

LANGUAGE OR
DISABILITY?:
REPRESENTATION,
IDENTIFICATION, AND
ASSESSMENT OF ELLS
FOR SPECIAL EDUCATION
IN WESTERN NEW YORK
STATE

by

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CERTIFICATION OF PROJECT WORK

We, the undersigned, certify that this project entitled LANGUAGE OR DISABILITY?: REPRESENTATION, IDENTIFICATION, AND ASSESSMENT OF ELLS FOR SPECIAL EDUCATION IN WESTERN NEW YORK STATE by Holly A. Dusett, Candidate for the Degree of Master of Science in Education, TESOL, is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.



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Abstract

There exists a lack of research regarding the representation of English language learners (ELLs) in special education in Western New York schools. This study contributes to the literature concerning the representation, assessment, and referral process of ELLs for special education services. Teachers from Western New York were surveyed using an online twenty-seven-question instrument, including a five-point Likert scale. Seventeen respondents participated in the survey from three different Western New York State school districts. Descriptive statistics were used to analyze the results. The hypothesis was that ESL teachers and special education teachers often refer ELLs for special education services due to invalid assessments, and a misunderstanding of student performance due to differences between second language acquisition and special education needs. The results indicate that there is an overrepresentation of ELLs in some Western New York State schools. The results are indicated that teachers most often refer ELLs to special education due to issues related to poor or low academic achievement and written language issues. The teachers surveyed responded that they do not often refer ELLs for special education services due to motivational issues. The respondents also felt that standardized tests impacted the referral of ELLs to special education. There is a need for further research in this area in the United States as a whole, but in Western New York specifically as well in order to provide additional information to assist in the appropriate referral of ELLs.

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Introduction

On January 8, 2002, George W. Bush signed the No Child Left Behind Act (NCLB) into law. As of 2002, all students are held to the same standards, including English language learners (ELLs) and students with special needs (NCLB, 2002). There have been many studies over the years and specifically in the last decade regarding the identification, placement, and appropriate educational programs for ELLs with special needs (Abedi, 2006; Abedi, 2009; Artiles, Zamora-Duran, & Council for Exceptional Children, 1997; Artiles, Rueda, Salazar, & Higareda, 2005; De Valenzuela, Copeland, Qi, & Park, 2006; Hardin, Roach-Scott, & Peisner-Feinberg, 2007; MacSwan & Rolstad, 2006; Sullivan, 2011; Zetlin, Beltran, Salcido, Gonzales, & Reyes, 2011). The role of the assessments used for the placement of ELLs in any type of program has been a talking point for much of the research involved in this topic (Abedi, 2006; Abedi 2009; Artiles et al., 1997; Artiles et al., 2005; Sandberg & Reschly, 2011; Zetlin et al., 2011). The assessments used for the identification of ELLs with special needs have been questioned, particularly as to the appropriateness of the test for the students to whom it is being administered (Abedi, 2006; Abedi, 2009; Artiles et al., 1997; Artiles et al., 2005; De Valenzuela et al., 2006; Hardin et al., 2007; MacSwan & Rolstad, 2006; Sullivan, 2011; Zetlin et al., 2011).

In order to correctly place students into special education classes there must be a valid assessment and these must be continuous to track student learning (Artiles et al., 1997). The current methods used to identify the special education needs of ELLs fail to effectively assess these learners for numerous reasons including unnecessary linguistic complexity and cultural bias (Abedi, 2006, 2009; Artiles et al., 2005; MacSwan & Rolstad, 2006; Zetlin et al., 2011).

Problem

According to the literature there have been concerns regarding the identification and thus representation of ELLs in special education. Much of the literature has focused on the number of ELLs in special education (Artiles et al., 2005; De Valenzuela et al., 2006; Sullivan, 2011), but fewer studies have looked at the reasons why ELLs are being classified as needing special education services (Lock & Layton, 2002). This study was conducted in order to address the motivations and perceptions behind educators referring ELLs to special education, and how they come to those decisions. This study was also done to determine what assessments are being used with ELLs in Western New York in order to determine which ELLs may need special education services. The problem of this study is regarding the representation of ELLs in special education as well as the perceptions that teachers hold in regards to their special education placement. The literature suggests that ELLs are overrepresented in special education; while studies show this there are fewer studies that look at the rationales of people who give the assessment to classify students, or those who make recommendations for testing (Lock & Layton, 2002).

Purpose

The purpose of this study was to survey English as a second language (ESL) and special education teachers to explore the process of how ELLs in Western New York schools are identified as requiring special education services. This study also questioned which assessments are used in classifying the ELLs in need of special education services, as well as how ELLs are assessed to see whether or not the assessment inadvertently influences the representation of ELLs in special education. One goal of this study was to determine which factors and perceptions sway the decisions of ESL teachers and special education teachers when referring ELLs for special education. The overall hypothesis was that ESL teachers, as well as special

education teachers, often refer ELLs for special education services due to a misunderstanding of the differing needs of ELLs, such as the second language acquisition (SLA) process.

Significance of the Study

This study is the first known study to survey teachers in Western New York (WNY) regarding the representation of ELLs in special education, the assessments used for identification of special education needs for ELLs in WNY, and the perceptions of teachers working with ELLs in WNY. While there have been many studies regarding the representation of ELLs in special education in other parts of the United States (Abedi, 2006; Abedi, 2009; Artiles et al., 1997; Artiles et al., 2005; De Valenzuela et al., 2006; Hardin et al., 2007; Lock & Layton, 2002; MacSwan & Rolstad, 2006; Sullivan, 2011; Zetlin et al., 2011), this is the first in WNY. Other studies have addressed the representation of ELLs in special education but this study attempts to look at the entire process, from the motivations or attitudes that might influence the recommendation for referral to the actual assessments used to classify ELLs as ELLs with special needs.

Review of the Literature

As of 2002, all students are held to the same standards, including English language learners and students with special needs (NCLB, 2002). There have been many studies over the years and specifically in the last decade regarding the identification, placement, and appropriate educational programs for ELLs with special needs (Abedi, 2006; Abedi, 2009; Artiles, et al., 1997; Artiles, et al., 2005; De Valenzuela, et al., 2006; Hardin, et al., 2007; MacSwan & Rolstad, 2006; Sullivan, 2011; Zetlin, Beltran, et al., 2011). The role of the assessments used for the placement of ELLs in any type of program has been a talking point for much of the research involved in this topic (Abedi, 2006; Abedi 2009; Artiles et al., 1997; Artiles et al., 2005;

Sandberg & Reschly, 2011; Zetlin et al., 2011). The assessments used for the identification of ELLs with special needs have also been questioned, particularly as to the appropriateness of the test for the students to whom it is being administered (Abedi, 2006; Abedi, 2009; Artiles et al., 1997; Artiles et al., 2005; De Valenzuela et al., 2006; Hardin et al., 2007; MacSwan & Rolstad, 2006; Sullivan, 2011; Zetlin et al., 2011).

In order to correctly place students into special education classes there must be a valid assessment of student knowledge and these must be continuous throughout the school year to track student learning (Artiles et al., 1997). The current methods used to identify the special education needs of ELLs fail to effectively assess these learners for many reasons including possible educator confusion regarding the differences between second language acquisition and learning disabilities. There are also issues regarding the training, perceptions, and attitudes of teachers in regards to ELLs (Abedi, 2006, 2009; Artiles et al., 2005; MacSwan & Rolstad, 2006; Zetlin et al., 2011).

Special Education in the United States

The public school system in the United States educates over 6 million students with special needs; students with special needs are students who receive special education services (Swanson, 2008). Aguirre (2007) defined special education as a planned program, which takes into account specific disabilities in a child's functioning through the design and implementation of an appropriate educational program of instruction and services in the least restrictive environment. The instructional opportunities and related services provided need to be individualized, intensive, and systematic, with frequent evaluation, according to regulations. As of the 2008-2009 school year, the largest group of these students were those with a specific learning disability (LD). This group made up 38.2% of the special needs population, and 2.4

million students; this was followed by speech or language impairment with 22%, and 1.4 million students. The other possible distinctions include autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairment, intellectual disability (also known as mental retardation), multiple disabilities, orthopedic impairment, other health impairment, traumatic brain injury, and visual impairment (U.S. Department of Education, 2010). ELLs are represented to some degree in all of these categories. Many of these disabilities, specifically the learning disability, have a high number of ELLs included in its population. The concern regarding these numbers is whether these ELLs truly have a learning disability or whether it is confusion between SLA and LD.

Most of these students can be found in general education classrooms as the idea of mainstreaming remains to be a popular trend in schools. IDEA (2004) states that students with special needs must be in the least restrictive environment (LRE) when given appropriate aid and support. This is to ensure that they receive a Free Appropriate Public Education (FAPE). In Fall of 2006, 55% of students with special needs were in a mainstream classroom 80% of the time, 24% of students with special needs were in a mainstream classroom 40-79% of the time, 18% of students with special needs were in a mainstream classroom less than 40% of the time, and only 3% of the special needs population were educated outside of the regular public school setting (Swanson, 2008). Students who receive special education services all have an Individualized Education Plan (IEP); this is the student's plan that prescribes the special education services and related services that a student with special needs requires in accordance with their unique educational needs (IDEA, 2004).

Referral process for special education. The special education process is one that is often difficult for teachers, as they struggle to identify which students are in need of special

education services (Abebe & Hailemariam, 2008; Dunn, Cole, & Estrada, 2009; Hoover, 2010).

There have been indications in research that general education teachers are generally accurate in referring students who later result in officially being identified as having a disability, but this still leaves plenty of room for growth (Abebe, & Hailemariam, 2008; Dunn, et al., 2009). Although general education teachers may excel at correctly identifying mainstream students with special needs there is often misunderstandings related to the needs of ELLs. This could be due to a difference in student needs, and teacher confusion regarding SLA and special education.

Dunn, et al. (2009) indicated that there are five major referral criteria (a) inattentiveness, this concerns a student's inability to stay on task their focus, and concentration; (b) indicating a need for help, (c) unable to apply the taught content, (d) inability to complete tasks, and (e) students' demeanor or disposition. Research indicated that inattention, or having a lack of concentration and student aptitude, or students that have poor reasoning skills were the two strongest reasons for referral (Abebe & Hailemariam, 2008; Dunn et al., 2009). Abebe and Hailemariam (2008) found that height, weight, and age influence referral as well, noting that older, taller and heavier children were more likely to be referred. They also indicated that boys are generally more often referred than girls, at as much as a 2:1 ratio.

The current referral process that is being used in many schools is the Response to Intervention (RTI) process. The steps of RTI are to first provide all students with high quality classroom instruction. This high quality instruction has benchmarks that all students are expected to meet. When a student does not meet the expected benchmark they are given more intensive instruction. This instruction may be in the form of one-on-one tutoring or small group instruction. If the one-on-one tutoring or small group instruction does not raise the students to the

expected benchmark the students are then moved into more intensive interventions, and if deemed appropriate a special education referral (Hoover, 2010; Klingner & Artiles, 2003).

English Language Learners in the United States

An ELL¹ as defined under NCLB (2001) is a student who is age three to twenty-one, whose first language is not English, and whose lack of English knowledge can be a detriment to their classroom achievement in an English language classroom (Sullivan, 2011). Although this is the definition by NCLB, it does not describe the wide array of students that fall under the ELL label. ELLs vary widely; they are of many different races, ethnicities, socioeconomic statuses and native language. 80% of the ELLs in the United States speak Spanish, but the remaining 20% speak over 400 different languages including Vietnamese, Hmong, Cantonese, Korean and Arabic (Crawford & Krashen, 2007; Wright, 2010).

ELLs also have diverse educational backgrounds. Many countries outside of the United States have very different views on education, and this has an impact on these students when they enter American schools. Some may be Students with Interrupted Formal Education (SIFE). Some ELLs are coming from refugee camps, war-torn countries, or even have posttraumatic stress disorder (PTSD). The educational level of the parents of these students may differ as well. All of these factors impact the educational achievement of ELLs (Crawford & Krashen, 2007; Wright, 2010).

The education of ELLs often cause challenges for classroom teachers and schools overall. Wright (2010) states that teachers need to be aware of the differing role of teachers when working with ELLs. Teachers need to learn how to successfully communicate with their ELLs. This is not always a simple task as these students come from across the globe, but if possible

¹ In government documents English language learners are called Limited English Proficient (LEP).

their home language should be used as assistance. Teachers also need to assist their students to learn to socialize appropriately in the school culture. Often the cultures from the United States and their home country are very different, and teachers can help to bridge this gap. Teachers frequently struggle most with educating and evaluating ELLs, but these are both very important to the success of these students.

Numbers of ELLs in schools across the United States vary from state to state. Six states as of the 2005-2006 school year had over 100,000 ELLs in its schools. These were Arizona, California, Florida, Illinois, New York, and Texas. The state of California had over 1.6 million ELLs. The number of ELLs in the remaining states is shown in Table 1.

Table 1

Of ELLs in the United States

# Of States	# Of ELLs
26	20,000 – 100,000
12	5,000-20,000
7 and Washington D.C.	< 5,000

Georgia, North Carolina, Nebraska, Oregon, Kentucky, and Arkansas have the fastest growing population of ELLs (Crawford & Krashen, 2007). Arizona, California, Colorado, Georgia, New Mexico, New York, Florida, Illinois, New Jersey, and Texas have the highest numbers of ELLs in the United States. Eight of these ten use a Home Language Survey (HLS). Each HLS may be different, but in general these surveys are attempting to determine whether a language other than English (LOTE) is used in the home. Six of the ten states have a two-step process involving the HLS followed by an English language proficiency test. The remaining four

states use various other methods such as parental request, teacher input or recommendations of the LEP committee. These varying ways of identifying ELLs as ELLs make it more difficult to determine if students are receiving the correct services to begin with (Ragan & Lesaux, 2006).

Identification of ELLs as ELLs. The identification of ELLs as English language learners can be problematic. An ELL as defined under NCLB (2001) is a student who is age three to twenty-one, whose first language is not English, and whose lack of English knowledge can be a detriment to their classroom achievement in an English language classroom (Sullivan, 2011). Alvarez (2010) defined ELLs as individuals who meet one of the following criteria: a person born outside of the United States whose native language is not English, an individual who comes from a household in which English is not the dominant language, or an American Indian or Alaskan native from an environment in which languages other than English affect their English proficiency levels (Alvarez, 2010). Across the United States there are various ways to determine which students are and which are not. The difficulty lies in the idea that each state may have a different way of getting to that determination (Ragan & Lesaux, 2006).

In New York State, ELLs are identified at first by use of a HLS that is distributed to all families in the district (New York State Department of Education, NYSDE, 2011). This is where the family indicates whether English is the primary language spoken at home or not. If families indicate that a language other than English is spoken at home, they move on to the next step in the process. This next step is an informal interview that is conducted in both the student's primary language (L1) as well as English. If the student speaks a language other than English and little to no English, they are then assessed using the Language Assessment Battery – Revised (LAB-R). If the student's test results are lower than the designated *proficient* level they are then placed into an ESL or bilingual education program. Once the student is in the ESL or bilingual education

program, they are assessed at the end of each school year using the New York State English as a Second Language Achievement Test (NYSESLAT). Every ELL is then (NYSDE, 2011).

