

GROUP 3: Complete Case Study

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I

Phase I:

Rosa Sanchez was born in Puerto Rico on January 4, 1997. She is six year's old. Rosa's ethnic group is Puerto Rican, and her linguistic group is Spanish. The language situation in Rosa's home country is that of a mix of English and Spanish. There is a strong influence of American culture in Puerto Rico.

Rosa's parents' native language is Spanish. Her older siblings moved to the states at a very young age and have adjusted to the English language substantially. When speaking to each other and their peers, Rosa and her siblings speak English. Rosa's first words were in Spanish and her parents felt value in teaching Spanish as her first language. When speaking to her parents and other adult family members, Rosa uses Spanish.

Rosa is the youngest of four children. She has a different father than her three older siblings. However, it is her biological father that lives at home with her mother and is the predominant male figure for all the children. Her father owns his own small painting company where he employs other family members and close friends. Her mother holds a part-time job as a waitress and cleans office buildings on the weekends. Rosa's older brother is nineteen years old and just graduated High school. He has a part time job at a sub shop and helps pay the bills at home. Her second brother is fifteen and has a part-time job at a pizza place and helps pay the bills at home. She also has an eighteen-year-old sister that left high school and just had a baby. Rosa's sister and boyfriend and baby just moved back in the house with Rosa and her family.

Rosa's family is known for their hospitality and often considered friendly and expressive to strangers. Greetings are cordial and genuine to teachers and other professionals. However, Rosa has expressed that her mother finds difficulty in speaking English to the school and this has been the result in little communication with home. Hand and body language are important in communication. When meeting with Rosa's parents a handshake is usual however, close friends and family always greet with a kiss on the cheek or combination of hug and kiss.

Rosa's parents consider themselves American but are fiercely proud of their island and their culture. They don't usually call themselves Americans but "Puertorriquenos" or "Boricuas." In the home, mostly Spanish is spoken. Older siblings speak both English and Spanish, but their first language was also Spanish. They are very family oriented and are very involved in their local church community, and relatives. They are lower middle class, and live in a three-bedroom home. They live in a community where many other of their relatives live. It is a close-knit community. The community consists of mainly Spanish speakers. English is a second language, if at all, for the parents. It is however, used mostly by the younger generation, which are already in the school system. They came to America to provide a better future for their children.

Rosa was five years old when her and her parents moved to America. Rosa is now in the first grade. Rosa is shorter than most of the first graders in her class. Rosa has long, thick brown hair. She is very tan. Rosa is also thin and healthy. She is a very

outgoing student, and like her parents, Rosa is very friendly and expressive. Rosa has a group of friends in her classroom. She is able to make friends easily. Since she comes from a family oriented background, most of the events that take place in her home are done with the whole family and even sometimes with the local community since many of her relatives live within the same community. She comes from a close-knit family along with a close-knit local community.

Phase II:

-Describe the nature of formal schooling of the child in the home country.

Education is a high priority in Puerto Rico. Education is mandatory for ages 6-17. Interestingly, it was not until 1937 did a stress get placed on learning English in the classroom. Now, English is taught from in grades kindergarten through high school as part of the curriculum. There are some private schools which teach only in English. Primary school consists of six grades and the secondary years are split into two three-year cycles. Today, they maintain a literacy rate of 90%.

-What type of literacy education did he/she have?

Rosa had only had five months in her kindergarten class when her parents moved to the United States. Her literacy education only included the times when her teacher read books to the class in Spanish. She had not learned to read on her own at that time; just seen some picture books in class. **Her siblings had some English instruction (as a special subject) and are fairly bilingual. They take time every Sunday to meet with Rosa and tutor her in English. Although this is a good way for Rosa to begin learning English outside of school, it has caused difficulties with her development of L2. For example, when she is practicing speaking or writing new words during these Sunday tutoring sessions, she will often unconsciously add in or mix her L1 with the L2. The outside learning of the L2 is confusing Rosa. This bilingual codeswitching often happens when Rosa is getting tired of the lesson.**

-What is the priority given literacy / literacy development in the home (are there books at home, do the parents read with the child, are the parents literate themselves, etc?)

