

**VENTURA COUNTY
Special Education Local Plan Area
(SELPA)**

Emily Mostovoy-Luna, Assistant Superintendent



**“GUIDELINES FOR EVALUATION OF
ENGLISH LANGUAGE LEARNERS FOR
SPECIAL EDUCATION ELIGIBILITY”**

**Contact Person: Joanna Della Gatta
Director, Technical Support and Transition**

2019



TABLE OF CONTENTS

1. Introduction	4
- References.....	6
- Acknowledgments.....	7
2. English Language Assessment	8
- References.....	11
3. Pre-Referral Practices and Interventions for ELs	12
- Academic Difficulties.....	13
- Best Practices for Promoting Reading Literacy.....	15
- Multi-Tiered Systems of Support and Response to Instruction and Intervention (MTSS/RtI ²).....	16
- References.....	22
4. Referral to Special Education	24
- Challenges.....	25
- Considerations.....	26
- References.....	27
5. Assessment	29
- Plan.....	30
- Process.....	30
- Report.....	33
- References.....	36
6. Interpreters	37
- Selecting an Interpreter.....	38
- Use of Interpreters for assessment.....	38
- Use of Interpreters in IEP Meetings & Conferences.....	39
- Cultural Considerations.....	40
- Training Interpreters.....	41
- References.....	42
7. Areas of Assessment	43
A. Background Information.....	44
- Parent Interview.....	44
- Student Interview.....	44
- Teacher Interview.....	45
- Observation.....	45
- Cumulative File Review.....	46
B. Speech and Language.....	47
- Evaluation.....	47
- Stages of Second Language Acquisition.....	49
- Characteristics of Bilingual Learners.....	52
- Determining Language Disability vs Difference.....	54



- Commonly Used Standardized Assessments.....	55
- References.....	59
C. Cognitive.....	60
- Intellectual Ability.....	60
- Processing.....	63
D. Academics.....	65
- Academic assessment tools that may be appropriate for Spanish speakers.....	66
E. Behavioral and Social/Emotional.....	68
- Behavioral Checklist/Questionnaires.....	68
- Projective Measures.....	70
- Measures Utilizing Drawing.....	71
F. Adaptive Skills.....	73
G. Non-Standardized Assessment.....	74
8. Appendices.....	75
A. Performance Level Descriptors (PDLs) for ELPAC.....	76
B. Ventura County Office of Education MTSS/RtI ² forms.....	80
C. Background Data for English Learners (ELs) for Problem-Solving Team.....	84
D. Key Questions Before Making a Special Education Referral for an English Learner (EL).....	89
E. Facts About Second Language Acquisition.....	91
F. English Learner (EL) Prereferral Checklist.....	93
G. Learning Issues Frequently Seen in ELs.....	96
H. Comparison of Language Differences Versus Disabilities.....	99
I. IEP Team Checklist for English Learners (ELs).....	104
J. English Learner (EL) Assessment for Special Education Eligibility Checklist.....	107
K. Assessment Report Templates.....	110
L. Guidelines for Special Education Interpreters.....	119
M. English Learner (EL) Parent Interview Questionnaire (English/Spanish).....	124
N. Spanish Phonology.....	129
O. Normal Speech & Language Development of English/Spanish Speaking Children.....	133



1. INTRODUCTION



INTRODUCTION

According to the California Department of Education (CDE), in 2017 English Learners (ELs) consisted 20.4% of the total enrollment in California public schools. 71.5% are enrolled in grades K-6, with the remainder in grades 7-12. 42.3% speak a language other than English in the home.

The state and federal government are now compiling data about the proportional representation of students from specific racial groups enrolled in special education. (“Disproportionality”) If issues of second language affect identification for special education, resulting in any one group being over-identified in special education, the district faces financial and compliance sanctions.

Certain disabilities are more subjective in nature, which may result in a disproportional representation of bilingual or bicultural students from certain racial groups. Specific Learning Disability (SLD) or Emotional Disturbance (ED), are examples. Because the interpretation of assessment instruments for these disabilities is open to more judgment on the part of the assessors, it is important to carefully consider the variables that play a role in the evaluation of bilingual students.

The Individuals with Disabilities Education Act (IDEA) definition of SLD clearly indicates that before a student is identified as having a learning disability, the evaluator must determine whether the student has had sufficient opportunity to learn, including adequate and sufficient instruction in a language that the student can understand. This is an important consideration for other disabilities as well. Therefore, the student’s native language, the number of years of English instruction the student has received and acculturation issues are crucial factors to be considered prior to an evaluation for special education eligibility. Also, the stages of second language acquisition and proficiency must be considered prior to making a special education referral.

In addition, we must be careful not to over or under-identify ELs as having Speech and Language Impairments (SLI). Non-biased assessment and consistent/appropriate pre-referral interventions must be utilized when considering special education eligibility for students whose native language is not English.

The test performance of ELs who are culturally and linguistically diverse will be affected by variables such as the lack of familiarity with vocabulary, limited English proficiency, and language dominance. Many of the standardized tests of intelligence, oral proficiency and academic performance tend to underestimate the true potential of second language learners. Furthermore, some of the widely utilized tests have not been adequately normed and/or standardized with the population for whom they are being used. All of these factors may contribute to a biased assessment and over-representation of Hispanic, Latino and other minority students in special education.

The purpose of this document is to outline the best non-biased practices in assessment and determining eligibility for special education students who are ELs.



References for Introduction

Geisinger, K (Editor) (1992). *(Psychological testing of Hispanics)*. Washington DC: American Psychological Association

Roseberry-McKibbin, C (1996). *Multicultural students with special language needs: practical strategies for assessment and intervention*. 4th Edition Oceanside, CA: Academic Communication Associates

Booney, H.B. (Editor) (1998). *(Psychological assessment of children: best practices for school and clinical settings)*. Toronto, Ontario: Wiley & Sons



ACKNOWLEDGEMENTS

The Ventura County SELPA wishes to thank the following people for their invaluable contributions toward the development of this handbook:

Lupe Aguirre, Hueneme School District
Dave Castellano, Hueneme School District
Frida Friend, Santa Paula Elementary School District
Adrienne Lostaunau, Oxnard School District
Estela Macias, Hueneme School District
Daysi Ortiz, parent, Rio School District
Kathi Vanderluit, Ventura County Superintendent of Schools Office
Norine Woodcock, Hueneme School District

2011 Updates

Sandra Crawford, Ventura County Office of Education
Marianne Szijj, Ventura Unified School District*
Katy Yourkin, Moorpark Unified School District
Donna Fong-Taylor, Simi Valley Unified School District
Katie Lee, Oxnard School District
Fran Arner-Costello, Ventura County SELPA
Editor

Sarah Fontenot, Clerical Support

2019 Updates

Marianne Szijj, Ventura Unified School District
Jenny Ponzuric- Consultant
Nadia Villapudua- Oxnard School District
Fran Arner-Costello, Exceptional Educational Consultants, Inc.
Robin Faigin, Consultant
Frida Goldstein-Friend, Consultant

Juanita Delgadillo, Clerical Support



2. ENGLISH LANGUAGE ASSESSMENT



The statewide assessment for determining second language development in California is the **English Language Proficiency Assessment for California (ELPAC)**. The test is aligned with the English Language Development standards approved by the State Board of Education. The ELPAC is required to be administered at two intervals:

- 1) Initial assessment at enrollment to students whose primary language is not English, (as identified on the Home Language Survey)
- 2) Annual summative assessment for EL students who were not found to be Initial Fluent English Proficient (IFEP) or reclassified as Fully English Proficient (RFEP).

ELPAC measures a student's proficiency of English language skills in:

- Reading
- Writing
- Listening
- Speaking

These skills are determined to be necessary in order to acquire Cognitive Academic Language Proficiency (**CALP**). The scores are reported in Levels 1-4.

In the ELPAC, the student participates in the following assessment tasks:

- Listening-
 - Listen to a short exchange
 - Listen to a classroom conversation
 - Listen to a story
 - Listen to an oral presentation
 - Listen to a speaker support an opinion
- Speaking-
 - Talk about a scene
 - Support an opinion
 - Speech functions
 - Retell a narrative
 - Summarize an academic presentation
 - Present and discuss information (in the Summative Assessment only)
- Reading-
 - Read-along word with scaffolding
 - Read-along story with scaffolding
 - Read-Along information
 - Read and choose a word
 - Read and choose a sentence
 - Read a literary passage
 - Read a short informational passage
 - Read an informational passage
 - Read a student essay (Summative only)



- Writing-
 - Label a picture-word with scaffolding
 - Write a story together with scaffolding
 - Describe a picture
 - Write about an experience
 - Justify an opinion
 - Write an informational text together (Summative)
 - Write about academic information (Summative)

It is important that school site teams review and analyze ELPAC assessment reports before proceeding to assessment for possible disability.

(More information on the ELPAC can be found at the California Department of Education Website)

The Ventura County SELPA has developed an alternative to assessment for students with significant cognitive and language disabilities who cannot access the ELPAC due to their disability. It is called the Ventura County Comprehensive Alternative Language Proficiency Survey (VCCALPS).

See Appendix A – “Initial ELPAC General Performance Level Descriptors (PLDs)” and “Summative ELPAC General PLDs

For Special Education preschoolers, there is not a state standardized test available, but students should be assessed using the Ventura County SELPA Preschool English Language Survey (PELS) by the preschool assessment team. If the child is being assessed for speech and language concerns only, the SLP will be responsible for conducting the survey. If a Special Education preschooler is determined to be an EL, an EL level will be assigned, for planning for English Language Development services, including goals.



REFERENCES FOR ENGLISH LANGUAGE ASSESSMENT

California Department of Education (2019). English Language Proficiency Assessments for California (ELPAC). Retrieved 9.7.19, from [www.cde.ca.gov.ta.tg.ep](http://www.cde.ca.gov/ta/tg/ep)

Ventura County SELPA (2019). Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS). Retrieved 9.7.19, from <https://www.vcselpa.org/LinkClick.aspx?fileticket=OUL-LcSs2dY%3d&portalid=0>



3. PRE-REFERRAL PRACTICES AND INTERVENTIONS FOR ELS



The "Academic Difficulties" and "Best Practices for Promoting Reading Literacy" sections are excerpted/adapted from "Meeting the needs of English Learners (ELs) with Disabilities Resource Book (SELPA Administrators of CA 2017)

Academic Difficulties

There are three categories of English Learners (ELs) who may experience academic difficulties:

- 1) Those with deficiencies in their teaching or learning environment and/or a lack of effective ELD instruction and support;
- 2) Those experiencing academic difficulties not related to a learning disability such as interrupted schooling, limited formal education, medical problems, low attendance, high transiency or other factors; and
- 3) Those who truly have a disability and are in need of special education (Artiles & Ortiz, 2002; Saunders, Goldenberg, & Marcelletti, 2013).

Frequently, children from diverse language backgrounds fall behind in English academic environments and are inappropriately labeled as needing Special Education services. It is the job of educators that work with ELs to determine if continuing academic difficulties are truly the result of a disability or other factors, and if the student may need a referral to special education.

In many instances, students who are ELs may be struggling due to lack of receiving an appropriate education or other factors that serve as barriers to learning. What many ELs really need is more intensive academic support and the opportunity to learn in an appropriate, culturally responsive environment. Meeting the instructional and second language development needs of students who are ELs in the general education setting is a critical first step in determining whether a student's academic struggle is due primarily to a disability or to inadequate instruction (Gersten & Baker, 2000). Artiles and Ortiz (2002) suggest that educators engage in the following two steps prior to referring ELs to special education:

- 1) analyze the school environment to see if there is appropriate curriculum and instruction for ELs
- 2) provide prereferral intervention to ELs that includes screening, observing, intervening, and tracking progress over time.

Based on the literature, the provision of research-based, intensive early intervention services for ELs with disabilities can minimize their risk for later school failure. Early intervention means that "supplementary instructional services are provided early that are intense enough to bring at-risk students quickly to a level at which they can profit from high-quality classroom instruction" (Madden, Slavin, Karweit, Dolan, & Wasik, 1991). Provision of intervention services above and beyond the "core" to include English Language Development (ELD) services, may be what many ELs require to be successful.



There is evidence to support that ELs who are struggling in reading will benefit from intensive early reading intervention. Unless these students receive appropriate early academic intervention in reading, they will continue to struggle, and the gap between their achievement and that of their peers will widen over time (Gersten, et al., 2007).

Snow, et al. (1998) identified the following skills as necessary for developing reading competence in struggling readers, to include ELs:

- Phonemic awareness (i.e., the insight that language is made of individual sounds);
- Concepts about print (e.g., book handling skills, purposes for reading),
- Understanding the alphabetic principle (i.e., the connection between letters and speech sounds);
- Decoding strategies (e.g., blending sounds, using analogies);
- Reading fluency (i.e., reading quickly and accurately with expression); and,
- Comprehension strategies (e.g., using background knowledge to understand a passage).

Without these early skills, a reader cannot understand and construct meaning from text. ELs and students with reading disabilities need direct instruction in the above skills areas to ensure that they acquire reading skills that will increase their later academic success.

Per Ortiz and Yates (2001), five essential components of effective instruction for ELs are:

- 1) Provide comprehensible input. Teachers use gestures, pictures, demonstrations, etc. to facilitate comprehension;
- 2) Draw on prior knowledge. Teachers provide students opportunities to review previously learned concepts and then teach them to apply those concepts to new learning;
- 3) Organize curricular themes or strands. Teachers organize the curriculum so that themes connect the curriculum across subject areas;
- 4) Provide individual guidance. Teachers provide individual assistance and support to fill gaps in background knowledge; and,
- 5) Provide meaningful access to the core curriculum. Teachers ensure that instruction and materials for ELs with disabilities deal with grade-appropriate content, concepts, and skills.



Best Practices for Promoting Reading Literacy

According to Gersten et al. (2007), there are five research-based practices for ensuring that English learners are provided appropriate interventions in reading. Each of the five practices is rated as being “strong” (high level of positive correlation in the research) or “low” (some correlation evident in research, but not as high). The five practices are included in the following chart on the next page.

Best Practice	Level of Evidence
1) Conduct formative assessments with ELs using English language. These assessments should include measures of phonological processing, letter knowledge, and word and text reading. Use this data to identify English learners who require additional instructional support and monitor their reading progress over time.	Strong
2) Provide focused, intensive small-group interventions for ELs determined to be at risk for reading problems. Although the amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators, the interventions should include the five core reading elements: phonological awareness, phonics, reading fluency, vocabulary, and comprehension. Explicit, direct instruction should be the primary means of instructional delivery.	Strong
3) Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. In addition, use instructional time to address the meanings of common words, phrases, and expressions not yet learned.	Strong
4) Ensure that the development of formal or academic English is a key instructional goal for ELs, beginning in the primary grades. Provide curricula and supplemental curricula to accompany core reading and mathematics series to support this goal. Accompany with relevant training and professional development.	Low
5) Ensure that teachers of ELs devote approximately 90 minutes a week to instructional activities in which pairs of students at different ability levels or different English language proficiencies work together on academic tasks in a structured fashion. These activities should practice and extend material already taught.	Strong

According to Francis and colleagues (2006), most ELs do not demonstrate significant reading difficulties in the primary grades and only a small percentage of ELs struggle with acquiring automatic word reading skills. However, difficulties are



seen when the emphasis shifts from learning to read to reading to learn and reading and comprehending written text becomes central to mastery of the curriculum and to overall academic success. ELs frequently perform poorly on assessments of reading comprehension. They can read words accurately, but they don't necessarily understand the meaning of the words and the overall understanding of the passage or text. It is not entirely clear what causes these comprehension difficulties even when an EL student has well-developed word recognition skills. However, there is a consensus that for the majority of struggling ELs, their reading fluency, vocabulary, and other skills linked to comprehension of texts (e.g., strategy use) are insufficient to support the effective understanding of written material (Francis, et al., 2006).

ELs would benefit from a better fit between their instructional needs as ELs and their instructional environment in order to prevent some of their academic difficulties. Consideration must be given to school-level factors for ELs such as the fit between the learner and his or her environment and how this may influence his or her academic success. Francis, et al. (2006) provides the following examples of what must be considered: the learner's educational history, language and literacy ability in their native language, socio-cultural background, and educational placements and instructional contexts (e.g., grouping, curriculum) in U.S. schools. Each has an effect on academic achievement and outcomes in students' second language.

By the upper elementary years, ELs must be able to "read to learn," since the majority of learning comes from written text.

Multi-Tiered Systems of Support and Response to Instruction and Intervention (MTSS/RtI²)

The California Dept. of Education (CDE) definition of Multi-Tiered System of Support (MTSS) provides a basis for understanding how California educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS). MTSS includes Response to Instruction and Intervention (RtI²) as well as additional, distinct philosophies and concepts.

In California, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. (cde.ca.gov)

The Ventura County Office of Education (VCOE) has conducted research, focus groups and ongoing personnel development on a system of Multi-Tiered Systems of Support and Response to Instruction and Intervention-MTSS/RtI². The VCOE website describes the Ventura County model of MTSS/RtI² and related forms and resources. (<https://www.vcoe.org/RtI2-MTSS>)



The remainder of this chapter is excerpted from “Ventura Co. Recommended MTSS & RtI² Model” (VCOE-2018)

Tier 1

Instruction

The general education teacher delivers appropriate differentiated first instruction supported by research-based core curriculum materials aligned to the California Common Core State Standards (CCSS). This foundational system uses the principles of Universal Design for Learning (UDL) to deliver information in different ways with appropriate supports, strategies and accommodations. Students will have access to a broad curriculum that integrates the four strands of the CCSS. These include the standards for Reading Literature, Informational Text, Writing, Speaking and Listening and Language. Instruction will focus on grade level standards while ensuring mastery of the key themes outlined in the draft ELA/ELD Framework for students in K-12 including foundational skills (print concepts, phonological awareness, phonics and word recognition and fluency) in grades K-5. A comprehensive core ELA program is designed to develop proficient readers with the capacity to comprehend text across the different range of text types and disciplines. Students will have access to rigorous grade level standards in order to be College and Career ready. ELs receive rigorous and coherent English Language Development using the 2012 ELD Standards as part of their core instructional program until they are reclassified.

Universal Screening

Research by Fuchs and Fuchs (2005) defines universal screening as an assessment to be used with all students. Although districts may lack fiscal resources to screen all students, universal screening is a way to assess and diagnose students who appear to have reading problems based on teacher observation, running records, benchmarks, California Assessment of Student Performance and Progress, and other student data. The assessment should consider English only, ELs, students with disabilities, and gifted and talented students. The assessment data should be used to determine differentiation and universal access activities in Tier 1. Further diagnostic assessments help the teacher direct interventions to the specific needs of students in Tiers 2 and 3. Progress monitoring (Tiers 1, 2 and 3) helps determine if the academic or behavioral supports are producing desired results.

The screening data are organized for review of individual and group performance on essential measures of instruction. The classroom-wide behavior support model is based on the district or school’s overall research-based model of positive behavior support. All strategies are implemented with fidelity and are preventive and proactive.

The teacher uses the district-adopted data collection and analysis tools for progress monitoring. Data is collected during key points in the curriculum and may include benchmark assessments, theme/quarter tests, statewide standardized



achievement tests, behavior data, etc., on all children in the class. The teacher uses the data to gauge the effectiveness of the instruction, to plan re-teaching, and to consider instructional methodology and research-based strategies.

(For a list of assessment instruments, refer to www.vcoe.org/cici/rti2.aspx)

Students “at-risk” are monitored closely with more intentional analysis of ongoing systematic progress monitoring for a specified period of time (six to eight weeks is recommended). Some students may be identified as needing additional instruction.

Research indicates that less than 20% of the students will be performing below levels of proficiency or achieving a score below the 16th percentile. Each district determines the criteria that are used to identify at-risk students according to terminology in locally selected resources and curricula. If greater than 20% of students in general education are identified as at-risk, professional development and support of the instructional program should be considered (Batsche, et al., 2006). Research suggests approximately 80% of the student population should achieve proficiency in Tier 1.

Collaboration and Progress Monitoring

The MTSS & RtI² framework supports a collaborative process whereby educators meet to discuss student data and the integrity and fidelity of research-based instructional strategies. Teachers bring the names of students who are performing below grade level standards to the Professional Learning Community (PLC) and/or the Intervention Progress Team (IPT). The teacher summarizes the area(s) of academic and/or behavioral concern, strategies attempted, student strengths and assets, and other information on the **Initial Student Referral – Form A**. The IPT or PLC decides either to make additional recommendations for Tier 1 strategies or to develop a plan for Tier 2 interventions. If additional recommendations for Tier 1 strategies are made, they are noted on the **Intervention Plan – Form B**.

