

Copy read 7.8.86
PWS

**IDENTIFICATION OF LEARNING IMPAIRED
LINGUISTICALLY DIFFERENT STUDENTS
IN ROCHESTER, NEW YORK, SUBURBAN SCHOOLS**

THESIS

Submitted to the Graduate Committee of the
Department of Education and Human Development
State University College at Brockport
in Partial Fulfillment of the
Requirements for the Degree of
Master of Science in Education

by

Lucille Testa Stone
State University College at Brockport
Brockport, New York

May, 1986

SUBMITTED BY:

Lucille Pesta Stone

APPROVED BY:

Robert W. B. Cook
Thesis Advisor

7-2-86
Date

Donald J. H.
Second Faculty Reader

7-25-86
Date

Robert B. Kille
Chairman, Graduate
Policies Committee

8/15/86
Date

Acknowledgements

The author thanks two patient and kind professors who advised and provided her with valuable suggestions for this study: Dr. Robert Blake and Dr. Don Johnson. Special thanks are extended to Mr. Carl Testa, her brother and best friend, who was enthusiastic and eager to assist this researcher.

The author also thanks her husband, Richard Stone; her son Richard Thomas, and her daughter, Kelly Ann, who were extremely understanding and encouraging throughout the duration of this study. Lastly, an enormous thanks to her parents, Albert and Lucy Testa, who taught her the significance of education, the importance of justice and kindness, and inspired her to follow her dreams.

ABSTRACT

This paper reviews the legal basis for Bilingual Education and Special Education which have formed the framework for Bilingual Special Education.

Assessment procedures and considerations utilized to screen linguistically different students in the area of language dominance/proficiency and IQ measurement are examined. The advantages and disadvantages of assessment tools such as culture free tests, translated tests, regional norms, adaptive scales, criterion reference measures and pluralistic assessment techniques are discussed.

Included are the results of a questionnaire which was distributed to the directors of Special Education in thirty-two schools in and near Monroe County. The purpose of this questionnaire was to ascertain information concerning the types of assessment methods used by these educators to identify linguistically different students for learning impediments. Twenty-one schools responded to this survey which form the basis of this study.

The results indicate that educators are well informed regarding the need to obtain performance data of bilingual students in both the linguistic and cognitive areas. However, it was quite evident from the multitude of tests used over the last two years that these professionals did not feel that existing tests adequately reflected true performance levels of these students.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	
Statement of the Problem	1
Purpose of the Study	3
Definitions	3
II. REVIEW OF RELATED LITERATURE	
Legal Bases	6
Bilingual Education	6
Special Education	7
Bilingual Special Education	8
Assessment	8
Pre-Assessment	9
Linguistic Assessment	10
Measuring Intelligence	12
Assessment Tools	
Culture Free Tests	13
Translated Tests	14
Regional Norms	14
Adaptive Behavior Scales	15
Criterion Reference Measure	15
Pluralistic Assessment Techniques	16
Differential Diagnosis	16
III. METHODOLOGY	
Research Design	22
IV. RESULTS	25
V. CONCLUSIONS	
Recommendations	51
Bibliography	53
Appendices	56

CHAPTER I
INTRODUCTION

Statement of the Problem

Many factors shape a student's development, among them are his genetic inheritance, the circumstances in which he lives and the adaptations he must make to those circumstances. The bulk of human knowledge is stored and transmitted in language. It permeates an individual's every thought, it is fused with his culture, and helps him develop a schema which assists him with his ubiquitous search for meaning. It is the teacher, though, who has the formidable task of making the student more aware of the world around him via language structures.

Language, and its interrelationships with culture, cognitive and academic growth, has been the focus of much interest and debate. Education of non-English speaking students is of major concern, and so too is the identification and education of linguistically different children with special needs. The complexities inherent in this issue are reflected in the heterogeneous linguistic abilities of children who are proficient to varying degrees in their primary and second languages and also by the myriad and degrees of learning disabilities.

