

**SACRAMENTO
STATE**

Language Difference or
Language Delay: Assessing
English Learners

Arlene Ortiz, PhD, NCSP
October 5, 2017
California Association of School Psychologists
Annual Convention, Garden Grove, CA

Redefine the Possible™

Objectives

- Participants will gain practical skills for assessing culturally and linguistically diverse students utilizing best practice techniques.
- Participants will be exposed to various test batteries to use when assessing children who speak a language other than English, with a focus on Spanish-speaking measures.

Schedule

- Introduction
- Second Language Acquisition
- Assessment Model
 - Language & Culture
 - Achievement
 - Cognitive Functioning
 - Adaptive Skills
- Case Study

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Introduction

Redefine the Possible™

Definitions

- Bilingualism
 - The ability to use two languages in everyday life (American Speech & Hearing Association004)
- English Learner
 - An individual who is in the process of learning English (Unruh & McKellar, 2017)
 - CA Definition (R30-LC)
 - Primary language other than English on **Home Language Survey**
 - Oral language (K-12) **assessment** and literacy (3-12 only), have been determined to **lack the clearly defined English language skills** of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs
- Culture
 - Behaviors, customs, and attitudes characteristic of a certain group of people (Unruh & McKellar, 2017)

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Language Difference vs. Language Delay

Language Difference

- Being bilingual does not make existing problems worse
- Bilingual children are not more likely than monolingual children to have difficulties with language, to show delays in learning, or to be diagnosed with a language disorder (Paradis, Genesee, & Crago, 2010)
- “Conceptual vocabulary” across both languages (Marchman et al., 2010)

Language Delay

- The inability to understand and process language either expressively or receptively
- Delays and problems communicating should be present in both languages
- Children with a language disorder have a problem with one language or many languages

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Demographics

- 21% of school-age children speak a language other than English at home (Aud, Hussar, Kena, Bianco, Frohlich, Kemp, & Tahan, 2011)
- 1.37 million ELLs were in California public schools during the 2015–16 school year (California Department of Education, 2016)
 - 84% of bilingual children spoke Spanish
- By 2035 over 50% of children in California enrolled in kindergarten are projected to speak a language other than English (García, McLaughlin, Spodek, & Saracho, 1995)

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Languages Spoken by ELs in California

Language Spoken by ELLs in California	Percent
Spanish	83.5%
Vietnamese	2.2%
Mandarin (Putonghua)	1.5%
Filipino (Pilipino or Tagalog)	1.3%
Arabic	1.3%
Cantonese	1.2%
Korean	0.8%
Hmong	0.8%
Punjabi	0.7%
Russian	0.6%

Percentages of EL students by Ethnicity for Latinos 2013	
Ethnicity	Percentage of EL Students
Honduran	17.3%
Salvadoran	17.1%
Guatemalan	16.7%
Paraguayan	16.7%
Dominican	16.6%
Venezuelan	15.6%
Mexican	13.2%
Ecuadoran	12.6%

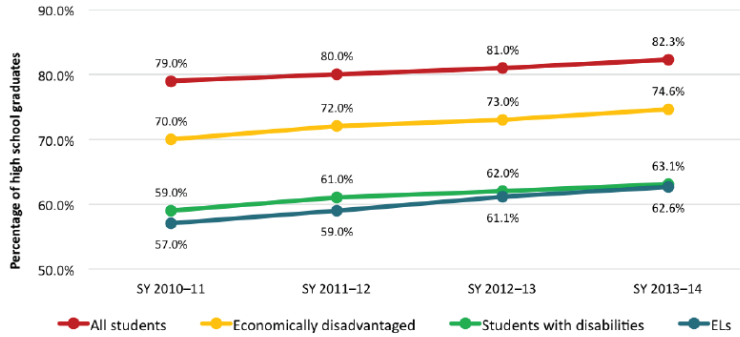
Aud et al., (2011); California Department of Education (2016)

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

U.S. Census Bureau, American Community Survey (2013)

Graduation Rates for ELs

Trends in National High School Graduation Rates, by Student Group



Source: ED Facts/Consolidated State Performance Report, SYs 2010-11, 2011-12, 2012-13, and 2013-14. Retrieved from <http://www2.ed.gov/admins/lead/account/consolidated/index.html>