ELLs and equal education. Throughout the history of education there have been several occurrences of a need for ELLs to be ensured a fair education in regards to the reception of special education services (Aguirre, 2007). An importance case in regards to ELLs was *Meyer v. Nebraska* (1923). This case occurred during a time in the United States when 7 million German immigrants were entering the country. The German-Americans continued to speak their first language in the home, church, and in their communities. During the time of World War I the Germans were seen as the enemy, and schools were told to stop using the German language as a means of instruction in all schools. In *Meyer v. Nebraska*, an educator was using German, and was charged for doing it. The teacher, *Meyer*, was charged guilty in the courts of Nebraska, but was found not guilty in the Supreme Court under the protection of the 14th Amendment of the United States Constitution (Del Valle, 2003). This same dispute regarding the use of a non-English language in the community and in schools is still being argued today.

Although *Brown v. Board of Education* (1954) was not about ELLs in particular it had an impact on ELLs as well. This case ruled that segregation of students based on their race or ethnicity was a violation of the United State's Constitution. The *Brown* ruling opened the door for many other cases regarding the discrimination against students due to their race, ethnicity, culture, language, or disability (Rhodes, Ochoa, & Ortiz, 2005).

Lau v. Nichols (1974) was also an important case regarding ELLs and their education. In this case a group of Chinese-Americans students argued that they were not receiving any special assistance in school. They were being essentially ignored by the school district, and it was eventually brought to the Supreme Court where it was ruled that although all students were

receiving the same education, this did not mean equal an equal education. *Lau v. Nichols* was an important case in regards to ELLs programming, and stopped the “sink or swim” method of education ELLs (Del Valle, 2003).

One case involving the education rights of ELLs and their representation in special education was *Diana v. State Board of Education* in 1970. In this case, nine plaintiffs, one named *Diana* alleged that there was an overrepresentation of bilingual, Spanish-surnamed students in special education classes for students with Mental Retardation. This was determined using IQ tests with the students. Diana was a member of a Spanish speaking family, and was assessed in the English language. She received a score of 30, and was placed in special education. She was later assessed using the same IQ test in both Spanish and English by a bilingual psychologist and received a score 50 points higher, and was no longer qualified for special education services. This case mandated the assessment of students in their L1 (Rhodes, Ochoa, & Ortiz, 2005). Sullivan (2011) suggested that this case might have caused an underrepresentation of ELLs in special education for a period of time due to a fear of trouble.

Guadalupe Organization v. Tempe Elementary School District #3 (1972) dictated a similar decree to that of *Diana v. State Board of Education* (1970). In this case, the plaintiffs requested that Hispanic and Yaqui Indian students be provided with bilingual-bicultural education. This case mandated that students be assessed in their primary language or through non-verbal communication. This case also dictated that an IQ test cannot be the sole criteria for the diagnosis of a special need and behavior must be assessed outside of the school location as well (Rhodes, et al., 2005).

In *New York City, Dyrchia S. et. al. v. Board of Education of New York City* (1979) set the precedent for ELLs with special needs. The case was combined with two other cases into *Jose P.*

v. Ambach (1979), which included cases for other students, whose needs were not being met and were not being provided with appropriate services. The result of this case was changes made to the procedures for the identification of ELLs with special education needs. The district was directed to create bilingual education programs, outreach programs, resources in both English and Spanish as well as hire bilingual staff in order to assess ELLs. Most importantly, this reinforced the idea that schools must use bilingual resources to identify ELLs who are in need of special education services and provide non-discriminatory evaluations in both the students L1 and L2 (Rhodes, et al., 1995; Zetlin et al., 2011). ELLs still struggle to be appropriately placed in special education classrooms, and although there has been assistance in the courts work still needs to be done to educate teachers in the correct ways to work with these students.

Current Identification of ELLs for Special Education

Not much has changed since the court cases of the past such as *Diana v. Board of Education* (1970), *Guadalupe Organization v. Tempe Elementary School District #3* (1972) or *New York City, Dyrchia S. et. al. v. Board of Education of New York City* (1979). These cases mandated the assessment of students in their L1, the use of non-verbal communication for assessment, the use of bilingual resources, and stated that IQ tests could not be the only means of diagnosis for ELLs (Rhodes, et al., 2005; Zetlin et al., 2011). The assessment of ELLs is a large part of the issue in regards to the identification of ELLs for special education services. Research suggests that the assessments used may be inappropriate for use with ELLs (Sandberg & Reschly, 2011).

Assessment of ELLs for special education services. The aim of assessing students in the classroom is to contribute to the understanding of a student, describe their performance and help to make decisions about the student (Sandberg & Reschly, 2011). This is not true for all

students, unfortunately. Although the assessments used in the classroom are valid with majority language speakers, they are often invalid for use with ELL students. This is because the assessments were normed from a population that may not have included ELLs and have certain assumptions in mind (Abedi, 2006; Abedi 2009; Artiles et al., 1997; Artiles et al., 2005; Blatchley & Lau, 2010; Sandberg & Reschly, 2011; Zetlin et al., 2011). The cultural experiences and home lives of all students vary from community to community but the culture of an ELL may be even farther from so-called mainstream culture. These students may not understand the cultural references on an assessment. All of these factors impact an assessment's validity, and put ELLs at a disadvantage, and more likely to be labeled as a student with special needs (Abedi, 2006; Abedi 2009; Artiles et al., 1997; Artiles et al., 2005; Blatchley & Lau, 2010; Sandberg & Reschly, 2011; Zetlin et al., 2011).

The language used on an assessment can also be a component that can cause problems for ELLs. The use of assessments in English, in place of the student's primary language (L1) can invalidate the assessment, as well as cause an inappropriate placement of ELLs in special education classrooms (Blatchley & Lau, 2010; Hardin et al., 2007). This is due to the fact that most assessments, whether for mathematics, history, or science, are assessing a student's level of English proficiency (Sandberg & Reschly, 2011). The Standards for Educational and Psychological Testing (1999) state any test that uses language within its questions is in a sense an assessment of a student's language skills. It is reasoned that when creating a test for those whose first language is not that of the test that those students need to be considered when creating the test (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999).

Linguistic complexity of the English used on the assessments is also a barrier to the appropriate special education placement for ELLs (Abedi, 2006; Abedi, 2009; Artiles et al., 2005; Chu & Flores, 2011; MacSwan & Rolstad, 2006; Sullivan, 2011; Zetlin et al., 2011). If linguistic diversity is not taken into consideration, this can cause measurement errors and be another factor to alter the validity of the assessment (Abedi, 2006; Chu & Flores, 2011). Abedi (2006) discussed that linguistic complexity is an unnecessary and problem causing variable, which in turn increases the performance gap between ELL students and non-ELL students. Abedi (2006) stated that when linguistic complexity is removed from assessments the performance gap between ELLs and native English speakers decreases and even nearly disappears in mathematics and science. Linguistic complexity can be decreased by modifying the language used on the assessment, such as not using low-frequency vocabulary, conditional clauses, and the passive-voice (Abedi, 2006).

On the other hand, the use of assessments in an ELLs' L1 can also invalidate a test if it is not properly translated, as many are not, and it is argued that if an ELL has never been exposed to the content in their L1 the use of the L1 will give little assistance (Blatchley & Lau, 2010). If an assessment is informally translated into the students' L1 there is no promise that this is a reliable and valid assessment of the same difficulty and caliber of the original assessment in the English language. Even if an assessment is formally translated there is a high possibility that the language change alters the difficulty or content of the test. This then makes this version invalid as well as it is no longer assessing for the initial purpose (Artiles et al., 1997; Blatchley & Lau, 2010; Sandberg & Reschly, 2011). Interpreters may also fall into the category of translation servicers for ELLs. They can possibly impede the reliability and confidentiality of a test if not trained properly. Although the use of interpreters may be helpful in the assessment process it is

important that peers or family members are not used. Although there is always hope that family will not assist students against the rules, this cannot be protected against as well as the possibility that family simply doesn't know how to correctly translate the information presented (Blatchley & Lau, 2010).

Primary language proficiency tests implications for SPED placement. Primary language proficiency tests are often used as an indicator when identifying English language learners for special education placement (Artiles et al., 1997; Brown, 2009; MacSwan & Rolstad, 2006). Although tests in the L1 would seem to be beneficial to the student, this is not always the case. One issue that is often experienced is that the student needs to be assessed in the language in which the content is taught. In most situations, the students have had no content training in their L1. A student who is taught science in English, but is an L1 Spanish speaker may not know the science terminology in Spanish. Therefore this would be an inappropriate assessment for the student (Artiles et al., 1997).

Standardized tests in the L1 present many disputes of their own. Much like English language assessments, they come with their own set of biases and restrictions. Many states suggest that a student should be assessed in their L1 when they enter a school for their initial ELL placement. This happens most often with Spanish-speaking students, because of the availability of Spanish language assessments (Brown, 2009; MacSwan & Rolstad, 2006). MacSwan and Rolstad investigated the Language Assessment Scale – Spanish (LAS) and the Idea Proficiency Test – Spanish (IPT). A large concern with the LAS was the idea that it was built on the premise of a linear relationship between linguistic proficiency and academic achievement. Therefore, the test writers believed that the better one's speech is the better one's grades will be (MacSwan & Rolstad, 2006). Neither of these assessments had a strong theoretical

backing, and MacSwan and Rolstad suggest that the IPT has no theoretical backing at all. Similarly, Brown (2009) investigated the Bateria III, which is a Spanish language assessment often used to determine whether ELLs qualify for special education services (2009). In the case of the Bateria III, the assessment is normed on a monolingual and fluent Spanish-speaking group (Brown, 2009). These three tests are based on standard Spanish, which is quite possibly not the Spanish spoken by the children being assessed (Brown, 2009).

These assessments have all been used in some way to determine the special education qualifications for English language learners. Similar to English language assessments, they are normed for a more homogeneous population than those who are being tested. ELLs are a large non-homogeneous group and there is a need for assessments to be created with this in mind (Brown, 2009; MacSwan & Rolstad, 2006).

Alternative assessments. It has been argued that there is too much reliance on single assessments and standardized tests in regard to the identification of ELLs with special needs (Artiles et al., 1997; Blatchley & Lau, 2010; Hardin et al., 2007; MacSwan & Rolstad, 2006; Zetlin et al., 2011). This being said, these studies also called for a more multi-faceted assessment that is able to assess the whole child and recognize the primary language, second language, and the ethnic and cultural background of the student. Studies suggest that one should take an approach that reaches multiple levels of analysis (Alvarez, 2010; Artiles et al., 1997; Barrera, 2006; Klingner & Artiles, 2003; Sandberg & Reschly, 2011). There is a need, as stated previously, to look at the whole child by including students' individuality, how they interact with others, and how they interact in their own culture as well as in the classroom culture (Artiles et al., 1997). Blatchley and Lau (2010) stated:

When special education services are considered for ELL students, school personnel are urged to take a broad, ecological perspective, collecting data through a multidimensional, multitask approach and interpreting results within the context of the students' unique cultural, linguistic, and experiential backgrounds (p. 25).

Zetlin et al. (2011) also discussed a need for an equitable, culturally and linguistically sensitive assessment. The study dictates several other ideas that ideally should be included when making special education determinations for ELL students. These include assessment of first and second language proficiency including both receptive and expressive assessment. A student's education history, immigration pattern, socioeconomic status and cultural background must all be taken into consideration (Zetlin et al., 2011).

Alternative assessments, such as student work samples throughout the year, are essential to determining a student's eligibility and need for special education services. Performance-based assessment and longitudinal assessments relying on real world tasks should be used in place of standardized tests (Artiles et al., 1997; Zetlin et al., 2011). The use of a portfolio and actual student work samples from throughout the year should be used as a guide to determine a student's special education status (Alvarez, 2010; Barrera, 2006; Blatchley & Lau, 2010; Klingner & Artiles, 2003).

Curriculum-based assessment (CBA) and curriculum-based measurement (CBM) are also possible ways to assess ELLs when determining qualification for special education services (Barrera, 2006; Blatchley & Lau, 2010; Klingner & Artiles, 2003; Sandberg, 2011). CBM is similar to alternative assessments. In this form of assessment one follows the student's work with portfolios, curriculum objectives, short-term goals, and with teacher-made and end-of-unit tests. CBA goes hand-in-hand with the CBM; the assessment portion of this program involves the

more traditional standardized testing. This can be an effective strategy when assessing ELLs to determine the need for special education services (Barrera, 2006; Blatchley & Lau, 2010; Klingner & Artiles, 2003; Sandberg & Reschly, 2011).

Response to Intervention is also an also an important component to the identification of ELLs for special education services (Klingner & Artiles, 2003). Klingner and Artiles (2003) discussed the steps of RTI as well as their belief that when used correctly that it can be a great assistance in correctly identifying ELLs with special needs. RTI is the process before students receive special education services. The main point of RTI is for students to receive high quality instruction, if this does not assist students they then move onto more intensive assistance (Klingner & Artiles, 2003).

Overrepresentation of ELLs in SPED.

ELLs have unique struggles in school as they work to obtain another language, as well as acquire the content knowledge being taught in the classroom, many of these students are then entered into special education classrooms. (Abedi, 2006; Abedi, 2009; Artiles et al., 1997; Artiles et al., 2005; De Valenzuela et al., 2006; Hardin et al., 2007; Lock & Layton, 2002; MacSwan & Rolstad, 2006; Sullivan, 2011; Zetlin et al., 2011). Throughout the studies there was quite a difference between the rates of ELLs in special education, versus the rate of overall students in special education (Artiles et al., 2005; De Valenzuela et al., 2006; Sullivan, 2011). The average percentage of special education identification in the United States is approximately 9%, while the average rate for ELLs in special education can be almost two times more, at 17.3% (Sullivan, 2011). Sullivan (2011) reported that states reported rates of ELLs in Special Education between 0% and 17.3%. De Valenzuela et al. (2006) reported in a large urban school studied that ELLs made up 12.1% of the total student population, but 22.3% of the special education

population. Artiles et al. (2005) found in one school that the ELLs receiving special education services was equal to student population at 7.6%, but when broken down into elementary versus secondary there was a disparity of representation. Only 5.3% of the ELLs in elementary school received special education services, but 14.1% of ELLs in the secondary school received special education.

There is also a negative stigma regarding special education labels. Since ELLs are already in a position where they are possibly being removed from the mainstream classroom in order to receive ESL services, removing them from the classroom for special education services for even more of the school day proves to be an issue (De Valenzuela et al., 2006). De Valenzuela et al. also maintained that ELLs disproportionately placed in special education will also limit their educational opportunities, and lessen their interaction with teachers and other school workers who may be a help to them. This diminishes their future prospects. As discussed previously there are ELLs found in many special education classrooms, and the reasons for them being placed there may be due to misunderstandings, and a lack of knowledge regarding the specifics of ELLs and the second language acquisition process.