The child has a collection of 2 or 3 books which are mainly picture books. Her teacher has given them to her so that she can start a collection of her own. In her home, there isn't much reading material available. Her parents cannot read to her since they are not able to do so in English. Her brothers and sisters usually read to her in English during their Sunday tutoring time but it takes a while for Rosa to comprehend the story, especially because she is trying to think of what the word is in her L1.

-Describe the linguistic development of the 1st language of the child prior to coming to the United States.

She came to America when she was six years old, so she was not able to receive any formal training in her L1. She was able to say 3 to 4 letter words and knew maybe 50 words in total, including words such as “hi”, “bye”, “good”, “bad”, “no”, “yes”, etc.

-Describe the nature of English language learning the child had prior to coming to the United States.

Children are told from the earliest grades that English will be vital for their educational and professional advancement, while they are also cautioned that learning it too well may endanger their Puerto Rican identity. Therefore, Spanish is the basic school language but English as a second language is studied by all. Because Rosa is only six years old, she was not exposed formally to the English language before coming to the U.S. (Her older siblings were exposed to formal English language instruction). Since moving to the U.S., her brothers and sisters spend a couple of hours every Sunday reading to her and trying to teach her English. It is very new to Rosa and often confuses her as to which language she should speak around people.

-Describe the English language competence of the child just prior or at the time or arrival in the United States (the nature of BICS & CALP in the home language)

Rosa understood only few words, in Spanish only, at the time of her move. At home, she was exposed to words like “yes” “okay” and “bye” by her older siblings. Even though she met with her siblings each week, the two hours were not enough to make her comfortable and she often tried to fight learning the L2; especially because she felt a lot less confused just speaking in Spanish. Also, her parents want to maintain their culture and only speak Spanish to Rosa. Her BICS is mostly Spanish so the few English words that she knew at the time of her arrival were just one-word answers to questions. She has no CALP in L2.

Part 2 –Group 3

	DOA		4 months		8 months		1 year	
	L1	L2	L1	L2	L1	L2	L1	L2
Vocabulary	<p>L1: At the date of arrival, Rosa has an informal understanding of vocabulary words in Spanish. For example, some words she knows are “dog” “house” and “gate”. She had just started kindergarten when her family moved so she didn’t get the formal vocabulary teaching from a classroom. When she lived in Puerto Rico, her family used Spanish in daily life so she learned words from them, not a teacher.</p> <p>L2: At this time, Rosa can speak a little English, but only words like “yes”, “okay” and “hi”. She is unable to carry on a conversation in English and can only reply with a one-word answer.</p>	<p>L1: Rosa’s vocabulary has increased a little since she arrived. She now uses words of feeling such as “happy”, “hungry”, “cold” and “hot”. Her L1 vocabulary is increasing due to exposure from her older siblings and parents. She has still not received any formal training in Spanish. Rosa is only using what she hears from family members.</p> <p>L2: Rosa’s L2 vocabulary has also increased a little, but she is starting to pick up words from other children and her siblings such as “good morning”, “fine,” and “thank you”. She can reply with two words now, but still cannot carry on a conversation.</p>	<p>L1: Rosa can start to understand some words in a social conversation (like when her parents and siblings ask her questions).</p> <p>L2: Rosa is observing a tremendous amount from her classmates. She is now responding in three to four word phrases like “go to bathroom”, and “drink of water”, but still she cannot carry on a social conversation with the teacher and other students.</p>	<p>L1: Rosa now understands many words her parents use in casual conversation. Rosa’s formal training in Spanish was limited to her time with her parents and adult family members. Her vocabulary is still limited because she is getting the two languages mixed up.</p> <p>L2: Rosa now understands many words and even slang her peers use in casual conversation. She is also an active participant in casual conversation with her siblings and peers.</p>				
Type and length of sentences	<p>L1: Rosa can speak small sentences in Spanish. She is able to communicate with five and six-word sentences with her friends and family. She has correct word order in her native language. Uses questions and statements</p>	<p>L1: Rosa speaks longer sentences with maybe 7-9 words in a sentence. She is capable of having conversations and speaks clearly and correctly.</p> <p>L2: Rosa still does not understand word order and is unable to form a complete sentence in her L2. She attempts to but it is mainly a struggle.</p>	<p>L1: Rosa can now speak with full and complete sentences in her native language. She is also now able to take part of those social conversations with her parents and siblings.</p> <p>L2: Rosa’s incomplete sentences are a little more understandable. She is starting to understand word order but is still struggling with it. She is</p>	<p>L1: Rosa is very fluent in informal conversation at home. However, her parents and siblings are often correcting her Spanish.</p> <p>L2: Rosa’s peers can understand her clearly. For formal sentences, Rosa is often using “spanglisn” and using Spanish and English</p>				