See Appendix B for Forms A, B & C

(For the complete library of Ventura County MTSS & RtI² forms and instructions, go to www.vcoe.org/cici/rti2.aspx and click on “Forms”)

Intervention Progress Team (IPT) and/or Professional Learning Communities (PLCs)

Intervention Progress Team (IPT): The IPT is made up of general education teachers from each grade level or representatives from primary, upper elementary, middle school, or high school departments. The IPT may also include the site administrator, psychologist, and mild/moderate education specialist. Occupational therapists, speech-language pathologists, school nurses, and other staff may participate in the IPT as appropriate.

If a student is being considered for referral for special education assessment, the IPT must be expanded to include a special education team member.



PLCs-Grade Level/Department Collaboration Teams: These teams consist of grade level or department staff that collaborate to assess student achievement. The teams analyze and discuss whole class and individual data to assess student achievement and provide each student with targeted instruction based on his or her individual behavioral and academic needs. Meeting at least twice a month (and more often if necessary), the team makes instructional decisions based on the data analysis, plans lesson delivery, and coordinates targeted intervention. The team should articulate to the principal the need for additional training, coaching, or resources as circumstances present.

Each district decides the role and composition of each team and who will make decisions regarding delivery of tiered interventions.

Tier 2

At a Tier 2 level, supplemental instruction is provided to students who exhibit poor response to the targeted instruction provided through Tier 1 strategies (Batsche et al., 2006). Tier 2 is provided in addition to Tier 1 strategies and can be delivered through an individualized Problem Solving Approach (Bergan, 1997) and/or through a Standard Protocol Model/Standard Treatment Protocol (Deno & Mirkin, 1997). Research suggests a merger of the two approaches at Tier 2 is most effective (Batsche et al., 2006).

- A Problem-Solving Approach allows the IPT/PLC to design individualized interventions to address the specific academic or behavioral needs of each student.
- A Standard Treatment Protocol Approach uses research-based practices to provide operationalized, highly structured and systematic interventions with cut points, and includes participating students who have similar needs.

The IPT and/or PLC, including the teacher, determine which specific curricular strands or behaviors will be addressed. Baseline and methods for measuring progress are established using data provided by the teacher or new data provided by the interventionist (weekly/bi-monthly). The team recommends interventions to be provided on the **Intervention Plan – Form B**.

Intervention is typically provided by general education teachers, intervention teachers or specially trained instructional assistants in small groups of four to five students. Academic interventions supplement and enhance the research-based core curriculum, usually provided on a daily basis for a period of six to eight weeks. Academic groups are made up of students who share similar instructional and skill needs. When working with ELs, the PLC/IPT must consider the student's level of English language proficiency.

Determining Long Range Goal (LRG)

The long-range goal (LRG) defines the student achievement level the team expects the student to reach at the end of the intervention period (usually six to



eight weeks). The team establishes the LRG and may use publisher recommendations and/or district norms for expected student progress. The aimline is the line that connects the baseline and the LRG. The intervention staff plots the baseline and aimline. The team collects data on a frequent basis to monitor the student's response to ongoing intervention. After a period of intervention, the team may establish a new LRG based on student performance for a subsequent intervention cycle.

(To view a sample aimline graphic, refer to www.vcoe.org/cici/rti2.aspx)

Collaboration and Progress Monitoring

The IPT and/or PLC meets as needed to plan the interventions, including strategies, staffing and review (typically twice a month). Tier 2 teachers and other intervention staff compile data to present to the IPT/PLC. Data is reviewed to determine whether progress, defined as making adequate incremental growth towards to the LRG, meets established targets. Research suggests that an additional 15% of students will achieve proficiency with Tier 2 intervention.

Determining Effectiveness of Intervention

The IPT or PLC documents the interventions used and their level of effectiveness on the **Intervention Report – Form C**.

- If the LRG is achieved, then the team decides to continue to offer another round of Tier 2 interventions or reintroduce Tier 1 strategies. (A new **Intervention Plan** is developed and a new baseline and LRG are plotted.)
- If the LRG is not achieved, then the team may decide to offer another round of Tier 2 interventions or refer to Tier 3.

Tier 3

The IPT/PLC establishes a new LRG/Aimline and plots the baseline and LRG/Aimline to plan interventions. **Intervention Plan – Form B** is used to document interventions and their effectiveness.

In Tier 3, the general education teacher(s), intervention teacher, Special Education specialist, speech-language pathologist, occupational therapist, school nurse, or school psychologist may use a specially designed, researched-based, intervention program. The intervention is implemented with fidelity. Tier 3 represents an increase of intensity in terms of frequency, duration, and/or decrease in student-teacher ratio.

Continuous Progress Monitoring

Progress is monitored on a continuous (approximately weekly) basis and collected for presentation to the IPT and/or PLC at scheduled intervals. The team decides if the student is making adequate progress toward the LRG (as defined above).



Research suggests approximately 5% of the student population should achieve proficiency in Tier 3.

Determining Effectiveness of Intervention

The IPT or PLC documents the interventions and effectiveness on **the Intervention Report – Form C**.

- If the LRG is achieved, then the team may decide to either offer another round of Tier 3 interventions or refer back to Tiers 2 or 1.
- If the LRG is not achieved, then the team may decide to offer another round of Tier 3 interventions or initiate a referral for a special education assessment. If special education is being considered, the expanded IPT team must include appropriate representation from special education.
- If the area of concern is reading, one or more of the five elements of reading—phonemic awareness, phonics, fluency, vocabulary, comprehension—are emphasized in a small group setting, usually consisting of one to three students with similar skill needs working for 45 to 60 (or greater) minutes each day. Math or writing may be addressed with similar intensity.

See Appendix C “Background Data for ELs for Problem-Solving Team” and Appendix D “Key Questions Before Making a Special Education Referral for an EL”



References for Pre-Referral Practices and Interventions for ELs

Artiles, A. J., & Ortiz, A. (2002). (*English language learners with special education needs: Identification, assessment, and instruction.*) Washington, DC: Center for Applied Linguistics.

Batsche, G., Elliot, J., Garden, J.L., Grimes, J., Kovaleski, J.F., Prasse, D., Schrag, J., and Tilly, W.D. (2006). *Response to intervention: policy considerations and implementation.* Alexandria, VA; National Association of State Directors of Special Education.

Bergan, J.R. (1997). *Behavioral Consultation*, Columbus, OH: Charles E. Merrill

California Department of Education (2019) CDE's Definition of MTSS. Retrieved 9.7.19, www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp .

Deno, S., Mirkin, P.(1997) *Data-based program modification*, Minneapolis, MN: Leadership Training Institute for Special Education.

Francis, D. J., Rivera, M., Rivera, H., Lesaux, M. K., & Kiefer, M. (2006). (*Practical guidelines for the education of English learners: research-based recommendations for instruction and academic interventions.*) Houston, TX: University of Houston Center On Instruction.

Fuchs, D., and Fuchs, L.S. (2005). Responsiveness-To-Intervention: a blueprint for practitioners, policymakers, and parents. *Teaching Exceptional Children*, 38, 57-61.

Gersten, R., & Baker, S. (2000). What we know about effective instructional practices for English language learners. (*Exceptional Children*), 66(4), 454–70.

Gersten, R., Baker, S., Shanahan, T., Linan-Thompson, S., Collins, P., Scarcell, R. (2014). Effective literacy and English language instruction for English learners in the elementary grades. US Department of Education. What Works Clearinghouse. Retrieved 9.7.19 from <http://ies.ed.gov/ncee/wwc/practiceguide/19>.

Madden, N. A., Slavin, R. E., Karweit, N. L., Dolan, L., & Wasik, B.A. (1991). Success for all. *Phi Delta Kappan*, 72, 593-99.

Ortiz, A.A., & Yates, J.R. (2001). A framework for serving English language learners with disabilities. *Journal of Special Education Leadership*, 14(2), 72–80.

Saunders, W., & Marcelletti, D. (2013). The gap that can't go away: The Catch-22 of reclassification in monitoring the progress of English learners. (*Educational Evaluation and Policy Analysis*), 35 (2), 139-156.



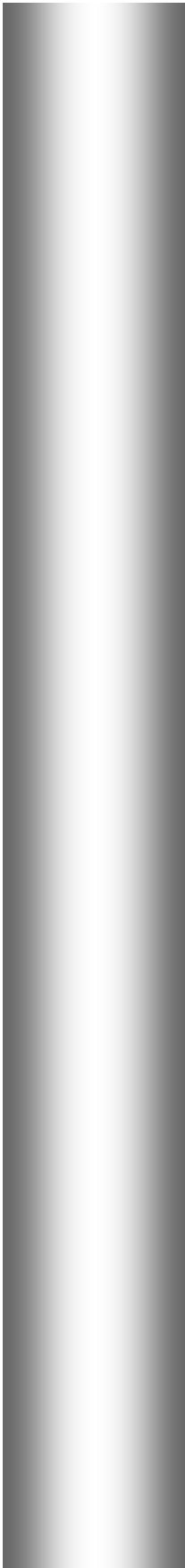
Snow, C. E., Burns, M. S., & Griffin, P. (Eds.) (1998). *(Preventing reading difficulties in young children)*. Washington, DC: National Academy Press.

Vaughn S, and Linan-Thompson S. (2003). Group size and time allotted to intervention: Effects for students with reading difficulties. In Foorman BR, editor. *(Preventing and remediating reading difficulties: Bringing science to scale)*. Baltimore, MD: York Press; 2003. pp. 299–324.

Ventura County Office of Education (2019). "Ventura County Recommended MTSS & RtI² Model", Retrieved 9.1.19 from: www.vcoe.org/ci/RtI2-MTSS



4. REFERRAL TO SPECIAL EDUCATION





This section is excerpted from "Meeting the Needs of English Learners (ELs) with Disabilities Resource Book", (SELPA Administrators of CA 2017).

Challenges

Some students who are ELs are misidentified as having learning disabilities because of inadequate assessment tools and practices (Klingner & Artiles, 2003; Garcia & Ortiz, 1988; Klingner, et al., 2008; Rueda & Windmueller, 2006). One of the challenges is capturing the broad spectrum of needs in bilingual students, which is difficult to capture with a set of assessment tools (Olvera, 2010).

Educators face an ongoing challenge in distinguishing a learning disability from the challenges of learning a second language (Klingner & Artiles 2003; Rueda & Windmueller, 2006). When a student who is an EL fails to learn English at the expected pace, falls behind academically, or exhibits inappropriate behavior, educators must decide whether this is caused by a learning disability or by difficulty in developing second language skills (Gopaul-McNicol & Thomas-Presswood, 1998; Suarez-Orozco et al., 2008). Researchers have identified issues related to the identification of disabilities among students who are ELs that lead to a disproportionate number of these students being assigned to Special Education services. Some students who are ELs are misdiagnosed as having a disability, including a learning disability, while others are not properly identified as having a disability and thus do not receive the special education services to which they are entitled (Chamerlain, 2005; Warger & Burnett, 2000).

The literature identifies four challenges that contribute to disproportionate patterns in the identification of learning disabilities among students who are ELs:

1. Lack of professionals' knowledge of second language development and disabilities
2. Poor instructional practices
3. Weak intervention strategies
4. Inappropriate assessment tools (Sanchez et al., 2010). ELs may also manifest attention deficit hyperactive disorder- (ADHD) like symptoms of inattention and distractibility, due to language differences unrelated to a disability. This sometimes results in an inappropriate designation a student having a specific learning disability (SLD) or other health impairment (OHI) (Gomez-Cerrillo, 2010). The process of acquiring a second language varies from child to child, and difficulties with language acquisition often appear similar to learning disabilities (Case & Taylor, 2005).

Teachers observing language acquisition in a student who is an EL can confuse the symptoms of learning disabilities with the patterns of pronunciation development (Piper, 2003), development of syntax (Gopaul-McNicol & Thomas-Presswood, 1998; Kuder, 2003), or semantic development (Mercer, 1987) in a student who is a second language learner. Because of the time required to acquire cognitive



academic language proficiency, educators may incorrectly identify delays as a learning disability rather than a language development or difference issue (Cummins, 1984; Ortiz, 1997; Ruiz, 1995).

Considerations

Questions for the student study team and assessors to consider prior to making a referral for an EL student to special education might be:

- Has the student received intensive interventions using appropriate materials and strategies designed for ELs, and have they been implemented with fidelity over time and demonstrated little or no progress? (See Section 3 of these Guidelines)
- Does the team have data regarding the rate of learning over time to support that the difficulties (academic, social-emotional, or in speech & language) are most likely due to a disability versus a language difference?
- Has the team consulted with the parent regarding learning patterns and language use in the home?
- Are the error patterns seen in the Primary Language (L1) similar to the patterns seen in the Second Language (L2) (if student has sufficient primary language skills)?
- Are the learning difficulties and/or language acquisition patterns manifested over time similar in different settings and in different contexts?

If answers to the questions above are “YES,” a referral to special education may be appropriate.

For more information about language development, see “Areas of Assessment-Section 6-A Speech Language”

See Appendices E “Facts About Second Language Acquisition”, F “English Learner (EL) Prereferral Checklist”, G Learning Issues Frequently Seen In ELs (What it may seem like) and Language Difference Related Reasons for the Difficulty and H “Comparison of Language Differences Versus Disabilities”



References for Referral to Special Education

Baca, L.M., Fletcher, T., & Hoover, J.J. (2008). Conclusion. Putting the pieces together. In J.K. Klingner, J.J. Hoover, & L.M. Baca (Eds.), (*Why do English language learners struggle with reading? Distinguishing language acquisition from learning disabilities*). Thousand Oaks, CA: Corwin.

Case, R.E. & Taylor, S.S. (2005). (*Language difference or learning disability? Answers from a linguistic perspective. The Clearing House*). Abingdon, Oxfordshire: Taylor & Francis, Ltd.

Chamberlain, S. P. (2005). Recognizing and responding to cultural difference in the education of culturally and linguistically diverse learners. (*Intervention in School and Clinic, 40(4)*), 195-211.

Cummins, J. (1984). (*Bilingualism and special education: Issues in assessment and pedagogy*). Clevedon England: Multilingual Matters Ltd. (Co-published in USA by College-Hill Press).

Garcia, S. B., & Ortiz, A. A. (1988). Preventing inappropriate referrals of language minority students to special education. Bethesda, MD: The National Clearinghouse for Bilingual Education.

Gomez-Cerrillo (2010). Personal communication w/ Dr. Jarice Butterfield.

Gopaul-McNicol, S. A., & Thomas-Presswood, T. (1998). (*Working with linguistically and culturally different children: innovative practice and clinical approaches*). Boston, MA: Allyn & Bacon.

Klingner, J.K., Almanza, E., de Onis, C., & Barletta, L.M. (2008). (*Misconceptions about the second language acquisition process*). Corwin: Thousand Oaks, CA.

Klinger, J. K., & Artiles, A. J. (2003). When should bilingual students be in special education? *Educational Leadership, 61(2)*, 66-71.

Kuder, S.J., (2003) *Teaching students with language and communication disabilities 2nd Edition*. Boston: Pearson Education.

Mercer, C.D., (1987) *Students with learning disabilities 3rd Edition*. Columbus, OH: Merrill.

Olvera, P. (2010). Personal communication with Dr. Jarice Butterfield.

Ortiz, A.A. (1997). Learning disabilities occurring concomitantly with linguistic differences. (*Journal of Learning Disabilities, 30(3)*), 321-32.



Piper, T. (2003) *Language and learning: home and school years 3rd Edition*. Columbus, OH: Merrill/Prentice Hall.

Rueda R. & Windmueller, M. P. (2006). English language learners, LD, and overrepresentation: A multiple level analysis. (*Journal of Learning Disabilities, 39(2)*), 99- 107.

Ruiz, N.T. (1995). The social construction of ability and disability: I. Profile types of Latino children identified as language learning disabled. (*Journal of Learning Disabilities, 28(8)*), 476–90.

Sanchez, M., Parker, C., Akbayin, B., & McTigue, A. (2010). Processes and challenges in identifying learning disabilities among students who are English learners in three New York State districts. REL Northeast & Islands Regional Educational Laboratory at Education Development Center, Inc. # REL2010-085. Retrieved from <http://ies.ed.gov/ncee/edlabs>

Skiba, R.J., Michael, R.S., Nardo, A.C., Peterson, R.L. (2002). The color of discipline: sources of racial and gender disproportionality in school punishment, *The urban review, 34*, pp. 317-342

Suarez-Orozco, C., Suarez-Orozco, M.N., Todorova, I. (2008). (*Learning a new land-immigrant students in american society*), Boston, MA President and Fellows of Harvard University

Warger, C., and Burnette, J. (2000). Five strategies to reduce overrepresentation of culturally and linguistically diverse students in special education. Reston, VA: ERIC Clearinghouse on Disabilities and Gifted Education. Retrieved from <http://www.ericdigests.org/2001-3/five.html>



5. ASSESSMENT



Plan-

An assessment plan for an EL should:

- Be written in language easily understood by general public
- Be written in the native language or other mode of communication of parent, unless clearly not feasible
- Explain the types of assessment to be conducted
- State that eligibility will not result from assessment without consent of parent
- Include areas parents request to be considered
- Include information about student's primary language and language proficiency status

Process

Professionals assessing ELs should not only evaluate English interpersonal communication skills, but should also utilize formal or informal assessments that measure the literacy-related aspects of language. For example, assessors should analyze the EL student's ability to understand teacher-talk (e.g., tests of dictation or story retelling) and whether he can handle the language found in texts (e.g., cloze procedures or comprehension checks which measure inferential skills). Unless these skills are measured, teachers may attribute low achievement to learning disabilities when they may, in fact, be related to lack of academic language proficiency. Frequently, students at greatest risk of being misdiagnosed with a disability are those who have received EL instruction long enough to acquire basic interpersonal communication skills which takes approximately 1 to 2 years, but who need more time to develop academic language proficiency which takes approximately 5-7 years (Garcia & Ortiz, 2004). It is also a legal requirement to assess in the student's native language when feasible. Native language is defined as:

The language normally used by that individual, or in the case of a child, the language normally used by the parents of the child. In all direct contact with a child, the language normally used by the child in the home or learning environment. (34 CFR 300.29 (a))

Assessing in the student's native language provides comparative data to the IEP team about how the student performs in the native language versus English. In addition, the assessor (psychologist, speech-language pathologist, Special Educator, etc.) can determine if similar error patterns are seen in both the native language and English (listening, speaking, reading, or writing) in order to discern if the student is having academic difficulty due to a language difference or a disability.



Research suggests the following best practices to guide bilingual assessment decisions:

- An assessor fluent in both languages should assess to determine the student's relevant strengths and weaknesses in their native language and English to guide the assessment team regarding types of assessment to be performed by using like instruments in native language and English when available. This helps to provide a more comprehensive view of what the student knows and can do (Artiles & Ortiz, 2002).
- All assessors should assess in the language of preference when possible.
- If primary language assessments are not available, use non-verbal measures with other information gathering to inform decisions.
- Assessors should be trained in second language acquisition and assessment.
- The decisions made regarding in which language to assess should be clearly documented in the assessment reports.
- Parents should be interviewed to obtain background information and their input.

Some possible examples of when it may not "be feasible" to assess in the student's primary language are:

- The student has moderate/severe disabilities and lacks communication skills.
- Primary language assessments are unavailable

IEP teams also must decide on the form of the assessment most likely to yield accurate information on what the child knows and can do academically when making determinations about how and when to assess in the primary language. (CFR 300.304 (c)(1)(iii))

It is best practice for a psychologist to conduct cognitive assessment of an EL student in both English and his or her native language to determine in which language the student is currently processing at a higher level. It is important to determine if the student is functioning at a *basic interpersonal communication skills (BICS)* level or *cognitive academic-language proficiency (CALPS)* level in English versus their native language (Cummins, 1984). The results of this preliminary assessment may help to guide future assessment decisions such as in which language to conduct academic and speech and language assessments. For example, a student may perform academically higher in English since he or she has had little or no academic instruction in the native language; however the student may demonstrate higher levels of cognition in his or her primary language.

If the preliminary bilingual assessment data indicates the student has little or no skills in the native language (in cognition, academics, or speech & language), the team may opt to continue the remainder of the assessment in part, or in whole, in



English. For example, the assessment team may opt to continue academic assessment in English and complete cognitive and speech assessment in the primary language. If an assessor makes the decision to discontinue any portion of the assessment for an EL in the primary language, the assessor should clearly document how or why he or she came to this decision in the assessment report and IEP.

Assessors should also address socio-cultural factors as part of the assessment process. The following four sources of information should be used to help address socio-cultural factors related to English learners:

1. Norm-referenced assessments in English and the student's primary language (if primary language assessments are available)
2. Criterion-referenced tests
3. Systematic observation in educational environments
4. Structured interviews (with student, parent, teachers, etc.)

