REACHING ENGLISH LANGUAGE LEARNERS
Facilitator Guide

All Kinds of Minds®
MODULE SUMMARY

MODULE OBJECTIVES:

As a result of participating in this module, participants will be able to:

1. Anticipate some of the neurodevelopmental and learning challenges that English language learners may face in the context of cultural differences.

2. Determine the potential breakdown points for struggling English language learners.

3. Implement individual and classroom-wide strategies for English language learners.

4. Consider the role of an English language learner’s neurodevelopmental profile in supporting their learning.

MODULE OVERVIEW:

In this module, participants will apply the All Kinds of Minds principles, content, and processes to better meet the complex academic needs of English language learners struggling with learning.

The module is divided into three main sections:

> School-Wide Support
> Classroom Strategies
> Reaching Individual Learners

Participants will identify school or district-wide supports available to English language learners in the School-Wide Support section. Next, during the Classroom Strategies section, participants experience cognitive overload in the same way that an English Language Learner might and think metacognitively about that experience. In addition, participants contemplate the cognitive countertop of English language learners and identify strategies to manage the countertop to achieve academic expectations. Finally, in the Reaching Individual Learners section, participants use a customized Management by Profile worksheet to consider the impact of a student’s neurodevelopmental profile on learning.

Participants will receive a number of valuable take-home resources in their participant booklets.

PARTICIPANT PRE-REQUISITES:

> Completion of the Schools Attuned Program, Schools Attuned to All Kinds of Minds, or Teaching All Kinds of Minds
> Familiarity with Management by Profile
## MODULE AT-A-GLANCE

### REACHING ENGLISH LANGUAGE LEARNERS

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>FACILITATOR MATERIALS</th>
<th>PARTICIPANT MATERIALS</th>
<th>GROUPING</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome/Introduction</td>
<td>• Facilitator pages 4-5</td>
<td>• Participant pages 1-2</td>
<td>Core Group</td>
<td>10 min.</td>
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<td></td>
<td>• Chart paper and markers</td>
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<tr>
<td>2. School-Wide Support</td>
<td>• Facilitator pages 6-8</td>
<td>• Participant page 3</td>
<td>Core Group Partners</td>
<td>30 min.</td>
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<td>• Chart paper and markers</td>
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<td>• Timer or watch</td>
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<tr>
<td>3. Classroom Strategies</td>
<td>• Facilitator pages 9-13</td>
<td>• Participant pages 4-18</td>
<td>Table Groups</td>
<td>30 min.</td>
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<td>• Chart paper and markers</td>
<td>• Placemat</td>
<td>Core Group</td>
<td></td>
</tr>
<tr>
<td>4. Reaching Individual Learners</td>
<td>• Facilitator pages 14-16</td>
<td>• Participant pages 19-21</td>
<td>Core Group</td>
<td>40 min.</td>
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<td>• Chart paper and markers</td>
<td>• Placemat</td>
<td>Table Groups</td>
<td></td>
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<tr>
<td>5. Closing</td>
<td>• Facilitator pages 17-18</td>
<td>• Appendix</td>
<td>Core Group</td>
<td>10 min.</td>
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<td>• Chart paper and markers</td>
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<td></td>
<td>• Masking tape</td>
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**TOTAL TIME:** 2 hrs.
PREPARATION FOR MODULE

WHAT TO BRING (PARTICIPANTS):
  > Table of Neurodevelopmental Constructs (placemat)
  > Glossary of Neurodevelopmental Terms

PREPARING TO FACILITATE THE MODULE:
  > Bring extra copies of the placemat for participants who may not have one.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SET-UP REQUIREMENTS</th>
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<tbody>
<tr>
<td>1. Welcome/Introduction</td>
<td>&gt; Prepare a statistics chart</td>
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<tr>
<td>2. Schoolwide Support</td>
<td>&gt; No preparation required.</td>
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<tr>
<td>3. Classroom Strategies</td>
<td>&gt; No preparation required.</td>
</tr>
<tr>
<td>4. Reaching Individual Learners</td>
<td>&gt; Identify those participants that have not been exposed to Management by Profile and take some time prior to the module to discuss it with them.</td>
</tr>
<tr>
<td>5. Closing</td>
<td>&gt; Prepare a T/F/N graphic on the floor with masking tape and post a T/F/N chart near the exit door</td>
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</table>
Welcome/Introduction

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😊 SUGGESTED TIME: 10 minutes

• 7 minutes – Welcome and ELL statistics
• 3 minutes – Review of objectives

DIRECTIONS FOR ACTIVITY:

WELCOME AND ELL STATISTICS
😊 7 minutes

GROUPING: Core Group

1. Welcome participants and review:
   > Any necessary logistics such as turning off cell phones, location of restrooms, documenting attendance, etc.

