MTSS in Dual Language Immersion Settings: Two Case Studies in Behavior and Support Language Instruction at the Elementary Level

Blake D. Hansen, PhD
Eliza Cortes Gardner, BS
Paul Caldarella, PhD
Leslie Williams, EdS
Today

- Two studies in dual immersion environments
  - Behavior support in French Dual Immersion classrooms
  - Individualized language instruction in Spanish and English for children with disabilities in Kindergarten classrooms
CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students

~15%

~5%
All Students

- Universal, preventative, and proactive
  - Implemented using a team approach, school-wide.
  - Established expectations
  - Explicitly taught expectations
  - Reinforcement and acknowledgment of following expectations
  - Systematic correction of behavioral errors

Academic instruction is explicit, systematic, and differentiated
Scientific based
Aligned with Common Core.
Some Students

- Supplemental, targeted intervention (i.e., in addition to schoolwide system)
- Academic interventions require increasing structure, predictability, and intensity
- More adult feedback
Few

- Intensive individual interventions for students who have not responded to school-wide system.
MTSS in Dual Language Immersion

- Focus on academic subjects
- Monitor progress using weekly measures
- Problem behavior can be an indicator of academic, language, and social/emotional challenges
- Use data to determine why children who struggle are not progressing
Skill Deficits

- Child does not know how to do the skill
  - In dual language immersion
    - Language skills (the child does not understand the rules in the second language)
    - Social skills (the child does not know how to use a social skill)
Performance Deficits

- Child can do the skill but he/she finds it easier to not use it
  - Child understands what is being asked in second language but chooses not to do it
  - Child knows how to do a social skill, but does not do it
Some teachers opt to utilize the students’ native languages for classroom management purposes (Ballinger & Lyster, 2011).
Group Contingencies
- Interdependent
- Dependent
- Independent

Function-Based Intervention
- Teacher and peer attention
- Escape academic demands
- Access tangible items

Good Behavior Game
- Barrish, Saunders, & Wolf, 1969
Previous Study

- University of Kansas
  - 17 public schools in 3 districts, 1 charter school, 1 parochial school
  - 86+ intervention classes and 73 comparison classes
  - Approximately 1,600 students
Improved Class–Wide On–Task

[Bar chart showing comparisons between Baseline, CW-FIT, Comparison 1, and Comparison 2 for Years 1 to 4.]
1000+ hours of Direct Observation

**Disruptions**

- Pre: control, treatment
- Post: control, treatment

**Engagement**

- Pre: control, treatment
- Post: control, treatment
CW–FIT Main Components

- Lessons (Teaching Component)
- Teams
- Goals & Points
- Rewards

<table>
<thead>
<tr>
<th>CW–FIT GAME POINTS</th>
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<tbody>
<tr>
<td>DATE:</td>
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<td>REWARD:</td>
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<td>GOAL:</td>
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<td>TEAMS:</td>
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<td>POINTS:</td>
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<tr>
<td>1. How to gain teacher attention</td>
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<tr>
<td>2. Following directions</td>
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<tr>
<td>3. Ignoring inappropriate behaviors</td>
</tr>
</tbody>
</table>
CW–FIT Main Components

- Lessons (Teaching Component)
  - Taught explicitly with rationale
  - Define, model, role-play, feedback, practice
  - Precorrects—remind of expectations each day
Lessons and Skills

Follow Directions the 1st Time
1. Look at the person (teacher) & listen
2. Say OK in your head
3. Do it now
4. Check back (if needed)

Ignore Inappropriate Behavior
1. Keep a nice face
2. Look away from the person
3. Keep a quiet mouth
4. Follow directions- do your work

How to get the Teacher’s Attention
1. Look at the teacher
2. Raise your hand
3. Wait for the teacher to call on you
4. Ask your question or give answer

References:
Tough Kid Social Skills; Skillstreaming Curricula
Additional Skills

**Staying in Our Seat**

1. Sit and stay seated in your chair
2. Keep your feet underneath your desk, and your chair legs on the floor
3. Sit straight and quietly

**Talk in a Quiet Voice**

1. Talk with a whisper
2. ONLY talk to people at your table.

**Keep Hands, Feet, & Objects to Self**

1. Keep hands at side or across body.
2. Keep feet under desk and flat on the floor.
3. Use objects the right way (e.g., Pencils are for writing, books are for reading).