Based on the requirements in the regulations (5 CCR §3023) to assess students in their "native language" the follow hierarchy of best practices is recommended when conducting assessment of ELs to determine eligibility for special education:

First Best Option

1. Administer cross cultural, non-discriminatory assessments that align to the referral concerns regardless of language difference in a standardized manner in English. If analysis of the data indicates the student is performing the average or above average range there is likely no disability; however, assess the student in their native language in relative or suspected areas of weakness to confirm scores using fully bilingual assessors. If student does not perform in the average or above average range in English then engage in native language assessment in all areas of concern.
2. Engage in structured interviews with parents and staff
3. Engage in observations of student in varied environments
4. Collect data from curriculum-based and criterion-based assessment measures to validate potential areas of concern and strengths as compared to like peers

Second Option

1. Engage in structured interviews with parents and staff using an interpreter if necessary
2. Engage in observations of student in varied environments



3. Collect data from curriculum' and criterion-based assessment measures to validate potential areas of concern and strengths as compared to like peers
4. Using a trained interpreter, administer the native language assessments under the supervision a licensed assessor and document the limitations in assessment report of the student

Third Option

1. Engage in structured interviews with parents and staff using an interpreter if necessary
2. Engage in observations of student in varied environments
3. Collect data from curriculum based and criterion-based assessment measures to validate potential areas of concern and strengths as compared to like peers
4. Use an interpreter who speaks the native language to provide an oral translation of assessments normed and written in English – document limitations in assessment report and do not report standardized test scores but document the patterns of strengths and weaknesses seen.

Fourth Option (worst case scenario)

1. Engage in structured interviews with parents and staff using an interpreter if necessary
2. Engage in observation of student in varied environments
3. Collect data from curriculum-based and criterion-based assessment measures to validate potential areas of concern and strengths as compared to like peers
4. Assess in English, to include non-verbal areas of cognition. If student shows low cognition or there are patterns of weakness attempt to validate with non- standardized data collection

Ochoa and Ortiz, 2005; (Butterfield & Read, 2011)

Appendix I – IEP Team Checklist for English Learners and J - English Learner Assessment for Special Education Eligibility Checklist

Report

In addition to the basic requirements of a report, assessment reports for EL students are required to have the following documentation included:

- Impact of language, cultural, environmental and economic factors on learning;
- How standardized tests and techniques were altered;



- Use of the interpreters or translations for tests
- A statement of validity and reliability; and
- Examiner's level of language proficiency in language of student and the effect on test results and overall assessment. (CCR §3023)

It is best practice to include cross-validation of information between norm-referenced, criterion, and interview/observation based measures, and background information from home setting. In addition, it is best practice to include the following in an assessment report for a student who is EL/bilingual:

- Consideration of the second language acquisition process and its relationship to the possible handicapping condition;
- Results of current language proficiency testing;
- If and how standardized tests and techniques were altered;
- A statement of student limitations if non-verbal measures were used;
- Recommendations for linguistically appropriate goals; and
- Test scores and interpretation of the scores - what they mean and how the test scores/results relate to the student's performance in school and in life.

Sample Statements for Assessment Reports:

- "Because Spanish is the primary language of Jose's home, testing was conducted in both Spanish and English."
- "There are no specialists available who speak _____, therefore, test procedures included the use of an interpreter in _____."
- "Because tests were administered using non-standardized procedures, standard scores were not computed. Instead, Abdul's performance is reported in terms of specific behaviors observed and relative strengths and weaknesses."
- "The above tests were administered with the assistance of an interpreter. In addition, the non-verbal section of the Kaufman Assessment Battery for Children was administered. This test included minority children in its norm group."
- "The TOLD-P was administered in Spanish. Since the test was altered when translated, the norms could not be used. However, the following information was obtained about his language performance."



- “Alfredo’s language skills were tested in both English and Spanish. Alfredo demonstrated a greater degree of proficiency in both expressive and receptive use of English, with skills at approximately a 2 ½ to 3 year level. His Spanish skills are at approximately a 2 year level respectively. Alfredo appears to prefer to communicate using a combination of manual signs and English phrases. He made no verbal responses in Spanish and responded best to items presented in English. He was able to identify the concepts big/little, short/long, something/nothing, in/out in both languages; he identifies open/closed, stop/go, right/left and front/behind in English only.”
- “These modifications may have negatively affected Monique’s test performance; however, her parents and teacher indicate that Monique’s behavior during testing was consistent with her typical performance.”

See Appendix K for assessment report templates that address ELs



REFERENCES FOR ASSESSMENTS

Artiles, A. J., & Ortiz, A. (2002). (*English language learners with special education needs: Identification, assessment, and instruction*). Washington, DC: Center for Applied Linguistics.

Butterfield, J. S., & Read, J. P. (2011). (*ELLs with Disabilities: A Guide for Identification, Assessments, and Services*). LRP Publications: Palm Beach Gardens, FL.

CA Education Code Sections 56320, 56440, and 56441.11.

CA Code of Regulations, Title 5, Section 3001 (m).

Code of Federal Regulations- CFR Title 34, Section 2, 300.29, 300.503, and 300.504.

Cummins, J. (1984). (*Bilingualism and special education: Issues in assessment and pedagogy*). Clevedon England: Multilingual Matters Ltd. (Co-published in USA by College-Hill Press).

Garcia, S. B., & Ortiz, A. A. (2004). (*Preventing inappropriate referrals of language minority students to special education*). Bethesda, MD: The National Clearinghouse for Bilingual Education.

Ochoa, S. H., & Ortiz, S. O. (2005). (*Assessing culturally and linguistically diverse students*). The Guildford Press: New York, NY.

Read, J.A. The English Learner and Special Education: A Legal Overview, Presentation Lemon Grove School District.

SELPA Administrators of California (2017), Meeting the Needs of English Learners (ELs).



6. INTERPRETERS



Selecting an interpreter

In selecting an interpreter, it is preferable to have someone from the field that is being assessed. If this is not possible, other professionals, paraeducators, community members, family friends, neighbors, or relatives may be used.

When selecting an interpreter, consider the person's:

- Competency in speaking, reading and writing
- Ability to converse in primary language and English
- Ability to say the same thing in different ways
- Previous experience as an interpreter/translator
- Ability to memorize and retain information
- Familiarity with the community and culture
- Familiarity with educational terminology
- Ability to work well with people
- Professional conduct and appearance
- Knowledge of confidentiality requirements

Whenever possible, volunteer interpreters should be utilized. If it becomes necessary to hire an interpreter, your administration must be involved to facilitate this process.

Use of Interpreters for assessment (*Excerpted from SELPA Administrators, 2017*)

It is recommended that the following steps be taken in preparation for use of an interpreter in assessment:

1. Ensure the interpreter speaks the same dialect as the student
2. Be aware of the skill level of the interpreter
3. Plan the tests to be administered
4. Be prepared for the session to take extra time
5. Administer only the tests in which the interpreter has been trained to assist

The following briefing procedures are recommended prior to administering assessments with use of an interpreter (assessor and interpreter review together):

1. Go over the general purpose of the assessment session.
2. Describe the assessment instruments that will be administered.
3. Provide information about the student.
4. Review English test behavior, if applicable.



5. Remind the interpreter they should make a written note of all behaviors observed during the assessment.
6. Allow time for the interpreter to organize materials, re-read the test procedures, and ask for clarification if needed.
7. Remind interpreter that they will need to follow the exact protocol of the test (ex: can they repeat question, cue, etc.).

The following debriefing procedures are recommended after the interpreter has assisted with an assessment:

1. Go over each of the test responses without making clinical judgment.
2. Go over any difficulties relative to the testing process.
3. Go over any difficulties relative to the interpretation process.
4. Go over any other items relevant to the assessment process.

Use of Interpreters in IEP Meetings & Conferences

- Be certain that all participants have been introduced to the parent.
- Speak directly to the parent. However, keep cultural differences in mind with regard to eye contact; prolonged eye contact may be regarded in some cultures as rude or intimidating.
- Set limits. Indicate approximately how long the meeting will take, and what will be covered. Make certain that the facilitator is the clear leader of the meeting; the interpreter should not assume his/her role.
- Use titles sparingly. A title such as “Doctor” can be intimidating, and may be misunderstood (e.g., “Doctor” may be understood as M.D., rather than Ph.D.). However, be aware that the use of a first name can indicate subordinate status.
- Keep language simple. Remember to pause to allow interpreter to relay “chunks” of information. Avoid jargon. Use simply constructed sentences, avoiding extra words. Also be aware that certain concepts may not exist in another language. Avoid abstract words and idioms; those words may not be translatable.
- Be sensitive to cues. Be aware of the parents’ body language and vocal pitch and volume. Remember good interview techniques. Also be aware of the interpreter’s interaction with the parent.

See appendix L “Guidelines for Special Education Interpreters” (Ventura County SELPA)



Cultural Considerations

When dealing with a student or parent from a culturally or linguistically different background, it is important to remember that much of what we take for granted may be viewed quite differently.

- Be aware that a number of differences exist across cultures which speak the same language. Do not assume that the values of all Spanish-speaking individuals are the same. Likewise, do not assume that all Asian cultures share the same values or customs.
- Be aware that dialectic differences do exist. Just as there are differences between "Southern" English and "California" English, differences exist between the Spanish spoken in Puerto Rico and Guatemala. Also there are 86 distinct Chinese languages.
- Be aware of lines of authority and power. Some cultures have matriarchal or patriarchal family structures. In some cases, elders must be consulted before arriving at decisions. Similarly, don't assume that it is best to interview both parents together; in a given culture, one may be designated as the official family spokesperson. Also family lines of authority may dictate that one parent may not speak freely in the other's presence.
- Don't assume that formal education is universally valued. On the other hand, be aware that other cultures view school as an extension of education in the home.
- Don't be misled by a family's housing when estimating its level of education.
- Be aware that negative comments or criticism about a child may be viewed as a reflection upon the honor of the family, rather than the individual child.
- Don't push for answers if the family shows reluctance to give them. Such reluctance may actually be due to family pride.
- Don't assume parents are apathetic if they are not assertive. They may be overwhelmed by the interview or may be bewildered by values which don't coincide with their own. Be aware that priorities may be very different.



Training interpreters

- Training is an ongoing process. Each situation is new and unique. It is therefore necessary for the interpreter to be briefed prior to each session.
- Provide a full discussion of district policies and procedures, a description of the roles and responsibilities of all the people involved, a review of any professional terminology and a look at all the forms and paperwork that will be dealt with. Advanced planning is necessary.
- Stress Confidentiality and Neutrality. Make clear to the interpreter that neutrality should be maintained and that all information will be translated between parties. The parents should be made aware of this. Make clear to the parents that information given to the interpreter will be shared with the appropriate school personnel. This protects the rights of the interpreter and also gives the parents the option not to share specific information.



REFERENCES FOR USE OF INTERPRETERS

California Code of Regulations, Title 5 Section 3023.

California Education Code, Section 56341 and 56327.



7. AREAS OF ASSESSMENT

- A. Background Information
- B. Speech and Language
- C. Cognitive
- D. Academics
- E. Behavioral and Social/Emotional
- F. Adaptive Skills
- G. Non-Standardized Assessment



A. Background Information

It is important to gather background information from multiple sources when considering Special Education eligibility for a student whose primary language is not English. Background information should be obtained from the student's parents, the student, and the classroom teacher. A thorough review of the student's cumulative file should also be conducted during the information gathering stage.

Parent Interview

Important questions to ask the family may include the following:

- Child's birthplace
- Number of years the child has lived in the United States
- Number of years educated outside of the U.S.
- Language(s) spoken at home
- Language(s) used by other adults in the home (and percentage of time used)
- Language first spoken by the child
- Parent's perspective about child's development
- Language milestones
 - First word
 - Phrases
 - Complete sentences
- Siblings
- Peer interactions
- Major accidents
- Major injuries
- Medical diagnosis
- Medications
- Number of ear infections

See Appendix M for English Learner Parent Interview Questionnaire (English&Spanish)

Student Interview

Questions to ask the student may include:

- Name
- Address
- Phone
- Teacher
- Birthdate



- Age
- Grade
- Teacher's name
- Names of family members
- Parent's employment
- Friends
- Which language do you speak:
 - With parents
 - With siblings
 - In classroom
 - On playground
 - With friends
 - Best
 - When dreaming
 - When angry
- Hobbies
- Sports
- Activities
- What do you like about school?
- What don't you like about school?
- What's hard for you at school? Why?
- Three wishes
- Involvement with probation
- Drug usage
- Experience with television, radio, etc.

Teacher Interview

Questions may include:

- Language used for instruction in classroom
- Is the primary language (L1) used for re-teaching?
- Is peer support available in L1?
- Is there aide support in L1?
- Classroom behavior
- Academic levels in reading, writing, math (instruction as well as performance)
- Interaction with peers

Observation

Observations by each evaluator are also very important, and should be done in both structured and social contexts. There is a published observational framework, "The Instructional Environment Scale" (TIES) available for purchase from PRO-ED that takes into account an ecological perspective in assessing the environmental impact of the classroom on the student's performance.



Factors to consider in observing:

- Does s/he interact with other children?
- What language is most often used with peers?
- Language used to ask for help with adults:
- Time on task
- Lapse time between directions and starting work
- Does s/he ask for help – if so, whom?

Cumulative File Review

In the cumulative file review, questions regarding language acquisition, years of schooling, type of instruction, participation in specialized programs, and/or abnormal school attendance should be addressed.

Questions to be considered may include:

- Years of schooling
- Years of schooling in the United States
- Schooling outside of U.S.
 - Country
 - Grade level(s)
 - Setting (rural/urban)
- Number of absences
- SARB referrals
- Type of instruction:
 - English only
 - Spanish only
 - Bilingual/dual
- Was child ever involved in any type of special education classes?



B. Speech and Language

It is important that Speech-Language Pathologists (SLPs) understand the normal process of second language (L2) acquisition to avoid making “false positive” identifications. According to Roseberry-McKibbon & Brice (1997), SLPs will make fewer errors in labeling ELs if they are aware of the normal phenomena and processes that accompany learning a second language. Ideally, they should support student’s first languages and cultures, and encourage them to become fully proficient bilingual speakers. Not only will bilingual students perform better in school, but they will have a much greater chance of growing up to become successful citizens who are assets to our society and our economy.



Evaluation

Follow the suggested guidelines of **Review, Interview, Observe, Test, (RIOT)**, as described in greater detail in Langdon & Cheng, 2002, pp. 83-86):

Review various pieces of information such as school and medical records while learning about the individual’s cultural, social and family background. Look at the languages used for academic instruction since starting school (including preschool) up to the present. Look at language proficiency and academic testing (i.e. PRE-LAS, LAS, ELPAC, SABE, SBAC, ADEPT, IPT, VCCALPS, etc.)

Interview family members/significant others, peers and teachers regarding their perceptions and the individual’s experiences and exposure to language(s), school and literacy events. Review developmental milestones with the parent. Discuss languages used in the family. If bilingual, when were languages introduced? How does the student’s language compare to his siblings’ language? Do parents think there is a language problem? What is the parents’ language quality? What are the migration patterns of the family? What is the highest educational level of the mother or primary caregiver? Determine whether the student is:

- Simultaneous bilingual: acquired two languages from birth, or exposed to second language within first year.
- Sequential bilingual: only acquired one language for first 3 years, and acquired second language after first was established. *These are typically English language learners in the schools.*



Observe the individual in as many contexts as possible including the classroom environment, and determine if adequate teaching techniques are being implemented to maximize learning in English and acquire academic skills. This is to determine which language is used in each setting, and its quality.

Test while taking into account that multiple sources of information should be considered such as authentic and dynamic assessment. Analyze portfolios and gather data on how the student has progressed over time.

Primary language testing:

Under IDEA, the SLP must test in the child's primary language. Additionally, ASHA's guidelines indicate:

"[For students who] are proficient in their native language but not in English, assessment and intervention of speech and language disorders of limited English proficient speakers should be conducted in the [student's] primary language..."

"[For students who] possess limited communicative competence in both languages... speech and language should be assessed in both languages to determine language dominance."

If the examiner is not proficient in the student's primary language, a trained interpreter will be essential for a valid assessment and accurate diagnosis.

See Appendix N for "Phonological Development in Spanish" and Appendix O - "Normal Speech-Language Development of English/Spanish speaking children"

Tips for assessment:

- Assess each language during separate segments to assess performance in each language.
- Select appropriate assessment instruments and procedures. Both informal and formal procedures should be utilized.
- Informal assessment should include examining previous assessment data, family (student, parent/caregiver) interview, review of educational and health history, language sampling and dynamic assessment.
- Formal procedures may include the use of standardized tests normed on the target population. Do not use standardized tests unless normed on the same linguistic background as the individual being tested. A variety



of standardized tests are available in Spanish with a few instruments available in other languages.

- Modification of tests may be necessary to gain maximum information. All instruments must be examined for relevancy to the referred individual. For example, a vocabulary test normed in Cuba would not be an appropriate test for a recent arrival from Oaxaca, Mexico. If a test is modified, it must be documented in assessment report.
- It must be recognized that translations of English tests have many limitations. They do not provide normative or developmental information and, if used at all, should be used cautiously, to gain general information about the individual's language and academic skills.
- In the event there are no language tests available in the individual's primary language, the examiner is encouraged to team with a speaker of the target language to help conduct a structured assessment and/or obtain a language sample.

Stages of Second Language Acquisition

Children go through the language acquisition process at different rates, due to a number of variables. These variables need to be taken into consideration when determining whether a student has a language disability versus language difference. Experts such as Jim Cummins (1984) differentiate between social and academic language acquisition. He uses two continua to describe the differences. One is related to the context; the other to the degree of cognitive demand involved in a task.

1. Basic Interpersonal Communication Skills (BICS)
BICS are language skills needed day-to-day to interact socially in such settings as the playground, lunch room, the school bus, parties, playing sports and talking on the telephone. Social interactions are usually context embedded, which means they occur in a meaningful social context. They are not very demanding cognitively, and the language required is not specialized.

BICS involves language used in everyday contexts. This includes syntactic (word order), morphological (root words and endings), phonological (word sounds) and vocabulary skills used in daily conversations. Under ideal situations, an L2 learner takes 2 years to acquire BICS.

Problems may arise when teachers and administrators think that a child is proficient in a language when they demonstrate good social English. Information gained from tests for English fluency (such as LAS and CELDT) may also be misleading, as they reflect BICS vs CALP.



2. Cognitive Academic Language Proficiency (CALP)

Academic language acquisition isn't just the understanding of content area vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. Academic language tasks are context reduced. Information is read from a textbook or presented by the teacher. As a student gets older the context of academic tasks becomes more and more reduced.

The language also becomes more cognitively demanding. New ideas, concepts and language are presented to the students at the same time.

CALP involves manipulation of language in decontextualized academic situations. This includes language skills that are necessary for success in school, including preacademic concepts, narratives, literacy and writing abilities.

Judi Haynes (2019) describes five stages of language acquisition:

1. Pre-production

This is the silent period. English language learners may have up to 500 words in their receptive vocabulary but they are not yet speaking. Some students will, however, repeat everything you say. They are not really producing language but are parroting.

These new learners of English will listen attentively and they may even be able to copy words from the board. They will be able to respond to pictures and other visuals. They can understand and duplicate gestures and movements to show comprehension. Total Physical Response methods will work well with them. Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary.

English language learners at this stage will need much repetition of English. They will benefit from a "buddy" who speaks their language. Remember that the school day is exhausting for these newcomers as they are overwhelmed with listening to English language all day long.

2. Early production

This stage may last up to six months and students will develop a receptive and active vocabulary of about 1000 words. During this stage, students can usually speak in one- or two-word phrases. They can use short language chunks that have been memorized although these chunks may not always be used correctly.

Here are some suggestions for working with students in this stage of English language learning:



- Ask yes/no and either/or questions.
- Accept one or two word responses.
- Give students the opportunity to participate in some of the whole class activities.
- Use pictures and realia to support questions.
- Modify content information to the language level of ELLs.
- Build vocabulary using pictures.
- Provide listening activities.
- Simplify the content materials to be used. Focus on key vocabulary and concepts.
- When teaching elementary age ELLs, use simple books with predictable text.
- Support learning with graphic organizers, charts and graphs. Begin to foster writing in English through labeling and short sentences. Use a frame to scaffold writing.

3. Speech emergence

Students have developed a vocabulary of about 3,000 words and can communicate with simple phrases and sentences. They will ask simple questions, that may or may not be grammatically correct, such as " May I go to bathroom? " ELLs will also initiate short conversations with classmates. They will understand easy stories read in class with the support of pictures. They will also be able to do some content work with teacher support. Here are some simple tasks they can complete:

- Sound out stories phonetically.
- Read short, modified texts in content area subjects.
- Complete graphic organizers with word banks.
- Understand and answer questions about charts and graphs.
- Match vocabulary words to definitions.
- Study flashcards with content area vocabulary.
- Participate in duet, pair and choral reading activities.
- Write and illustrate riddles.
- Understand teacher explanations and two-step directions.
- Compose brief stories based on personal experience.
- Write in dialogue journals.

Dialogue journals are a conversation between the teacher and the student. They are especially helpful with English language learners. Students can write about topics that interest them and proceed at their own level and pace. They have a place to express their thoughts and ideas.