	<p>correctly.</p> <p>L2: Rosa does not understand word order or sentence structure. She is unable to form a sentence in English.</p>		<p>still speaking and responding in phrases.</p>	<p>interchangeably.</p>
<p>Stages of:</p> <ul style="list-style-type: none"> • negation • questions • past tense 	<p>L1: Rosa doesn't have a problem with negation. She knows when to use the word "no" in conversations. She can ask questions and use the past tense (informally) in daily conversations.</p> <p>L2: Stage 1 (No+X). Rosa puts the word "no" in front of everything. For example, "no cold". She can understand simple questions in English like, "What is your name?" as long as there is a one-word reply required. She knows what the past tense is in her native language but doesn't know how to use it in English.</p>	<p>L1: Rosa is capable of using negation correctly in Spanish. She can also answer and ask questions in past tense. She is at stage 4 in her L1. Her fast development of her L1 is due to the outside tutoring each Sunday.</p> <p>L2: Rosa has much trouble with forming questions and answers in past tense. She is in the middle of stage 1 moving into stage 2, using no, not and don't. She can answer simple questions but usually she can answer 2 word responses.</p>	<p>L1: Rosa definitely does not have any sort of problem with the use of negation in her native language. She has progressed with in her stage 4 and working towards stage 5 already. There is no problem with asking questions and using past tense correctly.</p> <p>L2: Rosa is still struggling with forming her questions. She can make phrases out of them now, like, "You hungry?" She is still having a problem with the use of past tense. She will add "ed" onto the word when it is not needed. For example, she will say, "I broked it". Although she is now in stage two, using no, not, and don't, she is struggling with the use of them. For example, "no hungry".</p>	<p>L1: Rosa has mastered correct negation. Her increased exposure to Spanish and the constant corrections from family members has increased her using correct past tense.</p> <p>L2: Rosa has not been observed using "no" before verbs any more than the other children in her class. Her question formation no longer confuses her peers however her teachers often correct her questions and verb tense in her writing.</p>
<p>pronunciation</p>	<p>L1: Proficient in pronunciation of simple words used in daily life.</p> <p>L2: Student can only reply with one-word answers. She finds it difficult to pronounce most English words and is afraid to say them wrong. Doesn't</p>	<p>L1: Rosa is able to pronounce words properly in her native tongue. Again, her fast development of her L1 is due to the outside tutoring each Sunday</p> <p>L2: Rosa still cannot pronounce words in English. She has difficulty with words but can usually say two or three words. She has started to say a couple of words here and there to fellow classmates who have become her friends.</p>	<p>L1: With the continuous use of her native language at home, word pronunciation in her native language is not a problem for her.</p> <p>L2: Rosa's friends are helping her tremendously. Although she is still struggling with the pronunciation, she has found herself comfortable with trying to practice the pronunciation of her two</p>	<p>L1: Rosa's parents do not view Rosa as speaking "proper Spanish." Rosa is using English pronunciation of her Spanish language. Rosa has been found to speak Spanish with the other Hispanic children in the class but her peers often correct her Spanish pronunciation.</p> <p>L2: English pronunciation of words is not a problem for Rosa. She makes</p>

