speakers paired with new English speakers (new connections). Involve other teachers and classrooms throughout the year.
Closure and Bridging	<ul style="list-style-type: none"> Say goodbye individually. Bridge to the next time "I will see you tomorrow" "I will see you on Monday"
Out of Class Contact	<ul style="list-style-type: none"> Let students know where you will be if they need to find you at school. Consider leading an at-lunch or after school club in your classroom (academic or non-academic)
Wrap Around	<ul style="list-style-type: none"> Touch base with the team that coordinates in-school and out-of-school services for this student. If there is no team, advocate for one or create one.



Academic Subject Classroom (Partial Day)

Activity	Sample Routines with Social Emotional Support Details
Teacher Preparation	<ul style="list-style-type: none"> Take this time to calm, to continue your routine of teacher self-care (e.g., cup of coffee, time students arrive) Reflect on any changes to the day's routine. Post any changes to standard daily schedule
Greeting and Emotional Read	<ul style="list-style-type: none"> Greet each student individually. Take a read of student's emotional and physical state (e.g., anxious, unsettled, discouraged, low energy, etc.). <p style="text-align: center;"><i>Did you know that teachers are often the first to notice emerging mental health issues and make referrals for supports and treatment?</i></p>
Daily Review	<ul style="list-style-type: none"> Gather the class, review daily schedule and any unusual events.
Emotional and Social Skill Development	<ul style="list-style-type: none"> Have in class and in-school calming activities (e.g., water at desk, getting a drink, going to library, bringing note to other teacher, clay, drawing, hands on projects) to assist in emotional skill development. Include emotional and social skill words and phrases in your teaching (e.g., feel about the work, conflict in group project, etc.).
Strength-Finding Activities	<ul style="list-style-type: none"> Continue to offer a series of activities that builds on interests and finds student strengths (e.g., inventories, choice activities, multiple modalities, sharing from home culture, etc.). Build the student portfolio of found interests and strengths. Find ways to highlight successes for the student and the family.
Transitions	<ul style="list-style-type: none"> Cue upcoming changes with consistent visual and auditory cues (e.g., 3 minute warnings, options to continue later or in another place)
Calming Activities	<ul style="list-style-type: none"> Use a calming activity after high energy or stressful activity. Consider expressive activities to help reduce emotional intensity (e.g., painting, clay, crafts, writing, drawing, drama, etc.)
Connecting Activities	<ul style="list-style-type: none"> Use tasks that encourage cooperative and paired learning. Change off pairing throughout the semester. Have first language English speakers paired with new English speakers (new connections). Involve other teachers and classrooms throughout the year.
Closure and Bridging	<ul style="list-style-type: none"> Say goodbye individually as much as possible. Create a bridge to the next time "I will see you tomorrow" "I will see you on Monday" as a way to build connection, predictability and lessen anxiety.
<i>Out of Class Contact</i>	<ul style="list-style-type: none"> Let students know where you will be if they need to find you at school. Consider leading an at-lunch or after school club in your classroom (academic or non-academic). Work to find a time when you are consistently present for informal student contact (e.g., for the first five minutes of lunch)
<i>Wrap Around</i>	<ul style="list-style-type: none"> Touch base with the student support team that coordinates in school and out of school services for this student. Share information on the student's developing interests and strengths as well as emerging needs. If there is no extended support team, advocate for one or create one.

Lesson Content



One teacher reflected:

“A world that provides a safe haven for the adventures of childhood is one that offers the most solid foundation for further development. In addition to security, place provides the opportunity for identity development, creative expression, exploration, and social affiliation” (Fullilov, 1996).

I always took this to heart in my understanding of how the classroom needed to look, how I developed plans for my students, and how I related to them on a daily basis. Routine is essential to provide the safety that refugee students need at first.



Do Self Care

Working with students with refugee backgrounds exposes teachers and other professionals to very difficult situations and heart-wrenching first-hand stories. This material can be challenging to process, and can erode one’s fundamental sense of safety and well-being.

Self-care is key to remaining healthy in work with students with histories of loss, grief, stress and trauma. Teachers were asked what strategies they use to:

- help regain and maintain calm?
- gain a sense of personal balance between work and home?
- remain hopeful?