Learning disabilities and second language acquisition. The lack of understanding regarding the difference between a learning disability and second language acquisition (SLA) is a problem seemingly at the root of many of the overrepresentations of ELLs across the United States (Abedi, 2006; Abedi, 2009; Artiles et al., 2005; Lock & Layton, 2002; Sullivan, 2011; Zetlin et al., 2011). Lock and Layton (2002) discussed common concerns when differentiating between second language acquisition (SLA) and a learning disability. First, what appears to be a slower rate of acquisition in the academic areas may be blamed on the learning disability when in reality it is the second language acquisition process. Next, communicative competence appears to

be lower than average for both ELLs and students with special needs, again this can be related to SLA. Communicative competence as defined by Dell Hymes (1966) is referring to a student or speakers' use of syntax, morphology, phonology and also the socially appropriate times to use certain statements. Both ELLs and students with learning disabilities struggle to phonemically break down words and identify sounds. Lastly, both groups of students struggle with their narrative skills, and would show a difficulty in expressing themselves especially when attempting to use language abstractly (Lock & Layton, 2002).

There is a disconnect and a misunderstanding relating to the differences between a student having a learning disability and the second language acquisition (SLA) process. The problem itself may lie in the lack of understanding in the definition of a learning disability, which is often vague (Barrera, 2006; Fletcher & Navarrete, 2010; Sullivan, 2011). According to the Individuals with Disabilities Education Act (IDEA) of 2004:

The term 'specific learning disability' means a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.... Such term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. (p. 11)

IDEA (2004) also includes an exclusionary clause which states that the definition of a learning disability "...does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage" (p. 12). Some studies suggest that schools may be overlooking this critical exclusionary clause when placing English language learners in special education classes

due to the cultural differences that ELLs often enter schools with (Barrera, 2006; Fletcher & Navarrete, 2010; Sullivan, 2011; Wilkinson, Ortiz, Robertson, & Kushner, 2006).

Research also suggests that educators and administrators do not have a clear understanding of the second language acquisition process, meaning that they may not be able to differentiate between a learning disability and the second language acquisition process (Alvarez, 2010; Aguirre, 2007; Brown, 2004; Lock & Layton, 2002). Krashen and Terrell (1983) discussed that second language acquisition moves through five stages: preproduction, early production, speech emergence, intermediate fluency, and advanced. These stages can take up to seven years to complete and proceed differently for each learner. During preproduction the student is mostly silent, and will use non-verbal communication, this is often called the silent period. During early production the learner has limited comprehension, produces one or two word responses and uses the present tense verbs. As the ELL moves into speech emergency their comprehension grows, and they can produce simple sentences, but also make grammatical and pronunciation errors, as well as errors in pragmatics. The student then moved onto the level of intermediate fluency, at this point the student has excellent comprehension and makes few grammatical errors. The final level of second language acquisition is advanced fluency; at this point the student has a near-native level of speech (Krashen & Terrell, 1983).

The misunderstanding of SLA and LD also has put a specific group of ELLs in special education classrooms. This group are those ELLs whom educators feel do not have age-appropriate abilities in either their primary language (L1) or their second language (L2) (Abedi, 2006; Abedi, 2009; Artiles et al., 2005; De Valenzuela et al., 2006; MacSwan & Rolstad, 2006; Sullivan, 2011; Zetlin et al., 2011). These students are most susceptible to a misdiagnosis for special education services, and once a student is referred they are placed in special education

75% to 90% of the time (Zetlin et al., 2011). Brown (2004) discussed giving a name to the similarities between SLA and learning disabilities, SLAAP, or second language acquisition – associated phenomena. This would allow schools to understand that although SLA and LD are very similar they are definitely not the same thing. Brown suggested that there would be a list of characteristics detailing SLAAP, and the traits that are likely SLA related and not LD related such as ELLs who function on grade level in their L1 but struggle in the L2, or ELLs who perform similarly to ELL peers whom are from similar backgrounds (Brown, 2004).

Teacher’s Training, Perceptions, and Attitudes about ELLs

The perceptions and attitudes of teachers toward ELLs can have a strong effect on how ELLs are educated and whether or not ELLs are identified or referred for special education services. A lack of information regarding the students, as well as misinformation that has been perpetuated in society, and can affect teacher attitudes (Couch, 2009). There is a growing difference between the cultures of educators and their students, specifically when ELLs are involved (Couch, 2009). ELLs come from all over the world, and have had a range of experiences and possible difficulties very different than the mainstream students of the United States, and the teachers teaching them (Wright, 2010). Cartledge and Kourea (2008) called for culturally competent teachers and asked that teachers be aware of their own biases, and learn to understand that their worldview is not universal and that their cultural norms are not absolute.

Unfortunately studies have also found that many teachers hold negative attitudes against their ELLs (Cartledge & Kourea, 2008; Couch, 2009; Walker, Shafer, & Iiams, 2004). One study found that a majority of the teacher participants had negative attitudes toward ELLs. In the same study 70% of teacher participants stated that they did not want ELLs in their classrooms. These teachers were frustrated about not having the time, energy, and training to work with these

students. In this specific study, the teachers were working with migrant students, whose transiency adds to the difficulty of working with English language learners (Walker et al., 2004).

The teachers in the Walker, et al. (2004) study were not dissimilar to participants of other studies, where many teachers discussed frustration when working with ELLs (Aguirre, 2007; Alvarez, 2010; Cho & Reich, 2008; Couch, 2009; de Oliveira & Athanases, 2007; Herzog, 2007; Lee, Butler, & Tippins, 2007). A discomfort that many participants of these studies discussed was the lack of knowledge regarding the students' culture. The educators felt they were not properly trained to understand and relate to the diversity of their classrooms, and felt they did not have ample time to gain this knowledge (Cho & Reich, 2008; Couch, 2009; Lee et al., 2007). The feelings of these teachers may direct one to believe that they are not able to correctly identify ELLs who are in need of special education services.

Teacher training was also a subject that teacher's discussed when it came to working with English language learners (Alvarez, 2010; Aguirre, 2007; Batt, 2008; Cho & Reich, 2008; Couch, 2009; de Oliveira & Athanases, 2007; Reeves, 2004). Teachers felt they lacked significant understanding when it came to many aspects of instructing ELLs. Couch (2009) found that the participants were in need of guidance regarding instructional strategies for ELLs. Similarly, Cho and Reich (2008) found that the participants felt they needed to understand the ways that instruction must be modified to work with ELLs. This study also stated that 54.5% of the participants felt that teachers were in need of more training concerning English Language Learners (Cho & Reich, 2008). Teachers in some schools are trained to be "blind to linguistic differences". This is causing teachers to feel like they don't need training since they treat all students the same. Of a southwestern US district with 800 teachers, when offered an in-service on working with ELLs, only 15 attended and 7 of those were ESL teachers. These teachers when

later surveyed, 51% stated they were interested in receiving training to work with ELLs, but 93% had never received training at all. This lack of training may lead teachers to incorrectly placing ELLs in special education classrooms (Reeves, 2004).

There was limited literature regarding the perceptions of teachers specifically in regards to the representation of ELLs in special education (Aguirre, 2007; Alvarez, 2010). Special education directors and ESL teachers were spoken to directly about their feelings regarding the representation of ELLs or Latino students in special education. In both Aguirre's (2007) and Alvarez's (2010) studies, both sets of participants felt there was a need for teacher training in regards to working with Latino students or ELLs. This lack of training may indicate that possibly teacher's lack of training and knowledge of how to best work with these students may lead them to refer ELLs for special education services (Aguirre, 2007; Alvarez, 2010).

Aguirre (2007) and Alvarez (2010) both found there was concern from educators regarding the understanding of the similarities and differences between SLA and learning disabilities. Both studies suggested a need to understand differentiating instruction for different levels of ELLs as well as research-based interventions for special education needs (Aguirre, 2007; Alvarez, 2010). Aguirre (2007) also mentioned why teachers felt they referred ELLs to special education, and the participants stated that they felt they only referred when students showed general education or reading issues and only if the difficulties translated into the student's primary language as well. Alvarez (2010) spoke with special education directors about whether they believed their schools had an overrepresentation of Latino student in special education. Although participants felt there was a need for teacher training, 70% of the directors did not believe there was an overrepresentation (Alvarez, 2010).

There are more than 5 million ELLs in schools in the United States (Crawford & Krashen, 2007). Over the history of the United States these students, much like other minority groups, have had to fight for their rights for an equal education (Aguirre, 2007). ELLs are still fighting for equal education in regards to their representation in special education. Due to potential lack of training and misunderstandings, ELLs are possible inappropriately placed in special education (Sullivan, 2011).

With these inherent problems regarding the identification of ELLs with special needs as well as the reasons and perceptions behind the identification the following questions were:

1. Is there a relationship between the types of assessment used to identify ELLs with special needs in Western New York Schools and whether or not ELLs are designated as having special needs?
2. What factors contribute to the decision of special education teachers and elementary ESL teachers in Western New York to refer their English language learners to special education?

Methodology

Sample

This study took place in three different school districts in the Western New York State area. Western New York according to this study describes Erie, Monroe, Niagara, Chautauqua, Ontario, Wayne, Cattaraugus, Livingston, Genesee, Allegany, Orleans, and Wyoming counties. The schools were in several different types of areas. This region contains several large and small cities, large and small suburban towns and villages, as well as substantial farming lands. I have given the schools pseudonyms in order to protect their anonymity: Sunnydale, Frampton, and Granderson.

Sunnydale School District was a large suburban district. The socioeconomic background of this school was affluent and according to the New York State District Report Card for the 2010-2011 school year indicated only 10% of the students in the district qualified for free or reduced lunch. This large district was made up of 10,401 students during the 2010-2011 school year. 82% of the students were Caucasian, 10% were Asian, 3% were Black, 3% were Multiracial, and 1% were Hispanic or Latino students. Sunnydale School District had 157 (1.5%) ELLs during the 2010-2011 school year (NYSDE, 2012).

Frampton School District was a small rural school district. The district had 25% of its students receiving free or reduced lunch during the 2010-2011 school year. This small district was made up of 1,515 students. 89% Caucasian, 7% Hispanic, or Latino, 2% Asian, 1% Black, and 1% Multiracial. Frampton School District had 23 (1.5%) ELLs during the 2010-2011 school year (NYSDE, 2012).

Granderson School District was a medium sized urban school district. This was a high needs district with 62% of its students receiving free or reduced lunch. This district was made up of 4,977 students. 70% of the students were Caucasian, 15% Hispanic or Latino, 7% Multiracial, 6% Black, 1% Asian, and 1% American Indian or Alaskan Native. Granderson School District had 205 (4.2%) ELLs in the 2010-2011 school year (NYSDE, 2012).

Participants

The individuals who participated in this study were all employees of Sunnydale School District, Frampton School District or Granderson School District in Western New York State. Nine of the respondents worked at Sunnydale School District, five respondents worked at Frampton School District, and two respondents worked at Granderson School District. These teachers either held the position of ESL teacher or special education teacher. These individuals

were between the ages of 21 and age 60. Out of the total respondents, four were between the ages of 21 and 29, six were between 30 and 29 years old, two were between 40 and 49 years old, and five were between 50 and 59 years old. There were no respondents over the age of sixty years old. Of the respondents, four of them were male, and thirteen were female. All respondents of this study were Caucasian.

Data Collection and Procedure

Cover letters were delivered using district email addresses to the principals of the schools in each of the three districts in order to receive approval to contact district ESL and special education teachers (see Appendix A). The educators were then contacted once consent was given (see Appendix B). The ESL teachers and special education teachers at the consenting districts, Frampton and Granderson, were contacted by school district email address with an email (see Appendix C) that contained a link to the survey. This survey included the option for being a part of a focus group that would discuss personal feelings and ideas regarding the education of ELLs as well as these educators' reasons for referring ELLs to special education. This focus group option was not included for the Sunnydale District at the request of their consenting official; this district was contacted by school district email addresses with a separate email (Appendix D) that contained a link to their survey. This survey was completely anonymous and the personal questions were regarding sex, age, and race or ethnicity. There were no questions regarding whether the specific teachers taught ESL or special education due to the fact that some of the possible schools have a small enough faculty that identity may have been discerned.

Once teachers received the email, if they were interested they clicked on the link, which brought them to a survey that is housed on <http://www.surveymonkey.com>. The front page of this survey was the same as the email that the teachers received (see Appendix C or D). The

respondents then completed the survey through the Internet interface, and when completed, clicked submit. If they chose they were able to send the investigator an email indicating interest in the focus group.

Instruments used. Unidentifiable data was collected in the form of a survey created on SurveyMonkey.com. Two different surveys were created, one including a focus group option (see Appendix E) and one that did not (see Appendix F). The first three questions of the survey were regarding demographic information. The first question asked the sex of the respondent, the second question asked the race of the respondent, and the third question asked the age range of the respondent. The ranges for question three, included 21-29 years, 30-39 years, 40-49 years, 50-59 years, and 60 years and over. The fourth question of the survey asked the respondent in which district they were employed. This question was included in order for the data to be organized by individual school as well as, as a whole. The fifth question of the survey asked whether the respondents had ever referred an ELL for special education services.

Survey questions were taken from previous surveys regarding the assessment and referral of ELLs for special education services. Eight of the questions were from Aguirre's (2007) study on the factors that influence bilingual teachers to refer ELLs to special education. Eleven of the questions were from Alvarez's (2010) study of the factors that may contribute to the placement of ELLs in special education as well. The remainders of the questions used were from Hardin, Roach-Scott, and Peisner-Feinberg's (2007) study regarding the special education referral, evaluation, and placement practices for ELLs.

Questions in the survey were grouped regarding student factors or teacher or outside factors. The first group of questions as shown in Table 2, found in Aguirre's (2007) study, is regarding student factors. These questions are all in relation to student achievement or student

behaviors. These questions were found in a Likert scale format. Respondents rated each factor in a range from 1, *not a factor*, to 5, *major factor*.

Table 2

Questions Relating to Student Factors as found from Aguirre (2007).

To what extent do the student factors listed below influence the placement of English Language Learners in special education?

Factor 1	Poor/low academic achievement
Factor 2	Issues related to behavior.
Factor 3	Issues specific to oral language development.
Factor 4	Issues specific to math problems.
Factor 5	Issues specific to written language problems.
Factor 6	Issues specific to short attention span.
Factor 7	Inability to follow/comprehend instructions.
Factor 8	Issues specific to student motivation.

Questions 14 through 24, regarding teacher or outside factors as seen in Table 3, are from Alvarez's (2010) study. These questions were all in relation to teacher, school district, systemic, and outside factors that were not connected to student cognitive functions. These questions were found in a Likert scale format. Respondents rated each factor in a range from 1, *not a factor*, to 5, *major factor*. These questions were chosen from these surveys because they have already been tested in their respective original studies. This confirms the reliability of this instrument.

Table 3

Questions Relating to Teacher or Outside Factors as found from Alvarez (2010).

To what extent do the teacher or outside factors listed below contribute to the placement of ELLs in special education?

Factor 1	Inadequate teacher training
Factor 2	Language barrier
Factor 3	Teacher does not differentiate their instruction
Factor 4	The referral system in your district is not sufficient
Factor 5	The high stakes standardized testing
Factor 6	The special education laws (IDEA) are not appropriate
Factor 7	Some educators are biased
Factor 8	The testing protocol for special education is not appropriate in your district
Factor 9	Poor communication with parents
Factor 10	High transiency rate
Factor 11	High poverty rate

The final three questions on the survey were all relating to assessment of ELLs. These questions were from Hardin, et al. (2007) study regarding the special education referral, evaluation, and placement practices for ELLs. Question 25, “What assessment(s) are used in your school for the identification of special needs of ELL students?” was an open response question with the teachers responding in whatever way they chose.

