

# Interventions

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# Interventions: Prereferral

**Culturally responsive modifications of instruction or classroom management to accommodate learner differences**

NCRESST, 2005

# Interventions: Culturally Responsive Design

- Well-designed interventions are aimed at prevention and are sensitive to stages of SLA and acculturation
- Well-designed interventions reduce inappropriate special education referrals and strengthen teacher understanding of cultural and linguistic diversity
- Well-designed interventions have built-in and on-going problem solving as a core component, to address changing needs of the ELL as L2 is developed

# Interventions: Student Centered

- Build on existing knowledge
- Provide comprehensible, interesting, culturally relevant, and frequent instruction Krashen, 1982

# Interventions: Student Centered

- Modify assignment length
- Adjust assignment due dates
- Provide project based learning opportunities
- Create alternate means of expression during the silent period and preproduction stage

# Interventions: Teacher Centered

- Teachers generally do not have working knowledge of second language theory, methods, or instructional strategies for culturally responsive practice
- In order to ensure meaningful instruction, on-going professional development is crucial. SLPs can help facilitate:
  - An appreciation for SLA stages, characteristics and acculturation and how learning is influenced by these processes and
  - A philosophical shift away from the deficit model perspective that is generally held for ELLs that all staff are providing meaningful instruction

# Interventions: Family Centered

- Parents of ELL students who do not speak English, often blame themselves for academic struggles because they cannot help their children with homework
- Support family involvement by emphasizing the importance of building and maintaining L1 language and literacy skills at home