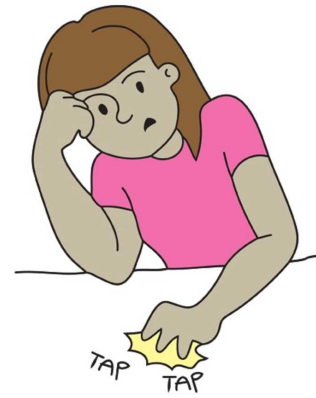
In addition to teacher tips, the following includes ideas from The Child Trauma Academy’s free on-line course [The Cost of Caring](#).

Self-Care	Tips from Other Teachers and other Key Informants
	I think teachers need to be recognized for the work they are doing by colleagues and administration. I think that all staff need a clear understanding of the nature of the work. Professional development on trauma for whole schools is important.
	Luckily, I work in an amazing school with a staff who are highly sensitive and attuned to these students. All staff are aware of the needs of these students.
	Instructors and teachers should acknowledge that their roles are more complex when teaching refugees from war-affected countries – they become co-learners, advocates, challengers, guides, mentors, counsellors and facilitators (<i>Magro, 2009</i>)
	I needed to talk about my students and their stories with supportive colleagues and friends. It is a lot to hold on to by yourself.
	Cohorts of teachers of refugee students, multi-cultural contacts, interpreters, etc. can help to ease feelings of helplessness and ensure that students’ more complex needs are being met.
Strategies to calm myself down	
	I think one of the best strategies that has helped me is the thought that “I am not perfect”. I make mistakes and that’s okay as long as I am reflective about them. When something doesn’t work or I have handled something incorrectly, I always ask myself “what went wrong and what do I need to do to improve?” It always surprises me just how willing these students are to give me a second chance to do better the next day.
	I have adopted the mindset that these students are in my classroom now, and they are safe now. That’s what matters.
	I remember to model what I am asking the students to do. “Deep breath. I am safe. I am relaxing. I can handle this.”

	Be kind to yourself. Spend time with people that you love. Seek strong supports. Be self-encouraging. Cry when you need to cry. Laugh lots. Seek connection locally, away from work. Be present at the local community resource centre. Help a neighbor. Plant a garden. Enjoy your community.
	When I feel myself becoming angered or upset with a student, I will often ask the student to excuse me and I will employ the STAR method myself. (<u>S</u> top. <u>T</u> ake <u>A</u> breath. <u>R</u> elax.)
	There is no better way to combat secondary traumatic stress than to take good care of your physical and mental health.
	Playful and healthy activities assist in dealing with the overwhelming feelings of sadness and frustration. In particular, nutrition and healthy exercise are key.
	Journal. Do non-work related reading. Visits museums. Attend sports events. Hike. Go to the theatre. Focus attention away from work.
	“No” is an important word for managing stress. Learn to choose discomfort over resentment.
	Feeling overwhelmed? Take that as a cue to set boundaries.
	Ask for help. Seek practical strategies to manage stress. Breathe deeply, often.
	Take space and time to recover from difficult events or uncomfortable feelings. Take time to rest. Ask for help as a way to manage stress.
	What to do at work? Take breaks. Complete tasks. Set limits with students and colleagues. Be flexible in tasks.
	Create balance by being with children and adults who have not experienced trauma. Emotionally healthy children can bring joy, hope and meaning to our lives.
	Leave work at school when it is time to go home. This can be stressful for teachers working with complex students. Taking work home might include replaying situations or conversations over and over again. Taking work home might include reviewing challenges to find solutions. Setting boundaries of “work time” and “my time” are important in regaining control over your life. Rest and leisure are part of this.
	Finding places to debrief at work. Debriefing at work allows time and opportunity to talk about how you are feeling and how work is impacting you. Make sure this is an emotionally safe place with an emotionally supportive and understanding person. A supervisor who understands the importance of debriefing, without judgment, can have very positive impact. In addition to understanding the complexity of your work, your supervisor might be able to generate strategies for managing work-related stress.
	Find a mentor who has flourished emotionally and spiritually in life.
	Be positive about the world. After exposure to client experiences it can seem that the world is deteriorating. Remember that although bad things occur, so do good things. Seek the good. See the good in what you do.



