

English Language Learners (ELLs) and Response to Intervention Guidance

The number of English Language Learners (ELLs) in South Carolina districts and schools varies widely throughout the state, and services for these students are also quite variable. In addition, those identified as new learners of English include students with different individual needs. Because of these factors, there should not be a specific statewide rule about the provision of Response to Intervention (RTI) services to ELLs. Instead, teams should consider the following general guidelines in determining RTI services to ELLs beyond Tier I instruction with all appropriate accommodations and modifications:

- Closely observe individual ELL's "true peers," those with similar cultural backgrounds, who have been learning English for similar amounts of time, who have similar levels of formal education in their native languages, and who receive similar ESOL services. The following link is a very good, recent reference about RTI considerations for ELLs:
<http://nccrest.org/publications/briefs.html> Click on "A Cultural, Linguistic and Ecological Framework for Response to Intervention with English Language Learners."
- Consider direct ESOL services by an ESOL teacher or paraprofessional as a Tier II intervention.
- Consider whether it is in the best interest of the student to receive several interventions during the school day from different education professionals, especially since students often show culture shock and a "silent period" in their first year or so in United States schools. (Hill & Flynn, 2006).
- Always use multiple measures in determining the need for any additional services for ELLs.
- Always involve either the ESOL teacher or the district ESOL Coordinator in decisions involving RTI Tier II or III services.

Works Cited for English Language Learners

Flynn, Kathleen M. and J. D. Hill. 2006. *Classroom Instruction that Works for English Language Learners*, ASCD.

Further Resources for Learning More about English Language Learners

Brown, Julie Esparza and A. Sanford. March 2001. *RTI for English Language Learners: Appropriately Using Screening and Progress Monitoring Tools to Improve Instructional Outcomes*. National Center on Response to Intervention.

<http://www.rti4success.org/resourcetype/rti-english-language-learners-appropriately-using-screening-and-progress-monitoring-too>.

<http://www.ascd.org/research-a-topic/english-language-learners-resources.aspx#institutes>

<http://www.corestandards.org/assets/application-for-english-learners.pdf>

<http://www.centeroninstruction.org/language-and-reading-interventions-for-english-language-learners-and-english-language-learners-with-disabilities>

<http://www.ncte.org/ell>