

Multicultural Reference Articles

Academic Programs for Second Language Learners:

Goldenberg, C. (2008). Teaching English Language Learners: What the Research Does- and Does Not-Say. American Educator. Summer 2008.

Prereferral:

Alvarado, C. G. (200?). The Final Regulations as they specifically address Students with Limited English Proficiency and Parents Whose Native Language is Other Than English. Cris.alvarado@educationaleval.com. Retrieved on July 27, 2010.

Assessment:

Flanagan, D.P., Fiorello, C., & Ortiz, S. O. (in press). A Hypothesis Testing XBA Approach: Patterns of CHC Cognitive Strengths and Weaknesses for SLD Identification. Psychology in the Schools.

Flanagan, D. P., Ortiz, S. O. & Alfonso, V. C. (2008). Response to Intervention (RTI) and Cognitive Testing Approaches Provide Different But Complementary Data Sources That Inform SLD Identification. Communiqué, 26 (5), pp. 16-17.

Flanagan, D. P., Ortiz, S. O., Alfonso, V. C. & Dynda, A. M. (2006). Integration of Response to Intervention and Norm-Referenced Tests in Learning Disability Identification: Learning from the Tower of Babel. Psychology in the Schools, Vol. 43(7), 807-825.

Johansson, B. B. (2006). Cultural and Linguistic Influences on Brain Organization for Language and Possible Consequences for Dyslexia: A Review. Annals of Dyslexia 56 no 1 13-50.

Morton-Rias, D., Dunn, R., Terregrossa, R., Geisert, G., Mangione, R., Ortiz, S., & Honisfeld, A. (2007-2008). Allied health students' learning styles identified with two different assessments. Journal of College Student Retention: Research, Theory, & Practice, 9(2), pp. 233-250.

Ortiz, S. O. (in press). Evaluating English Learners in Early Childhood: Application and Use of the Culture-Language Test Classifications and Interpretive Matrix. Journal of Early Infant and Childhood Psychology.

Ortiz, S. O. (2006). Multicultural Issues in School Psychology Practice: A critical analysis. Journal of Applied School Psychology, Vol. 22(2), 151-167.