4. Intermediate fluency

English language learners at the intermediate fluency stage have a vocabulary of 6000 active words. They are beginning to use more complex sentences when speaking and writing and are willing to express opinions



and share their thoughts. They will ask questions to clarify what they are learning in class. These English language learners will be able to work in grade level math and science classes with some teacher support. Comprehension of English literature and social studies content is increasing. At this stage, students will use strategies from their native language to learn content in English.

Student writing at this stage will have many errors as ELLs try to master the complexity of English grammar and sentence structure. Many students may be translating written assignments from native language. They should be expected to synthesize what they have learned and to make inferences from that learning. This is the time for teachers to focus on learning strategies. Students in this stage will also be able to understand more complex concepts.

5. Advanced Fluency

It takes students from 4-10 years to achieve cognitive academic language proficiency in a second language. Student at this stage will be near-native in their ability to perform in content area learning. Most ELLs at this stage have been exited from ESL and other support programs. At the beginning of this stage, however, they will need continued support from classroom teachers especially in content areas such as history/social studies and in writing.

Characteristics of Bilingual Learners

To avoid a false positive identification of ELs, it is necessary to understand these factors in typical language development. To determine if a child has a disorder, error patterns must be present in the child native language (L1) and English (L2). However, the following behaviors can be misinterpreted as a language disorder, when they are part of a normal process of learning a second language.

1. Interference/Transfer from Primary Language (L1) to (L2)

Interference will typically impact the grammar or syntax of the second language. For example, “un caballo blanco” literally translated, means “a horse white.” A Spanish-speaking child who says “a horse white” to describe “a white horse” would be demonstrating interference. It is important to understand how the characteristics of the child’s first language may interfere with their use of the second language. These are **communication differences**. Some degree of interference may continue as the child becomes more proficient in both languages.



2. Minor Disfluency

Bilingual students are at risk for increased disfluencies. As they talk, they use vocabulary, grammar, and syntax from two languages. The difficulty of this task increases the chance of disfluencies.

3. Language Loss

Skills and fluency may be lost in the first language if it is not reinforced and maintained. This is also known as **subtractive bilingualism**. This may result in language *proficiency that is low in both Spanish and English*. Factors which may be contributing to the interruption of development in L1 must be identified. Research shows that this idea of 'the more English the better' is fallacious and can actually slow down children's learning considerably. Ideally, child should experience **additive bilingualism**, where they learn English while their first language and culture are maintained and reinforced.

4. Codeswitching/Code Mixing

Code-switching is the changing of language over phrases and sentences (e.g., Carlos is absent. Es verdad?). Code-mixing is when the languages are changed within the same sentence (e.g., Da me la ball.). Bilingual children commonly use these strategies and *they should NOT be considered a language disorder*. According to research by Brice and Anderson (1999), elements are most frequently code-mixed at the word level (74%). Nouns are code-mixed 50% of the time, followed by verbs (12%).

Fully biliterate adults may intentionally codeswitch when speaking with like peers, as a way of expressing feelings and emotions. Codeswitching and code mixing are rule governed and rarely are a disability.

5. Silent Period

Some students, when learning a second language, go through a silent period in which there is much listening / comprehension and little output. *This should NOT be confused with an expressive language delay.*

6. Interlanguage

An intermediate-state language system created by a child in the process of learning a foreign language. The interlanguage contains properties of L1 transfer, overgeneralization of L2 rules and semantic features, as well as strategies of second language learning. *This may result in a child appearing to have a language disorder* because his/her language skills appear to be in transition and constantly changing.



7. Fossilization

Occurs when specific language “errors” remain entrenched despite good proficiency in the 2nd language.

8. BICS-CALP Gap

This “BICS-CALP gap” may lead professionals to falsely assume the child has a language-learning disability. Although an EL student may be labeled “Fully English Proficient” s/he may still be striving to develop CALP, therefore the use of standardized tests in English is biased against them. ELs often score very low on these tests and then may be inappropriately labeled as having a language disability.

9. Threshold Theory

According to Cummins, (1979) the “threshold hypothesis” proposes that there is a threshold level of bilingualism that a student must achieve in order to receive potential benefits from bilingualism, and a lower level that the student must reach in order to avoid potential negative consequences from bilingualism. The theory contends that:

- Balanced bilinguals who have a high proficiency in both languages may experience advanced cognitive development.
- Limited bilinguals, who do not achieve a high level of language proficiency in any language, will experience negative effects on cognitive development.
- Monolinguals and partial bilinguals, who reach a high level of proficiency in only one language, will experience neither a positive nor a negative consequence to cognitive development.

The SLP needs to consider the level of bilingualism the student has acquired in order to determine if there is a language disorder. If the student has not had the opportunity to acquire language in L1, his acquisition of L2 will be impacted.

Determining Language Disability vs Difference

Look for the following red flags...

- The student has made slow progress in learning English and academics despite accommodations and special classroom interventions.
- The student has a significant medical history that may have impaired speech and language development.
- Family reports impairment in the primary/native language.



- Teachers and parents report student is learning very differently from other siblings and/or students who have had similar linguistic background and learning opportunities.
- The student has signs of language loss that seem to transcend normal limits.

Once the critical data has been gathered, analyze to determine:

- The student's strengths and weaknesses;
- Whether a disorder/disability exists or the perceived deficit is due to other factors;
- What supports the student needs to succeed in school.

It is wise to assume the "null hypothesis" that an EL student's language functioning is normal unless the data clearly demonstrate otherwise.

Commonly Used Standardized Assessments

The following assessments have been selected because they are commonly used and have been determined to be valid for use with primary Spanish students. They provide normative data and are not translated. Reliability and validity of bilingual students is questionable, clinical judgment is essential.

3. Language

- **Boehm Test of Basic Concept Preschool, Third Edition (BOEHM-3).**

Purpose: Identifies Children who need assistance with basic relational concepts.

Population: 3 – 5.11

Published: 2001

Author: Ann E. Boehm

Publisher: Pearson

- **Clinical Evaluation of Language Fundamentals, Third Edition (CELF-4 Spanish)**

Purpose: Evaluates diverse language skills including receptive, expressive, language content, pragmatics and language structure.

Population: Ages 5 to 21

Published: Copyright 1997

Author: Eleanor Semel, Elisabeth Wiig, Wayne Second

Publisher: Pearson

- **Dos Amigos Verbal Language Scales**

Purpose: Diagnoses language difficulties and dominance

Population: Appropriate for K-6th grade.

Published: 1974

Author: Donald E. Critchlow



Publisher: Academic Therapy Publications

- **Expressive One Word Picture Vocabulary Test – Bilingual Edition (EOWPVT-BE)**

Purpose: Evaluates expressive vocabulary

Population: Ages 2 to 70

Published: 2001

Author: Nancy Martin

Publisher: Academic Therapy Publications

- **Preschool Language Scales 4th Edition (Also available in Spanish)**

Purpose: Evaluates developmental language skills

Population: Birth to 7-11

Published: 2002

Author: Zimmerman, Steiner and Evatt Pond

Publisher: Pearson

- **Pruebas de Expresión Oral y Percepción de la Lengua Española-(PEOPLE).**

Purpose: Evaluates language abilities.

Population: K-5th

Published: 1980

Author: Sharon Mares

Publisher: Los Angeles County Office of Education.

- **Receptive One Word Picture Vocabulary Test – Bilingual Edition (ROWPVT-BE)**

Purpose: Assesses receptive vocabulary

Population: Ages 2 to 70

Published: 2001

Author: Nancy Martin

Publisher: Academic Therapy Publications

- **Spanish Structured Photographic Expressive Language Test 3rd Edition (SPELT-3)**

Purpose: Assess expressive language, morphology and syntax.

Population: Ages 4 to 9

Published: Copyright 1983.

Publisher: Academic Therapy Publications

4. Articulation/Phonology

- **Assessment of Phonological Processes-Spanish (APP-S)**

Purpose: Assesses preschool Spanish speakers who have highly unintelligible speech.

Population: Preschool



Published: 1985

Author: Barbara Williams Hodson

Publisher: Los Amigos Research Associates

- **Contextual Probes of Articulation Competence™ – Spanish (CPAC™-S)**
Purpose: Assesses production of all Spanish phonemes
Population: Ages 3 and up
Publisher: Super Duper Publications
- **Goldman-Fristoe Test of Articulation- Third Edition, Spanish (GFTA-3 Spanish)**
Purpose: Evaluates articulation skills
Population: 2 to 21 years
Published: 2015
Author: Ronald Goldman and Macalyne Fristoe
Publisher: Pearson
- **Medida Española de Articulación (MEDA)- Mary Martinez-Hinshaw.**
Purpose:
Population: Ages 4 to 7
Published: 1976
Author: Marilyn Aldrich-Mason Blanche Figueroa-Smith
Publisher: San Ysidro School District.
- **Spanish Articulation Measures (SAM) 2nd Edition**
Purpose: Assesses consonant production.
Population: Ages 3 and up
Published: 1995
Author: Larry J. Mattes
Publisher: Academic Communications Associates
- **Spanish Test for Assessing Morphologic Productions (STAMP)- T.**
Purpose: Assesses production of Spanish morphemes.
Population: Ages 5-11 years
Published: Copyright 1991.
Author: Nugent, K. Shipley, D. Provencio
Publisher: Academic Communication Associates
- **Test of Phonological Awareness in Spanish (TPAS)**
Purpose: Measures phonological awareness ability in Spanish Speaking Children.
Population: 4-0 to 10-1
Published: 2004
Author: Cynthia Riccio, Brian Imhoff, Jan E Hasbrouck and Nicole Davis
Publisher: Pro-Ed



5. Profiles/Criterion Referenced Assessments

- **Bilingual Classroom Communication Profile**
Purpose: Teacher interview
Population:
Published: 1993
Author: Celeste Roseberry-McKibbin
Publisher: Academic Communication Associates.
- **MacArthur Inventario de Desarrollo de Habilidades Comunicativas. IDHC (I and II)**
Purpose: Assesses parents' day-to-day knowledge of their children's communication skills.
Population: K-12
Published: 2003
Author: Donna Jackson-Maldonado, Donna J. Thal , Larry Fenson, Virginia A. Marchman, Tyler Newton, Barbara T. Conboy, Elizabeth Bates
Publisher: Paul H. Brooks.
- **Spanish Language Assessment Procedures (SLAP)- 3rd Edition**
Purpose: Assesses structural and functional aspects of communication
Population: 3-9
Published: 1995
Author: Mattes, L. J.
Publisher: Academic Communication Associates.



REFERENCES FOR SPEECH & LANGUAGE

Brice W., and Anderson, R. (1999). Codemixing in the young bilingual child. A longitudinal case study investigation. *Communication Disorders Quarterly*, 21 (1), 17-22.

Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49 2.

Cummins, J. (1984). *Bilingualism and special education issues in assessment and pedagogy*, San Diego: College-Hill.

Haynes, Judie (2019) *Stages of second language acquisition*, Retrieved from: www.everthingsl.net

Langdon, H.W. & Cheng, L.L. (2002). *Collaborating with interpreters and translators in the communication disorders Field*. Eau Claire, WI: Thinking Publications.

Roseberry-McKibbon, C. and Brice, A. (1997). Strategies for LLD, *Advance*, 7 (48), 26-28



C. Cognitive

One of the strongest criticisms regarding the use of intelligence tests with ELs is that they fail to measure intelligence and instead measure the child's language skill. The use of adjusted IQ scores and tests standardized in other countries are not recommended because of lack of validity with EL students in mainstream U.S.A. The following are instruments that may be used with caution considering they may not have been normed on a population which is representative of the particular student.

Intellectual Ability

1. The following assessments are commonly used and have been determined to be generally valid with bilingual students:

- **Batería – III Woodcock-Muñoz**
Purpose: Provides a measurement of general intellectual ability, specific cognitive abilities, language, and academic achievement.
Population: 2.0-90+ years
Published: 2005
Authors: Richard W. Woodcock and Ana F. Muñoz-Sandoval
Publisher: Riverside Publishing Company
- **Batería Woodcock-Munoz-Revisada**
Purpose: Designed to assess achievement and cognitive abilities, scholastic aptitudes, and Spanish oral language. All information is provided in Spanish. Norm tables are in English.
Population: Spanish speaking ages 2-90
Published: 2005
Authors: Richard W. Woodcock and Ana F. Munoz-Sandoval
Publisher: Riverside Publishing Company
- **Bilingual Verbal Ability Tests (BVAT-NU)**
Purpose: Provides a measure of overall verbal ability, and unique combination of cognitive/academic language abilities for bilingual individuals.
Population: Ages 5 and over.
Published: 1998
Authors: Ana F. Munoz-Sandoval, Jim Cummins, Criselda Alvarado, and Mary L. Ruef.
Publisher: Riverside Publishing.



- **Differential Ability Scales**
Purpose: Designed to assess the general ability of an individual to perform complex mental processing that involves conceptualization and transformation of information. For language-impaired and non-English speaking children, a special nonverbal composite may be obtained.
Population: 2-6 through 17-177 years.
Published: 2007
Authors: Colin D. Elliott
Publisher: Pearson
- **Differential Ability Scales II – Early Years Spanish Supplement**
Purpose: Accurate picture of Spanish-speaking children cognitive strengths and needs by assessing them in their primary language.
Population: 2-6 to 6-11
Published: 2012
Authors: Collin D. Elliot
Publisher: Pearson
- **Test of Nonverbal Intelligence-Fourth Edition**
Purpose: Developed to assess aptitude, intelligence, abstract reasoning, and problem solving in a completely language-free format.
Population: 6-0 through 89-11 years
Published: 2010
Authors: Linda Brown, Rita J. Sherbenou, and Susan K. Johnson
Publisher: Pearson
- **Universal Nonverbal Intelligence Test (UNIT-2)**
Purpose: An individually administered completely nonverbal instrument designed to measure the general intelligence and cognitive abilities of children and adolescents.
Population: 5-17 years
Published: 2016
Authors: Bruce A. Bracken and R. Steve McCallum
Publisher: Western Psychological Services
- **Weschler Intelligence Scale for Children- V (Non-Verbal Scale)**
Purpose: Developed to assess the intellectual abilities of children.
Population: 6 through 16 years
Published: 2014
Authors: David Wechsler
Publisher: Pearson



- **Weschler Nonverbal Scale of Ability**
Purpose: Nonverbal measure of ability. Designed to assess linguistically diverse populations.
Population: 4-0 to 21-11
Published: 2014
Authors: David Wechsler
Publisher: Pearson

- 2. The following tests should be used with caution: (See concerns in the reviewer's notes where applicable)

- **Comprehensive Test of Nonverbal Intelligence – 2 Edition**
Purpose: Constructed to measure nonverbal intellectual abilities and non-verbal reasoning.
Population: Ages 6-0 to 18-11 years.
Published: 2009
Authors: Donald D. Hammil, Nils A. Pearson, and J. Lee Wiedholt
Publisher: Pearson

- **Kaufman Achievement Battery for Children-II**
Purpose: Designed to assess intellectual ability of children with different backgrounds and diverse problems.
Population: 3-18 years.
Published : 2004
Authors: Alan S, Kaufman and Nadeen L. Kaufman
Publisher: WPS

- **Leiter International-3**
Purpose: A nonverbal measure of global fluid intelligence.
Population: 2-0 through 75 .
Published: 2013
Authors: Gale Rod, Lucy Miller, Mark Pomplun and Chris Koch
Publisher: WPS.

- **Matrix Analogies Test; Expanded Form**
Purpose: Designed as a nonverbal intelligence test.
Population: 5 through 17 years
Published; 1985
Authors: Jack A. Naglieri
Publisher: Pearson



- **Naglieri Nonverbal Ability Test** (based upon the Matrix Analogies Test Expanded Form)
Purpose: A measure of nonverbal reasoning and problem solving independent of educational curricula and cultural or language background.
Population: Grades K-12
Authors: Jack A. Naglieri
Publisher: Pearson

Processing

A. The following tests are commonly used and are determined to be valid with bilingual students:

- **Berry-Buktenica Developmental Test of Visual Motor Integration – 6th Edition**
Purpose: Measure visual-motor integration
Population: Short form: Ages 2-8 years, Full Form: Ages 2-99 years
Published: 2010
Authors: Keith E. Berry, Ph.D., Norman A. Buktenica, Ph.D, and Natasha A. Beery
Publisher: Pearson
- **Motor Free Visual Perceptual Test - 4**
Purpose: Designed to assess overall visual perceptual tasks which include spatial relationships, visual discrimination, figure-ground, visual closure, and visual memory.
Population: Ages 4-80
Published: 2015
Authors: Ronal Colarusso, Ed.D. and Donald Hammill, Ed.D
Publisher: Western Psychological Services (WPS)
- **Test of Phonological Awareness in Spanish**
Purpose: Designed to measure phonological awareness ability in Spanish-speaking children. The TPAS can be used to help identify children who may benefit from instructional activities to enhance their phonological abilities to aide reading instruction.
Population: Ages 4-0 through 10-11
Published: 2004
Authors: Cynthia A. Ricci, Brian Imhoff, Jan E. Hasbrouck, G. Nicole Davis
Publisher: PRO-ED Inc.



B. The following test should be used with caution. This measure is best used with students who have achieved an English Language Development level of intermediate or above. The Verbal Memory scale provides an auditory processing measure to contrast with a nonverbal measure such as the UNIT.

- **Wide Range Assessment of Memory and Learning, Second Edition (WRAML2)**

Purpose: Designed for use in clinical assessment of memory including evaluation of immediate and/or delay recall as well as differentiating between verbal, visual and more global memory deficits.

Published: Not available

Population: children and adults, ages 5-90 years.

Authors: David Sheslow and Wayne Adams

Publisher: Pearson



D. Academics

When assessing the academic skills of an English learner to determine eligibility for special education, it is required to assess in both the primary language and English (unless it has been determined that the student has little or no academic skills in the primary language). When assessing academic skills in the primary language one needs to consider the amount and quality of primary language academic instruction an English learner has received. Some of the factors that need to be considered are:

1. Last grade completed if the EL attended school in their country of origin,
2. Amount of time passed since the EL has received native language instruction,
3. Amount of native language instruction the EL has received since leaving their country of origin (e.g. dual immersion program vs. transitional bilingual program),
4. Subjects taught in the native language, and
5. Levels of academic achievement in the native language when first entering the United States.

Many times, a student from a second language background is born in the United States and has received most of their academic instruction in school in English; however, one cannot assume that this student is unable to think, read, or write in their primary language.

If the EL's native language is other than Spanish and there are no bilingual assessment materials available, and the cognitive assessment results indicate the student has higher processing skills in their native language, the assessor should attempt to engage in assessment in the areas of reading, writing, and math in the native language to the extent possible. If the student has received little or no instruction in the native language then the assessor should document the level of native language assessment attempted and engage in assessment of academic skills in English.

Note that if an interpreter is used for assessing academic skills using English instruments that haven't been normed in the native language, then numerical standardized test scores should not be used and this test variation must be noted in the assessment report. The information obtained using an interpreter must be noted in assessment reports and shared at the IEP meeting for decision-making purposes. For example, after giving the "Applied Problems" subtest from the Woodcock Johnson Test of Achievement IV in English to an EL, an interpreter is then used to check if the student would perform better after



hearing the problem read in their primary language. A new score could not be obtained, but if the EL was more successful after hearing the problem in their primary language, then the “difficulty” could be due to second language acquisition rather than a learning disability affecting math skills. The effect of “test/retest validity” does need to be considered in these cases and included in the assessment report.

Many English learners have been educated “overwhelmingly in English” since kindergarten or upon entry and have received little to no formal academic instruction in their native language. The question is often asked: “should we assess them in their native language if they have had no academic instruction in their native language?” It is recommended that, “when feasible” English learners first be assessed cognitively in English and then their native language to obtain the most accurate levels of cognition and to determine if they are processing at a higher level cognitively in the native language or English. This information is important prior to engaging in academic assessment.

If the EL student is processing higher in his or her native language, then some level of academic assessment should be conducted to determine if the student has any academic skills in their native language. For instance, an EL student may have higher levels of verbal/oral language in their native language than in English and oral language is one area of academic consideration.

Once the academic assessor determines that the student has higher skills academically in English, standardized assessment tools in English only can be utilized. If it is determined a student has some level of academic skills in both languages, the assessor should continue assessment in English and the native language “when feasible”. Academic assessors should document their rationale for assessing in both the native language and English at some level and what tools were utilized, as well as the rationale for assessing in English only in the assessment report.

Academic assessment tools that may be appropriate for Spanish speakers

- **Batería – III Woodcock-Muñoz**
Purpose: Provides a measurement of general intellectual ability, specific cognitive abilities, language, and academic achievement.
Population: 2.0-90+ years
Published: 2005
Authors: Richard W. Woodcock and Ana F. Muñoz-Sandoval
Publisher: Houghton Mifflin Harcourt
- **Batería Woodcock-Munoz-Revisada (Bateria R)**
Purpose: Designed to assess achievement and cognitive abilities, scholastic aptitudes, and Spanish oral language. All information is provided in Spanish. Norm tables are in English.