Question 26, “What other types of assessment are used for the identification of special needs in ELL students? (Select all that apply.)” In this question the respondents were given four choices, as shown in Table 4; they were able to choose all that applied to them, or those they had

used in the past. This question was to assist in the determination of what assessments are used with ELLs for determination of need for special education services.

Table 4

Question 26 of Survey Regarding Types of Assessments Used for ELLs

What other types of assessment are used for the identification of special needs in ELL students? (Select all that apply.)

Classroom observations

Parent reports

Work samples

Home visits

Other (please explain)

Question 27, “What is the process used for the identification of special needs for ELL students? (Select all that apply.)” In this question the respondents were also give four choices, and the option to write in their own response that they have possibly used in the past. The respondents could choose as many responses as they had used in the past.

Table 5

Question 27 of Survey Regarding Process Used for Assessing ELLs

What is the process used for the identification of special needs for ELL students?

(Select all that apply.)

Test administered in home language

Interpreter assists

Missed items are administered in opposite language

Test administered in English

Other (please explain)

Data Analysis

The data collected were analyzed using descriptive statistics. For all of the demographic variables, questions one through four, the answers were put in tables according to frequencies and percentages to be analyzed. Question five was analyzed in this way as well. Questions six through thirteen and fourteen through twenty-four were answered using a Likert-scale and these questions were also analyzed using descriptive statistics. Each answer on the Likert scale received a number from one to five, five meaning that the idea is a major factor, one being not a factor at all. These responses were put in a graph according to the number of respondents who answered either a one or two, therefore indicating it was not a factor compared with those who answered a four or five, indicating it was a factor. The mean response to these Likert scale questions were also put into tables in order to be analyzed.

The final three questions were more qualitative, as they allowed for participants to write in an answer and describe how they assess their students. The data collected was organized using

a bar graph to illustrate the occurrence of assessments used as well as the type of assessments used. Information was also gathered by using the New York State School Report Card system. This system provided the number of students in respect to total student population, special education enrollment, ELL enrollment and ELLs in special education. These numbers were put in tables as percentages determining the percentage of population in special education, percentage of ELLs in comparison to the total school population, as well as percentage of ELL population in special education.

Limitations

A possible limitation of this study was confusion regarding the Likert scale. The respondents were asked to respond to questions numbers five through twenty-four on a scale. This scale had the options of (1) not a factor, (2), (3) no opinion, (4), and (5), major factor. The issue with this is that there is no specific explanation of numbers (2) and (4). This could have possible caused respondent confusion.

Results

In total, 67 ESL and special education teachers were sent the email with the link to Survey Monkey.

Of the 67 emails sent, seventeen people completed the survey, thus my response rate was 25%. Of the respondents, 76% were female ($n = 13$), and 24% ($n = 4$) were male, as shown in Table 5. The respondents were also asked about their race. All responded that they were Caucasian. The respondents were also asked their age range, as shown in Table 6.

Table 6

Age Range of Respondents

	<i>f</i>	Percentage of Respondents
21 – 29 years old	4	23.5%
30 – 39 years old	6	35.3%
40 – 49 years old	2	11.8%
50 – 59 years old	5	29.4%
60 years old or older	0	0%

The respondents were then asked to respond as to where they were employed. Of the 17 respondents, 9 (53%) were from Sunnydale School District, 5 (29%) were from Frampton School District, 2 (12%) were from Granderson, and 1 (6%) did not respond. The final option on the assessment for Frampton and Granderson was to be involved in a focus group; none of the teachers chose this option.

Teacher’s Understanding of Assessment

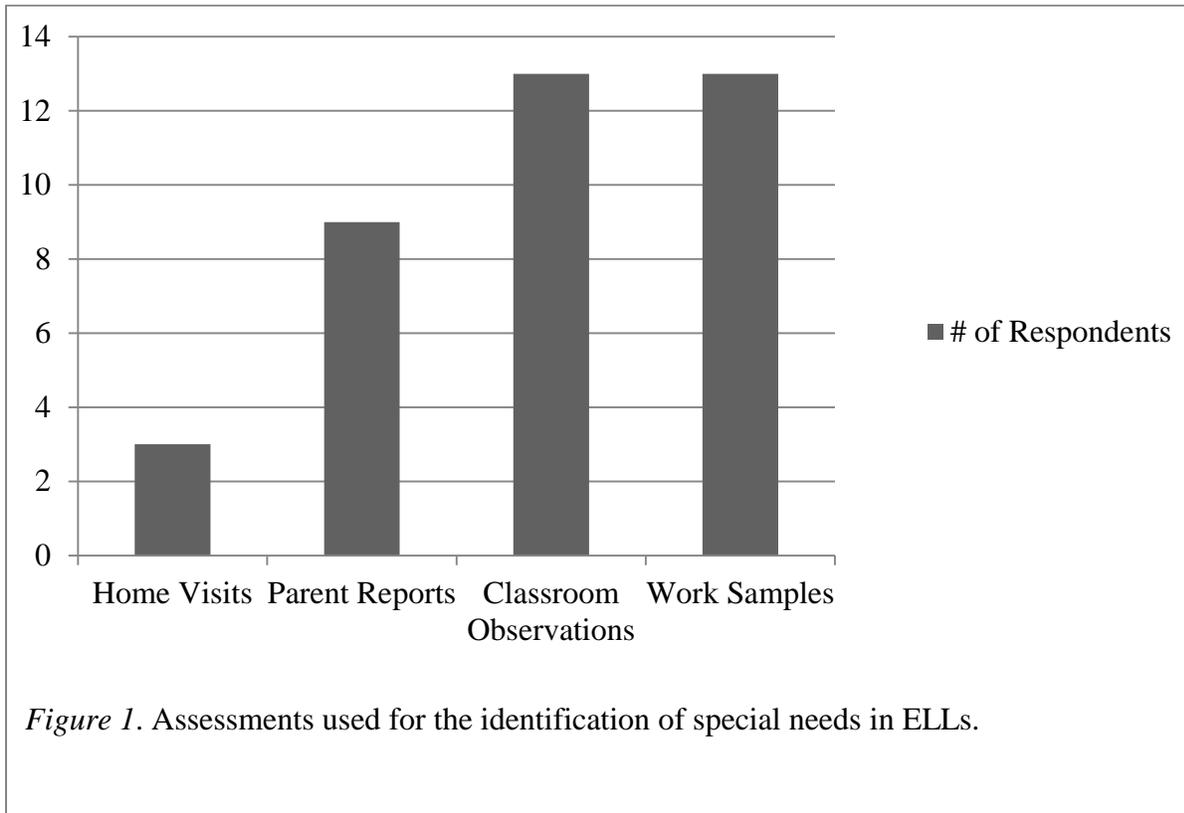
Teachers were asked questions regarding the assessment of ELLs for special needs; one of those questions was Question 25. In Question 25, teachers were asked, “What assessment(s) are used in your school for the identification of special needs of ELL students?” Two of the teachers at Sunnydale School District stated that they were unsure of the tests used, and that it was the psychologist’s area. One of the teachers responded that they receive the same assessments as general education students and then listed assessments, such as Peabody Picture Vocabulary Test (PPVT), Test of Language Development (TOLD), Clinical Evaluation of Language Fundamentals (CELF-4), Weschler Intelligence Scale for Children (WISC-4),

Woodcock Johnston, DRA levels, and AIMSWeb scores. Another teacher from Sunnydale stated that the assessments are the same as general education students, but with the addition of a translator, but this teacher did not list which assessments are used. A teacher from Sunnydale listed only the Weschler Individual Achievement Test (WIAT III) as their response, and the one teacher from Sunnydale responded with only “Bics” (Survey #1, Comment Box, 2012).

Teachers at Frampton School District also gave a variety of responses to this question. Three of the respondents listed AIMSWeb testing as an assessment used. One of these three teachers only listed this assessment, and another listed AIMSWeb along with “benchmarks, unit testing, observations, state tests” (Survey #14, Comment Box, 2012) as assessments used. The third teacher also listed Spanish Fountas and Pinnell reading level, Behavior Assessment System for Children (BASC), Wischler Intelligence Scale for Children (WISC), and NYSESLAT scores. One of the respondents from Frampton stated that the Weschler Individual Achievement Test (WIAT-II) is used, and a last respondent detailed that the school psychologist in addition to benchmark tests gives students assessments, but that these tests are not always given in the primary language. The two respondents from Granderson School District stated that the Woodcock Munez is used as well as speech and language testing, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), as well as the Kaufman Test of Educational Achievement (KTEA).

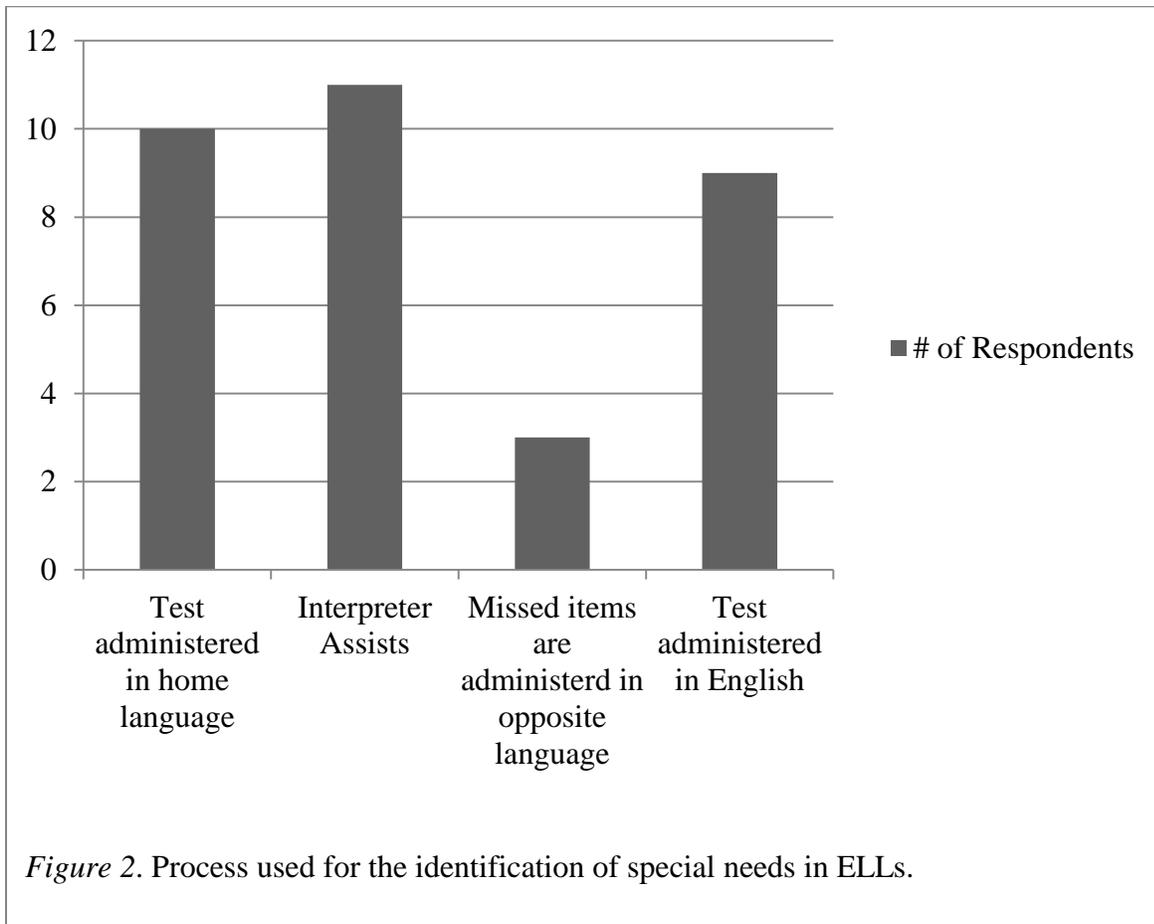
Question 26, asked respondents “What other types of assessment are used for the identification of special needs in ELL students? (Select all that apply.)” Thirteen of the original seventeen respondents answered this question. As shown in Figure 1, all thirteen respondents stated that classroom observations as well as work samples are used as alternative assessments for ELLs with special needs. Nine of the thirteen respondents also stated that they used parent

reports as an alternative assessment. Three of the thirteen respondents stated that they had used home visits as an alternative assessment all of these respondents were employed at the Frampton School District.



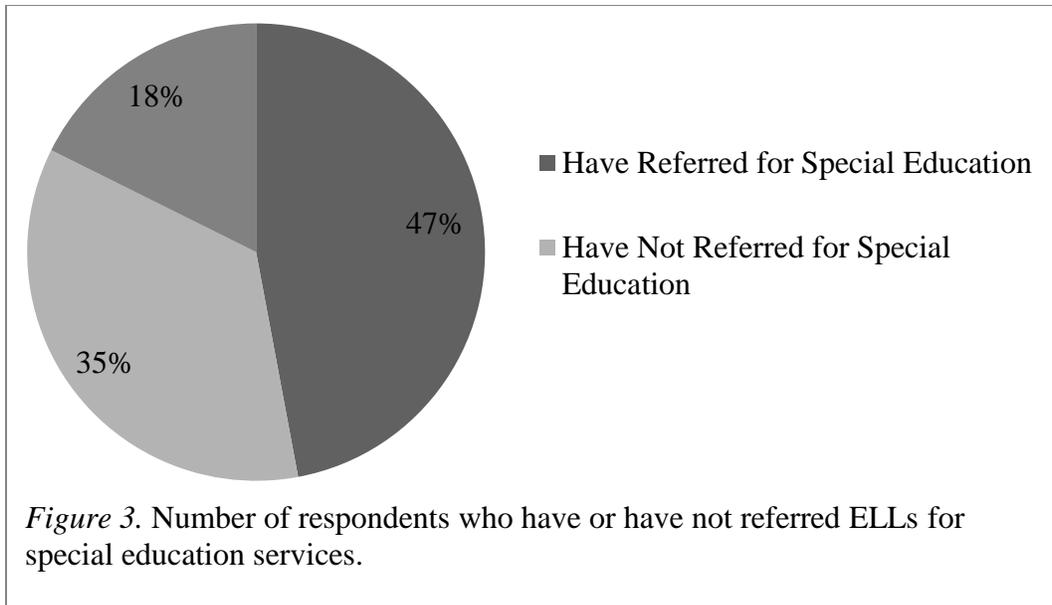
Question 27 asked respondents what processes are used during the identification of special needs in ELLs. They had the options of choosing “test administered in home language”, “interpreter assists”, “missed items are administered in opposite language”, and “test administered in English.” As shown in Figure 2, they were able to choose as many of these options as they used, as well as write in any other processes that were not listed in the questions. Eleven of the thirteen respondents stated that interpreter assistance is used during the testing process. Ten of thirteen responded with the test being administered in home language, and nine

responded that the test is administered in English. Three of the thirteen responded that the missed items are administered in opposite language.



