

**ARKANSAS STATE GUIDELINES
ON NONDISCRIMINATORY ASSESSMENT
AND
ADDRESSING EDUCATIONAL NEEDS
OF ENGLISH LANGUAGE LEARNERS
WITH DISABILITIES**

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Introduction

Because of the increased number of students in Arkansas whose primary language spoken in the home is not English,¹ a need exists for the development of state guidelines on appropriate identification of and educational intervention for English language learners (ELL) and bilingual students with disabilities. The purpose of these state guidelines is to set forth the best practices in the identification/assessment, curriculum, and teaching methodology to address the educational needs of language minority students in Arkansas public schools. This document provides strategies that can be used regardless of a student's race, ethnicity, or primary language. The guidelines address the appropriate use of school personnel, as well as effective parent participation.

Arkansas public schools have experienced an 80 percent increase in their enrollment of ELLs over the past five years, from 2,000 to 12,500 students. This growth parallels an increase in the overall Hispanic population in the state that the Department of Commerce has designated among the highest in the nation for the past two years. Presently, the available pool of licensed teachers trained in English as a Second Language (ESL) is over 1200 individuals; while the current enrollment of language minority students is 18,800. Of these, 12,500 are English language learners.

Teacher preparation programs in both the public and private sectors are still building capacity in their ESL programs to attract and train future teachers to work with language minority populations. Meanwhile, ELL enrollment continues to grow, with increasing numbers of language minority students arriving with limited English proficiency.

¹Several terms are used to designate students from language backgrounds other than English who are not yet proficient enough in English to deal successfully with English-only instruction. This Task Force uses the term *English language learners* (ELLs) proposed by Rivera (1994) when referring to these students, and the term *limited English proficient* (LEP) when discussing issues rather than children (August & Hakuta, 1998).

It has also been observed that an alarming rate of illiteracy exists among these students in their native language, often as a result of fewer years of previous formal schooling. Included in this population growth are children with disabilities who present teachers and administrators with the challenge of distinguishing between a learning disability and a learning difficulty due to second language acquisition. Initially, ELL student enrollment was concentrated at the K-6 grade levels and in the northwestern part of Arkansas; it is now distributed evenly across grades K-12 and affects more than 150 school districts across Arkansas. Unfortunately, the dropout rate among ELL Hispanic students has begun to rise.

Arkansas has taken several important steps to address the educational needs of its ELL students:

- State and federal funding are provided to assist districts in providing instructional resources for ELLs, and includes funding for professional staff development.
- The State Board of Education has approved the creation of an ESL endorsement for licensed teachers.
- The State Board of Education has approved the creation of English acquisition Standards.
- English Language Learners are required to participate in state mandated criterion referenced assessments and to meet the same state learning standards established for all students.

- A statewide assessment system for ELLs is currently in place to provide data required for strategic planning and instructional decisions related to ELL academic achievement.
- The State is in its eighth year of providing a summer ESL Academy that trains licensed teachers in ESL. These teachers are eligible for the ESL endorsement after successfully completing the training.

Arkansas has determined that the “core content” academic subject areas of literacy (including reading and language arts), math, science, and social studies be taught through the use of ELL-appropriate instructional strategies and ESL methodology. Knowledge and skills in these core areas will be measured by state-mandated assessments and should reflect increased academic achievement.

Nondiscriminatory Assessment of Culturally and Linguistically Diverse Students

The Individuals with Disabilities Education Act (IDEA) requires that nondiscriminatory assessment be conducted with students being considered for receipt of special education services. The standards for educational and psychological testing (American Psychological Association, 1985) and the Diagnostic and Statistical Measures Manual-IV (DSM-IV: American Psychiatric Association, 1994) both reference the need for assessment in linguistic factors before diagnosing individuals. Yet, the research continues to show that approximately 5 million individuals are inappropriately assessed each year (Padilla, 2001; Torres, 1991).

Although evaluation of culturally and linguistically diverse students (CLD) has come a long way, the IDEA and other sources of guidance for evaluating such individuals lack specific approaches, methods, or instruments for conducting nondiscriminatory evaluation. These guidelines will not provide a “recipe approach” to assessment of these students, as there are no specific measures that fit each case. However, these guidelines are an attempt to interpret what it means to assess culture competence and to apply specific factors in making appropriate interpretations that lead to effective educational recommendations.

Culture and Acculturation

Information regarding the student's culture must be factored into the processes of pre-referral, referral, and/or intervention decisions, with specific recommendations linked to this information. It is important to consider the student's worldview and culture.

Worldview “is taking into account an individual's social, economic, and political climate; family influences; personal characteristics and experiences; gender; sexuality; cultural background; and spirituality” (Flores, López, & De Leon, 2000; Ibrahim & Kahn, 1987; Sue, Ivey, & Pederson, 1996). If evaluators are not aware or lack sensitivity, experience, and training to adequately account for the cultural and linguistic needs of students, they are not only conducting an unethical assessment but also are in violation of the IDEA. Not having an understanding of one's worldview and that of the examinee can lead to misperceptions, negative stereotyping, miscommunication, and bias in assessment procedures and interpretation, and, ultimately, to incorrect results (Sattler, 1988). For evaluators, these assumptions are especially pertinent to the assessment and evaluation of ESL children, possibly creating improper assessment results.

According to López, Flores, Manson-Montoya, Martinez, Meraz, and Romero (2001), culture a component of worldview that is often misunderstood. Culture is defined in the *American Heritage Dictionary* as “the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population”. In today’s schools, we are seeing many students and families from different cultures holding different sets of values and beliefs. If a student is from a different culture than that of the majority, then he or she may be experiencing the phenomena called acculturation.

Acculturation “focuses on the process of psychological change in values, beliefs, and behaviors when adapting to a new culture”. According to Padilla (1980), this concept can occur at both the group and individual levels. The first step in the acculturation process is contact with another culture. The group or individual may then experience

“acculturative stress.” This is also known as conflict, in that the individual may experience extreme differences between the native culture and the new culture.

Padilla (1980) describes three stages of adaptation to the new culture that the student and his/her family may find themselves experiencing. These stages include adjustment, reaction, and withdrawal.

- Adjustment occurs when the student and/or family adopts the new culture's language, traditions, and beliefs. In this phase, we see an almost total denial of their true race/ethnicity. Individuals in the other phases may view individuals in this stage as “sell-outs” of their culture.
- Reaction occurs when the student and/or family react to the new culture and challenge the new culture. Individuals in this phase may question why they have to adapt to the new cultural norms.
- Withdrawal occurs when the student and/or family literally segregate themselves to maintain native cultural norms. This is witnessed in communities, for example, that communicates only in the native language and do not associate with members of the dominant culture.

There are some instruments that specifically assess acculturation. These should be referred to for sample questions; however, several of the instruments are normed on adults and follow a linear unidimensional approach of understanding acculturation (Matthiasson, 1968). A unidimensional approach assumes that individuals fall within one of three categories:

1. Acculturated is characterized as individuals who totally adopt the new culture's values, norms, language, and so forth.

2. Unacculturated is characterized as maintenance of native beliefs, traditions, and a refusal to learn the new culture's language and values.
3. Bicultural is characterized by the student who has adopted the values and beliefs of the new culture and maintained the language, the traditions, and other aspects of the native culture.

McFee (1968) developed a two-culture matrix approach of understanding how a group or individual may identify with the native and new cultures. The categories mentioned in the unidimensional model are maintained, with the addition of the “marginal” person, who identifies with neither the native or new culture.

Opposed to categorization of the individual along a continuum or within a matrix, Keefe and Padilla (1987) conceptualized and operationalized a multidimensional approach to understanding acculturation. Under this new approach, specific traits and behaviors from each culture are assessed and analyzed.

López et al. (2001) noted the following:

As Padilla indicated, acculturation instruments have measured four areas of acculturation. These include (1) ethnic identity and generation; (2) reading, writing, and cultural exposure; (3) ethnic interaction; and (4) language familiarity, usage, and preference. We see that the assessment of acculturation requires an understanding of the student’s ethnic identity. Ethnic identity has been described as what beliefs and attitudes individuals have toward themselves, members of the same minority group, members of different minority groups, and members of the dominant group (Sue & Sue, 1990). Some theorists have made reference to ethnic identity as being separate from acculturation, while some use the term

interchangeably. In either case, it should be noted that children are not developmentally capable of identifying with their race/ethnicity. Their parents, as discussed for example by Bernal & Knight (1997) impose their identity on them. With this in mind, evaluators need to be sure to assess for acculturation and ethnic identity of the parents/guardians to truly understand the student's current situation.

Furthermore, language is only one aspect of culture. Yet many times, service providers assume that if we assess for language, we have completed our goal of conducting a nondiscriminatory assessment (López, in progress a). Since IDEA specifically states assessment in the native language, language assessment will have its own section within the document. (p. 5)

Another more functional approach is to interview the student and parent to assess for acculturation (Ponterotto, Gretchen, & Chauhan, 2001). The above-mentioned factors, which are common in acculturation instruments, are a great starting point in developing interview questions for the assessment of acculturation. (See Appendix A for a list of sample questions that can be used in establishing the case history.)

Summary of Considerations

- Personnel involved in assessing, counseling, interviewing students and parents, and teaching ELLs need to have a deep understanding of culture and the process of acculturation.
- Cultural competence of all staff is critical to effective and appropriate non-biased assessment and teaching of ELLs.

- Functional approaches, such as parent and student interviews, are effective tools for assessing the acculturation process.

The Pre-referral Intervention Process

Rationale

A pre-referral intervention process should be established at the building level to provide a resource of interventions for teachers concerned about the academic or behavioral performance of students. This process is to support teachers in resolving many problems within the general education classroom before a referral is made for more intensive or unnecessary assessments.

Students may not be placed in special education settings due only to exhibiting limited English proficiency or cultural diversity issues. To make certain that this does not occur, schools must use a means of determining the legitimate need for special education referral in those cases.

“Pre-referral intervention should be considered the cornerstone of bilingual/multicultural special education. It should occur in both monolingual and bilingual regular classroom settings” (Baca & Almanza, 1991).

In some schools, teams already exist to address a variety of pre-referral needs for all students. In those schools where such a team does not exist, it is advisable to form a team to meet this need.