Population: Spanish speaking ages 2-90

Published: 2005

Authors: Richard W. Woodcock and Ana F. Munoz-Sandoval

Publisher: Houghton Mifflin Harcourt

- **Brigance Assessment of Basic Skills-Spanish Edition**

Purpose: This test is used for language dominance, English oral language proficiency, grade-level screening, and in-depth assessment and to establish and communicate instructional goals.

Author: Albert Briggance

Ages: K-8th grade

Published: 1984

Publisher: Curriculum and Associates

- **CORE Spanish Phonemic Awareness test**

Purpose: Assesses two measures of phonemic awareness: Phonemic Oddity and Phonemic Deletion

Population: K-2

Published: 1999

Author: Jacalyn Mahler

Publisher: Core

- **CORE Assessing Reading: Multiple Measures 2nd Edition**

Purpose: Assesses reading difficulties

Population: K-12

Published: 2018

Author: Linda Diamond and B.J. Thorsnes

Publisher: CORE Literacy Library

- **San Diego Quick Assessment**

Purpose: Measures sight word fluency

Population: K-11

Published: 1969

Author: Margaret La Pray and Ramon Ross

Publisher: Model Teaching

- **Running records from district-wide adopted series.**

These may vary depending on the district's adopted Language Arts curriculum, but will give a grade level score in the areas of sight words, reading fluency and reading comprehension.



E. Behavioral and Social/Emotional

In order to assess social and emotional functioning it is important to take into consideration the cultural frame within which the child lives. In addition to cultural competence, which would allow the skilled practitioner to evaluate the child's functioning from this perspective, the following questionnaires and behavior rating scales are offered to expedite the gathering of information. Those that provide forms in Non-English languages are identified.

Behavioral Checklists/Questionnaires

1. The following assessments are commonly used and have been determined to be valid with certain bilingual students:

- **Behavior Assessment System for Children – 3rd Edition**

Purpose: Provides a snapshot of behavioral and emotional functioning in children. Assesses a wide array of behavioral that represent both behavioral strengths and deficits. .

Population: Ages 2 ½ to 18.

Published: 2015

Authors: Cecil R. Reynolds and Randy W. Kamphaus.

Publisher: Pearson

- **Conner's' Comprehensive Behavior Rating Scale- (CBRS)**

Purpose: Assesses a wide range of behavioral and emotional disorders in children and adolescents.

Population: Ages 3-17; self report scales can be completed by 12 – 17-year-olds.

Published: 2008

Authors: C. Keith Conners.

Publisher: Western Psychological Services

2. The following assessments should be used with caution:

- **Child Behavior Checklist**

Purpose: To assess the competencies and problems of children and adolescents through the use of ratings and reports by different informants.

Population: Ages 2-18.

Published: 1992

Authors: Thomas Achenbach

Publisher: Child Behavior Checklist.



- **Children's Depression Inventory 2nd Edition (CDI-2)**
Purpose: A self-rating assessment of children's affective and behavioral signs of depression.
Population: Ages 7-17.
Published: 2010
Authors: Maria Kovacs
Publisher: Pearson
- **Devereux Behavior Rating Scale**
Purpose: To evaluate behavior typical of children and adolescents with moderate to severe emotional disturbance.
Population: Ages 5-18.
Authors: Jack A Naglieri, Paul A. LeBuffe and Steven I Pfeiffer.
Publisher: Pearson
- **Differential Test of Conduct and Emotional Problems**
Purpose: Designed to effect differentiations between conduct problem, emotionally disturbed and noninvolved populations.
Population: Ages 6-19.
Published: 1999
Authors: Edward J. Kelly
Publisher: Slosson Educational Publications, Inc.
- **Personality Inventory for Children, Second Edition**
Purpose: To provide comprehensive and clinically relevant descriptions of child behavior, affect, and cognitive status, as well as family characteristics.
Population: Ages 5-19.
Published: 2002
Authors: David Lachar and Christian Gruber
Publisher: Brookes
- **Piers-Harris Children's Self-Concept Scale (2nd Edition)**
(The Way I Feel About Myself)
Purpose: Designed to aid in the assessment of self-concept in children and adolescents.
Population: Grades 4-12.
Published: 2002
Authors: Ellen V. Piers and Dale B. Harris
Publisher: Western Psychological Corporation



- **Revised Children's Manifest Anxiety Scale (2nd Edition)**
Purpose: Designed to assess the level and nature of anxiety in children and adolescents.
Population: Ages 6-19.
Published: 2008
Authors: Cecil R. Reynolds and Bert O. Richmond
Publisher: Western Psychological Corporation
- **School Social Behavior Scales – 2nd Edition**
Purpose: Provides rating of both social skills and antisocial problem behaviors.
Population: Ages 6-19.
Published: 2008
Authors: Kenneth W. Merrell
Publisher: Brookes.
- **Social Skills Rating System**
Purpose: Developed to assess social skills exhibited in a school setting
Assesses children who have problems with behavioral interpersonal skills.
Population: Ages 6-19.
Published: 2008
Authors: Stephen Elliott
Publisher: Pearson

Projective Measures

- **Children's Apperceptive Story-Telling Test**
Purpose: Identification of social, emotional, and –or behavioral problems in children.
Population: ages 6-13
Published: 1990
Authors: Mary F. Schneider
Publisher: PRO-ED Inc
- **Family Apperception Test**
Purpose: Designed to assess family system variables.
Population: Ages 6 and older
Published: 2010
Author: Alexander Julian III, Wayne M. Sotile, Susan E. Henry, & Mary O. Sotile
Publisher: Western Psychological Services



- **Sentence Completion Tests**

Purpose: These tests provide a projective technique for individuals to express in their own way their own unique feelings, behaviors attitudes, assets, needs, problems, thoughts, opinions, of self, relationships, likes, dislikes, moods, frustrations, inhibitions, fantasies, backgrounds, responses from others, desires, mistakes, habits, secrets, idiosyncrasies, dreams, attitudes toward the test, etc.

Population:

(KIST) Kids Incomplete Sentence Test (Ages 5-12)

(TASK) Teenage Sentence Completion Test (Ages 13-19)

Authors: Allen Roe

Publisher: Diagnostic Specialists, Inc.

- **Tell-Me-A-Story (TEMAS)**

Purpose: Identifies both strengths and deficits in cognitive, affective, and intrapersonal and interpersonal functioning.

Population: Ages 5- 18

Authors: Giuseppe Costantino, Robert G. Malgady and Lloyd H. Rogler.

Publisher: Western Psychological Corporation.

Measures Utilizing Drawing

Drawings are a universal developmental skill developed in children of most cultures. The evaluator's clinical skills are again called upon to gauge the maturity level of the child's drawing. Several commercially produced interpretive guides are available in order to help the clinician interpret drawings as a projective measure.

- **Human Figure Drawing Test**

Purpose: Designed to provide an objective approach ...for human figure drawings.

Population: clients in counseling

Authors: Jerry Mitchell, Richard Trent, Roland McArthur

Publisher: Western Psychological Services,

- **Kinetic Drawing System for Family and School: A Handbook**

Purpose: Designed as a projective technique which assesses a child's perceptions of relationships among the child, peers, family, school and significant others. It is a combination of the Kinetic Family Drawing and Kinetic School Drawing.

Population: Ages 5-20

Authors: Howard M. Knoff and H. Thompson Prout

Publisher: Western Psychological Services.



- **Psychodiagnostics and Personality Assessment: A Handbook/Second Edition**

Purpose: Designed as a resource for clinicians that deals with hypotheses for Psychodiagnostics and evaluation of personality organization and functioning. Associated with behavior and responses to four of the most frequently used psychological tests. (The Wechsler Scales, The Rorcharh Test, Projective Drawings and the Bender-Gestalt Test)

Population: Children and adults.

Author: Donald P. Ogden, Ph.D.

Publisher: Western Psychological Corporation



F. Adaptive Skills

Adaptive behavior can be defined as behavior that is effective in meeting the natural and social demands of one's environment. It reflects the student's competence in functioning independently and the social demands of his or her daily environment. An adaptive behavior scale can be an important piece of information about the student's development and self-help skills. It also provides information on his/her communication skills and how the student is able to function on a daily basis in his/her community. The information gained from this scale can be very important and indicative of the student's adaptive functioning.

Studies have shown that children from different cultures all develop at about the same rate. Therefore, the use of an Adaptive Behavior scale to measure the development of an EL student would seem appropriate. However, be aware that cultural factors can influence the type of behaviors that are considered "self-help." A thorough interview is vital to attaining adequate information and cultural sensitivity should be exercised when interpreting responses.

- **Scales of Independent Behavior: Revised (SIB-R)**
Purpose: Designed to measure functional independence and adaptive functioning in school, home, employment, and community settings.
Population: 3mos – 80 years
Published: 1996
Authors: Bruininks, Robert H.; Woodcock, Richard W.; Weatherman, Richard F.; Hill Bradley K.
Publisher: Houghton Mifflin Harcourt
- **Vineland Adaptive Behavior Scales-II:I**
Purpose: Designed to measure personal and social skills from birth to age 18.
Population: Survey Interview Form, Parent/Caregiver Rating Form, Expanded Interview Form – 0 through 89; Teacher Rating Form – 3 through 21-years 11 months
Population: Birth to 90
Published: 2016
Authors: Sara S. Sparrow, David A. Balla & Domenic V. Cicchetti
Publisher: Pearson



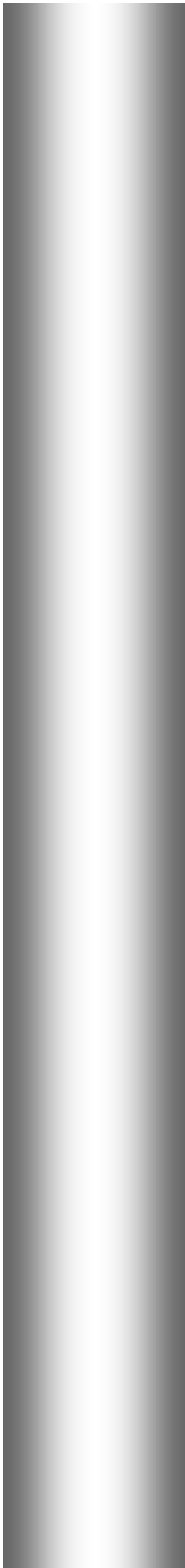
G. Non-Standardized Assessment

The training of School Psychologists includes development of clinical skills to interact with students in order to observe, analyze and interpret the behaviors or processes that are being observed. Following are several examples:

- **Dynamic Assessment**
Dynamic assessment is an interactive procedure that yields detailed information about learning processes and how they can best be developed rather than yielding a score for classification. The purpose of such an assessment is to evaluate the student's cognitive processes in a test-teach-test format from the perspective of the three phases of a mental act. These three phases include Reception (or input), Transformation (or processing) and Communication (or output). The resulting information is directly applicable within the classroom learning environment. One published instrument is Mind Ladder, from the International Center for Mediated Learning, Atlanta, GA, www.mindladder.org.
- **Southern California Ordinal Scales of Cognition**
Purpose: A complete Piagetian assessment system for culture-free, non-sexist assessments.
Population: Infant through adult
Authors: Donald I Ashurst, Elaine Bamberg, Julika Barrett, (+ 7 more)
Publisher: Zilprint Publishing
- **Transdisciplinary Play-Based Assessment and Intervention- 2nd Edition (TPBA2)**
Purpose: Assesses critical development in the content of play.
Population: Early Childhood
Published: 2008
Author: Toni W. Linder, Tanni L. Anthony, Anita C. Bundy, Renee Charlifue-Smith, Jan Hafer, Forrest Hancock
Publisher: Brookes



8. APPENDICES





Appendix A



Initial ELPAC General PLDs

These performance level descriptors (PLDs), which apply across grades and grade spans, provide a general range of student performance on the Initial English Language Proficiency Assessments of California (ELPAC).

Level	Description
Initial Fluent English Proficient (IFEP)	Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the <i>2012 California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards)</i> .
Intermediate English Learner	Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the <i>2012 ELD Standards</i> .
Novice English Learner	Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the <i>2012 ELD Standards</i> .



Summative ELPAC General PLDs

This document provides the general performance level descriptors (PLDs) for the Summative English Language Proficiency Assessments for California (ELPAC). These Summative general PLDs take into account the categories of Emerging, Expanding, and Bridging. The language in the description draws from the language used to describe those categories on page 20 of the [2012 California English Language Development Standards: Kindergarten Through Grade 12](#) (PDF).

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to



Appendix A

communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.



Appendix B



Ventura County
 Response to Instruction and Intervention (RtI²)
 MTSS Multi-Tiered Systems of Supports (MTSS)
 Initial Student Review

RtI²/MTSS-Form A

Purpose: This form is completed by the referring general education teacher to bring information about the student to the Intervention Progress Team (IPT²)/Professional Learning Community (PLC)/Grade Level Department Team. Attach parent communication logs, universal screening results, data test results, work samples, and/or Behavior Analysis Worksheet.

Section 1: IDENTIFYING INFORMATION

Student: _____ Date: _____

Referring Teacher: _____ Room: _____ Grade: _____ Subject: _____

Overall ELPAC Proficiency Level: _____ Date Identified as EL: _____ Yrs. _____
 (if applicable) RFEP _____ IFEP _____

ELPAC Oral & Written Language: _____
 ELPAC Domain S _____ L _____ R _____ W _____
 Home Language _____

Local Assessment(s): _____ Core Program Design SEI _____ ELM _____ Alt _____
 Native Language Proficiency: _____ TWI _____ DLI _____ TBE _____ DBE _____ Heritage _____

Section 2: STUDENT STRENGTHS

Academic: _____

Social/Emotional/Behavioral: _____

Interests and Talents: _____

Section 3: AREA(S) OF CONCERN

- | | | |
|--|--|--|
| <input type="checkbox"/> Reading Basic/Foundational Skills | <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Reading Fluency |
| <input type="checkbox"/> Written Expression | <input type="checkbox"/> Oral Expression | <input type="checkbox"/> Listening Comprehension |
| <input type="checkbox"/> Math Calculation | <input type="checkbox"/> Math Problem Solving | <input type="checkbox"/> Health |
| <input type="checkbox"/> Social/Emotional/Behavioral | <input type="checkbox"/> Attendance | <input type="checkbox"/> Other _____ |

Description of Concern: _____

Current Performance Score or Behavioral Frequency:	Assessment Tool(s):	How Often Measured and/or Date(s):

Estimated Class Rank in Area (if applicable): _____

Grade Level Expectation (as applicable): _____

Section 4: Tier 1 DIFFERENTIATION STRATEGIES and Instructional Supports teacher has used to address above concerns for the purpose of (Core/Universal Access):

Strategies, Universal Tools, Designated Supports, Accommodations	Frequency	Duration

(Team Use Only)

Request completion of **Behavior Analysis Worksheet – Form D**

Complete **Intervention Plan – Form B** in the area(s) of need

Schedule consultation with school support staff

Other recommendations _____

Date of Meeting: _____ Team members present (names and titles): _____

** Refer to the Ventura County RtI² Model narrative for a description of IPT.*

Commitment to Quality Education for All

Ventura County Office of Education-RtI² Task Force, 1/5/10. Updated 11/28/18
 For the complete library of VCOE RtI² forms, go to <http://www.vcoe.org/clic/RtI2.aspx> and choose "Forms."



Ventura County
Response to Instruction and Intervention (RtI²)
MTSS Multi-Tiered Systems of Supports (MTSS)

RtI²/MTSS—Form B

Purpose: Areas in gray on this form are to be completed by the Intervention Progress Team (IPT)/Professional Learning Community (PLC) or Grade Level Department Team. Complete a separate Intervention Plan form for each area of concern and/or to document each discussion by the team. Please attach parent communication logs.*

Section 1: IDENTIFYING INFORMATION

Student: _____ Date: _____
 Referring Teacher: _____ Room: _____ Grade: _____ Subject: _____

Overall ELPAC Proficiency Level: _____ Date Identified as EL: _____ Yrs. _____
 ELPAC Oral & Written Language: _____ (if applicable) RFEP _____ IFEP _____
 ELPAC Domain S _____ L _____ R _____ W _____ Home Language _____
 Local Assessment(s): _____ Core Program Design _____ SEI _____ ELM _____ Alt
 Native Language Proficiency: _____ TWI _____ DLJ _____ TBE _____ DBE _____ Heritage _____

Section 2: STUDENT STRENGTHS

Academic: _____
 Social/Emotional/Behavioral: _____
 Interests and Talents: _____

Section 3: AREA(S) OF CONCERN

- Reading Basic/Foundational Skills Reading Comprehension Reading Fluency
 Written Expression Oral Expression Listening Comprehension
 Math Calculation Math Problem Solving Health
 Social/Emotional/Behavioral Attendance Other _____

Section 3B: SPECIFIC SKILL OF CONCERN

Current Tier of Intervention: Tier 1 Tier 2 Tier 3

Description of Skill:

Current Performance Score or Behavioral Frequency (Baseline):	Assessment/Progress Monitoring Tool(s)	Frequency of Measurement	Long-Range Goal
Behavior Only—Replacement Behavior			
Baseline			

Section 4: INTERVENTION/STRATEGY TO BE IMPLEMENTED

Strategy	
Person responsible (Interventionist)	
Group size	
Setting	
Frequency	
Duration	
Intervention Tier Level	<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
Review date	

Section 5: ADDITIONAL INFORMATION NEEDED

Date of Meeting: _____ Date of IPT/PLC to review with interventionist: _____
 Team members present (names and titles): _____

* Refer to the Ventura County RtI² Model narrative for a description of IPT.



Appendix C



**BACKGROUND DATA FOR
ENGLISH LEARNERS (ELs)
FOR PROBLEM-SOLVING TEAM**

Name _____ Date _____

Grade _____ Birthdate _____

Classroom Teacher _____

Results of parent contacts (include dates):

Home Language Survey

Home Language(s): Primary _____ Other: _____

Child's Primary Language _____

Primary Language Assessments administered (i.e., LAS; ELPAC; BEST, other)

Grade	Test Used	Reading	Writing	Listening	Speaking	Overall Level
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Comments:



School History

Total years of formal instruction: In U.S. _____ in native country _____

Number of years attended in U.S. _____

Attendance: Regular _____ Irregular _____

Has schooling been consistent or interrupted by periodic returns to country of origin or poor attendance? _____

Grade(s) repeated: _____

(If Migrant) Has the student participated in the Migrant Education Program? _____.

What types of Interventions has s/he received through Migrant Education: _____

Has the child received any other type of interventions such as, after school, summer school etc.

Comments: _____

California Assessment of Achievement and Student Performance (CAASP) (Most Recent)

- Spanish Assessment of Basic Education (SABE) Date: _____

(Score/Level)

ELA: _____ Math: _____ Written Language: _____

- CAA Date: _____

(Score/Level)

ELA: _____ Math: _____ Written Language: _____

Comments: _____



LANGUAGE/INSTRUCTIONAL PROGRAM AND SERVICES BY GRADE LEVEL

(Circle all that apply)

PRE KINDER

English only Dual-Language Primary Language ELD instruction Other: _____

KINDERGARTEN

English only Dual-Language Primary Language ELD instruction Other: _____

1ST GRADE

English only Dual-Language Primary Language ELD instruction Other: _____

2ND GRADE

English only Dual-Language Primary Language ELD instruction Other: _____

3RD GRADE

English only Dual-Language Primary Language ELD instruction Other: _____

4TH GRADE

English only Dual-Language Primary Language ELD instruction Other: _____

5TH GRADE

English only Dual-Language Primary Language ELD instruction Other: _____

6TH GRADE

English only Dual-Language Primary Language ELD instruction Other: _____

7TH GRADE

English only Dual-Language Primary Language ELD instruction Other: _____

8TH GRADE

English only Dual-Language Primary Language ELD instruction Other: _____

9TH GRADE

English only Dual-Language Primary Language ELD instruction Other: _____

10TH GRADE

English only Dual-Language Primary Language ELD instruction Other: _____

11TH GRADE

English only Dual-Language Primary Language ELD instruction Other: _____

12TH GRADE

English only Dual-Language Primary Language ELD instruction Other: _____



Transition into English Instruction
(Student's first year of primarily English instruction)

Date of transition _____ Grade at transition: _____ (Please provide documentation)

Comments:

Redesignation/Reclassified to RFEP
(Student considered Reclassified Fluent English Proficient)

Date of Redesignation/Reclassification _____ (Please provide documentation)

Comments: _____



Appendix D



Key Questions Before Making a Special Education Referral for an English Learner (EL)

There are many factors to consider when an English Learner is not making satisfactory academic progress prior to considering a referral to Special Education. The questions listed below may be of assistance as the Student Study Team evaluates these students.