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

ELs with Disabilities Under IDEA

- California English learners with disabilities (2012)
 - Males: 131,558 (8.9%)
 - Females: 64,720 (4.4%)
- Total Number of All Children Receiving Special Education Services in California
 - CA: 686,352 (11%)

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Legal Mandates

- CCR § 3023 Assessment and Reassessment
 - Administered by qualified personnel who
 - are **competent in ... individual's primary language or mode of communication**
 - have **knowledge ... of the cultural and ethnic background of student**
 - Indicate whether validity of the assessment may have been affected
 - Normal process of second-language acquisition ... is not a disabling condition
- CCR § 300.304 Evaluation procedures
 - are administered so as not to be discriminatory on a racial or cultural basis
 - are **administered in the child's native language** ... unless it is clearly not feasible to so
 - are used for the purposes for which the assessments or measures are valid and reliable
 - are administered by trained and knowledgeable personnel
 - are administered in accordance with any instructions provided

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Second Language Acquisition

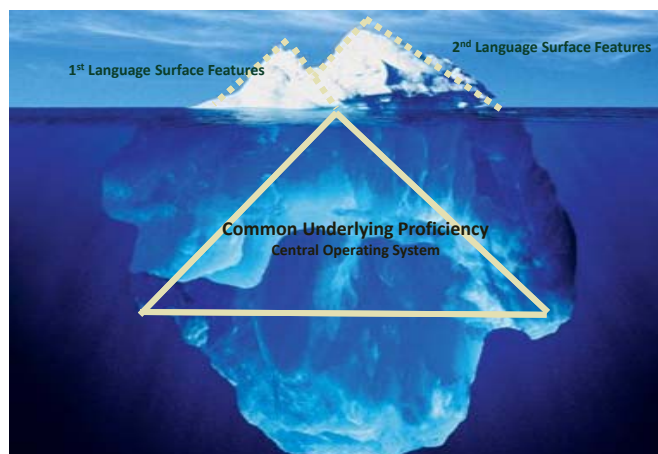
Redefine the Possible™

Characteristics of English Learners

- Factors influencing development include:
 - Cultural background
 - Language exposure
 - Migrant status
 - Social Economic Status (SES)
 - Child's personality

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Interdependence Hypothesis



CALIFORNIA STATE UNIVERSITY
SACRAMENTO

BICS & CALP

Basic Interpersonal Communication Skills (BICS)

- Language skills needed in social situations
- Not very demanding cognitively
- Language required is not specialized
- Typically develops within six months to two years

Cognitive Academic Language Proficiency (CALP)

- Formal academic learning
- Listening, speaking, reading, and writing
- Essential for students to succeed in school
- Typically develops within five to seven years of L2 exposure

CALIFORNIA STATE UNIVERSITY
SACRAMENTO
 Cummins (1984; 1999)

Simultaneous vs. Sequential Bilinguals

Simultaneous

- Definition: A child who is introduced to a second language before the age of 3
- Develops two separate, but connected linguistic systems

Sequential

- Definition: A second language is introduced after the first language is well-established (after the age of 3)
- Move through four stages of language development

CALIFORNIA STATE UNIVERSITY
SACRAMENTO
 de Valenzuela & Nicolai (2004)

Expectations for ELs

- Bilingual Program
 - 69% of children met L2 proficiency by the end of 4 years of instruction
 - 92% met proficiency by the end of 5 years
- ELD Instruction
 - 80% of children met L2 proficiency on CELDT in 7 years

