

Special Education Assessment Process
for Culturally and Linguistically
Diverse (CLD) Students

2007 Revision

Guidelines & Resources
for the
Oregon Department of Education

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Preface

These guidelines represent a dynamic work of current best practices for the special education assessment process for culturally and linguistically diverse students and are not meant to be an exhaustive resource on cultural and linguistic diversity issues.

School district personnel are encouraged to pursue ongoing, professional, continuing education in areas such as bilingual education, second language acquisition theory and practice, socio-cultural influences (acculturation), and culturally responsive practices to recognize and support second language learners' academic efforts and to update the knowledge and skills necessary to conduct quality comprehensive multicultural special education evaluations.

These guidelines are best used in conjunction with the Individuals with Disabilities Education Improvement Act (IDEIA 2004) and No Child Left Behind (NCLB 2002).

The following are selected companion resources which provide in-depth discussion of the factors that allow us to recognize, respect, and build on students' cultures and languages in order to reduce bias in the evaluation process.

- Artiles, A., & Ortis, A. (2002). English Language Learners with Special Education Needs. Center for Applied Linguistics.
- Baca, L., Cervantes, H.T. (2004). The bilingual special education interface. Fourth Edition. New Jersey: Pearson Education, Inc.
- Collier, C. (2004). Separating difference from disability: Third Edition. Ferndale, Washington: Cross Cultural Developmental Education Services.
- Cummins, J. (2001). Language, Power, and Pedagogy: Bilingual Children in the Crossfire.
- Goldstein, B. (2004). Bilingual Language Development & Disorders in Spanish-English Speakers. Paul H. Brookes Publishing Co. Baltimore, Maryland.
- National Association for Bilingual Education. Determining Appropriate Referral of English Language Learners to Special Education. A Self-Assessment Guide for Principals (2002).
- Rhodes, R. L., Ochoa, S. H., & Ortiz, S.O. (2005). Assessing Culturally and Linguistically Diverse Students: A practical guide. The Guilford Press.
- Roseberry-Mckibbins, C. (2002). Multicultural Students with Special Education Needs.

The goal of the **Special Education Assessment Process for Culturally and Linguistically Diverse Students 2007 Revision** is to provide content relevant to the challenge of deciding when academic learning difficulties are influenced by second language acquisition, the acculturation process, inappropriate instruction, or a disabling condition as well as providing culturally responsive instructional and assessment considerations. Included in this 2007 Revision is a discussion on emerging practices on Response to Intervention (RTI) which has promising utility for CLD learners. It is our intention and hope that the guidelines and tools presented in this document, which have been assembled from a variety of sources, will prove useful in reaching this goal.

Introduction to the Manual

It has been projected that by the year 2030, Limited English Proficient (LEP) students will constitute 40% of students in public education (Thomas and Collier, 2003). In preparing to serve the needs of this population we must be familiar with research based-instruction, culturally responsive instructional guidelines, and assessment practices that will promote academic success for these students.

Meeting the academic needs of our nation's culturally and/or linguistically diverse (CLD) school age population has been a struggle for past and current education personnel. Second language acquisition and acculturation theories explain that many individuals who are taught in a language other than their native language and/or undergoing acculturation may experience academic, learning, behavioral or emotional difficulties.

The adjustment to a second culture, learning English, and the expectation of the mastery of academic skills are all challenges CLD students face. When instruction is provided to CLD students by teachers who may not understand the student's native culture and/or who do not speak the student's native language these difficulties are more acute. These academic and behavioral difficulties may be misinterpreted by an educator or special education professional who lacks knowledge about second language acquisition, acculturation theory, and culturally responsive instructional practices as reasons to refer a student for special education eligibility.

Determining whether academic learning difficulties are caused by second language acquisition process, acculturation or a handicapping condition is a complex challenge. Traditional assessment and evaluation practices often do not provide adequate estimates of CLD students' actual skills and knowledge. One reason this can occur is because many standardized tests are based on culture specific information or knowledge from the Anglo-European perspective. Most CLD students have not been exposed sufficiently to this information to attain success on traditional assessment measures. Additionally, a student's social and cultural background must be considered during the assessment so that the normative behavior of that student's culture is used as a starting point. Finally, the educational exposure a CLD student has experienced must also be evaluated. Only by carefully assessing a CLD student's opportunity to learn can the existence of a disability be accurately determined.

Although we do not know the patterns, beliefs, and nuances of all the cultures or languages in our schools, as school professionals and educators we are responsible for informing ourselves and becoming aware of their existence, and treating them with sensitivity and respect while interacting with students, parents and/or conducting an evaluation of a given student. Since traditional evaluation tools have limited utility for CLD students, these guidelines, an integration of current legal, ethical, and empirical mandates as well as theory and best practices, provide specific assessment procedures that challenge traditional assessment techniques and incorporate a thorough evaluation of the student's social and educational contexts and their impact on educational performance. In our view, an eclectic theoretical model integrating an ecological/functional assessment approach with culturally responsive instructional and assessment practices, such as described in the pages to follow, allows school based teams the opportunity to assure equity and diversity in the evaluation of a student who is culturally or linguistically different.

Culture

Edwards, Ellis, Ko, Saifer, and Stuczynski, 2004 define culture as, “A way of life.” Culture is especially related to the socially transmitted habits, customs, traditions, and beliefs that characterize a particular group of people at a particular time. It includes the behaviors, actions, practices, attitudes, norms, values, language patterns, traits, etiquette, spirituality and superstitions, of a racial, ethnic, religious, or social group. Culture influences how we process learning, solve problems, and teach. “Culture is the lens through which we look at the world. It is the context within which we operate and make sense of the world”. (p. 9)

The language and culture relationship explains how individuals acquire language through socialization, and how, in turn, language exerts a significant role in their perceptions of their physical and social world. In order to address linguistic differences appropriately, acknowledging and respecting cultural differences is crucial. (Manning and Baruth, 2000).

Culturally Responsive Practices

Culturally Responsive Practices are practices that respond to the needs of CLD students. Culturally responsive practices take into account the socio-cultural-historical contexts that influence students’ functioning and interactions. See Appendix F for common characteristics of culturally responsive practices.

Exclusionary Factors

Exclusionary Factors are factors, external to the student, that exist which can partially or fully explain a student’s academic or behavioral struggles, but are not suggestive of a disability. These exclusionary factors may include socio-cultural differences, economic disadvantage, lack of instruction or inconsistent schooling, inappropriate instruction, ecological/environmental issues in the classroom, and typical second language acquisition stages.

Interpreter

An interpreter is an individual who facilitates communication between speakers who do not speak the same language. Interpreters assist in parent/school meetings and they may assist during the assessment process. The interpreter conveys information verbally from one language to another guided by the knowledge and familiarity of the appropriate methods of expression. The interpreter is fluent and literate in the target language (Harris county Department of Education Bilingual Assessment Leadership Group, Texas. 1997).

L1

L1 is the native, primary or first language of the second language learner’s parents.

L2

L2 is the second language a person acquires after learning their native language. For the purposes of this manual, L2 refers to English.

Language Dominance

The dominant language is usually the language that a person:

- learns first;
- has the greatest ease using;

Emerging Best Practices

As our schools become more diverse and as education professionals gain added experience in working with students from diverse cultures and with languages other than English, methods of instructing and assessing these students evolve. We learn what works and what does not work and instructional and assessment practices change in response to research and experience. As these accumulate, notions of what constitutes “best practice” emerge. The brief discussion that follows presents a “snapshot” of emerging best practices in the instruction and assessment of CLD students who may be eligible for special education services.

Prevention

School districts interested in creating accepting and supportive learning environments for CLD students need to develop long-term goals to bring about change within the system. To reduce disproportionality, it is necessary to adopt the philosophical view that all students can learn. When CLD students are provided with scientific, research based academic programs that address their specific needs, and with culturally responsive curriculum their success rate increases. This goal requires that all education professional examine their own personal worldview and question their preconceived ideas and biases. Coupled with continuing education in cultural and linguistic differences and second language acquisition, educators can increase their cultural competence and promote the learning of all students.

Parental Involvement

Parents of CLD students should be fully involved in the pre-referral and special education process. To ensure clear school - parent communications school personnel will need to use the primary language of the family. A qualified bilingual, bicultural interpreter or bilingual staff person should be involved for any face-to-face communication between parents and school personnel. Additionally, forms parents must understand, read or complete should be provided in the native language of the family. Parents must have information about their roles, responsibilities, and rights as provided in IDEIA 2004 Notice of Procedural Safeguards.

Pre-referral RTI Process/Intervention

A formalized pre-referral procedure, Response to Intervention (RTI), has recently emerged as a recommended practice. RTI is described as an option in IDEIA 2004 for the determination of a Specific Learning Disability. When the RTI option is chosen by a local education agency, educational interventions must be implemented prior to any referral for special education eligibility. Other aspects of the pre-referral/RTI process are discussed in the sections to follow.

Bilingual Assessment

The evaluation of a bilingual individual, by a bilingual individual in a bilingual manner (Rhodes, Ochoa & Ortiz, 2005). A bilingual practitioner needs to:

- have knowledgeable about, and be familiar with the examinee’s culture;
- knowledge about how culture and language differences affect test performance as well as training and education in non-discriminatory assessment, and
- be able to speak the examinee’s language fluently enough to adequately evaluate functioning.

Common Assessment Approaches:

- Nonverbal assessment
- Assessment in the native language
- Assessment in the second language
- True bilingual assessment

Use of Alternative Assessment Procedures

Alternative assessment procedures have been developed to gather information on CLD students given the substantial limitations of standardized test measures. Alternative assessment procedures are informal in nature and emphasize dynamic assessment, curriculum-based assessment and authentic assessment (work samples, portfolios). Information should describe what a student can do rather than what a student cannot do. Information should be gathered in the actual learning context rather than in a clinical setting. Alternative assessment procedures are described in more detail in the special education eligibility section.

Minimize the Use of Standardized Tests

Using standardized tests to evaluate CLD students for special education services is problematic. Collier (1998) notes that it is unethical to use standardized test scores to qualify students for special education services if: 1) the norms do not apply to the student; 2) the test items are biased or beyond the realm of the student's experience; and 3) the test has been modified in any way (such as administered through an interpreter). Standardized tests can be used informally to provide useful information about what a student can and cannot do. Dynamic assessment (test-teach-retest) is particularly helpful for qualitative information on CLD students.

Clinical Judgment

Clinical judgment or professional judgment is the ability to synthesize information on CLD issues from a variety of sources to form an opinion concerning the educational needs and the diagnosis of a student's learning (or behavior) difficulties (Clark, 1994). During the pre-referral RTI process and when assessing CLD students for special education services, performance and assessment data should be interpreted in light of the needs of the CLD student. Consideration should be given to the information provided by the student's family. If there is conflicting or inadequate information to determine what the student needs to be successful in school, or to determine special education eligibility, members of the student services team must be empowered to make clinical or professional judgments regarding the needs of the CLD student (Clark, 1994). See Appendix G for more information.

The above definitions and summary of best practices in the assessment of CLD students for special education eligibility provide the opportunity for education professionals to become familiar with current terms, concepts, and approaches used with this particular population. The following section describes the Pre-referral/RTI Process and provides practical information for professionals and paraprofessionals working with CLD students.

In general a three-tier RTI approach involves the following:

Tier I: Scientifically research based curriculum and instruction in the general education classroom

- High quality, empirically supported general education curriculum,
- Universal systematic screening of critical skills several times per year,
- Use of state or school district developed decision rules to determine need for further intervention.

Tier II: Supplemental instruction in addition to core instructional program as part of the general education support system

- Tier I data are used to determine who gets structured supplemental SRB interventions,
- Use of state or school district guidelines to determine who develops and delivers the SRB intervention(s),
- SRB interventions tailored to meet group needs,
- Typically delivered in small groups (1:5 ratio),
- Typically requires additional time,
- Data are collected frequently (i.e. biweekly),
- Monitoring to ensure intervention fidelity/integrity,
- Review of data and use of state or school district developed decision rules and exit criteria to determine need for additional Tier II intervention(s) or Tier III intervention

Tier III: Intensive, strategic intervention in addition to core instructional program as part of the general education support system

- Tier II data are used to determine who gets intensive strategic SRB interventions
- Use of state or school district guidelines to determine who develops and delivers the SRB intervention(s)
- SRB interventions tailored to meet individual needs
- Typically delivered in smaller groups (1:3 ratio)
- Typically requires extensive time and supports
- Data are collected more frequently (i.e. weekly)
- Monitoring to ensure intervention fidelity/integrity
- Review of data and use of state or school district developed decision rules and exit criteria to determine need for additional Tier II or Tier III intervention(s) or referral to special education.

Use of RTI with CLD students

Appropriate use of RTI procedures with CLD students requires understanding and implementing culturally responsive instructional strategies and methods at all levels. Some additional considerations include:

- utilize methods that account for the differential rate of development between native language acquisition, second language acquisition and acculturation (Ortiz, 2006).

- recognize that there is more instability in progress monitoring which affects data outcomes and consequently may underestimate CLD students true capabilities or knowledge particularly when they have low proficiency in oral English (Gerber, 2004).
- recognize that there is considerably more to learn about RTI, what SRB interventions look like for CLD students at the various levels of RTI, how research can guide the intervention process, what counts as research, and what qualifications one must possess to deliver RTI to CLD students (Klingner, Artiles, Barletta, 2004).

The Oregon Department of Education, Office of Student Learning and Partnerships has a number of valuable links discussing the use of RTI procedures in the pre-referral process of students who are struggling to learn and may be eligible for special education services. The link below serves as a gateway to these RTI links which the reader is urged to review frequently as information relevant to RTI is updated:

<http://www.ode.state.or.us/search/page/?id=315>

See additional links regarding RTI with CLD students in Appendix G.

Team Development and Goals

In order to develop a meaningful pre-referral plan for the CLD student, specific information must be collected. Much of that crucial information will come from parents who might speak a language other than English, thus there is a need to use bilingual/bicultural staff or well-trained interpreters who are fluent in both English and the parent's native language and understand their cultural background.

Typically, the vehicle for the development of pre-referral interventions for students who are suspected of having learning or behavioral problems is the school-based team. These are often referred to as student assistance teams, teacher assistance teams, teacher needs teams, problem-solving teams, and student planning teams (Friend and Bursuck, 1999). The term teacher assistance team (TAT) will be used henceforth to refer to the pre-referral team. The purpose of the TAT is to distinguish among students who have learning problems due to an inadequate match between student characteristics and the learning environment; students who have learning problems due to lack of instructional accommodations/adaptations; and students who may have a disability (Ortiz, 1999). In order for the pre-referral RTI process to work effectively, the TAT member knowledgeable about a particular student's culture and language as well as first and second language acquisition must educate the TAT and ensure that the SRB interventions are culturally and linguistically appropriate. Ortiz and Garcia (1988) state that the TAT does not necessarily include special education teachers although their input on a consultative basis may be desired. Parents are an integral part of the team effort because school personnel rely on them to provide background information and family history. Other possible participants in the TAT for CLD students include general educators, bilingual specialists, guidance counselors, nurses, interpreters, and the school principal or designee.

The TAT's goals are:

- To obtain information about a CLD student's language and cultural background as well as the learning and/or behavior problem;
- To determine if any exclusionary factors (e.g., lack of instruction, socioeconomic, and/or linguistic and cultural differences) explain a student's learning or behavior difficulties;
- To determine student needs and the extent to which these needs can be met by existing programs and services (e.g., curricular accommodations in the classroom, bilingual services, English as a Second Language (ESL), Chapter I);
- To develop state or school district RTI decision rules and exit criteria if none exist;
- To document student performance through the use of culturally responsive SRB interventions;
- Monitor to ensure intervention fidelity/integrity;
- Review data and apply decision rules and exit criteria.

Considerations when applying Decision Rules

The TAT will need to follow state and/or school district developed decision rules at various points in the pre-referral RTI process to ensure that a student is receiving an appropriate level of intervention. The following are important questions and/or exclusionary factors (adapted from Figueroa and Newsome, 2006) to consider when applying decision rules to a CLD student's performance:

Can the CLD student's learning and/or behavior problems be attributed to exclusionary factors such as

- Socio-cultural differences (i.e. world view, low level of acculturation)?
- Economic disadvantage?
- Lack of instruction/inconsistent schooling?
- Inappropriate instruction?
- Ecological/environmental issues in the classroom?
- Typical second language acquisition stages?

If **yes** to any of the above, then the student should **not** be considered for RTI Tier II/Tier III or special education but rather educational supports by way of regular classroom accommodations, bilingual services, and/or other school district programs for which the student qualifies.

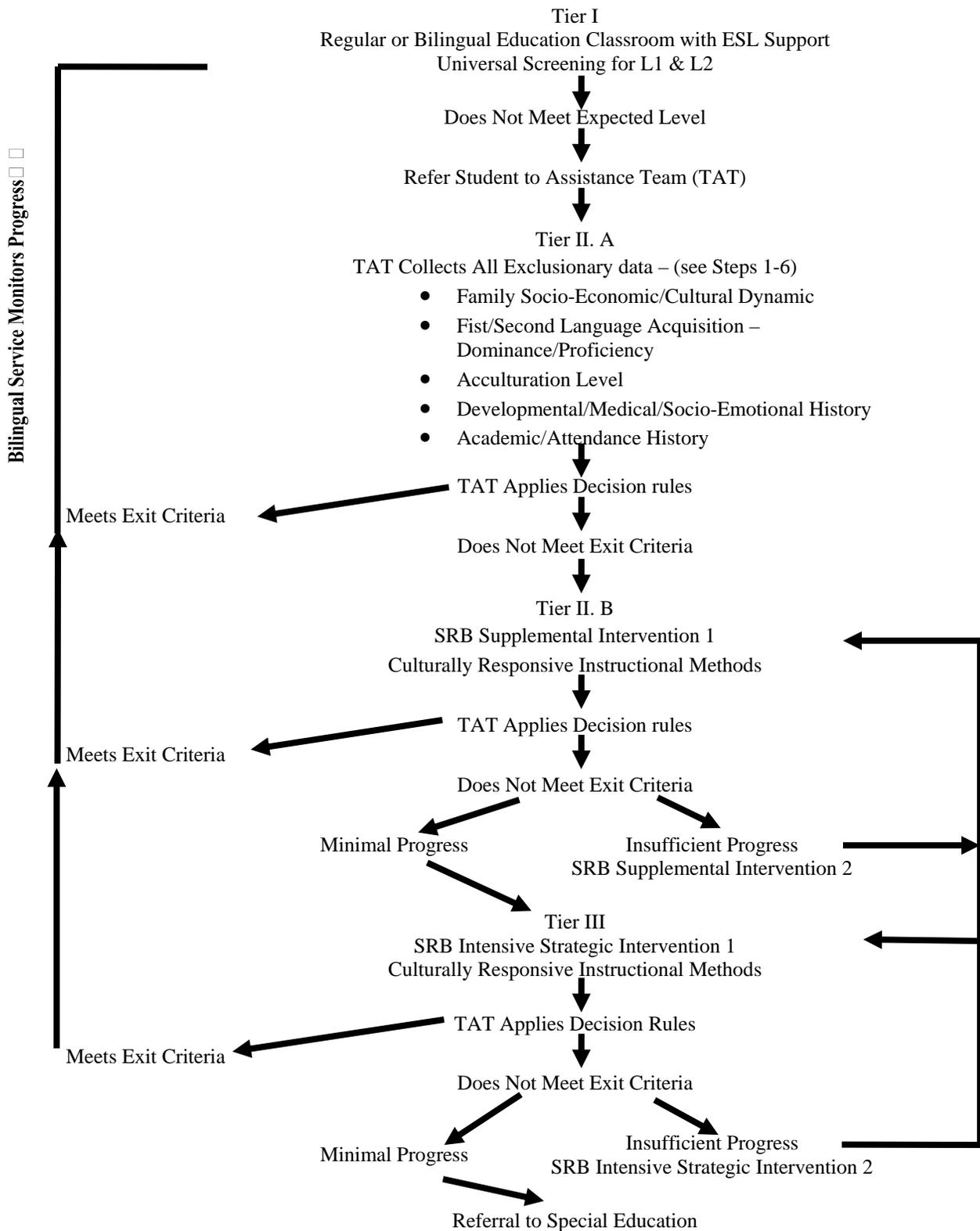
Has consideration been given to the influence past and/or present instructional programs have had on current academic performance?