Team Membership

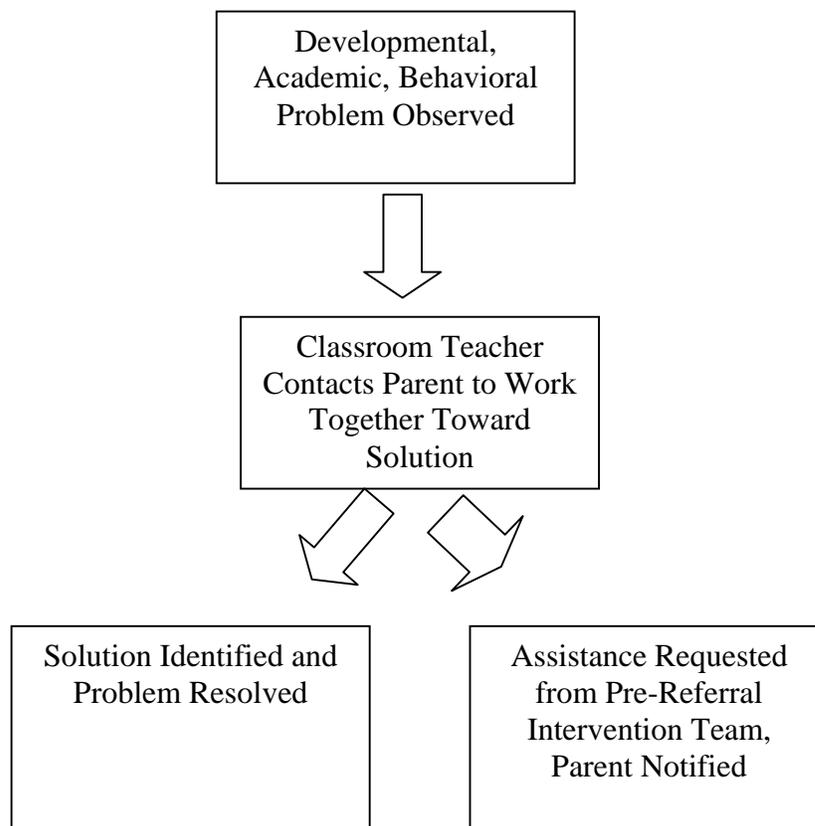
For the pre-referral intervention team membership, it is suggested that the following persons participate as core members:

- Classroom teacher requesting assistance
- ESL teacher working directly with student
- ESL coordinator/representative
- Parent or guardian
- Building administrator or designee
- Psychological evaluator and/or licensed school counselor
- Translator/interpreter, as necessary

Additional members may be included on the pre-referral intervention team as deemed necessary, such as the student experiencing difficulties, speech-language pathologist, occupational therapist, physical therapist, paraprofessional, school nurse and/or social worker.

Process

Upon observing a developmental, academic, or behavioral problem exhibited by a student, the classroom teacher contacts the parent. If the problem is not resolved through parent contact, the teacher informs the parent that a request is being made to the pre-referral intervention team for further assistance. The teacher contacts the pre-referral intervention team, preferably in writing, and requests assistance.



To begin the process, the teacher provides the following information to facilitate discussion at the team meeting:

- Student's difficulties, academic and/or behavioral.
- Antecedents to and consequences of difficulties.

- Modifications or interventions tried by the teacher.
- Effectiveness of modifications or interventions used.

The results of a Language Proficiency Test, given to the student within the last six months, should always be considered as part of any pre-referral intervention. If such a test has not been given, it should be administered at the onset of the pre-referral process.

The following questions may serve as a reference for needed information:

- Has the teacher or parent described the student's difficulty?
- If a teacher has requested assistance, has the parent been notified?
- Has a written request been forwarded to the pre-referral intervention team?
- Have any modifications or interventions been tried?
- Have any modifications or interventions been found to be effective?

Pre-referral Intervention Team Meeting

Before the meeting is held, information from the completed request form is shared with all team members. The team leader has specific responsibilities including informing all team members of the scheduled meeting, and assuring that the parent, student, and teacher(s) interviews are completed and returned to the team before the first scheduled team meeting.

An individual or individuals who are professionally and culturally competent, in conjunction with a translator/evaluator(s), administer interviews. Other pre-referral components include student work samples, portfolios, group assessment data, and observations. Observations should include a detailed look at the student's behaviors from a developmental, emotional, and academic perspective. Learning and behavior problems may be due to language and cultural differences; thus, the student's cultural, linguistic,

and experiential background, level of acculturation, sociological development and cognitive learning styles must be taken into account prior to a formal referral (Baca, 2001).

Another factor to be considered during the pre-referral intervention stage is whether the child has been able to develop a positive support system to help him/her become successful in a new environment as he/she moves through the stages of acculturation. If it appears that this system is not being adequately developed or that the student is not adapting well, the team needs to consider the following questions in relation to the student's new environment:

- Does the student possess appropriate social skills?
- Does the student appear to be motivated?
- Does the student have a stable, supportive family?
- Does the student have peer acceptance and support?
- Have language or cultural boundaries, which may be impeding adjustment to the academic setting, been properly addressed?

Behaviors of adjustment to a new environment, also referred to as acculturation, may appear similar to behaviors associated with a disability. A positive behavior support system may need to be implemented at both school and home.

Once it has been determined that the student has adjusted emotionally to his/her new environment, the educational team will want to see whether or not the lack of academic proficiency may be the result of a deficiency in language skills, as opposed to a disability. Distinguishing deficient language skills from a disability is especially important when examining emergent literacy skills, as they are the cornerstone of all

academic content areas. Often, lack of readiness skills and pre-reading skills may mask themselves as learning disabilities.

Clay (1993) and Healy (1990) have observed that children are active participants in emerging literacy. In order to read and write, they must be able to understand and use language from a very early age. Those children who do not have a rich background in early language experiences are more likely to have difficulties in school. Research shows that children who have been read to and who have built a good vocabulary prior to attending school have a much easier time learning to read. Conversely, children who have not been read to and who have more limited vocabularies arrive at school at a distinct disadvantage. Limited instruction in the native language or lack of opportunity for learning are literacy deprivations that may mimic characteristics of learning disabilities and should be considered carefully during the pre-referral intervention stage. (See Appendix B for sample questions from Clay to use in examining emergent literacy skills.)

The goal of the pre-referral intervention process is to provide additional strategies and supports that can be used to improve student performance, regardless of the student's race, ethnicity, or language. Therefore, the team must take into account the individual's social, economic and political climate, as well as family influences, and personal characteristics (López et al., 2001).

The team meets to review and clarify the problem, review data, make recommendations and select appropriate interventions. In each of these steps, the student's classroom teacher(s) is (are) involved. The team formulates a plan for intervention and establishes time lines to determine the effectiveness of selected

interventions. The responsibility for implementing the interventions and measuring their effectiveness should be specified within the team's plan.

Implementation of Interventions and Support to the Teacher

Within the time frame determined at the meeting, the team will follow up with the classroom teacher(s) by determining if the selected interventions were effective. If so, the teacher and team should continue to monitor the student's situation. If the interventions have not been successful, the team should meet again to determine the need for further interventions or to initiate referral for consideration of the need for special education.

Summary of Pre-referral Intervention Process

Pre-referral intervention is the best method to ensure that students are only placed in special education to meet needs due to actual disabilities and not because of differences in culture of origin or limited proficiency in English. It is essential that those involved in all steps of the pre-referral intervention and assessment processes understand the influence of and be sensitive to these differences. (See Appendix C for a pre-referral and referral checklist.)

Understanding First and Second Language Acquisition and Language Assessment

All typical people have a language, a first language that is acquired for communication. No group of people has even been identified that did not have a language system, and children have an inherent (genetic) disposition to learn language. Language can be defined as “a set of arbitrary symbols (words) which are placed in an orderly relationship with one another according to conventions accepted and understood by the speakers for the transmission of messages” (Girsdansky, 1963). Languages are systematic in that they each contain a sound system (phonology), a word-forming system (morphology), a phrase and sentence forming system (syntax), a vocabulary (lexicon), and a communication purpose (pragmatics). Acquiring a language requires both a competent use of these systems and social interactions. The development of communicative competence is dependent upon meaningful interaction with other speakers of that language. Therefore, acquiring a language requires the opportunity to use it in functional contexts. The language acquisition process for native English speakers may require from 10 to 11 years for the typical individual.

Second Language Learning

The relationship between first and second language development is an essential part of understanding the process of language acquisition. It is thought that children acquire a second language in much the same way they do the first, beginning with the processes of listening and building receptive language skills followed by the use of language expressively. Naturally, some degree of competence at the spoken level precedes competence in reading and writing skills. Younger children, pre-puberty,

generally *acquire* a language as a natural result of using the language in a meaningful way. However, children from puberty to adults tend to *learn* a language, having to consciously focus on the structure of the language including its grammar, sounds, and rules (Krashen, 1982).

If a child's first language is adequately developed and there is no indication of delayed development, it can provide the basis for the transfer of what has been mastered (phonological rules, language structures, and vocabulary) in the first language to the second language. It is believed that if the first language is not developed to the level of proficiency to support the second language, negative consequences in both cognitive and educational domains could occur (Cummins, 1984).

When second language learners have few functional opportunities to use their first language, they may experience a loss in the language proficiency of their first language. If experiencing this language loss, children may score low on formal tests in either language. This language loss is to be expected and should not be viewed as evidence of a disorder. Consequently, the possibility of language loss should be considered when observing children who are having problems communicating in their native language (Mattes, 1991). Appendix D charts the tasks required of second language learners at various stages.

Students learn language at different rates of speed, depending on motivation, amount of exposure to the language, and cognitive abilities. Often the behaviors associated with learning and struggling to understand a second language mimic learning disabled behaviors. Second language usage errors occur in the same way that developmental errors occur with speakers learning a first language. For culturally and

linguistically diverse (CLD) children who have been referred to special education programs for possible developmental delays or academic/behavioral/speech concerns, the critical issue evaluators most often face is to distinguish a language difference from a language disorder (Roseberry-McKibbin, 1995). Appendix E lists some general guidelines to help in making that distinction.

Cummins (1984) suggests that it takes an individual an average of 2 to 3 years to acquire what is referred to as social language. This is known as Basic Interpersonal Communication Skills (BICS). It takes an average of 5 to 7 years for an individual to acquire language skills needed for academic success known as Cognitive Academic Language Proficiency (CALP) (Yansen & Shulman, 1996). Many times BICS and CALPS are not considered when a student is referred for a special education evaluation. The teacher may think that because the student is communicating with others on the playground (social language) but does not experience academic success, the student may have a learning disability and is then referred for testing. Frequently, students at greatest risk of being misdiagnosed as having a language disorder are those who have received ESL instruction long enough to learn BICS but who need more time to develop CALPS.