- Cultural Understanding** Has the student been in the United States and the U.S. school system long enough to adjust to new surroundings and culture?
- School History** Has the Student been placed appropriately in primary language and English Language Development (ELD) programs, and attended these programs consistently?
- Progress in Primary Language** If the student is receiving reading and math instruction in the primary language, is progress within the normal range for age and previous school history? How do scores on standardized tests in the primary language compare to scores on those taken in English?
- Teacher Expectations** If the student is not receiving primary language support, what are the teacher's expectations for the student's performance in English reading and math?
- Instruction** Is the teacher using strategies known to be effective for English Learners? (i.e. SDAIE) Does the teacher have training and certification to teach English Learners?
- ELD Program** Has the student received a consistent ELD program? Is ELD taught by certificated staff? When did ELD instruction begin relative to the school year?
- Progress in ELD** Does the student show progress in ELD?
- Progress in Math** Does the student show progress in math computation and mathematical concept development?
- Relative Progress** Does the student show progress in reading, math, and ELD relative to siblings and to peers of like background?
- Informal Interaction** Does the student interact and communicate well with peers in an informal setting? In what situations does the student use the primary language? Under what circumstances does he/she use English?
- Strengths** What are the student's strengths and interests?
- Motivation** Is the student motivated to learn?



Appendix E



FACTS ABOUT SECOND LANGUAGE ACQUISITION

FACT #1

It takes 2-3 years on average to become conversationally fluent in a second language

It takes 5-7 years on average to become proficient in the academic and abstract aspects of a second language.

FACT #2

Students may sound quite fluent when communicating face-to-face with their peers, but still not comprehend the abstract language of reading and academics.

FACT #3

Sounding out or decoding words is not reading. Comprehension occurs only when students understand the meaning of what they are reading.

FACT #4

The thousands of idiomatic expressions and multiple meanings commonly used in English often create huge stumbling blocks in comprehension for second language students.

FACT #5

The authors of basal readers are limited in the number of new words they can use in a story. Therefore, they often use the same word in several totally different contexts. There is a primer, for example, which uses the word "play" in five different ways in one story.

FACT #6

Second language students usually learn the most common meaning of a word. If the other meanings of a word are not specifically taught to them, they will continue to use this one most common definition every time they encounter the word. Comprehension, obviously, suffers tremendously.



Appendix F



ENGLISH LEARNER (EL) PREREFERRAL CHECKLIST

Directions: It is recommended that the school site multi-disciplinary team responsible for making assessment referrals to special education complete this checklist to help determine if the referral of an EL student may or may not be possibly appropriate.

- 1) Yes No Has the student received appropriate core curriculum instruction that is appropriate for EL students (check all that apply)?

- ELD services delivered with fidelity at least 30 minutes daily
- Thematic instruction / collaborative learning opportunities
- Use of advance organizers, spiraled curriculum
- Use of SDAIE strategies or *universal design for learning* (UDL)

Describe:

- 2) Yes No Has the student received evidence-based intensive (4 to 5 days weekly for a minimum of 45 or more minutes) interventions in academic areas of difficulty using appropriate materials and strategies designed for ELs implemented with fidelity over time (recommended minimum of 6 months to 1 year) and demonstrated little or no progress as evidenced by data tracking?

Describe:

- 3) Yes No Does the team have data regarding the rate of learning over time (compared to like EL peers) to support that the difficulties are most likely due to a disability versus a language difference?

Describe:

- 4) Yes No Has the team consulted with the parent regarding learning patterns and use in the home and community?

Comments from parent(s):



- 5) Yes No Are the error patterns seen in the native language (L1) similar to the patterns seen in English (L2)? If not, are the error patterns seen in English typical of second language learners versus a learning disability?
Describe:

- 6) Yes No Are the learning difficulties and/or language acquisition patterns manifested over time similar in different settings and in different contexts (home, school, and community)?
Describe

- 7) Yes No Competing hypothesis have been ruled out - extrinsic factors have been considered (physical, personal, cultural, learning environment).

Adapted from Jarice Butterfield's ELLs With Disabilities Training Materials
Revised 11-30-16 © Jarice Butterfield Ph. D.



Appendix G



Learning Issues Frequently Seen In ELs (What it may seem like) and Language Difference Related Reasons for the Difficulty

Adapted by Jarice Butterfield, Ph. D.

Academic Learning difficulties
ELs often have difficulty with grade level academic language and concepts because it takes at least five years for non-native speakers to display native-speaker like functioning in academics.
Language disorder
Lack of fluency and correct syntax is a natural part of learning a new language. Students may require more "wait time" as they process an utterance in one language and translate into another. This "wait time" - may be misinterpreted as a language processing issue.
Attention and memory problems
ELs may have difficulty paying attention and remembering if they cannot relate new information to their previous experiences in their respective cultures. ELs may also be experiencing exhaustion due to the task of learning in a language in which they are not yet proficient.
Withdrawn behavior
When students are learning a new language and adapting to a new culture a "silent period" is normal. Also, this behavior might be appropriate in the student's culture.
Aggressive behavior
The student may not understand appropriate school behavior and language in the US. Also this behavior may be appropriate in the students' culture.
Social and Emotional problems
When students are learning to live in a new culture and using a new language, social and emotional problems often develop.

When It is Appropriate to Make A Referral of An EL to Special Education

Even though it takes time to learn a language, we need to recognize that some ELs, just as students in the English speaking population, do have disabilities that may make them eligible for special education. As mentioned above, because it is difficult to determine if an EL's difficulties stem from learning a new language or having a true disability, some school districts are reluctant to consider referring ELs for special education services until the student has been learning English for a predetermined number of years – usually two or three. **This practice of waiting a number of years before referring a student for special education services is detrimental to ELs who may truly have disabilities**

Below some possible reasons for initiating a special education referral for an EL:

- The EL student is exhibiting the academic/behavioral difficulties in both first and second languages
- The EL teacher and other general education staff indicate that the EL is performing differently from his/her "like peers".
- The EL student displays very little or no academic progress resulting from appropriate instructional strategies, alternative instruction, or academic interventions.
- Parents confirm the academic/ behavioral difficulties seen in the school setting (lack of response to intervention documented over time).



- School personnel such as tutors and aides confirm the academic/behavioral difficulties seen in the classroom setting



Appendix H



Comparison of Language Differences Versus Disabilities

Learning Behavior Manifested	Indicators of a Language Difference due to 2 nd Language Acquisition	Indicators of a Possible Learning Disability
Oral Comprehension/Listening		
1. Student does not respond to verbal directions	1. Student lacks understanding of vocabulary in English but is demonstrates understanding in L1	1. Student consistently demonstrates confusion when given verbal directions in L1 and L2; may be due to processing deficit or low cognition
2. Student needs frequent repetition of oral directions and input	2. Student is able to understand verbal directions in L1 but not L2	2. Student often forgets directions or needs further explanation in L1 and L2 (home & School); may be due to an auditory memory difficulty or low cognition
3. Student delays responses to questions	3. Student may be translating question in mind before responding in L2; gradual improvement seen over time	3. Student consistently takes a longer time period to respond in L1 & L2 and it does not change over time; may be due to a processing speed deficit
Speaking / Oral Fluency		
1. Student lacks verbal fluency (pauses, hesitates, omits words)	1. Student lacks vocabulary, sentence structure, and/or self-confidence	1. Speech is incomprehensible in L1 and L2; may be due to hearing or speech impairment
2. Student is unable to orally retell a story	2. Student does not comprehend story due to a lack of understanding and background knowledge in English	2. Student has difficulty retelling a story or event in L1 and L2; may have memory or sequencing deficits
3. Does not orally respond to questions or does not speak much	3. Lacks expressive language skills in English; it may the silent period in 2nd language acquisition	3. Student speaks little in L1 or L2; student may have a hearing impairment or processing deficit
Phonemic Awareness/Reading		
1. Student does not remember letters sounds from one day to the next	1. Student will initially demonstrate difficulty remembering letter sounds in L2 since they differ from the letter sounds in L1, but with repeated practice over time will make progress	1. Student doesn't remember letters sounds after initial and follow-up instruction (even if they are common between L1/L2); may be due to due a visual/auditory memory or low cognition
2. Student is unable to blend letter	2. The letter sound errors may	3. Student makes letter



sounds in order to decode words in reading	related to L1 (for example, L1 may not have long and short vowel sounds); with direct instruction, student will make progress over time	substitutions when decoding not related to L1; student cannot remember vowel sounds; student may be able to decode sounds in isolation, but is unable to blend the sounds to decode whole word; may be due to a processing or memory deficit
3. Student is unable to decode words correctly	3. Sound not in L1, so unable to pronounce word once decoded	3. Student consistently confuses letters/words that look alike; makes letter reversals, substitutions, etc. that are not related to L1; may be processing or memory deficit
Reading Comprehension & Vocabulary		
1. Student does not understand passage read, although may be able to read w/ fluency and accuracy	1 Lacks understanding and background knowledge of topic in L2; is unable to use contextual clues to assist with meaning; improvement seen over time as L2 proficiency increases	1. Student doesn't remember or comprehend what was read in L1 or L2 (only applicable if student has received instruction in L1); this does not improve over time; this may be due to a memory or processing deficit
2. Does not understand key words/phrases; poor comprehension	2. Lacks understanding of vocabulary and meaning in English	2. The student's difficulty with comprehension and vocabulary is seen in L1 and L2
Writing		
1. Errors made with punctuation/capitalization	1. The error patterns seen are consistent with the punctuation and capitalization rules for L1; student's work tends to improve with appropriate instruction in English	1. Student consistently makes capitalization and punctuation errors even after instruction or is inconsistent; this may be due to deficits in organization, memory or processing
Handwriting		
1. Student is unable to copy words correctly	1. Lack of experience with writing the English alphabet	1. Student demonstrates difficulty copying visual material to include shapes, letters, etc. This may be due to a visual/motor or visual memory deficit
2. Student has difficulty writing	2. Student's syntax is reflective of	2. The student makes more



grammatically correct sentences	writing patterns in L1; typical error patterns seen in 2 nd language learners (verb tense, use of adverbs or adjectives); improves over time	random errors such as words omissions, missing punctuation; grammar errors are not correct in L1 or L2; this may be due to a processing or memory deficit
3. Student has difficulty generating a paragraph or writing essays but is able to express his or her ideas orally	3. Student is not yet proficient in writing English even though they may have developed verbal skills; student makes progress over time and error patterns are similar to other 2 nd language learners	3. The student seems to have difficulty paying attention or remembering previously learned information; the student may seem to have motor difficulties and avoids writing; student may have attention or memory deficits
Spelling		
1. Student misspells words	1. Student will "borrows" sounds from L1; progress seen over time as L2 proficiency increases	1. Student makes errors such as writing the correct beginning sound of words and then random letters or correct beginning or ending sounds; may be due to a visual memory or processing deficit
2. Student spells words incorrectly; letters are sequenced incorrectly	2. Writing of words if reflective of English fluency level or cultural thought patterns; words may align to letter sounds or patterns of L1 (sight words may be spelled phonetically based on L1)	2. The student makes letter sequencing errors such as letter reversals that are not consistent with L1 spelling patterns; may be due to a processing deficit
Mathematics		
1. Student manifests difficulty learning math facts and/or math operations	1. Student lacks comprehension of oral instruction in English; student shows marked improvement with visual input or instructions in L1	1. Student has difficulty memorizing math facts from one day to the next and requires manipulatives or devices to complete math problems; may have visual memory or processing deficits
2. Student has difficulty completing multiple-step math computations	2. Student lacks comprehension of oral instruction in English; student shows marked improvement with visual input or instructions in L1	2. Student forgets the steps required to complete problems from one day to the next even with visual input; student reverses or forgets steps; may be due to a processing or memory deficit
3. Student is unable to complete word	3. Student does not understand mathematical terms in L2 due	3. Student does not understand how to process the problem or



problems	to English reading proficiency; student shows marked improvement in L1 or with visuals	identify key terms in L1 or L2; may be a processing deficit/reading disability
Behavior		
1. Student appears inattentive and/or easily distracted	1. Student does not understand instructions in English due to level of proficiency	1. Student is inattentive across environments even when language is comprehensible; may have attention deficits
2. Student appears unmotivated and/or angry; may manifest internalizing or externalizing behavior	2. Student does not understand instruction due to limited English and does not feel successful; student has anger or low self esteem related to 2 nd language acquisition	2. Student does not understand instruction in L1 or L2 and across contexts; may be frustrated due to a possible learning disability
3. Student does not turn in homework	3. Student may not understand directions or how to complete the homework due to lack of English proficiency; student may not have access to homework support at home	3. Student seems unable to complete homework consistently even when offered time and assistance with homework during school; this may be due to a memory or processing deficit

Adapted from Jarice Butterfield's ELLs With Disabilities Training Materials
Revised 1-2-14 © Jarice Butterfield Ph. D.



Appendix I



IEP TEAM CHECKLIST FOR ENGLISH LEARNERS (ELs)

Directions: The school IEP team should complete this checklist to ensure that all areas pertinent to English language learners (ELLs) are considered.

- 1) Yes No The IEP indicates if the student is classified as an English learner

Comments:

Comments:

- 2) Yes No The IEP includes the student's current level of English language proficiency in listening, speaking, reading, and writing (CELDT or alternative assessment scores/levels).

Comments:

- 3) Yes No The IEP indicates if the student requires alternate assessments to required statewide ELD assessments by domain, and if so, what the alternate assessments will be administered.

Comments:

- 4) Yes No The IEP includes linguistically appropriate goals and objectives in areas of disability that involve language (if objectives are required that reflect assessed English development levels).

Comments:

- 5) Yes No The IEP indicates who will provide the ELD services (in general education or special education).

Comments:

- 6) Yes No Was the student assessed in their native language at the initial or triennial IEP (unless there is documentation that the student is processing commensurate in native language and English)?

Comments:

- 7) Yes No The parent was offered an interpreter if their native language is not English (signature on IEP of interpreter, IEP note on IEP invite or referenced in IEP notes).

Comments:



- 8) Yes No There is evidence the parent was informed they could request a written translation of the IEP in their native language.

Comments:

Jarice Butterfield Revised 4-6-16 © Jarice Butterfield Ph. D.



Appendix J



ENGLISH LEARNER (EL) ASSESSMENT FOR SPECIAL EDUCATION ELIGIBILITY CHECKLIST

- 9) Yes No Current assessment incorporates information from multiple contexts as follows:
- Comprehensive, norm-referenced assessments in English and native language (if native language assessments are available), to include non-verbal assessments – cross-battery recommended in all areas of suspected disability
 - Information from multiple contexts (i.e. Criterion referenced and curriculum-based assessment/work samples)
 - Systematic observation in educational environments
 - Structured interviews (i. e. with student, parent, teachers)
- 2) Yes No Health assessment is completed, including vision and hearing to rule out environmental factors
- 3) Yes No Comprehensive academic assessment is completed, including review of ELD progress, work samples, response to interventions implemented, strength and weakness patterns across content areas, and classroom observations
- 4) Yes No Student is assessed in all areas of suspected disabilities and concerns such as language-communication, cognition-general ability, abilities of intellectual processing, adaptive behavior and social-emotional functioning
- 5) Yes No Tools are selected and administered as to not be discriminatory on a linguistic, racial or cultural basis
- 6) Yes No The IEP and assessment report(s) document the following:
Assessments completed in the native language
- English and native language cognitive assessments were completed by qualified personnel competent in student's primary language with knowledge and understanding of the cultural and ethnic background of the student
(note: a school psychologist may start the assessment process in English and native language and at the point it is determined the student is commensurate in both languages or stronger cognitively in English native language other assessments may continue in English. Document that native language assessment occurred and why it was discontinued)

Or



- An interpreter (provided training on how to interpret psycho-educational assessment) was used to assist the assessor(s) assess in the native language and the assessment report notes that this may have affected the validity of the assessment

OR

- No native language assessment was conducted as it was not feasible (i. e. no assessment tools in native language or available assessor/interpreter in native language)

Checklist by Jarice Butterfield, Ph. D. with adaptations from Gaviria/Jones and Cristiani/Tipton materials



Appendix K





Enter Letter Head Banner Here if Desired

PSYCHOEDUCATIONAL ASSESSMENT REPORT

Ventura County SELPA
Choose an item.

Student Name: [Click here to enter text.](#)

D.O.B.: [Click here to enter text.](#) Age: [Click here to enter text.](#)

Yrs. [Click here to enter text.](#) Mo.

School: [Click here to enter text.](#)

Grade: [Click here to enter text.](#) Sex: M F

Case Manager: [Click here to enter text.](#)

Date(s) of Assessment: [Click here to enter text.](#)

Address: [Click here to enter text.](#)

Type of Report: Initial Triennial

[Click here to enter text.](#)

Other: [Click here to enter text.](#)

(Street & Number), City Zip

Phone: [Click here to enter text.](#)

Work Phone: [Click here to enter text.](#)

The following report was developed to assist the IEP Team in determining eligibility and need for special education and related services according to the code of Federal Regulations, Sections 300.304 to 300.306. A student shall qualify as an individual with exceptional needs if the results of the assessment demonstrate that the degree of impairment requires special education. The decision as to whether or not the assessment results demonstrate that the degree of the student's impairment requires special education shall be made by the IEP team, including assessment personnel. The IEP team shall take into account all relevant material which is available on the student. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the student's eligibility for special education. (From CCR 5 Sec. 3030)

If EL, current level of English proficiency: Beginning Early Intermediate Intermediate Early Advanced Advanced
Student is Reclassified Fully English Proficient

Materials and procedures were provided in the student's native language/mode of communication in a form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally. If not, explain

Assessment(s) administered in English.

REASON FOR REFERRAL:

[Click here to enter text.](#)

Background Information Relevant to This Report:

Environmental, cultural, and economic information: [Click here to enter text.](#)

Health and developmental information: [Click here to enter text.](#)

Educational history:

Attendance history - [Click here to enter text.](#)

(For initial assessments only) Interventions provided in general education prior to special education eligibility -[Click here to enter text.](#)

Other relevant educational history – [Click here to enter text.](#)





Behavioral Observations:

Observations in classroom and other appropriate settings, including relationship of behavior to student’s academic and social functioning: [Click here to enter text.](#)

Behavior during testing, including relationship of behavior to the reliability of the current assessment results: [Click here to enter text.](#)

ASSESSMENT INFORMATION:

SOURCES OF DATA REVIEWED: (check or indicate “NA”)

[Choose an item.](#) Cumulative records

[Choose an item.](#) Statewide Testing and Reporting results (STAR program)

[Choose an item.](#) Progress toward goals

[Choose an item.](#) Existing assessment reports (within three years list below)

[Choose an item.](#) CELDT Scores

Date	Type	Assessor
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

[Choose an item.](#) Parent interview

[Choose an item.](#) Teacher survey or interview

[Choose an item.](#) Other data sources [Click here to enter text.](#)

Summary of existing data (if applicable):

NEW ASSESSMENTS ADMINISTERED: (List all)

(Either describe each assessment in this section, or include description of assessments in results below)

- Student was assessed in all areas of suspected disability.
- All tests and materials include those tailored to assess specific areas of educational need.
- All assessments were selected and administered so as not to be discriminatory on racial, cultural, or sexual bias.
- Each assessment was used for the purpose for which it was designed and is valid and reliable.
- Each instrument was administered by trained and knowledgeable personnel.
- Each assessment was given in accordance with the test instructions provided by the producer of the assessments.
- All tests were selected and administered to best ensure that they produce results that accurately reflect the student’s abilities, not the student’s impairments, including impaired sensory, manual, or speaking skills.

Explanation for any of the above that are not applicable





RESULTS OF ASSESSMENT/PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND RELATED DEVELOPMENTAL NEEDS:

Cognitive Functioning:

Not an area of suspected disability

Pre-Academic/Academic Skills:

Not an area of suspected disability

Communication:

Not an area of suspected disability

Motor Abilities:

Not an area of suspected disability

Social/Emotional/Behavioral Functioning:

Not an area of suspected disability

Vocational/Pre-Vocational/Community Access:

Not an area of suspected disability

Self-Care/Independent Living:

Not an area of suspected disability

English Language Development

If the student is an EL, address the following, or indicate "Not an English Learner" and skip below Not an English Learner

Language used in various school settings (e.g., class, playground, with friends) - [Click here to enter text.](#)

Language used at home - [Click here to enter text.](#)

Language development compared to his or her siblings - [Click here to enter text.](#)

Language used for academic instruction (use worksheet "Language/Instructional Program and Services by Grade Level") - [Click here to enter text.](#)

Evidence of interference/transfer from primary language (L1) to second language (L2) - [Click here to enter text.](#)

Stage of second language acquisition:

L1 - Preoperational-Silent PeriodSimple ProductionEarly ProductionSpeech EmergentLanguage Mastery

L2 - Preoperational-Silent PeriodSimple ProductionEarly ProductionSpeech EmergentLanguage Mastery

Level of Basic Academic Language: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)





OVERALL SUMMARY AND RECOMMENDATIONS:

Summary of assessment, including factors affecting educational performance: [Click here to enter text.](#)

(Required for initials and triennial evaluations)

Indicators of possible disability or continuing disability (for SLD include information about discrepancy between ability and achievement and/or pattern of strengths and weaknesses):

Recommendations to enable student to be involved in and progress in general education curriculum (or for a preschool child, to participate in appropriate activities): [Click here to enter text.](#)

Possible special education and related services needed or additions or modifications to current services needed to meet goals and participate in general curriculum/appropriate activities (include basis for determination of need): [Click here to enter text.](#)

Need for specialized services and equipment (required for low incidence):

The IEP team will meet to discuss assessment results and make a decision about special education eligibility and services. The purpose of this report is to provide information to assist the team in making that decision.