	communicate in school.		to three word responses with her new friends.	mistakes that are similar to slang and go undetected by peers.
cultural/pragmatic appropriateness	<p>L1: Rosa can speak well with her Spanish friends and family.</p> <p>L2: Rosa cannot communicate well with her classmates. She is going through a “silent period”. She also cannot perform verbal assignments from the teacher.</p>	<p>L1: Rosa speaks efficiently with her family and friends.</p> <p>L2: Rosa is gradually getting out of the “silent period”. She is now using 3 -4 words with her classmates.</p>	<p>L1: She has no problems with speaking to her family and friends in her native language. It is spoken well.</p> <p>L2: She is now out of her “silent period” and is trying to respond to her new friends using phrases.</p>	<p>L1: The adults around Rosa often make fun of her and pick at her improper use of Spanish. However, her communication with family and friends is effective in Spanish.</p> <p>L2: Rosa is up on the latest phrases and comments used in schools throughout playground conversation.</p>
BICS & CALP	<p>L1: Rosa uses her BICS comfortably with friends and family. Her everyday fluency is apparent. Due to the move, she was not able to develop her CALP or synthesizing and evaluating abilities.</p> <p>L2: She is intelligent but cannot apply what she knows. She has problems with BICS and has no CALP in English. Her everyday conversations are limited.</p>	<p>L1: Rosa is able to use BICS, and has no trouble in finding words to express herself. However, she was not able to develop CALP, therefore, she still has no ability to do so in L1.</p> <p>L2: Rosa is starting to use more words but cannot hold a complete conversation. She will mostly answer questions with 2-3 words but will rarely initiate a conversation. This is due to her inability to form sentences.</p>	<p>L1: Her everyday BICS is as good as it should be. She communicates well with her family and friends in her native language. She wasn’t able to develop CALP because of moving to the U.S at such an early age, and she still has no ability in that area in her L1.</p> <p>L2: Rosa’s BICS- She is still not able to hold a conversation but is responding to questions in five word phrases.</p> <p>Rosa’s CALP- Her CALP is growing slowly but she is still struggling in the classroom. Her teacher is going to fast for Rosa to understand the majority of what she is trying to teach.</p>	<p>L1: BICS: Rosa is able to comfortably manipulate conversation in Spanish and has mastered conversational language.</p> <p>CALP: Rosa has not mastered more complex oral and written modes of Spanish.</p> <p>L2: BICS: Rosa has mastered pronunciation, grammar and enough vocabulary to carry on conversations. Normal face-to face interactions are easy for Rosa. She has also acquired the ability to gain meaning from gestures, intonation and the situation.</p> <p>CALP: Rosa’s is considerably behind her peers in the development of her academic language. Her ability to read, use texts and write is below her peers. It will take a great deal more time for Rosa to use specialized vocabulary and practice to acquire stronger academic language.</p>

<p>prescriptive aspects of English: grammar, punctuation</p>	<p>L1: Rosa has an understanding of basic parts of speech (nouns and verbs) but struggles with adjectives and adverbs. She mostly uses punctuation (like periods and question marks) correctly. She can write a three-word sentence in Spanish.</p> <p>L2: Rosa has problems on when to use singular and plural. Also, she cannot write sentences.</p>	<p>L1: Rosa is becoming more and more proficient in L1 and has started to write complete sentences in Spanish. We can clearly see how the weekly tutoring is helping her L1.</p> <p>L2: Rosa cannot write sentences, but she is able to write words that she knows.</p>	<p>L1: Rosa is able to write a four sentence paragraph with the efficient use of nouns, verbs, punctuation, and adjectives (with one or two errors). She is still struggling with her adverbs.</p> <p>L2: Rosa is able to form a partial sentence in writing. She is able to form a three word phrase but is still struggles with where the nouns and verbs are supposed to be. And since she still cannot form a sentence, she is still having problems with punctuation.</p>	<p>L1: Rosa’s exposure to formal written Spanish is limited. Therefore her grammatical structure is lacking more and more as time goes by.</p> <p>L2: Rosa can follow a grammar lesson but unable to produce complete sentences on her own. She struggles with subject verb agreement and verb tense. She is able to recall appropriate punctuation but often forgets or misuses it in her writing. Rosa also has difficulty in using proper “ed”, “s”, and “ing”.</p>
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Phase III:

TRANSCRIPTION: INTERVIEW (bold text: Raissa Johnston, normal text: Sergio)

What is your name?

