Slide 1

Effective Instruction of English Language Learners: RtI and Assessment in Depth with ELL Students

Day 3

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CO Reading First, February 2009

O | UNIVERSITY OF OREGON

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Slide 2

Review from Day 1: ELL demographics

- Approx. what % of school-age population is ELL?
- Where were the majority of ELLs born?
- Approx. what % of ELLs are Latino?

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Slide 3

Review from Day 1

- ELL increase since 1990: 150%
  - 1990: 5% of students are ELL (2 million)
  - 2005: >10% of students are ELL (5 million)
  - 2025: 25% predicted
  - 2050: 40% predicted
- Most ELLs born in the United States
- 80% of ELLs are Latino

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Slide 4

Review From Day 2:

- Does teaching ELLs and teaching non ELLs require entirely different instructional strategies (language of instruction)?

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Day 2 Review

L1 (e.g., Spanish) instruction is beneficial for L2 (e.g., English) achievement (5 meta-analyses).
- Effect size approximately .3-.4 (small to moderate; phonics instruction)
- Learning to read in L1 and L2 simultaneously
- Inconclusive data on length of time for L1 instruction
- 2way instruction very promising (benefits of bilingualism/biliteracy--beyond benefits for L2)

(Goldenberg, 2008)

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A Research Update About Transfer: Positive and Negative

- Positive transfer L1 (Spanish) to L2 (English)
- Phonological skills transfer
- Vocabulary transfer from cognate languages
- Transfer of comprehension strategies
- Few negative transfer outcomes (possibilities: early vocabulary; spelling)
- (Goldenberg, 2008)

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Language of Instruction

Some, but limited, data on effectiveness
- L1 "support" rather than L1 instruction--
  * cognates
  * brief L1 explanations
  * preview-review
  * teach strategies in L1
  * calling attention to similarities/differences between L1 and English

(Goldenberg, 2008)

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Review from Day 2:

- How is effective instruction for ELLs and effective instruction for non ELLs alike? How are they different?

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Effective Instruction for EL and non-EL Students

What works for L1 instruction generally works for L2:
* clear goals and objectives
* well-designed instruction and instructional routines
* clear input and modeling
* active engagement and participation
* informative feedback
* application of new learning
* practice and periodic review
* interaction with other students
* frequent assessments, with re-teaching as needed.

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Adjustments are necessary when teaching ELLs in L2

Although many effective practices are similar for ELLs and non ELLs, interventions that target language and text comprehension skills tend to be less effective for ELLs. WHY?

ELLs face the double challenge of learning academic content <u>and</u> the language of instruction simultaneously

(Goldenberg, 2008)

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Possible Instructional Adjustments

• target language AND content skills
• tasks must be very clear
• redundant information, e.g. gestures, visual cues
• pictures, demonstrations, "realia"
• graphic organizers (tables, webs, Venn diagrams)
• material with familiar content (cultural or background knowledge can influence comprehension)
• strategic use of L1 (e.g., cognates, other L1 support)
• extra practice and time
• responses commensurate with students' language proficiency

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Agenda

- EL Students and Special Education
- Response to Intervention
- Outcomes Driven Model
- Student Progress Monitoring
- Case Studies

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EL Students and Special Education

State of Affairs

- Disproportionate representation
- 3 types of students:
  - Instructional Casualties
  - Absences, Illness, Emotional
  - Learning Disabilities
- Some receive SPED services some don't
- Some need SPED services some don't

Artiles, & Ortiz, (2002). Cross, & Donovan, (2002).

Complex Issues

- Lack of training
- Who understands the complex interaction of disabilities and other variables such as language, culture, and student characteristics?

Ortiz, & Yates, (2002).

Special Ed Good For Everyone?

- If students are failing in Gen Ed then should we place them in Special Ed?
- Spanish–speaking students placed in Special Education have been found to lose ground with their IQ scores dropping below their scores at initial placement (Wilkinson, & Ortiz, 1986)

Predicting the Future

- Reading is the key to a successful future
- Long term outcomes dependent on ability to read
- Needs aren't met in Gen or Special Ed leads to ⟹ *school failure and eventually dropping-out of high school*

Effective Instruction . . .

. . . can change the future!

- Explicit Instruction
- Scaffolding
- Modeling/Visual Aids
- Sheltered Instruction

PREVENTION!

- Schools and teachers must first establish effective programs to ensure that students are receiving effective instruction
- ***Without effective instruction it will be extremely difficult to tell if the student has a learning disability or not***

Artiles, & Ortiz, (2002).

What we can do!

Meet student needs by . . .

- Effective instruction
- Data-based decisions
- Educate ourselves
- Work with building staff as a TEAM

Teams Working Together

- General Education Teachers
- Special Education Teachers
- School Psychologists
- Speech-Language Pathologists
- Administrators

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High vs. Low Expectations

- Set high expectations
- Low expectations perpetuate students fulfilling prophecies and narrow curricula that does not meet the instructional and cognitive needs of students

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System Wide Approach

- Individuals must work together to create better outcomes for our ELL students
  - School-wide goals set, shared, and used
  - Criterions of success
  - Leadership that challenges and supports
  - Consultation from knowledgeable educators

August, & Pease-Alvarez, (1996).

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System Change Imperative

If we keep doing the same thing we always have done, we will get the same outcomes.

If outcomes for students are going to change, the system has to change.

Tilly, 07

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Overview of Response to Intervention

Core Principles of Response to Intervention (RtI)

- We can effectively teach all children
- Intervene early
- Use a multi-tier model of service delivery
- Use a problem-solving method to make decisions within a multi-tier model

Response to Intervention: Policy Considerations and Implementation. National Association of State Directors of Special Education, Inc.

Tilly, 07

Where Did RTI Come From?

It actually is not brand new:

- Many of the practices used as part of RTI implementation have over 30 years of research.
- Earliest school-based implementations of RTI have been working on implementation for about 15-20 years (Pennsylvania, Minnesota, Iowa).