Person completing this report:

[Click here to enter text.](#)

Name

[Click here to enter text.](#)

Title

Signature

[Click here to enter text.](#)

Date

Other assessors contributing to this report:

Name	Title

Copy to: <input type="checkbox"/> District Office <input type="checkbox"/> Cumulative File <input type="checkbox"/> Case Manager <input type="checkbox"/> Parent/Adult Student <input type="checkbox"/> Related Service(s)
--





Enter Letter Head Banner Here if Desired

SPEECH-LANGUAGE ASSESSMENT REPORT
Ventura County SELPA

Student Name: [Click here to enter text.](#)

D.O.B.: [Click here to enter text.](#) Age: [Click here to enter text.](#)

Yrs. [Click here to enter text.](#) Mo.

Grade: [Click here to enter text.](#) Sex: M F

School: [Click here to enter text.](#)

Date(s) of Assessment: [Click here to enter text.](#)

Case Manager: [Click here to enter text.](#)

Type of Report: Initial Triennial

Address: [Click here to enter text.](#)

Other: [Click here to enter text.](#)

[Click here to enter text.](#)
(Street & Number), City Zip

Phone: [Click here to enter text.](#)

Work Phone: [Click here to enter text.](#)

The following report was developed to assist the IEP Team in determining eligibility and need for special education and related services according to the code of Federal Regulations, Sections 300.304 to 300.306. A student shall qualify as an individual with exceptional needs if the results of the assessment demonstrate that the degree of impairment requires special education. The decision as to whether or not the assessment results demonstrate that the degree of the student's impairment requires special education shall be made by the IEP team, including assessment personnel. The IEP team shall take into account all relevant material which is available on the student. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the student's eligibility for special education. (From CCR 5 Sec. 3030)

If EL, current level of English proficiency: Beginning Early Intermediate Intermediate Early Advanced Advanced
Student is Reclassified Fully English Proficient

Materials and procedures were provided in the student's native language/mode of communication in a form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally. If not, explain

Assessment(s) administered in English.

Most recent hearing assessment: Date: [Click here to enter text.](#) Results: [Click here to enter text.](#)

REASON FOR REFERRAL:

[Click here to enter text.](#)

Background Information Relevant to This Report:

Environmental, cultural, and economic information: [Click here to enter text.](#)

Health and developmental information: [Click here to enter text.](#)

Educational history: [Click here to enter text.](#)





Behavioral Observations:

Observations in classroom and other appropriate settings, including relationship of behavior to student’s academic and social functioning: [Click here to enter text.](#)

Behavior during testing, including relationship of behavior to the reliability of the current assessment results: [Click here to enter text.](#)

ASSESSMENT INFORMATION:

SOURCES OF DATA REVIEWED: (CHECK OR INDICATE “NA”)

[Choose an item.](#) Cumulative records

[Choose an item.](#) Statewide Testing and Reporting results (STAR program)

[Choose an item.](#) Work samples

[Choose an item.](#) Existing assessment reports (within three years list below)

[Choose an item.](#) Progress toward goals

[Choose an item.](#) CELDT Scores

Date	Type	Assessor
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

[Choose an item.](#) Parent interview

[Choose an item.](#) Teacher survey or interview

[Choose an item.](#) Other data sources [Click here to enter text.](#)

Summary of existing data (if applicable):

NEW ASSESSMENTS ADMINISTERED: (List all)

(Either describe each assessment in this section, or include description of assessments in results below)

- Student was assessed in all areas of suspected disability related to this discipline.
- All tests and materials include those tailored to assess specific areas of educational need.
- All assessments were selected and administered so as not to be discriminatory on racial, cultural, or sexual bias.
- Each assessment was used for the purpose for which it was designed and is valid and reliable.
- Each instrument was administered by trained and knowledgeable personnel.
- Each assessment was given in accordance with the test instructions provided by the producer of the assessments.
- All tests were selected and administered to best ensure that they produce results that accurately reflect the student’s abilities, not the student’s impairments, including impaired sensory, manual, or speaking skills.

Explanation for any of the above that are not applicable





ASSESSMENT RESULTS: (Address each area or indicate “Not an area of suspected disability”)

Articulation/Phonology:

Not an area of suspected disability

Voice:

Not an area of suspected disability

Fluency:

Not an area of suspected disability

Morphology:

Not an area of suspected disability

Syntax:

Not an area of suspected disability

Semantics:

Not an area of suspected disability

Pragmatics:

Not an area of suspected disability

English Language Development: Address the following or indicate “Not an English Learner” and skip below: Not an English Learner

Language used in various school settings (e.g., class, playground, with friends) - [Click here to enter text.](#)

Language used at home - [Click here to enter text.](#)

Language development compared to his or her siblings - [Click here to enter text.](#)

Language used for academic instruction (use worksheet “Language/Instructional Program and Services by Grade Level”) - [Click here to enter text.](#)

Evidence of interference/transfer from primary language (L1) to second language (L2) - [Click here to enter text.](#)

Evidence of growth of the L2 resulting in loss of skills and fluency in L1 - [Click here to enter text.](#)

Evidence of “codeswitching” between the two languages - [Click here to enter text.](#)

Effects of the demands involved in learning two languages on any disfluency - [Click here to enter text.](#)

Stage of second language acquisition:

L1 - Preoperational-Silent PeriodSimple ProductionEarly ProductionSpeech EmergentLanguage Mastery

L2 - Preoperational-Silent PeriodSimple ProductionEarly ProductionSpeech EmergentLanguage Mastery

Level of Basic Academic Language: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)



OVERALL SUMMARY AND RECOMMENDATIONS REGARDING EDUCATIONAL PERFORMANCE:

Summary of assessment, including factors affecting educational performance: [Click here to enter text.](#)

(Required for initial and triennial evaluations) Indicators of possible disability or continuing disability, including specific areas considered to be significantly delayed according to CCR Title 5, Section 3030(c):

Recommendations to enable student to be involved in and progress in general education curriculum (or for a preschool child, to participate in appropriate activities): [Click here to enter text.](#)

Possible special education and related services needed or additions or modifications to current services needed to meet goals and participate in general curriculum/appropriate activities (include basis for determination of need): [Click here to enter text.](#)

Need for specialized services and equipment (required for low incidence):

The decision regarding the provision of special education and specific related services is the responsibility of the IEP team. The purpose of this report is to provide information to assist the team in making that decision.

Person completing this report:

[Click here to enter text.](#)

Name

[Click here to enter text.](#)

Title

Signature

[Click here to enter text.](#)

Date

Copy to: District Office Cumulative File Case Manager Parent/Adult Student Related Service(s)





Appendix L





Ventura County Special Education Local Plan Area (SELPA)
Emily Mostovoy-Luna, Assistant Superintendent
www.vcselpa.org
(805) 437-1560

Guidelines for Special Education Interpreters

“Our families need to receive information that informs them about their child’s education. Interpreters play a crucial role in conveying information to both English Learners and their families. Interpreters are an important link in our educational system.”

Jack O’Connell, State Superintendent of Public Instruction, 2006

These guidelines will provide guidance to interpreters working in the schools for special education meetings including IEPs, parent conferences, or other school or district level meetings. They do not apply to interpreters for Due Process or other legal proceedings, as the use of certified interpreters is required at that level. The purpose of these guidelines is to ensure appropriate and effective interpreting practices, not only to comply with state and federal laws, but to promote meaningful parent participation and student success.

Definition of Interpretation vs Translation - Interpretation refers to the process of orally rendering communication from one language into another. Translation is the preparation of written text from one language into an equivalent written text of another language. Translation refers to written text, interpretation refers to oral speech. *These guidelines will give tips and techniques for Oral Interpretation only.*

Modes of Interpretation - When requested to interpret at a meeting, it is important to determine which mode of interpretation will be used. If not sure, ask the person who is convening the meeting, or ask before the meeting begins. Possible modes may be:

- **Consecutive**- Interpreting messages back and forth after each person has spoken, so that one person speaks at a time, it is interpreted, then another person speaks. This is recommended for working in educational settings such as one on one or small group meetings.
- **Simultaneous**- Interpretation takes place at the same time as the speaker, slightly behind the speaker’s words. The speaker does not stop talking, and the interpreter does not stop talking either. This mode is used in some educational events in which audio equipment is being used (head sets), often used for workshops or conferences.
- **Sight Translation**- Verbal translation of written text on sight. May be used for translation of IEP documents, student reports, forms, etc.
- **Paraphrasing**- Simplifying and summarizing what is said. This is not recommended because it allows unintended bias, omissions and inaccuracies to affect the final product and meaning.

Protocol for Interpreters

1. **Interpreter Introduction** - State your name and role to the team. Introduce yourself and tell the team that you are the interpreter. The team lead may also initiate the introduction.
2. **Interpret in the First Person “I”** - Do not use, “He said, she said...” when interpreting what has been said. For example, instead of saying, “He says he thinks the student needs to...” the interpreter should state, “I think the student needs to...” The interpreter is the voice, or mouthpiece, of the person speaking.



3. **Positioning and Eye Contact** - Use your position and eye contact to foster the relationship between the non-English speaker and any team member who is speaking. The interpretation process should promote eye-to-eye contact between all members of the team. The interpreter may use eye contact, but it is also acceptable to look down and avoid eye contact while interpreting. Consider your position in the room or at the table to facilitate effective dialogue.
4. **Translating Written Material** - Read the document out loud, word for word, exactly as it is written. If you have difficulty reading the material, a team member can read the English text out loud and you can interpret.
5. **Side Conversations** - Avoid unnecessary conversations between anyone at the table. Irrelevant discussions or "side conversations" are impolite whether or not the non-English speaker fully understands what is spoken. However, the non-English speaker may initiate conversation with you. To politely dissuade this, you can simply offer to talk more after the meeting is finished, and interpret that for the other team members. In addition, if other members of the team begin a "side conversation," either interpret the conversation for the non-English speaker, or politely request the side conversations to stop.
6. **Basic Responsibilities** - All special education interpreters are expected to assume the following basic responsibilities:

Confidentiality and Professionalism - The interpreter must exhibit professionalism at all times and maintain the confidentiality of anything said at meetings. It is a legal requirement that you may only communicate with people who were present about any aspect of the meeting.

To demonstrate professionalism, the interpreter should be courteous but not overly friendly, be honest but tactful, and show respect for all parties. Allow each speaker to speak for themselves, and refrain from interjecting your personal opinion. This includes *not* correcting inaccurate or misstatements made by others.

Prior to the meeting, if there is any potential "conflict of interest" which may impact your ability to provide confidential, professional interpretation, let the team know. This may include a personal relationship with a member of the team, a strong opinion that you may have on a topic, or the potential for financial gain.

Accuracy and Completeness - The interpreter should accurately and completely convey statements made by any member of the team, in a way that relays the full meaning and spirit of what is said. If a literal translation conveys all of the words but not all of the meaning, it is acceptable to ask the speaker for clarification.

The interpreter must communicate everything that is said at the meeting. The interpreter's role is *not* to decide what statements are relevant. Do not change the level or tone of the speaker, even if their speech is very sophisticated or very simple.

Cultural Bridge and Knowing Limits - Interpreters sometimes will need the ability to serve as a cultural bridge between the team members, while keeping within the limits of the interpretation process. Besides repeating what the speaker says, certain instances may call for the interpreter (if of a similar cultural background) to explain the cultural context of a specific statement. However, great care should be taken to provide only the essential, cultural background information.

Guessing or making up terms is not acceptable. If the interpreter does not understand something that was said, he or she should ask for clarification in order to provide a complete and accurate interpretation.



English-Spanish Translations of Common Terms Related to Special Education

English	Español; traducción alternativa
academic aptitude	aptitud académica
accommodations	acomodaciones
achievement	logros
achievement gap	achievement gap/discrepancia (brecha académica entre grupos de estudiantes)
achievement test	prueba de rendimiento
achievement/ability discrepancy	discrepancia en el rendimiento; habilidad
adaptive behavior	conducta adaptativa
adapted physical education (APE)	adaptaciones en la educación física (APE, por sus siglas en inglés)
adult student	estudiante adulto
advocacy	abogacía o defensoría; "intercesoría" es un término utilizado en algunas zonas
advocate	defensor o intercesor
(to) advocate	abogar o defender, "interceder" es un término utilizado en algunas zonas
age equivalent (AE)	edad equivalente (AE, por sus siglas en inglés)
alternate achievement standards	estándares de rendimiento alternativo
alternate assessment	pruebas alternativas
alternative dispute resolution	alternativas para la resolución de disputas
American Sign Language (ASL)	Lenguaje de Señas Americano (ASL, por sus siglas en inglés)
Americans with Disabilities Act (ADA)	Ley para Americanos con Discapacidades (ADA, por sus siglas en inglés)
annual goals	metas anuales
appeal	apelación
applied behavioral analysis (ABA)	análisis de conducta aplicada (ABA, por sus siglas en inglés)
appropriate	apropiado
aptitude test	prueba de aptitud
articulation	articulación
Asperger's syndrome (AS)	síndrome de Asperger (AS, por sus siglas en inglés)
assessment	evaluación
assessments (state and/or local standardized assessments)	pruebas (evaluaciones estandarizadas estatales y/o locales)
assistive technology (AT)	tecnología de asistencia (AT, por sus siglas en inglés)
assistive technology device	aparato de tecnología de asistencia
attention	atención
attention deficit disorder (ADD)	trastorno de déficit de atención (add, por sus siglas en inglés)
attention deficit hyperactivity disorder (ADHD)	trastorno de déficit de atención con hiperactividad (ADHD, por sus siglas en inglés)
audiology	audiología
auditory discrimination	discriminación auditiva
autism spectrum disorder (ASD)	trastorno del espectro del autismo (ASD, por sus siglas en inglés)
baseline	base
basic skills	destrezas básicas
behavior intervention plan (BIP)	plan de intervención para el comportamiento (BIP, por sus siglas en inglés)
behavior rating scale	escala del índice de la conducta
benchmark	punto de referencia
best practice	mejor práctica
bilingual education	educación bilingüe
blindness	ceguera
bullying	acosar

English	Español; traducción alternativa
burden of proof	carga de la prueba
case management/case manager	manejo de caso/coordinador del caso
cerebral palsy (CP)	parálisis cerebral (CP, por sus siglas en inglés)
charter school	escuela "charter"
child find	child find
child study team/student study team	child study team / equipo de estudio del niño
chronological age	edad cronológica
Code of Federal Regulations (CFR)	Código de Regulaciones Federales (CFR, por sus siglas en inglés)
cognitive	cognitivo
common core standards	estándares de materias básicas comunes
community-based	basado en la comunidad
compensatory education	educación compensatoria
complaint	queja
comprehensive	integral
consent	consentimiento
content standards	estándares de contenido
core academic subjects	materias académicas básicas
counseling services	servicios de consejería
curriculum	currículo
deaf-blindness	sordoceguera
deafness	sordera
Department of Education	Departamento de Educación
development	desarrollo
developmental delay	retraso del desarrollo
developmental disability (DD)	discapacidad del desarrollo
diploma	diploma
direct instruction	instrucción directa
disability	discapacidad
discrimination	discriminación
due process	proceso legal debido
due process hearing	audiencia del proceso legal debido
durable medical equipment	equipo médico duradero
early intervention (EI)	intervención temprana (EI, por sus siglas en inglés)
eligibility	elegibilidad
emotional disturbance (ED)	trastorno emocional (ED, por sus siglas en inglés)
English as a second language (ESL)	Inglés como segundo idioma (ESL, por sus siglas en inglés)
English learner (EL)	estudiante del idioma inglés (EL, por sus siglas en inglés)
evaluation	evaluación
evidence-based practice	práctica basada en la evidencia
expressive language	lenguaje expresivo
extended school day	día escolar extendido
extended school year (ESY)	año escolar extendido (ESY, por sus siglas en inglés)
fetal alcohol syndrome	síndrome de alcohol fetal
fine motor	motor fino
fluency	fluidez
free, appropriate, public education (FAPE)	educación pública gratuita y apropiada (FAPE, por sus siglas en inglés)
functional behavioral assessment (FBA)	evaluación de la conducta funcional (FBA, por sus siglas en inglés)
functional goal	meta funcional
functional performance	desempeño funcional
goal	meta
grade level expectations (GLE)	expectativas de nivel de grado (GLE, por sus siglas en inglés)
gross motor	motor grueso



English	Español; traducción alternativa
guardianship	tutela o custodia
Head Start	Head Start
hearing impairment	impedimento auditivo
high-stakes testing	pruebas de alto impacto
home instruction	instrucción en el hogar
homeless family	familia sin hogar
hyperactivity	hiperactividad
IEP team	equipo del IEP
impartial hearing	audiencia imparcial
inclusion or inclusive education	inclusión o educación inclusiva
Independent educational evaluation	evaluación independiente educacional
individualized education program (IEP)	programa de educación individualizado (IEP, por sus siglas en inglés)
individualized family service plan (IFSP)	plan individualizado de servicios para la familia (IFSP, por sus siglas en inglés)
Individuals with Disabilities Education Act (IDEA)	Ley de Educación para Individuos con Discapacidades (IDEA, por sus siglas en inglés)
intellectual disability	discapacidad intelectual
intelligence	inteligencia
intelligence quotient (IQ)	cociente o coeficiente intelectual (IQ, por sus siglas en inglés)
interim alternative educational setting (IAES)	ambiente educativo provisional alternativo (IAES, por sus siglas en inglés)
interpreter services	servicios de intérprete
interpreting services	servicios de interpretación
individualized service plan (ISP)	plan de servicios individualizados (ISP, por sus siglas en inglés)
learning disability (LD)	discapacidad en el aprendizaje (LD, por sus siglas en inglés)
least restrictive environment (LRE)	ambiente lo menos restrictivo (LRE, por sus siglas en inglés)
legal age	mayoría de edad
limited english proficiency (LEP)	dominio limitado del inglés (LEP, por sus siglas en inglés)
literacy	alfabetización
local education agency (LEA)	agencia de educación local (LEA, por sus siglas en inglés)
manifestation determination review	revisión de la determinación de manifestación
mediation	mediación
MediCaid	Medical
mental age	edad mental
modifications	modificaciones
monitoring	monitoreo
multi-sensory	multisensorial
multiple disabilities	discapacidades múltiples
occupational therapy (OT)	terapia ocupacional (OT, por sus siglas en inglés)
Office of Special Education Programs (OSEP)	Oficina de los Programas de Educación Especial (OSEP, por sus siglas en inglés)
Office of Civil Rights (OCR)	Oficina de los Derechos Civiles (OCR, por sus siglas en inglés)
orientation and mobility services	servicios de orientación y movilidad
orthopedic impairment	impedimento ortopédico
other health impaired	otro impedimento de salud
paraprofessional	paraprofesional
parent	padre
parent counseling and training	capacitación y consejería para padres
percentile	percentil
percentile rank	rango percentil
perception	percepción
performance standards	estándares de rendimiento

English	Español; traducción alternativa
physical therapy (PT)	terapia física (PT, por sus siglas en inglés)
placement	colocación
policies	políticas o normativas
Positive Behavioral Interventions and Supports (PBIS)	Apoyos a Intervenciones para Obtener una Conducta Positiva (PBIS, por sus siglas en inglés)
post-secondary education	educación postsecundaria
present level of academic achievement and functional performance	nivel actual de logros académicos y desempeño funcional
primary language instruction	instrucción en el lenguaje primario
prior written notice	notificación previa por escrito
procedural safeguards	garantías procesales
proficiency	destreza o nivel de dominio
progress monitoring	monitoreo de progreso
pull out programs	pull out programs
receiving district	distrito receptor
receptive language	lenguaje receptivo
recoupment	recobro o recuperación de destrezas
referral	referido
regression	regresión de destrezas
related services	servicios relacionados
resolution session	sesión de resolución
resource room/resource placement	salón de recursos en educación especial
resource services	servicios de recursos en educación especial
respite care	servicios o cuidados de respiro
Response to Intervention (RTI)	Respuesta a la Intervención (RTI, por sus siglas en inglés)
revocation of consent	revocación del consentimiento de los servicios de educación especial
Section 504 of the Rehabilitation Act of 1973	Sección 504 de la Ley de Rehabilitación de 1973
self-contained placement	salón de educación especial a tiempo completo (El término puede diferir de acuerdo a la zona del país.)
self-help	autoayuda
short-term objectives	objetivos a corto plazo
skills	destrezas
social promotion	promoción social
special education	educación especial
special education mediation	mediación de educación especial
special education services	servicios de educación especial
specific learning disability (SLD)	discapacidad específica de aprendizaje (SLD, por sus siglas en inglés)
speech or language impairment	trastorno del habla o lenguaje
speech intelligibility	inteligibilidad del habla
speech therapy	terapia del habla
standards	estándares
supplementary aids and services	ayudas y servicios suplementarios
surrogate parent	padre sustituto
toddler	niño pequeño
to meet criteria	cumplir con el criterio; cumplir con los requisitos del criterio
transition	transición
transition plans	planes de transición
transition services	servicios de transición
transportation	transportación
traumatic brain injury (TBI)	lesión cerebral traumática (TBI, por sus siglas en inglés)
TTD/TTY	TTD/TTY
visual impairment, including blindness	impedimento visual, incluyendo ceguera
vocational education	educación vocacional
written prior notice	notificación previa por escrito



Appendix M





ENGLISH LEARNER (EL) PARENT INTERVIEW QUESTIONNAIRE

Directions: A member of the assessment team should complete this checklist for all ELs when making the decision to refer to special education, determining eligibility for special education, or for reclassification parental input.