- If not, ensure that the CLD student has received an adequate opportunity to learn as this is a prerequisite to RTI and/or special education services.

Is the student's English proficiency high enough to yield accurate levels of performance?

- If not, assess for language loss, language shift or attrition. Monitor progress in both languages and make decisions based on the stronger language.

Figure 1. Pre-Referral/Response to Intervention Process for Culturally and Linguistically Diverse Students



Pre-Referral RTI Process Checklist

Tier I

Tier I of the pre-referral RTI process begins in the general education or bilingual classroom with English as a Second Language (ESL) services where culturally responsive instructional strategies/methods are provided as a part of the general SRB curriculum. Universal screenings of critical skills in both first and second languages are conducted periodically to compare students' progress to expectancy levels.

Once teachers have indicated a concern about a student's academic progress and/or behaviors in the classroom that may go beyond the need for accommodating the student, the TAT with responsibility for implementing the school's pre-referral process should begin its work. Typically this process involves information-gathering about the student, the home, and the classroom context. See the critical pieces of information to be collected detailed in Tier II. A, Steps 1-6 below.

Tier II. A

Step 1

Initiate the pre-referral RTI process using this Pre-referral Checklist to guide the TAT through the process:

- Initiate** parental notification and collaboration;
- Assign** a person to coordinate the pre-referral process;
- Assign** a person, who is knowledgeable about the student's cultural and linguistic needs, to participate in the pre-referral process for the CLD student who is referred;
- Interview** the person who made the referral to the pre-referral team to find out more information about the reason for the referral.

Step 2

Review family history including cultural and economic background.

- Collect** parental information about socioeconomic background, family member(s) educational levels, world view of learning and disabilities, occupations, family dynamics;
- Determine** student's level of acculturation by compiling information about family cultural background including ethnic group, country of origin, beliefs, language(s);
- Conduct** assessments for acculturation level and socio-cultural factors;
- Collect** medical and developmental history information from parent/guardian including vision/hearing evaluations;
- Assess** differences in school and home behavioral/socio-emotional expectations, using family survey/interviews;
- Conduct** ecological/environmental assessments of student in home and community settings.

Step 3

Conduct a comprehensive review of student academic records.

- Years* of formal education;
- Frequency* of school attendance;
- Number of schools* attended in the past;
- Learning difficulties* noted in the native country L1 & L2;
- Language of instruction* in native country and in the USA.

Step 4

Gather information about language dominance and the student's motivation to learn English or to speak in his/her native language.

- Examine* previous or current test information concerning dominant language;
- Obtain* information from a Home Language Survey (may have been conducted during school registration).

Step 5

Gather initial information about a CLD student's proficiency in the use of language (in L1 and L2).

- Assess* Basic Interpersonal Communication Skills (BICS);
- Assess* Cognitive Academic Language Proficiency (CALP);
- Survey* oral language development from parents;
- Review* universal academic screening results;
- Review* work samples;
- Conduct* classroom observations.

Step 6

Review services, accommodations, and strategies previously used by the student in most recent classroom environment. Conduct ecological/ environmental assessments of classroom as needed.

- Identify* the types of services used by the student;
- Identify* student's learning style;
- Identify* the language of instruction;
- Identify* types of classroom adaptations/accommodations used in the regular or bilingual classroom, when they were implemented, and their effectiveness;
- Identify* types of culturally responsive instructional practices/methods used in the regular or bilingual classroom, when they were implemented, and their effectiveness.

Step 7

Apply Decision Rules/Exit Criteria and decide whether or not the student:

- Meets* exit criteria to continue with regular classroom instruction;
- Requires* structured supplemental intervention at Tier II. B.

If the CLD student meets exit criteria or has intact native language development, is acculturating, and is undergoing the normal second language acquisition process then the student is referred back to the general education classroom where bilingual education services address issues and monitor the student's progress. If the student does not meet exit criteria and/or has a history of language related difficulties in L1 and L2, he/she is referred for Tier II. B intervention using culturally responsive instructional strategies/methods.

Tier II. B

Step 1

Develop SRB supplemental interventions based on the student's cultural, linguistic and learning need as well as on the information collected and TAT discussion using culturally responsive instructional strategies/methods for CLD students.

Step 2

Implement and document the effectiveness of the interventions over a time period that is determined by the team.

Use a form(s) to document the process. See Appendix A for sample form.

Step 3

Apply Decision Rules/Exit Criteria and decide whether or not the student:

- Meets* exit criteria to resume regular classroom instruction,
- Has* made enough progress to benefit from additional structured supplemental intervention at Tier II. B.
- Requires* intensive intervention at Tier III.

For CLD students not meeting exit criteria based on decision rules established by the school district, either through minimal/ no progress or insufficient progress, he/she may recycle back to Tier II for additional intervention or proceed to Tier III which might include more explicit, direct instruction focused on skill areas in need of remediation with more supports, more careful scaffolding, as well as short and long term monitoring.

Tier III

Step 1

Develop intensive strategic SRB small group interventions using culturally responsive instructional strategies/methods.

Step 2

Implement and document the effectiveness of the interventions over a time period that is determined by the TAT.

Use a form(s) to document the process. See Appendix A for sample form.

At this level, professional judgment and predictable growth expectations will be important in differentiating between adequate second language acquisition and rate of learning versus inadequate progress.

Step 3

Apply Decision Rules/Exit Criteria and decide whether or not the student:

- Meets* exit criteria to resume regular classroom instruction;
- Has* made significant progress to benefit from continued intervention at Tier II. B;
- Has* made enough progress to warrant continued intervention at Tier III;
- Requires* referral for special education services.

If the team feels the data support a referral for special education eligibility:

- Complete and submit referral forms for special education eligibility.**

Once the pre-referral RTI process is complete, there will be information on the student's history, as well as what instructional practices have and have not been successful. The use of this pre-referral data will have practical utility if the team decides to refer a student to special education for assessment, where the next step is to follow guidelines to insure an equitable and diverse assessment of the CLD student. The following section, Assessment for Special Education Eligibility, provides checklists and practical information for professionals and paraprofessionals working with these students.

eligibility, exclusionary factors include those formerly described as well as issues related to acculturation and language dominance/proficiency.

The Law

The Individuals with Disabilities Education Improvement Act (IDEIA 2004), the standards for educational psychological testing from the American Psychological Association (APA, 1985) and No Child Left Behind (NCLB, 2002) provide guidance in the planning and implementation of assessment procedures for all students, including CLD students who may have a disability. Therefore, cultural and linguistic differences must be taken into consideration and provisions made to ensure a nondiscriminatory assessment process.

For determining eligibility for special education, the IDEIA 2004 summarizes those provisions in section 300.304 Evaluation Procedures as follows:

“Each public agency must ensure that--

- (1) Assessments and other evaluation materials used to assess a child under this part--
 - (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (ii) Are provided and administered in the child’s native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;
 - (iii) Are used for the purposes for which the assessments or measures are valid and reliable;
 - (iv) Are administered by trained and knowledgeable personnel; and
 - (v) Are administered in accordance with any instructions provided by the producer of the assessments.
- (2) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- (3) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child’s aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child’s impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
- (4) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
- (5) Assessments of children with disabilities who transfer from one public agency to another public agency in the same school year are coordinated with those children’s prior and subsequent schools, as necessary and as expeditiously as possible...to ensure prompt completion of full evaluations.
- (6) In evaluating each child with a disability...the evaluation is sufficiently comprehensive to identify all of the child’s special education needs, whether or not commonly linked to the disability category in which the child has been classified.
- (7) Assessment tools and strategies that provide relevant information that directly assists

persons in determining the educational needs of the child are provided.”
(Federal Register, August 14, 2006, p 46785)

Some key factors to remember, then, regarding a CLD assessment for special education eligibility are:

- For an initial referral, a comprehensive assessment should be conducted no matter what the referral question(s) so that the student is viewed holistically.
- The evaluator(s) should be knowledgeable regarding cultural and linguistic differences.
- Formal and informal assessment of language proficiency and dominance must be established.
- All assessments should be conducted in the proficient language and English unless English is clearly the most proficient language.
- Determine the parent’s native language and language(s) spoken at home the majority of the time.
- If English is marginally the proficient language then both L1 and L2 should be assessed.
- Assess the student’s educational program and language of instruction.
- Assessment of CLD students will typically take two to three times the amount of time required for monolingual English speakers.

Team Development and Goals

Parents of students referred for evaluation for special education eligibility are to be full partners in the process, participating and contributing every step of the way. Therefore, the parents should be encouraged to continue their participation as members of the assessment team and the Individual Education Plan (IEP) team. In cases where a CLD student is being considered for special education eligibility this process, although extremely helpful, can be confusing and daunting to parents. The entire process may require substantial extra time. This is necessary because requesting parental consent, discussing parental rights, the Special Education process and the child’s educational needs is time consuming. In some situations, it may also be necessary to spend time explaining IDEIA’s eligibility criteria since disabilities are not the norm in many other countries. If parents have been properly informed and fully involved at the pre-referral RTI stage, the entire process will be smoother.

The assessment/IEP team is comprised of the parents, the child’s regular education teacher, a person knowledgeable about the student’s culture, language, and second language acquisition, and qualified professionals who administer the test instruments such as special education specialists, literacy specialists.

When selecting appropriate assessment procedures, personnel should consider the Hierarchy of Assessment Levels and Personnel (see Figure 2).

Figure 2.

Hierarchy of Assessment Levels and Personnel

Best Practice (Most Desirable)

A bilingual special education assessment professional fluent in the student's native language uses standardized and alternative assessment in the student's L1 and L2 languages. School districts should conduct a dual language assessment conducted by a bilingual examiner fluent in English and the student's native language.



Less Desirable

It is less desirable to have an English-speaking assessment professional assisted by a trained interpreter ancillary (subordinate) examiner with a background in educational procedures such as a regular classroom teacher, bilingual teacher, etc. (with documented proficiency in the language in question) using standardized and alternative assessment measures.



Less Desirable

The next less desirable level is English-speaking assessment professional(s) assisted by a trained interpreter using standardized measures and alternative assessment.



Least Desirable

The least desirable level is having an English-speaking assessment professional using only nonverbal or performance intelligence assessment measures and alternative assessment. This is considered an acceptable practice only when testing in a low incidence language.

(Adapted from: Harris County Department of Education Bilingual Assessment Leadership Group, 1997).

Special Education Assessment Process Checklist For Culturally and Linguistically Diverse Students

The team will:

Step 1

Gather and review information.

- Assign** a case manager
- Review** existing records, pre-referral RTI results, and exclusionary factors
- Decide** if it is necessary to conduct an assessment
- Provide** written parent notification/consent paperwork to parent in parent's native language as required by IDEIA 2004 for assessment
- Encourage** parent involvement in the assessment process

Step 2

Determine nature and scope of assessment necessary to address referral questions and comply with laws.

- Develop** an individualized assessment plan
- Conduct** longitudinal observations in multiple contexts
- Gather** other information as required by law
- Elicit** parent concerns regarding assessment

Step 3

Conduct Assessment.

- Functional Communication skills
- Speech
- Language
- Cognitive Levels
- Socio-cultural/Emotional/Behavior Needs
- Achievement Levels
- Transition/Vocational Skills
- Assistive Technology Needs
- Adaptive Behavior (as needed)

Step 4

Review all data.

- Review** pre-referral RTI results, including appropriateness of instructional program
- Check** to see if there are exclusionary factors and explain how the data rules them out
- Compile** formal and informal assessment data
- Gather** additional information as required by law
- Share** data with parents

Step 5

Determine Eligibility.

- Provide** written parental notification in parent's native language as specified under IDEIA 2004 for eligibility determination meeting
- Review** all assessment results
- Elicit** parent input regarding eligibility
- Consider** clinical judgment
- Determine** student eligibility by referring to local school district guidelines
- Document** all assessment data and conclusions

Step 6

IEP Development/Placement.

- Provide** written parental notification in parent's native language as specified under IDEIA 2004 for IEP development and placement in special education
- Elicit** parent input regarding IEP and placement
- Determine** placement in least restrictive environment
- Write** IEP
- Obtain** written parental consent in parent's native language as specified under IDEIA 2004 for IEP and placement

Steps in the Special Education Assessment Process for CLD Students

Step 1

Gather and review existing pre-referral information to determine if the referral for special education services is appropriate.

- **Assign**, if possible, a case manager who has background in assessing CLD students to be a part of the assessment team to educate the team about acculturation and the second language acquisition process and culturally responsive instructional guidelines before deciding on assessment procedures. Team members may include parents, bilingual specialists, special education teachers, regular classroom teachers, aides, and/or interpreter.
- **Review** existing records and exclusionary factors. The Pre-referral RTI Checklist (page 16) can be used to identify any gaps in information.
- **Decide** whether or not to conduct the assessment based on information reviewed.
- **Provide** written parental notification/obtain consent in parents' native language as specified under IDEIA 2004 the first time the student is referred for special education assessment. Review for completeness.
- **Encourage** parent involvement throughout all steps of the assessment process by first explaining the reason for referral and the purpose of testing with the help of a bicultural, bilingual interpreter or school professional. As team members, parents are readily available to supply any needed information that may not have been gathered during the pre-referral RTI process. Be aware that some CLD parents may view school personnel as teaching authorities and think that it is disrespectful toward teaching staff to express their opinions, especially when they are not in agreement with the school's perspective. Spending time to build a working relationship, while acknowledging and respecting their socio-cultural background will be important.

Step 2

Determine the nature and scope of the assessment to address referral questions and comply with laws. According to the ecological/functional assessment model, this is a critical step in the process. If this is the initial assessment for special education eligibility, then a comprehensive assessment should be done.

- **Develop** an individualized assessment plan. For many of the components, specific assessment techniques and suggestions will be discussed in the pages that follow. Individualize your assessment approach, since a technique or process used with one CLD student may not be effective with another student due to within group differences.
- **Conduct** longitudinal observations in multiple contexts to observe student during the actual learning process.
- **Gather** other information as required by law.
- **Elicit** parental concerns regarding the assessment as you continue to build a positive, trusting relationship with the parents.

- Rating scales/checklists,
- Informal inventories for languages in which no formal standardized norm-referenced test exists.

Language

A language related disorder must be present in both L1 and L2 and not be a result of language loss to be considered disordered rather than different (Goldstein, 2004).

If not already completed during the pre-referral RTI process, determining language proficiency in both languages using formal (i.e., Woodcock Munoz Language Survey-Revised, 2005), and informal methods (i.e., observations, questionnaires, interviews, teacher rating scales, storytelling, language sample, etc.) is a vital component in the assessment process. This combination of methods is widely recommended because it allows for the assessment of a variety of language skills (Rhodes, Ochoa and Ortiz, 2005), and 1) helps determine the student's language development (BICS and CALP), 2) assesses receptive and expressive skills, and 3) uses current language proficiency data from bilingual education or ESL programs. Legally, determination of a CLD student's language proficiency needs to be based on an objective determination, and not on a personal opinion.

- Assess the level of language proficiency (Cognitive Academic Linguistic Proficiency): "...complex, abstract dimensions of language use that are related to literacy development...e.g. problem solving, evaluating, inferring..." (Ortiz, 1997),
- Determine the level of acculturation.

Indicators of Language Difference Not Disorder

Language proficiency, often the central issue in question, has far reaching effects on a CLD student's success in the classroom. It is important for all educators to become aware of the second language acquisition process and the normal transitions a person learning a second language experiences, and that:

- Transitions likely will vary depending on the nature of the language in question (e.g. some languages have more structures in common with English thus requiring fewer changes to learn than other languages),
- Transitions generally take place in both speech and language as a person is attempting to learn a second language,
- The transition period may take many months or even years to complete due to socio-cultural influences that affect communication behaviors,
- Exposure and opportunity to use the language varies from student to student.

Language should **not** be considered disordered:

If the linguistic differences can be attributed to exclusionary factors or are a result of any of the following normal transitions in second language acquisition (Owens, 1996):

- Inappropriately transferring culturally acceptable behaviors in the dominant language to English,
- Code-mixing (switching back and forth from one language to the other in the middle of an utterance),

- Omission and/or overextension of morphological inflections,
- Double marking (when more than one language rule may apply the student uses both rather than selecting one (e.g. in English: The boy, he went to the store),
- Misordering of sentence components (e.g., placing adjectives after the noun),
- Using one member of a word class for all members (e.g., using “that” for all demonstratives),
- Using all members of a word class interchangeably without concern for the different meanings.

Additional Tools and Suggestions:

- Parent interview/questionnaires,
- Direct observation in a variety of settings,
 - Structured setting (e.g. classroom),
 - Unstructured setting (e.g. recess, lunchroom, physical education class),
- Behavioral sampling,
- Portfolio assessment of work samples,
- Language, writing, and narrative sampling in all languages,
- Structured probe assessment,
- Standardized and norm-referenced tests (only if normative data includes the population in question),
- Criterion-referenced tests,
- Dynamic assessment,
- Cloze techniques.

See Appendix D for additional information on the second language acquisition process and appropriate assessment techniques.

Cognitive Levels

The focus of cognitive assessment should be on the process of learning rather than obtaining a score. Examiners should investigate how well students adapt to new learning situations and how well they can apply new skills in a variety of contexts. There are very few measures of cognitive ability normed on diverse cultural populations. The few current cognitive ability measures normed on CLD populations “do not account for varying levels of proficiency in two different languages that mark bilingual students as distinct from native students or English-only speakers” (Rhodes et.al., 2005 p.167). Bilingual students’ language and cognitive development as well as academic achievement differs significantly from monolingual students. Second language acquisition related constructs include: slower mental processing, slower auditory memory, and slower reading fluency and comprehension in the weaker language (Figueroa et al., 2006).

Some practitioners believe that nonverbal IQ measures such as the Universal Nonverbal Intelligence Test (UNIT) could be used when assessing CLD students if cognitive testing cannot be conducted in L1 (Manual for Multicultural Assessment for Special Education Eligibility, 1998). Caution is recommended when using the UNIT with recently arrived immigrants or with students who experience attention, visual or motor functioning difficulties. Also, it is important to note that nonverbal performance tests remain cognitively loaded due to the use of items common to Western or urban cultures such as pictures, paper/pencil tasks, and timed testing (Hamayan and Damico, 1991).

See Appendix G, for more information.

Figure 3. Using Standardized tests with CLD students

Do	Don't
<ul style="list-style-type: none">• Consider student's language usage opportunities and exposure in the home, school, and community settings as well as his/her language proficiency before determining the language used for further testing• Administer standardized tests if test was normed in the population the student belongs to and test items are within his/her realm of experience,• Correlate standardized and informal test results,• Use only well-trained and educated interpreters,• Use standardized tests dynamically (test-teach-retest) and report results in narrative form with no scores,• Use multiple measures and contexts to assess	<ul style="list-style-type: none">• Translate standardized tests,• Modify a standardized test without documenting modifications and discussing performance, rather than reporting scores,• Report test scores if standardization procedures were violated,• Use tests that measure factual information and learned content,• Make eligibility decisions based on a single test.

Socio-Cultural/Emotional/Behavioral Needs

Some of the byproducts of acculturation look very similar to emotional or behavioral difficulties and would include inattention, anxiety, poor self-concept, withdrawal, unresponsiveness, fatigue, resistance to change disorientation and other stress related behaviors. Many published personality assessment tools do not represent the cultural background of students being tested. Therefore, to imply that a student has social/emotional/ behavioral problems in the native culture may not be correct. Gathering comprehensive data through formal and informal methods in a variety of contexts, including home, school and community, is critical to making a determination of disability in this area.

Behavior checklists, self-reports or rating scales may assist the team in focusing on major issues and planning future assessments and interventions. Best practice mandates documenting on psychological reports the similarities between the student in question to the normative population of US born and raised children. Ensure parents and raters understand questions and corroborate results with them for accuracy. Rather than relying on standardized measures, best practices would suggest the use of observation techniques, a review of school history, and an examination of how the child interacts with his/her environment including interaction with students from similar cultural and linguistic backgrounds. Qualitative assessment approaches which include real life or simulated real life activities may be one way to assess students' social or behavior status. In addition, a functional behavioral assessment would be helpful in identifying ecological issues that are affecting any challenging behaviors. In this process of collecting information, it is critical that school personnel attempt to build trust with the family (Anderson and Canter, 1999) and careful consideration should be given to cultural influences that may affect the student's behavior in various contexts or settings.