Why Did RTI Develop?

Problems in the Traditional System:

- Undocumented benefits of remedial, compensatory, and special education programs for students with high incidence disabilities.
- Little emphasis on prevention and early identification problems when they are less complex and easier to resolve
- Eligibility determination procedures that had weak relationships to instructional interventions. (Special Education was the end point).
- The deliberate separation of special education from general education.

Why Did RTI Develop?

Results of Special Education

– Special education programs (in the past) have tended to stabilize the degree of reading failure rather than close the gap between students.

– One study showed no change in students' word reading scores after three years of special education. Same study showed a significant decline in performance on measures of reading comprehension.

– New studies show that students receiving SBRR programs/interventions are making large and lasting gains.
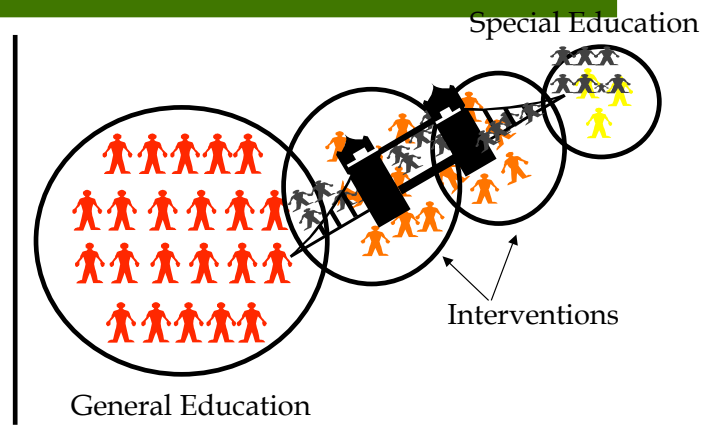
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Traditional System
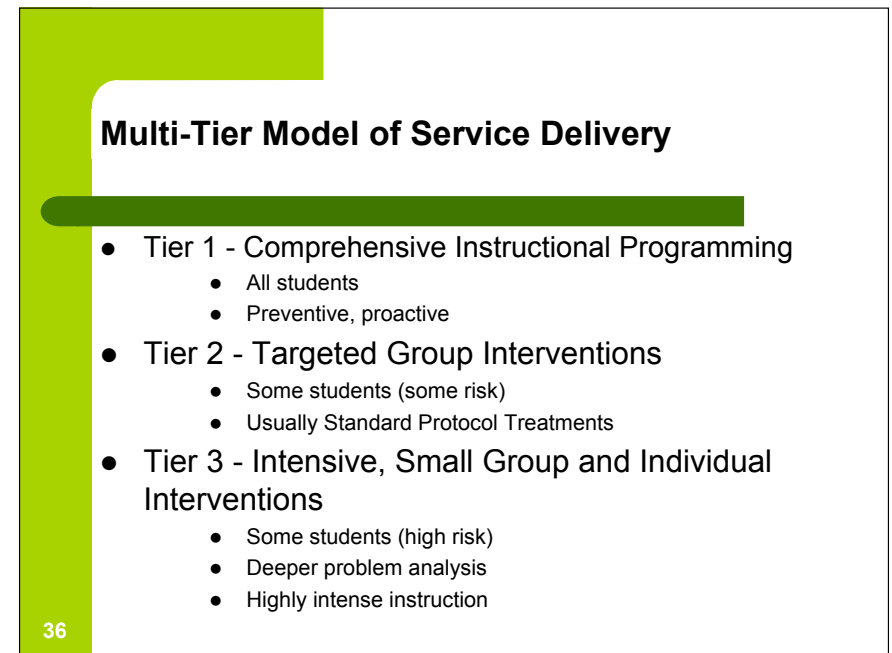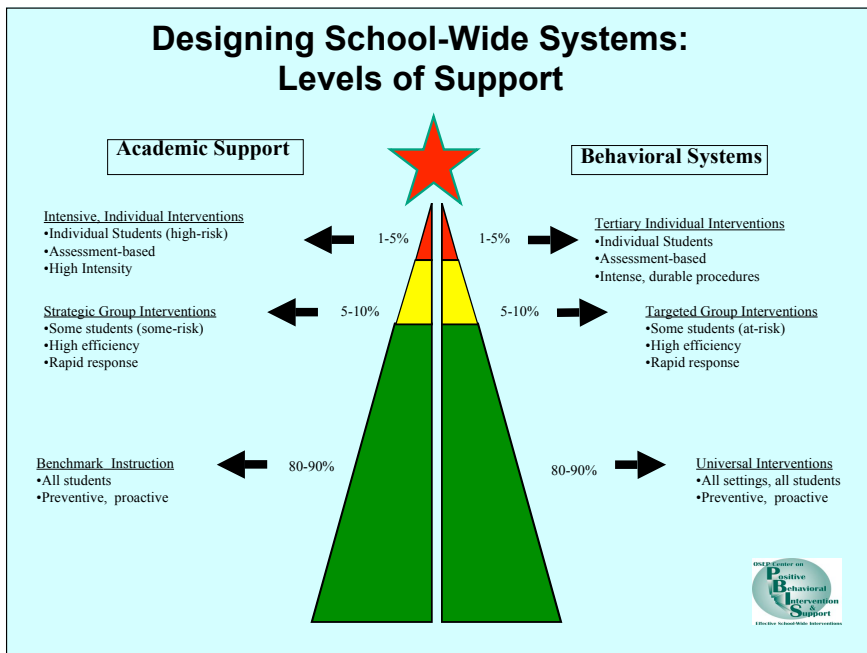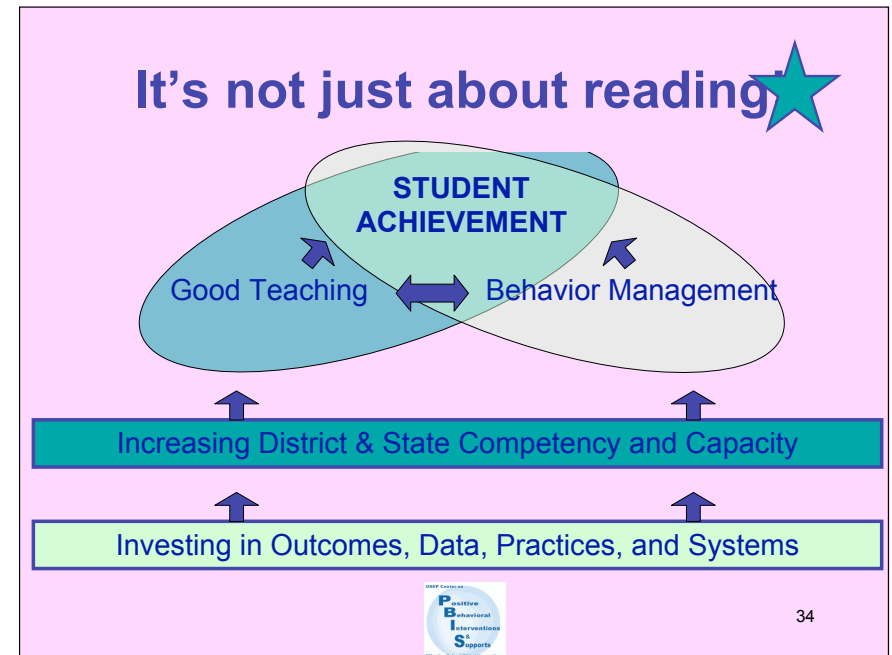