Language Assessment (adapted from López et al., 2001)

As more limited English proficient children enter educational programs, it becomes important for professionals to know how to assess language proficiency and language development (i.e., McLaughlin, Blanchard, & Osanai, 1995). In testing children, evaluators need to be aware of how test performance is influenced by inequality in educational opportunity, parents' educational attainment, cultural orientation, language spoken at home, proficiency in English, socialization experiences, family structure and

dynamics, family income, and level of motivation to do well (Padilla, 2001). “Given the responsibility of the evaluation of CLD children, evaluators are faced with the complicated task of determining the language or languages in which a child is most proficient. At best, this process is a complicated and controversial task (de Valenzuela & Cervantes, 1998). De Leon and Flores (in progress) assert that traditionally, linguistic information often takes on a ‘minimal at best’ approach during the evaluation of CLD children. Specifically, evaluators rely solely on home language surveys to describe the depth of a child’s language experiences and abilities. McLean (1998) states that ‘it is essential that appropriate procedures are followed to determine which language should be used in assessing the child and to understand the impact of second language acquisition on a child’s development and performance in the home and early childhood setting’” (Lopez et al., 2001, p. 7). Appendix F illustrates a continuum of formality and of behavior constraints as related to various assessment procedures.

Under the IDEA, evaluators are required to conduct assessments in the child’s native/dominant language. Thus, we need to determine language proficiency/dominance. “Language proficiency refers to the level of skill or the degree to which the student exhibits control over language use” (Yansen & Shulman, 1996). There are five levels of language proficiency that are considered:

Level	Description of Proficiency in Language 1 (L1) and Language 2 (L2)
1	Non-speaker
2	Very limited speaker
3	Limited speaker
4	Functional speaker
5	Fluent and proficient speaker

(Yansen & Shulman, p. 357)

The Home Language Survey is used to begin the process of determining language proficiency and dominance and educational language programming. Most school districts use this survey as part of the registration packet when the child enters school. Common questions that are asked of the parents include the following:

- What was the first language learned?
- What language is most frequently used at home?
- What language do you use with your child?
- What language do adults use in the home? (Ortiz, 1992; Yansen & Shulman, 1996)

However, as stated above, this is only the first step in language assessment. It is necessary to follow up with classroom observations as well as interviews with the parent and the use of other language screening techniques (i.e., Romero & López, in progress a). Interviewing the parents and teacher could assist with obtaining accurate language information on the child's home language.

Various tests have been developed to assess language proficiency/dominance. The following tests have been approved (2002) for use in school districts by the Arkansas Department of Education. All tests should be verified to meet current requirements for state standards. (Others referenced in Appendix G):

- Language Assessment Scales (LAS) including the Pre-LAS for the early grades (K, 1, 2), the LAS Oral, the LAS R/W (reading and writing), the LAS II for upper grades/secondary (DeAvila & Duncan, 1983, 1986)
- Woodcock-Muñoz Language Survey (Woodcock & Muñoz, 1993)
- Woodcock Language Proficiency Battery-Revised (Woodcock, 1980)

- Maculaitis Assessment (Touchstone Applied Science Assoc., 1980s)
- IDEA Language Proficiency Tests (Ballard & Tighe, 1980, 1982, 1983, 1987)
- Language Assessment Battery (LAB) (Mitchell, 1985)

These tests have been normed on the appropriate population and have been determined reliable and valid testing measures. Other instruments may be approved by the Arkansas Department of Education upon request. Districts should verify if the test are appropriate for ELL students.

Since there are limited formal measures to assess language proficiency/dominance in languages other than Spanish and those assessed in the Bilingual Verbal Ability Test (BVAT) (Muñoz-Sandoval, Cummins, Alvarado, & Ruef, 1998) and the Basic Inventory of Natural Language, evaluators can assess language by utilizing informal techniques (Romero & López, in progress a). One technique is to have the student tell a story from pictures that are presented or from a book without words in both the native and second languages. The story can be audiotaped and analyzed for content and grammar by a native speaker of the language. This can give the evaluator a sense of the student's verbal abilities in both languages (Yansen & Shulman, 1996).

The issues and challenges associated with the assessment of young children's competencies have had a long-standing history of discussion in the literature (Paget, 1990). Because of such exposure, professional organizations committed to the education of young children have established guidelines and recommended practices for the assessment and evaluation of these children.

In 1987 the National Association for the Education of Young Children (NAEYC) adopted what is now the NAEYC position statement on standardized testing of young

children 3 through 8 years of age. The purpose of the position statement was not to advocate banning the use of standardized tests, but rather to remind evaluators that the purpose of testing must be to improve services for children and ensure that children benefit from their educational experiences (NAEYC, 1988). Furthermore, an evaluator's selection of both formal and informal assessment procedures must be based on the extent to which they contribute to improving services and outcomes for children. Appendix F provides evaluators with a conceptual model of understanding how possible behavioral constraints are directly affected by the strategies and procedures selected by evaluators during the assessment process. It takes into consideration culturally specific knowledge versus societal developmental norms.

Recommendations for Assessing English Language Learners

In order to assess ELLs appropriately, the following is recommended:

- Training for all teachers in effective teaching strategies for ELL students.
- District training for staff in first and second language acquisition (First and Second Language Acquisition Processes).
- Qualified personnel to administer and interpret language proficiency tests.

The Use of Translators and/or Interpreters

A major problem faced by school personnel working with ELL students and their families is the issue of language differences (López, E.C., 2000). The availability of trained translators and interpreters is necessary at each point of contact between the families of ELL students and the school. It may be necessary to recruit members of the community to act as translators and/or interpreters and to provide them with appropriate training.

It is important to distinguish between translators and interpreters. Translators must be able to give information verbatim in oral context and from written materials. Interpreters must be able to communicate statements and concepts appropriate to educational settings. If trained translators and/or interpreters are not utilized, pre-referral, referral and assessment results may come into question.

Training and certification for translators and/or interpreters is crucial. A training program must emphasize knowledge of educational terminology, along with cultural and linguistic competence. Qualification of an interpreter/translator may include the following:

- high degree of oral and written proficiency in both Language 1(L1) and Language 2 (L2);
- ability to convey meaning from one language to the other without losing the essence of the message or request;
- sensitivity to the speaker's style and ability to adjust to linguistic variations;
- familiarity with the specific terminology used in the educational setting;

- understanding of their function and role (Flores et al., 2001).

Diagnostic staff should be keenly aware of the limitations of using norm reference tests with ELL students. These particular staff members should receive training to work with interpreters and translators (Leung, 1989; Figueroa, 1990).

Certain cautions should be considered in the use of translators and interpreters. Among these are the potential for bias on the part of the translator or interpreter and inaccuracy within the process of translation. In assessment situations, such problems can lead to invalid test data. Extra time must be allotted in all situations involving the use of translators and interpreters (Leung, 1989; Figueroa, 1990).

School personnel should meet with the translator or interpreter prior to a scheduled meeting. This discussion should include the following:

- the process of the activity;
- topics relevant to the roles of translator or interpreter that include confidentiality, neutrality, professional behavior, dual roles, and so forth;
- the assessment procedures, for example, objective measures, interviews, and functional assessments of behavior, that will be used;
- terminology, so that the translator or interpreter can become familiar with the terms that will be used; and
- language and cultural differences that may surface during the activity, differences in dialect, as well as the importance of thoroughness of interpretation during the session (Adapted from López, E.C, 2000; López et al., 2001).

During the meeting, school personnel should address their statements to the parent or guardian and reciprocate when she or he speaks. Following the meeting, a debriefing

session should be held between the translator or interpreter and the school personnel to discuss the process and any culturally relevant issues that arose (López, E.C., 2000).

The Formal Evaluation Process

Appropriate Use of Instruments

According to the IDEA 1997, evaluation materials used to assess children must be selected and administered in a way that does not discriminate on a racial, cultural, and/or linguistic basis. Tests given to children with limited English proficiency must be administered in the child's native language or other mode of communication. The materials and procedures used must be selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills. Testing instruments need to be carefully selected and administered to ensure that they are assessing what they are reliably and validly designed to measure. Some tests available in Spanish or other languages are direct translations of the English version of the test and do not always account for cultural differences or are not always normed on children from that specific population (see Appendix G for suggested assessment instruments). For an ELL student, the child does not have a disability unless the disability can be documented in the child's dominant language. As the evaluation must be conducted in the child's native language, the following summary of guidelines may help in determining the appropriate language(s) of assessment (adapted from Flores et al., 2000; Ortiz, S., 1998):

- For Type 1 (Monolingual in L1)
Evaluation must be conducted in child's primary language.
- For Type 2 (Dominant in L1 with emerging language abilities in L2)

Evaluation must be conducted in child's primary language. L2 should be used to the extent of a child's proficiency. *This is especially useful for program planning and developing English as a second language.*

- For Type 3 (True Bilingual)

Evaluation must be conducted in both L1 and L2 across all formal and informal procedures selected by the evaluator.

- For Type 4 (Dominant L2 with limited L1 language skills)

Evaluation must be conducted in the dominant language of the child (L2). However, it is critical for evaluators to utilize a child's first language to respond to formal and informal evaluation procedures. This serves as a further procedural safeguard in distinguishing between a language difference and a language disorder.

- For Type 5 (Monolingual in L2)

Evaluation must be conducted in the dominant language of the child. Consult with the families as to the importance of the cultural and linguistic enrichment.

Language and cultural information must guide the assessment process. A culturally competent assessment does not imply that a standard battery of assessments is appropriate for specific populations. Instruments chosen will depend on the examiner's knowledge of what the various instruments measure, the norms of the measures, and the implications of the results (López, E.J. et al., 2001). Throughout the process, the school psychology specialist should be involved and should use instruments that are valid and appropriate for that specific population.

Other factors must be taken into consideration to reduce cultural and linguistic bias. Attention must be given to the cultural context of families and their children, which includes identifying the families' values, beliefs, language dominance, and overall perceptions and expectations of the evaluation process.