To date, there exist no legal mandates for bilingual special education. Rather, it has become a sub-specialty which has emerged from an intersection of legislation and litigation, forming the framework for bilingual education and special education.

There is a wealth of information available concerning bilingual education including language acquisition models, methodologies for teaching English as a second language and a multitude of studies involving cognitive and linguistic development. Likewise, much has been written about the origins and manifestations of learning disabilities. However, there is a dearth of literature regarding learning impaired linguistically different students. Information which can be found on this topic points to a definite lack of concrete knowledge. What does emerge insofar as assessment of bilinguals is twofold. First, assessment requires careful selection of the most appropriate procedures and tools to capture both linguistic and cognitive performance, and second, comprehensive assessment procedures must sample student behaviors from a holistic approach. The position is sound, but the pragmatic application is elusive. One author's view is canceled out by another's and a third comes along which contradicts both.

Purpose of the Study

This study attempted to ascertain information concerning what pragmatic methods, drawn from linguistic theory and research, are being used by educators in suburban Rochester, New York schools in order to deal with the complex problem of identifying linguistically different students suspected of having learning handicaps, as opposed to those students who are having difficulties which reflect poor second language learning.

The major concerns of this survey include educators' recognition of the need to identify linguistically different students with possible learning impediments, types of assessment tools used for identification, the criteria for selection of testing instruments and educators' opinions with regard to the validity of the available testing instruments used to assess bilingual students.

Definitions

In the course of surveying literature for this paper, it was evident that certain terms applicable to the topic of learning impaired linguistically different students were used in a variety of ways to represent diverse meanings. Therefore, for the purpose of this paper, five terms will be defined, and any word or words used synonymously will be indicated.

Assessment - the informal and/or formal screening, techniques or interactive procedures between student and appraisal personnel which are used to influence decisions concerning the student's education.

Primary language - the first language acquired by an individual.

Linguistically different student - an individual whose primary language is not English and is currently enrolled in school. He or she is attempting to learn English in order to function in the educational system. The term bilingual student will be used interchangeably with linguistically different student.

Language dominance - the language which a student uses with a greater facility than any other language.

Language proficiency - the performance level exhibited by the student when using a particular language. This includes some or all aspects of the language.

Learning impediment - delayed development, emotional, behavioral or psychological handicaps, mental retardation or physical handicaps such as cerebral palsy which would inhibit the learning process. The term learning impediment will be used interchangeably with learning handicap.

Summary

Special education for the bilingual child is a relatively new field of education. Although much has been

written in regard to Bilingual Education and Special Education there is a shortage of information relating to Bilingual Special Education.

Based on the literature which is available it seems reasonable that data concerning a bilingual student's linguistic abilities such as language dominance and proficiency and his cognitive abilities be obtained in order for educators to make fair and appropriate decisions for his education.

The following section provides a synopsis of the background and literature of Bilingual Special Education.

CHAPTER II

REVIEW OF RELATED LITERATURE

Legal Bases

In recent years legislation and litigation have clearly defined the areas of bilingual education as well as more of special education. Because bilingual special education has its roots in both fields, it is necessary to examine each area separately. The impetus for both bilingual education and special education is undeniably the 1964 Civil Rights Act, which laid the foundation for subsequent legislative and judicial action, concerning the rights of language minority children. It states that no individual shall be discriminated against because of race, color or national origin in any program receiving federal assistance. Thus, ethnic minorities are guaranteed non-discriminatory treatment in social, as well as educational services. The implications for American education were immense.

Bilingual Education

The Bilingual Education Act, Title IV of the Elementary and Secondary Education Act (1968), encourages the establishment of educational programs, using bilingual educational techniques and methods. It recognizes the existence of language minority students as a special needs population in terms of education.

The Bilingual Education Act is permissive rather than mandatory, offering funding incentives to school districts to develop bilingual programs. The purpose of this act is to ensure that children of limited English proficiency are provided educational opportunities that are as effective as those provided to English-speaking students.