Factors Contributing to the Referral of ELLs to Special Education

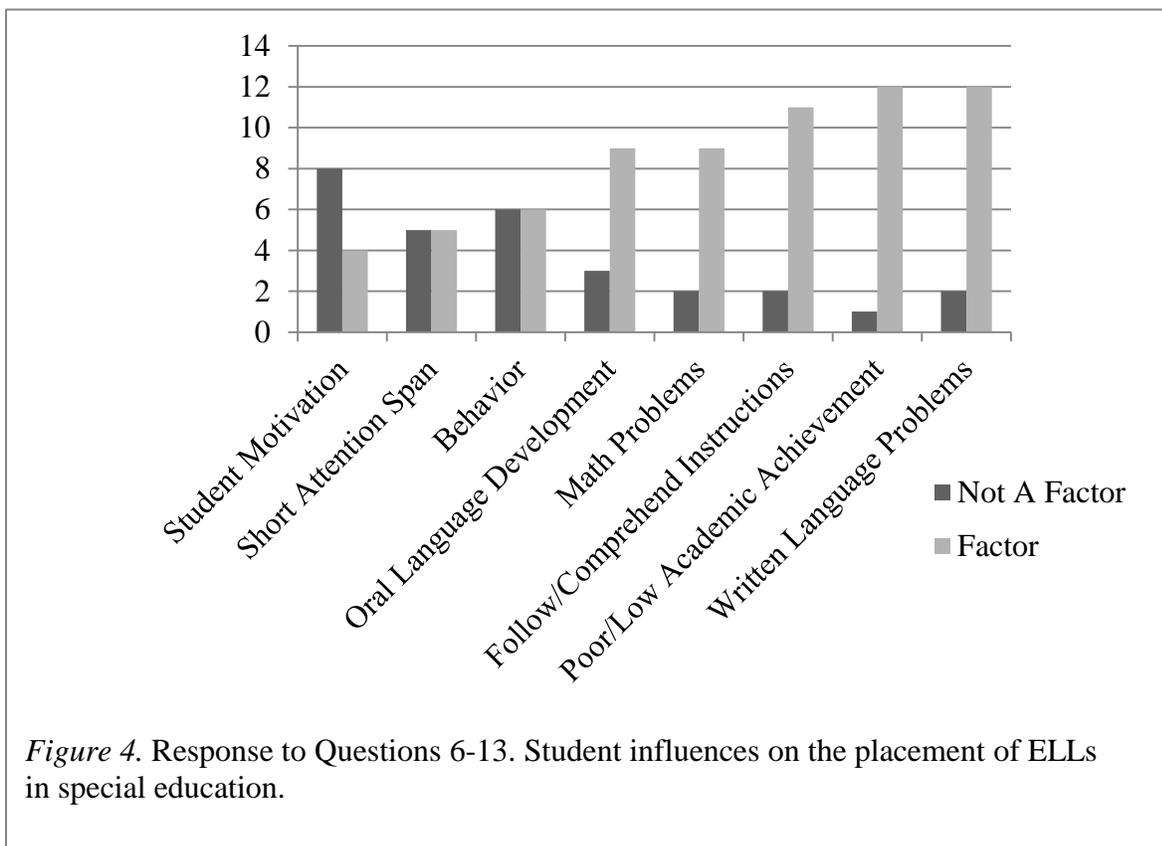
Question five asked respondents whether they had ever referred an ELL for special education services, as shown in Figure 3. Out of the seventeen respondents, almost half had at some time in their career referred one of their ELLs for special education services. Six of the respondents had never referred an ELL for special education services.



The teachers who responded that they had not referred had the option of explaining why they had not. A teacher from Frampton School District stated “I have not come across any ELLs that needed to be classified who were not already” (Survey #14, Comment Box, 2012). Another teacher from Frampton School District responded that there were “plenty of others ready to refer my students for me” (Survey #11, Comment Box, 2012). Two teachers from Frampton School District responded that they felt that they “never had an ELL student that I felt needed to be tested” (Survey #10, Comment Box, 2012) and that they “never had to their needs were met in their ELL program” (Survey #15, Comment Box, 2012). The Sunnydale School District also had two teachers who responded as to why they had never referred an ELL; one of them responded that they had never had an ELL in their class, and the other responded that it is the duty of the classroom teacher to do referral.

Questions six through thirteen were in a Likert scale format, and have been organized to display what number of teachers believed that student influences were factors in the placement of ELLs in special education ($n = 14$). As shown in Figure 4, poor or low academic achievement and issues specific to written language problems received the highest number of respondents

stating that it is a factor, with 12 (86%) responding with either a four or a five on the Likert scale. This is followed by a student’s inability to follow or comprehend instructions as a factor with 11 (79%) responding that it was a factor, and issues related to oral language development and issues specific to math problems, both with 9 (64%) respondents stating it is a factor. 6 (43%) teachers responded that issues related to behavior were a factor. Issues specific to short attention span was considered a factor by 5 teachers (36%), and also not a factor by 5 teachers.



The responses to these questions also were organized according to their mean response, as shown in Table 7. Similar to the figure of respondents stating that these influences are or are not a factor, the mean scores correspond to this by showing that poor or low academic

achievement has the highest mean score of 4.4295 out of a possible total of 5. Issues specific to student motivation has the lowest mean score with a 2.4295 out of a possible total of 5.

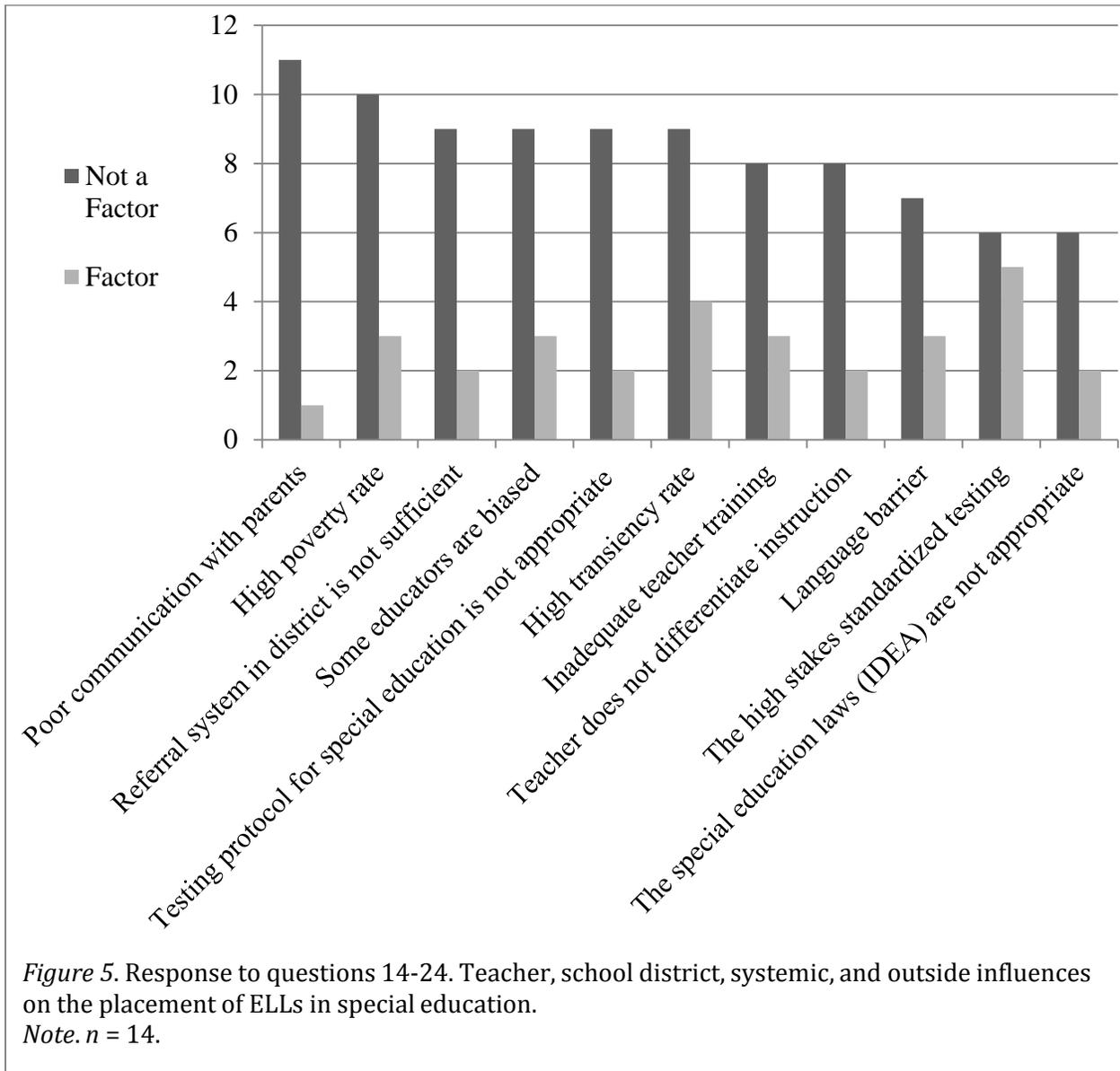
Table 7

Mean Response to Questions 6-13, Student Influences on the Placement of ELLs in Special Education

	Mean
Poor/low academic achievement	4.4285
Issues specific to written language problems	4.0714
Inability to follow/comprehend instructions	3.9285
Issues specific to math problems	3.8571
Issues specific to oral language development	3.5
Issues specific to short attention span	3.1428
Issues Related to Behavior	2.9285
Issues specific to student motivation	2.4285

Questions 14 through 24 were in a Likert scale format, and have been organized to display how many of the teachers believed that student influences were factors in the placement of ELLs in special education. These questions were all in relation to teacher, school district, systemic, and outside factors not connected to student cognitive functions (Alvarez, 2010). 14 of the 17 original respondents answered these questions. As shown in Figure 5, the respondents did not feel that any of the listed influences were strong factors in the referral of ELLs for special education. The influence with the highest rate was the high stakes standardized testing, which received 5 teachers (36%) stating that it was a factor. The teachers strongly believed that poor communication was not a factor in the referral for ELLs for special education; 11 (79%) of

teachers believed that this was not a factor. This was followed closely by high poverty rate at 10 (71%) respondents. 9 (64%) respondents answered that insufficient referral system, educator bias, inappropriate testing protocol in district, and high transiency rate were not factors according to these participants.



The responses to these questions also were organized according to their mean response, as shown in Table 8. Similar to the percentages of respondents stating that these influences are or are not a factor, the mean scores correspond to the responses of the teachers. The highest mean

for these influences was 2.7857 for the high stakes standardized testing. The 2.7857 is out of a total of 5.

Table 8

Mean Response to Questions 14-24, Teacher, School District, Systemic, and Outside Influences on the Placement of ELLs in Special Education

	Mean
The high stakes standardized testing	2.7857
Language barrier	2.5714
The special education laws (IDEA) are not appropriate	2.2857
Inadequate teacher training	2.2857
Some educators are biased	2.1428
Teacher does not differentiate their instruction	2.1428
High transiency rate	2.0714
The testing protocol for special education is not appropriate in your district	2
Poor communication with parents	1.9285
The referral system in your district is not sufficient	1.9285
High poverty rate	1.8571

Representation of ELLs in Special Education

The New York State School Report Cards for the 2009-2010 school year for Sunnysdale, Frampton, and Granderson were also investigated to determine the number of students in the school district, the number of students receiving special education services in the district, the number of ELLs in the school district and the number of ELLs in special education in the district.

This data was put into percentage form, as seen in Table 9. In all three schools the percentage of ELLs in special education compared to the total student population in special education, is higher. In Sunnydale there is only a .9% different, at Frampton a 3.5% difference, but at Granderson there is a 9.2% difference. At Granderson School District there were 52 students enrolled in the ninth through twelfth grade ESL program, of these 52 students, 22 of them were enrolled in special education, or 42.3% of high school aged ELLs enrolled in special education.

Table 9

Percentage of Student Representation in Participating Districts

	Sunnydale School District	Frampton School District	Granderson School District
% Of Total Student Population in Special Education	11.3%	10.8%	14.7%
% Of ELLs in Population	1.7%	1.8%	4%
% Of ELLs in Special Education	12.2%	14.3%	23.9%

Discussion

The representation of ELLs in special education has been influenced by the assessment used to place them. The decisions made to place these students in special education classrooms have been problematic in regards to the best education for ELLs. This representation occurs due to referrals from teachers working with the ELLs, and the factors that contribute to these referrals are many, and some are the factors more often than others. This study was designed to determine

if any assessments used in schools were affecting the representations of ELLs in special education. This study was also designed to determine what factors contributed to the decision of special education and ESL teacher's referrals for ELLs to receive special education services. The results of this study have indicated that there is some consensus regarding the student factors that influence the referral of ELLs for special education, but that teacher related or outside of students factors are less impactful throughout the referral process.

As discussed in the literature above overrepresentation is an issue in regards to the number of ELLs in special education classrooms. The data found from the New York State Report Cards brought some of this information to the forefront as well. In the three districts surveyed, every district had a higher percentage of ELLs in special education than their percentage of total students in special education. Although, in Sunnysdale the difference was less than one percent. The difference in Frampton was larger with a 3.5% difference, and in Granderson it was nearly a 10% difference. In the Granderson School District, ELLs in the high school grades of 9th through 12th grade were overrepresented with 42% of ELLs in the high school grades being placed in special education. This suggests that the practices in Granderson, especially at the high school level may need to be examined to determine why this overrepresentation is occurring. The practices in Sunnysdale and Frampton may need to be examined as well, although they possibly are closer to a positive situation.

Teacher's Understanding of Assessment

There were three questions on the survey regarding what assessments and what types of assessments are for the identification of special needs in ELLs. Question 25, 26, and 27 were regarding assessment. The responses to question 25 provided some information regarding the understanding, or lack of understanding that teachers have concerning the assessments used in

their districts. Of the nine respondents from Sunnydale there were not any two teachers who responded with the same assessments. Two of these teachers answered that they did not know what tests were used yet one of them responded that they had referred ELLs for special education in the past. This indicates that there is a disconnect between those who are referring ELLs to special education and their own education and understanding regarding assessment. Only one of the respondents from Sunnydale responded with a list of assessments used to identify ELLs for special education. This teacher along with another teacher also stated that it is the exact same assessments as those used for the English-speaking students. As discussed earlier using the exact same tests for ELLs as used for non-ELLs may not be valid as these assessments are not normed for the ELL population. None of the teachers commented on this issue. The most surprising response was a teacher who stated that the assessment used was “Bics” (Survey #1, Comment Box 2010). Basic Interpersonal Communication Skills (BICS) are a term coined by Jim Cummins to mean the language that students use, for example on the playground, it is non-academic English. This is not a means to assess a student, as it is simply a type of language used by students.

At Frampton, three of five teachers responded with AIMSWeb. Only one of the teachers who responded gave any other specific assessments used. The other two respondents from Frampton listed only one test, and answered that this was the school psychologist’s department. Once again, the teachers did not all respond with the same assessment, although three responded with AIMSWeb. One of the teachers from Frampton responded with the NYSESLAT as an assessment used. As discussed previously the NYSESLAT is an assessment used to determine the English proficiency of ELLs to be used for placement in an ESL classroom, it is not designed

to determine special education needs. Similar to the other two schools, Granderson's teachers also responded with totally different assessments, and had no consensus for any of them.