     FACILITATION POINT:
     The following activity instructions (sharing LEP statistics) provide statistics in the United States. If you are facilitating this module outside of the U.S., please provide statistics for the country and/or state where the module is being facilitated.

2. Write the following numbers on a flipchart:
   > 1995: 3.2 million
   > 2006:

   Tell participants that according to the National Clearinghouse for English Language Acquisition, in 1995, there were 3.2 million Limited English Proficient (LEP) Students in the United States.

   Ask participants “How many LEP students do you think were enrolled in 2006 (only 9 years later)?”

   Write 5 million on the flipchart next to the 2006. This is an increase of 57.17% compared to an overall student population enrollment growth of 3.66%.
Your final flipchart might appear as follows:

<table>
<thead>
<tr>
<th>NUMBER OF ENGLISH LANGUAGE LEARNERS IN THE UNITED STATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995: 3.2 million</td>
</tr>
<tr>
<td>2006: 5 million</td>
</tr>
<tr>
<td>57.17% vs. 3.66%</td>
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</tbody>
</table>

Transition to the objectives review by explaining that there is, indeed a need for strategies to support the increasing English Language Learner population and that we will demonstrate how they can use some of the All Kinds of Minds processes they are already familiar with to reach that audience.

**REVIEW OF OBJECTIVES**

⏰ 3 minutes

**GROUPING:** Core Group

1. Ask participants to turn to page 1 in their booklet and review the stated objectives.

2. Also ask participants to turn to page 2 in their booklet and take a look at the All Kinds of Minds Conceptual Model. Tell participants that during this module, we will look at how to reach English language learners at the school-wide, classroom and individual levels.

**FACILITATION POINT:** Participants who attended Teaching All Kinds of Minds may not be familiar with this graphic. If that's the case, briefly explain how it graphically represents the components of the AKOM approach and the levels at which this approach can be applied.
School-Wide Support

Participant Objective:

As a result of participating in this activity, participants will be able to:

1. Anticipate some of the neurodevelopmental and learning challenges that English language learners may face in the context of cultural differences.

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<td>• A timer or watch/clock with a minute hand</td>
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😊 SUGGESTED TIME: 30 minutes
• 10 minutes – School or District Supports
• 15 minutes – Cultural Differences Discussion
• 5 minutes – Debrief

DIRECTIONS FOR ACTIVITY:

SCHOOL OR DISTRICT SUPPORTS
😊 10 minutes

GROUPING: Core Group

1. Tell participants that you will begin the module by looking at the school level.

2. Ask participants to turn to page 3 in their booklet. Ask for a volunteer* to read the quote on that page aloud.

   *FACILITATION POINTS:
   • You could either ask one volunteer to read the entire quote or ask for four volunteers to read one of the four points mentioned in the quote.
   • The full article is provided in the participant booklet beginning on page 26.

3. Next, ask participants:
   “What are some of the ways that your school(s) or district(s) demonstrate(s) these four cultural elements?”
4. Chart these responses and post them in the room where they can be clearly visible.

5. As a transition, ask participants to recall the quote that the volunteers read at the beginning of this activity. Tell participants that there is one final sentence in the paragraph in that article and that you will read it to the group.

6. Read the following sentence aloud to participants:
   “In turn, these elements influence the classroom learning environment as they influence teachers’ efforts to design and implement culturally and linguistically responsive curricula and instruction for their students.”

7. Ask participants to consider the school-wide/district-wide resources they identified throughout the rest of the module as we discuss strategies at both the classroom and individual level.