Assessment Process

After implementing the pre-referral intervention activities for a reasonable amount of time with no improvements observed, the team would decide if a referral to special education is appropriate. If so, formal evaluation can be recommended and carried out upon parental consent (IDEA, 1997). The parental rights and the evaluation process should be explained in a language and form that is understandable to the parent. The limits of confidentiality must also be discussed with the parents at this time so that they clearly understand what type of information will be included in the written report (López, in progress c).

If a recent vision and hearing screening has not been performed, that testing must be done first to rule out any vision or hearing problems. The student's records must be reviewed as well, and report cards or progress reports should indicate any modifications that the teacher is currently using or has used in the regular classroom. After gathering information from the vision/hearing screening and the academic records, formal interviews should be conducted with the student, the student's family, and the teacher(s).

The limits of confidentiality should also be discussed with the student as soon as he/she is in the testing situation (López, E.J. in process c). Once these limits are discussed, the next step is to develop rapport with the student and conduct an interview.

The Interview (adapted from Meraz & López, E. J. in progress)

In the analysis of evaluations, the interview is an essential tool often underutilized despite being described as a pillar of assessment (Sattler, 1995). The following goals of the interview are adapted from Takushi and Uomoto (2000):

- establishing rapport;
- clearly defining the referral question;
- assessing the student's strengths (academic, personal, family, school resources);
- gathering background, cultural, and linguistic information; and
- developing a tentative hypothesis of concerns and determining assessment instruments and techniques that would be most useful.

If a decision to refer an ELL student is made, examiners should be aware of the crucial part the interview plays in the assessment. Interactions between examiner and examinee during the interview can be impacted by the culture of each person (Geisinger, 1992). In fact, "because responses given by both the interviewee and the interviewer require subtle forms of cognitive activity...there is always the potential for opinions, attitudes, and even facts to be distorted" (Sattler, 1988). Thus, if accurate evaluations and diagnosis are to occur, there is a need for growth in awareness of LEP issues by school personnel who interview students and parents. The interview is the place in which evaluators need to begin "hypothesis testing" of their impressions of the needs to be assessed (López, E.J. in progress c).

Much of the research done on interviews with ELL populations is in the field of counseling. Thus, many of the following recommendations have been adapted to fit the

school environment, and apply to most school personnel dealing with ELL students and their families.

The first recommendation for conducting appropriate interviews is to consider the worldview of the student and how this may interact with the worldview of the evaluator. Young and Marks (1986), Geisinger (1992), and Sattler (1988) suggest that factors such as social class membership, cultural background, different verbal and nonverbal communications, stereotypic interpersonal judgments, different values, different explanations concerning the causes and solutions of problems, and different social and interpersonal needs can become obstacles even to the well-intentioned examiner.

A second recommendation is to acknowledge the barriers the examinee may face as the interview proceeds. For example, questions may be misunderstood and/or answers to questions could be limited or misperceived, if the examinee, or family member, has limited proficiency in English. Examinees may have recently moved to the United States and not be familiar with all the verbal and nonverbal communications of the dominant culture; thus, second culture acquisition (acculturation) must be considered (Sattler, 1988; Geisinger, 1992).

The third recommendation is to decrease the cultural and linguistic obstacles so that the information from the interview becomes useful. Suggestions for working with populations of a different culture and language include the following:

- studying the culture, language, and traditions of other groups;
- learning about your own stereotypes and prejudices;
- seeing the strengths and coping mechanisms of other groups;

- appreciating the interviewee's viewpoint and showing a willingness to accept a perspective other than your own;
- recognizing when group membership differences may be intruding on the communication process;
- finding ways to circumvent potential difficulties;
- monitoring verbal and nonverbal communications; and
- establishing trust by allowing the interviewee to perceive that you possess expert knowledge, can be relied on, and have good intentions toward him or her (Sattler, 1988).

The interview should be seen as the backbone of the evaluation. In other words, the rest of the assessment should be a validation of the information gathered from the student, parent(s), and teacher(s) (Takushi & Uomoto, 2001; López, in progress c). Utilization of multiple sources is not only a requirement of the IDEA, but assists in determining if the same strengths and weaknesses are seen at home and school.

Developmental, cultural, and linguistic information needs to be gathered during the interview and any informal questioning of the family. As much as possible, this process must include all adults living in the home or those responsible for the care of the child. Family participation in this process is essential in considering the unique cultural, linguistic, and developmental experiences influencing the child's development. Unfortunately, information specific to families is often limited to case history forms, which solicit parent responses to questions that educators have determined most useful in fulfilling the evaluation process (De Leon & Flores, 1999). The act of interviewing the

family should go above and beyond the simple completion of a social/developmental history form. During the family interview, the following topics are to be included:

- child's birth and prenatal history;
- developmental history;
- medical history;
- family history;
- child's interpersonal skills;
- educational history;
- occupational history (chores);
- description of problems;
- parental expectations; and
- cultural and linguistic issues and strengths.

Along with the student and family interviews, the teacher interview provides valuable information necessary to the assessment process. This interview needs to focus on the following key areas:

- the teacher's perception of the problem;
- antecedents and consequences of problem behaviors;
- interventions implemented by the teacher;
- how other children and teachers react to problem behaviors; and
- how the student performs academically (with the modifications in place).

During this interview, it is crucial that implemented interventions and modifications be discussed, as well as their effectiveness or lack thereof with the student.

Additionally, it is important to find out how the student's difficulties affect his academic performance.

From the results of the interviews and information gathered on language proficiency, the examiner can determine in what language the assessment should be conducted, and along with the referral question(s), determine the assessment instruments to assist in providing the most useful information about the student's abilities and functioning. In addition, the information on acculturation, which is gathered through the interviews and results of the language proficiency/dominance assessment, will assist in an appropriate interpretation of the formal and informal test results. Appendix H was developed to assist evaluators in ensuring that every step of a culturally competent assessment is followed (Romero & López, E.J. in progress b).

Assessment Results and Report Writing

Reporting assessment results through test scores alone may not provide sufficient and accurate information about the ELL student. Because of the lack of reliable and valid testing measures for these children, more than a report of scores is required to accurately reflect the student's academic strengths and weaknesses in relation to cultural and linguistic differences. Therefore, results of the entire assessment process must be reported and will take on a very descriptive nature with cultural and linguistic information present throughout the entire report. A reader should be able to read almost any portion of the report and find cultural and linguistic information. When determining the presence of a disability, in particular a specific learning disability, the use of statistical regression analysis should be considered with caution. For this population, the severe discrepancy between a student's ability and achievement may not be appropriate because such

analysis is dependent on test validity and reliability, and most tests are not standardized for the ELL population. The following information should be incorporated into the report writing:

- primary language spoken in the home;
- ethnicity;
- sociological information obtained in the social history;
- family background, including cultural and linguistic factors;
- health and medical history;
- educational history;
- general observations during testing;
- any changes in test standardization (use of interpreter/translator, responses or instructions given in other language, dialect differences, etc.);
- language proficiency (in L1 and L2);
- student strengths and weaknesses on test measures;
- eligibility determination;
- summary and impressions; and
- recommendations (should include recommendations on language, ESL instruction and strategies, interventions on cultural issues).

Results from the entire assessment process must be interpreted and reported carefully and must always take into account reliability and validity issues, cultural and linguistic differences, and the individual learning style of the student. The evaluation committee should review all assessment results and ensure that a student shall not be eligible for special education if the only deficiencies identified are directly attributed to a

different cultural lifestyle, limited English proficiency or to not have appropriate educational opportunities such as instruction in reading and math. If the student is determined eligible for special education services, it is important to mold the program around the student's needs and not try to fit the student to the program in place. The subsequent IEP meeting should be conducted with as many members of the multidisciplinary team as possible, including the parents. (See Appendix I for a sample report.)

Multicultural Considerations in IEP Development

Yates and Ortiz (1998, p.194) specify some information that should be included in an ELL student's IEP: the language(s) of instruction for each goal and objective; instructional strategies that take into account language proficiency, academic skills, modality and cognitive style preferences; curricula and materials designed specifically for linguistically and culturally diverse learners; and motivators and reinforcers that are compatible with the student's cultural and experiential background. In addition, there may be cultural issues that need to be addressed, such as acculturative stress/identity issues that may affect a student's ability to function within the school environment (López, E.J, 2002, presentation, Arkansas ELL Task Force meeting). It is imperative that personnel responsible for implementing the IEP are appropriately trained in cultural and linguistic issues, goals and standards in general education, and performance indicators.

The IDEA Requirements and the Individualized Education Program (IEP)

The IDEA 1997 requires that the goals for children with disabilities be consistent, to the maximum extent appropriate, with goals and standards for *all* children. This means

that in writing the IEP, the multidisciplinary team must refer to the goals and standards in general education that would be applicable to the child. In addition, performance indicators will need to be included. The performance indicators will assess progress toward goals and performance on assessment. The state will be required to monitor the progress toward goals, performance on assessment, dropout rates, and graduation rates of all special education students.

Learning Opportunity

Learning opportunities are important considerations in writing the IEP. Learning opportunities are the curriculum, instructional methods and activities, and assessments, which enable students to achieve standards. Students who are having difficulties meeting standards may need accommodations, supports, or individualized instruction so that they can benefit from the learning opportunities provided for all students. Therefore, learning opportunities may be general or supplemental, available to all students or available only on an individual basis via an IEP. The standards are the same for all students. Providing additional learning opportunities to supplement those available in the regular classroom is what is “special” about special education.

Access Opportunity

Access to learning opportunities is often only a small part of the problem for some students. The real problem is something more fundamental. Frequently, accessing learning opportunities is limited for students with disabilities, behavior or communication skill issues, or lack of English language skills. Other barriers can include poor attendance, a lack of basic life or social skills, or something as serious as a substance

abuse problem. These challenges need to be addressed before strategies are considered to help the student benefit from learning opportunities. Access to the general curriculum gets students “into the classroom” so they can begin working toward achieving standards. Access opportunities will also need to be considered in writing the IEP content and performance standards (goals and objectives). For ELLs, access opportunities involve the consideration of English language acquisition, present levels of functioning, and mediation of instruction.

Standards Included in the IEP

The ultimate goal for students with disabilities is to meet all the same standards as their non-disabled classmates. That is where the IEP team should start—with the standards that are being addressed in the general education classroom. However, IEPs still need to be “individualized.” IEPs need to address priorities for the students. Priorities can be established using Colorado’s “**RRT**” rule:

- Is it **R**elevant?
- Is it **R**easonable?
- Is there enough **T**ime?