Tilly, 2007

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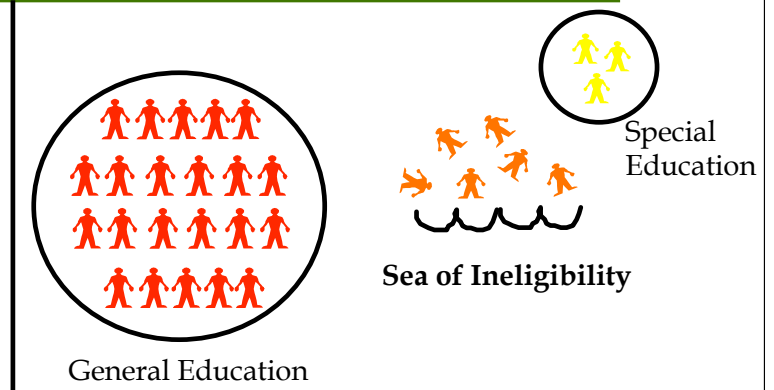
Within an RTI System

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Why Do RTI?

● RTI is a **preventative** approach for students who may encounter reading difficulties.

● RTI **improves instruction** because the ongoing collection of data is closely linked to interventions that match instructional needs.

● RTI provides instructional assistance in a **timely fashion** (not a wait-to-fail approach).

● RTI helps ensure a student's poor academic performance is **not due to poor instruction** or an inappropriate curriculum.

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Need, Agreements, Adoption, & Outcomes

1.

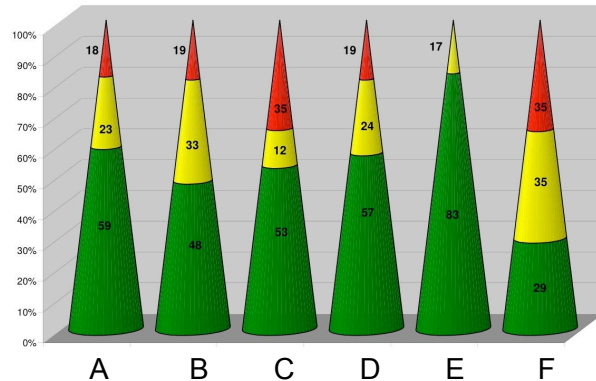**Local Demonstration w/ Fidelity**

IMPLEMENTATION PHASES

2.

4. Systems Adoption, Scaling, & Continuous Regeneration

3.

Sustained Capacity, Elaboration, & Replication

It's not just about reading

STUDENT ACHIEVEMENT

Good Teaching ⟷ Behavior Management

Increasing District & State Competency and Capacity

Investing in Outcomes, Data, Practices, and Systems

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Designing School-Wide Systems: Levels of Support

Academic Support

Behavioral Systems

Intensive, Individual Interventions
•Individual Students (high-risk)
•Assessment-based
•High Intensity

1-5%   1-5%

Tertiary Individual Interventions
•Individual Students
•Assessment-based
•Intense, durable procedures

Strategic Group Interventions
•Some students (some-risk)
•High efficiency
•Rapid response

5-10%   5-10%

Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

Benchmark Instruction
•All students
•Preventive, proactive

80-90%   80-90%

Universal Interventions
•All settings, all students
•Preventive, proactive

Multi-Tier Model of Service Delivery

- Tier 1 - Comprehensive Instructional Programming
  - All students
  - Preventive, proactive
- Tier 2 - Targeted Group Interventions
  - Some students (some risk)
  - Usually Standard Protocol Treatments
- Tier 3 - Intensive, Small Group and Individual Interventions
  - Some students (high risk)
  - Deeper problem analysis
  - Highly intense instruction

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Slide 1

Questions:
– Which schools have a healthy *system*?
– Which schools need to conduct problem solving in order to enhance *the system*?

Slide 2

Take A Look: School Reports

Slide 3

Another Way to Look at the Data

24/58=41% of all students are LEP

Students should be equally represented.

7/11=64% of intensive students are LEP

8/18=44% of strategic students are LEP

9/29=31% of benchmark students are LEP

Here we see over and under representation.

Slide 4

Your Turn - Use the Distribution Report by Additional Codes

Figure out the following for one grade level:
● LEP Students _____/_____ All =
● The % of LEP students in one grade level at:
  – Intensive _____
  – Strategic _____
  – Benchmark _____

Discussion

- What is your data telling you?

- What were you expecting?

- What were you surprised by?