This information suggests that teachers in these schools do not understand the special needs of ELLs, and also do not understand the tests that are being used to assess them. Although eight of these teachers responded that they had referred an ELL for special education services, they appear to not even know what assessments are being used to determine their eligibility.

Question 26 and Question 27 both gave respondents the option to choose multiple answers concerning what types of assessment were used as well as the specific process used for assessment. All of the teachers responded that they use classroom observations and work samples as means of assessment. In comparison with the previous question that indicated that the teachers are unaware of the standardized assessment used, all teachers showed they used alternative assessments as well. Nearly 75% of the teachers stated that they had used parent reports as well, all of the teachers who did not use parents reports were found in the Sunnydale District. Only three of the respondents used home visits, and all were from the Frampton District. It is possible that some districts do not allow home visits, and that is possibly why that number was so low. This could possibly show that although teachers appear to not understand the standardized assessments used that they are assessing in some way. The question remains whether the teachers are able to understand the meaning behind the alternative assessments.

Question 27 asked about the processes used during the identification process for special needs in ELLs. Almost all of the respondents stated that an interpreter is used during the assessment; two responded that an interpreter was not used. This could mean that some students may not be receiving any assistance as to the meaning of the tests. Only three of the respondents

stated that the missed items are administered in the opposite language, this could possibly be a great help to the students, and possibly due to teacher misunderstanding it is not used.

Overall the results suggest that teachers are in need of training or education regarding the assessments used on ELLs for special education placement. This may indicate that there is a need for educators to understand assessment in general as many of these assessments are used for mainstream students as well. The results showing that teachers use alternative assessments such as classroom observations and work samples is a positive result that shows that teachers are using other factors besides standardized assessment to determine the placement of ELLs.

Factors Contributing to the Referral of ELLs to Special Education

The respondents to the survey were all asked if they had ever referred an ELL for special education services. 47% of the respondents had referred a student, 35% had not, and the rest did not respond. These teachers had the option of writing in a comment in conjunction with this answer to explain why they have never referred a student for special education services. Almost all of the teachers who said no simply responded that they never felt there was a student to be referred, or that it was not their job to do so. One teacher, from Frampton responded that there were “plenty of others ready to refer my students for me” (Survey #11, Comment Box, 2012). Although it is difficult to determine exactly the meaning behind this response, one may assume that this means that there are many other teachers in the school ready to refer ELLs to special education services. This study only focused on ESL and Special Education teachers, but it would possibly be helpful to ask these same questions of general education teachers who may be referring these students as well. If this respondent is an ESL teacher, which means that the teachers who may spend the most intensive time with ELLs are having little input into their special education placement.

Questions 6 through 24 were in a Likert scale format and provided information regarding the factors that influence the referral of ELLs for special education. The factors that teachers felt were most important were poor/low academic achievement and issues specific to written language. These two factors are both related to student ability and if the impact of SLA is taken into consideration then these are very important factors in the process of special education referral. If these student struggles are looked at without taking SLA into account then the results are less valid. The third highest factor was inability to follow or comprehend directions. This response is an issue, as students whose first language is not English will often have difficulties understanding directions. This suggests that teachers do not have an understanding of the impact of SLA on their ELLs. It is important to note that teachers did not feel that issues specific to student motivation were a factor in referring ELLs to special education. This indicates that these teachers do not see their ELLs in a negative light, and possibly see them as hard working students.

Regarding the factors that were related to teacher, school district, systemic, and outside influences on the placement of ELLs in special education received far less responses as far as which of the options were factors in the referral process. The only factor on this Likert scale that received more than four responses of a (4) or a (5) were in regards to the high stakes standardized testing. This suggests that although teachers do not feel that non-student factors have a large impact on their referral for special education, that the test scores of high stakes standardized assessments do. Unfortunately this is not something that the educators can control.

Suggestions for Future Research

Overall the data indicated that there is a need for further research regarding the representation of ELLs in special education classrooms. There is a need for more investigations

regarding the factors that impact their placement and the assessments used to place them in special education. This research study if replicated in a large scale would be beneficial to continue to get the full picture in regards to ELLs in New York State.

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*Appendix A***Request for Principal Approval Letter**

Dear {Enter Principal Name Here}:

My name is Holly Dusetz and I am a student at SUNY Fredonia working on my Masters in Education in TESOL. I am asking your permission to email the English as a Second Language (ESL) and Special Education teachers as well as ESL and Special Education Coordinators or Directors in your building in order to survey them regarding the identification of English Language Learners (ELL) need for special education services in order to do research for my thesis.

The purpose of this study is to determine whether there is a relationship between the number of English Language Learners receiving special education services and the assessments used to determine their eligibility for such services.

If allowed to move forward, the ESL and Special Education teachers and coordinators or directors will receive an email with a link to a survey created on Survey Monkey. By clicking on the link and completing the survey they are indicating they have read and understand the information provided, and that they are over 18 years of age. Completing the survey acknowledges their willingness to participate, and that they understand that they may withdraw their consent at anytime and discontinue their participation by simply leaving the survey (exiting the browser) at any time without penalty.

The ESL and Special Education Coordinators or Directors will also be asked the total number of students in the school, the total number of students receiving special education services, the total number of students receiving English as a Second Language (ESL) services, and the number of students receiving both ESL and special education services.

The survey contains 25 questions (see attached), and should take no more than 30 minutes.

If interested in the focus group there will be a two-hour period chosen by the schedules of the educators interested to discuss with the other teachers and I their ideas and beliefs. This will be recorded using a Olympus VN-8100PC Digital Voice Recorder 142600 and a consent form will be signed that names will not be used but that ideas will be discussed in this thesis project. I will prevent violating the confidentiality of the subjects involved by using pseudonyms for all participants and locations in the write up for my thesis.

The potential minimal risks to the participants are frustration if they become uncomfortable with questions on the survey. The risk of the study is counterbalanced by the potential for advancement in the understanding in assessing English Language Learners. The potential risks of the focus group will be counterbalanced by the potential for growth as educators and an increased understanding of the needs of English language learners.

If you choose to allow me to proceed, please respond to me by contacting me via E-Mail at hdusett@fredonia.edu.

Sincerely,

Holly Dusett, State University of New York at Fredonia

Appendix B

School and District Approval

Re: SUNY Fredonia Student Master's Research Project [Research Study]

to duse3985 via fredonia.edu 11/28/11

You are welcome to contact the teachers here at [redacted] They should be able to help you.

"Dusett, Holly A" <duse3985@fredonia.edu> writes:
>November 28, 2011
>
>
>Dear [redacted]
>
>
>My name is Holly Dusett and I am a student at SUNY Fredonia working on my Masters in Education in TESOL. I am asking your permission to email the English as a Second Language (ESL) and Special Education teachers as well as ESL and Special Education
>Coordinators or Directors in your building in order to survey them regarding the identification of English Language Learners (ELL) need for special education services in order to do research for my thesis.
>
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>
>
>The ESL and Special Education Coordinators or Directors will also be asked the total number of students in the school, the total number of students receiving special education services, the total number of students receiving English as a Second
>Language (ESL) services, and the number of students receiving both ESL and special education services.
>
>
>The survey contains 25 questions (see attached), and should take no more than 30 minutes.
>
>

SUNY Fredonia Master's Project [Inbox]

Holly Dusett February 27 2012 Dear [redacted] My name is Holly Dusett and I am a student ... 1:35 PM (21 hours ago)

[redacted] to me 4:05 PM (18 hours ago)

Holly,
I don't mind you asking staff to help with your survey. However, we have been inundated with surveys lately. I don't know how many of them you will actually get back. Good luck.

Principal
[redacted]

>If you choose to allow me to proceed, please respond to me by contacting me via E-Mail at [mailto:duse3985@fredonia.edu] [mailto:duse3985@fredonia.edu]
>
>Thank you so much for your time.
>
>Sincerely,
>
>Holly Dusett, State University of New York at Fredonia
>

Principal
[redacted]

Holly Dusett 4:56 PM (17 hours ago)

Understandable. It is worth a try! Thank you very much!

Re: SUNY Fredonia Student Master's Research Project

Forward all Expand all Print all

[Redacted] via fredonia.edu

11/28/11

to duse3985 -

"Dusett, Holly A" <duse3985@fredonia.edu> writes:
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 >
 >
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 >
 >
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 >The ESL and Special Education Coordinators or Directors will also be asked the total number of students in the school, the total number of students receiving special education services, the total number of students receiving English as a Second
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 >
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 >
 >If interested in the focus group there will be a two-hour period chosen by the schedules of the educators interested to discuss with the other teachers and I their ideas and beliefs. This will be recorded using a Olympus VN-8100PC Digital Voice
 >Recorder 142600 and a consent form will be signed that names will not be used but that ideas will be discussed in this thesis project. I will prevent violating the confidentiality of the subjects involved by using pseudonyms for all participants

Fredonia Master's Thesis

Forward all Expand all Print all

Holly Dusett

Feb 15 (12 days ago)

to [Redacted]

This is Holly Dusett, we spoke in November/December regarding my Thesis Research regarding the Representation of ELL's in Special Education.
 I am just wondering whether I received the okay to proceed with my study.
 Thank you so much, and I hope all is well,
 Holly Dusett

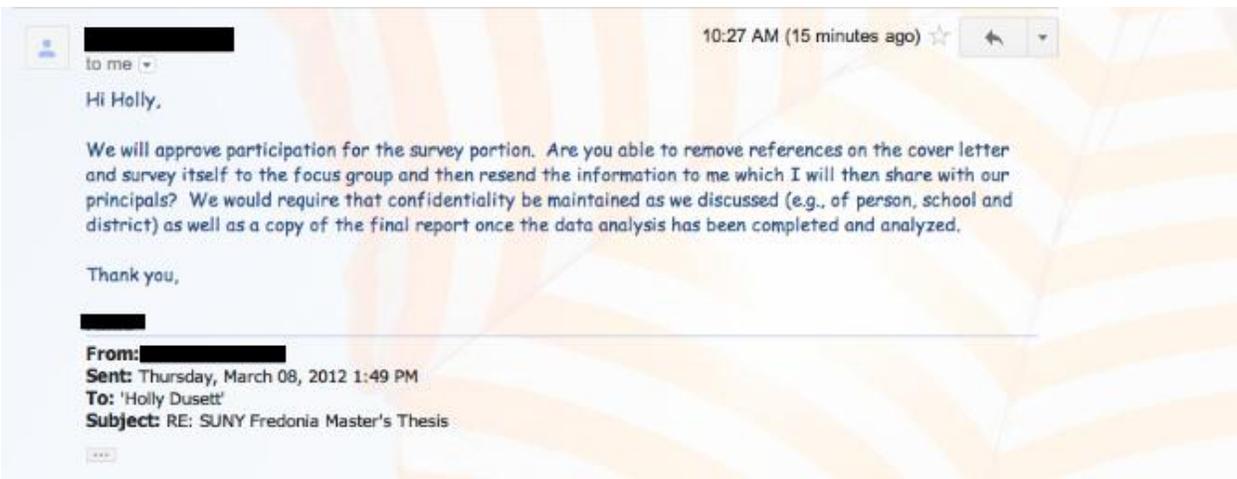
[Redacted] to me -

Feb 15 (12 days ago)

Yes there was Board of Ed approval a month or so ago. I am sorry if I forgot to follow up w you on that. We are set to proceed so just let me know your next steps. Thanks for getting back in touch with me! Will look forward to hearing from you again.



THE INFORMATION IN THIS E-MAIL IS INTENDED ONLY FOR THE PERSONAL AND CONFIDENTIAL USE OF THE DESIGNATED RECIPIENT(S) NAMED ABOVE. THIS MESSAGE MAY BE PRIVILEGED AND CONFIDENTIAL. If the reader of this message is not the intended recipient or an agent responsible for delivering it to the intended recipient, you have received this document in error. Any review, dissemination, distribution, copying, or other use of this message is strictly prohibited.



*Appendix C***ESL and Special Education Teacher Contact Email for Frampton and Granderson**

Dear Educator:

My name is Holly Dusetz and I am a student at SUNY Fredonia working on my Masters in Education in TESOL. You are invited to participate in a research study for my Master's Thesis, which will involve English as a Second Language (ESL) and Special Education teachers as well as ESL and Special Education Coordinators or Directors.

The purpose of this study is to determine whether there is a correlation between the representation of English Language Learners receiving special education services and the assessments used to determine their eligibility for such services.

There is a survey to complete, and if so desired by the participant a focus group will meet to discuss educator attitudes, ideas and beliefs about the special education identification of English Language Learners (ELLs). If participants are not interested in the focus group, their participation will end with the completion of the survey.

If interested in the focus group there will be a two-hour period chosen by the schedules of the educators interested to discuss with the other teachers and I their ideas and beliefs. This will be recorded using a Olympus VN-8100PC Digital Voice Recorder 142600 and a consent form will be signed that names will not be used but that ideas will be discussed in this thesis project. I will prevent violating the confidentiality of the subjects involved by using pseudonyms for all participants and locations in the write up for my thesis.

This survey should take no more than 30 minutes.

If you have any questions about the research at any time, please call me at [REDACTED]

[REDACTED] or Dr. Karen Lillie at (716) 673-4656.

Any information that is obtained in connection with this study will be confidential. I will prevent violating confidentiality of the subjects involved by using pseudonyms for all participants and locations in the write up for my thesis.

By clicking on the link and completing the survey you are indicating you have read and understand the information provided above, and that you are over 18 years of age. Completing the survey acknowledges your willingness to participate, and that you understand you may withdraw your consent at anytime and discontinue your participation by simply leaving the survey (exiting the browser).

https://www.surveymonkey.com/s/Dusett_Fredonia

Sincerely,

Holly Dusett, State University of New York at Fredonia

*Appendix D***ESL and Special Education Teacher Contact Email for Sunnydale**

Dear Educator:

My name is Holly Dusetz and I am a student at SUNY Fredonia working on my Masters in Education in TESOL. You are invited to participate in a research study for my Master's Thesis, which will involve English as a Second Language (ESL) and Special Education teachers as well as ESL and Special Education Coordinators or Directors.

The purpose of this study is to determine whether there is a correlation between the representation of English Language Learners receiving special education services and the assessments used to determine their eligibility for such services.

There is a survey to complete; participation will end with the completion of the survey.

This survey should take no more than 30 minutes.

If you have any questions about the research at any time, please call me at [REDACTED], or Dr. Karen Lillie at (716) 673-4656.

Any information that is obtained in connection with this study will be confidential. I will prevent violating confidentiality of the subjects involved by using pseudonyms for all participants and locations in the write up for my thesis.