*The “**RRT**” rule does not exempt students from certain standards. It is strictly for establishing priorities. Ideally, given the access and learning opportunities provided by special education, the student will meet all the standards.*

Linking IEP Goals, Objectives, and Benchmarks to Standards

Content and performance standards are essentially framed in the same manner as the traditional annual goals and short-term objectives established in IEPs. Content

standards are broad and future-oriented, and are renewed year after year, much the same as an annual goal, which might focus on reading grade-level books and materials. Performance standards are sequential markers of progress toward meeting the content standard, much the same as short-term objectives and benchmarks. The IEP goals, objectives and benchmarks should reflect the standards frameworks, which are available. Use the same standard designated for all students in the grade or classroom, if appropriate.

The main questions are as follows:

- Which standards are most appropriate for the student?
- What should we do if there isn't an appropriate standard to meet a priority need?
- How should the standard be used in crafting the goals, objectives and benchmarks?

Additional IEP Considerations for ELLs

Each service provider on the IEP team needs to collaborate with others in providing a coordinated program that will build English language skills along with addressing the identified needs. Any additional support needed from the school personnel or team members should be noted on the IEP. For example, ESL support/consultation will be provided for the special education teacher and the classroom teacher. Coordination among the service providers is extremely important. Parents also should be included as service providers, with the anticipation that they can make efforts to extend appropriate tasks at home with the child (Baca & Almanza, 1991). It becomes easier for ELLs to acquire English when instruction is connected and there is an overlap in

terminology across the curriculum. Integrated approaches to instruction are excellent methods of scaffolding language (De Leon, 2002).

The IEP will reflect both learning and access opportunities. Services provided to the ELL child is to be linked to the core curriculum in the classroom, so as to maximize the benefit to the child and fulfill IDEA requirements.

Effective instruction for ELL students creates active learners who are exposed to sufficient English language input from others, including all professional staff, instructional assistants, and student peers. In order to accomplish this, material for the ELL child is to be meaningful and contextual; therefore, instructional strategies need to be well structured, student-initiated, highly motivating and need to progress sequentially (Willig & Ortiz, 1991).

Summary Of Recommendations

- Provide each member of the multidisciplinary team with an opportunity to review assessment results and data prior to the IEP meeting.
- Train personnel responsible for implementing the IEP in cultural and linguistically diverse issues, goals and standards in general education, and performance indicators.

Language Considerations in Designing Instruction

ELLs possess unique linguistic strengths and weaknesses in both their primary language (L1) and English (L2). These strengths are influenced by a number of factors in the community, school, home and within the child. For example, a child living in a section of the community and a home in which English is not primarily spoken will have a strong language foundation in his or her primary language (e.g., Spanish, Korean, Russian). A child who comes from an environment in which language is fragmented (English in the community, Spanish at home, and a combination of English and Spanish with peers) may experience language skills that are diffused rather than enhanced by the experience. Although the child who is exposed to English may appear to have a greater advantage, second language acquisition is strengthened when a solid language foundation already exists.

It is important for teachers to become aware of the stage of second language acquisition that a student in their class may be experiencing. A student who has recently emigrated will have very limited English language skills and is considered to be in the Pre-production Stage of Second Language Acquisition (Terrell, 1981). This student will not understand more than a few words and will need to have special support and assistance in understanding. This student will not understand academic content. Instruction will need to be accommodated, with focus on building vocabulary. The student should not be expected to respond other than by pointing or gesturing. In some extreme cases, students will go through a “silent period” as they try to decode English. It is not possible for these students to learn academic content and also learn English. While

they are learning English, they may lose the content that is being taught. Attention to these learning gaps in instruction is critical to their academic survival.

As students progress in their acquisition of English, they move to the second stage of second language acquisition, called the Early Production Stage (Terrell, 1981). At this stage, students are still learning English but are beginning to put simple sentences together. They require continual vocabulary building and a focus on making instruction comprehensible. They are still learning the language, and academic content will be lost without extensive mediation through the use of visual aids and hands-on learning.

At the third stage of second language acquisition, Speech Emergence (Terrell, 1981), students are beginning to decipher English. They are able to respond in simple sentences and have greater receptive skills in comparison to their expressive abilities. Teachers need to provide opportunities for conversation and a language-rich environment that focuses on social and academic language skills for these students.

During Intermediate Fluency (Terrell, 1981), the fourth stage in second language acquisition, students demonstrate greater control of the English language. Grammatical errors may exist; however, students are able to communicate and to understand what is being communicated. Although these students are much more fluent, they cannot be expected to handle the academic demands of the classroom without some support.

Stages of Second Language Acquisition

Connect with Literacy Development	<i>INTERMEDIATE FLUENCY</i>	Increase content-based language development, focus on integration of all skill areas
Expressive Language Development	SPEECH EMERGENCE	Extend receptive language, elicit guided/controlled language production, initiate literacy activity
Receptive Language Base	EARLY PRODUCTION	Expand receptive vocabulary, initiate meaningful verbal interactions
	PRE-PRODUCTION	Concentrate on listening, comprehension, and receptive vocabulary

(Cloud, 1987)

Motivation to learn a second language is extremely relevant to the child's ability to acquire English as a second language. A student who is interested in acquiring English as a second language will pick up the skills even when a disability is evident. Ventriglia (1982) writes about three different types of English language learners:

- Crystallizers are the most resistant to learning English. They feel comfortable with the primary language and have less interest in learning English. They also may feel additional discomfort in being required to speak English.
- Crossovers are the most eager to learn English, and they embrace it readily. Often they like the second language so much that they quickly transition out of their primary language and become monolingual English speakers faster than their peers.
- Crisscrossers navigate easily between both languages and have an appreciation for both. They are most likely to maintain their primary language and still acquire English at a reasonable pace.

Given the importance of motivation in the acquisition of English, teachers need to ensure that English language learning is fun. Communication needs to be accommodated while the student is acquiring English, especially when a language-related disability exists. In addition, teachers need to provide many opportunities for communicating and improving English language skills.

Designing Instruction to Build on Existing Skills

The IEP identifies the specific disability needs of the student, how instruction will be provided, language needs of the student, and approaches to be used in meeting the goals and objectives. In providing the most effective instruction for ELLs with disabilities, language needs are as critical as disability needs (De Leon, 2002).

In creating an instructional program for ELL children in special education programs it is important to incorporate the child's strengths into the IEP along with the identified area(s) of weakness in both languages as necessary. The child's goals and objectives on the IEP are to be addressed in terms of the noted academic strengths. It is noteworthy that the child's language and cultural differences can and should be considered strengths and be incorporated to strengthen learning. Language and cultural diversity are not to be considered deficits and, therefore, are not to be viewed as disabling conditions (Baca & Almanza, 1991).

Teachers may consider the following strengths and limitations of ELLs in planning their instruction:

Characteristic Strengths

- Adaptability
- Flexibility

- Unique prior experiences
- Broader frame of reference
- Creativity
- Ability to respond in new situations

Possible Limitations

- Gaps in learning
- Lack of opportunity to learn in traditional school settings
- Lack of knowledge of the “hidden curriculum” (i.e., raising hand before speaking, responding easily to a question and answer format, all the rules of the classroom)
- Lack of experience with (standardized) testing requirements
- Need for additional time to process
- Lower persistence behaviors (may tend to give up easily when confronted with a new or unfamiliar task)
- Lack of learning strategies
- No connection between what is being taught and what they have already learned

(De Leon, 2002)

Supporting Second Language Development for ELLs with Language and Learning Problems

Sensitivity to Primary Language and Culture

- Use references to your students’ primary language and culture to provide meaningful classroom experiences.

Provision of Comprehensible Input

- Support second language acquisition through frequent exposure to meaningful, comprehensible second language.
- Provide opportunities for students in your classroom to choose subjects for discussion.

Immersion

- Immerse students in a print-filled environment and provide context-enriched experiences.
- Provide multiple opportunities for interaction in the classroom.

Demonstration

- Provide multiple opportunities for students to learn through modeling.
- Incorporate Show-and-Tell and student-driven demonstration activities. (Ortiz, 1999)

Instructional Strategies

Teachers need to use a variety of teaching strategies when working with ELLs with disabilities. These students are experiencing two barriers to learning. Strategies that work best frame language within a context that makes concepts understandable.

Both whole language and phonetic awareness approaches can work successfully in teaching literacy skills to ELLs. The key is interactive learning focused on enhancing student interest. Most of the research on ELLs with disabilities has been done on whole language approaches, which suggests that whole language approaches create a rich language learning environment. This research recommends the following strategies:

Whole Language Approach to Literacy

This strategy teaches language arts, reading, and writing through purposeful activities, rich in context, built on experiences, student-controlled, and reciprocal-interactive.

Fernald's Contextual Approach

This approach integrates reading, spelling, and writing. Students are encouraged to write on self-selected topics, and the writing is used as reading material in the initial reading instruction.

Language Experience

This teaching strategy encompasses listening, language arts, reading, and writing. Learning in context is stressed. Material to be used for reading is dictated to the teacher by the students after they have experienced a teacher-led activity relating to the curriculum.

Cooperative Learning Groups

Any number of learning activities can be accomplished by forming small groups of 3 to 5 students in a structure that encourages mutual cooperation. The focus is primarily on the acquisition of basic skills. Students are rewarded for working together rather than earning individual scores. Cooperative Learning assists students in learning concepts, using language and learning from each other.

The Dialogue Journal

For students who can write in either language, this strategy asks students to write on a regular basis about the topic of their choice. The student is to concentrate on meaning and communication ideas, not surface forms of the language. The teacher

responds to the entries, posing appropriate questions and comments while modeling correct word and sentence usage. (Willig & Ortiz, 1991).

Learning Strategies

Systematic teaching of learning strategies can enhance learning for ELLs. Collier (2000) describes several learning strategies that are helpful for diverse learners. Two strategies that can be extremely helpful are Organization and Rehearsal.

Organization

- Sorting – How can items be organized?
- Labeling – Label based on shared characteristics.
- Studying – Examine and study.
- Self-Test – Analyze effectiveness.

Rehearsal

- Pause – Stop and review.
- Question – Who, what, where, when, and why.
- Visualize – Review like a movie.
- Summarize – Remember most important points.