Sergio

And your age?

What age?

How old are you?

Six

What do you like to play?

Uh

You can talk into this box, it's okay. What do you like to play?

Computers

Computers? That's fun, do you have a favorite game on the computer?

Yes, I mean, yes

Okay, do you have brothers or sisters?

No, I only have me and my family

You and your family and you've got your mommy and daddy?

Yes, only my mommy and daddy, not everybody

Where are you from, Sergio?

What?

Where are you from, what country?

What is a country?

Um, pais?

You mean, pais?

Yes, what country, uh, Spain?

Spain?

Do you know where you are from? Where's your family from?

My um, they belong to a work

Oh, okay, they go to work? Good. And what grade are you in, Sergio?

Um, first grade.

Oh, first grade and do you like your teacher?

Why do I go to to one hundred grade?

Why do you do to one hundred grade? Yea, well you'll probably go to 12th grade and then college.

Why do I get to 12?

Yea, it's going to be a long time. Do you like your teacher?

Yes, when do I go to 12 grader?

What if you're a 12th grader, uh huh.

Then school's finished?

Yes, and then you'll probably go to college, if you want. Do you know what you want to be when you grow up?

Where's college?

I don't know, you'll probably pick a college one day.

Okay.

I'm going to ask you to read a page from a book. It's called Sleepy Dog.

Sleepy dog, okay.

Can you read in English?

No, I can't read it exactly.

Okay, do you want to try a word or two for me?

No

What's the dog doing?

Sleeping

Sleeping? Okay. Are you okay with reading any of these words?

Uh, yes.

Oh, can you tell me one word that's on this page?

No, I'm too tired

You're tired, you had a long day at school?

Yea.

Okay, I'll read a couple of pages to you

I'm tired of school

Really, has it been a long year?

Uh

How about I read two pages to you. Head on pillow, nose under covers.

How many days I'm in second grader?

Oh, you'll be in second grade next year, in August. Okay? How many years have you lived in the United States?

In August?

Uh huh.

In August I'll be in there?

In August you'll be in second grade.

And which one will I be 12th grader?

Oh, many years from now.

Um.

Probably 10 more years. Hey Sergio, do you think you could write a page for me, like a sentence? Can you write "cat"?

Cat?

Uh huh.

Maybe how many January...

Oh, you know how to write the days of the month? I mean, the months of the year?

Uh, yes

Okay, great. Show me what you can write.

Group Summary

Our group interviewed a boy named Sergio, who is from Peru. Sergio is six years old and has lived in the U.S. for all his life. As a group, we have come to the following conclusions, based on our observations of his performance.

Sergio has good speaking and writing skills, however his listening and reading skills need a little work. We feel that he is at the intermediate level and has a subconscious knowledge of his L1. From the transcription of the interview, you can see that his performance is good, however his competence is low. His L1 BICS is good for his stage, but his CALP is quite questionable. We had a hard time determining his L1 CALP. As for his L2, he has no L2 BICS or CALP at this moment in time.

From Sergio's writing sample, you can see that he is able to use letters to make words, however, with a few mistakes. Although he was able to write out the months of the year, he still received some instruction. Some of the mistakes noticed were when he spelled "May" as "Mey". We determine this to be a problem with phonology. Also, we noticed that Sergio wrote his "J's" backwards, but none of the other letters were written incorrectly. He also capitalized some of the months, but left "December" with a lowercase letter.

As far as syntax is concerned, we were unable to view his sentence structure because we were unable to attain a sample sentence from him. However, we are quite sure that at this moment in time, he would most likely be unable to form a sentence without help or instruction.