By clicking on the link and completing the survey you are indicating you have read and understand the information provided above, and that you are over 18 years of age. Completing the survey acknowledges your willingness to participate, and that you understand you may withdraw your consent at anytime and discontinue your participation by simply leaving the survey (exiting the browser).

https://www.surveymonkey.com/s/HDusetz_Fredonia

Sincerely,

Holly Duset, State University of New York at Fredonia

Appendix E

Survey Monkey Survey Frampton and Granderson

Dear Educator:

My name is Holly Dusett and I am a student at SUNY Fredonia working on my Masters in Education in TESOL. You are invited to participate in a research study for my Master's Thesis, which will involve English as a Second Language (ESL) and Special Education teachers as well as ESL and Special Education Coordinators or Directors.

The purpose of this study is to determine whether there is a correlation between the overrepresentation of English Language Learners receiving special education services and the assessments used to determine their eligibility for such services.

There is a survey to complete, and if so desired by the participant a focus group will meet to discuss educator attitudes, ideas and beliefs about the special education identification of English Language Learners (ELLs). If participants are not interested in the focus group, their participation will end with the completion of the survey.

If interested in the focus group there will be a two-hour period chosen by the schedules of the educators interested to discuss with the other teachers and I their ideas and beliefs. This will be recorded using a Olympus VN-8100PC Digital Voice Recorder 142600 and a consent form will be signed that names will not be used but that ideas will be discussed in this thesis project. I will prevent violating the confidentiality of the subjects involved by using pseudonyms for all participants and locations in the write up for my thesis.

This survey should take no more than 30 minutes.

If you have any questions about the research at any time, please call me at [REDACTED] or Dr. Karen Lillie at (716) 673-4656.

Any information that is obtained in connection with this study will be confidential. I will prevent violating the confidentiality of the subjects involved by using pseudonyms for all participants and locations in the write up for my thesis.

By completing the survey you are indicating you have read and understand the information provided above, and that you are over 18 years of age. Completing the survey acknowledges your willingness to participate, and that you understand you may withdraw your consent at anytime and discontinue your participation by simply leaving the survey (exiting the browser).

Sincerely,

Holly Dusett, State University of New York at Fredonia

Identification of ELLs with Special Needs - Other

40%

Are you male or female?

Male

Female

Are you White, Black or African-American, American Indian or Alaskan Native, Asian, Native Hawaiian or other Pacific islander, or some other race?

White

Black or African-American

American Indian or Alaskan Native

Asian

Native Hawaiian or other Pacific Islander

From multiple races

Which category below includes your age?

21-29

30-39

40-49

50-59

60 or older

Prev Next

http://www.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_N... [SURVEY PREVIEW MODE] Identification of ELLs with Special Needs - Other ... Google

Identification of ELLs with Special Needs - Other Exit this survey



In what school district are you employed?

Have you ever referred an ELL for Special Education services?

- Yes
- No

If no, why haven't you, who does this in your school?

To what extent do the student factors listed below influence the placement of English Language Learners in special education?

	Not a Factor	2	No Opinion	4	Major Factor
Poor/low academic achievement	<input type="radio"/>				
Issues related to behavior.	<input type="radio"/>				
Issues specific to oral language development.	<input type="radio"/>				
Issues specific to math problems.	<input type="radio"/>				
Issues specific to written language problems.	<input type="radio"/>				
Issues specific to short attention span.	<input type="radio"/>				
Inability to follow/comprehend instructions.	<input type="radio"/>				
Issues specific to student motivation.	<input type="radio"/>				

http://www.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_N... [SURVEY PREVIEW MODE] Identification of ELLs with Special Needs - Other ... Google

To what extent do the teacher or outside factors listed below contribute to the placement of ELLs in special education?

	Not a Factor	2	No Opinion	4	Major Factor
Inadequate teacher training	<input type="radio"/>				
Language barrier	<input type="radio"/>				
Teacher does not differentiate their instruction	<input type="radio"/>				
The referral system in your district is not sufficient	<input type="radio"/>				
The high stakes standardized testing	<input type="radio"/>				
The special education laws (IDEA) are not appropriate	<input type="radio"/>				
Some educators are biased	<input type="radio"/>				
The testing protocol for special education is not appropriate in your district	<input type="radio"/>				
Poor communication with parents	<input type="radio"/>				
High transiency rate	<input type="radio"/>				
High poverty rate.	<input type="radio"/>				

Please describe any additional factors not mentioned above.

Prev Next

http://www.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_N... [SURVEY PREVIEW MODE] Identification of ELLs with Special Needs - Other ... Google

Identification of ELLs with Special Needs - Other Exit this survey

80%

What assessment(s) are used in your school for the identification of special needs of ELL students?

What other types of assessment are used for the identification of special needs in ELL students? (Select all that apply.)

- Classroom observations
- Parent reports
- Work samples
- Home visits

Other (please specify)

What is the process used for the identification of special needs for ELL students? (Select all that apply.)

- Test administered in home language
- Interpreter assists
- Missed items are administered in opposite language
- Test administered in English

Other (please specify)

http://www.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_N... [SURVEY PREVIEW MODE] Identification of ELLs with Special Needs Survey Google

Identification of ELLs with Special Needs Exit this survey

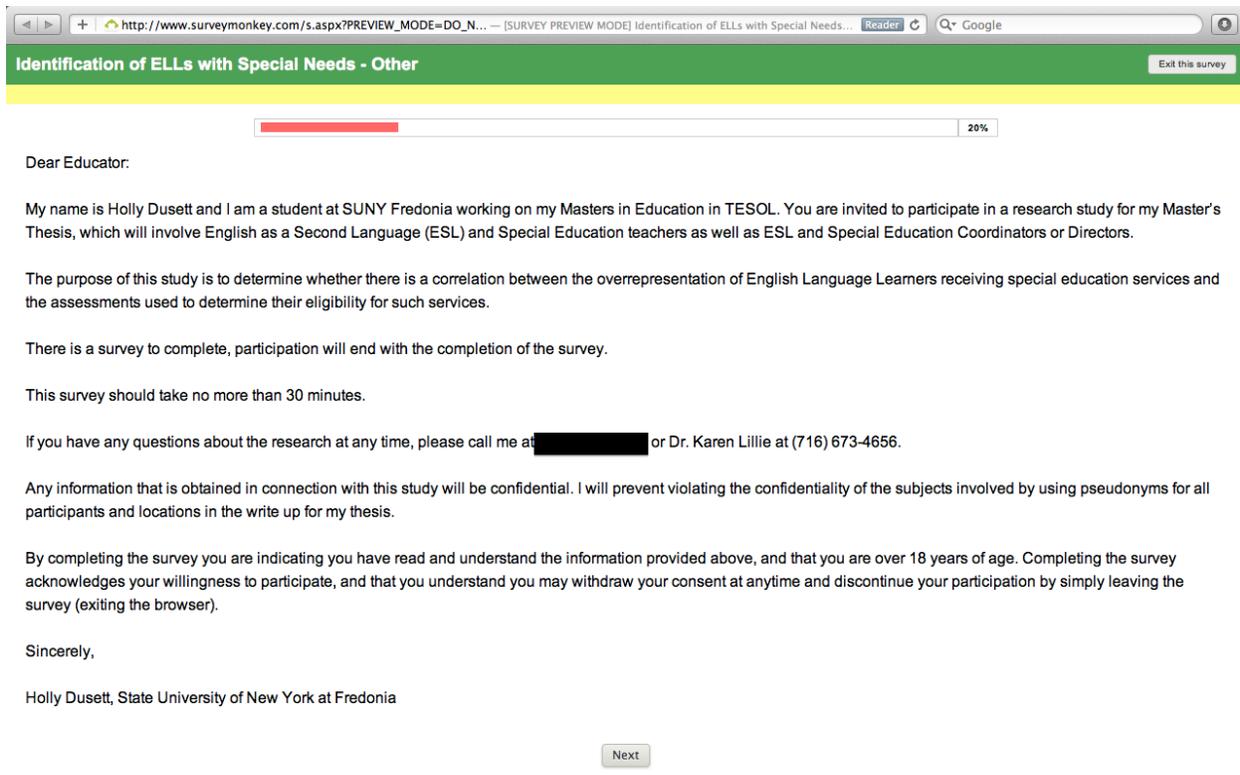
100%

Thank you so much for completing this survey!

If you would be interested in being a member of a focus group discussing your attitudes, ideas, and beliefs regarding the identification for English Language Learners with Special Needs please send an email to me at [REDACTED]

Thank you.

Powered by **SurveyMonkey**
Create your own [free online survey](#) now!

*Appendix F***Survey Monkey Survey Sunnydale**

The image shows a screenshot of a SurveyMonkey survey page. The browser address bar shows the URL: http://www.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_N.... The page title is "Identification of ELLs with Special Needs - Other". A progress bar at the top indicates 20% completion. The survey content includes a greeting, an introduction of the researcher (Holly Duset), the purpose of the study, and contact information for Dr. Karen Lillie. A "Next" button is visible at the bottom of the page.

Dear Educator:

My name is Holly Duset and I am a student at SUNY Fredonia working on my Masters in Education in TESOL. You are invited to participate in a research study for my Master's Thesis, which will involve English as a Second Language (ESL) and Special Education teachers as well as ESL and Special Education Coordinators or Directors.

The purpose of this study is to determine whether there is a correlation between the overrepresentation of English Language Learners receiving special education services and the assessments used to determine their eligibility for such services.

There is a survey to complete, participation will end with the completion of the survey.

This survey should take no more than 30 minutes.

If you have any questions about the research at any time, please call me at [REDACTED] or Dr. Karen Lillie at (716) 673-4656.

Any information that is obtained in connection with this study will be confidential. I will prevent violating the confidentiality of the subjects involved by using pseudonyms for all participants and locations in the write up for my thesis.

By completing the survey you are indicating you have read and understand the information provided above, and that you are over 18 years of age. Completing the survey acknowledges your willingness to participate, and that you understand you may withdraw your consent at anytime and discontinue your participation by simply leaving the survey (exiting the browser).

Sincerely,

Holly Duset, State University of New York at Fredonia

Next

http://www.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_N... [SURVEY PREVIEW MODE] Identification of ELLs with Special Needs - Other ... Google

Identification of ELLs with Special Needs - Other Exit this survey

40%

Are you male or female?

Male
 Female

Are you White, Black or African-American, American Indian or Alaskan Native, Asian, Native Hawaiian or other Pacific islander, or some other race?

White
 Black or African-American
 American Indian or Alaskan Native
 Asian
 Native Hawaiian or other Pacific Islander
 From multiple races

Which category below includes your age?

21-29
 30-39
 40-49
 50-59
 60 or older

Powered by **SurveyMonkey**
Create your own free online survey, now!

http://www.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_N... [SURVEY PREVIEW MODE] Identification of ELLs with Special Needs - Other ... Google

Identification of ELLs with Special Needs - Other Exit this survey

60%

In what school district are you employed?

Have you ever referred an ELL for Special Education services?

Yes
 No

If no, why haven't you, who does this in your school?

To what extent do the student factors listed below influence the placement of English Language Learners in special education?

	Not a Factor	2	No Opinion	4	Major Factor
Poor/low academic achievement	<input type="radio"/>				
Issues related to behavior.	<input type="radio"/>				
Issues specific to oral language development.	<input type="radio"/>				
Issues specific to math problems.	<input type="radio"/>				
Issues specific to written language problems.	<input type="radio"/>				
Issues specific to short attention span.	<input type="radio"/>				
Inability to follow/comprehend instructions.	<input type="radio"/>				
Issues specific to student motivation.	<input type="radio"/>				

http://www.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_N... [SURVEY PREVIEW MODE] Identification of ELLs with Special Needs - Other ...

To what extent do the teacher or outside factors listed below contribute to the placement of ELLs in special education?

	Not a Factor	2	No Opinion	4	Major Factor
Inadequate teacher training	<input type="radio"/>				
Language barrier	<input type="radio"/>				
Teacher does not differentiate their instruction	<input type="radio"/>				
The referral system in your district is not sufficient	<input type="radio"/>				
The high stakes standardized testing	<input type="radio"/>				
The special education laws (IDEA) are not appropriate	<input type="radio"/>				
Some educators are biased	<input type="radio"/>				
The testing protocol for special education is not appropriate in your district	<input type="radio"/>				
Poor communication with parents	<input type="radio"/>				
High transiency rate	<input type="radio"/>				
High poverty rate.	<input type="radio"/>				

Please describe any additional factors not mentioned above.

Powered by **SurveyMonkey**
 Create your own [free online survey](#), now!

http://www.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_N... [SURVEY PREVIEW MODE] Identification of ELLs with Special Needs - Other ...

Identification of ELLs with Special Needs - Other Exit this survey

80%

What assessment(s) are used in your school for the identification of special needs of ELL students?

What other types of assessment are used for the identification of special needs in ELL students? (Select all that apply.)

- Classroom observations
- Parent reports
- Work samples
- Home visits

Other (please specify)

What is the process used for the identification of special needs for ELL students? (Select all that apply.)

- Test administered in home language
- Interpreter assists
- Missed items are administered in opposite language
- Test administered in English

Other (please specify)

The image is a screenshot of a web browser displaying a survey completion page. The browser's address bar shows the URL: http://www.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_N.... The page title is "[SURVEY PREVIEW MODE] Identification of ELLs with Special Needs - Other ...". The browser's search bar contains the text "Google".

The survey content area has a green header with the text "Identification of ELLs with Special Needs - Other" and a yellow bar below it. A red progress bar is shown at 100%. Below the progress bar, the text reads "Thank you so much for completing this survey!".

At the bottom of the survey area, there are two buttons: "Prev" and "Done".

Below the buttons, the text reads: "Powered by **SurveyMonkey**
Create your own [free online survey](#), now!"

Appendix G

Citi Completion

CITI Collaborative Institutional Training Initiative**Human Research Curriculum Completion Report
Printed on 5/1/2012****Learner:** Holly Dusetz (username: [REDACTED])**Institution:** SUNY - College at Fredonia**Contact Information** Department: Education

Phone: [REDACTED]

Email: [REDACTED]

Group 1.:**Stage 1. Basic Course Passed on 10/20/10 (Ref # 5097481)**

Required Modules	Date Completed	
Introduction	10/12/10	no quiz
History and Ethical Principles - SBR	10/16/10	3/4 (75%)
Defining Research with Human Subjects - SBR	10/16/10	5/5 (100%)
The Regulations and The Social and Behavioral Sciences - SBR	10/16/10	4/5 (80%)
Assessing Risk in Social and Behavioral Sciences - SBR	10/17/10	5/5 (100%)
Informed Consent - SBR	10/17/10	5/5 (100%)
Privacy and Confidentiality - SBR	10/19/10	3/3 (100%)
Research with Prisoners - SBR	10/19/10	4/4 (100%)
Research with Children - SBR	10/19/10	4/4 (100%)
Research in Public Elementary and Secondary Schools - SBR	10/20/10	4/4 (100%)
International Research - SBR	10/20/10	3/3 (100%)
Internet Research - SBR	10/20/10	4/4 (100%)
Group Harms: Research With Culturally or Medically Vulnerable Groups	10/20/10	3/3 (100%)
Vulnerable Subjects - Research Involving Workers/Employees	10/20/10	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects	10/20/10	2/2 (100%)
SUNY Fredonia State College	10/20/10	no quiz

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Appendix H

HSR Application and Approval



Request for Human Subjects Review

Complete both Part I and Part II of this application. Return to Human Subjects Review Committee, SUNY Fredonia, E 230 Thompson Hall. Phone: 716 673-3528; FAX 716 673-3802.