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Tier 1 (Comprehensive Instructional Programming)

- Also called primary intervention.
- Foundation and contains the core curriculum.
- High quality, research-based instruction in the general education setting available to all students.
- Proactive and preventative.
- Grade level materials with support as needed.

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Tier 1 (Primary Intervention)

- **Universal screening** is used at the beginning of the year to identify at-risk students who may need instruction beyond Tier 1.
- **Benchmarking** and/or progress monitoring is used to detect those students who **might not be responding** to the primary intervention **as expected** during the school year.
- Decisions regarding movement from one level to the next are based on the **quality of student responses to research-based interventions** and are **based upon data.**

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Tier 2: Targeted Secondary Intervention

- Typically, Standard Protocol Treatments
  - Students whose needs cannot be met solely with Tier 1 instruction. Secondary intervention is *in addition to* the comprehensive instructional program.
  - Assessment is used to determine similar instructional needs.
  - Small group, pull-out and/or push-in.
  - More intense instruction and monitoring.
  - 5-component reading interventions, with emphasis on weak components
  - Flexible grouping
  - Generally, not individualized

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Tier 2: Targeted Secondary Intervention

- **Universal screening** is used at the beginning of the year to identify at-risk students who may need Tier 2 instruction.
- Progress monitoring is used to detect those students who **might not be responding** to the Tier 2 interventions **as expected** during the school year.
- Decisions regarding movement from one level to the next are based on the **quality of student responses to research-based interventions** and are **based upon data.**
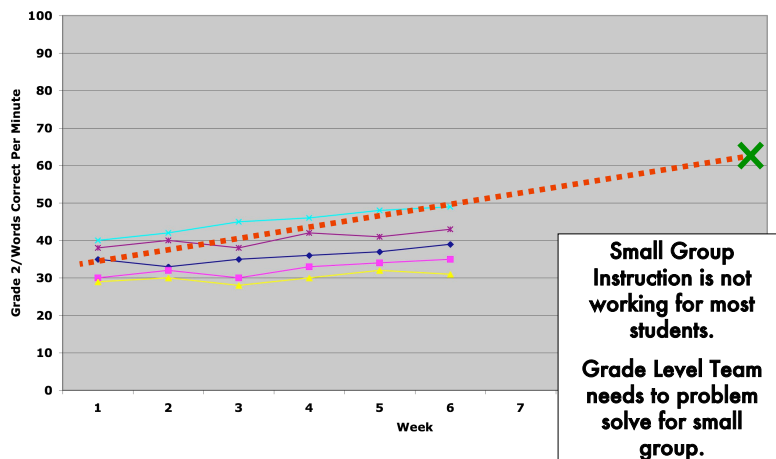
Tier 3: Intensive Intervention

- **Universal screening** is used at the beginning of the year to identify at-risk students who may need Tier 3 instruction immediately.
- Goal is to dramatically increase the amount and intensity of instruction in order to accelerate student's learning to a rate where they potentially can begin making gains to close the gap with their peers.
- Instruction should be based upon more in-depth diagnostic information.
- **Not all students with intensive learning needs are students with disabilities.**
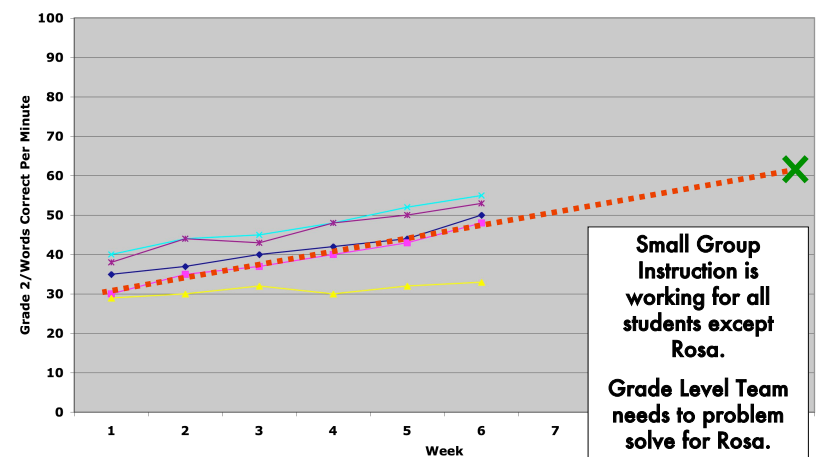
Response to Intervention

Student Problem or Instructional Problem?

Small Group Instruction is not working for most students.

Grade Level Team needs to problem solve for small group.

Response to Intervention

Student Problem or Instructional Problem?

Small Group Instruction is working for all students except Rosa.

Grade Level Team needs to problem solve for Rosa.

What about EL who are "Tier 3" in both languages?

- Consider:
  - How long has the student been in the country and/or in the bilingual program?
  - What evidence is there that quality of instruction has been strong in both languages?
  - Can the quality or intensity of instruction (in both languages) be increased?
  - Is the student receiving many and engaging opportunities to practice newly learned skills?
  - Is the student's progress in Spanish and English being measured regularly on formative assessment? (Progress monitoring)
    - Are the progress monitoring data being used to plan instruction?

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Role of Language Proficiency

- Not a prerequisite for teaching phonemic awareness and phonics in English
- Essential in the healthy development of vocabulary and reading comprehension skills

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How should language proficiency be assessed?

- No formative assessment is available that can measure all areas of language proficiency
  - **Use of a formative assessment in reading** can provide information on reading and listening comprehension
  - **Writing requires plenty of practice and clear understanding of academic language** (e.g. describe, summarize, predict, beginning, first, middle, main character, etc...)
  - **Speaking requires plenty of opportunities for students to practice** speaking and hearing academic English.

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Three important conclusions

1. Reading instruction should be provided from the very beginning of school
   - RTI principles should be followed for ELs
2. The model of reading instruction (language of instruction and learning) is not as important as the effective application of a multi-tier approach (RTI)
   - This means that instructional quality is the most important schoolwide focus.