Overall, we believe that Sergio is past level 1, bordering on level 2, intermediate. He understands words that are spoken and responds, however, he needs improvement in other areas such as listening and reading.

In comparison to our subject Rosa in Phase 1 & 2, Sergio's vocabulary as far as speaking and writing in his L1 is about the same. Even though Sergio has lived in the U.S. all of his life, his parents still speak only their native language. Therefore, Sergio mixes up the L1 and L2 languages just like Rosa when speaking and writing. However, Sergio's reading and listening skills in his L1 and L2 are more developed than Rosa. This is because he has been exposed to English for a longer time.

As for Sergio's sentences, we were unable to get a writing sample but we can presume that he would need assistance to form complete sentences, just like Rosa would. Additionally, like Rosa at this point he would probably use a combination of his L1 and L2 in his sentences. Sergio's negation stage is about the same as Rosa's. They both don't use the word "no" in front of words in their L1 or their L2. Both children's pronunciation is improving and at this point. However, for both of them, their L1 pronunciation is fading when they speak to their Spanish peers. The L2 pronunciation is developing fine for both of them.

Phase IV:

Problem Overview: Rosa's problem is Rosa staring out the window and being "off task" during math. She stares in every other direction but the teacher or her independent work. Rosa is constantly inattentive, distractible, and fails to complete math assignments. Sometimes Rosa seems like she is daydreaming and looks as if she is sad about something. Sometimes she cries, walks around the room, and makes frequent trips to the bathroom. Other times she will sit there fidgeting with her pencils or anything that is in her desk or doodle in her notebook. This behavior is always during the math portion of the day. It is suspected that the teacher is not modifying the lesson to be ESOL friendly.

The Parents of the LEP Child

Rosa's older siblings had reported their parents' feelings during an interview with the classroom teacher. Rosa's parents think Rosa is being pushed too hard. They are confused by the drill and practice worksheets Rosa brings home for homework every night. Therefore, it is left to Rosa's older siblings to teach the math. They also think the material is too advanced and that there are too many demands put on Rosa with having to learn English and math at the same time. Rosa's parents have not met with any members of the team because they can not find a common schedule. Rosa's parents also feel Rosa's time on the computer is wasteful and it doesn't prepare her for the worksheets that are sent home. Rosa's parents complain that more direct instruction is needed and do not like the group work. Rosa's family also reports that Rosa often gets very upset with herself when she doesn't get the right answers at home.

The principal

She is concerned about Rosa's constant trips to her office. She suspects that the teacher is not including appropriate ESOL adaptations for this student. This resulted in a planned observation that the principal arranged with the teacher.

The Principal respects the teacher and her second year of teaching and is impressed by the teacher's commitment to constructivist education. Throughout the observation, the principal was concerned with the lack of one-on-one attention Rosa received. It was initially suspected that the teacher had a subconscious gender bias problem. It was apparent that the teacher paid much more attention and asked the majority of the questions to the boys. She did give many examples on the board and had students answer questions, but the principal noticed that they were not doing any hands-on activities.

The principal also suspects that the teacher is not using adequate discipline procedures in her class and views this as a critical mistake on the part of her teacher. She believes that nothing will be done if Rosa is sent to the principal's office all the time. She is *thinking* about having a meeting with the teacher and the ESOL resource teacher, to figure out how to solve the problem. The principal has had experience in the past with ESOL children exhibiting some of the same behavioral problems; therefore, she is suspecting that Rosa needs more ESOL instruction.

To support classroom discourse effectively, the principal first encourages the teacher to build a community with the students then report on the results. The principal also keeps encouraging the teacher to help Rosa learn English first.

The teacher

Rosa's teacher is in her second year. She admits that she is having a hard time with managing a classroom of 35 students. Her discipline policy primarily sends Rosa and other students that are off task to the time out chair or the principal's office. The teacher strongly feels that she has tried everything and Rosa is not trying hard enough.