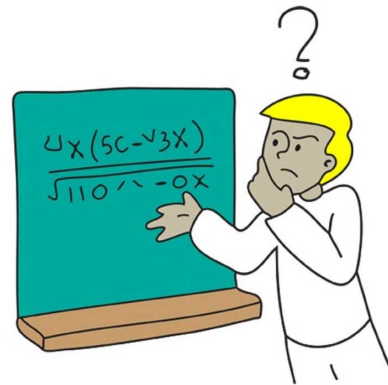
angry



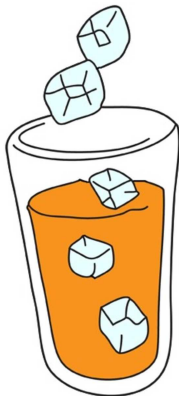
bored



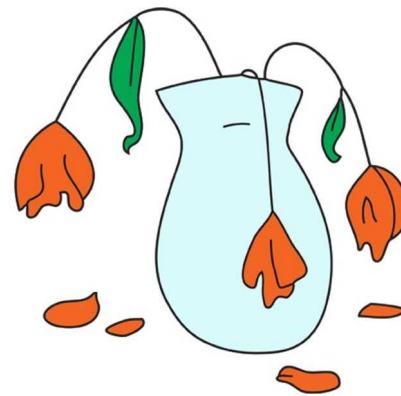
cold



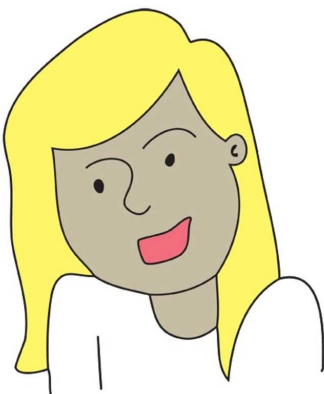
confused



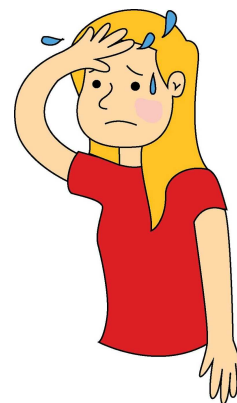
cool



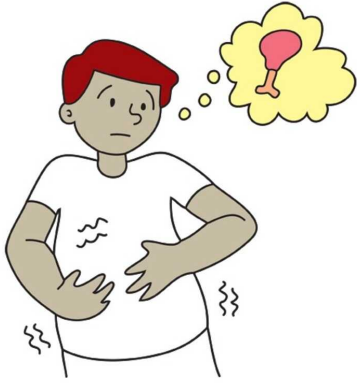
dead



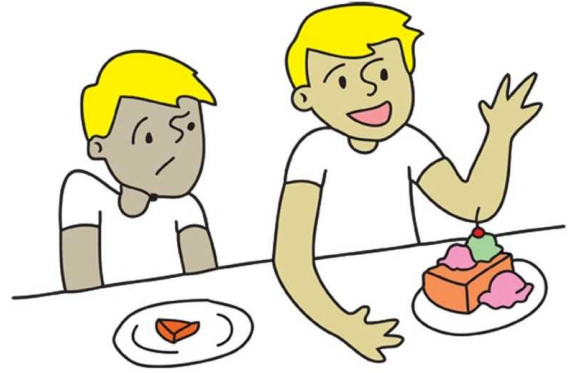
happy



hot



hungry



jealous



sad



scared



sick



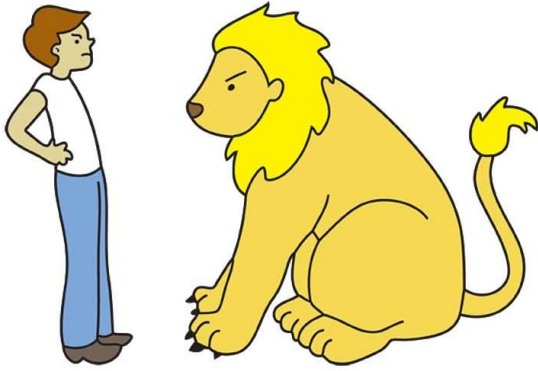
thirsty



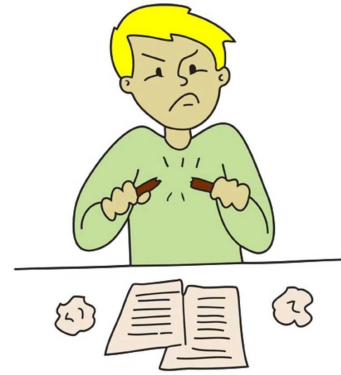
tired / sleepy



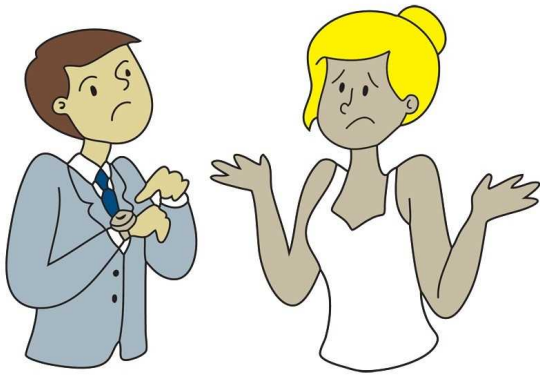
annoyed



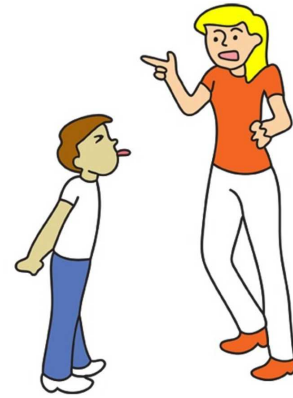
brave



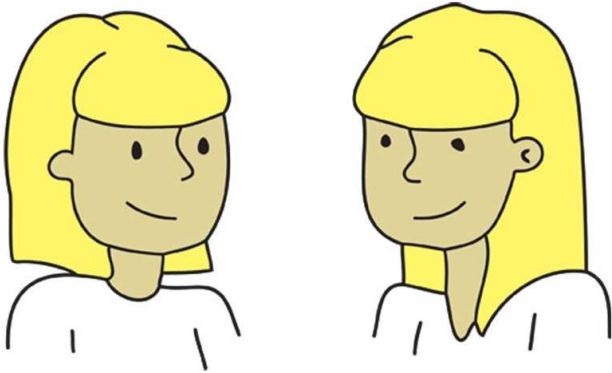
frustrated



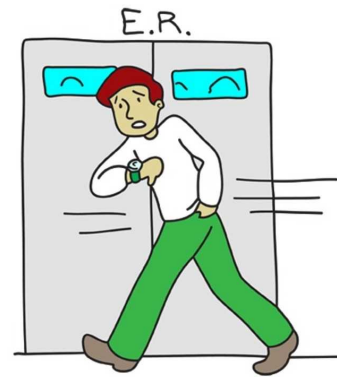
late



rude



similar



worried



violent



bloody

Section 8

Standardized Testing

Standardized Testing for ELLs

Standardized testing is a tricky topic in regards to ELL students. There are some requirements and some gray areas. Often the language requirements of standardized tests impede gaining accurate and reliable results. Students may be frustrated by the language and/or technology of these tests. Please be patient and positive throughout the process.

SBAC

- Math is **required** by the Montana Office of Public Instruction regardless of student's English proficiency or date of enrollment.
- English Language Arts is **not required** during the first calendar year since the date of enrollment.

STAR

- Not required
- This is useful for determining language growth. Teachers should decide whether the results of this test will be beneficial based on how much English proficiency they see in their students.

WIDA ACCESS 2.0 for ELLs

- Required every year until students test out of the ELL program
- See "WIDA ACCESS 2.0 for ELLs" and "Interpreting WIDA ACCESS 2.0 for ELLS Score Reports" in this binder

Accommodations

- Assist with technology (typing usernames/passwords, adjusting volume, clicking "Next" buttons)
- Assist in accessing Universal Tools (tools available to all students regardless of IEP or 504 plans)
- Use accommodations laid out in IEP or 504 plan. Often ELL students will not have IEPs or 504 plans, and therefore they are **not eligible** for these accommodations.

How Teachers Can Help

- Stay positive and be patient.
- Talk to your student about progress rather than results.

Additional Information:

- Please contact Shirley Lindburg (x1057), Aria Peters (x1079), or Katya Larson (x1156) for further information.

WIDA ACCESS 2.0 for ELLs

What is WIDA ACCESS 2.0 for ELLs?

“ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students’ progress in acquiring academic English. ACCESS for ELLs 2.0 is only available to Consortium member states.

ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.” [-https://www.wida.us/Assessment/access20.aspx](https://www.wida.us/Assessment/access20.aspx)

When do students take the WIDA ACCESS 2.0 for ELLs assessment?

- This test is administered every academic year in December/January.
- Your school administrators will be contacted in November to schedule dates/times for testing.

How do students take the WIDA ACCESS 2.0 for ELLs assessment?

- Students will be pulled from class for *at least* two 2-hour sessions. Once students finish the domain(s) for that testing session, they will be sent back to class.
- Students take this computer-based assessment using the DRC Insight Application on either desktop computers or Chromebooks.
- Students will be assigned individual usernames and passwords for each language domain.
- Some students may take the Writing Assessment in a paper booklet, but the questions will still be displayed on a computer screen.

When can I see the the scores?

- The WIDA ACCESS 2.0 for ELLs Score Reports are **always** available in students’ turquoise folders (usually located in schools’ main offices).
- Students take the test each academic year in December/January, and those results are distributed to the schools in May/June.

Additional Information:

- <https://wida.wisc.edu/assess/access/scores-reports>
- “Interpreting WIDA ACCESS 2.0 for ELLs Score Reports” page in this binder
- Please contact Shirley Lindburg (x1057), Aria Peters (x1079), or Katya Larson (x1156) for further information.

Interpreting WIDA ACCESS 2.0 for ELLs Score Reports

When reports are available:

- The WIDA ACCESS 2.0 for ELLs Score Reports are **always** available in students' turquoise folders (usually located in schools' main offices).
- Students take the test each academic year in December/January, and those results are distributed to the schools in May/June.

What you will find in the turquoise folders:

- Most recent copy of Individual Student Report (another copy is sent home with students)
- Student historical summary report
- Can-Do descriptors for student's grade level

Guidelines for interpreting these reports on your own:

- Language Domains:
 - All ELL students are tested on:
 - Listening
 - Speaking
 - Reading
 - Writing.
 - Composite scores: combinations of domains
 - Oral Language
 - Literacy
 - Comprehension
 - Overall
- Tier (located under name, birthdate, and grade)
 - As students take the tests, they are placed in different Tiers: pre-A, A, B, C
 - Listening and Reading: the tests automatically adjust difficulty based on answers to previous questions. After these tests, students are placed in a Tier.
 - Speaking and Writing: students are given tests based on their Tier placement from the listening and reading tests.

- Proficiency Level: **used to compare Language Domains**
 - WIDA scores proficiency from 1-5. As students increase in proficiency, their proficiency levels become higher.
 - Students will be exited from ELL status once their Literacy proficiency level is a 4.0 or higher and their Overall proficiency level is 5.0 or higher. This may take many years.
 - At the bottom of the Individual Student Report, there is a chart which shows what students at this proficiency level can generally do in an academic setting.
 - If you would like to compare proficiency levels, you can download the whole chart at <https://wida.wisc.edu/teach/can-do/descriptors>. Be sure to download the “Can Do Descriptors, Key Uses Edition” or “Can Do Descriptors, Original Edition” for your specific grade cluster.

- Scale score: **used to compare same student over Time**
 - Takes the student’s grade cluster and Tier into account.
 - Younger students will score lower on the scale score because their grade cluster is lower so questions are geared toward their grade.
 - Students in lower Tiers will score lower on the scale score because the questions in their tier are less difficult.
 - Teachers can track student progress over a long period of time.

Additional Information:

- <https://wida.wisc.edu/assess/access/scores-reports>
- “WIDA ACCESS 2.0 for ELLs” page in this binder
- Please contact Shirley Lindburg (x1057), Aria Peters (x1079), or Katya Larson (x1156) for further information.

Section 9

Lesson Plans and Further Resources

Resources and Lesson Plans for Teaching about Refugees

Background Information

- Refugee Facts <https://www.unrefugees.org/refugee-facts/>
 - Information from the UN Refugee Agency. Great for studying up before you talk with your students, but also accessible for older students to do some learning and exploring.
- Tips for Teaching about Refugees <https://therefugeecenter.org/blog/teaching-children-refugees/>

Lesson Plans

All Grades

- UNHCR Teaching about Refugees Teachers Toolkit <http://www.unhcr.org/en-us/teachers-toolkit.html#materials>
 - An abundance of resources on refugees, including lesson plans and activities divided up by age ranges.