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Assessment Model Overview

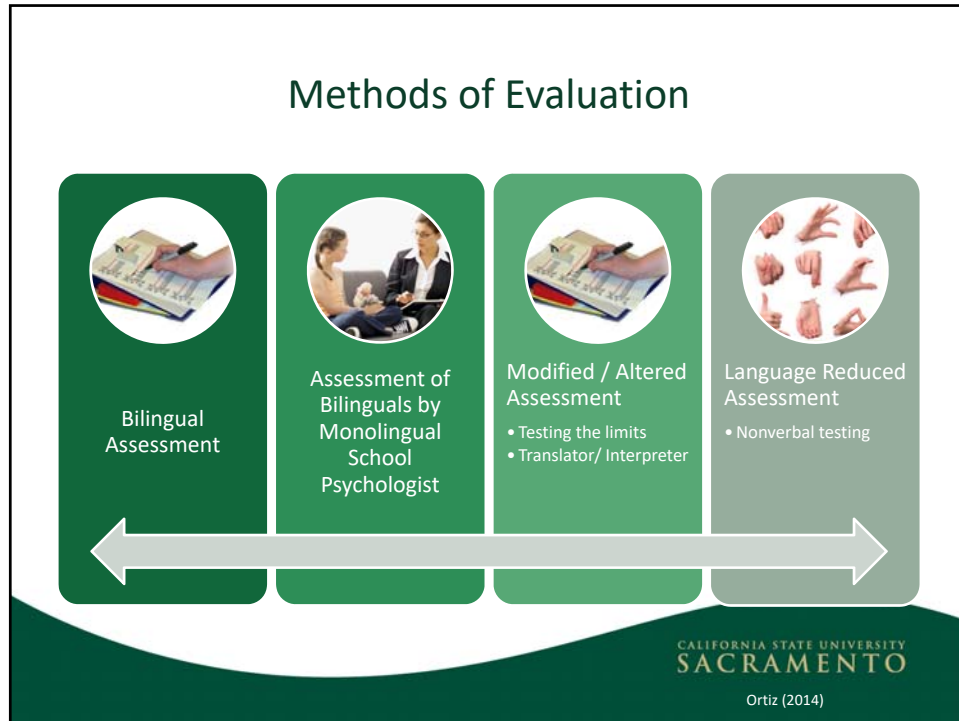
Redefine the Possible™

Common Presenting Concerns for ELs

- Learning difficulties
 - Poor/low achievement
 - Reading problems
 - Written language
- Behavioral problems
 - Low attention span
 - Unable to understand/follow directions
- Social-emotional difficulties
- Oral-language problems

Misinterpreted Behaviors

Speaks infrequently	Declines to answer questions or does not volunteer information	Confuses similar sounding words ("cash" vs. "catch")	Unable to tell or retell stories in target language	Has limited recall in target language
Uses non-standard pronunciation (e.g. "estop" for "stop")	Uses non-standard syntax and grammar ("the car red")	Slow to begin tasks	Slow to finish tasks	Inattentive
Hyperactive	Impulsive	Distractible	Disruptive	Disorganized



Assessing ELs

Language & Culture	<ul style="list-style-type: none">• Acculturation data gathered• Language proficiency
Achievement	<ul style="list-style-type: none">• Assessed in each language exposed• Using formal and informal measures
Cognitive Abilities	<ul style="list-style-type: none">• Test selection & scores reported based on language proficiency & cultural factors
Adaptive Behavior	<ul style="list-style-type: none">• Observation of student• Rating scales provided in native language if possible

Carvalho, Dennison, & Estrella (2014)
CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Language and Culture

Redefine the Possible™

Data Collection

- Country of schooling
- English instruction
- Structure of school day
- Special education structure

General
Educational
Background



- Metacognitive skills
- Percentage of language exposure to individuals and groups
- English Acquisition

Language
Considerations



- Family Educational Background
- Acculturation
- Immigration Related Trauma
- Social support / Access to Resources

Family &
Cultural Factors



CALIFORNIA STATE UNIVERSITY
SACRAMENTO
Rhodes, Ochoa, & Ortiz (2005)

Observations

- Structured & Unstructured Settings
 - Environment
 - Task
 - Support needed
 - Language



CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Language Proficiency: Review of Records

- Home Language Survey
- Informal Primary Language Assessment
- California English Language Development Test (CELDT)
 - Determine level of English language proficiency
 - Listening, Speaking, Reading, and Writing

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Assessment of Acculturation

- Short Acculturation Scale for Hispanic Youth (Barona & Miller, 1994)
 - Designed to measure level of acculturation for use with Hispanic youth in grades 3-8
 - Self-report
 - 5-point Likert-type scale
 - 3 levels of acculturation: Low, Moderate, and High

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Barona & Miller (1994)

Student Oral Language Observation Matrix (SOLOM)