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Three important conclusions

3. Whether teaching in (a) English or (b) English **and** Spanish requires high quality instruction **in both languages**

All schools should be able to provide effective reading instruction in English for English learners.

An English-only model requires a carefully developed and long-term plan for the effective application with ELs

Schools with the commitment and resources should be able to provide effective reading instruction in both Spanish and English for Spanish-speaking ELs.

A bilingual model requires a carefully developed and long-term plan for the effective application with Spanish-speaking English learners (or other languages if applicable).
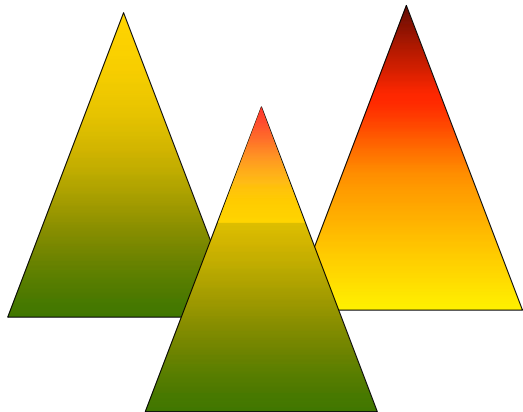

Visual Analysis of the Data
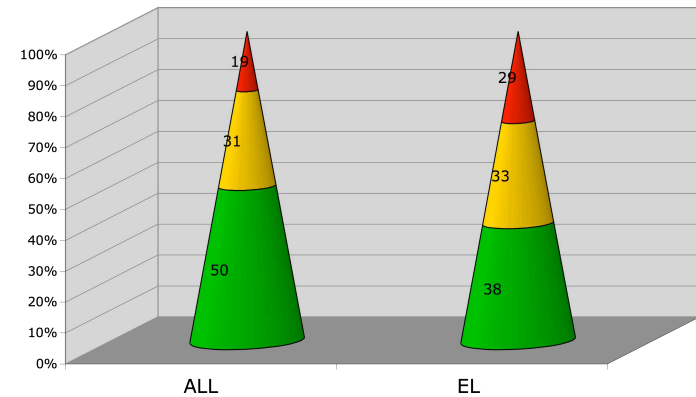
What is Your Data Telling You?

What information is needed to differentiate these students?

How do we determine an appropriate plan?

- 3 types of students:
  - Instructional Casualties
  - Absences, illness, emotional
  - Learning disabilities

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Before the Referral

- Evidence of effective instructional strategies are in place
- Interventions designed to student skill needs
- Other general education strategies have been attempted with a high degree of integrity

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Linking Assessment to Instruction

- Crucial to always remember we test not to place into Special Ed but to learn how to better serve the instructional needs of our students
- If we notice a student needs support, and we collect some permanent products and some information what do we do with it?

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Take it to the Team!

Information that the team and a school psychologist will need to know or consider:

History:
- Educational history - How long? Where?
- Extent of interactions with caregivers?

Instruction:
- What strategies have been used in general ed? For how long? How effective were they?
- What does instruction look like? How long is it teacher lead? How many students in a group? Time in silent reading?

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More information to consider . . .

Language Proficiency (BICS/CALP):

- Has a recent (within 6 months) language proficiency assessment (in both languages) been given?

Student Specific:

- How does the student compare to other students of similar linguistic, cultural, and educational backgrounds?
- What specific performance level information on curriculum based assessment has been gathered?
- Check performance deficits across people, settings, context, languages, and time.
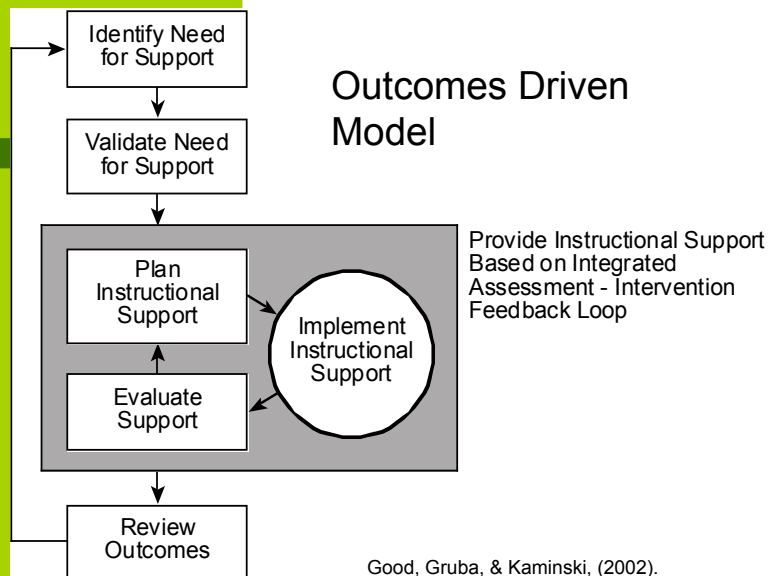
LOOK for converging evidence!

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Problem Solving Process

- Institute one decision making process that will be used for all children
- Team follows steps to arrive at decision
- Ensures consistency of evaluation of student needs
- For different students ask different questions but use the same process
- Document everything!

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Outcomes Driven Model

Provide Instructional Support Based on Integrated Assessment - Intervention Feedback Loop

Good, Gruba, & Kaminski, (2002).

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1. Identify Need for Support

Key Question:

- Which children may need additional support?

How we answer this question:

- Screening
  - For ALL students, on a regular basis
- Designed as efficient flagging device to identify students
- Data systems necessary to examine information

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1. Identify Need for Support Screening

- All students are screened regularly in academics and behavior (Sugai, Horner, & Gresham, 2002)
- Efficient: quick, valid measures of performance
- Screening identifies students who may need more support to be successful (Kaminski & Good, 1998)

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2. Validate Need for Support

Key Question:
- Are we reasonably confident the student needs additional support?