The teacher attempts to meet with Rosa for one-on-one sessions at least once a week but reports to not have enough time or resources for individualized and differentiated instruction. During this independent instruction Rosa is comprehensive in math but really moves at a slow pace. Rosa speaks in Spanish and English, but she is more fluent in Spanish. The teacher notices this but believes Rosa speaks uses Spanish because of how much she hears it at home

The teacher notices Rosa is disruptive by poking at her peers and doesn't focus on work while in group settings. Rosa has also been paired with a peer tutor that's first language is Spanish. The teacher reports that Rosa is more attentive when she works one-on-one with this partner but begins to stare out the window and fidget during independent seat work. The teacher makes all efforts to put Rosa in pairs but is now feeling the pressure of the onset of standardized testing. Although the teacher doesn't want to, she is forced to assign worksheets of drill and practice to cover all the material for the upcoming test. In order to help her English skills, the teacher lets Rosa sit at the computer and practice on a software program designed for Spanish/English students. Rosa seems to enjoy this but computer access is limited and the software doesn't operate correctly most of the time.

The counselor

He thinks that it is an emotional problem rooted in her home life and her recent environment change. The counselor has met Rosa and observed the class at least once a week since the principal and teacher contacted him about their concerns. He has attempted to contact Rosa's family several times and has missed their returned calls on several occasions. The counselor has met with Rosa's older siblings during a lunch period. His interviewed confirmed Rosa's withdrawn behaviors to be rooted in her parents recent efforts that enforce Rosa to "stay true to her roots but still learn the American way." The counselor is also attempting to find a translator to draft a letter home to Rosa's family to invite them in for English language classes for adults.

He also believes Rosa's is exhibiting escape/avoidant behaviors during math. The counselor believes that time out is not working for Rosa because she finds the seclusion reinforcing.

He visited from room to room on open house at the beginning of the year prior to the report of Rosa's off task behaviors. Rosa's mother was in attendance at open house but the counselor was not able to meet with her then because of the overflow of other students

families that he was speaking with. He has met with Rosa on one occasion, and that was in an informal interview asking about her likes and dislikes. Rosa was responsive and energetic during her one-on-one interview but the counselor observed Rosa to remain withdrawn and isolated from the other classmates during math. He knew it wasn't due to shyness so he suspected she may be using all means necessary to escape and avoid the math work.

He recommends that Rosa's math lessons be reduced to a lesser amount of problems. Upon completion of her work, her reward is getting a break from the task and having time on the computer. He believes that if you gradually increase the amount of work Rosa needs to complete and reward her every time that she will slowly increase her on-task behavior.

The ESOL Teacher

There is no full time ESOL teacher at this school. Rosa's testing that was conducted in the beginning of the year reflected average scores on her math competency. The ESOL teacher has been able to observe and interact with Rosa once a month since the beginning of the school year. She has observed on several occasions and has a couple of suggestions for varied instruction that she intends to work on with the classroom teacher.

The ESOL teacher is also appreciative of the general ed teachers time spent with working on Rosa's fluency in English. However, the ESOL teacher recognizes a need for more academic language instruction.

The ESOL teacher recommends that Rosa's teacher put math problems in situational contexts. Having Rosa write more about math should also reinforce her knowledge of math and clarify concepts. The ESOL teacher also encourages the continued practice of math with Rosa and a partner. She is confident that this type of setting will help Rosa feel safe and secure with her ideas. She also recommends an increased use of visual aids with English words and language supports during whole group instruction. The pairing up for Rosa should also extend throughout all aspects of math including going to the board together and moving across math centers together. Asking the class to provide key words in Spanish during whole class instruction could also help Rosa open up more.

Rosa's Feelings

Rosa informs her language partner that she cannot understand the math concepts the teacher teaches. She also reported that when she does "get it" she is not able to express the answer in "the way that everyone does". She also reports that the "story problems give her the most trouble." Rosa's siblings also reported that Rosa compares math time to be just like the first three months of the school year where she didn't understand anything the teacher said. Rosa also revealed that she "loves her teacher" and thinks she is really nice. Rosa also says that she likes all her new friends in class but she thinks they are "too smart."