- Rating scale used to assess students' command of oral language based on observation
- Domains: Listening, Comprehension, Vocabulary, Fluency, Grammar, Pronunciation
- Scores represent whether a student can participate in oral language tasks typically expected in the classroom
- Scores ≥ 19 are considered Proficient

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Sample of Language Proficiency Measures

- Woodcock-Muñoz Language Survey—III (WMLS-III)
- Bilingual Verbal Abilities Test (BVAT)
- Ortiz Picture Vocabulary Acquisition Test (Ortiz PVAT)

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Achievement

Redefine the Possible™

Assessment of Achievement

- Test relevant areas of achievement in English
- Test relevant areas of achievement in L1 if child received instruction in L1

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Achievement

- Batería III Woodcock-Muñoz® Normative Update
- Logramos TERCERA EDICIÓN
- Bracken School Readiness Assessment, Third Edition (BSRA-3)
- Test of Phonological Awareness in Spanish (TPAS)
- DIBLES/IDEL
- Aimsweb Reading-CBM

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

What to do with the information?

- Discrepancy Analysis: uses the highest cluster score
- If the child is within the normal range in one language, the child is typical
 - English may be limited
 - Child may need ELD instruction, not speech and special education services
- If the child is below the normal range in both languages, the child likely would benefit from special education services.

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Cognitive Ability

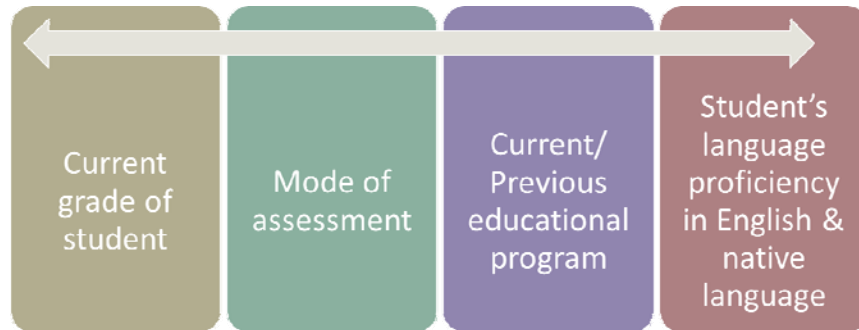
Redefine the Possible™

Deciding if Testing in L1 is Necessary

- **Step 1. Test in English first and evaluate scores**
 - If all scores indicate strengths (average or higher) a disability is not likely and no further testing is necessary.
 - If any scores suggest weaknesses, continue evaluation.
- **Step 2. Re-evaluate areas of weakness in native language**
 - If scores from testing in English indicate weaknesses, re-test those areas in the native language to support them as areas of true weakness
- **Step 3. Cross-validate L1 and L2 test scores with contextual factors and data**
 - Use all other case data and information to inform interpretations

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

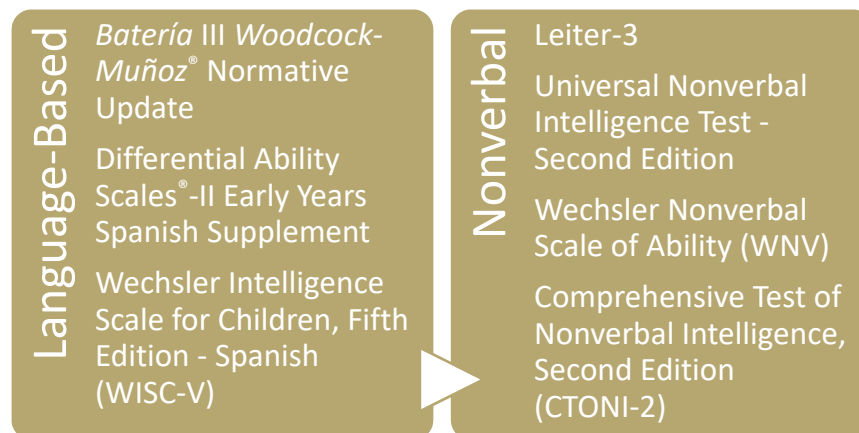
Multidimensional Assessment Model for Bilingual Individuals (MAMBI)