How we answer this question:
- Rule out misunderstandings and bad days
- Repeated Assessment
- Gather more data

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2. Validate Need for Support

Confirm need for instructional support:
- Use alternative forms on separate days
- Scores consistently low validate need for instructional support
- Use retesting to identify skills to target in supplemental instruction

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3. Plan Support

Key Questions:
- What are our goals?
- What skills should we teach?
- How much support is needed?

How we answer these questions:
- Determine interventions to be used
  - Must be scientific, research-based interventions
- Assign responsibilities to team members
- Set appropriate goals
- Determine method of measuring performance

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3. Plan Support

Key Questions:
- Where are we?
- Where do we want to be?
- By when?
- What course do we need to follow to get there?

Setting Meaningful Goals:
- Ambitious and realistic
- Closely related to current levels of performance
- Conditions, behavior, criterion for success (Shinn, 1989)

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4. Implement Support

Key Components:
- Clear job assignment
- Familiarize staff with tools
  - Supplemental Curriculum, Progress Monitoring Tools, Behavior Plan
- Professional Development
  - Functions of behavior, Big Ideas of Reading
- Integrity checks
  - Regular checks on implementation of interventions lead to better outcomes for students

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5. Evaluate Support

- Revisit the plan after an appropriate time period

Key Questions:
1. Are we doing what we said we would do?
2. Is it working?

How are we to answer that question:
- Look at implementation procedures
- Look at the data
  - Can we adjust the plan to make it work?

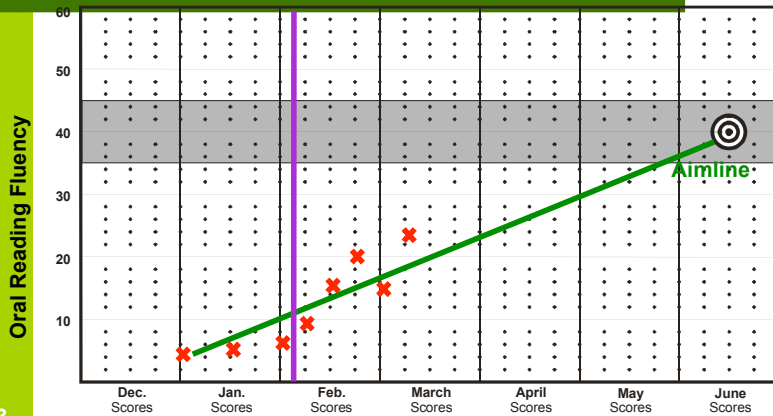71

5. Evaluate Support

- Are we giving the student enough support to get them back on track?
  - Look at progress monitoring data
  - 3 point rule:
    - 3 data points without progress ➔ change the plan!
  - Spilt the middle (Tukey Method)
- Integrity checks
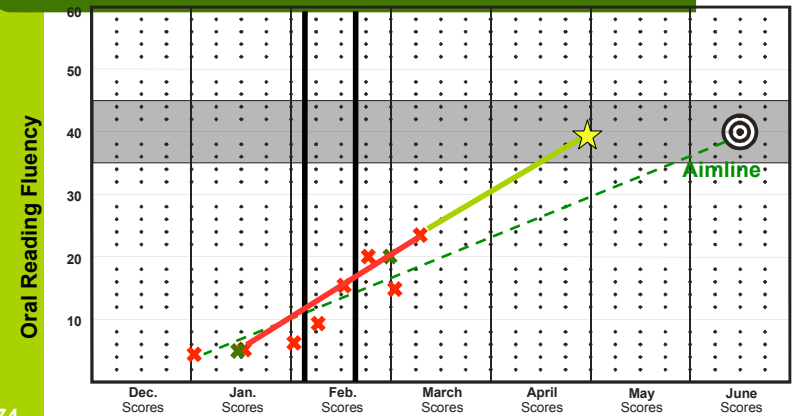 - Progress monitoring administration
  - Fidelity of instruction

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5. Evaluate Support - 3 point rule

5. Evaluate Support - Split the Middle

6. Review Outcomes

Key Question:

- Have we met our goal?
- Are core curriculums and behavior plans meeting the needs of the majority (80% or more) of students?

How we answer this question:

- Review where students are in comparison to year end goals
  - On individual and group level

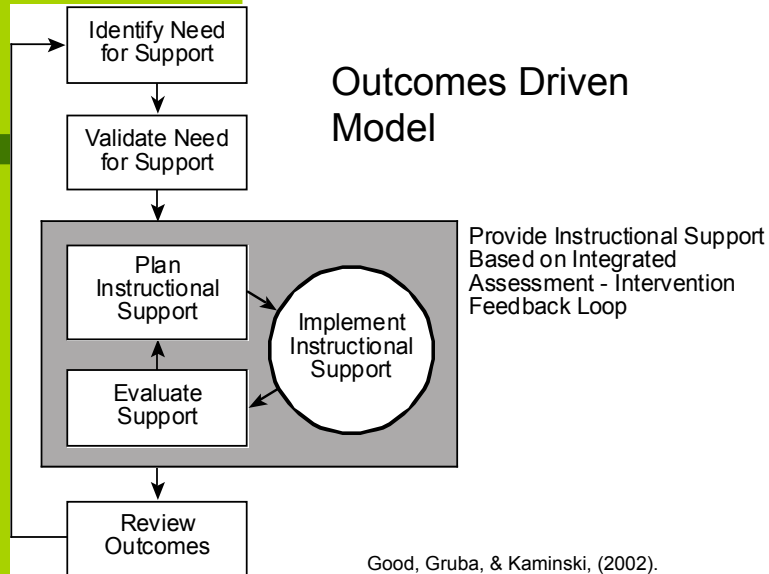## 6. Review Outcomes

Key Decisions:

- Does the child have the early literacy skills predictive of successful reading outcomes?
- Does the school have a system of core instruction and additional instructional support sufficient for their students to achieve literacy outcomes?

Data used to inform the decision:

- Compare individual student's performance to expected performance representing successful reading outcomes or predictive of successful reading outcomes (Good, 2002).