Independent and guided practice along with feedback will assist ELLs in the learning process.

Independent and Guided Practice

- Assists students in making the transition from new to learned information.
- Allows the teacher to observe the student's ability to process and correct any difficulties that may exist.
- The teacher mediates understanding.

Feedback

- Feedback is critical for ELLs.
- Feedback should be consistent.
- Feedback should be positive. (De Leon, 2002)

Language and Disability

Both the student's language and the disability need to be targeted during instruction. By constructing certain activities, peers can be involved and students can feel included.

Addressing Disabilities and Language

Students with Learning Disabilities		
You might see:	Responses:	Ways to include peers:
-Student is disruptive when independent work is required. -Student misinterprets social cues. -Student exhibits inconsistent work of poor quality. -Student gives up easily. -Student forgets English terms learned. -Student resists acquiring new language skills.	-Be sure student understands and can do assignments. -Develop behavior management plan. -Work with special educators to teach learning strategies; provide extra time. -Promote success with achievable goals; provide strong reward system.	-Match student with peer tutor. -Discuss ways to help within behavior management plan. -Create peer partnership for practice. -Use age-appropriate materials for peer tutoring. -Have student tutor others. -Pair with peer who is learning English consistently. -Provide opportunities for practice of English with peers.

Students with Emotional/Behavior Disorders		
You might see:	Responses:	Ways to include peers:
<ul style="list-style-type: none"> -Student won't follow directions. -Student uses inappropriate language. -Student is rarely on task. -Student is sad and doesn't interact. -Student may be angry if pushed to learn English too quickly. -Student may withdraw and refuse to learn English. 	<ul style="list-style-type: none"> -Build on strengths and interests. -Provide "calm-down" time. -Teach social skills. -Build on interests to create reward system. -Recognize warning signs. -Refer for help when necessary. 	<ul style="list-style-type: none"> -Use group-oriented contingencies. -Pair student with peers to help model and practice. -Use peer tutoring and a buddy program. -Have peers write/present positives about student. -Model positives of learning English through other students. -Engage student with peers that have positive attitudes about learning English (Crisscrossers).

Students with Mental Retardation		
You might see:	Responses:	Ways to include peers:
<ul style="list-style-type: none"> -Student exhibits distracting behaviors. -Student gives unwanted hugs. -Student shows boredom. -Student shows learned helplessness. -Student will acquire English very slowly. 	<ul style="list-style-type: none"> -Model acceptance. -Role play new behavior. -Provide alternatives ("Give me five"). -Keep high expectations; modify focus. -Create opportunities to succeed, lead. 	<ul style="list-style-type: none"> -Teach peers to show acceptance. -Have peers practice alternatives. -Create peer tutoring system. -Pair with friend/partner. -Provide opportunities to practice English skills with peers in play and fun situations.

Students with Speech and Language Disorders		
You might see:	Responses:	Ways to include peers:
<ul style="list-style-type: none"> -Student has difficulty expressing ideas in a group. -Student may play alone. -Student may not use comparative forms. -Student may overly rely on the teacher. -Student will have difficulty with English and progress will be very slow. 	<ul style="list-style-type: none"> -De-emphasize disability in asking for information. -Give varied responsibilities. -Value contributions. -Structure activities for predictable correct forms; use patterns in other contexts. -Give specific ideas for initiating interaction with others. 	<ul style="list-style-type: none"> -Include in small groups of students. -Pair students to match interests in tasks. -Promote peer games in which ability to use comparatives determines win. -Construct groups for student to lead. -Provide opportunities to practice English emphasizing formal and informal language skills.

Students with OHI (Other Health Impairment)		
You might see:	Responses:	Ways to include peers:
<ul style="list-style-type: none"> -Student is frequently absent or has health problems. -Student is self-conscious and withdrawn. -Student lacks strength and alertness. -Student may appear confused, bored, or overwhelmed. -Student's English language acquisition may be sporadic and slow. 	<ul style="list-style-type: none"> -Call, visit when absent. -Provide extra support. -Structure situations for idea sharing. -Provide encouragement and extra help. -Create meaningful tasks. -Talk about joys and frustrations related to learning English. 	<ul style="list-style-type: none"> -Set up support system. -Provide tutoring opportunities. -Have peers locate/share data on tasks. -With peers, have student develop system to cue others when not feeling well. -Provide English language games and activities that the child can do at home with friends and siblings.

(De Leon, 2002)

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Appendix A

Sample Multicultural Case History Questions

Sample Multicultural Case History Questions

Cultural

(López, E.J. in progress b)

Child's place of birth?

Child's generational level?

How long has your child been in the current school district? In the U.S.?

Schools your child has attended? Length at each school?

What ethnicity is your child?

Number of siblings in the home and where in the sibling order the child in question falls?

Who does your child associate with at school? At home?

What traditions are followed in your family?

In what language does your child read? Write? Watch television?

What language does your child speak at home? At school?

Parent's Occupation?

Parent's perception of cultural differences?

Language/Communication

(Adapted from Gadsden ISD; López, in progress b)

Language Proficiency – LAS ORAL: Date _____ English Level _____
Spanish Level _____

LAS Rd/Wt: Date _____ English Level _____ Spanish Level _____

Language Screening Results/Impressions: _____

What academic interventions have been used? _____

Length of time interventions were utilized: _____

Language of instruction: _____ Student's language preference: _____

Type of Language Program: _____ Length of time in the Program: _____

Is student in dual language program? YES NO Comments: _____

Is English a second language? _____ YES NO If Yes, how is this a factor in the student's learning problems? _____

Language classification: _____ IF NO is this a factor in the student's learning problems? _____

Student's ability to use language:

Student's ability to understand language:

Is student's language proficiency interfering with learning? Yes No If Yes, explain:

Difficulty with articulation L1 and/or L2 (ability to speak intelligibly) Yes No If Yes, describe: _____

Difficulty with fluency L1 and/or L2 (stuttering, atypical rate, rhythm, repetition)? Yes No If Yes, describe: _____

Difficulty with voice L1 and/or L2 (pitch, loudness, voice quality)? Yes No If Yes, describe:

Other language/communication factors: _____

Does the student attempt to speak/learn English?

Educational History

Parent's preference of language instruction

Language used with siblings\ Peers\ Parents\ Teacher\

Appendix B

Examining Emergent Literacy Skills

Examining Emergent Literacy Skills

Clay (1993) has suggested that it is helpful to examine and analyze how effectively students work with concepts about print and the use of the alphabet before attempting to teach them how to read. Children need to be competent in understanding the use of the alphabet and how to read books in their native language before attempting to read and write in a second language. The following questions (from Clay, whose book is available in Spanish) should be asked with regard to the child's first language:

Regarding location and movement:

1. Does he control directional movement?
2. Does he locate particular cues in print? Which cues?
3. Does he read word by word? If so, is this a new achievement or an old habit?

Regarding language:

1. Does she use language well?
2. Does she read for meaning?
3. Does she use book language?
4. Does she have good memory for text?
5. Does she read for precise meaning?

Regarding behavior difficulties:

1. Does he seek help?
2. Does he try again?
3. Does he search for further cues? How?
4. Are there any unusual behaviors?

Regarding useful strategies with words:

1. Can she articulate words slowly?
2. Can she break up words into sounds?
3. Can she write new words using a sound analysis?
4. Can she build a consonant framework for a new word?
5. Does she know that vowels are difficult and work at them?
6. Can she re-read what she has written, carefully?
7. Can she hear individual words in a sentence?

Regarding useful strategies with letters:

1. Does the child form (write) some letters easily?
2. Does he form many letters without a copy?
3. Which letters can he identify?
4. How does he identify them?
5. Which letters does he use as cues in reading?
6. Can he detect an error because of a mismatch of letters?
7. Which letters are difficult to articulate?
8. Which letters were confused with one another?

Regarding sounds:

1. Can the student isolate the first sound of a word that he/she hears?
2. Can he/she give other words that start with the same sound?
3. Can he/she make/read/write other words that end with the same spelling pattern or inflection?

Appendix C

Sample Checklist for Pre-referrals and Referrals

Evaluation Completed

Report Completed

Include cultural and linguistic information in three portions of report.

1. In background information
2. When interpreting assessment results
3. In the summary and conclusions portion

Pre-IEP Meeting

IEP Meeting

Comments/Notes

Appendix D

The Second Language Learner's Task

The Second Language Learner's Task

Cognitive Stage	Associative Stage	Automatic processing stage	Retention or attrition
<ul style="list-style-type: none"> * Learner devotes intensive attention to the new language. * Learner makes deliberate efforts to make sense of it. * Learner engages in conscious mental activity in order to find meaning in the new language. * Learner may go through a silent period (delay language production) at the beginning of exposure to L2. 	<ul style="list-style-type: none"> * Learner begins to develop sufficient familiarity with L2 to use it for communication. * Learner may have difficulty using L2 as a tool for learning complex information. * Language use is characterized by errors that are gradually corrected. * Interlanguage is a temporary system that is restructured as the learner tests hypotheses about language and adds, drops, or modifies rules as a result of these trials. 	<ul style="list-style-type: none"> * Learner uses language for functional purposes, whether social, academic, or technical. * Learner is able to process language automatically. * Learner's performance in the language is like that of a native speaker. 	<ul style="list-style-type: none"> * Initial competence is gained in an L2 and amount of subsequent practice opportunities affects how much of the language is lost or retained over time.

Source: O'Malley, Chamot, & Walker (1987). Some applications of cognitive theory to second language acquisition. *SSLA*, 9, 287-306.