CULTURAL DIFFERENCES DISCUSSION

** 15 minutes

GROUPING: Partners

FACILITATION POINT:
Write the 3 questions for this activity on a piece of flip chart paper in very large print, each on a separate sheet. Reveal each question one at a time as you read them.

1. Set the context for the activity by telling participants that acknowledging cultural differences allows us to deeply examine the neurodevelopmental barriers for English language learners.

2. Ask participants to find a partner at another table.

3. Explain the activity directions and summarize them on a piece of flip chart paper:
   > The facilitator will ask three questions.
   > Once participants have received and understand the question, one partner has one minute to share their response to the question with their partner.
   > The facilitator will announce when one minute has passed.
   > Next, the second partner will have one minute to respond.
   > At the end of two minutes, the next question will be asked and the process will be repeated.

3. Check for understanding of the instructions before proceeding** (see Facilitator page 11 for some ideas of how to do this).
4. Ask the following question as you reveal it on flip chart paper:
   > “How might cultural differences impact classroom behavior?”

5. Call “time” after one minute.

6. At the two minute mark, ask participants to find another partner.

7. When participants have re-paired, ask the second question:
   > “How might cultural differences affect students’ understanding of content?”

8. Call “time” after one minute.

9. At the two minute mark, ask participants to find another partner.

10. When participants have re-paired, ask the third question:
    > “How might cultural differences affect social interactions with others?”

11. Call “time” after one minute.

12. After two minutes, ask for everyone’s attention to debrief the activity.

DEBRIEF

 Citadel 5 minutes

GROUPING: Core Group

Suggested questions:

1. What are some of the ways that we can demonstrate respect for diverse cultures in the classroom?

2. What are some of the ways that we can raise awareness of or provide opportunities for English language learners to identify cultural norms?

3. What are some of the reasons why it might be important for English language learners to recognize cultural norms?
Classroom Strategies

Participant Objectives:

As a result of participating in this activity, participants will be able to:

1. Determine the potential breakdown points for struggling English language learners.

2. Implement individual and classroom-wide strategies for English language learners.

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😊 SUGGESTED TIME: 30 minutes
- 5 minutes – Anticipating Challenges for English Language Learners
- 5 minutes – Modeling Active Working Memory
- 10 minutes – Table Groups Identifying Strategies
- 5 minutes – Gallery Walk
- 5 minutes – Debrief

DIRECTIONS FOR ACTIVITY:

ANTICIPATING CHALLENGES FOR ENGLISH LANGUAGE LEARNERS
😊 5 minutes

GROUPING: Table Groups

1. Begin by referring back to the All Kinds of Minds Conceptual model on page 2 in the participant booklet and point out that you are moving to the classroom level with the next activity.

2. Ask participants for their attention while you explain the activity directions.

FACILITATION POINT:
The purpose of giving directions in the way described is so participants will experience some of the challenges to comprehension that English language learners face. To achieve this purpose, be sure to give directions exactly as outlined here.
3. Without any visual support or non-verbal cues and without repeating, quickly read the following instructions to the group:

“Take out your Table of Neurodevelopmental Constructs and identify the neurodevelopmental demands at the Construct or Function level that are in greatest demand for English language learners.”

4. Ask: “Is there anyone that is not clear on what to do next?” and add “If so, please raise your hand.”

5. Next, ask participants: “Why was it difficult for you to understand the directions?”

6. Ask: “How could I have made these directions clearer?” and chart the responses to this question.

7. Ask: “How is this experience similar to the experiences of English language learners that you’ve worked with?”

   If it doesn’t surface from the group, raise the following point:

   The participants were put on the spot to say if they understood the directions or not. Did everyone who did not raise their hands truly understand what to do next? How can we make sure that English language learners understand what we are saying without public humiliation?

8. Now, referring to the “Improving Directions” chart and incorporate the group’s suggestions as you explain the activity instructions a second time. Be prepared ahead of time with:

   > Supporting visuals
> Be able to explain the purpose behind the activity (to identify the 
neurodevelopmental challenges that are in greater demand for English 
language learners).

> Be prepared with analogies (e.g., we all have a cognitive countertop that 
can get so filled by some demands that they cannot accomplish other 
demands. Participants are being asked to determine which 
neurodevelopmental demands are filling the countertop for ELL 
students.)