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Identify Need for Support → Validate Need for Support → Plan Instructional Support → Implement Instructional Support → Evaluate Support → Review Outcomes

Outcomes Driven Model

Provide Instructional Support Based on Integrated Assessment - Intervention Feedback Loop

Good, Gruba, & Kaminski, (2002).

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ELL Assessment

- "Multimodal" – variety of measures
  - o Observation
  - o Interviews
  - o Samples of Student Work
  - o Curriculum-based measurement
  - o Criterion-referenced tests
  - o Language Proficiency tests

August, & Pease-Alvarez, 1996.

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Look for deficits across . . .

- Time
  - o Recent occurrence, or over long period of time
- Contexts
  - o Not just in math class but also in history
  - o Home
  - o Languages
- People
  - o Caregivers, parents, teachers, coaches

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Case Study - Maria
Some Background

- How long has Maria been educated in the States? 3 years
- What language is used at home? Spanish
- Are her parents bilingual? No. Spanish only.
- Do her siblings exhibit similar difficulties in reading? Her sister does not, and her older brother receives sped at the middle school (for reading/writing)
- How does she compare to other students of similar levels of acculturation? She is the only ESL student at Bohemia E.S. in 4th grade who has been here this long (3 years).

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Forth Grade Female: Maria

- CBM- MAZE Passage: 15 correct/7errors/ 22 total
- Written Retell: 73 words
- Written Question Answering: 6 answered, 2 correct
- Oral Reading Fluency: 62 average wrpm, 59 average wcpm, 3 average epm
- Oral Question answering: 6/10 correct

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CBM – Maze Passage – Error Analysis for Maria

- Completed 1st page and beginning of 2nd page (in 3 minutes)
- Followed directions correctly
- 68% accuracy
- Two self-corrects

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Written Retell – Error Analysis

- 73 words written in all, 26 words spelled incorrectly
- 64% spelling accuracy
- No punctuation, periods, commas, quotation marks.
- Retell was on topic of story but not accurate.

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Written Question Answering – Error Analysis

- Answered 6 questions out of 10
- Answered 2 of 6 correct
- No capitalization at beginning of answers
- No punctuation
- Accurate information about story just in the wrong place

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Oral Reading Fluency – Error Analysis

- In 3 minutes read 186 words.
- On average 59 wrcpm and 3 errors pm
- In the first minute read 66 words correct with 3 errors
- Story "was" – Maria read "were"
- Story "his" – Maria read "he"
- Story "moments" – Maria read "months"
- Story "their" – Maria read "three"

Oral Question Answering – Error Analysis

- Answered 6 out of 10 correctly
- Did not answer three questions
- Answered second to last question "broke it down", answer is "pulled it out" very similar although did not read that in story
- Answered the last question correctly although she did not read that far in the story

Survey Level Assessment

Grade Level	Passage 1 WCPM/Error	Passage 2 WCPM/Error	Passage 3 WCPM/Error	Passage 4 WCPM/Error
Grade 4	52/1	51/2	34/4	51/2
Grade 3	58/1	55/1	56/2	56/1
Grade 2	55/1	53/3	47/2	53/2
Grade 1	68/1	68/1	80/1	68/1

Maria's Instructional Plan

- 30 minute language pull out continued but greater alignment with vocabulary in reading core program; add 10 minutes to focus on explicit writing instruction linked to core program and language program when possible
- 1 hour in core curriculum with main class (read alouds, comprehension strategies, and vocabulary work)
- 60 minutes in small group instruction, two 30 minute intervals focused on phonics gaps and fluency (one is delivered in after-school program 3 days a week)
- Monitor progress closely for 6 weeks and re-evaluate plan

Case Study

Alberto (Berto)

Enrolled Spring of 2nd Grade, Currently in 3rd Grade

Oaxaca, Mexico

New Arrival

Information to Gather

- ✓ Home Language
- ✓ Family
- ✓ Cultural Factors
- ✓ Educational History

→ Berto and his family speak some Spanish but mostly Amuzgo a language spoken by people from Western Oaxaca.

→ Berto lives with his parents and his grandparents.

→ His entire family is unable to read or write in either Spanish or Amuzgo.

→ Berto has never attended school.

Tests Administered - LANGUAGE

- Woodcock-Muñoz Language Survey (2001) BICS and CALP in English and Spanish
- Includes picture vocabulary, verbal analogies, letter-word identification, and dictation.

Spanish:
- CALP 1 = very limited
- BICS = 2 limited

English:
- CALP 1 = very limited
- BICS 1 = limited

Tests Administered - IQ

- Due to lack of fluency in either language and because we did not have a measure of Amuzgo we decided to administer a Universal Non-verbal Intelligence Tests (UNIT)
- SPSY determined that the Berto has average processing skills and above average short term memory skills for students his age. Berto has no intellectual or cognitive limitations to his learning.
- Eligible for SPED articulation services

Tests Administered - READING

Fluency Measures
- Zero on ORF in both Spanish and English
- Survey Level Assessment (back tracked)
- Berto scored zero on all fluency based measures in both Spanish and English all the way through kindergarten

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Instructional Plan

- The grade level team along with specialists met to discuss the plan.
- It was determined that Berto needed intensive instructional support in reading but also in English Language instruction and articulation.
- Let's talk about his schedule.

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Tests Administered - Progress Monitoring

- Fluency Based Measures
  - Phonemes > Nonsense Words > Oral Reading
- Informal Teacher Testing
  - Taught sounds
  - Taught sight words
  - Taught vocabulary
- Intervention curriculum testing
  - End of unit tests & placement tests
  - Phonics screener

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Berto's Background Information

- Difficult time adjusting to school.
- End of 2nd grade was lost to many days of absence and when he was in school he was crying and at times non-responsive.
- Parents came in for a meeting at the end of the year - Dad shared some of their history.
- Teachers started following year with renewed dedication.