Kindergarten-3rd grade

- I'm New Here - Newark Public Library <https://npl.org/wp-content/uploads/2017/02/ImNewHere.pdf>
 - Lesson plan corresponding to the children's book "I'm New Here" by Anne Sibley O'Brien

Upper Elementary/Middle School

- Teaching about Refugees through Art - UNHCR (recommended for ages 9-11) <http://www.unhcr.org/468103ae2.html>
 - This resource outlines lesson plans in which students experience the refugee experience through artwork. It suggests reading students "evocative passages" and allowing them to respond artistically as well as showing students artwork by refugee children and comparing it to "peaceful" paintings.
- Refugees and Children in Our World - Learning to Give (6-8th grade) <http://learningtogive.org/lessons/unit189/lesson4.html#lesson>
 - This resource provides lesson plans for 6th to 8th grade that aim at educating about refugee populations and refugee rights. Includes corresponding academic standards.
- "What's In Your Bag?" - Article from "Uprooted" an online magazine from the International Rescue Committee <https://medium.com/uprooted/what-s-in-my-bag-758d435f6e62>
 - An article that pairs images about what refugees carry in their bags when fleeing, could be used as opener, discussion starter or writing prompts.
 - Possible questions to use with article:
 1. What do you observe in their backpack? What does that tell you about the person carrying the backpack?
 2. What do you wonder about their backpack?
 3. What inferences can you make about the refugee and their backpack?
 4. What would you put in your backpack if you were forced to flee your home?

High School

- A Refugee Camp in the Heart of the City - Doctors Without Borders
<https://www.doctorswithoutborders.ca/educational-resources-about-refugees>
 - Developed as a toolkit to correspond with an exhibition on refugees called *Forced from Home*. “The toolkit brings to light the daily challenges faced by the millions of people displaced around the world, and can be used in the classroom without visiting the exhibition.”
- Understanding the Global Refugee Crisis - Facing History and Ourselves
<https://www.facinghistory.org/resource-library/understanding-global-refugee-crisis>
 - Through short videos, images and discussions, students gain a greater understanding of the global refugee crisis as well as some historical context and steps being taken to alleviate the crisis.
- Mapping The Global Refugee Crisis - The Choices Program from Brown University
<http://www.choices.edu/teaching-news-lesson/refugee-stories-mapping-crisis/>
 - Using data, news and stories, students gain a greater understanding of the global refugee crisis.
- A Refugee’s Story - Global Oneness Project
<https://www.globalonenessproject.org/resources/lesson-plans/refugees-story>
 - A lesson built around the film “Welcome to Canada”. Students watch this film about a Syrian refugee discuss the themes of cultural displacement, human rights and resilience.
- Far from Home - Global Oneness Project
<https://www.globalonenessproject.org/library/photo-essays/crossing-borders#photo=1>
 - In this lesson, students explore images of Syrian refugees migrating through Europe and discuss cultural displacement and the impact of photography.

Games/Activities/Videos

- Against all Odds - UNHCR <http://www.unhcr.org/en-us/against-all-odds.html>
 - Against All Odds is an internet-based video game putting players through the experience of being a refugee.
- Why Comics <http://whycomics.org/comics>
 - Serious graphic stories that narrate different refugees journeys. Includes discussion questions, teaching resources. You may want to check out “Fleeing into the Unknown” as many Missoula refugees are from Eritrea. <http://whycomics.org/merha-fleeing-into-the-unknown>
- Carly <https://www.learningtogive.org/units/refugees-finding-place-k-2/carly>
 - Students view a video about a girl named Carly who is forced to leave her home. They define the term *refugee* and discuss the problems Carly faces in her travels to find a safe place to live. The students examine the reasons refugees must leave their homes
- REFUGEE film on netflix
 - Five acclaimed photographers travel the world to provide detailed insight into the difficult conditions faced by refugees who dream of a better life.

