

## General Education Interventions and Strategies for English Learners (ELs)

Student \_\_\_\_\_ Grade \_\_\_\_\_ School Year \_\_\_\_\_  
 Building \_\_\_\_\_ Teacher(s) \_\_\_\_\_

The following is a list of interventions and strategies that may be used as a means of individualizing and assisting an EL in the general education classroom. This list is not meant to be exhaustive and additional strategies and interventions should be explored. Each intervention should be implemented for a period of no fewer than six weeks to no more than twelve weeks (Collier, 2011). Attach copies of the strategies used, where applicable. This document may be useful in guiding the discussion of child study teams relative to the pre-referral process for an EL suspected of having additional learning needs beyond those which present typically during the second language acquisition process.

### CLASSROOM INTERVENTIONS

Category	Intervention Check (✓) all that apply	WIDA English Language Proficiency Level	Comments How effective was the intervention? In which subject area(s)?
Time Frame	<input type="checkbox"/> Chunk instruction into shorter segments <input type="checkbox"/> Allow extra time to complete assignments <input type="checkbox"/> Extend wait time for oral and writing participation and responses <input type="checkbox"/> Plan most challenging tasks and subjects earlier in the day or period when possible	ALL	
Classroom Setting	<input type="checkbox"/> Seat ELs close to teacher, speaker, screen or reader, good role model(s) <input type="checkbox"/> Provide small group instruction <input type="checkbox"/> Pair or group EL with “buddies” who will assist with modeling and explaining tasks <input type="checkbox"/> Rotate “buddies” on a frequent basis <input type="checkbox"/> Work one-on-one with student	1-3  1-3 1-3  1-3  1-3	
Instructional Materials & Technology	<input type="checkbox"/> Introduce and develop new vocabulary visually by using a picture dictionary, picture file or other visual <input type="checkbox"/> Use bilingual dictionaries/digital translators during reading and writing assignments to clarify meaning <input type="checkbox"/> Use leveled texts or adapt texts by shortening or simplifying language <input type="checkbox"/> Use technology and multimedia <input type="checkbox"/> Use the bilingual or ESL supplemental materials that come with the textbook kit <input type="checkbox"/> Use organizing tools (e.g. graphic	1-2  ALL  1-3  ALL ALL  ALL	

	organizers, timelines, webs, etc.) ___ Use alternate instructional materials (e.g. texts, CD, computer, tablet) ___ Allow counters, manipulatives, or calculators for math computation ___ Provide a typed or printed (not cursive) copy of classroom notes and supplemental information when necessary ___ Allow student to have extra books at home	1-2 ALL 1-3 ALL	
Teacher Presentation	___ Create assignments that take into account the WIDA Can Do statements for the student's level of English language proficiency ___ Provide ample repetition of language and tasks: repeat, restate, rephrase, review and reread ___ Keep explanations and directions brief and concise; focus on key concepts and vocabulary ___ Highlight and explicitly pre-teach key vocabulary needed to accomplish the assigned task ___ Enhance lectures and oral presentations with nonverbal and written support, graphic organizers, and modeling ___ Write key points on the board, using pictures to illustrate new words and terms ___ Provide audio/visual support using realia and manipulatives ___ Give time to check and discuss understanding of directions and content with peers ___ Present content through multiple modes using technology, visual and auditory examples ___ Provide alternate methods of instruction ___ Use demonstrations and/or concrete experiences whenever possible ___ Provide written/recorded study notes and outlines ___ Read directions to student ___ Provide a sample ___ Accompany oral directions with written instructions and/or visuals ___ Pair students to check work ___ Do not penalize student for	ALL 1-3 1-3 1-3 1-4 1-3 1-2 1-3 ALL 1-2 1-2 1-4 1-4 1-2	

	misspellings or poor penmanship ___ Check for comprehension of directions, assignments and concepts ___ Provide assistance during testing ___ Provide alternate methods of assessment	ALL 1-4 1-3	
Student Response	___ Encourage and allow for non-verbal responses such as: pointing, nodding, pictures, manipulatives, and graphic organizers ___ Adjust expectations for language output (e.g. student speaks in words, phrases, simple present tense statements) ___ Allow shortened oral and written responses ___ Require fewer assignments (focus on quality vs. quantity) ___ Pair ELs with strong speakers and writers for partner and group work ___ Allow ELs to dictate responses into a recording device, audio file, or video as evidence of completion of assigned written work	1-2 1-3 1-3 1-3 1-3 1-2	
Assignments & Tests	___ Shorten assignments/tests ___ Give frequent short quizzes and formative assessments, avoiding long tests ___ Give extra time to complete tasks ___ Complete test in the ESL classroom ___ Simplify complex directions ___ Reduce homework assignments ___ Make adjustments for group and individual testing ___ Emphasize accuracy of work instead of speed ___ Pair students to check work ___ Use demonstrations and/or concrete experiences whenever possible	1-4 1-3 ALL ALL 1-3 1-3 1-3 ALL 1-3 1-3	
Special Considerations	___ Alert the bus driver ___ Assign a mentor ___ Group/individual counseling/peer support group ___ Create a behavior expectation chart or contract	1-2 1-3 1-3 ALL	