When evaluating behaviors, observers should consider:

- Student's worldview,
- Parent's worldview,
- Behavior appropriate in the native culture,
- Role of education and religious beliefs in the native culture,
- Student behaviors that significantly differ from the ones socially acceptable in his/ her native culture and in the American culture,
- Information that may explain the target behavior including English proficiency and/or second language acquisition stage,
- Comprehension or knowledge of American rules,
- Acculturation level or process,
- Motivation to learn English.

Additional Tools and Suggestions:

- Interview teachers, parents, students and others such as bilingual social workers from home and cross-cultural visits,
- Use ecological/environmental assessment techniques to observe and document student behavior in a variety of settings,
- Use functional behavioral assessment information from district's behavior specialist,
- Use behavioral rating scales and checklists,
- Review information from pre-referral process such as specific pre-referral information.

Achievement Levels

For all students, an assessment plan should be determined based on the instructional program history and grade level as well as language proficiency level. Be sure to include a review of pre-referral RTI data in this determination. Use standardized tests only if they are valid for the student's cultural and linguistic group. If formal assessment instruments are not available in the student's proficient language (L1), informal assessment (i.e., student relates an event or tells a story; student reads a passage in a grade level book in his/her native language; or student writes sentences, paragraphs, or a story in his/her native language) or alternative assessment procedures are suggested (Harris County Department of Education Bilingual Assessment Leadership Group, 1997).

Alternatives to Using Standardized Achievement Tests with CLD Students

- **Response To Intervention (RTI)** Example-Pretest Skill such as Word Attack, Deliver instruction-5 probes per session, Revise instruction-explicit instruction twice a week for 30 minutes, Post test week 10 (Gerber, 2004).
 - Attributes: An integrated approach using curriculum based measurement and performance based assessment;

- **Strengths:** Sampling of student progress after use of scientifically research based strategies to quickly modify the instructional program to meet individual needs. Gerber’s empirically supported model shows promising results for CLD students;
- **Weaknesses:** Limited research with CLD population; time consuming; extensive record keeping.

- **Curriculum-Based Measurement (CBM):** Examples–student reads aloud for one minute from basal reader; student writes answers to math computation problems in two minute probe (Suzuki, Miller and Ponterotto, 1996).
 - **Attributes:** Taken directly from the curriculum employing common classroom tasks; used frequently; can take one minute or less;
 - **Strengths:** Direct sample of student knowledge; quick and economical; can develop local norms;
 - **Weaknesses:** If curriculum is poor, CBM is flawed; samples basic skills only; perceived as incompatible with holistic learning.

- **Performance-Based Assessment (PBA):** Examples–projects, portfolios, giving a speech, science experiment (Suzuki et al., 1996).
 - **Attributes:** Allows multiple ways to show knowledge by planning or assembling product; can be given frequently; student’s work is compared to a standard or rubric scoring; allows development of multifaceted student strengths/weaknesses;
 - **Strengths:** Aligned with classroom instruction; utilizes both basic skills and problem-solving skills; CLD students do better on PBA; assessment is authentic (real work); compatible with holistic learning;
 - **Weaknesses:** Expensive; risk of rater bias; raters may not be trained to rate CLD student’s work; rubrics contain content (such as appropriate capitalization/punctuation) but do not give criterion (such as 95 percent correct).

- **Dynamic Assessment:** Examples- testing the limits, feedback given on problem solving tasks, student explains how they arrived at an answer (Hamayan and Damico, 1991; Ortiz, 1997; Langdon, 1998).
 - **Attributes:** Allows examiner to draw conclusions on student’s thinking and problem solving skills; requires constant interaction between student and examiner; test-teach-test process;
 - **Strengths:** Focus on problem-solving skills; allows for interaction between student and examiner; examiner can ask questions; student can explain answers;
 - **Weaknesses:** Time consuming; requires examiners with highly developed skills.

Achievement levels and performance information should include:

- Student’s academic strengths and weaknesses
- Student’s skill levels in reading, math, and writing in both languages
- Learning style information
- Patterns in test response
- Practical or functional skills/knowledge
- Planning and follow-through on tasks
- Sequencing abilities

- Problem-solving strategies
- Organizational skills
- Motor skills such as visual-motor skills
- Fluency in reading, math, writing

Information that is obtained should be descriptive and well documented. Include how tasks were presented, student responses, and how conclusions were reached.

Additional Tools and Suggestions:

- Review information from pre-referral RTI process including type of pre-referral interventions, school history, self-report information, interviews with teachers, observations of the student working on academic tasks in the actual learning environment.
- Use performance assessment: essays, oral presentation, construction of models, art drawings, dramatic presentation, and scientific experiments.
- Test knowledge and skills students apply in their life outside the classroom, e.g., adding up purchases at the grocery store, reading preparation instructions on food items.
- For reading, use informal reading inventories in L2 and translated into L1 (be careful of cultural bias in passage selection) or compare results of an informal reading inventory in L2 with a passage taken from a book written in L1 at the same approximate grade level for miscue analysis and comprehension.
- Use teacher-made cloze tests for reading comprehension.
- For writing, use functional dictation and a writing sample in L1 and L2 if appropriate.
- Use portfolio information from regular classroom.

See Appendix G for more information.

Transition/Vocational Skills.

In order to fully serve every CLD student, eligibility for special education services aside, transitional and vocational (career) information should be gathered as a part of the functional assessment for students age 14 and older. Transition skill assessment would include assessing independent living, personal care, and social interaction skills. Vocational or career assessment would also include noting vocational aptitudes, interests and matching strengths and interests to career goals. Consult the career coordinator or transition person in the local school district for more information.

Assistive Technology Needs.

Assistive technology assessment includes analyzing the need for tools or technology that would enable the student to realize his /her full potential. Consult the assistive technology specialist in the local school district for more information.

Adaptive Behavior (as required).

In cases such as suspected mild mental retardation, an adaptive behavior rating scale will need to be completed by interviewing the parent (best option) or main caregiver.

Step 4

Review all data.

- **Review** all pre-referral RTI information including the appropriateness of the instructional program.
- **Check** to see whether the student in question exhibits school difficulties due to a legitimate disability rather than a difference due to exclusionary factors, i.e., cultural differences, acculturative stress, economic disadvantage, environmental issues, lack of instruction or inconsistent instruction, inappropriate instruction and/or normal second language acquisition development.
- **Compile** formal and informal assessment data.
- **Gather** additional information as required by law including classroom observations, physical examination, adaptive behavior ratings, etc. (as appropriate).
- **Share** data with parents, if possible, as you review the information.

Step 5

Determine eligibility.

- **Provide** written parental notification in parent's native language as specified under IDEIA 2004 to attend eligibility determination meeting for special education services.
- **Review** all assessment results including the referral questions and referral information, pre-referral RTI information, special education assessment results, and any other pertinent information (Collier, 1998).
- **Elicit** parent input regarding eligibility. School personnel should assist parents in becoming familiar with special education eligibility so they can be active participants in the decision-making process. Parents should receive verbal and written notification in their native language of their right to agree or disagree with eligibility decisions and appropriate documentation is gathered.
- **Consider** clinical judgment. Team members need to rely on clinical judgment when making decisions for special education eligibility when test results do not appear to reflect a student's performance (Billings, Pearson, Gill and Shureen, 1997), when there are inconsistencies in information, and/or when information is missing. See Appendix G for information on clinical judgment.
- **Determine** student eligibility by referring to local school district guidelines. In addition, in view of the special needs of the CLD population, the following considerations are offered:
 - The current trend of identifying learning disabilities utilizing a discrepancy model based on standardized test score discrepancies has been criticized as lacking validity in determining special education eligibility. Exclusionary factors relevant to CLD students furthers the problematic use of standardized measures for this population and other, multiple and mixed methods of eligibility determination are likely necessary.
 - Remember, the CLD student's learning problems must be present in both languages (L1 and L2) in order to be considered a disability. If cultural differences, economic disadvantage, environmental issues, lack of instruction or inconsistent instruction, inappropriate instruction, acculturation issues, and/or normal second language acquisition transitions are present to a strong degree then the student is not eligible for special education services.

monolingual/monocultural students. CLD students emerging bilingualism and blended cultural backgrounds are not adequately represented in any existing norm sample; therefore, informal evaluation procedures must be performed to conduct a fair and equitable assessment. Data gathered from formal and informal sources must substantiate that exclusionary factors such as inappropriate instruction, acculturation, second language acquisition, socioeconomic and experiential background, are not the primary source of the performance deficit in question.

Equally important, all school personnel are strongly encouraged to pursue continued professional development in CLD issues and to become culturally responsive. Culturally responsive education professionals who are aware of their own biases and have a clear understanding of their students' past and current history, create a welcoming and safe learning environment for their students and their families, and are equipped to make sound decisions regarding best instructional and assessment processes for CLD students.

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Code of Ethics for Interpreters

A code of ethics has been established that sets forth principles of ethical behavior for interpreters. These principles are designed to protect and guide the interpreter, the non-English speaking consumer, and the professional utilizing the services of the interpreter as well as to ensure for all the right to communicate. While these are general guidelines, it is recognized that there are ever-increasing numbers of highly specialized situations that demand specific explanations and individualized behavior.

CODE OF ETHICS

1. Interpreters shall keep all information related to assignments strictly confidential.

Guidelines:

- The interpreter shall not reveal information about any assignment, including the fact that the service is being performed, except to the appropriate supervisor or consultant.
- Even seemingly unimportant information could be damaging in the wrong hands. Therefore, to avoid this possibility, interpreters must not say anything about any assignment. In cases where meetings or information becomes a matter of public record, the interpreter shall use discretion in discussing such meetings or information.
- If a problem arises between the interpreter and either person involved in an assignment, the interpreter should first discuss it with the person involved. If no solution can be reached, then both should agree on a third person who could advise them.

2. Interpreters shall render the message faithfully, always conveying the content and spirit of the speaker, using language most readily understood by the person(s) whom they serve.

Guidelines:

- Interpreters are not editors and must transmit everything that is said in exactly the same way it was intended. This is especially difficult when the interpreter disagrees with what is being said or feels uncomfortable with the subject matter.
- Interpreters must remember that they are not responsible for what is said, only for conveying it accurately. If the interpreter's own feelings interfere with rendering the message accurately, he/she shall withdraw from the situation.
- It should be recognized that accurate interpretation, when dealing with two very different cultures, may be very difficult. A literal word-for-word translation may not convey the intended idea at all. The interpreter must therefore identify the relevancy of the concept under discussion to the second culture, and re-word it in such a way as to make it culturally appropriate. If the interpreter does not make the information culturally appropriate, he/she is not performing at a standard level of competence.

3. Interpreters shall not counsel, advise, or interject personal opinions.

Guidelines:

- Just as interpreters may not omit anything that is said, they may not add anything to the situation, except to provide information about the culture and belief system in order to make the encounter culturally appropriate and meaningful to both parties. In this situation, the interpreter shall explain to both sides exactly what she/he is saying.

- An interpreter is present in a given situation only because two or more people have difficulty communicating, and thus the interpreter's only function is to facilitate communication. He/she shall not become personally involved because in so doing he/she accepts some responsibility for the outcome, which does not rightly belong to the interpreter.

4. Interpreters shall accept assignments using discretion with regard to skill, setting, and the consumers involved.

Guidelines:

- Interpreters shall accept only those assignments for which they are qualified. However, when an interpreter shortage exists and the only available interpreter does not possess the necessary skill for a particular assignment, this situation should be explained to the consumers. If the consumers agree that services are needed regardless of skill level, then the available interpreter will have to use his/her best judgment about accepting or rejecting the assignment.
- Certain situations may prove uncomfortable for some interpreters and clients. Religious, political, racial, or sexual differences, etc., can adversely affect the facilitating task. Therefore, an interpreter shall not accept assignments which he/she knows will involve such situations.
- Interpreters shall generally refrain from providing services in situations where family members or close personal or professional relationships may affect impartiality, since it is difficult to mask inner feelings. Under these circumstances, especially in legal settings, the ability to prove oneself unbiased when challenged is lessened. In emergency situations, it is realized that the interpreter may have to provide services for family, friends, or close business associates. However, all parties should be informed that the interpreter may not become involved in the proceedings.

5. Interpreters shall function in a manner appropriate to the situation by maintaining a professional attitude and modest appearance in all phases of an assignment.

Guidelines:

- Interpreters shall conduct themselves in such a manner that brings respect to themselves, the consumers, and the agency or school district for whom they are working.

6. Interpreters shall strive to further their knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues, and reading current literature in the field.

Adapted from the Registry of Interpreters for the Deaf, Inc. Code of Ethics, 6/29/95

1160196/SI/MC Task Force Interp March 8, 1996
Willamette ESD

The Interpreting Process

Points to consider:

- Specialists need training in working with interpreters.
- Interpreters need training in working with specialists.
- During the interpreting process, it is important to develop a sense of trust between the specialist or teacher and the interpreter (meetings, assessments, conferences, etc.).
- Do not assume that a family does not need an interpreter just because they have been in the area for a length of time.
- Do not ask a relative to interpret.

The Process:

Briefing:

Discussion between specialist and interpreter should include the following areas:

- Purpose of meeting/ assessment
- Review of information (tests, forms, handouts, technical vocabulary)
- Background
- Agenda
- Discuss and understand critical questions
- Confidentiality
- Resources for special education terminology

Interaction:

(Testing, parent meeting, etc.)

Consider the following:

- Keep language simple and short. No professional jargon, figures of speech, abstract words, or abbreviations.
- Effectively convey information so that an accurate interpretation can be facilitated.
- Request clarification.
- Interpretation of language needs to be at an appropriate sophistication level.
- Do not translate tests into another language and then use norms.

Debriefing:

A discussion should include information regarding collected information:

- Problems that have occurred during testing, meeting, or interpretation process.
- Ask “What worked?” getting positive input.
- Ask “How do you think it went?” so the specialist and interpreter can share information and questions.
- Ask “What should we do in a different way for next time?”

Langdon, H. (1994). The Interpreter/Translator in the School Setting. Resources in Special Education.

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The Interpreting Process: Dynamics of Interpretation

The following are suggestions and ideas to make the interpretation process more successful:

A. Environment

Make it comfortable and non-threatening. Keep the conference to a small number of people. Introductions are very important. Give name and position of each person present and what role each plays in relation to the child. Seating arrangements are critical. The interpreter should not block off the parent from the school professional. Eye contact must be maintained among the participants. The school professional should address himself /herself directly to the parent. Assume the parent may understand more than that for which he/she may give himself/herself credit.

B. Timing

Give parents a time reference. The use of an interpreter requires extra time. Plan the conference accordingly.

C. Listening

All school personnel should pay close attention and maintain a responsive posture. Body language can cue the school personnel to ask relevant questions.

D. Values/Attitudes

Beware of the attitude you display. It often sets the tone of the conference.

E. Heterogeneity

Parents may be different even though they are from the same ethnic group. Avoid stereotyping and be sensitive to individual differences.

F. Recording

Determine some system of notetaking or recording.

G. Authority

The school personnel are ultimately responsible for the conference, procedure, information sharing, content, and intent. The interpreter should not “editorialize” comments made by school personnel or parent. Remember to remain neutral and present as a united team.

H. Closing Remarks

School professional should summarize, ask final questions, discuss follow-up, etc.

Langdon, H. (1994). The Interpreter/Translator in the School Setting. [Resources in Special Education](#).

1160196/S2/MC Task Force Interp March 8, 1996
Willamette ESD

The School Professional in the Interpreting/Translating Process

Process of Selection

In selecting an interpreter/ translator, one needs to consider the following:

A. Priorities

The qualifications of the person to be selected should be considered. The following is a list of choices from most to least desirable:

- Someone from your own field
- A professional (i.e., nurse, doctor, clergyman, etc.)
- Aide or community person
- Relative or sibling

B. Questions to ask when choosing an interpreter/translator

- Are the person's language skills competent?
- How are his/her speaking, reading, and writing skills?
- Is the person experienced as an I/T?
- Is the person familiar with the community and culture?
- Is the person familiar, to some degree, with educational terminology and the education process?
- What is the educational level of the person?
- What is the level of technical knowledge needed for the interpreting/translating process?
- Is the person's style warm, responsive, motivating, but controlled? In other words, is he/she responsible to his/her role as communicator of information and does he/she refrain from assuming the role of a decision maker?
- The person's technical knowledge, expertise and experiences will determine his/her role and responsibilities. Once you have made the identification and clarification of higher capabilities, use the person accordingly. Only then can you be prudent and fair to all concerned.

C. Finding resources

Remember that families and/or individuals most commonly settle within their same or similar language and culture group. There are usually one or two individuals within that group who have acted as interpreters and have helped to facilitate the resettlement of the family. Work with whoever has been the interpreter or facilitator for the family or individual thus far.

Engage the help of the local school and community. Language resources can be pulled from a variety of sources: churches, businesses (such as ethnic bakeries, restaurants, travel agencies) different language newspapers, libraries, university foreign language departments, foreign student clubs, and different organizations.

Survey your own immediate peers and colleagues for language resources. Make a card file by language, stating the person's language proficiency (e.g., conversational only, can do parent conference, able to interpret at special education meetings, can translate home notices, can translate technical forms, can do complete interpreting/ translating during educational assessments.)

D. Specific Resources

- Contact local county or state offices of education
- Contact local embassies or consulates
- Contact community health agencies

Langdon, H. (1994). The Interpreter/Translator in the School Setting. Resources in Special Education.

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The School Professional in the Interpreting/Translating Process

General Goals of Training the Interpreter/Translator

A. It is an ongoing process

The difficulty of being an I/T is often underestimated. The training is an ongoing process that should reflect the educational or operational changes that are inevitable. For example, each time an aide works with a different school professional, the speed and style of expression may change. Or some greater changes may happen such as rules and procedures of a particular school, or new vocabulary in the interpreter's role as in conferences or testing. Thus, an aide needs to learn that specific information to work successfully. This should come from the school professional with whom he/she is working. If not, the I/T needs to ask to be briefed.

B. Provide adequate training

Once the I/T is located, it should not be assumed that he/she will already have all the skills to do the job. The I/T should be provided with training opportunities that include:

- A full discussion of district policies and procedures and a description of the roles and responsibilities of all the people involved.
- A review of any technical or educational terminology and a look at all the forms and paperwork with which he/she will be dealing. Other discussion should include information about style of interpretation/translation, legal requirements, confidentiality, and neutrality. Don't stop your I/T in the hall and ask him/her, "Hey, got a minute?"

C. Stress confidentiality and neutrality

It must be clear to the I/T that higher neutrality should be maintained and that all information is transmitted between parties. It must be clear that the parents know at all times, even in telephone contacts and informal meetings, that he/she, the I/T, is acting as an agent for the school and specifically for you. The I/T must make clear to the parents that information given to the I/T will be shared and with the **appropriate** school personnel. This protects the rights of the I/T and the parent's right to choose whether or not to share specific information. The I/T should ask himself/herself if he/she is conveying personal feelings and how he/she may deal with emotional or sensitive issues. The school professional should discuss how to handle these problems or others that may arise.

D. Provide a basic library

Some basic personal references may include:

- A word list or minimum vocabulary of the particular specialist
- Student's bilingual dictionary
- Dictionary of synonyms, idioms
- Reference to basic grammar
- History of the country or area
- Dictionary of the colloquial language
- General phonetic treatment of the language being studied

E. Allow Enough Time

Remember that the use of an I/T requires extra time. Therefore, it is important for everyone to be prepared to spend extra time in the meeting. Give parents a time reference. Tell them what you will be doing and how long it will take you.

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The School Professional in the Interpreting/Translating Process

Language Use by School Professionals

The following represents some suggestions for school professionals to keep in mind during the interpretation/ translation process. These ideas should be shared with school personnel in order to make your job as an I/T easier and to minimize errors.

A. Keep it simple

Keep grammatical constructions simple. Remember that there are differences in grammatical constructions between languages. The interpretation/ translation is only as good as what the original speaker says or writes. The I/T should not have to make corrections. Some words, phrases, or concepts that are not easily translated may have to be said in a different way.

B. Avoid extra words

Avoid the excessive use of prepositions, conjunctions, and other function words such as *to*, *for*, *since*, *as*, etc. These can have several meanings and function as different parts of speech depending upon how they are used and may be difficult to translate. In other words, be specific.