Phase V:

1. Solve the Problem Scenario

Solutions:

One of the problems mentioned was that the parents thought the worksheets were too advanced. This is an easy problem to fix. Rosa should not have to take worksheets home. She should not even have to do any worksheets. If she can't complete her work in class, what makes the teacher think that Rosa will complete it at home? During the math portion of the class, the teacher should think about pulling Rosa aside for five or ten minutes during their independent work time and give her one-on-one help if possible. If Rosa has to have homework, the teacher can come up with assignments where maybe Rosa needs to create a couple of problems on her own and solve them (if they are word problems, then she can write them in Spanish if she feels more comfortable with that). Then the teacher can get a student to translate that for her (the ideal classroom- a student that speaks Spanish and English that can help the teacher out). Another problem that the parents had was that they think Rosa does not benefit from group work. Perhaps Rosa has been placed in a group where there are lower level students that really can't help Rosa out. Rosa can be placed in another group where there is a student that can translate things for Rosa. She should be placed with a partner (peer tutoring) that she can benefit from. The teacher should have no problems with letting other students translate and help Rosa. Also, Rosa needs to sit somewhere else in the classroom (perhaps towards the middle of the class and towards the front). Rosa should be moved away from the window since we noticed that she has been staring out of the window and being 'off task' during math class (see Phase IV).

Another solution to Rosa's problem is since the principal visited the classroom and noticed that they were not doing any hands-on activities, the principal should approach the teacher and talk to her about that. The principal has been asking, "Why is Rosa not paying attention?" and, "She looks like she cannot understand the teacher, is that what is really going on?". The principal has now been making scheduled trips to visit Rosa's class with Rosa in mind to make sure that the teacher has indeed been making modifications to help Rosa. Ever since they talked, the teacher has been getting the students actively engaged with something meaningful. For example, the teacher gives her more pictures or manipulatives to capture her interest and help her along while learning. The students have been interacting with each other more with engaging hands-on activities. The teacher is now walking around the classroom and paying attention to all of the groups and spending time with each group. The teacher is also making an effort to spend time with both the boys and girls equally (this was also one of the teacher's problems- paying more attention to the boys rather than the girls- the principal noticed this). Since Rosa may also need more ESOL instruction, the ESOL resource teacher has also made an arrangement to come and visit Rosa during math time and sit at her groups' table and spend more time with her. Additionally, instead of giving her three warnings and then sending her to the principal's office, the teacher is now making an effort to try out Jim Fay's philosophy. She is giving Rosa choices, for example, asking, "Would you like to work on this assignment on your own or would you like to work with a partner?"

The school psychologist will continue to work closely with ESOL resource teachers, Rosa's parents, her classroom teacher, the school administrator, and student services personnel to help coordinate services to Rosa.

Write 3 reflective/discussion questions based on the whole case study.

- a. When you think about Rosa compared to Sergio, is it important to take their home life into consideration? Why?
- b. Who should be involved in determining what an ESOL student needs?
- c. What is the best strategy for teaching reading and writing to Rosa?

Write 6 questions using Bloom's taxonomy based on the case study.

Knowledge -

Relate Rosa's syntactical abilities to Sergio's syntactical abilities.

Where did Rosa live and with whom?

Define Rosa's language skills in English and Spanish

Comprehension:

Should we compare Rosa to her older siblings to see if they are having the same problems as she is- with not paying attention during the math?

Should the teacher not attempt to re-interpret the information through pictures and hands-on activities or even incorporate cooperative learning groups during the math portion of the class just because Rosa's parents think she does not benefit from group work?

Application -

Interpret and solve Rosa's problem with math.

Analysis -

Compare Rosa's development from when she first arrived to the present moment.

Compare Rosa's language development to those of her peers.

Synthesis -

Is it correct to blame Rosa's home life for her difficulty in acquiring the L2?

Evaluation:

Is it necessary for us to find out the root of Rosa's emotional problem, or should we just stick to making more ESOL modifications for Rosa during math time?

How do you think Rosa feels about learning English from her brothers and sisters?