Ortiz & Ochoa (2007)

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Sample Cognitive Measures



CALIFORNIA STATE UNIVERSITY
SACRAMENTO

C-LIM: Cultural & Language Loadings

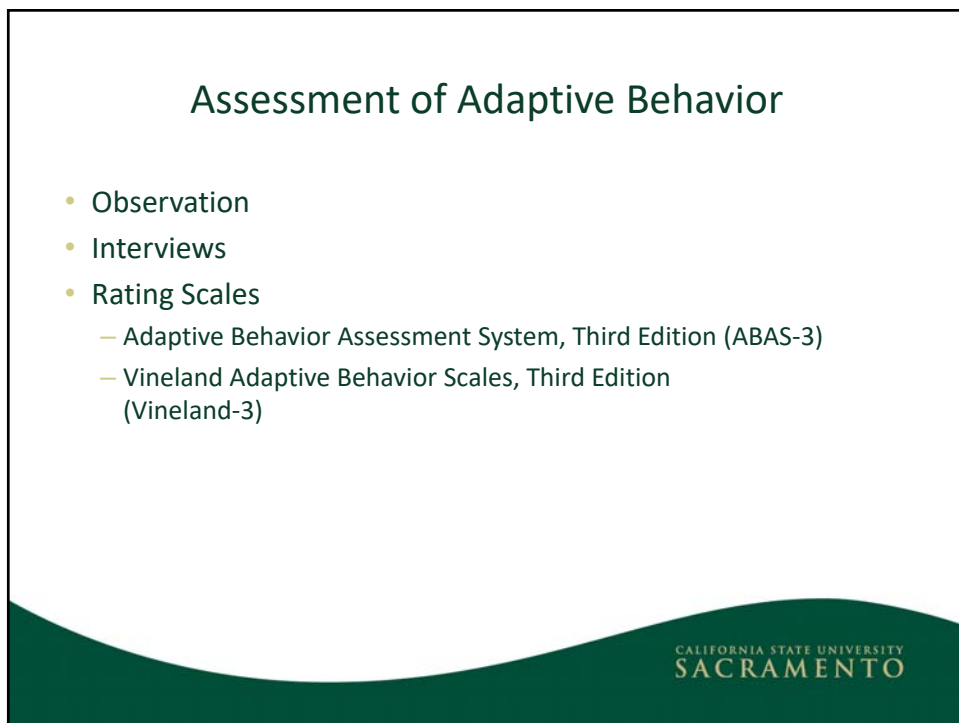
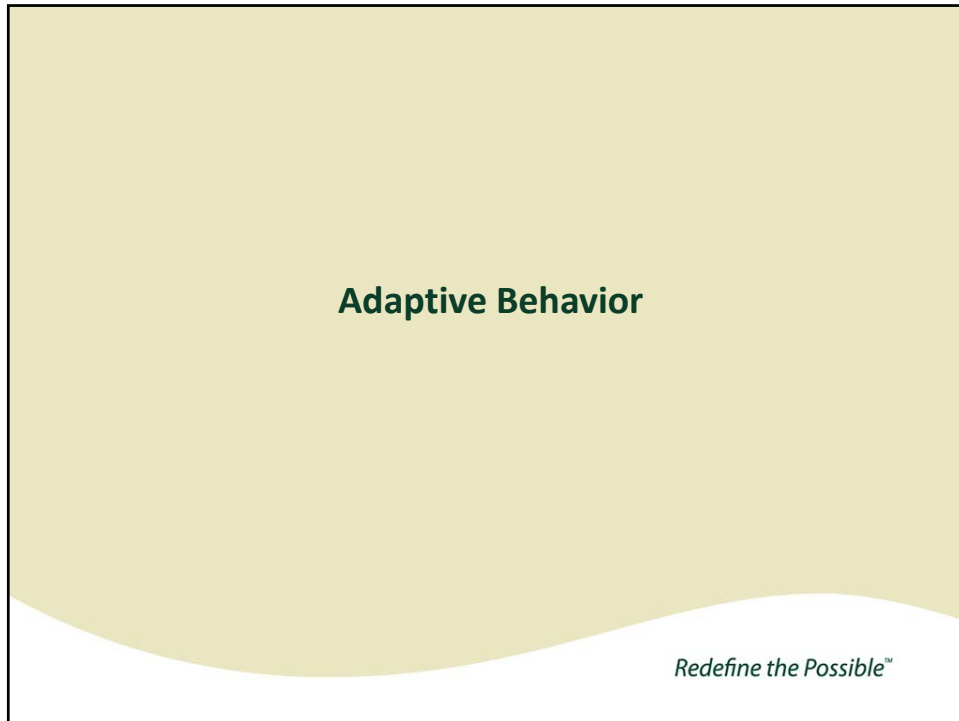
		Degree of Linguistic Demand		
		LOW	MOD.	HIGH
Degree of Cultural Loading	LOW	PERFORMANCE LEAST AFFECTED	→	INCREASING EFFECT OF LANGUAGE DIFF.
	MOD	↓	↘	
	HIGH	INCREASING EFFECT OF CULTURAL DIFF.		PERFORMANCE MOST AFFECTED (LANG. AND CULTURE)