The most extensive impact on bilingual education was a result of a Supreme Court decision reached in the *Lau v. Nichols* case (1974). A class action suit was filed on behalf of 1,800 Chinese-speaking students in the San Francisco area. The suit claimed that these students were being denied appropriate and meaningful instruction because they could not participate in an English-speaking classroom, thus violating their civil right of equal educational opportunities, guaranteed under the 1964 Civil Rights Act. The Supreme Court decision mandates that special language programs (including assessment) be provided for limited English-speaking individuals.

Special Education

Public Law 94-142, The Education for All Handicapped Children Act (1975), ensures the rights of handicapped children to a free and appropriate public education. This law mandates non-discriminatory assessment, classification and placement in special educational programs, individualized and appropriate education, the least restrictive placement and parental participation in decision making.

Bilingual Special Education

Bilingual special education has yet to be defined by law. However, when a child meets the requirements for both bilingual education and special education, the legal mandates overlap. Because of the court decision in the *Diana v. The California State Board of Education* case (1970, 1973), some specific procedures regarding the education of minority students were delineated. These include testing in the child's native language, re-testing, using non-verbal intelligence tests, development of test norms designed to target specific ethnic groups, development of test program revision, as well as the development of transitional programs for mainstreaming.

Only one litigation was found that specifically related to bilingual special education, the case of *Dyrcia S., et al. v. The Board of Education of the City of New York et al.* This was a class action suit filed on behalf of Hispanic and Puerto Rican students which specifically pointed to the educational system's failure to provide appropriate special education to limited English speaking students.

Assessment

In order to comply with legal requirements and to plan, as well as to evaluate educational programs for linguistically different students, linguistic and cogni-

tive assessment must be made. Assessment should be conducted, whenever possible, in a student's native language. However, because of a limited number of professionals, especially in the less commonly used languages, such as Tonga or various Asian dialects, testing a student in his native language is quite often an impossibility.

Pre-Assessment

The classroom teacher plays a crucial role in the recognition of students who may have learning impediments. She or he alone is able to observe the student in his day-to-day attempts at language learning and classroom skills.

Ambert (1980) suggests two types of observational methods, diary type recordings and time sampling (observing the student each day at the same time for a specific length of time). Regardless of which method is employed, these recordings should be limited to particular skills in social and academic areas. The teacher should be concerned with consistent behaviors which could indicate a specific learning problem in the areas of gross and fine motor coordination, visual motor coordination, visual and auditory memory, as well as social interaction. Insofar as social interaction is concerned, it should be noted that a student's socialization, including learning style, may be culture-related.

Langdon (1983) and Tucker (1980) have written extensively about procedural safeguards to be considered during both formal and informal assessment. Both advocate parental involvement when and if possible, to ascertain if there existed any neurological or physical delays during childhood development and to understand the parents' perception of the problem. Any assessment should rely on different types of data obtained from different sources which include age, length of time the student has been in school, educational history (including psycholinguistic and psychological testing), health history, school attendance and length of time in the country.

Linguistic Assessment

Information regarding the language of a linguistically different student should be obtained in four distinct areas: 1) primary language acquisition 2) home language(s) 3) language dominance and 4) language proficiency.

According to Burt and Dulay (1978), information concerning the primary language and home language(s) and to what degree and how it (they) are used, will serve to supplement information concerning a student's language dominance and proficiency. The use of any language(s) spoken by the parents in the home does not necessarily guarantee that a student will be proficient or dominant in that language. A student's degree of bilingualism can

range from near monolingualism to balanced bilingualism. It is not extraordinary to find parents speaking a non-English language to their children and the children responding to their parents in English.

Whereas, information regarding primary and home language(s) is obtained informally, formal procedures are used to ascertain language dominance and proficiency.

The majority of language assessment instruments available commercially which are used to determine dominance and proficiency, are for Spanish-speaking students. The most commonly used are The Bilingual Syntax Measure I and II, The Language Assessment Scales I and II, The Basic Inventory of Natural Language and The Peabody Picture Vocabulary Test.