Appendix E

General Guidelines for Distinguishing Language Differences from Disorders

General Guidelines for Distinguishing Language Differences from Disorders

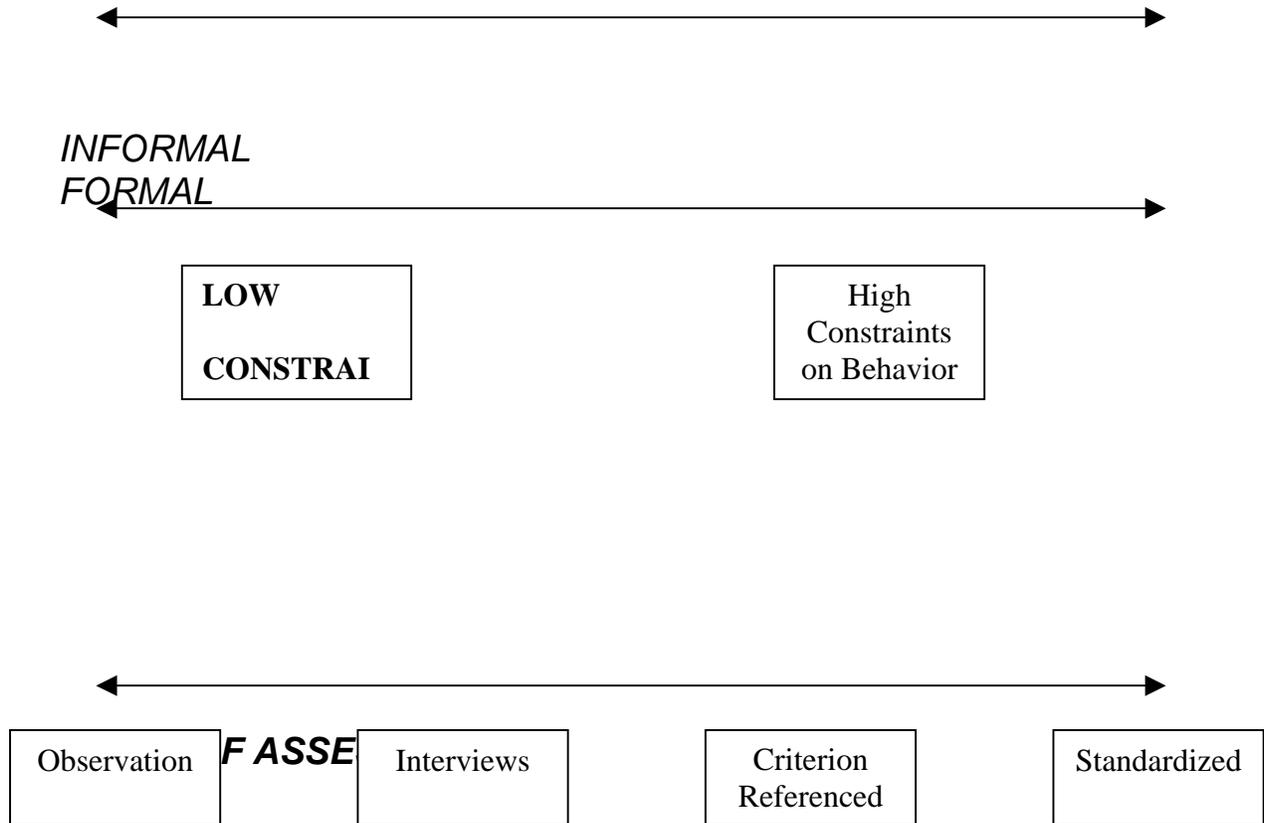
- The disorder must be present in the child's native language (L1).
- Testing must be conducted in the native language (L1) or in both the native language and English (L2).
- Evaluations must be conducted using both formal and informal measures.
- Language Assessment must be conducted in developmentally appropriate settings.
- Language Assessment must take into consideration the language experiences of the home.
- Language must be assessed in a variety of speaking contexts.
- Patterns of language use must be described.
- Error patterns must be determined.

The child's language performance must be compared to that of other bilingual speakers who have had similar cultural and linguistic experiences; that is, the child should be compared to members of the same cultural group who speak the dialect and who had similar opportunities to hear and use the language (.Meller & Ohr, 1996; Ortiz, 1992.).

Appendix F

Evaluation Continuum and Assessment

Evaluation Continuum and Assessment



Adapted from Hegland & Hills, 1988; Teale, Hiebert, and Chittenden, 1987.

Appendix G

**Tests to Assess Language Proficiency/Dominance
Approved by the Arkansas State Department of Education
for Use in School Districts**

**Tests to Assess Language Proficiency/Dominance
Approved by the Arkansas State Department of Education
for Use in School Districts**

- Language Assessment Scales (LAS) including the Pre-LAS for the early grades (K, 1, 2), the LAS Oral, the LAS R/W (reading and writing), the LAS II for upper grades/secondary (DeAvila & Duncan, 1983, 1986)
- Woodcock-Muñoz Language Survey (Woodcock & Muñoz, 1993)
- Woodcock Language Proficiency Battery-Revised (Woodcock, 1980)
- Maculaitis Assessment (Touchstone Applied Services Assoc, 1980)
- IDEA Language Proficiency Tests (Ballard & Tighe, 1980, 1982, 1983, 1987)
- Language Assessment Battery (LAB) (Mitchell, 1985)

These tests have been normed on the appropriate population and have been determined to be reliable and valid testing measures. Other instruments may be approved by the Arkansas Department of Education; districts should verify approval of any tests in accordance with state standards and No Child Left Behind.

Appendix H

Sample Student Interview

Sample Questions for Student Interview

(Adapted from Phil Chapman, NCSP Revised 2-27-90 Student Interview 1.5; Preschool Acculturation Questionnaire Flores, López,E.J, De León, 2000; Acculturation Questions from López Chapter, in progress; From López,E.J. in progress a)
Cultural and linguistic questions are in bold.

Name **Date**
Place of Birth **How long in the US/Generational level?**
When did you move to the present School? Grade
DOB

1. What do you like to do for fun?
2. Do you have any hobbies?
3. What kind of TV shows do you like to watch?
Which is your favorite cartoon?
4. What kind of music do you listen to?
Which is your favorite group?

FAMILY RELATIONS

5. Who lives at your house, beginning with the oldest person:
(biological, step, or adopted) (role, name, age/grade, job) **Job of parents is a means of assessing for SES.**

In what language do you speak with the various family members?

If parents are divorced, age at divorce _____. How long with stepfamily? _____

6. When you have a problem, whom in your family can you tell about it?
7. Who gives you the most problems?
8. What happens at home when you do something wrong or you break the rules?
9. In what language are you disciplined?
10. What holidays does you family celebrate? How?

PEER RELATIONS

11. If you were going to be on an island for the rest of your life, and you could have only three other people with you, who would you choose?

1)_____ 2)_____ 3) _____

12. Do you have a best friend? _____ Why did you pick him/her?

Who are some other friends that you have at school?

How do they identify themselves (i.e., Mexican, Mexican American, Chicano, Navajo, Native American, Hispanic, etc)?

In what language do you communicate with your friends?

Who do you hang out with at home/community?

How do they identify themselves (i.e., Mexican, Mexican American, Chicano, Navajo, Native American, Hispanic, etc)?

13. Are you involved in group activities (a church group, Scouts, band, mariachi, etc.)?

MEDICATION

14. Do you take any kind of medicine? _____ Did you used to take Medications? _____
Which kind?

15. Have you ever been in a serious accident? _____ Hospitalized? _____

WORK

16. Are you currently working? _____ How long at this job? _____
+

17. Doing what? _____ Hours per week _____

18. Do you have a driver's license? _____ Do you have a car? _____

19. What do you want to do when you are grown?

SELF-CONCEPT

28. If I asked your parents what they think about you, what would they say?
29. Your friends?
30. If you could change anything about yourself, what would you change?
31. What do you dislike more than anything else?

**What race do you consider yourself?
How do you identify yourself (Ethnicity)?**

CONSCIENCE

33. What is the nicest thing that ever happened to you?
34. What is the worst thing that ever happened to you?
35. What was the worst thing you've ever done?
36. How did you feel?
37. How do you feel when you do something you know is wrong?

FEELING STATES-ANXIETY

38. What makes you nervous?
39. What happens when you get scared like that?
40. Do you ever feel scared like that for no reason at all? Tell me about that.
41. What frightens you most of all?

When you get scared, in what language do you think in? Communicate in?

FEELING STATES-DEPRESSION

42. What is the saddest thing that ever happened to you?
43. Do you ever feel sad even though there's no good reason? Tell me about that.
44. When you feel sad like that, does it bother you in other ways, like you can't sleep, appetite, etc.? How many days does it last?

FEELING STATES-ANGER

45. What sort of things make you angry?
46. What do you do when you get very angry?

When you are angry, in what language are you thinking? Communicating?

ACADEMICS

1. **In what language do you think?**
2. **In what language are you taught at school?**
3. **In what language do you communicate when in class? Outside of class?**
4. **In what language do you read?**
5. **In what language do you write?**
6. **In which language do you prefer to read? Write?**
7. **In which language do you do better at school?**
8. **What is your favorite academic subject? Why?**
9. **Which subject are you not doing so well in?**
10. **Why do you think you are having difficulty?**
11. **Do you understand the teacher's directions?**
12. **What language does the teacher use in class?**
13. **In what language do you answer the teacher if asked a question?**
14. **Do you understand the work you are doing in the classroom?**

ADDITIONAL COMMENTS

Appendix I

Sample Report

Sample Report

**CASE STUDY FORMAT ADAPTED FROM MULTICULTURAL EVALUATION
& CONSULTATION ASSOCIATES M.E.C.A. (FROM LOPEZ, E. J. IN
PROGRESS D)**

Psycho-Educational Evaluation Report Confidential

Name:X

Birth date: XXXXXX

Sex: Male

Age: 9-9

Parent(s): Ms. XXXXXX

Address: XXXXXXXX
X XXXXXXXX

Home Phone: (XXX) XXX-XXXX

Work Phone: (XXX) XXX-XXXX

Primary Language

Ethnicity:

Hispanic

Spoken at Home: English/Spanish

Primary Language

Other

of the Student: Spanish & Recently English

Languages: N/A

School: X Elementary

Grade: 5th

Evaluation Date: 7-17-01

Report Date: 7-18-01

EVALUATION TEAM

Parent(s): Ms. X

Educational Diagnostician: X

Speech-Language Pathologist: N/A

Other: Teacher, Ms. X

REASON FOR REFERRAL

X was referred for testing due to LEP not correcting the problem of low academic performance.

BACKGROUND INFORMATION

X indicated he was born in Mexico and at age 3, moved to NM, and has been in NM for the last ten years and enjoys it.

FAMILY BACKGROUND & CULTURAL & LINGUISTIC FACTORS

X lives with mother and one older brother and older sister, as reported by mother. There have been no major changes in the home. X reports she speaks both English and Spanish in the home. Before the referral was initiated, mother reported that the primary caregiver was grandmother who spoke only Spanish. X's responses to the interview and mother's interview suggest that X is bicultural and is becoming more proficient in English.

Mother further noted that she, along with the teacher, have worked extremely hard with X.