CALIFORNIA STATE UNIVERSITY
SACRAMENTO
Rhodes, Ochoa, Ortiz (2007);
Flanagan, Ortiz, & Alfonso (2013)

C-LIM: Interpretation

- Invalid Scores
 - Magnitude and rate of decline approximates expected and appropriate declining pattern of scores
 - Scores are most likely a reflection of primary influence of cultural and linguistic influences
 - **Likely to be a language difference not a disability**
- Valid Scores
 - Magnitude and rate of decline DOES NOT approximates expected and appropriate declining pattern of scores
 - CLD factors are not the primary influence on obtained pattern of scores
 - **Potential disability**

CALIFORNIA STATE UNIVERSITY
SACRAMENTO



Interventions

Redefine the Possible™

Supporting Bilingual Children

- Families should use the language that they are most comfortable
 - Increase use of L2 English at home did not help children's L2 vocab but did depress L1 vocab
- Bilingual children who hear a large amount of a particular language learn more words and grammar in that language, and show more efficient processing of that language (Hoff et al., 2012; Marchman, Fernald, & Hurtado, 2010)
- Consult with a bilingual speech language pathologist or a bilingual school psychologist

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

English Language Development Instruction in California

Structured English Immersion (SEI)



English Language Mainstream (ELM)



Alternative Program (Alt)



CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Academic Interventions for ELLs

- Early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills
- Increase vocabulary knowledge
- Comprehension
 - Make predictions consciously before reading
 - Ask questions before reading
 - Summarize text after reading
- Fluency
 - Immediate, corrective feedback
- Opportunities for structured, academic talk

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Francis et al. (2006)

Let's take a closer look...

Psychoeducational Reports & A Case Study

Redefine the Possible™

Psychoeducational Reports: Special Considerations

- Assessment reports for EL students are required to have the following documentation included in the report (5 CCR 3023)
 - Impact of language, cultural, environmental and economic factors in learning
 - How standardized tests and techniques were altered
 - Include a statement of validity and reliability related to use of interpreters and test translations
 - Examiner's level of language proficiency in language of student and the effect on test results and overall assessment

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Case Study

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Questions



CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Resources

Development

- Learn the Signs Act Early – Developmental Milestones in English & Spanish: http://www.cdc.gov/ncbddd/actearly/pdf/checklists/all_checklists.pdf
- National Clearinghouse for English Language Acquisition: <http://www.ncela.us/>

Assessment

- California Data Quest: <http://dq.cde.ca.gov/dataquest/>
- California Home Language Survey: <http://www.cde.ca.gov/ta/cr/elforms.asp>
- Expected Rate of Improvement for Aimsweb: http://www.aimsweb.com/wp-content/uploads/ROI_Norm_Tables1.pdf
- Quality Indicators for Translation and Interpretation in Kindergarten Through Grade Twelve Educational Settings: Guidelines and Resources for Educators: <http://www.cde.ca.gov/sp/el/er/documents/qualityindicators.pdf>
- Response to Intervention for ELs: <http://www.rtinetwork.org/learn/diversity>
- Short Acculturation Scale for Hispanic Youth: <https://sites.google.com/site/drjeffmiller/Home/acculturation-scale>