> Be able to explain the difficult terms such as “Table of 
Neurodevelopmental Constructs” by showing an example of one and 
saying that they might also know it as the placemat. Also remind 
participants what the Constructs and Functions are by pointing them out 
on the placemat.

> Be prepared with step-by-step written process instructions as follows:  
  - The table groups will be given 5 minutes to think about and discuss 
    which of the Constructs and Functions might be more in demand 
    for English language learners and why.  
  - Each table group will select a spokesperson to share their 
    responses with the rest of the group after the five-minute mark.  
  - The facilitator will chart responses from all groups on one flipchart.

> Be prepared to use non-verbal cues such as gestures to enhance the 
instructions.

> Be prepared to check for understanding of instructions in a non- 
threatening way**.

**FACILITATION POINT:**
To check for understanding, you might: 
  - have someone paraphrase the instructions  
  - have participants turn to one another to check understanding  
  - provide green, yellow and red colored cards at each table. Red cards indicate 
    that the participant does not understand the directions; yellow cards indicate 
    that the participant still has some questions, and; green cards represent that the 
    participant fully understands.

> Chart responses from each group on a piece of flip chart paper. Make 
sure that Active Working Memory is listed.
MODELING ACTIVE WORKING MEMORY

メディ5 minutes

GROUPING: Core Group

1. From the chart that you’ve co-created with the group, circle “Active Working Memory” and give the glossary definition of the function. Ask participants “What are some strategies that might help manage the cognitive overload experienced by ELL students due to excessive demands on Active Working Memory?”

2. Write “Active Working Memory” at the top of a piece of flip chart paper and chart the group responses beneath the function title.

TABLE GROUPS IDENTIFY STRATEGIES

メディ10 minutes

GROUPING: Table Groups

1. Direct participants to the “Working with English Language Learners: Strategies for Elementary and Middle School Teachers” article beginning on participant page 4 as a resource for the table groups activity.

2. Ask each group to send one person up to the chart to select one function. They may indicate their selection by marking it off of the chart. Let them know that not all functions will be addressed, and that’s okay.

3. Then, tell participants that at their tables, they will write the Function at the top of the chart, then list strategies they might implement for all learners to manage the demand of that Function. Ask participants to write clearly because others will be reading the strategies in a gallery walk.

FACILITATION POINT:
Remind participants that they are looking for classroom strategies.

4. Tell participants to post their chart on the wall when they are finished.

FACILITATION POINT:
If you are facilitating a small group, you might ask participants to pass the charts from table to table, rather than a gallery walk.
GALLERY WALK  
⏰ 5 minutes

GROUPING: Core Group

1. Once all charts have been posted, ask everyone to walk around the room and look at the other group’s charts.

2. Prompt participants to take their booklets and writing instrument with them if they would like to take notes of some strategies. A strategy note-taking page is provided on page 18 in the participant booklet.

DEBRIEF  
⏰ 5 minutes

GROUPING: Core Group

Suggested questions:

1. What are some of the ways that the strategies you noticed during your gallery walk differ from what you are already implementing?

2. How might you involve parents and caregivers of English language learners in these strategies?

3. How can you leverage the school-wide resources that we identified at the beginning of the module to achieve these classroom strategies?
Reaching Individual Learners

Participant Objectives:

As a result of participating in this activity, participants will be able to:

1. Consider the role of an English language learner’s neurodevelopmental profile in supporting their learning.
2. Implement individual and classroom-wide strategies for English language learners.

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<td></td>
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😊 SUGGESTED TIME: 40 minutes
• 5 minutes – Introduction and Management by Profile Worksheet
• 7 minutes – Observation
• 7 minutes – Neurodevelopmental Analysis
• 7 minutes – Management
• 7 minutes – Measurement of Impact
• 7 minutes – Debrief

DIRECTIONS FOR ACTIVITY:

INTRODUCTION AND MANAGEMENT BY PROFILE WORKSHEET
😊 5 minutes

GROUPING: Core Group

1. Refer back to the All Kinds of Minds Conceptual model and mention that you are now transitioning to the student level.

2. Tell participants that in this section of the module, we will be focusing on understanding the learner’s profile.

3. Refer participants to page 19 (Management by Profile worksheet: ELL Version). An extra blank form is included on page 20 for future use.