C. Watch for clues

As school personnel become more experienced in working with an I/T, they should become more aware of clues that indicate difficulty. Some clues may be:

- Body language
- Use of too many words compared to what was said
- A response that does not coincide with the original question or statement
- At times, silence may be helpful in giving the person time to think and bring out concerns.

D. Avoid abstract words

Certain words or phrases may not have the same meaning translated directly, or they may be difficult to translate without a lot of explanation to convey the exact meaning. For example: “make fun of,” “heart to heart,” “small talk.” Other words which indicate feelings, qualities or properties may also be difficult to translate. For example: “wit,” “loving,” etc.

E. Professional jargon

Do not use professional jargon. It is better to explain the concept in simple terms and give examples. For example, “syntax” can be described as “word order” or “the way we put words together when we make sentences in English.”

When you give examples, be aware that other languages may not have an equivalent concept (e.g., *-ed* in *looked*, or *-ing* in *running*.) You may have to write the word in English and underline that part and explain the concept.

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The School Professional in the Interpreting/Translating Process

Common Errors in Interpreting/Translating

There are basically four types of changes that I/Ts can make. These changes may alter the **intended meaning** of what the person was saying a little bit, a lot, or not at all. If the change results in a significant change in the meaning of the message, then it is considered an error. Changes should be avoided whenever possible. The four types are:

A. Omissions

This is when the I/T leaves something out. It might be one word, a phrase, or an entire sentence. This could happen for the following reasons:

1. The I/T doesn't think the extra words are important (e.g., instead of saying "rather difficult," one might say "difficult"). However, a small word can make a major difference sometimes (e.g., "mildly" versus "moderately" retarded).
2. The I/T does not understand what was said.
3. The word(s) cannot be translated.
4. The I/T cannot keep up with the speaker.
5. The I/T has forgotten what was said.

B. Additions

This is when the I/T adds extra words, phrases or sentences that were not actually said. This may happen for the following reasons:

1. The I/T wishes to be more elaborate.
2. The I/T needs the extra words to explain a concept that is difficult to translate.
3. The I/T editorializes. This means the I/T adds his or her own thoughts to what was said.

C. Substitutions

This occurs when the I/T uses other words, phrases or entire sentences in place of the actual words used. This occurs for the following reasons:

1. The I/T does not remember the specific word, phrase or grammatical construction.
2. The I/T confuses words that sound almost the same (e.g., the I/T heard *atender* instead of *entender* and interprets what is heard).
3. The I/T uses a faulty reference. For example, the I/T uses the word "he" to describe one of the student's parents when the teacher was actually talking about Mrs. X.
4. The I/T simply did not understand the speaker.
5. The I/T is lagging too far behind the speaker and misses part of what was actually said. The I/T then makes up the part that he/she did not actually hear.

D. Transformations

This is when the I/T changes the word order of what was said. Sometimes this can make a big difference in meaning and sometimes it doesn't. For example, "John hit Mary" is the same thing as "Mary was hit by John." However, "John hit Mary" is much different from "Mary hit John."

E. How will the school professional know if the interpreter is making errors?

1. The interpreter should be honest and request that the school professional either repeat or rephrase what he/she had said to allow for better interpreting when he/she is not sure what has been said.
2. As the school professional becomes more experienced in working with the I/T, he/ she should become more perceptive in picking up clues that indicate difficulty; for example, body language, obvious use of excessive words in proportion to what was said, or an interpreted response from the parent that does not coincide with the original question or statement. Similar clues can be picked up during testing of a student.

Langdon, H. (1994). The Interpreter/Translator in the School Setting. Resources in Special Education.

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The Paraprofessional in the Interpreting/Translation Process

Qualifications of an Interpreter/Translator

A. Language proficiency

Must be proficient in the native language. Must be able to speak, read, and write. Must also be proficient in the second language. Must be able to speak it proficiently as well as read and write it. It is important to remember that there may be a difference in going from L1 to L2 versus L2 to L1. For example, if a person has equal receptive (understanding) skills in English and Spanish but has better expressive skills in English, it will be easier for that person to interpret from Spanish into English.

B. General knowledge

Interpreting is usually considered a more difficult task. It requires the person to have an extensive vocabulary, good memory skills, and quickness of response. An interpreter must also have a personality that works well in public and under the pressure of the moment.

Although a translator often has the luxury of a reasonable timeline and is able to consult several dictionaries, the translator must decide on the best way to say something in writing. This requires an intimate knowledge of grammar, slang, and idiomatic expressions. It also requires better-than-average stylistic expression.

C. Cultural knowledge

Must understand cultural differences. When words are changed from one language to another language, sometimes the meaning also changes. Some words may communicate a positive or negative feeling in a certain language and not communicate that same feeling in the other.

Example: The term “underdeveloped country,” “backward nation,” and “developing country,” each carry a slightly different connotation that may be acceptable or offensive, depending on who you are talking to.

Some words cannot be translated exactly because the concept is not part of that culture.

Example: *The Arwyran Indians of Bolivia have many words to describe the various types of potatoes that make up a large part of their diet. It would be difficult to translate some of those words into English because we aren't familiar with those types of potatoes.*

Sometimes the speaker's style holds some meaning. The I/T should pay careful attention to the speaker's tone, inflection and body movements and be sure to understand what the speaker is saying. For example, “Oh! What a great deal.” versus “Oh! What a great deal.” However, intonation in other languages such as Chinese is used to convey a different meaning of the word. “MA!” may mean “mother,” “horse,” “flax,” “scold,” or “curse.” For each word a different tone is used. If there is no tone applied to the word, the word is at the end of the sentence.

The I/T needs to be in tune with the community's particular linguistic patterns. For example, in some Chicano neighborhoods one can hear words such as “compom” versus “compuse” and “escribido” versus “escrito.” These forms would be otherwise be “ungrammatical” but are frequently used in certain communities. Also, the influence of English is heard in the use of some words as “compedcion” versus “competencia”; “incapable” versus “incapaz.” (1)

The Paraprofessional in the Interpreting/Translation Process

Ethics and Standards

An I/T should have a highly developed sense of responsibility and act professionally. An I/T must work towards developing a relationship with school personnel that is built on trust and mutual respect. It is hoped that all I/Ts will keep in mind the following guidelines while working:

- A. Don't accept assignments beyond your ability. If you are not familiar with a certain subject, test, etc., it is not fair to the student, parent, or school personnel if you go ahead and do the task. You may have excellent oral language skills, but do not feel comfortable writing. In that case, advise those you work with of your feelings and the assignments you are comfortable doing.
- B. Continue to improve your skills. Skills improve with practice. Each opportunity you have to function as an I/T, ask for comments on how well you did and where you can improve. Practice with other I/Ts and offer each other advice. Keep up-to-date with new words and phrases and technical vocabulary. You should have access to books and references (your own personal library or your district's) to assist you as needed.
- C. Respect appointment times and deadlines. It is important to be prompt for any scheduled meetings with school personnel. Also if you have promised to finish a written translation by a certain date, it is expected that you will complete it on time.
- D. Interpret/ translate faithfully the thought, intent and spirit of the speakers in a neutral fashion. I/Ts give information from school personnel to parents or students and vice versa. The I/T should not change, leave out, or add information to what was said. Also, the I/T should not give an opinion, evaluation or judgment. It should be clear to everyone that all information will be shared. This will allow people to avoid saying something they may not want shared.
- E. Uphold confidentiality. The I/T must keep all information about the student, his/her records and family confidential. Whatever information that was discussed during a meeting should not be discussed outside of the meeting, even with another person that attended. Information from a written report should also never be discussed outside of the context of the translating process.
- F. Exercise self-discipline. Being an I/T is a difficult job that comes with a lot of responsibility. Often, I/Ts work alone and there is no one that can directly supervise their work. Therefore, the quality of their work largely depends on their own honesty, self-discipline and desire to do well.

Langdon, H. (1994). The Interpreter/Translator in the School Setting. [Resources in Special Education](#).

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The Paraprofessional in the Interpreting/Translation Process

Sample Duties

The main function of an Interpreter and a Translator is to make it possible for all participants to communicate with each other despite language and cultural differences. The Interpreter and Translator facilitate communication.

The aide working as an *interpreter* in the school setting performs oral consecutive interpretations from and into the target language. Some of the more typical duties are the following:

Interpretation

- Call a parent at home, under the direction of the principal or teacher if there is a problem with his/her child at school.
- Call a parent at home, under the direction of the school secretary, to notify him/her about a field trip or school activity.
- Call a parent at home, under direction of the teacher, to explain a particular homework assignment.
- Meet with the parent(s) and the teacher to discuss the student's current progress in the classroom. This could be an informal meeting or a formal Multidisciplinary Team Meeting.
- Meet with the parent(s) and other school professionals to ask for permission to perform any testing that the school feels may be needed. If permission is given, it will be necessary to explain the types of tests to be given and their purposes.
- Under the direction of the school psychologist, speech therapist, nurse, resource specialist or other professional, help with the administration of various testing instruments.
- Meet with the parent(s) and other school professionals to explain the results of the tests given.
- Meet with the parent(s), principal, teacher and/or other professionals to discuss any changes to be made in the student's current school program.
- Convey the parent's desires, needs or questions to the proper school personnel following any communication by them to the school.

Translation The school *Translator* makes prepared and some sight translations from and into the target language. Some of the more typical duties are the following:

- Write a note home to the parents(s) on behalf of the principal or teacher if there is a problem with the child at school.
- Write a note to the parent(s) on behalf of the school secretary to notify them of a particular school function or program.
- Write a note to the parent(s) on behalf of the teacher to notify them of a particular field trip, classroom event or homework assignment or their son/daughter's current, progress in the classroom.
- Translate notes from the parents to the school personnel.
- Translate test material in writing prior to administration.
- Translate the child's program content (IFSP or IEP).

The Paraprofessional in the Interpreting/Translation Process

Hints for Interpreters/Translators

During Parent Conferences:

A. Be honest

I/Ts should be honest about their difficulties. School personnel can help if they are asked to make adjustments. Let them know immediately if they need to speak more slowly, pause more often, use simpler wording, or if you don't understand what they mean.

B. Listen

The I/T must listen carefully to what is being said so that she/he can accurately convey the message. This involves a high degree of attention and concentration on the task.

C. Watch body language

Attention to body language is important. The emotional aspects of a speaker's tone provide meaning. Emphasis with facial or other body cues may make the difference between a statement, a question, or an exclamation.

D. Take notes

This helps the I/T to remember, to summarize and/or review at different times during the meeting.

E. Listen carefully to stress, pitch, pauses

Language is more than just a group of words strung together. I/Ts should pay careful attention to these aspects of language. They can change the meaning significantly.

F. Consult a dictionary

Never hesitate to use references if you do not know a word or remember a word, concept or definition. Even the most advanced professional I/T sees himself/herself as a language student and understands the importance of checking to see if she/he is on target with a particular word or concept.

G. Summarize

The I/T must have the ability to remember and to convey the main points in a brief, concise and accurate manner. This is especially useful when the I/T is working with new people who are not trained to give small, meaningful units and then pause for interpretation.

H. Paraphrase

This is similar to summarizing except that it is usually reserved for a single phrase or sentence that is said just a little bit differently. It can also be used to check our understanding of what was said.(e.g., Did you ask... summarize what you think they said).

I. Know synonyms

When the I/T cannot recall a specific word she/he must be able to supply another word that means the same thing. Also, there may be some words that are familiar to speakers of one dialect and not to others (e.g., bote/lata. bomba/globo, etc.)

J. Watch values/attitudes

As an I/T, you must be aware of your own values. Even though you may not agree with the professional or parent, you must accurately communicate the information you receive. You must maintain a professional attitude throughout the meeting.

K. Watch authority issue

The school personnel, not the I/T, are ultimately responsible for the meeting. It is their job to design the procedure and content of the meeting. The I/T should present information as a member of a team and should not editorialize any comments made by school personnel or the parents. Often the parent will see the I/T as their representative. This might lead to an adversary relationship between the I/T and the school personnel. Avoid this and remember to remain neutral.

L Maintain confidentiality

I/Ts should familiarize themselves with the district's policies and procedures on confidentiality. Information that is discussed at any school meeting should not be discussed outside of that meeting with anyone.

During Testing:

A. Familiarize yourself with the test(s) beforehand

Understand the purpose of the test: What is expected of the child, how many times words or directions may be repeated, if there is a time limit, if you can use other words or ways to elicit a response. The written version of a test needs to be delivered orally and may be quite different.

B. Be aware of subtle language behavior

Record verbatim what the child said and how he/she said it (time delay, deviated from the meaning of what needed to say).

C. Be honest

If something is not clear, ask the school professional during the testing. This may be instructions, the way the child said something or whether additives or clues can be given or if repeating is allowed.

Langdon, H. (1994). The Interpreter/Translator in the School Setting. Resources in Special Education.

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Appendix B

Prereferral Resources

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School History / File Review	22
Student Intervention Profile	23

School Data

	Yes	No	Names of school(s) attended: (please list)	Grade
Went to preschool/kindergarten	_____	_____	_____	_____
Resisted going to 1st grade	_____	_____	_____	_____
First grade was successful	_____	_____	_____	_____
Was held back in school (grade)	_____	_____	_____	_____
			If no, why not?	
Upset about being held back	_____	_____	_____	_____
Likes school now	_____	_____	_____	_____
Gets along with teacher	_____	_____	_____	_____
Has friends at school	_____	_____	_____	_____

Rate your child's ability:	Below Average	Average	Above Average
Balancing, throwing a ball, skipping	_____	_____	_____
Writing, drawing, buttoning	_____	_____	_____
Understanding when others talk to him/her	_____	_____	_____
Paying attention/concentrating	_____	_____	_____
Manages homework independently	_____	_____	_____
Turns homework in on time	_____	_____	_____

Comments: _____

Special help given in school (Please tell what kind and when): _____

Special testing done before (when and where): _____

Assistive technology devices or services used at school or home: _____

Attach reports of any comprehensive individual studies previously conducted

Other information which may be helpful in understanding this student: _____



The Teaching Research Institute • Western Oregon University • Monmouth, Oregon 97361 • 1-800-541-4711 • 503-838-8693 FAX • 503-838-8821 (TTY) • www.tr.wou.edu/eec

Parent Information Form

Services

The Education Evaluation Center offers children and their parents a range of services, from telephone consultation to complete clinical evaluations. Upon receipt of this form and a completed School Information Form, Education Evaluation Center personnel will review the information and may contact either the school or the parents for further information or consultation. Once all information has been received, a determination of the level of services will be made, and an appointment may be scheduled for assessment. It is our policy to provide the parents and school personnel with a written report of results from the assessment. **Return to: Education Evaluation Center, The Teaching Research Institute, Western Oregon University, Monmouth, Oregon 97361.**

Date completed _____

Identification

Student's name _____

Birthdate _____ Age _____ Grade _____

Parent's name _____ Phone _____

Address _____
Street City State Zip

Father's contact phone _____ Mother's contact phone _____

E-mail _____ E-mail _____

School name _____

School Address _____
Street City State Zip

School contact person _____ Phone _____

Special Education Director _____

Phone _____ E-mail _____

Who is referring student? _____

Who will be responsible for the assessment fee? (Please check) Parents _____ School _____

Reasons for referring this student: (Tell about specific problems relating to school):

Information Needed: (List the questions you would like to have answered as a result of this referral):

Permission for Assessment Services

My signature indicates that I have been informed and counseled regarding the referral of this student to the Education Evaluation Center. I hereby give my permission for services to be provided and the copies of the evaluation report to be sent to the school and other agencies designated by me.

Parent Consent _____ Parent Signature _____ Date _____

Birth And Development

	Yes	No		Yes	No
Adopted	_____	_____	Difficult labor	_____	_____
If yes, at what age _____			Difficult delivery	_____	_____
Complications during pregnancy	_____	_____	Caesarian Birth	_____	_____
Threatened miscarriage	_____	_____	Baby premature	_____	_____
Communicable disease during pregnancy	_____	_____	Baby late	_____	_____
Mother on medication during pregnancy	_____	_____	Discolored at delivery	_____	_____
Carried all pregnancies to term	_____	_____	Difficulty breathing	_____	_____
This was the _____ pregnancy for the mother			Difficulty sucking	_____	_____
Weight at birth ____ lbs. ____ oz.			Difficulty responding to light	_____	_____
Where was the baby delivered? Hospital _____ Home _____ Other _____					

How did this child compare with other children in the following areas:

	Age	Age
Said first word	early average late _____	Dressed him/herself alone early average late _____
Said first sentence	early average late _____	Buttoned
First fed him/herself	early average late _____	Tied shoes
First sat alone	early average late _____	Rode bike
Toilet trained.....	early average late _____	Generally development was..... early average late _____
First walked.....	early average late _____	

Medical History

	Yes	No		Yes	No
Birth defects	_____	_____	Ear infections	_____	_____
Headaches	_____	_____	Tubes in ears	_____	_____
Surgeries	_____	_____	Stomach complaints	_____	_____
Allergies	_____	_____	Vision normal	_____	_____
Fainting	_____	_____	Wears glasses	_____	_____
Unconscious	_____	_____	Hearing normal	_____	_____
High temperature	_____	_____	Eats well	_____	_____
Ice packed or alcohol rubs	_____	_____	Sleeps well	_____	_____
Head injuries	_____	_____	Well coordinated	_____	_____
Seizures	_____	_____	On medication	_____	_____
Frequent colds	_____	_____	Name of medication(s) _____		

Is there any important medical information that we should be aware of or might be related to your child's problem?

Yes No

Explain _____

Family

Father's occupation _____ Age _____ Last grade in school _____
 Mother's occupation _____ Age _____ Last grade in school _____
 Parents are (check) married _____ separated _____ divorced _____ other _____
 Child lives with both parents _____ mother _____ father _____ other _____

Names of children in family, first born to last:

1. _____ M F Age _____ 4. _____ M F Age _____
 2. _____ M F Age _____ 5. _____ M F Age _____
 3. _____ M F Age _____ 6. _____ M F Age _____

Number of children living at home _____ Others living in the home _____

How many times has this child moved? _____

This child differs from other children in the family in the following ways: _____

Do any of the other children have learning problems? _____

Did either parent or any relative have a problem learning? _____

Is English this student's native/dominant language? Yes No

If not, please specify _____

Behavior/Management

	Yes	No	
Child is easily managed	_____	_____	Whom does he/she mind best? _____
Necessary to discipline	_____	_____	
Gets along with brothers/sisters	_____	_____	What type of discipline works best? _____
Gets along with other children	_____	_____	
Likes himself/herself	_____	_____	

Has the following responsibilities at home: _____

Carries out responsibilities: _____ Receives an allowance _____
 Yes No Yes No

Watches about _____ hours of television on each weekday and _____ hours on weekend.

Names of friends _____

	Home	School
Likes & interests	_____	_____
	_____	_____
	_____	_____
Dislikes	_____	_____
	_____	_____
	_____	_____

Does fairly well at: _____

Is there anything that worries you about your child? _____

Parent Home Language Checklist

Student Name: _____ Birthdate: _____ Age: _____

Teacher: _____ Grade: _____ School: _____

Completed by: _____ Date: _____

Please check appropriate boxes:	English	Spanish	Other (Please specify)
1. What language does the child use at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. What language does the mother use at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. What language does the father use at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. What language do siblings use at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brothers: List name/s and age/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sisters: List name/s and age/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. What language does your child use with friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. What language do you think your child understands best?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What country (s) other than the United States (U.S.) has your child lived?

What was the highest grade of school your child completed in their native country?

What age did your child begin attending school in the U. S.?

What grade was your child placed in when she/he entered school in the U. S.?

How much English did your child understand and speak when she/he first entered school in the U.S.?