Translation Services

- Clearinghouse for Multilingual Documents: <http://www.cde.ca.gov/ls/pf/cm/index.asp>
- The OSEP Spanish Glossary Project: http://www.pyramidparentcenter.org/pdfs/2011-09-30_OSEP_Spanish_Glossary.pdf

Instruction

- CA Association for Bilingual Education" <http://www.gocabe.org/>
- CA Department of Education Title III: <http://www.cde.ca.gov/sp/el/t3/>
- C-LIM: <http://facpub.stiohms.edu/~ortiz/CLIM/>
- Colorin Colorado - Reading for English Language Learners: <http://www.colorincolorado.org/>
- RTI for ELs: <http://www.rti4success.org/sites/default/files/rtiforells.pdf>
- What Works Clearinghouse for ELs: <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=EL>

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

References

- Aud, S., Hussar, W., Kena, G., Bianco, K., Frohlich, L., Kemp, J., & Tahan, K. (2011, May). *The Condition of Education 2011* (NCES 2011-033). Washington, DC: National Center for Education Statistics, U.S. Department of Education.
- Barona, A., & Miller, J. A. (1994). Short Acculturation Scale for Hispanic Youth (SASH-Y): A preliminary report. *Hispanic Journal of Behavioral Sciences*, 16, 155-162.
- Byers-Heinlein, K. & Lew-Williams, C. (2013, Autumn). Bilingualism in the early years: What the science says. *Learning Landscapes*, 7 (1), 95-112.
- Carvalho, C., Dennison, A., & Estrella, I. (2014). Best practices in the assessment of English Language Learners. In J. P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations* (pp. 75-88). Bethesda, MD: National Association of School Psychologists.
- Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. San Diego, CA: College Hill.
- Cummins, J. (1999). BICS and CALP: Clarifying the distinction. Retrieved from ERIC database. (ED438 551).
- de Valenzuela, S., & Nicolai, S. L. (2004). Language development in culturally and linguistically diverse students with special education needs. In L. Baca & H. Cervantes (Eds.), *The bilingual special education interface* (pp. 125-161). Upper Saddle River, NJ: Merrill.
- Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of cross-battery assessment* (3rd ed.). Hoboken, NJ: John Wiley & Sons, Inc.
- Genesee, F. (2009). Early childhood bilingualism: Perils and possibilities. *Journal of Applied Research in Learning*, 2 (2), 1-21.
- Grieger, J.G. (2008). Cultural assessment interview and protocol. In L.A. Suzuki & J.G. Ponterotto (Eds.), *Handbook of Multicultural Assessment*. New York, NY: Wiley.
- Individuals with Disabilities Education Improvement Act (IDEA). (2004). Public Law 108-446 (CFR Parts 300 and 3001).
- Meisel, J. (2004). The Bilingual Child. In T. Bhatia & W. Ritchie (Eds.), *The Handbook of Bilingualism*. pp 91-113. Blackwell Publishing Ltd.
- Paradis, J., Genesee, F., & Crago, M. (2011). *Dual language development and disorders: A handbook on bilingualism & second language learning*. Baltimore, MD: Paul H. Brookes Publishing.
- Poulin-Dubois, D., Blaye, A., Coutya, J & Bialystok, E. (2011). The effects of bilingualism on toddlers' executive functioning. *Journal of Experimental Child Psychology*, 108, 567-579.
- Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). Assessing culturally and linguistically diverse students: A practical guide. New York, NY: Guilford.
- Tang, G., Lanza, O., Rodriguez, F., & Chang, A. (2011). The Kaiser Permanente Clinician Cultural and Linguistic Assessment Initiative: Research and development in patient-provider language concordance. *American Journal of Public Health*, 101(2), 205-8.
- Torlakson, T. (2012). Overview of the California English language development standards and proficiency level descriptors. Retrieved from <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>
- Wilber, L. B. (2004). Spanish-English dictionary of special education terminology. Retrieved from https://www.oakland.k12.mi.us/portals/0/SpecialEd/el/library/Dictionaries/Spanish_Dictionary_VBISD.pdf

CALIFORNIA STATE UNIVERSITY
SACRAMENTO