4. Tell participants that this version of the worksheet is very similar to the Management by Profile worksheet they received in the course, with the exception of some additional bulleted prompts in each quadrant.
**OBSErvATION**  

7 minutes

**GROUPING:** Groups of Four

1. Review the Observation quadrant prompts with participants.

2. Ask participants to think of an ELL student that they are currently working with or have worked with in the past.

3. Explain that all participants will have **one minute** to prepare their thoughts about the responses to the prompts in the Observation category as it pertains to a student of their own.

4. Next, each person in the group will have **one minute** to share their ideas with others in the group.

5. The goal of the activity is to practice the habit of mind of using the Management by Profile protocol to think about the needs of an ELL student. This provides an opportunity to hear others’ thinking as well as to receive high-level feedback.

**FACILITATION POINT:**
You may want to provide a brief modeling of this thinking process with a sample student. Be sure to provide time cues to participants.

**NEURODEVELOPMENTAL ANALYSIS**  

7 minutes

**GROUPING:** Same Groups of Four

1. Review the Neurodevelopmental Analysis quadrant prompts with participants.

2. Participants think silently for one minute about their responses to those prompts as it relates to the same student that they considered in the Observation quadrant.

3. Each participant spends one minute sharing their ideas in that category.
MANAGEMENT

7 minutes

GROUPING: Same Groups of Four

1. Review the Management quadrant prompts with participants.

2. Participants think silently for one minute about their responses to those prompts as it relates to the same student that they considered in the previous quadrants.

3. Each participant spends one minute sharing their ideas in that category.

MEASUREMENT OF IMPACT

7 minutes

GROUPING: Same Groups of Four

1. Review the Measurement of Impact quadrant prompts with participants.

2. Participants think silently for one minute about their responses to those prompts as it relates to the same student that they considered in the previous quadrants.

3. Each participant spends one minute sharing their ideas in that category.

DEBRIEF

7 minutes

GROUPING: Core Group

Suggested questions:

1. What were the parts that you found most challenging in learning about this student as a learner?

2. What are some of the strategies that you came up with to understand the student as a learner?

3. What might be your first step in the process of deeply knowing this student?

Give participants a few minutes to write a personal response to the last question on page 21 in the participant booklet.
Closing

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😊 SUGGESTED TIME: 10 minutes
• 10 minutes – Think, Feel, Need

DIRECTIONS FOR ACTIVITY:

THINK, FEEL, NEED
😊 10 minutes

GROUPING: Core Group

FACILITATION PREPARATION POINTS:
• In a central place in the room (with space around it for participants), mark the following large graphic on the floor with Masking tape.
• Draw the same graphic on a piece of chart paper and post it by the exit door. Be sure to provide participants with post-its.

1. Ask participants to reflect on their thoughts, feelings and needs with regards to the topic of reaching English language learners.

2. Pointing to the chart on the wall, explain the graphic and ask everyone to spend about 2 minutes writing a thought, a feeling, and a need on a post-it.

3. Explain that there is value in sharing these reflections and ask everyone to stand in a circle around the T/F/N graphic taped on the floor. Participants should bring their post-it reflections with them.
4. Model the activity first as follows:
   - Stand on the T and say “I’m thinking that…”
   - Move to stand on the F and say “I’m feeling that…”
   - Move to stand on the N and say “I’m needing…”

   **Example:** “I’m thinking that this group is very engaged in this topic and that I’ve learned a lot from being here today.” “I’m feeling that this group will continue to work collaboratively to reach English language learners after today.” “I’m needing more time to practice using the Management by Profile habit of mind with English language learners in my own classroom.”

5. After you’ve modeled this behavior, ask for volunteers to share their reflections with the group by taking a turn standing on each one of the letters, and expressing a Feeling, a Thought and a Need regarding their current thoughts and next steps regarding the topic of working with English language learners.

6. While the volunteer is standing on the T/F/N area, other participants stand around in a circle.

7. Once all volunteers have shared, ask everyone who has not yet shared to post their post-its on the chart for others to look at as they leave the module.

8. Bring the module to closure, taking a moment to highlight the additional resources that are included in their participant booklet Appendix.