_____ none _____ a few words _____ phrases _____ sentences

PreReferral Review for Diverse Learners

STUDENT:_____	DOB:_____	AGE:___	DATE:_____
SCHOOL:_____	CURRENT GRADE:_____		
PERSON MAKING REQUEST:_____	POSITION:_____		
Language(s) student speaks other than English:_____			
Language(s) student speaks with parent/guardian: _____			
Siblings:_____	Friends:_____		
Language(s) parent/guardian speaks to student:_____			
Are parents aware of your concerns:	<input type="checkbox"/> yes	<input type="checkbox"/> no	

School Experience Outside United States:

Country(ies)_____

Age started school _____ Number of interruptions_____

Circle each grade completed outside the U.S./Canada

PreK 1 2 3 4 5 6 7 8 9 10 11 12

School Experience Inside United States:

Age started school _____ Number of interruptions_____

Circle each grade completed outside the U.S./Canada. On the line below each grade write the number of days absent or NIA (No Information Available)

PreK 1 2 3 4 5 6 7 8 9 10 11 12

Days absent: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Number of schools attended:_____ Retained? yes no

Previous Concerns as Indicated in Student File:

REASONS FOR CONCERN:

Sociocultural Priorities (Sociocultural Checklist)

Sociocultural Area	Order of Concern	Duration of Intervention	Outcomes of Intervention
Acculturation			
Cognitive Learning			
Experiential Background			
Sociolinguistic Development			

Achievement of Behavioral Areas

Please check the appropriate boxes to indicate your level of concern in each area.	High Concern 5	4	3	2	Low Concern 1	Progress being made? Check Yes or No
A. Achievement in English						
• Receptive Language Social Comprehension						<input type="checkbox"/> yes <input type="checkbox"/> no
• Receptive Language Academic Comprehension						<input type="checkbox"/> yes <input type="checkbox"/> no
• Expressive Language Social Interaction						<input type="checkbox"/> yes <input type="checkbox"/> no
• Expressive Language Academic Interaction						<input type="checkbox"/> yes <input type="checkbox"/> no
• Reading						<input type="checkbox"/> yes <input type="checkbox"/> no
• Written Language						<input type="checkbox"/> yes <input type="checkbox"/> no
• Mathematics						<input type="checkbox"/> yes <input type="checkbox"/> no
B. Behavior						
• Positive Peer Interactions						<input type="checkbox"/> yes <input type="checkbox"/> no
• Positive Adult Interactions						<input type="checkbox"/> yes <input type="checkbox"/> no
• Works Independently						<input type="checkbox"/> yes <input type="checkbox"/> no
• Cooperates in a group						<input type="checkbox"/> yes <input type="checkbox"/> no
• Able to focus/attend						<input type="checkbox"/> yes <input type="checkbox"/> no
• Responsive						<input type="checkbox"/> yes <input type="checkbox"/> no
• Follows rules						<input type="checkbox"/> yes <input type="checkbox"/> no
• Other						<input type="checkbox"/> yes <input type="checkbox"/> no

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Additional Information/Concerns: _____

Is student currently receiving services via: (circle all that apply)

Title 1 Reading Title 1 Math LEP/ESL Counseling Other

Health Factors:

Vision: _____ Screen Date: _____ Glasses: Y or N Date: _____

Hearing: _____ Screen Date: _____ History of ear infections: Y or N

Developmental problems: Y or N Other: _____

INTERVENTIONS

Please indicate the interventions tried. Refer to Appendix for more interventions. Include the frequency (1 hr/day, 1 hr/week, etc.) and the duration (one week, one month, etc.).

Academic Intervention Tried:	Frequency & Duration	Student Response	Progress
Bilingual Aide			
Active Processing Approaches			
Sheltered Instruction			
Peer Tutors (English)			
Peer Tutors (Native Language)			
Guided Practice			
Supplemental L1 Materials			
ESL Specific to the Content Areas			
Preview Content in L1			
Preview Content in L1 & L2			
Total Physical Response			
Key vocabulary in L1			
Learning Support Services			
Cognitive Learning Strategies			
Other:			

Academic Intervention Tried:	Frequency & Duration	Student Response	Progress
Planned Positive Reinforcement			
Behavioral Contract			
Parent Conferences			
Reduction of Stimuli			
Guidance & Assistance for Parents			
Culturally Appropriate Guided Practice in Expected Behaviors			
Acculturation Strategies			
L1 Counseling Services			
Coping Strategies			
Problem Solving Strategies			
Self Monitoring			
Cross-Cultural Conflict Resolution			
Role Play for Expected Behaviors			
Planned Ignoring			
Other:			

Testing Summary	Score/Level	Date(s)	Tool	Comments
In English Math				
Reading/Writing				
Oral Language				
In Native Language Math				
Reading/Writing				
Oral Language				

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Native Language Interventions To Be Monitored		
Recommendations	Frequency & Duration	Outcome
Acculturation: Content: Behavior: Sociolinguistic Development: Other:		
English Interventions To Be Monitored		
Recommendations	Frequency & Duration	Outcome
Acculturation: Content: Behavior: Sociolinguistic Development: Other:		

ADDITIONAL COMMENTS:

Intervention Team Members

Signatures of those present knowledgeable about these areas:

Administrative Concerns _____

Social Behavior _____

English Performance _____

Health/Development _____

Classroom Performance _____

Community _____

Native Language Performance _____

Special Instructional Needs _____

Acculturation & Adaptation _____

Other Behavior Concerns _____

Other Classroom Concerns _____

Other Learning Concerns _____

Others present at Intervention Team meeting:

Intervention Team Meeting Date:

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Acculturation Quick Screen (AQS)

Newcomer
Continuing

ID# / NAME: _____ SCHOOL: _____

DATE OF BIRTH: _____ SEX: _____ GRADE: _____ AGE AT ARRIVAL IN U.S.: _____

LANGUAGE(S) SPOKEN AT HOME: _____

CULTURAL/ENVIRONMENTAL FACTORS	Information	Scores
1. Number of years in U.S./Canada		
2. Number of years in School/District		
3. Number of years in ESL/Bilingual Education		
4. Native Language Proficiency		
5. English Language Proficiency		
6. bilingual Proficiency		
7. Ethnicity/Nation of Origin		
8. % in School Speaking Student's Language/dialect		
AQS Score Total:		
1. NUMBER of YEARS IN U.S./CANADA		
Under one year =.5		Up to five years = 3
Up to two years = 1		Five to six years = 4
Up to four years = 2		Over six years = 5
2. NUMBER of YEARS IN SCHOOL/DISTRICT		
Under one year =.5		Up to five years = 3
Up to two years = 1		Five to six years = 4
Up to four years = 2		Over six years = 5
3. NUMBER of YEARS IN ESL/BILINGUAL PROGRAM		
Up to one year in directed instruction =.5	Between two and two and a half years	= 3
Between one and one and a half years = 1	Between two and a half to four years	= 4
Between one and a half to two years = 2	Over four years	= 5
4. NATIVE LANGUAGE PROFICIENCY		
Does not speak the language =.5	Intermediate social fluency and limited academic	= 3
Has receptive comprehension = 1	Intermediate social and academic fluency	= 4
Limited fluency or social language only = 2	Total social and academic fluency	= 5
5. ENGLISH LANGUAGE PROFICIENCY		
Does not speak the language =.5	Intermediate social fluency and limited academic	= 3
Has receptive comprehension = 1	Intermediate social and academic fluency	= 4
Limited fluency or social language only = 2	Total social and academic fluency	= 5
6. BILINGUAL PROFICIENCY		
Essentially monolingual =.5	Fluent social in one, intermediate social other	= 3
Primarily one, some social in other = 1	Most academic in one, some academic in other	= 4
Limited social in one, intermediate social in other = 2	Bilingual in social and academic language	= 5
7. ETHNICITY/NATIONAL ORIGIN		
American Indian/Native American		
Indigenous Populations/First People =.5	West Asian or Middle Eastern	= 3
Hispanic/Latino/Chicano or Caribbean = 1	Eastern European	= 4
African, East Asian or Pacific Islander = 2	Western European	= 5
8. PERCENT IN SCHOOL SPEAKING STUDENT'S LANGUAGE/DIALECT		
81% - 100% of enrollment =.5	25% - 44% of enrollment	= 3
65% - 80% of enrollment = 1	11% - 24% of enrollment	= 4
45% - 64% of enrollment = 2	0% - 10% of enrollment	= 5
8-16 Significantly less acculturated; 16-21 Less acculturated, 21-29 In transition; 30-35 More acculturated; 35-40 Highly acculturated.		

Refer to the complete protocol for guidance in scoring.

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Sociocultural Resiliency Checklist

Name: _____ Date: _____ Grade: _____

Sociocultural Factors **Selected Cross-Cultural Resiliency Factors**

Culture & Language		There is quality verbal communication in the home in a language other than English.	
		There is behavioral guidance in the home consistent with a specific cultural religious world view	
		The cultural values of the home support cooperative effort.	
		The family maintains communication with their linguistic/cultural community.	
	% Checked:		The family participates regularly in religious/social events within their linguistic/cultural community.
			There is active support in the home for bilingual and bicultural development
		Total	

Acculturation Level	Student attends events within the mainstream community. Student interacts with 'majority' peers or 'majority' cultural group. Student displays consistent sense of locus of control. Student appears comfortable in cross-cultural interactions.
% Checked:	The code-switching in the student's speech shows an emerging understanding of English. Student appears comfortable switching from one linguistic/cultural environment to another.
	Total

Experiential Background	Adults in the home will provide encouragement and support for student's development. Student makes an effort to increase attendance. Adults in family provide for the student's basic needs. Family will provide support for student's learning. Early childhood development was appropriate to culture/language. Student displays curiosity and is ready to learn.
% Checked:	Student has prior classroom or formal education experience. Student has developmentally and linguistically appropriate literacy skills or pre-skills. Student demonstrates variety of survival strategies.
	Total

Socio-linguistic Development	Student has good basic interpersonal communication skills in native language. Student has moderate to good cognitive academic language proficiency in native language. Basic interpersonal communication in English appears to be emergins. Student attempts to translate for others in the classroom. Student demonstrates emerging cognitive academic language proficiency in English. Student seeks assistance from peers.
% Checked:	Code-switching demonstrates emerging English syntax and vocabulary. Student can demonstrate content knowledge in his/her native language.
	Total

Cognitive Learning Style	Student demonstrates consistent cognitive learning strategies. Student responds positively to variations in instructional strategies. Student responds positively to appropriate 'rewards/recognition'. Student can apply cognitive learning strategies when given guided practice.
% Checked:	Student can use self-monitoring strategies. Student can assist others in learning a task.
	Total

The presence of one or more of these five socio-cultural factors contributes to students experiencing success in American public schools. The Sociocultural Resiliency Checklist is designed for strength-based instruction and recommended for early childhood programs. Prevention/intervention instructional plans should build upon identified resiliency. Areas with more than 40% checked provide an instructional foundation. Intervention should be provided in any factor area where less than 40% items are checked before proceeding with a formal referral of students experiencing learning and behavior difficulties. If less than 14 items are checked overall, further assessment and placement decisions must include bilingual and English as a second language instruction, cross-cultural modifications, and assistance with the acculturation process as well as specific learning and behavior interventions.

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Checklist of Language Skills for Use with Limited English Proficient Students

Basic Interpersonal Communicative Skills (BICS)			Cognitive/Academic Language Proficiency (CALP)		
	L ₁ ¹	Eng.		L ₁ ¹	Eng.
A. Listening			A. Listening		
1. Follows classroom directions	<input type="checkbox"/>	<input type="checkbox"/>	1. Follows specific directions for academic tasks according to curriculum guide	<input type="checkbox"/>	<input type="checkbox"/>
2. Points to classroom items	<input type="checkbox"/>	<input type="checkbox"/>	2. Understands vocabulary for academic tasks according to curriculum guide (i.e., word meaning, word synonyms for operations)	<input type="checkbox"/>	<input type="checkbox"/>
3. Distinguishes items according to color shape, size, etc.	<input type="checkbox"/>	<input type="checkbox"/>	3. Understands teacher's discussion and distinguishes main ideas from supportive details	<input type="checkbox"/>	<input type="checkbox"/>
4. Points to people (family relationships)	<input type="checkbox"/>	<input type="checkbox"/>	4. Understands temporal concepts (e.g, do this first, second...)	<input type="checkbox"/>	<input type="checkbox"/>
5. Distinguishes people according to physical and emotional states	<input type="checkbox"/>	<input type="checkbox"/>	5. Distinguishes sounds for reading readiness activities	<input type="checkbox"/>	<input type="checkbox"/>
6. Acts out common school activities	<input type="checkbox"/>	<input type="checkbox"/>	6. Listens to a movie or other audio-visual presentation with academic content	<input type="checkbox"/>	<input type="checkbox"/>
7. Distinguishes environmental sounds	<input type="checkbox"/>	<input type="checkbox"/>			
B. Speaking			B. Speaking		
1. Gives classroom commands to peers	<input type="checkbox"/>	<input type="checkbox"/>	1. Asks/answers specific questions regarding topic discussions	<input type="checkbox"/>	<input type="checkbox"/>
2. Exchanges common greetings	<input type="checkbox"/>	<input type="checkbox"/>	2. Uses academic vocabulary appropriately	<input type="checkbox"/>	<input type="checkbox"/>
3. Names classroom objects	<input type="checkbox"/>	<input type="checkbox"/>	3. Uses temporal concepts appropriately	<input type="checkbox"/>	<input type="checkbox"/>
4. Describes classroom objects according to color, shape, size, etc.	<input type="checkbox"/>	<input type="checkbox"/>	4. Asks for clarification during academic tasks	<input type="checkbox"/>	<input type="checkbox"/>
5. Describes people according to physical and emotional states	<input type="checkbox"/>	<input type="checkbox"/>	5. Expresses reason for opinion	<input type="checkbox"/>	<input type="checkbox"/>
6. Describes what is happening when given an action picture of a Common recreational activity	<input type="checkbox"/>	<input type="checkbox"/>	6. Actively participates in class discussions	<input type="checkbox"/>	<input type="checkbox"/>
7. Appropriately initiates, maintains and responds to a conversation	<input type="checkbox"/>	<input type="checkbox"/>	7. Volunteers to answer questions	<input type="checkbox"/>	<input type="checkbox"/>
8. Recites ABCs, numbers 1-10	<input type="checkbox"/>	<input type="checkbox"/>			
9. Appropriately answers basic questions	<input type="checkbox"/>	<input type="checkbox"/>			
10. Participates in sharing time	<input type="checkbox"/>	<input type="checkbox"/>			

-- Continued --

¹L₁ means first language

Checklist of Language Skills for Use with Limited English Proficient Students (Cont.)²

Basic Interpersonal Communicative Skills (BICS)			Cognitive/Academic Language Proficiency (CALP)		
	L ₁ ¹	Eng.		L ₁ ¹	Eng.
C. Reading			C. Reading		
1. Recognizes common traffic safety signs	<input type="checkbox"/>	<input type="checkbox"/>	1. Uses sound symbol association	<input type="checkbox"/>	<input type="checkbox"/>
2. Recognizes familiar advertising logos (e.g., McDonalds).	<input type="checkbox"/>	<input type="checkbox"/>	2. Uses mechanics of spatial skills (i.e. top-to-bottom, left-to-right)	<input type="checkbox"/>	<input type="checkbox"/>
3. Recognizes basic sight words	<input type="checkbox"/>	<input type="checkbox"/>	3. Understands rules of punctuation/capitalization	<input type="checkbox"/>	<input type="checkbox"/>
			4. Understands reading as a process (i.e., speech-print, relations, syllables)	<input type="checkbox"/>	<input type="checkbox"/>
			5. Reads for comprehension		
			6. Follows along during oral reading activity and responds at his turn	<input type="checkbox"/>	<input type="checkbox"/>
			7. Appropriate use of text (i.e. index)	<input type="checkbox"/>	<input type="checkbox"/>
			8. Demonstrates an interest in reading	<input type="checkbox"/>	<input type="checkbox"/>
D. Writing			D. Writing		
1. Writes own name	<input type="checkbox"/>	<input type="checkbox"/>	1. Completes written expression activities according to curriculum guide	<input type="checkbox"/>	<input type="checkbox"/>
2. Writes ABCs, numbers 1-10	<input type="checkbox"/>	<input type="checkbox"/>	a. Completes simple sentence frames	<input type="checkbox"/>	<input type="checkbox"/>
3. Copies shapes	<input type="checkbox"/>	<input type="checkbox"/>	b. Generates simple sentences	<input type="checkbox"/>	<input type="checkbox"/>
			c. Writes from dictation	<input type="checkbox"/>	<input type="checkbox"/>
			d. Writes short paragraph	<input type="checkbox"/>	<input type="checkbox"/>
			2. Transfers fro print to cursive at the appropriate grade level	<input type="checkbox"/>	<input type="checkbox"/>
			3. Understands the mechanics of writing (i.e., lines, top-to-bottom, left-to-right)	<input type="checkbox"/>	<input type="checkbox"/>
			4. Understands the mechanics of writing (i.e., punctuation, paragraphing)		
			5. Demonstrates an interest in writing	<input type="checkbox"/>	<input type="checkbox"/>

² Adapted from: Erickson, J. and Omark, D. Communication Assessment of the Bilingual-Bicultural Child. Baltimore: University Park Press, 1981.

Krashen, S. & Terrel, T. The Natural Approach. California: The Alemary Press, 1983.

Schooling and Language Minority Students: A Theoretical Framework. California State Department of Education, Office of Bilingual Cultural Education, Los Angeles: Evaluation, Dissemination and Assessment Center, California State University, 1981.

Bernhard, Beth, M.A., CCC-SLP, Austin ISD, Texas & Loera, Barbara, M.A., CCC-SLP, Clinical Supervisor, Department of Speech Communication, Program in communication Sciences and Disorders, The University of Texas at Austin.

Multi-Cultural Handbook (Willamette ESD) February 26, 1996.

Classroom Language Interaction Checklist

Name of Student: _____ Date: _____
Completed By: _____ Title: _____

Directions: Please check the skills which you have observed as having been mastered by the above student in Native Language or English, as appropriate

Section 1 BICS (Basic Interpersonal Communicative Skills) – learned through interaction with other speakers and personal experience:

	Native Language	English
1. Follows general directions	_____	_____
2. Acts out common school activities	_____	_____
3. Gives commands to peers	_____	_____
4. Exchanges common greetings	_____	_____
5. Describes objects; describes people	_____	_____
6. Retells a familiar story	_____	_____
7. Initiates and responds to a conversation	_____	_____
8. Appears to attend to what is going on	_____	_____
9. Appropriately answers basic questions	_____	_____
10. Participates in sharing time	_____	_____
11. Narrates a simple story	_____	_____
12. _____	_____	_____

Comments:

Section 2 CALP (Cognitive/Academic Language Proficiency) – learned through academic, structured school instruction and interaction with teachers and peers in the classroom.

	Native Language	English
13. Follows specific directions for academic task.	_____	_____
14. Understands and used academic vocabulary appropriately.	_____	_____
15. Understands teacher’s discussion	_____	_____
16. Distinguishes main ideas from supporting details.	_____	_____
17. Understands and used temporal (first, last, etc.) and spatial (top, bottom, left, etc.) concepts.	_____	_____
18. Uses sound/symbol association.	_____	_____
19. Asks/answers specific questions regarding topic.	_____	_____
20. Asks for clarification during academic tasks.	_____	_____
21. Actively participates in class discussions; volunteers to answer questions.	_____	_____
22. Adds an appropriate ending after listening to a story.	_____	_____
23. Can explain simple instructional tasks to peers.	_____	_____
24. Decodes words.	_____	_____
25. Understands rules of punctuation and capitalization for reading.	_____	_____
26. Follows along during oral reading.	_____	_____
27. Reads for comprehension.	_____	_____
28. Can discuss vocabulary	_____	_____
29. Uses glossary, index, appendix, etc.	_____	_____

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	Native Language	English
30. Demonstrates an interest in reading.	_____	_____
31. Completes simple unfinished sentences.	_____	_____
32. Generates simple sentences.	_____	_____
33. Writes from dictation.	_____	_____
34. Writes short paragraphs.	_____	_____
35. Writes in cursive	_____	_____
36. Uses correct punctuation, capitalization, paragraphing, margins.	_____	_____
37. Demonstrates an interest in writing.	_____	_____
38. Can discuss aspects of language/grammar.	_____	_____
39. Initiates writing activities.	_____	_____
40. Composes and edits over one page papers.	_____	_____
41. Can explain complex instructional tasks to others	_____	_____
42. _____.	_____	_____

Comments:

Refer to the complete protocol for explanation of scoring.



