

## Research Based Intervention: Bilingual Education Assistant

### Purpose of the Strategy

1. Build on existing language strengths of student
2. Develop cognitive academic language
3. Build transfer skills
4. Build awareness of appropriate academic behavior
5. Strengthen knowledge of academic content

### How to Do It

At Tier 1, this strategy is done in the general education classroom with a bilingual adult working in coordination with the classroom teacher. An instructional assistant or aide fluent in both English and the native or home language of ELL students is available in the classroom to assist ELL and limited English proficient (LEP) students when possible, regarding content instruction, academic behavior, and communication. The bilingual instructional assistant coordinates with the teacher in presenting content area instruction to all students.

### Additional Notes:

1. When this strategy is used for sequential translation (i.e., the teacher speaks and then the aide speaks), ELL/LEP students may become dependent on the bilingual aide and remain unengaged while the teacher speaks in English, waiting for the interpretation and explanation by the bilingual aide.
2. Better use would be for the aide to prepare the ELL/LEP students for the English lesson by reviewing key vocabulary words, explaining what will be occurring, and discussing what the teacher's expectations will be for the students' performance. This would then be followed by the teacher presenting the lesson in English. Students would be given the opportunity to ask for specific clarification only during the lesson.
3. Students could work on their projects subsequent to the English lesson with the assistance of the bilingual aide, as needed. Content discussion and clarification should be in the students' most proficient language while they are preparing their task or project for presentation in English with the rest of the class.

Source:

Collier, Catherine. *RTI for Diverse Learners: More Than 200 Instructional Interventions*. Thousand Oaks: Corwin, 2010.

[http://www.corwin.com/upm-data/34841\\_Collier\\_RTI\\_for\\_Diverse\\_Learners\\_Ch1.pdf](http://www.corwin.com/upm-data/34841_Collier_RTI_for_Diverse_Learners_Ch1.pdf)