HEALTH/MEDICAL HISTORY

According to school records, X passed both the vision and hearing screening.

Mother indicated that X was slow in walking (1 yr. 2 mos.) and talking (1 yr. but nothing one could understand). There were also delays in potty training according to mother.

There are no current concerns.

EDUCATIONAL HISTORY

The following is a summary of the educational history as found in school records provided to the examiner. Records and teacher indicate that X has been in ESL Program

since kindergarten. No other concerns prior to 3/99 noted on information provided to examiner.

X's ratings of English language use, understanding language, articulation, fluency and voice was poor. Current grades in Reading is N/U with the comment that X is far below grade level (Level 4 kinder); Language Arts: N/U with the comment that X still needs help with letter sounds; Math: S-. He has been absent 8 days due to illness. X is experiencing difficulty in math, reading, spelling, phonics and writing.

Behavioral concerns indicated include poor attention and concentration, shifts from one incomplete task to another, difficulty following directions, noncompliance with teacher directives, and being easily distracted. The teacher rated X average in working cooperatively with others, having a usually happy disposition, and above average in making and keeping friends in school. Regular education alternatives indicated included modified instructional methods, re-teaching, modified instructional pacing, parent conferences, and modified instructional materials. Alternative programs tried included, ESL, tutoring, and summer school. Modest Improvement was noted.

According to the PHLOTE Compliance Review home language is other than English. The Proficiency Assessment indicated IPT Oral as LES, IPT Reading NER, and IPT Writing LEW.

The Student Study Team summary form indicated that X was not progressing at level because of language. Interventions included altered Program and IDI during previous school experience. It was noted that X kept the same growth, and that growth occurred only because of small group setting.

GENERAL OBSERVATIONS

X was cooperative during the testing session. He was needing some prompting during the last portion of the Woodcock-Muñoz, Pruebas de Aprovechamiento but nothing beyond the normal attention span of someone his age. X held his pencil in an awkward manner during the administration of the VMI.

EVALUATION PROCEDURES

Assessment Instruments

Interview with Student

Interview with Parent

Interview with Teacher

School Records

Woodcock-Muñoz Language Survey, English and Spanish Forms

Universal Nonverbal Intelligence Test (UNIT)

Bateria Woodcock-Muñoz Pruebas de Aprovechamiento-Revisada

Developmental Test of Visual Motor Integration

LANGUAGE PROFICIENCY

According to the results acquired from the observations, the interview (regarding culture) and language, the following should be interpreted with caution.

The Woodcock-Muñoz Language Survey was administered with the following results:

English Form		AE
Broad English Ability	7-2	
Oral Language		4-10

Picture Vocabulary	3-6
Verbal Analogies	7-2
Reading-Writing Ability	7-11
Letter-Word Identification	8-6
Dictation	7-2

When compared to others at his age X's Broad English Ability, an over all measure of Cognitive Academic Language Proficiency (CALP), is at the Level 1-2 (Negligible to very Limited English proficiency). X's English oral language proficiency is at Level 1-2 (Negligible to Very Limited English oral language proficiency). X's Reading-Writing proficiency is at Level 1-2 (Negligible to Very Limited English).

Spanish Form	AE
Broad Spanish Ability	9-8
Oral Language Ability	7-4
Picture Vocabulary	6-4
Verbal Analogies	8-5
Reading-Writing Ability	11-8
Letter-Word Identification	17-2
Dictation	8-6

When compared to others at his age level, X's Broad Spanish Ability, an overall measure of CALP, is at Level 3 (Limited Spanish. X's Spanish Oral Language Proficiency is at Level 2-3 (very Limited to Limited Spanish). X's Spanish Reading-Writing proficiency is at Level 3-4 (limited to Fluent Spanish).

Comparative Language Indexes (Spanish compared to English)

Broad Ability 47/3 Oral Language 21/3 Reading-Writing 75/4

For his age level, X performs overall CALP tasks with 47% success in Spanish and with 3% success in English. On parallel oral language tasks, X performs with 21% success in Spanish and with 3% success in English. On parallel reading-writing tasks, X performs with 75% success in Spanish and with 4% in English.

COGNITIVE DEVELOPMENT

Test administration was conducted entirely in Spanish. The results should be interpreted with caution due to the issues regarding language, attention and the issues regarding culture.

The Universal Nonverbal Intelligence Test (UNIT) was used to assess X's memory and reasoning abilities associated with cognitive development. The UNIT subtests measure pattern processing, problem solving, understanding of relationships, and planning abilities. The UNIT was designed to meet the guidelines of good cross-cultural assessments with students such as X. The UNIT is appropriate for examinees who are Limited English Proficient, examinees for whom English is a second language, and examinees that are eligible for special education.

Results of the Universal Nonverbal Intelligence Test (UNIT). The standard version was administered. The following were the results:

	SS	PR
Memory Quotient	88	21
Reasoning Quotient	82	12
Symbolic Quotient	90	25
Nonsymbolic Quotient	80	9
Full Scale IQ	83	13

Memory Quotient:

The Memory Quotient measures memory from content (what was seen), location (when it was seen), and sequence (the order in which it was seen). X obtained a standard score of 88 on the Memory Quotient scale, which suggests his ability to perform complex memory functioning involving short-term recall and recognition of both meaningful and abstract

material, is within the low average range of function compared to his peers. This is important in that these specific skills are also necessary for developing early literacy skills, which provide the foundation for reading and written language (sequencing skills, gaining meaningful information from content [pictures, math problems, etc]).

Reasoning Quotient:

The Reasoning Quotient measures pattern processing, understanding of relationships and planing abilities. X achieved a standard score of 82, which suggests his ability to think and problem-solve in both familiar and unfamiliar situations are within the low average range of functioning.

Symbolic Quotient:

The Symbolic Quotient is an index of an individual's ability to solve problems that involve meaningful problems using meaningful material and whose solutions lend themselves to internal verbal mediation, including labeling, organizing, and categorizing. On this composite, X achieved a standard score of 90, which is also in the average range of functioning.

Nonsymbolic Quotient:

The Nonsymbolic Quotient is an index of an individual's ability to solve problems involving abstract material or material that is not very meaningful and whose solutions are not conducive to verbal mediation. X achieved a standard score of 80 of the Nonsymbolic composite, which places his abilities within the low average range of functioning.

Full Scale Intelligence Quotient:

X’s Full Scale Intelligence Quotient of 83 suggests that his overall cognitive abilities as measured by the UNIT are within the low average range of functioning.

ACADEMIC PERFORMANCE

Academic testing was administered in Spanish. The Spanish academic test utilized was the Pruebas de Aprovechamiento-Revisada. (Bateria-R)

Muestras de redaccion

<u>Cluster</u>	<u>Age SS (Spanish)</u>	<u>PR (Spanish)</u>
Amplia Lectura	95	36
Amplia Matemáticas	66	1
Amplio Lenguaje Escrito	69	8

Broad Reading (Amplia Lectura) is comprised of the Letter Word Identification and Passage Comprehension subtests. It includes reading identification skills and comprehension of short passage. X’s score in letter word identification is within the above average range with (SS=117) and passage comprehension in the low range (SS 77).

In the Amplia lectura, X was within the average range. X will find the performance demands of age-level tasks involving *Amplia lectura* difficult.

Broad Math (Amplia Matematicas) is made up of Calculation and Applied Problems. Calculation measures X’s skill in performing mathematical calculations in addition, subtraction, multiplication, and division. Applied Problems Measures X’s skills in analyzing and solving practical problems in mathematics. In order to solve the problems, he must recognize the procedure to be followed and then perform the relatively simple

calculations. X's scores are within the low range (Applied Probs SS=75) and very low range (Calculation SS=67), as compared to others at his age level from the normative sample. In *Amplias matematicas* X's performance was in the very low range, indicating definite problems in math. Age-level tasks involving *Amplias matemáticas* will be extremely difficult for him. He seems to have a foundation of addition and subtraction, but difficulty in multiplication and division. In addition he seems to be having difficulties with applying the mathematical concepts he does know.

Broad Written Language (Amplio Lenguaje Escrito) consists of Dictation and Writing Samples. Dictation measures skills in providing written responses to a variety of questions requiring knowledge of letterforms, spelling, punctuation, capitalization, and word usage. Writing Samples requires X to phrase and present written sentences that are evaluated with respect to quality of expression. The student is not penalized for errors in the basic mechanics of writing, such as spelling and punctuation. X's scores are in the below average range in writing sample (SS=70) but in the very low range in dictation (SS=69), as compared to others at his age level from the normative sample. This could indicate some difficulties in written expression. Age-level tasks involving *Amplio lenguaje escrito* will be very difficult for X. Difficulties were noted in the areas of grammar and punctuation.

VISUAL PROCESSING

The Developmental Test of Visual-Motor Integration (VMI) was administered to X in order to assess his visual-motor processing. The VMI is a developmental sequence of geometric forms to be copied with paper and pencil by the student. The primary purpose of the VMI is to help identify significant difficulties that some children have in integrating or coordinating their visual perceptual and motor (finger and hand movement) abilities. X received a Standard Score of 90, which indicates an average level of performance in the area of visual-motor processing based on this measure.

SUMMARY & IMPRESSIONS

X is a bicultural, Spanish speaking, 5th grade student. He has experienced some difficulties in the areas of math, reading and language arts. Results of the assessment suggest that X has low average intelligence with average reading ability to below average achievement scores in math and written language. Reports from the teacher further indicate that X continued to have difficulties even programming interventions. This along with support and tutoring should be continued.

ELIGIBILITY DETERMINATION

X does meet the criteria to qualify for Special Education in the areas of math and written language.

Final decision regarding eligibility and educational support services will be determined as part of the Individualized Education Program meeting.

RECOMMENDATIONS TO STAFF AND FAMILY

- 1. It is recommended that X receive Special Education services in a resource room setting to assist with his difficulties in reading and written language.**
- 2. Math and written language instruction in the class should be conducted in a small group setting to assist with monitoring. Basic mathematical concepts should be reviewed, and an emphasis on manipulatives be utilized.**
- 3. Written language instruction should consist of reviewing grammatical structure and rules. Review of phonemes, and allowing step-by-step instruction of the writing process is recommended.**
- 4. It is recommended that continual support and tutoring be provided to X, such that she maintains grade level functioning in reading .**
- 5. Transition into English should be discussed annually.**

Evaluator