CESC Assessment Plan

Student: _____ Date: _____

SERVICE REQUESTED:

- Full Evaluation Vocational Transition Academic Only
 Occupational Therapy Psychological Only

Referral questions from parents and school to be addressed by an evaluation:

1. _____

2. _____

3. _____

ASSESSMENT AREAS	CHECKLIST	DESCRIPTION OF AREA
Intellectual		To provide information regarding a student's intellectual skills.
Achievement		To provide information regarding a student's academic skills.
Behavioral		To assist in the development of a Behavior Intervention Plan designed to help a student function more effectively at school.
Social – Emotional		To provide information regarding a student's social, emotional and behavioral functioning.
Adaptive Behavior		To provide information regarding a student's skills and competence in meeting their independent needs and social demands of their environment.
Speech/Language Communication		To provide information regarding a student's understanding and expression of speech and language skills.
Language proficiency		To provide information regarding a student's functional skills in both their native language and English.
Motor Skills		To provide information about a student's motor development, sensory, and perceptual skills within educational settings.
Observations		To gather information by observing the student in educational settings.
Vocational Interests/Aptitudes		To provide information about an adolescent's interests and aptitudes as it relates to career development and vocational exploration.
Interviews: Parent, Teacher, Student		To gather information directly from parents, teaches and students.

School Case Manager Signature

Date

Clackamas ESD

Used with permission



School History / File Review

Student: _____ Date: _____

Medical/Health:
(checklist)

Hearing Screening: _____ Date: _____ Results: _____

Vision Screening: _____ Date: _____ Results: _____

Are there other medical/health concerns or conditions that might interfere with this student's performance? _____

School History:

School Attendance: (Please attach) _____

Grades: (Please attach) _____

Has this student repeated a grade? _____ What grade? _____

How long have the present concerns been manifested? _____

Native or primary language _____

Assessment Information:

Has this student been identified as having a disability? (date, type and area:) _____

Date of last evaluation: _____

List of previous evaluations: (Please attach copies) _____

List of other agencies involved with this student for evaluation or to provide services: _____

*****PLEASE DO NOT TEST STUDENT BUT REPORT PREVIOUS TESTING*****

Test/Form	Date	Score	Examiner/Agency
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

_____ Has this student been through a pre-referral process? Date: _____ (Please Attach)

_____ Does this student have an intervention or behavior plan? Date: _____ (Please Attach)

_____ Does this student have an IEP? Date: _____ (Please Attach)

_____ Past Services Provided: Chapter 1 Speech/Language Adaptive PE Counseling
 Special Education ESL

_____ What does this student do well? _____

Student Intervention Profile

Student: _____

Intervention #1

Beginning Date: _____ Ending Date: _____

Student's Current Grade Level: _____

Classroom: _____ Title I: _____ Bilingual/ESL: _____ Other: _____

Curriculum: _____

Grouping: 1-1: _____ 2-5 Students: _____ 6-15 Students: _____ Other: _____

Frequency: 1x Week: _____ 2x Week: _____ 3x Week: _____ 4x Week: _____

Duration: 15 Min.: _____ 20 Min.: _____ 30 Min.: _____ 40 Min.: _____ Other: _____

Intervention Teacher: _____ Certification: _____

Progress Data: _____

Intervention #2

Beginning Date: _____ Ending Date: _____

Student's Current Grade Level: _____

Classroom: _____ Title I: _____ Bilingual/ESL: _____ Other: _____

Curriculum: _____

Grouping: 1-1: _____ 2-5 Students: _____ 6-15 Students: _____ Other: _____

Frequency: 1x Week: _____ 2x Week: _____ 3x Week: _____ 4x Week: _____

Duration: 15 Min.: _____ 20 Min.: _____ 30 Min.: _____ 40 Min.: _____ Other: _____

Intervention Teacher: _____ Certification: _____

Progress Data: _____

Intervention #3

Beginning Date: _____ Ending Date: _____

Student's Current Grade Level: _____

Classroom: _____ Title I: _____ Bilingual/ESL: _____ Other: _____

Curriculum: _____

Grouping: 1-1: _____ 2-5 Students: _____ 6-15 Students: _____ Other: _____

Frequency: 1x Week: _____ 2x Week: _____ 3x Week: _____ 4x Week: _____

Duration: 15 Min.: _____ 20 Min.: _____ 30 Min.: _____ 40 Min.: _____ Other: _____

Intervention Teacher: _____ Certification: _____

Progress Data: _____

Intervention #4

Beginning Date: _____ Ending Date: _____
Student's Current Grade Level: _____
Classroom: _____ Title I: _____ Bilingual/ESL: _____ Other: _____
Curriculum: _____
Grouping: 1-1: _____ 2-5 Students: _____ 6-15 Students: _____ Other: _____
Frequency: 1x Week: _____ 2x Week: _____ 3x Week: _____ 4x Week: _____
Duration: 15 Min.: _____ 20 Min.: _____ 30 Min.: _____ 40 Min.: _____ Other: _____
Intervention Teacher: _____ Certification: _____
Progress Data: _____

Intervention #5

Beginning Date: _____ Ending Date: _____
Student's Current Grade Level: _____
Classroom: _____ Title I: _____ Bilingual/ESL: _____ Other: _____
Curriculum: _____
Grouping: 1-1: _____ 2-5 Students: _____ 6-15 Students: _____ Other: _____
Frequency: 1x Week: _____ 2x Week: _____ 3x Week: _____ 4x Week: _____
Duration: 15 Min.: _____ 20 Min.: _____ 30 Min.: _____ 40 Min.: _____ Other: _____
Intervention Teacher: _____ Certification: _____
Progress Data: _____

Intervention #6

Beginning Date: _____ Ending Date: _____
Student's Current Grade Level: _____
Classroom: _____ Title I: _____ Bilingual/ESL: _____ Other: _____
Curriculum: _____
Grouping: 1-1: _____ 2-5 Students: _____ 6-15 Students: _____ Other: _____
Frequency: 1x Week: _____ 2x Week: _____ 3x Week: _____ 4x Week: _____
Duration: 15 Min.: _____ 20 Min.: _____ 30 Min.: _____ 40 Min.: _____ Other: _____
Intervention Teacher: _____ Certification: _____
Progress Data: _____

Appendix C

Acculturation

Acculturation Definition: The Process of adaptation to a new cultural environment without abandoning native cultural values. It occurs at the individual level (psychological acculturation), and at the group level (societal acculturation).

Individual Acculturation Outcomes

Acculturation influences family and social interactions. It also influences cognition, emotion, and behavior, perceptions, ideologies, beliefs, values, language use, and other aspects of human behavior and functioning. (Cuellar & Paniagua, 2000).

- Integration/Biculturalism refers to the process of successfully integrating aspects from both cultures. Biculturalism has been empirically supported as the healthiest acculturation outcome
- Assimilation is the replacement of home culture and language by school/new culture and language.
- Rejection occurs when the individual rejects the home/heritage for school/new culture and language, or rejection of school/new culture and language for home/heritage culture.
- Deculturation takes place when the individual accepts neither home/heritage nor school/new culture/language.

Family Acculturation Outcomes

- Dissonant acculturation occurs when children learn English and American values and beliefs and lose their culture at a different and faster rate than do their parents.
- Consonant acculturation occurs when parents and children learn English and the new culture at approximately the same time.
- Selective acculturation happens when both parents and children are learning the new language and customs of the mainstream culture while they are embedded in a large ethnic community which slows the cultural shift and supports retention of the native language and cultural norms. (Goldstein, 2004)

Acculturative Stress

Acculturative stress is observed in behaviors manifested as a result of undergoing the acculturation process. These behaviors may be “mildly pathological” (Berry 1980, p. 21) and interrupt both the individual and his or her group. Behavioral responses may range from deviant behavior, psychosomatic symptoms, and rejection symptoms.

Appendix D

Second Language Acquisition Stages and Related Linguistic Patterns

Individuals learning a second language use the same innate processes that are used to acquire their first language from the first days of exposure to the new language in spite of their age. They reach similar developmental stages to those in first language acquisition, making some of the same types of errors in grammatical markers that young children make, picking up chunks of language without knowing precisely what each word means, and relying on sources of input—humans who speak that language—to provide modified speech that they can at least partially comprehend (Collier, 1998). The rate at which learners reach each stage varies with each individual student since exposure and opportunity to use the language varies from individual to individual. Similarly, the sequence of acquisition of specific structures of English varies from student to student.

The process is not linear: It is more like a zigzag process (i.e. regular past tense, the morpheme “ed” in its written form, pronounced three different ways). Mastery occurs gradually over time until the student gets the morpheme right in more and more contexts until finally the subtleties of the use of the particular structure (e.g. exceptions, spelling variations, pronunciation contexts) has become a subconscious part of the learner’s language system. Additional example (acquisition of the third person singular present tense, adding “s” to the verbs). This morpheme becomes part of the subconscious acquired system after several years of exposure to standard English. Formal teaching does not speed up the developmental process. However, a high CALP level in the native language facilitates the learning of a second language. Acquisition occurs through exposure to correct use of the structure over time in many different linguistic contexts that are meaningful to the student.

The Second Language Acquisition Stages and Recommended Interventions

Roseberry-McKibbin (2002) lists common language characteristics observed in second language learners and provides suggested interventions matched to language acquisition stages (see table 15.1 on the following page). Definitions and discussion of terms used in the following table are provided below:

Interference

Interference is the process in which a communicative behavior for the first language influences the second language. Students tend to demonstrate interference when using English in formal settings, i.e., in a testing situation, rather than playing on the playground.

Practitioners are recommended to consider the possibility that second language learners’ errors in English may result from language interference or from limited English experience. An illustration of interference would be when children literally translate phrases from their native language to English i.e., the Spanish form for “Have a seat” is “Toma asiento”, when translated literally, second language learners may say, “Take a seat”. In such situations, the second language learner’s language use difference is due to language interference.

Table 15.1
MATCHING INTERVENTION TO SECOND LANGUAGE (L2) ACQUISITION STAGES

Stage 1 Preproduction (First 3 months of L2 Exposure)	Stage II Early Production (3-6 months)	Stage III Speech Emergence (6 months–2 years)	Stage IV Intermediate Fluency (2-3 years)
STUDENT CHARACTERISTICS			
<ul style="list-style-type: none"> • Silent period • Focusing on comprehension 	<ul style="list-style-type: none"> • focusing on comprehension • Using 1-3 word phrases • May be using routines/formulas (e.g. “gimme five”) 	<ul style="list-style-type: none"> • Increased comprehension • Using simple sentences • Expanding vocabulary • Continued grammatical errors 	<ul style="list-style-type: none"> • Improved comprehension • Adequate face-to-face conversational proficiency • More extensive vocabulary • Few grammatical errors
GOALS:			
ORAL RESPONSES			
<ul style="list-style-type: none"> • Yes-no responses in English • One-word answers 	<ul style="list-style-type: none"> • 1-3 word responses • Naming/labeling items • Choral responses • Answering questions: either/or, who/what/where, sentence completion 	<ul style="list-style-type: none"> • Recalling • Telling/retelling • Describing/explaining • Comparing • Sequencing • Carrying on dialogues 	<ul style="list-style-type: none"> • Predicting • Narrating • Describing/explaining • Summarizing • Giving opinions • Debating/defending
GOALS:			
VISUAL/WRITTEN RESPONSES			
<ul style="list-style-type: none"> • Drawing/painting • Graphic designs • Copying 	<ul style="list-style-type: none"> • Drawing/painting, graphic designs • Copying • Grouping and labeling • Simple Reus responses 	<ul style="list-style-type: none"> • Written Responses • Drawing, painting, graphics 	<ul style="list-style-type: none"> • Creative writing (e.g., stories) • Essays, summaries • Drawing, painting, graphics • Comprehensible written tests
GOALS:			
PHYSICAL RESPONSES			
<ul style="list-style-type: none"> • Pointing • Circling, underlining • Choosing among items • Matching objects/pictures 	<ul style="list-style-type: none"> • Pointing • Selecting • Matching • Construction • Mime/acting out responses 	<ul style="list-style-type: none"> • Demonstrating • Creating/constructing • Role-playing/acting • Cooperative group tasks 	<ul style="list-style-type: none"> • Demonstrating • Creating/constructing • Role-playing • Cooperative group work • Videotaped presentations

Source: Hearne, D. (2000). Teaching Second Language Learners with Learning disabilities. Oceanside, CA: Academic Communication Associates. Adapted from Table 10-4 with permission. Adapted from Roseberry-McKibbin, C. (2002) Multicultural Students with Special Language Needs: Practical Strategies for Assessment and Intervention. Oceanside, CA: Academic Communication Associates, Inc.

Interlanguage

Second language learners are usually observed developing a new language system that incorporates elements from the native language and elements from English they recently learned. Interlanguage actually helps second language learners test hypotheses about how language works and develop their own set of rules for using language. As students master the English language, their unique set of rules will resemble more the second language.

Silent Period

It is observed at the beginning of exposure to the new language. It may last from a couple of days to several months). Fact: ESL beginners who listen but rarely speak in the new language make just as much, and frequently more, progress in second language development as their more talkative classmates, by the end of the first year of exposure to English.

Implications for instruction and assessment: Use sensitivity when developing systems for nonverbal feedback in this early stage. Beginning adolescent and adult students may be more influenced by cultural socialization norms or their own emotional feelings than by a predictable silent period. An initial focus of intensive listening comprehension in the very beginning of ESL instruction is beneficial for everyone.

Language shift

Language shift is a pattern of language use in which the relative prominence or use of the two languages changes across time and generations. Language shift is usually reported across generations and is characterized by a pattern whereby members of the immigrant populations are fluent in their native language with limited skill in the host country's language.

Language Loss

Language loss occurs when a child's competence in the first language diminishes, while skills in the second language are not at the same level of native speakers (Kayser, 1998). Language loss occurs primarily in a context in which minimal support is given for the use and maintenance of the L2. Thus, the sociolinguistic environment plays a critical role in the emergence of L1 loss and language shift (Goldstein, 2004).

Language Loss vs. Language Shift

Language shift results in changes in native language use with an eventual erosion of abilities in the language. L1 loss however, refers to a more rapid shift from first language prominence to second language prominence (Goldstein, 2004). When it occurs in children, L1 loss can be described as a language shift phenomenon that occurs within – rather than across generations. In this context, L1 loss are patterns of L1 use in which there is a change toward earlier linguistic forms. In other words, the child evidences reduction in linguistic skill relative to his/her skill at a previous time. (Goldstein, 2004).

Attrition

L1 attrition describes patterns of language use in which an individual does not lose ability in the L1 but does not advance in its use either. L1 attrition co-occurs with L1 loss when demonstrated skill with certain aspects of the language is reduced across time. Simultaneously, certain patterns are also present in which characteristics of the language do not continue to develop as noted in monolingual speakers of the target language (Goldstein, 2004).

Language Loss and Assessment

As clinicians working with children who are either bilingual or learning English as a second (or other) language, the phenomena of language shift and L1 loss/attrition is of great relevance. This is especially salient when working with Latino populations in the United States. Studies focusing on the Spanish language skills of children in various Latino groups have reported a pattern of reduction of expressive skills in Spanish over time.

When assessing children who may be in a language shift process and when assessing children who are experiencing L1 loss, the main concern is differentiating between language difference and language disability.

“Because some patterns that are observed in language shift/language loss situations may mimic what has been noted in children with true learning disabilities, correctly diagnosing language impairment in this population is not a trivial matter”(Goldstein, 2004, p. 203).

Bilingual Code Mixing

The use of phonological, lexical, morphosyntactic or pragmatic patterns from two languages in the same utterance or stretch of conversation (Genesse, Paradis & Crago, 2004). Bilingual code mixing plays several, important sociopragmatic functions, and it is a component of bilingual people’s communicative competence. Genesse et al., 2004 present six bilingual Code Mixing types and examples mainly observed in children:

1. Intrautterance mixing
“Alguien se murió en ese cuarto that he sleeps in.” (Someone died in that room)
2. Interutterance mixing
“Pa, ¿me vas a comprar un jugo? It cos’ 25 cents.” (Are you going to buy me juice?)
3. Words
“Estamos como marido y woman” (we are like man and ...)
4. Phrase
“I’m going with her a la esquina” (...to the corner)
5. Clauses
“You know how to swim buy no te tapa.” (...it won’t be over your head)

6. Pragmatic

“Donne moi le cheval; le cheval; the horse!” (Give me the horse, the horse; ...)

Two bilingual Code Mixing types mainly observed in adults:

7. Grammar

“Yo have been able to enseñar Maria leer” (I ... teach Maria to read.)

8. Flagging

“Hier, je suis allé au hardware store-how do you say hardware store in French?” (Yesterday, I went to the ...)

Use of First Language at Home:

When parents and children speak the language that they know best, they are working at their level of cognitive maturity. Practicing English at home can actually slow down student’s cognitive development. Parents can help their children grow cognitively by asking questions, solving problems together, discovering new things, building or fixing something, going somewhere together, cooking food, talking about a TV program, playing music; experiencing life! (Collier, 1998).

CALP Levels and Relationship to Demands of Instruction

Adapted from the Woodcock-Muñoz Language Survey-Revised (2005)

	CALP Level	Student will find the English/ Spanish language demands of instruction
6	Very Advanced/Muy Avanzado	Extremely Easy
5	Advanced/Avanzado	Very Easy
4-5 (4.5)	Fluent to Advanced/Fluido a avanzado	Easy
4	Fluent/Fluido	Manageable
3-4 (3.5)	Limited to Fluent/Limitado a fluido	Difficult
3	Limited/Limitado	Very Difficult
2	Very Limited/Muy limitado	Extremely Difficult
1	Negligible/Ímperceptible	Impossible

Level 6-Very Advanced/Muy avanzado CALP

When compared with others of the same age or grade, an individual at level 6 demonstrates very advanced cognitive-academic language proficiency. If provided with instruction at the subject’s chronological age or corresponding grade level, it is expected that a student at level 6 will find the language demands of the learning task extremely easy.

Level 5-Advanced/Avanzado CALP

When compared with others of the same age or grade, an individual at level 5 demonstrates advanced cognitive-academic language proficiency. If provided with instruction at the subject’s

chronological age or corresponding grade level, it is expected that a student at level 5 will find the language demands of the learning task very easy.

Level 4-Fluent/Fluido CALP

When compared with others of the same age or grade, an individual at level 4 demonstrates fluent cognitive-academic language proficiency. If provided with instruction at the subject's chronological age or corresponding grade level, it is expected that a student at level 4 will find the language demands of the learning task manageable.

Level 3-Limited/Limitado CALP

When compared with others of the same age or grade, an individual at level 3 demonstrates limited cognitive-academic language proficiency. If provided with instruction at the subject's chronological age or corresponding grade level, it is expected that a student at level 3 will find the language demands of the learning task very difficult.

Level 2-Very Limited/Muy limitado CALP

When compared with others of the same age or grade, an individual at level 2 demonstrates very limited cognitive-academic language proficiency. If provided with instruction at the subject's chronological age or corresponding grade level, it is expected that a student at level 2 will find the language demands of the learning task extremely difficult.

Level 1-Negligible/Imperceptible CALP

When compared with others of the same age or grade, an individual at level 1 demonstrates very negligible cognitive-academic language proficiency. If provided with instruction at the subject's chronological age or corresponding grade level, it is expected that a student at level 1 will find the language demands of the learning task impossible to manage.

Appendix E

Bilingual Education Definition, Goals, Rationale, Programs and Empirical Findings

Definition

The National Association for Bilingual Education (2005) defines Bilingual Education as “Approaches in the classroom that use the native languages of English language learners (ELLs) for instruction”

Bilingual Education Goals include:

- teaching English,
- fostering academic achievement,
- assisting immigrants acculturation to a new society,
- preserving a minority group’s linguistic and cultural heritage,
- enabling English speakers to learn a second language,
- developing national language resources, or
- any combination of the above.

Bilingual Education Rationale:

“When schools provide children quality education in their primary language, they give them two things: knowledge and literacy. The knowledge that children get through their first language helps make the English they hear and read more comprehensible. Literacy developed in the primary language transfers to the second language. The reason is simple: Because we learn to read by reading, that is, by making sense of what is on the page, it is easier to learn to read in a language we understand. Once we can read in one language, we can read in general” (Smith, 1994 as cited by NABE online, 2005).

Advantages from Bilingual Education Programs implemented with integrity:

- The family language is valued and both languages are used for a variety of purposes.
- Bilingualism is promoted at home and school and is socially advantageous
- Learners have well-developed L1 before L2 learning begins.
- Learners have opportunity to develop literacy in L1 and L2

Essential Components observed in strong Bilingual Education Classrooms

- Teacher functions as a language model and facilitator of language activities vs. teacher directed lessons.
- Whole Language Approach to language teaching vs. breaking skills into discrete components.