Name of Student:		DOB:		Grade:		Date:	
Parent/Guardian Name:				School:			
Student's Native Language:				Assessor:			

1) Which language did your child first learn to speak?

Comments: _____

2) Has your child received instruction in reading or writing in his/her native language?

Comments: _____

3) When did your child first start to learn English?

Comments: _____

4) What language(s) do the adults in the home primarily speak and what language is used the most often to speak to the child?

Comments: _____

5) Are there other siblings in the home: Yes No if yes, what are their ages?

Comments: _____

6) Was your child's language development in his/her native language similar to his/her siblings or other close relatives? Yes No If not, explain how they were different.

Comments: _____

7) Are there areas of difficulty you have noticed your child has, such as remembering oral directions in the native language? Yes If yes, give an example.

Comments: _____

8) What language(s) does your child use primarily at home?

Comments: _____

9) What language(s) does your child primarily use when out in the community?

Comments: _____



10) What language(s) does your child primarily use to watch television, on the computer, etc.?

Comments:

1) Are there any other comments or areas of strength or weakness relative to your child's learning?

Yes If yes, explain.

Comments:

By Jarice Butterfield 10-9-16



**CUESTIONARIO DE PADRES DE ESTUDIANTES DE INGLES (Spanish)**

Direcciones: Un miembro del quipo de evaluación debe completar esta lista de verificación para todos los estudiantes de ingles, cuando hacen decisiones de referirse a la educación especial, determinar la elegibilidad para educación especial, o para reclasificar el aporte de los padres.

Nombre del Estudiante:		DOB: Fecha de Nacimiento:		Grade Grado	Date: Fecha
Nombre de Padre/Tutor:		Escuela:			
Idioma Nativa Estudiante:		Asesor:			

1) ¿Cual idioma aprendió su hijo/a primero a hablar?

Comentarios:

2) ¿Ha recibido su hijo/a instrucción en lectura o escritura en su lengua materna?

Comentarios:

3) ¿Cuando comenzó su hijo/a a aprender ingles?

Comentarios:

4) ¿Que idioma(s) hablan los adultos en la casa y que idioma se usa mas para hablar con el niño?

Comentarios:

5) ¿Hay otros hermanos/as en la casa: Si No Si es así, cuales son sus edades?

Comentarios:

6) ¿El desarrollo del lenguaje de sus hijo/a en su lengua materna era similar al de sus hermanos u otros parientes cercanos? Si No Si no es así, explique como fue diferente.

Comentarios:

7) ¿Hay áreas de dificultad que usted haya notado que su hijo/a tiene, como recordar las instrucciones orales en el idioma nativo? Si es así, de un ejemplo.

Comentarios:

8) ¿Que idiomas(s) usa su hijo/a principalmente en casa?

Comentarios:



9) ¿Que idioma(s) usa su hijo/a en la comunidad?

Comentarios:

10) ¿Que idioma(s) usa su hijo/a para ver la televisión, computadora, etc.?

Comentarios:

11) ¿Hay otros comentarios o áreas de fuerza o debilidad en relación con el aprendizaje de su hijo/a? Si es así, por favor explique.

Comentarios:



Appendix N





Spanish Phonology

Spanish does **not** have the following sounds and features (listed by category), therefore they may pose a challenge in speaking, reading and writing tasks.

- Vowel diagraphs: *ou, ow, eigh, au, aw, oo*
- Consonant diagraphs: *sh, th, wh, ph*
- Consonant blends: *sl, sm, sts, scr, spr, str*
- Initial sounds: *kn, qu, wr, sk*
- Final sounds: *ck, ng, gh*
- Endings: *-ed* (pronounced /d/ or /t/ or /ded/ or /ted/)
- Endings: *-s* (pronounced /s/ or /z/ or /ez/ or /es/)
- Endings without a vowel: *-ps, -ts*
- Suffixes/prefixes: *un-, over-, under-, -ly, -ness, -ful, -est*
- Contractions: *don't, isn't, weren't, etc.*

Producing English consonant sounds is not so problematic for many Spanish learners, but difficult enough! They may have problems in the following aspects:

- Failure to pronounce the end consonant accurately or strongly enough; e.g. *cart* for the English word *card* or *brish* for *bridge* or *thing* for *think*
- Problems with the /v/ in words such as *vowel* or *revive*

Developmental sequences of phonological processes: The following phonological processes were found in less than 10% of children in Spanish:

AGE	PHONOLOGICAL PROCESS	COMMON EXAMPLES
2:11	Initial weak* consonant deletion (Note: many may continue to do this to age 3:4)	/eche/ for "leche" /a me/ for "da me"
3:5	Weak Syllable deletion	/chija/ for "mochilla" /pato/ for "zapato"
3:11	Stopping Fronting	/topa/ for "sopa" /tasa/ for "casa" or /dato for "gato"
4:5	Detrilling Cluster Reduction	/pejo/ for "perro" (usually j, flap 'r' or l for rr) /ekuela/ for "escuela" or /bako/ for "blanco"

* "Weak" means the sound or syllable is not stressed. Rule of thumb: In Spanish, the *second to last syllable is stressed* (e.g., perro, manzana, elefante), unless an accent marks otherwise (e.g., pájaro, está).

"Exposure to English and Spanish may result in a higher English error rate in *typically* developing bilinguals, including the application of Spanish phonological properties to English. Slightly higher



error rates are likely typical for bilingual preschool-aged children. Change over time... (suggests) that all will reach an adult-like system in English with exposure and practice" (Gildersleeve-Neumann, 2008).

- 1) Spanish phonemes are different from English phonemes (Goldstein, 1995).
Example: The Spanish 'd' is not equivalent to either the English 'd' OR the English 'th', but somewhere in between.
- 2) Spanish syllable structure is different from English syllable structure.
Example: The majority of syllables in Spanish are CV (consonant-vowel), as opposed to English, which are CVC. It may be observed that some bilingual children have a tendency to produce the phonological process of final consonant deletion, when speaking English due to the influence of normal Spanish syllable structure.
- 3) Take the child's dialect into account.
Example: In Puerto Rican Spanish, there is a tendency to delete unstressed syllables (e.g., 'cansao' for "cansado"). Depending on dialect in Mexico and other Spanish speaking countries, 'y' may be pronounced like 'j' in "judge". The post vocalic 's' is also omitted in some dialects.

When in doubt about the student's dialect, interview the parents! For example, if the student does not use the postvocalic /s/ and the parents also do not use it, the child is NOT exhibiting a phonological error. Note, however, that parents in an interview setting may use a more formal type of speech.

Grammar – Verb/Tense: Although Spanish is a much more heavily inflected language than English, there are many aspects of verb grammar that are similar. The major problem for the Spanish learner is that there is no one-to-one correspondence in the use of the tenses. So, for example, a Spanish learner might incorrectly use a simple tense instead of a progressive or a future one: *She has a shower* instead of *She's having a shower*; *I help you after school* instead of *I'll help you after school*. The formation of interrogatives or negatives in English is problematic for beginners. The absence of an auxiliary in such structures in Spanish may cause learners to say: *Why you say that?* / *Why he saw?* / *Do you saw him?* / *I no see him.* / *I not saw him.*

Grammar – Other: Spanish word order is generally **Subject-Verb-Object**, like English. However, Spanish allows more flexibility than English, and generally places at the end of the sentence words that are to be emphasized. This may result in non-standard syntax when Spanish learners speak or write English. There are numerous other minor differences in the two languages that may result in negative transfer. Here are a few examples. The way that things are done in Spanish can be inferred from the mistake in English:

Question markers Do you want to go to the movies tonight?



Appendix O



Normal Speech and Language Development of English/Spanish – Speaking Children

SPANISH SEMANTICS

General Practices in Spanish Semantic Assessment

- 1) Language samples and The MacArthur Communicative Developmental Inventory (CDI)/Inventario del Desarrollo de Habilidades Comunicativas (IDHC) both allow for what the child knows versus semantics subtests that penalize the child for not knowing (Pearson, Fernandez, & Oller, 1993).
- 2) When considering a young bilingual child's vocabulary, it is important to determine the Total Conceptual Vocabulary (Pearson, Fernandez, & Oller, 1993). This measure can be determined by obtaining a list of words produced in both languages and then determining the singlets (i.e., the individual words used in only one of the languages). Finally, tally all the words of one language with all the singlets of the other and create a Total Conceptual Vocabulary.

Example: dog and perro are counted once, but if the child only knows mouth but doesn't know boca, it is also counted as once.

- 3) The relationship between vocabulary size and age is comparable in Spanish and English. Both groups showed that language comprehension was ahead of vocabulary production and both areas improved in a linear fashion across age groups (Jackson-Maldonado, Thal, Marchman, Bates, & Gutierrez-Clellen, 1993).
- 4) Children learning two languages may be expected to use word definitions more frequently than monolingual children. Rather than focusing on children's lexical knowledge (vocabulary), which may be sensitive to differences in cultural and educational experience, clinicians should consider the communicative aspects of the task (word definitions) (Gutierrez-Clellen & DeCurtis, 1999).

Developmental Sequence

TODDLERS: Generally the Spanish-speaking toddlers' pattern of lexical development, lexical categories, and items on the IDHC showed similar item-frequencies in English-speaking toddlers' CDIs. English-speaking toddlers' production vocabularies were mainly comprised of common nouns, which leveled off after 200 words, followed by predicates and closed class items which increased after vocabularies expanded to about 400 words. (Jackson-Maldonado et al., 1993)

SCHOOL –AGE: Normal bilingual (Spanish-English) children (NL) in the 3rd 4th, and 5th grades used formal definitions (i.e., X is a Y that Z) significantly more often than children with language impairment (LI): The NL children used more formal definitions with relevance and specificity.



Both NL and LI children used functions to define words; however, the NL children used them as part of expanded definitions, while the LI children used them without elaboration (Gutierrez-Clellen & DeCurtis, 1999).

Language Difference vs. Disorders: Common Errors

Regionalisms: The lexicon of Spanish-speakers varies based on the dialect spoken e.g., pig = *puerco, cerdo, marron, cochino*) and the influence of English (e.g., lunch = *lonche*)

References

- Gutierrez-Clellen, V.F., & DeCurtis, L. (1998). Word definition skills in Spanish-speaking children with language impairment. Communication Disorders Quarterly, 21 (1), 23-31.
- Jackson-Maldonado, D., Thal, D., Marchman, V., Bates, E., & Gutierrez-Clellen, V. (1993). Early lexical development in Spanish-speaking infants and toddlers. Journal of Child Language, 20, 523-549.
- Pearson, B., Fernandez, S.C. & Oller, D. K. (1993). Lexical development in bilingual infants and toddlers: Comparison to monolingual norms 43, 93-120.

SPANISH MORPHOLOGY

General Practices in Spanish Morphology Assessment

- 1) Rules for establishing mean length of Utterance (MLU) in Spanish differ from English (Linares-Orama, 1975).
Example: la counts as two morphemes (foot "l" and gender "a") in Spanish while "the" is one morpheme in English (Linares-Orama, 1975).
- 2) Take the child's dialect into account (Anderson, 1995)
Example: Puerto Rican dialect often calls for omission of the /s/ phoneme in postvocalic position, e.g. cuatro perro (four dogs) (Anderson, 1995).
- 3) Subject pronouns are often deleted because Spanish is a "pro-drop" language (Anderson, 1995).
Example: Fue afuera (went outside).
- 4) Some dialects use *vosotros* form, some use *usted* form, some only informal *tu* (DeSilva, 1987).
- 5) If children are learning English as a second language, they may experience language loss of the first language. Morphological forms in the process of being acquired but that have not been fully established in the child's first language may not fully develop (Martinez, 1993, as cited in Anderson, 1999)

**Developmental Sequence of Morphological Acquisition**

(Brisk, 1972, 1976; Cohen, 1980; Dale, 1980; Garcia, 1998; Gonzalez, 1978, 1980; Gudeman, 1981; Keman & Blount, 1966; Merino, 1976, 1982; Olarte, 1985; Romero, 1985; as cited in Homak, Trujillo, Kayser, 1995; see also Gonzalez, 1978, 1983; Kvaal, Shipstead-Cox, Nevitt, Hodson, & Launer, 1988; Maez, 1983; Merino, 1992; Morales, 1986a, 1986b; Perex-Pereira, 1989; Peronard, 1985; Romero, 1985; as cited in Anderson, 1985)

The following morphological markers were reached at these ages:

<u>Age</u>	<u>Morphological Marker</u>	<u>Example</u>
2:0-3:0	Articles Pronouns Copulas	<i>un, el</i> (a, the) <i>ella</i> (she) <i>ser/estar</i> (to be)
2:0-4:0	Prepositions Negatives Interrogatives	<i>de, en</i> (from, in) <i>no lo escribió</i> (he didn't write it) <i>que, donde</i> (what, where)
2:0-4:5	Present Indicative Imperatives	<i>Yo canto.</i> (I sing.) <i>Cante.</i> (Sing.)
2:5-4:5	Present progressive	<i>El esta cantando.</i> (He is singing.)
2:5-5:0	Future Simple preterit*	<i>Yo cantare.</i> (I will sing.) <i>El camino.</i> (He walked.)
3:0-4:0	Past progressive Plurals*	<i>Yo estaba comiendo.</i> (I was eating) <i>los dos gatos grandes</i> (the two big cats)
3:0-4:5	Imperfect indicative Present subjunctive*	<i>Yo cantaba.</i> (I did sing.) <i>Quiero que Jose lo cante.</i> (I want Jose to sing it.)
3:5-6:0	Conditional	<i>Yo caminaría.</i> (I would walk.)
4:0-5:0	Past Subjunctive Present perfect indicative*	<i>You he caminado.</i> (I have walked.)

*Some studies found later mastery

**Language Differences vs. Disorders: Common Errors** (Langdon, 1992, p. 154-155)

A Spanish speaker who is learning English may make the following morphological errors, exhibiting errors due to learning a second language, rather than a morphological disorder:

<u>Error</u>	<u>Examples</u>
omitting of a copula "is"	"he doing" for "he's doing"
transferring of possessive	"the coat of the boy" for "the boy's coat"
incorrect negative form	"she not doing it" for "she isn't doing it"
incorrect interrogative form	"how the boy helps?" for "how does the boy help"
incorrect pronoun use	"she is brushing his hair" for "her hair"
preposition substitutions	"on" for "in"
word order of adjectives	"the care white" for "the white car"
lack of subject-verb agreement	"the cat are eating" for "the cats are eating"
omitting "to" in second verb	"I go play" for "I go to play"
omitting the article	"I go to library" for "then he flew back"
omitting the pronoun	"then flew back" for "then he flew back"
adding the pronoun	"the bird he came, too" for "the bird came, too"

References

- Anderson, R.T. (1995). Spanish morphological and syntactic development. In H. Kayser (Ed.), Bilingual speech-language pathology: An Hispanic focus (pp.41-74). San Diego, CA: Singular.
- Anderson, R. (1999). Impact of first language loss on grammar in a bilingual child. Communication Disorders Quarterly, 21, 4-16.
- DeSilva, Z.S. (1987). A concept approach to Spanish (4th ed.). New York: Harper and Row.
- Homak, C.E., Trujillo, M.A. Kayser, H. (1996) "Yo sabo Español: Assessing grammatical competency in Spanish speaking children". Poster session presented at the annual convention of the American Speech-Language-Hearing Association, Seattle.
- Langdon, H.W. (1992). Hispanic children and adult with communication disorders: Assessment and intervention. Gaithersburg, MD: Aspen.
- Linares-Orama, N. (1975). The language evaluation of pre-school Spanish-speaking Puerto Rican children. Unpublished doctoral dissertation, University of Illinois, Urbana.

SPANISH NARRATIVES**General Practices in Spanish Narrative Assessment**

- 1) Training narrative skills in the native language may have positive effects for the development of narratives in the second language (Gutierrez-Clellen, 1995).
- 1) During assessment of narrative interactions, it may be beneficial to use a variety of prompts, activities, and additional participants (Gutierrez-Clellen, 1995).
- 2) There may be a need for an increased focus on providing the child with narrative learning experiences (Paul & Smith, 1993).

- 3) The examiner may need to use various question cues to obtain an extended narrative, especially when using elicited topics rather than child-initiated topics (Iglesias & Gutierrez-Clellen, 1986).
- 4) The ability for children to tell a fictional story may depend on their exposure to literature books and traditional story retellings in family interactions (Gutierrez-Clellen, 1995).
- 5) For those with limited experiences with stories from books, the clinician's prompts may be initially directed to elicit traditional family stories (Gutierrez-Clellen, 1995).

Developmental Sequence of Narrative Acquisition

(Gutierrez-Clellen, 1990; Gutierrez-Clellen & Heinrichs-Ramos, 1993; Jackson-Maldonado, Thal, Marchman, Bates, & Gutierrez-Clellen, 1993; Paul & Smith, 1993)

<u>Age</u>	<u>Narrative Skills</u>
11-28 month old Pre-linguistic stage	Increase in the number of verbal initiations of symbolic play and responses to parent-initiated event reenactments in their narrative interactions with their mothers.
Multi-word stage	Capable of initiating verbalizations during symbolic play; no instances of script or story; event reenactments appears to be emerging
18-29 months	Normal and language-delayed children were able to initiate and respond to parent-initiated event reenactments, but language-delayed children were less likely to respond to parent-initiated event reenactments 5 out of 13 without assistance, while 8 out of 13 required 1-4 question cues to complete their stories.
First graders	
8-year-olds	Use subordination to develop a central theme Used adverbial phrases to: 1) mark when events took place (e.g., "and <u>when the man was going to kill the frog</u> , the child came in") 2) mark the relationships to overall plot (e.g., "the story was about a pet frog <u>that escaped from a child's pocket in a restaurant</u> ") Used references accurately and appropriately with fewer ambiguities Used syntactic devices to reduce confusion between characters.



Language Differences vs. Disorders:

Narrative learning may be enhanced by teacher the function of narratives to the child in a given context as well as teaching the rules that govern narrative behavior in a given interaction (Gutierrez-Clellen, 1995)

Variation may be seen in the kinds of language forms and organizational devices used in narratives, which may or may not match the expectation for the types of storytelling commonly taught in school.

References

- Gutierrez-Clellen, V. F. (1990). The acquisition of casual coherence in Spanish narratives. Unpublished doctoral dissertation Temple University, Philadelphia, PA.
- Gutierrez-Clellen, V. F., & Heinrichs-Ramos, L. (1993). Referential cohesion in the narratives of Spanish-speaking children: A developmental study. Journal of Speech and Hearing Research, *36*, 559-567.
- Gutierrez-Clellen, V. F. (1995). Narrative Development and Discourse. In H. Kayser (Ed.). Hispanic Bilingual Speech-Language Pathology: An Focus. San Diego Singular.
- Iglesias, A., & Gutierrez-Clellen, V.F. (1986, November). School discourse: Cultural Variations. Short course presented at national convention of the American Speech-Language-Hearing Association, Detroit, MI.
- Jackson-Maldonado, D., Thal, D., Marchman, V., Bates, E., & Gutierrez-Clellen, V. (1993). Early lexical development in Spanish-speaking infants and toddlers. Journal of Child Language, *20*, 523-549.
- Paul, R. & Smith, R.L. (1993). Narrative skills in 4-year olds with normal, impaired, and late developing language. Journal of Speech and Hearing Research, *36*(3), 592-598.
- Pena, E. Miller, L., & Gillam, R. B. (1999). **Dynamic Assessment of Narrative Ability**. CSHA Magazine, *28* (2), 12-13