Online Resources for ELL Tutors, Teachers, and Volunteers

MCPS Resources

- Bell Schedules <https://www.mcpsmt.org/domain/3193>
- ELL Department <https://www.mcpsmt.org/Page/11053>
- Staff Directory <https://www.mcpsmt.org/domain/41>
- Yearly Calendar <https://www.mcpsmt.org/site/Default.aspx?PageID=1979>
- Montana's ELL Guidance for School Districts
https://www.wida.us/membership/states/MT/13_MT_ELL_Guidance.pdf

Missoula Refugee Resources

- International Rescue Committee <https://www.rescue.org/united-states/missoula-mt>
- Soft Landing Missoula <https://softlandingmissoula.org/>

About ELLs Online Resources

- Can Do Descriptors https://www.wida.us/standards/CAN_DOs/
 - Refer to your student's turquoise folder for their WIDA ACCESS scores
- Colorin Colorado <http://www.colorincolorado.org/>
- Cultural Orientation Resource Center <http://www.culturalorientation.net/>
- The Refugee Center <https://therefugeecenter.org/teaching-refugees/>
 - All pages on this site can be translated into various languages
 - This may be helpful for your students to learn about American culture such as American values, school, bathing, communication, dating, etc.
- Teaching Refugees <http://teachingrefugees.com/>
 - A lot of social/emotional considerations
- WIDA <https://www.wida.us/>
- World Factbook
<https://www.cia.gov/library/publications/resources/the-world-factbook/geos/xx.html>
 - Click on "Please Select a country to view" in upper right corner

General Education

- Worksheets <http://www.k5learning.com/free-worksheets-for-kids>
- Worksheets <http://eslkidsworld.com/>
- Flashcards and Worksheets <https://www.esllibrary.com/welcome>
- Ideas <http://eslgold.com/>
- Lesson plans <http://www.readwritethink.org/>
- Online games <http://www.sheppardsoftware.com/>
- Worksheets <https://www.superteacherworksheets.com/>
- Online lessons <https://www.studyladder.com/>

English

- Site Words <http://www.sightwords.com/sight-words/flash-cards/#1up>
- Word Banks: http://eslgold.com/vocabulary/words_phrases/
- Grammar: <http://www.eslcafe.com/grammar.html>
- Grammar Quizzes: <http://a4esl.org/q/h/grammar.html>

- Grammar: <http://www.k12reader.com/reading-worksheets-by-main-subject/>
- Reading <https://www.timeforkids.com/>
 - You can change the reading level for many articles
- Reading <https://newsela.com/>
 - You can change the reading level for many articles. Must create an account
- Reading <https://www.dogonews.com/>
- Reading <https://www.readworks.org/>
- Videos <https://www.englishcentral.com/videos>
- Citizenship <https://www.usalearns.org/>

Math

- Ideas <https://www.illustrativemathematics.org/>
- Practice <https://www.khanacademy.org/>
 - Teach the concepts first and then practice online
- Worksheets <http://www.math-aids.com/>
- Worksheets <http://www.commoncoresheets.com/>
- Worksheets <https://www.homeschoolmath.net/>
- Online Games <https://www.prodigygame.com/>
 - Teachers will need to set up classes

Science

- <https://phet.colorado.edu/en/simulations/category/new>
- <https://www.khanacademy.org/>
 - Teach the concepts first and then practice online
- <http://www.e-learningforkids.org/science/>

Computer Skills

- Typing <https://www.typing.com/>
 - Good progression of typing skills
- Typing <https://10fastfingers.com/typing-test/english>
 - Better for more advanced typers
- <https://www.khanacademy.org/>
- Read Write Google <https://www.texthelp.com/en-us/products/read-write/read-write-for-google/>
 - Talk to Theresa McGeary (tkmcgeary@mcps.k12.mt.us) about setting this up
 - Use this link to register your students
https://docs.google.com/forms/d/1NTVkwCOFSa23TcC4wZAlt4CbZDL-vsvKtuX5uAc5GkA/viewform?edit_requested=true

Social Studies

- Online Games and Practice <https://www.ixl.com/social-studies/>
- Online Games <http://www.sheppardsoftware.com/>

Tigrinya

- <https://www.geezexperience.com/>

- There will usually be a few different translations. If you have time, click on the Tigrinya words and see how they translate back into English. Then point out which word you are actually trying to communicate.
- <http://www.tigrinyatranslate.com/en/>
- <http://www.tigrinya.com/contents/en-us/d30.html>
- Learn Tigrinya <https://www.youtube.com/watch?v=8KsdujWMetY&feature=youtu.be>

Swahili

- <https://www.swahilipod101.com/key-swahili-phrases/>
- https://wikitravel.org/en/Swahili_phrasebook