- Rationale: Lockstep, sequenced curricular materials that insist on mastery of each discrete point in language before moving onto the next are a disaster for second language acquisition because they often reflect the author's view of the order in which each discrete point in English should be learned, not the natural order (Collier, 1997).
- Opportunity to develop native language and second language.
- Extensive (2-3 hours) of quality interaction with native speakers during which time they are respected as equal partners in school.
- Introduction of complex skills versus basic skills approaches.
- Keeps students from engaging in cognitively complex work appropriate to their maturity level.
- Students' performance on a discrete-point language test serves as a gatekeeper for access to more meaningful school work.

Bilingual Education Programs

- **Transitional Early Exit Bilingual Ed. Program**
 - Native language content instruction (K-2 or 3rd grade). Native language instruction reduced as English instruction increases.
- **Maintenance or Late Exit Bilingual Ed. Program**
 - Native language instruction provided until upper grades (K-6th). Native language instruction reduces as students gain proficiency in English.
- **Two-Way or Dual-Language Bilingual Ed. Program**
 - English language speakers acquire second language with native speakers of program language who are acquiring English. Programs are designed to foster bilingualism and biliteracy for students from two cultural backgrounds.

Common Ratios for balancing native and second language instruction:

- **50:50 Ratio.** Providing consistent 50:50 ratio of English to the native language throughout the duration of the program.
- **90:10 Ratio.** Providing a gradual increase in the amount of instruction in English from a 90:10 ratio of native language to English in kindergarten to a 50:50 ratio by the last year of the program.

Bilingual Methods guiding the specific amount of content area instruction in two languages:

- **Alternate-day plan.** One language used one day and the other is used the next day.

- **Half-day plan.** One language used for part of the day and the other is used for the other part.
- **Mixed.** Some subjects are taught in one language, while other subjects are taught in the second language.
- **Preview-review method.** First lesson presented in the home language, followed by a presentation of same lesson in English. Summary conducted in home language.

English as a Second Language (ESL) Programs

ESL Programs (all instruction provided in English) are most often used in the United States in the education of second language learners:

- **Pull-out ESL:** removes student from regular class and offers instruction to foster student's ability to learn English language
- **Content-based or sheltered English:** teaches academic content in English by making the necessary adjustments so instruction is provided at the "level of English proficiency" comprehensible to the student.

Bilingual Education/ESL Programs

- Additive Bilingual environments
 - Substantial support for children to maintain native language as they acquire an additional language
- Subtractive Bilingual environments
 - Acquisition of the majority language w/ native language loss. Can create ambivalence toward heritage language and slows or deters academic achievement.

Major Findings on Bilingual Students' Instructional Programming and Academic Performance

- 90/10 and 50/50 Two-Way Bilingual Immersion and One-Way Developmental Bilingual Education Programs are the only programs found to date that assist students to fully reach the 50th percentile (scoring above 50% of the other test takers) in both their native language and English in all subject areas and to maintain that level of high achievement, or reach even higher levels through the end of their schooling. The fewest dropouts come from these programs.
- ELLs who attended only English mainstream programs because their parents refused language support services showed large decreases in reading and math achievement by grade 5 when compared to students who participated in language support programs. The largest number of dropouts came from this group.

- When ELLs initially exit a language support program into the English mainstream, those schooled in all-English medium programs (ESL) outperform those schooled in the bilingual programs when tested in English. The students schooled in bilingual programs, however, reach the same levels of achievement as those schooled all in English by the middle school years. Further, during the high school years, the students schooled in bilingual programs outperform the students schooled in all English.
- The amount of formal primary language schooling that a student has received is the strongest predictor of second language student achievement. That is, the greater the number of years of primary language, grade-level schooling a student has received, the higher his/her English achievement is shown to be (Thomas, et al., 2002).

Policy Recommendations

- Parents who choose not to enroll their children in language support programs should be informed that the long-term academic achievement of their children will probably be much lower as a result. They should strongly be counseled against refusing language support services if their child is eligible for them. The research findings of this study indicated that language support services, as required by *Lau v. Nichols (1974)*, raise ELL student achievement levels by significant amounts.
- In order to close the average achievement gap between ELLs and native English speakers, language support programs must be well implemented, not segregated, sustained for 5-6 years, and demonstrate achievement gains of more than the average yearly progress of the non-ELL group each year until the gap is closed. Even the most effective language support programs can only close half of the achievement gap in 2-3 years.

Flanagan and Ortiz (2001) CHC Cross-Battery Approach

The Flanagan and Ortiz (2001) CHC Cross-Battery Approach is based on Cattell-Horn-Carroll (CHC) Theory, which provides a basis for valid and reliable interpretation of results from testing. Please refer to Flanagan et al (2006) for specific information on CHC Theory. This approach classifies standardized, norm-referenced tests by: 1) the degree to which each subtest is culturally loaded; 2) the extent of its inherent linguistic demands.

The degree of cultural loading is the degree to which a given subtest from a standardized test requires specific knowledge of, or experience with, mainstream culture of the norming population. Most standardized measures that are currently used with CLD students have been normed in the United States.

The degree of linguistic demand refers to the amount of linguistic facility required by a given test and is based on three factors: (1) administrator's need to use verbal versus nonverbal language when administering the test; (2) the examinee's need to use receptive language; and (3) examinee's need to use expressive language.

A good illustration of this procedure is Rhodes, Ochoa & Ortiz (2005) classification of the WJIII by degree of cultural loading and linguistic demand below.

Table 11.1 Test Classifications by Degree of Cultural Loading and Linguistic Demand for the WJ III

Degree of linguistic demand	Age	Subtests	CHC Ability
<u>Degree of cultural loading: Low</u>			
Low	4-85+	SPATIAL RELATIONS	<i>Gv</i> (Vz, SR)
Moderate	4-85+	NUMBERS REVERSED	<i>Gsm</i> (MW)
	4-85+	VISUAL MATCHING	<i>Gs</i> (P, R9)
High	4-85+	CONCEPT FORMATION	<i>Gf</i> (I)
	4-85+	ANALYSIS-SYNTHESIS	<i>Gf</i> (RG)
	4-85+	AUDITORY WORKMING MEMORY	<i>Gsm</i> (MW)
<u>Degree of cultural loading: Moderate</u>			
Low	4-85+	Picture Recognition	<i>Gv</i> (MV)
	4-85+	PLANNING	<i>Gv</i> (SS)
	4-85+	PAIR CANCELLATION	<i>Gs</i> (R9)
Moderate	4-85+	VISUAL-AUDITORY LEARNING	<i>Glr</i> (MA)
	4-85+	Visual Auditory Learning – Delayed	<i>Glr</i> (MA)
	4-85+	RETRIEVAL FLUENCY	<i>Glr</i> (FI)
	4-85+	RAPID PICTURE NAMING	<i>Glr</i> (MA)
High	2-85+	INCOMPLETE WORDS	<i>Ga</i> (PC-A)
	4-85+	SOUND BLENDING	<i>Ga</i> (PC-S)
	4-85+	MEMEORY FOR WORDS	<i>Gsm</i> (MS)
	4-85+	AUDITORY ATTENTION	<i>Ga</i> (UR)
	4-85+	DECISION SPEED	<i>Gs</i> (R7)
<u>Degree of cultural loading: High</u>			
High	2-85+	VERBAL COMPREHENSION	<i>Gc</i> (VL, LD)
	2-85+	GENERAL INFORMATION	<i>Gc</i> (K0)

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Matrix of Cultural Loading and Linguistic Demand

Case Study Example 4

WJ-III ONLY DATA FOR MIGUEL (ENGLISH)
DEGREE OF LINGUISTIC DEMAND

		LOW	MODERATE	HIGH
DEGREE OF CULTURAL LOADING	LOW	SPATIAL RELATIONS <i>Gv-95</i> <i>X = 95</i>	VISUAL MATCHING <i>Gs-70</i> NUMBERS REVERSED <i>Gsm-90</i> <i>X = 80</i>	CONCEPT FORMATION <i>Gf-103</i> ANALYSIS SYNTHESIS <i>Gf-111</i> <i>X = 107</i>
	MODERATE	Picture Recognition <i>Gv-86</i> PLANNING <i>Gv-88</i> PAIR CANCELLATION <i>Gs-68</i> <i>X = 81</i>	VISUAL-AUDIOTY LEARNING <i>Glr-93</i> Delayed Recall – Visual Auditory Learning <i>Glr-85</i> RETRIEVAL FLUENCY <i>Glr-90</i> RAPID PICTURE NAMING <i>Glr-71</i> <i>X = 85</i>	MEMORY FOR WORDS <i>Gsm-98</i> INCOMPLETE WORDS <i>Ga-87</i> SOUND BLENDING <i>Ga-89</i> AUDITORY ATTENTION <i>Ga-89</i> DECISION SPEED <i>Gs-73</i> <i>X = 86</i>
	HIGH			VERBAL COMPREHENSION <i>Gc-90</i> GENERAL KNOWLEDGE <i>Gc-86</i> <i>X = 88</i>

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General Guidelines for Expected Patterns of Test Performance for Diverse Individuals

DEGREE OF LINGUISTIC DEMAND

		LOW	MODERATE	HIGH
DEGREE OF CULTURAL LOADING	LOW	Slightly Different: 3-5 points	Slightly Different: 5-7 points	Slightly Different: 7-10 points
		Different: 5-7 points	Different: 7-10 points	Different: 10-15 points
		Markedly Different: 7-10 points	Markedly Different: 10-15 points	Markedly Different: 15-20 points
	MODERATE	Slightly Different: 5-7 points	Slightly Different: 7-10 points	Slightly Different: 10-15 points
		Different: 7-10 points	Different: 10-15 points	Different: 15-20 points
		Markedly Different: 10-15 points	Markedly Different: 15-20 points	Markedly Different: 20-25 points
	HIGH	Slightly Different: 7-10 points	Slightly Different: 10-15 points	Slightly Different: 15-20 points
		Different: 10-15 points	Different: 15-20 points	Different: 20-30 points
		Markedly Different: 15-20 points	Markedly Different: 20-25 points	Markedly Different: 25-35 points

Slightly Different: Includes individuals with high levels of English language proficiency (e.g., advanced BICS/emerging CALP) and high acculturation, but still not entirely comparable to mainstream U.S. English speakers. Examples include individuals who have resided in the U.S. for more than 7 years or who have parents with at least a high school education, and who demonstrate native-like proficiency in English language conversation and solid literacy skills.

Different: Includes individuals with moderate levels of English language proficiency (e.g., intermediate to advanced BICS) and moderate levels of acculturation. Examples include individuals who have resided in the U.S. for 3-7 years and who have learned English well enough to communicate, but whose parents are limited English speakers with only some formal schooling and improving but below grade level literacy skills.

Markedly Different: Includes individuals with low to very low levels of English language proficiency (e.g., early BICS) and low or very low levels of acculturation. Examples include individuals who recently arrived in the U.S. or who may have been in the U.S. 3 years or less, with little or no prior formal education, who are just beginning to develop conversational abilities and whose literacy skills are also just emerging.

CHC Culture-Language Matrix

Name of Examinee: _____ Age: _____ Grade: _____ Date: _____

DEGREE OF LINGUISTIC DEMAND

		DEGREE OF LINGUISTIC DEMAND				
		LOW	MODERATE	HIGH		
DEGREE OF CULTURAL LOADING	LOW	Test Name: _____ Score: _____ _____ (_____) _____ (_____) _____ (_____) _____ (_____) _____ (_____) _____ (_____)	Test Name: _____ Score: _____ _____ (_____) _____ (_____) _____ (_____) _____ (_____) _____ (_____) _____ (_____)	Test Name: _____ Score: _____ _____ (_____) _____ (_____) _____ (_____) _____ (_____) _____ (_____) _____ (_____)		
	Cell Average = _____		Cell Average = _____		Cell Average = _____	
	MODERATE	Test Name: _____ Score: _____ _____ (_____) _____ (_____) _____ (_____) _____ (_____) _____ (_____) _____ (_____)	Test Name: _____ Score: _____ _____ (_____) _____ (_____) _____ (_____) _____ (_____) _____ (_____) _____ (_____)	Test Name: _____ Score: _____ _____ (_____) _____ (_____) _____ (_____) _____ (_____) _____ (_____) _____ (_____)		
	Cell Average = _____		Cell Average = _____		Cell Average = _____	
	HIGH	Test Name: _____ Score: _____ _____ (_____) _____ (_____) _____ (_____) _____ (_____) _____ (_____) _____ (_____)	Test Name: _____ Score: _____ _____ (_____) _____ (_____) _____ (_____) _____ (_____) _____ (_____) _____ (_____)	Test Name: _____ Score: _____ _____ (_____) _____ (_____) _____ (_____) _____ (_____) _____ (_____) _____ (_____)		
	Cell Average = _____		Cell Average = _____		Cell Average = _____	

Appendix F

Culturally Responsive Pedagogy

Wlodkowski & Ginsberg (1995) borrow Patrick J. Hill's (1991) ideal of "conversations of respect" to illustrate the tone in the process of culturally responsive teaching:

"Conversations of respect between diverse communities are characterized by intellectual reciprocity. They are the ones in which the participants expect to learn from each other, expect to learn non-incidental things, expect to change at least intellectually as a result of the encounter. In such conversations, one participant does not treat the other as an illustration of, or variation of, or a dollop upon a truth or insight already fully possessed. There is no will to incorporate the other in any sense into one's belief system. In such conversations, one participant does not presume that the relationship is one of teacher to student (in any traditional sense of that relationship), or parent to child, of developed to underdeveloped. The participants are co-learners" (p. 284).

Culturally Responsive Pedagogy delineates and promotes the achievement of all students. Effective teaching and learning take place "in a culturally supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement" (Richards, Brown, & Forde, 2004). Culturally Responsive Pedagogy comprises three levels: (a) institutional, (b) personal, and (c) instructional.

Institutional:

Administration, policies and its values. Little (1999) recommends that educational reforms planning to establish culturally responsive institutions must implement them in three different areas:

1. Organization of the school - This includes the administrative structure and the way it relates to diversity, and the use of physical space in planning schools and arranging classrooms.
2. School policies and procedures - This refers to those policies and practices that impact on the delivery of services to students from diverse backgrounds.
3. Community involvement - This is concerned with the institutional approach to community involvement in which families and communities are expected to find ways to become involved in the school, rather than the school seeking connections with families and communities.

Personal:

The cognitive and emotional process teachers need to engage in to become culturally responsive. This process comprises two dimensions **self-reflection** and **exploration**.

Self-reflection is essential in order for teachers to examine their attitudes and beliefs about themselves and others and understand why they are who they are, with the ultimate goal of confronting biases influencing their value system. This will help teachers "reconcile negative

feelings towards any cultural, language, or ethnic group” (Richards, et al) and diminish the likelihood of reflecting prejudice or racism towards certain groups. Once teachers have successfully rid themselves of their biases, they will be able to create a welcoming and safe environment for their students and their families.

Self-Exploration allows teachers the opportunity to “explore their personal histories and experiences, as well as the history and current experiences of their students and families” (Richards, et al). Teachers who have knowledge and understanding about themselves and others are better able to appreciate differences and deliver unbiased instruction, which ultimately will prepare them to address the needs of all their students. Teachers interested in becoming culturally responsive are encouraged to conduct the following eight activities (engage in reflective thinking and writing, explore their personal and family history, acknowledge membership in different groups, learn about the history and experiences of diverse groups, visit students’ families and communities, visit or read about successful teachers in diverse settings, develop an appreciation of diversity and participate in reforming the institution. (For detailed description of recommended activities on becoming a culturally responsive teacher, please go to www.nccrest.org)

Instructional:

Materials, strategies and activities that form the basis of instruction.

Culturally Responsive Instructional Guidelines (Adapted from Klump, J., McNeir, G. 2005, and Artiles and Ortiz (2002).

- A climate of caring, respect, and the valuing of student’s cultures is fostered in the school and classroom.
- Bridges are built between academic learning and student’s prior understanding, knowledge, native language and values through thematic teaching.
- Educators learn from and about their students’ culture, language, and learning styles to make instruction more meaningful and relevant to their student’s lives.
- Local knowledge, language, and culture are fully integrated into the curriculum, not added on to it. Instruction is delivered in the native language and in English.
- Staff members hold students to high standards and have high expectations for all students.
- Effective classroom practices are challenging, cooperative, and hands-on, with less emphasis on rote memorization and lecture formats.
- School staff builds trust and partnerships with families, especially with families marginalized by schools in the past.
- Meaningful language use across the curriculum.
- Pair auditory with visuals to reinforce concepts and vocabulary.

- Organize content into themes that acknowledge students' life experiences and background knowledge.
- Promote active learning.
- Provide information in context.
- Pre-teach vocabulary.
- Continuous review.
- Engage in more opportunities for practice during the day.
- Cooperative learning, collaborative learning and/or peer tutoring – changing groups frequently.
- Presenting instruction interactively and make frequent comprehension checks.
- Reinforce meaning through the use of gestures, concrete materials, etc.
- Encourage effort through sensitive correction of errors.
- Create the learning climate by reviewing expectations and students responsibilities.
- Promote the maintenance and development of L1.
- Linguistic demands should be adapted to reflect the level of second language acquisition, i.e. allow code mixing.
- Allow time for individual guidance and support
- Scaffolding

Please refer to Moll, Amanti, Neff & González (1992) for further guidance on culturally responsive curriculum development.

(Richards, et al.) recommends ten additional guidelines for Culturally Responsive instruction:

1. Acknowledge students' differences as well as their commonalities.
2. Validate students' cultural identity in classroom practices and instructional materials.
3. Educate students about the diversity of the world around them.
4. Promote equity and mutual respect among students.
5. Assess students' ability and achievement validly.
6. Foster a positive interrelationship among students, their families, the community and school.
7. Motivate students to become active participants in their learning.
8. Encourage students to think critically.
9. Challenge students to strive for excellence as defined by their potential.
10. Assist students in becoming socially and politically conscious.

Name: _____

Functional Assessment Checklist

Is the student experiencing difficulties in any of the following?

Y	N	DK		Y	N	DK	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interaction with authority
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Written language/spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Exercising good judgment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Too aggressive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Passing classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Too withdrawn
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepting criticism
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent work habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cooperation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Organizational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Defensive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Confusion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anxiety
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Slowness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fatigue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Persistence to task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Resistance to change
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Decision making skills				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hyperactivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physical limitations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Concentration/attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Health
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grooming
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Following verbal directions				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Following written directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Family support
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Listening skills				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Memory				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Friendships				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Social skills				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interaction with cultural linguistic peers				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interaction with English-speaking peers				

What concerns you the most?

What information would you like from this assessment? Please list in order of importance.

Person completing this form _____ Date _____

Clinical Judgment Checklist

Whenever you, the assessor, are in the process of considering the educational needs and diagnosis of the Culturally and Linguistically Different Exceptional Student (CLDE), please be sure to include the following issues in your summary:

Name: _____ Date of Birth: _____

School: _____ Date of Report: _____

Language Dominance: Test: _____ Test: _____

Date: _____ Date: _____

Score for L1: _____ Score for L2: _____

Country or Origin: _____ Years in U.S.: _____

Total Years of Formal Instruction: _____ Number of Schools Attended: _____

Attendance: _____ Transience Patterns: _____

1. What information do you have about this student's culture?

Is the information significant?



2. What impact does the student's culture have upon the classroom teacher?

Is the information significant?



3. What information do you have about the student's command of social English (BICS) and academic English (CALPs)?

What impact does this have on his/her academic achievement?

Is the information significant?



Source: Clark C. (1990). *The EXITO Assessment Model*. (Presented to the Bilingual Special Education Faculty and Students at The University of Texas at Austin, Austin TX., April, 1995) © 1990, Candace Clark. Material used with permission.

4. What information do you have from the CST/SST about this student?

Is the information significant?



5. If you used standardized measures, did you check to ensure that they are technically adequate?

6. What standardized assessment information do you have?

Test

Score

Significance

What do these scores tell you about instructional needs?



7. Did you modify any of the standardized measures that you used?

What effect does this have on the information that you gained?

Is the information significant?



How will you report this information?

Source: Clark C. (1990). *The EXITO Assessment Model*. (Presented to the Bilingual Special Education Faculty and Students at The University of Texas at Austin, Austin TX., April, 1995) © 1990, Candace Clark. Material used with permission.

8. What informal assessment information do you have?

Measure

Score

Significance

What do these scores tell you about instructional needs?