References:
Tough Kid Social Skills; Skillstreaming Curricula
CW–FIT Main Components

- Lessons
- Teams
  - Class Teams of 3–6 Students
  - Group contingency
CW−FIT Main Components

- Lessons
- Teams
- Goals & Points
  - Daily point goal set
  - Points awarded every 2−5 minutes to groups in which all students are displaying behavioral skills at the beep

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<tr>
<th>CW−FIT GAME POINTS</th>
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<td>3</td>
<td>4</td>
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<tr>
<td>POINTS:</td>
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</table>
# Game Chart

**CW-FIT GAME POINTS**

<table>
<thead>
<tr>
<th>DATE: 3/29/13</th>
<th>REWARD: Airplane contest</th>
<th>GOAL: 5</th>
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<tbody>
<tr>
<td>TEAMS: 1 2 3 4 5 6</td>
<td>POINTS:</td>
<td></td>
</tr>
</tbody>
</table>

1. How to gain teacher attention
2. Following directions
3. Ignoring inappropriate behaviors
CW–FIT Main Components

- Lessons
- Teams
- Goals & Points
- Rewards
  - Reward given at end of class to all groups who met goal
  - Tangible or Nontangible
  - Reinforcing to students

<table>
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1. How to gain teacher attention
2. Following directions
3. Ignoring inappropriate behaviors
## Reinforcers

Reinforcement menu: class has input, teacher chooses, can incorporate naturally occurring projects as a reward, ie. Themed art projects

<table>
<thead>
<tr>
<th>Tangible</th>
<th>Non-tangible</th>
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<tbody>
<tr>
<td>Snack</td>
<td>3 min. of recess on Friday</td>
</tr>
<tr>
<td>Prize box</td>
<td>Lunch with teacher</td>
</tr>
<tr>
<td>Panther Paws</td>
<td>Socks off during party</td>
</tr>
<tr>
<td>Stickers</td>
<td>Sit by a friend</td>
</tr>
<tr>
<td>Coupons</td>
<td>Extra read-aloud</td>
</tr>
<tr>
<td>Pencils</td>
<td>4 corners</td>
</tr>
<tr>
<td>Positive note home</td>
<td>Heads up, 7 up</td>
</tr>
<tr>
<td></td>
<td>You-tube clip</td>
</tr>
<tr>
<td></td>
<td>Random Dancing</td>
</tr>
<tr>
<td></td>
<td>Just Dance</td>
</tr>
<tr>
<td></td>
<td>Limbo</td>
</tr>
<tr>
<td></td>
<td>Paper snowball fight</td>
</tr>
<tr>
<td></td>
<td>Art</td>
</tr>
</tbody>
</table>

Reinforcement menu: class has input, teacher chooses, can incorporate naturally occurring projects as a reward, ie. Themed art projects.
CW–FIT Main Components

- Lessons (Teaching Component)
- Teams
- Goals & Points
- Rewards
- PRAISE!

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<tr>
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<td>POINTS:</td>
</tr>
</tbody>
</table>

1. How to gain teacher attention
2. Following directions
3. Ignoring inappropriate behaviors
Adaptations for Language Immersion

- Translate materials
- Teacher knowledge and use of vocabulary
- Teach students vocabulary
  - Social skills vocabulary
  - Teacher praise vocabulary
  - Game vocabulary
Skill Posters

- Developed in conjunction with native French speaker
Measures

- Group on task observation
- Every thirty seconds, 1–2 observers would scan the room and mark a “+” for teams that were on task and a “−” for teams that were off task.
Results

![Graph showing percent of groups on task over sessions.](image)

- Baseline (BL)
- CW-FIT 1
- BL CW-FIT 2

Percent of Groups on Task

Sessions

2nd Grade
Results

[Graph showing percent of groups on task across sessions labeled Baseline (BL), CW-FIT 1, BL, CW-FIT 2. Sessions range from 1 to 29.]

3rd Grade
Results

![Graph showing percent of groups on task over sessions from Baseline to CW-FIT to Baseline with a drop during CW-FIT.]
## Results Summary

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Baseline</th>
<th>Intervention</th>
<th>Effect Size</th>
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<tbody>
<tr>
<td>2nd Grade</td>
<td>50.5</td>
<td>69.6</td>
<td>$r = 0.752, p &lt; 0.02$</td>
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<tr>
<td>3rd Grade</td>
<td>45.2</td>
<td>71.5</td>
<td>$r = 0.711, p &lt; 0.02$</td>
</tr>
<tr>
<td>4th Grade</td>
<td>54.9</td>
<td>76.4</td>
<td>$r = 0.535, p &lt; 0.02$</td>
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</tbody>
</table>
Teachers praised use of French
Vocabulary acquisition
Grammar acquisition
A System of Supports

- Use of behavior interventions to support and improve student academic performance.

Incidental Teaching

CW–FIT
Language Acquisition with English Language Learners who have Developmental Delays

Eliza Cortes Gardner
The primary purpose of this presentation is to present a study on language instruction and incidental teaching with ELL students with developmental delays.

This study represents a tertiary (individualized) teaching approach.
English Language Learners

- The number of English Language Learners (ELLs) has risen and continues to rise as the years go on in the United States.

- Demographics:
  - From 1992-2002 the number of ELL students increased 95 percent.
  - In 2001-2002 4.7 million students were identified as limited english proficiency students.

--Genesee, 2006
According to Potowski (2004), there are 3 main goals of dual immersion:

- In order for dual immersion to successfully work, there must be a “return on their investment”
- Students must see a purpose to learning a new language
- Many case studies indicate that Dual Immersion is a cause and effect for either native speakers Spanish or English speakers

  - Carolina and Maggie
Slavin and colleagues demonstrate that effective instruction is more important than the structure of classrooms in bilingual/dual immersion.
Incidental Teaching

- First developed in preschools for low income families.
- Incidental teaching is “characterized by conducting training trials throughout the day instead of in structured sessions.” (Shafer, 1994, p. 59)
- Student initiated rather than teacher initiated.