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Example of Informal Teacher Assessment

	9/17	9/18	9/19	9/20	9/21
REVIEW					
m	+	+	+	+	+
a	-	-	+	+	+
s	+	+	+	+	+
d	+	+	+	+	+
NEW					
f	-	+	-	+	+
b	+	+	+	+	+
c	-	+	-	+	+
t	-	-	+	+	+

Example of Informal Teacher Assessment

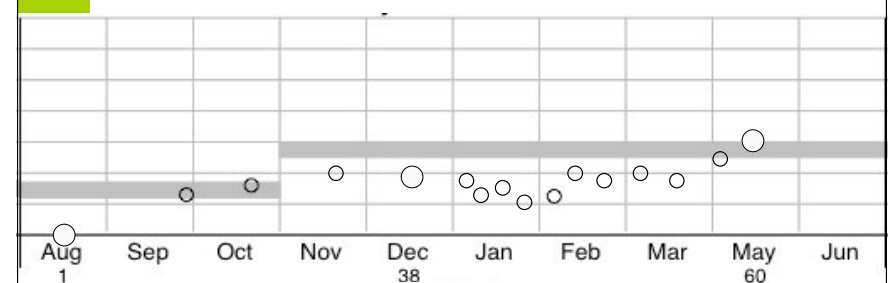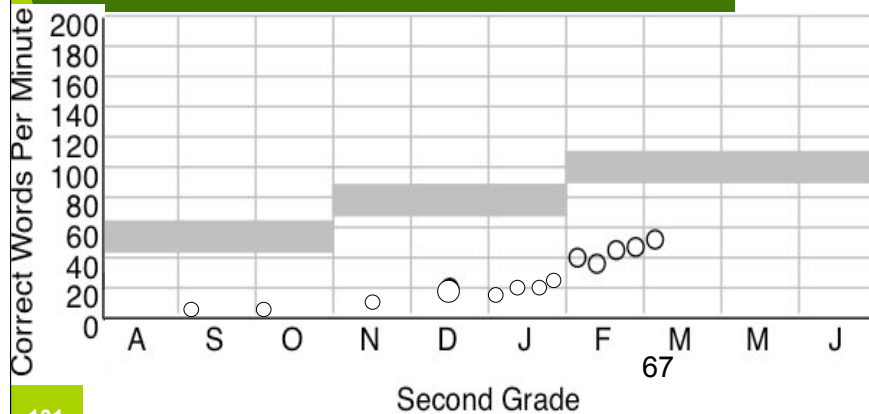|	2/17	2/18	2/19	2/20	2/21
Irregular					
was	+	+	+	+	+
pull	-	-	+	+	+
put	+	+	+	+	+
walk	+	+	+	+	+
Regular					
last	-	+	-	+	+
ask	+	+	+	+	+
sand	-	+	-	+	+
him	-	-	+	+	+

Standardized PM - Phonemic Segmentation
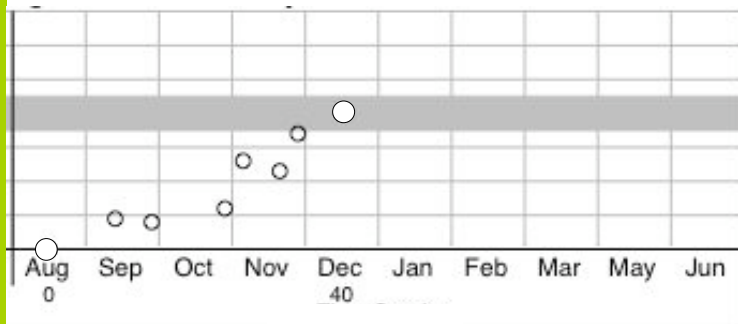
Standardized PM - Nonsense Words (CVC)

Standardized Progress Monitoring - Oral Reading 2nd Grade while in 3rd grade

67
Second Grade

101

Grade Level PM Oral Reading


2
10
35
Third Grade
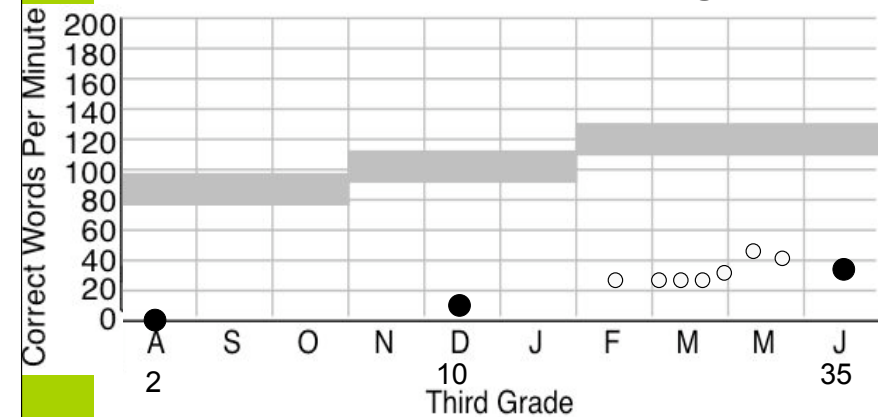
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Berto's Team

Collaboration and coordination:
- Classroom Teacher (sent informal Ax daily to other instructors)
- Reading Specialist (did standardized PM and sent results in email to other 2 instructors with graphs)
- ELL Specialist (weekly sent language objectives to other teachers)
- GL Team - Frequently spoke of Berto and helped to problem-solve

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The Plan for Berto
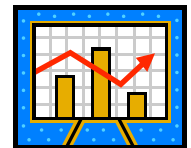
- Next Year - 4th grade
- Instructional plan will include intervention comprehensive reading program
- Increased focus on vocabulary and language development - most likely impacted growth in oral reading this year

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Case Study - Your turn

- Which grade?
- How long has the student been in the U.S.?
- How long has the student been at your school?
- What is the student's current instructional plan for both Reading and Language? How many minutes? Group Size? Program?
- What data is used to make instructional decisions?

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Wrap-Up

- When I get back to school I commit to . . .
- _____
- _____
- _____
- _____

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Thank You!

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