Part I

Project Name: Representation of ESL Students in Special Education

Principal Investigator #1: Holly Duset

Check one of the following: Faculty/Staff Principal Investigator
[X] Student Principal Investigator

Signature of Principal Investigator #1

Department: Education Phone Number:
Campus Address:
Email Address:

(Additional Principal Investigators' information should be in the same format on an attached sheet.)

STUDENT PRINCIPAL INVESTIGATORS MUST LIST THE SUPERVISING FACULTY MEMBER AND HAVE THE FACULTY SPONSOR SIGN THE FACULTY VERIFICATION THAT APPEARS BELOW.

Faculty Sponsor: Karen Lillie

Faculty Verification: I have read this student's Application for Human Subjects (Part I and Part II). I accept responsibility for the manner in which this study will be carried out. I am convinced that benefits from this research outweigh any risks.

Signature of Faculty Sponsor

Number of Subjects: 100

Type of Subjects: [X] Male [X] Female

Check all that apply: [X] Adults, note the age range: 18-85

Special subjects (Protected classes)

Pregnant women Children (<18 years of age)
Individuals with disabilities Prisoners
Other vulnerable group

Type of Procedures:

Check all that apply

Review of records Interview Hypnosis
Observation Audio taping Deception
Videotaping Photographs Self-disclosure
Threats/Embarrassment [X] Survey (mail-in, phone, in-person, in-class, on-line)
Standardized Tests Recording of identifiable personal data

____ Other (specify) _____

Where will research take place? Off campus



Time and Length: Date study will begin __December__ Date study will end __April__

Will subjects be compensated? No Yes
If yes, specify nature and/or amount _____

Under what terms will subjects be compensated: _____

Who will obtain consent? Holly Dusett, principal investigator. Please see Appendix A, B, C, and F for consent form and survey.

.....
I have completed the CITI On-Line Human Subjects Protection Training. A Certificate (or copy) is:
(Circle one)

on file in the Research Office.

Attached.

NOTE: For students, the supervising faculty member must also have completed the training.
.....

Committee Use Only

Type of Review: Exempt Expedited Full Committee Emergency

Approval Date _____ Closure date: _____

Memorandum received:

Starting Research: Yes No

Ended Research: Yes No

Application for the Use of Human Subjects - Part II

Please address each numbered item in the order given. Incomplete applications will be returned to the principal investigator. If there are sections that are not applicable to your research, please explain why. Use the following as your guide:

1. Name the principal investigator. Describe his/her qualifications and any relevant experiences.

Holly Ann Dusett is the principal student investigator. Holly Ann Dusett is enrolled in the Teaching English to Speakers of Other Languages (TESOL) graduate program to obtain her M.S. in TESOL K-12 certification.

2. Explain the procedures involved to carry out your *in detail*. What is the overall goal of your study and what are your specific objectives? What will you do? What will the subjects do? A list of the steps in your study is often helpful. It is important that you describe your research protocol in enough detail that an uninformed reader can understand what is involved in your research project.

Purpose and Goal

Research has shown that there is often an overrepresentation of English Language Learners in special education in part due to inaccurate assessment and the similarities between second language acquisition and learning disabilities. The goal of this study, therefore, is to determine whether there is a relationship between the representation of English Language Learners receiving special education services and the assessments used to determine their eligibility for such services.

The average rate of special education identification in the United States is approximately 9% (Sullivan, 2011). Throughout the studies there was quite a difference between how many ELLs were identified for special education services (Artiles, Rueda, Salazar & Higareda, 2005; De Valenzuela, Copeland, Qi & Park, 2006; Sullivan, 2011). Sullivan stated that states reported rates of ELLs in Special Education between 0% and 17.3% (2011). De Valenzuela et al. (2006) reported that in a large urban school studied ELLs in this district made up 12.1% of the total student population, but 22.3% of the special education population. Artiles et al. (2005) found in one school ELLs receiving special education services was comparable to their student population at 7.6%, but when broken down into elementary versus secondary there was a disparity. Only 5.3% of the ELLs in elementary school received special education services, but 14.1% of ELLs in the secondary school received special education services. It was also stated that there was a higher proportion of ELLs in special education services who had received ESL in an English Immersion Program where the students have limited primary language support, whereas students who were enrolled in bilingual education services had a lower rate of special education enrollment. (Artiles et al., 2005; Sullivan, 2011).

Procedure

Step One: The principal investigator, Holly Ann Dusett, will send a letter (See Appendix A) to the building principals of the schools that this research study hopes to survey.

Step Two: With the consent of these principals, the principal investigator, Holly Ann Dusett, will email all English as a Second Language (ESL) teachers and Special Education teachers. The email (See Appendix B) explains the study, and contains a link to Survey Monkey, a website where the survey is held.

Step Three: With the consent of these principals, the principal investigator, Holly Ann Dusetz, will also email the ESL Coordinator or Director and Special Education Coordinator or director. The email (See Appendix B) explains the study, and contains a link to Survey Monkey, a website where the survey is held. The principal investigator also have email correspondence with the ESL and Special Education Coordinators to find the number of ESL students, Special Education students, ESL students in Special Education, and total students in each school (See Appendix C).

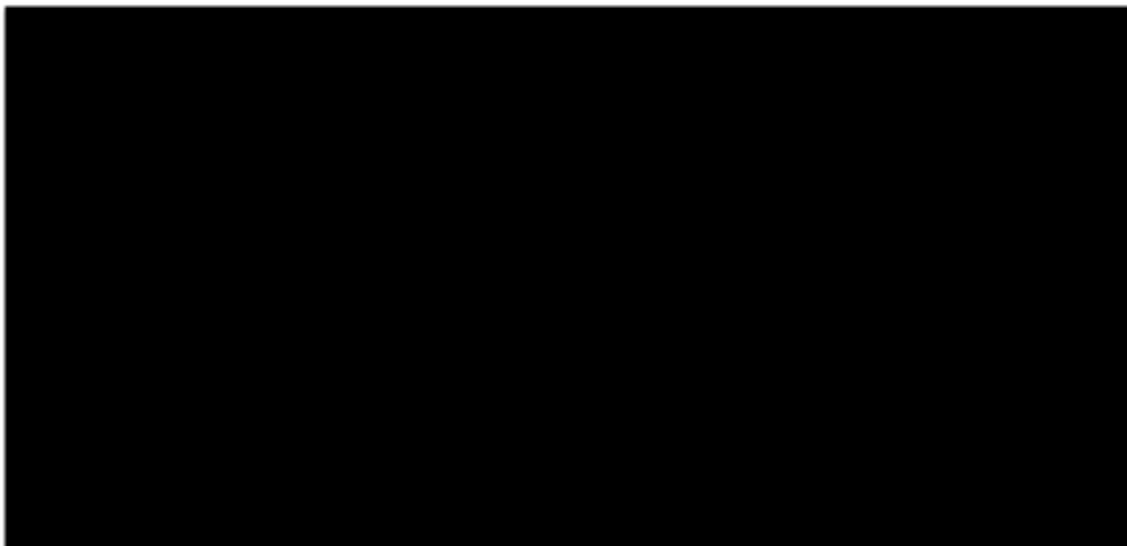
Step Four: The English as a Second Language (ESL) teachers, Special Education teachers, ESL Coordinators or Directors, and Special Education Coordinators or Directors in schools allowed will complete the survey if they so decide. This survey is completely anonymous and asks only questions regarding sex and race or ethnicity. By clicking on the link in the email and completing the survey they are indicating they have read and understand the information provided, and that they are over 18 years of age. Completing the survey acknowledges their willingness to participate, and that they understand that they may withdraw their consent at anytime and discontinue their participation by simply leaving the survey (exiting the browser) at any time without penalty.

Step Five: The final question on the survey is an offer for the teacher to email the principal investigator if they are interested in being in a focus group regarding their ideas and beliefs regarding the representation of English Language Learners in Special Education (See Appendix D).

Step Six: These teachers will then be contacted to meet for a two-hour period that is accessible to all educators interested in participating to discuss with the other teachers and I their ideas and beliefs. This will be recorded using a Olympus VN-8100PC Digital Voice Recorder 142600 and the teachers will sign a consent form (see Appendix E) that their names will not be used but that their ideas will be discussed in this thesis project. I will prevent violating the confidentiality of the subjects involved by using pseudonyms for all participants and locations in the write up for my thesis.

Step Seven: I will then compare all the survey answers, research the specific assessments used in the schools, and attempt to determine whether assessments influence the representation of English Language Learners in Special Education.

3. Describe the individuals who will participate in your study, noting their age (or age ranges), gender, ethnic background, and health status (if known).



The individuals who will participate in my study are all employees of the school and who hold the positions of English as a Second Language (ESL) teacher, Special Education teacher, ESL Coordinator or Director, or Special Education Coordinator or Director.

These individuals will be between age 18 and age 85. These individuals will be both male and female. They will have varying ethnic backgrounds.

These individuals will work in Western New York in the specific schools listed above, pending the approval of the principals.

- 4. Identify the data you hope to collect and how you will collect those data. Mention all instruments you will use and *attach a copy of these instruments to your application*. Please note that if you are using a piece of equipment, you just need to describe that equipment. Describe how you will use the information you collect; that is, to further research on your topic, to further research, to provide some form of treatment, to improve student performance, etc. Describe what will happen to the data/videotapes/audiotapes you collect upon the completion of the study.**

Unidentifiable data will be collected in the form of a survey created on SurveyMonkey.com (See Appendix F). Survey questions were taken from previous surveys regarding the assessment and referral of English Language Learners for Special Education services. Eight of the questions were from Aguirre's (2007) study on the factors that influence bilingual teachers to refer English Language Learners to special education. Eleven of the questions were from Alvarez's (2010) study of the factors that may contribute to the placement of English Language Learners in special education as well. The remainders of the questions used were from Hardin, Roach-Scott, and Peisner-Feinberg's (2007) study regarding the special education referral, evaluation, and placement practices for English Language Learners. Questions in the survey were grouped regarding student factors, found in Aguirre's (2007) study and question numbers six through thirteen, and teacher or outside factors, numbers fourteen through 24 from Alvarez's (2010) study. These questions were chosen from these surveys because they have already been tested in their respective original studies.

This survey will be voluntary and the participants will be unidentifiable. The ESL and Special Education teachers and coordinators or directors will receive an email with a link to a survey created on Survey Monkey. By clicking on the link and completing the survey they are indicating they have read and understand the information provided, and that they are over 18 years of age. Completing the survey acknowledges their willingness to participate, and that they understand that they may withdraw their consent at anytime and discontinue their participation by simply leaving the survey (exiting the browser) at any time without penalty.

The teachers that indicate a willingness to participate in a focus group will be contacted to meet for a two-hour period that is accessible to all educators interested to discuss with the other teachers and I their ideas and beliefs. This will be recorded using a Olympus VN-8100PC Digital Voice Recorder 142600 and the teachers will sign a consent form (see Appendix E) that their names will not be used but that their ideas will be discussed in this thesis project. I will prevent violating the confidentiality of the subjects involved by using pseudonyms for all participants and locations in the write up for my thesis.

The data collected will be shredded at the end of the study. The comments recorded on the Olympus VN-8100PC Digital Voice Recorder 142600 will be deleted in order to protect the anonymity of the participants.

The data collected will be used to add to the current literature regarding the representation of ELLs in special education. This researcher hopes that there will be indications of best practices in regards to the assessment of ELLs and insight regarding the ideas and beliefs of current teachers in the field.

5. Describe how you will recruit subjects for your study and how you will handle obtaining their informed consent for participation.

The principal investigator will personally deliver the letters to the potential participating schools. Each principal will be asked to contact the principal investigator via email.

The principal investigator will then send an email to all ESL and Special Education personnel within each of the consenting schools (see Appendix B and C). By clicking on the link and completing the survey they are indicating they have read and understand the information provided, and that they are over 18 years of age. Completing the survey acknowledges their willingness to participate, and that they understand that they may withdraw their consent at anytime and discontinue their participation by simply leaving the survey (exiting the browser) at any time without penalty.

6. This component contains four parts:

- a. **Identify any potential risks: physical, psychological, social, legal, or another type of risk. Mention the likelihood of these risks occurring and their seriousness. Describe alternative treatments that might be advantageous to the subjects.**
- b. **Where appropriate, state how you will ensure that your subjects receive necessary medical or professional intervention if they have adverse effects to your treatment/research protocol.**
- c. **Tell how you will maintain the safety of your subjects during your study.**
- d. **If there are risks in your study, tell how the risks are balanced by the benefits to be gained by the subjects from their participation in your study. Also mention the relationship of the risks to the knowledge that will be gained from your study.**

Risks might include frustration from the participants who may be uncomfortable with the survey questions. This frustration or discomfort will be typical of normal daily activities. Risks also might include frustration typical of normal daily activities from those who choose to participate in the focus group when speaking with those with differing opinions from themselves. The participating schools have on-site counselors if needed. There is a minimal possibility that these questions will produce frustrations. There is no safety, legal, physical, or social risk factor to this study.

The potential risks to the participants of the study are counterbalanced by the anonymity of the survey and the potential knowledge gained from the study. The potential risks of the focus group will be counterbalanced with the use of pseudonyms and the potential knowledge gained from this study.

7. If your study deals with a sensitive issue and/or the data you collect deals with criminal acts, sexual conduct and behavior, drug and alcohol use, sensitivity and awareness to potential risks, and/or liabilities to your subjects, you will need to clearly state the precautions taken to minimize risks or liabilities.

This study does not deal with any sensitive issues, criminal acts, sexual conduct and behavior, or drug and alcohol use.

8. Mention how you will prevent any risk to violating the confidentiality of the subjects involved in your study.

This survey is completely anonymous. No personal information is asked of the participants other than the fact that they are over the age of 18, their sex, and their race or ethnicity (See Appendix F).

The focus group will be recorded using a Olympus VN-8100PC Digital Voice Recorder 142600 and the teachers will sign a consent form (See Appendix E) that their names will not be used but that their ideas will be discussed in this thesis project. I will prevent violating the confidentiality of the subjects involved by using pseudonyms for all participants and locations in the write up for my thesis.

If you have questions about your research project or how this application should be completed, please feel free to contact any of the following individuals:

Maggie Bryan-Peterson, Human Subjects Administrator and Director, Office of Sponsored Programs
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 **Maggie Bryan-Peterson** Maggie.Bryan-Peterson@fredonia.edu Feb 29   

to Holly, Karen, Maggie 

Ms. Dusetz and Dr. Lillie --

Thank you for your revised application for your proposed research titled "Representation of ESL Students in Special Education." Your revisions have answered the concerns of the Committee. This e-mail is your approval and your research may proceed as described with the proviso that if more districts agree to your research, you will forward memos or permissions from each district.

As a reminder, you must comply with Part D of the Campus Policies on Human Subjects requiring notification at the time data collection begins and when it is done. You may accomplish this with a simple e-mail to me.

Thank you for keeping the high standards relating to research and the protection of human subjects on the Fredonia campus. Best wishes on your research.

Maggie Bryan-Peterson
Human Subjects Administrator