- Acquisition is may not be as rapid as other approaches, but generalization to other words and contexts is stronger. (Miranda-Linne, & Melin, 1992)
Discrete Trial vs. Incidental Teaching

- Discrete trial (Becker & Gersten, 1982)
  - teacher initiated
  - very structured
  - fast paced

- Incidental Teaching
  - student initiated
  - environment arranged to promote language
  - natural environments
Benefits of Incidental Teaching

- Generalization and maintenance (Miranda-Linne & Melin, 1992)
- Reduces escape-maintained behavior (Koegel, Koegel, & Surrat, 1992)
- Social Validity- with children with autism (Geiger et al., 2012)
10 Incidental Teaching Incidents
Developmental Delays

- Ages 3-7
- Broad generalized category for a young child with delays.
- Definition:
  - When a child has not attained developmental milestones expected for a child’s age adjusted for prematurity, as measured by qualified personnel using informed clinical opinion, appropriate diagnostic procedures, and/or instruments (Landsman, 2003, p. 1952).
This study evaluated the following questions:

- What are the effects of incidental teaching on dual language acquisition in children with developmental disabilities?
- Is there a difference in English acquisition when target words are first taught in a student’s native language compared to being taught first in English?
Participants

- Selection criteria:
  - the student had to be Hispanic
  - the student had to have a disability
  - the student had to have verbal communication skills that can be understood by another person.
Laura is a six year old Hispanic girl.
Her disability category is developmental delay.
Laura can match the alphabet but cannot name the letters.
She is not at the same reading level as her peers in general education.
She mixes English and Spanish when speaking:
  - She might say something like, “Can I have the marker y the paper”
Aaron

- Aaron is a five year old Hispanic boy
- His disability category is developmental delay
- He can recognize his name but does not know what the letters are
- He uses gestures and single words to communicate
- His language goals are low in comparison to his peers
Setting

- One classroom in a local elementary school.
- There are nine students in the class.
  - 6 boys and 3 girls
  - 6 of the 9 are Hispanic
  - Most students in the class have a developmental delay
- The students have about 10-15 minutes when they get to school to work on sensory activities.
Study Materials

- Paper and pencil
- Audio recording app on a cell phone
- Toys, puzzles, and games that are in the classroom
We taught the participants to expand their verbal repertoire in the classroom.

We engaged students with incidental teaching during a 15-20 minute time period.

Worked one-on-one with each student.

We spoke one language at a time during sessions.
Procedures

- First, we chose appropriate language targets for each participant by observing the students and noting their verbal abilities and preferences in regards to toys.
Procedures

- Then, work one-on-one with each student.
- Using incidental teaching, the student will initiate the learning session.
- Target objects were withheld while playing in order to elicit responses.
Then, the reward for their responses was the object itself. The student got to play with the toy once they asked for it. This process was repeated as many times as necessary to reach criteria for each target (80% at least three days in a row).
### Excel Data Sheet

#### Initial Data

<table>
<thead>
<tr>
<th></th>
<th>P</th>
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<tbody>
<tr>
<td>Manzana</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Uvas</td>
<td></td>
<td></td>
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<tr>
<td>Huevo</td>
<td>F</td>
<td>F</td>
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<tr>
<td>narjana</td>
<td>F</td>
<td>(+)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>manzana (apple) 0/5</th>
<th>0/3</th>
<th>2/4</th>
<th>2/4</th>
<th>5/5</th>
<th>5/5</th>
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<tbody>
<tr>
<td>uvas (grapes)</td>
<td>1/5</td>
<td>3/4</td>
<td>5/5</td>
<td>5/5</td>
<td>5/5</td>
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</tbody>
</table>

Organized data with at least 80% accuracy over 3 consecutive trials highlighted
Question 1: Target Acquisition

- Laura: 26 Targets mastered over 5 months

Uvas

Grapes

Percentage of Independent Responses

Sessions
Results

Naranja

Orange
Aaron’s Results

- Aaron: 5 targets over 5 months
- Some targets not learned
Aaron’s Results

Bloque

Percentage of Independent Responses

Sessions

Block

Percentage of Independent Responses

Sessions
Question 2: Effects of Spanish Acquisition on English Acquisition

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Spanish Before English</td>
<td>7</td>
</tr>
<tr>
<td>English After Spanish</td>
<td>5</td>
</tr>
<tr>
<td>English Only</td>
<td>6</td>
</tr>
</tbody>
</table>
Discussion

- Hypothesized that different results was due to the fact that Aaron had lower skills than Laura
- Implications for practice:
  - Some children with disabilities may not respond to dual language, however, some do
  - Identify better methods of assessment to identify how children with disabilities respond to language instruction

No clear policy guidelines for who should be included in bilingual instruction
  Some schools do not allow disabilities, some do.