9. Are there any discrepancies in your assessment data?

Is the information significant?



Source: Clark C. (1990). *The EXITO Assessment Model*. (Presented to the Bilingual Special Education Faculty and Students at The University of Texas at Austin, Austin TX., April, 1995) © 1990, Candace Clark. Material used with permission.

10. How does your informal assessment information cross-validate with your informal assessment information?

Informal Data

Formal Data

11. Did you use an interpreter/translator for any of your assessment?

Measure

Information Gained

Significance

12. What information did you gain from your interpreter/translator about the student?

Is the information significant?



Source: Clark C. (1990). *The EXITO Assessment Model*. (Presented to the Bilingual Special Education Faculty and Students at The University of Texas at Austin, Austin TX., April, 1995) © 1990, Candace Clark. Material used with permission.

13. What information did you gain from your interpreter/translator about the student?

Instructional Presentation:

Classroom Environment:

Teacher Expectations:

Cognitive Emphasis:

Motivational Strategies:

Relevant Practice:

Academic Engaged Time:

Informal Feedback:

Adaptive Instruction:

Progress Evaluation:



14. What is the learning (or teaching) style of the

Field	<u>Student?</u>	<u>Teacher?</u>
-------	-----------------	-----------------

Tolerance:

Tempo:

Categorization:

Persistence:

Anxiety:

Locus of control:



Source: Clark C. (1990). *The EXITO Assessment Model*. (Presented to the Bilingual Special Education Faculty and Students at The University of Texas at Austin, Austin TX., April, 1995) © 1990, Candace Clark. Material used with permission.

15. Summarize the overall educational needs of this student:

Source: Clark C. (1990). *The EXITO Assessment Model*. (Presented to the Bilingual Special Education Faculty and Students at The University of Texas at Austin, Austin TX., April, 1995) © 1990, Candace Clark. Material used with permission.

Assessment Tools in Spanish

Be aware that some English/Spanish versions of a test are Spanish translations of an English test and may use English norms. As much as possible be sure the norms fit the student you are assessing. Otherwise caution is recommended when interpreting results. Included in this listing are informal assessment tools (such as criterion referenced tests), rating scales and interview/observation forms as well as tests available in other languages. Nonverbal Cognitive Tests are listed separately at the end of this section.

Language Proficiency/Dominance

Bilingual Language Proficiency Questionnaire (1985)

Parent Interview

Academic Communication Associates, Inc.

Educational Book division, Bldg. 102

4001 Avenida de la Plata

P.O. Box 4279

Oceanside, CA 92052-4279

1-888-758-9558

www.acadcom.com

Language Assessments Scales (1990)

Speaking, listening, reading, writing

Grades Pre-K through 12

CTB/McGraw Hill Book Co.

20 Ryan Ranch Rd

Monterey, CA 93940

1-800-538-9547

www.ctb.com

Bilingual Verbal Ability Test (BVAT) Normative Update (2005)

Ages 5a to adult

Riverside Publishing

3800 Golf Rd., Suite 100

Rolling Meadows, IL 60008

1-800-323-9540

www.riverpub.com

Woodcock-Munoz Language Survey Revised (WMLS-R) (2005)

Ages 2 to 90+

Riverside Publishing

3800 Golf Rd., Suite 100

Rolling Meadows, IL 60008

1-800-323-9540

www.riverpub.com

Speech

Spanish Articulation Measures, Revised Edition (1995)

Academic Communication Associates, Inc.
Educational Book division, bldg. 102
4001 Avenida de la Plata
P.O. Box 4279
Oceanside, CA 92052-4279
1-888-758-9558
www.acadcom.com

Test of Phonological Awareness in Spanish (TPAS) (2004)

Ages 4-10 through 10-11
American Guidance Service (Pearson Assessments)
5601 Green Valley Dr.
Bloomington, MN 55437-1187
1-800-627-7271
<http://ags.pearsonassessments.com>

Language

Test De Vocabulario en Imagenes Peabody (TVIP) (1986)

Ages 2-6 to 17-11
American Guidance Service (Pearson Assessments)
5601 Green Valley Dr.
Bloomington, MN 55437-1187
1-800-627-7271
<http://ags.pearsonassessments.com>

Clinical Evaluation of Language Fundamentals, Fourth Edition (CELF-4) (2006)

Ages 6 to 21
Harcourt Assessment
19500 Bulverde Rd
San Antonio, TX 78259
1-800-211-8378
www.harcourtassessment.com

Medida de Sintaxis Bilingue (Bilingual Syntax Measure I and II) (1978)

Grades preschool to grade 12
Harcourt Assessment
19500 Bulverde Rd
San Antonio, TX 78259
1-800-211-8378
www.harcourtassessment.com

Boehm Test of Basic Concepts, Third Edition (2000)

Ages 5-0 through 7-11
Harcourt Assessment
19500 Bulverde Rd
San Antonio, TX 78259
1-800-211-8378
www.harcourtassessment.com

Cognitive

Bateria III Woodcock-Munoz (Bateria III) (2001)

Ages 2 to 90+
Riverside Publishing
3800 Golf Rd., Suite 100
Rolling Meadows, IL 60008
1-800-323-9540
www.riverpub.com

Behavior/Adaptive Behavior

Behavior Assessment System for Children (BASC-2) (2004)

Ages 2 through college age
American Guidance Service (Pearson Assessments)
5601 Green Valley Dr.
Bloomington, MN 55437-1187
1-800-627-7271
<http://ags.pearsonassessments.com>

Vineland Adaptive Behavior Scales, Second Edition (Vineland-II) (2004)

Ages 0 to 90
Survey Interview Form
American Guidance Service (Pearson Assessments)
5601 Green Valley Dr.
Bloomington, MN 55437-1187
1-800-627-7271
<http://ags.pearsonassessments.com>

Adaptive Behavior Assessment Scales – Second Edition (ABAS-Second Edition) (2003)

Ages 0 – 89
Harcourt Assessment
19500 Bulverde Rd
San Antonio, TX 78259
1-800-211-8378
www.harcourtassessment.com

Beck Depression Inventory II (BDI-II) (1996)

Ages 13 to 80

Harcourt Assessment

19500 Bulverde Rd

San Antonio, TX 78259

1-800-211-8378

www.harcourtassessment.com

Academic

Bateria III Woodcock-Munoz (Bateria III) (2001)

Ages 2 to 90+

Riverside Publishing

3800 Golf Rd., Suite 100

Rolling Meadows, IL 60008

1-800-323-9540

www.riverpub.com

Brigrance Assessment of Basic Skills, Revised Spanish Edition (ABS-R) (2007)

Grades Pre K to 9

Curriculum Associates, Inc.

P.O. Box 2001

North Billerica, MA 01862-9914

1-800-225-0248

www.curriculumassociates.com

Vocational

CDM: Harrington-O'Shea Career Decision Making System, Revised (2000)

Grades middle school to adult

American Guidance Service (Pearson Assessments)

5601 Green Valley Dr.

Bloomington, MN 55437-1187

1-800-627-7271

<http://ags.pearsonassessments.com>

Preschool

Battelle Developmental Inventory, Second Edition Spanish (DBI-2 Spanish) (2005)

Birth to age 7-11

Riverside Publishing

3800 Golf Rd., Suite 100

Rolling Meadows, IL 60008

1-800-323-9540

www.riverpub.com

Preschool Language Scale, Fourth Edition (2002)

Birth to age 6-11

Harcourt Assessment

19500 Bulverde Rd

San Antonio, TX 78259

1-800-211-8378

www.harcourtassessment.com

Assessment Tools in Other Languages

Bilingual Language Proficiency Questionnaire English/Vietnamese (1985)

Parent Interview

Academic Communication Associates

Educational Book division, Bldg. 102

4001 Avenida de la Plata

P.O. Box 4279

Oceanside, CA 92052-4279

1-888-758-9558

www.acadcom.com

Bilingual Vocabulary Assessment Measure (1995)

Record forms in English, Spanish, French, Italian, and Vietnamese

Ages 3 and up

Academic Communication Associates, Inc.

Educational Book division, Bldg. 102

4001 Avenida de la Plata

P.O. Box 4279

Oceanside, CA 92052-4279

1-888-758-9558

www.acadcom.com

Bilingual Verbal Ability Test (BVAT) Normative Update (2005)

in 17 languages plus English

Ages 5 to adult

Riverside Publishing

3800 Golf Rd., Suite 100

Rolling Meadows, IL 60008

1-800-323-9540

www.riverpub.com

Nonverbal Cognitive Tests

Kaufman Assessment Battery for Children, Second Edition (KABC-II) (2004)

Nonverbal scale

Ages 3 to 18

American Guidance Service (Pearson Assessments)

5601 Green Valley Dr.

Bloomington, MN 55437-1187

1-800-627-7271

<http://ags.pearsonassessments.com>

Universal Nonverbal Intelligence Test (UNIT) (1998)

Ages 5-0 to 17-11

Riverside Publishing

3800 Golf Rd., Suite 100

Rolling Meadows, IL 60008

1-800-323-9540

www.riverpub.com

Wechsler Nonverbal Scale of Ability (WNV) (2006)

Prek – college

Harcourt Assessment

19500 Bulverde Rd

San Antonio, TX 78259

1-800-211-8378

www.harcourtassessment.com

Think-Alouds to Assess Comprehension

(Wade, 1990)

1. Think-alouds are an excellent way to obtain information about both the individual's product and the performance process.
2. Think-alouds are individuals' verbal self-reports about thinking processes.
3. Think-alouds allow us to obtain information re: how they attempt to construct meaning from text.
4. The general process of "think-alouds":
 - Examiner provides a task and asks the individual to say aloud everything that comes to mind as they are performing it.
 - Only indirect cues are used to elicit information when necessary: "Can you tell me more"?
 - The remarks are recorded on a recorder and the nonverbals are also jotted down.
 - When used to assess comprehension, the examiner usually has students think aloud after reading short segments of passage.
5. For Wade's application, it is important that the reading passages are selected/written so the readers cannot know for sure what the topic is until they have read the last segment.
6. Readers must generate hypotheses during the think-alouds about the text's meaning from the clues in each text segment.
7. Wade has found that there are descriptive categories of comprehenders:

A. THE GOOD COMPREHENDER

- Is the interactive reader who constructs meaning and monitors comprehension
- Tends to draw on background knowledge
- Makes reasonable inferences about the passages
- Recognizes when information is needed to confirm hypotheses
- Abandons ideas inconsistent with further passages but constructs another that is consistent

B. THE NON-RISK TAKER

- Is a bottom-up processor
- Takes passive role by failing to go beyond the text to develop hypotheses
- May look for clues from the examiner, not the text
- May frequently respond "I don't know" or may repeat words or phrases verbatim
- When they develop a hypothesis, it is often given in a questioning manner

C. THE NON-INTEGRATOR

- Draws on text clues and prior knowledge, developing new hypotheses for every segment of the text
- Typically never relates to the previous hypotheses or to information presented earlier in the text
- Appears a curious mixture of top-down/bottom-up processing

D. THE SCHEMA IMPOSER

- Is a top-down processor who holds an initial hypotheses despite incoming information that conflicts with that schema
- Appears unaware of alternative hypotheses

E. THE STORY TELLER

- Is an extreme example of a top-down processor
- Draws far more on prior knowledge or experience than on information stated in the text
- Seems to identify strongly with a character and makes causal inferences based on what they would do

Wade's Procedure for a Comprehension Think-Aloud

(Wade, 1990)

PREPARING THE TEXT

Choose a short passage (expository or narrative) written to meet the following criteria:

1. Text should be from 80 to 200 words in length, depending on the reader's age and reading ability.
2. The text should be new to the reader but on a topic that is familiar to him or her. (Determine by means of interview or questionnaire prior to this assessment).
3. The text should be at the reader's instructional level, which can be determined by use of an informal reading inventory.
4. Topic sentence should appear last, the passage should be untitled.
5. The text should be divided into segments of one to four sentences each.

ADMINISTERING THE THINK ALOUD PROCEDURE

1. Tell the reader that he or she will be reading a story in short segments of one or more sentences.
2. Tell the reader that after reading each section, he or she will be asked to tell what the story is about.
3. Have the student read a segment aloud. After each segment is read, ask the reader to tell what is happening, followed by nondirective probe questions as necessary. The questions should encourage the reader to generate hypotheses (what do you think this is about?) and to describe what he or she based the hypotheses on (what clues in the story helped you?).
4. Continue procedure until the entire passage is read. Then ask the reader to retell the entire passage in his or her own words. (The reader may reread the story first).
5. The examiner might also ask the reader to find the most important sentences(s).
6. The sessions should be tape recorded and transcribed. Observations should also be recorded.

ANALYZING THE RESULTS

Ask the following questions when analyzing the transcript:

1. Does the reader generate hypotheses? How confident of them is he/she?
2. Does he/she support hypotheses with information from the passage?
3. What information from the text does the reader use?
4. Does he/she relate material in the text to background knowledge and experience?
5. Does reader integrate new information with the schema already activated?
6. What does the reader do if there is information that conflicts with this schema?
7. At what point does the reader recognize what the story is about?
8. How does the reader deal with unfamiliar words?

Testing Language Ability

Sample Cloze

Instructions

In the following passage, 100 words have been omitted. Read the passage and insert whatever word makes sense according to the meaning of the passage. The word should be grammatically correct. Remember: insert only ONE word in each space. Read the whole passage at least once before you start to write.

Example:

The boy _____ across the street and bumped _____ a lamppost.
He _____ shaken up a little, but he managed to _____ walking.

The Jet Age Malady

A U.S. male brought up on the east coast of America stands eighteen to twenty inches from another male when in conversation. In talking to a woman he will increase the distance by about four inches. To stand at a distance of about thirteen inches usually has a sexual or aggressive connotation. However, in most parts of Latin America, thirteen _____ is just the right distance when talking _____ a person. When a man is brought up in a _____ American environment tries to talk to a _____ brought up on the East Coast of _____ United States an interesting thing happens. The Latin will _____ to maintain what he considers the _____ talking distance. The American

will, of course, step _____ . Both will feel uncomfortable without quite _____ why. All they will know is that _____ is something wrong with the other _____. Most culture-blind Latins feel that the Americans _____ withdrawn and uncommunicative. Most culture-blind Americans _____ that Latins are pushy.

In most American urban areas, _____ be two minutes _____ for an appointment is all right. Three _____ is significant, but an apology is not expected. _____ five minutes the latecomer mutters an apology. In _____ Latin countries a five-minute unit is not _____: an apology is expected only for a time _____ longer than twenty minutes. Latins, influenced by _____ own cultural conditioning, feel that Americans are _____ polite and are obsessed with time because they _____ persons with whom they have appointments to _____ at a certain place at precisely a _____ time. A person unfamiliar with North American cultural conditioning _____ difficulty realizing that Americans handle time much _____ some tangible material-- spending it, taking _____, using it up, or wasting it. _____ a Spanish-American or a Spaniard comes to work _____, he says, "El bus me dejò" ("the bus _____ me"), as opposed to the American, "_____ missed the bus." In English, the clock "runs." _____ Spanish, "El reloj anda" ("the clock walks").

Ochoa and Ortiz Multidimensional Assessment Model for Bilingual Individuals

This model helps the evaluator determine the recommended assessment mode (i.e., nonverbal, native language, second language, bilingually) for culturally and linguistically diverse students base on their instructional program history, their current grade level and language proficiency level in their native and second language.

The authors combine nine possible language proficiency outcomes with three likely academic scenarios and recommend the best assessment mode.

Instructional program/History	Currently in a bilingual education program in lieu of, or in addition to, receiving ESL services								Previously in bilingual education program, now receiving English-only or ESL services								All instruction has been in an English-only program, with or without ESL services											
	Current grade				Current grade				Current grade				Current grade				Current grade				Current grade							
	K-4				5-7				K-4				5-7				K-4				5-7							
Assessment mode	NV	L1	L2	BL	NV	L1	L2	BL	NV	L1	L2	BL	NV	L1	L2	BL	NV	L1	L2	BL	NV	L1	L2	BL	NV	L1	L2	BL
Language profile 1 (L1 minimal/L2 minimal)	○	√		√	○	√		√	○	√		√	○		√	√	○		√*	√	○		√	√				
Language profile 2 (L1 emergent /L2 minimal)	○	√		√	○	√		√	○	√		√	○		√	√	○	√	√*	√								
Language profile 3 (L1 fluent/L2 minimal)		○				○	√			○				○	√													
Language profile 4 (L1 minimal/L2 emergent)	○				○	√			○		√		○		√		○		√ [#]		○		√					
Language profile 5 (L1 emergent /L2 emergent)	○	√		√	○	√	√	√	○	√	√	√	○	√	√	√	○	√	√ [#]		○		√	√				
Language profile 6 (L1 fluent /L2 emergent)		○				○	√			○	√			○	√													
Language profile 7 (L1 minimal/L2 fluent)																												
Language profile 8 (L1 emergent/L2 fluent)																												
Language profile 1 (L1 fluent /L2 fluent I)						○	○							○	○													

The Ochoa and Ortiz Multidimensional Assessment Model for Bilingual Individuals (NAMBI). Notes: CALP level 1-2 = minimal proficiency; CALP level 3 = emergent proficiency; CALO level 4-5 = fluent proficiency. See Chapter 9 for more information. NV, assessment conducted primarily in a nonverbal manner with English-language-reduced/acclulturation-reduced measures; L1, assessment conducted in the first language learned by the individual (i.e., native or primary language); L2, assessment conducted in the second language learned by the individual, which in most cases refers to English; BL, assessment conducted relatively equally in both languages learned by the individual (i.e., the native language an English); ■, combinations of language development and inst4ruction that are improbable or due to other factors (e.g., Saturday school, foreign-born adoptees, delayed school entry); ○, recommended mode of assessment that should take priority over other modes and which is more likely to be the most accurate estimate of the student’s true abilities; √, secondary or optional mode of assessment may provide additional valuable information but which will likely result in an underestimate of the student’s abilities; √*, mode of assessment not recommended for students in K-2, but may be informative in 3-4, although results will likely be an underestimate of true ability; √[#], mode of assessment not recommended for students in K-1, but may be informative in 2-4, although results will likely be an underestimate of true ability.

Adapted from Rhodes, Ochoa and Ortiz (2005). Assessing Culturally and Linguistically Diverse Students: A Practical Guide. Reprinted with Permission of The Guilford Press.

Assessing Culturally and Linguistically Diverse Students

Table 11.1 Test Classifications by Degree of Cultural Loading and Linguistic Demand for the WJ III

Degree of linguistic demand	Age	Subtests	CHC ability
<u>Degree of cultural loading: Low</u>			
Low	4-85+	SPATIAL RELATIONS	<i>Gv</i> (Vz, SR)
Moderate	4-85+	NUMBERS REVERSED	<i>Gsm</i> (MW)
	4-85+	VISUAL MATCHING	<i>Gs</i> (P, R9)
High	4-85+	CONCEPT FORMATION	<i>Gf</i> (I)
	4-85+	ANALYSIS-SYNTHESIS	<i>Gf</i> (RG)
	4-85+	AUDOTORY WORKING MEMORY	<i>Gsm</i> (MW)
<u>Degree of cultural loading: Moderate</u>			
Low	4-85+	Picture Recognition	<i>Gv</i> (MV)
	4-85+	PLANNING	<i>Gv</i> (SS)
	4-85+	PAIR CANCELLATION	<i>Gs</i> (R9)
Moderate	4-85+	VISUAL-AUDITORY LEARNING	<i>Glr</i> (MA)
	4-85+	Visual Auditory Learning – Delayed	<i>Glr</i> (MA)
	4-85+	RETRIEVAL FLUENCY	<i>Glr</i> (FI)
	4-85+	RAPID PICTURE NAMING	<i>Glr</i> (NA)
High	2-85+	INCOMPLETE WORDS	<i>Ga</i> (PC-A)
	4-85+	SOUND BLENDED	<i>Ga</i> (PC-S)
	4-85+	MEMORY FOR WORDS	<i>Gsm</i> (MS)
	4-85+	AUDITORY ATTENTION	<i>Ga</i> (UR)
	4-85+	DECISION SPEED	<i>Gs</i> (R7)
<u>Degree of cultural loading: High</u>			
High	2-85+	VERBAL COMPREHENSION	<i>Gc</i> (VL, LD)
	2-85+	GENERAL INFORMATION	<i>Gc</i> (K0)

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