Both the English and Spanish versions of the above mentioned tests are age graded and measure only oral language skills. Each test assesses a different set of language proficiency criteria based upon a restricted number of linguistic components. It seems reasonable that students should not be assessed or placed in educational settings based on the score of just one test, which unfortunately, frequently seems to be the case. A total linguistic assessment must include examination of receptive and expressive areas.

In the receptive area, it would seem appropriate that the appraiser test understanding of concrete versus abstract terms and concepts of space, time and quantity. The student's ability to follow simple directions and comprehend oral language should also be recorded.

Expressive information includes articulation, sequencing of ideas and the degree of the student's ability to use complete, grammatically correct sentences.

Of the utmost importance is the examiner's ability to distinguish between the quality and quantity of a student's responses. The content of the student's language measure must not be outside the student's realm of experience and/or values. Any responses required by a test item should be an elicitation of natural discourse.

Measuring Intelligence

For any educator, the ultimate assessing instrument would obviate cultural differences and give a true performance level of intellectual ability. But as DeAvilia (1980) points out,

In tests of mental ability, an attempt is made to determine the ability to manipulate certain elements of a problem into a predetermined solution. But if all or some of the elements are not equally familiar to the child, the test is unfairly biased. The influence of culture on conventional IQ test items is

subtle in some cases, blatant in others. But the fact remains that in a large number of traditional IQ tests, the items are measuring something other than that for which they were designed. (p. 68)

It is, therefore, impossible to determine whether a linguistically different student has missed a test item because it was not contained in his realm of experience or because he lacked the mental understanding to answer it.

Publishers have responded to these criticisms in a number of ways, although none have been totally successful.

Culture Free Tests

Raymond B. Cattell and others such as Ravens and Leiter, have attempted to develop culture free tests to eliminate culture specific aspects of assessment instruments by releasing the test from language constraints. This is done by using geometric forms instead of verbal test items. However, no one instrument is equally applicable for all individuals with different cultural and linguistic backgrounds.

Culture free tests include: Cattell's Culture Fair Intelligence Test, Leiter International Performance Scale, Raven's Progressive Matrices and Columbia Mental Maturity Scale.

Translated Tests

Direct translation of English language tests into non-English languages have been criticized insofar as achieving testing equality. Translations still reflect linguistic and cultural features of the original test and instead of eliminating biases may actually increase them. There are many problems associated with translated tests. Any direct translation may result in a word not normally used in everyday speech or one which alters the meaning of the original English word. Because of regional subgroup linguistical differences, in addition to the fact that many bilingual children may speak a combination of two languages such as Tex-Mex, a single monolingual translation would be inappropriate. Finally, it should be noted that many bilingual children do not read in their primary language.

Regional Norms (Ethnic Norms, Re-Standardization)

Development of local and special group norms within a specific geographic region for a subgroup within the population at large has proven unsuccessful. Norms developed for one group or one region are not applicable to another. There is the potential for further isolating the minority student from the English-speaking middle class population which comprises the standard for most assessment instruments. Also, regional norms can not hope to achieve

equality in testing since they lead to lower expectations of minorities.

Adaptive Behavior Scales

These tests are designed to assess student's ability to cope with the social demands of his environment. However, selection of the criteria for such tests is extremely difficult since one's environment encompasses a multitude of facets which affect not only the individual but society as a whole. Even though adaptive behavior scales can provide a wholistic picture of a child, they do not identify the needs of children who are successful at socialization skills yet fail at academic tasks.

Criterion References Measures

Criterion reference measures compare a student's performance to a set of specific learning goals of an instructional program as opposed to norm referenced measures which assess individual performance in relationship to a standard group performance. This approach is especially advantageous in evaluating a student's strengths and weaknesses on specific educational tasks. Some drawbacks to such an assessment procedure involve determining who will set the objectives and criterion levels and ascertaining whether or not the test items reflect the behavior criteria.

Pluralistic Assessment Techniques

The System of Multicultural Pluralistic Assessment (SOMPA), attempts to integrate sociocultural factors in the evaluation of intelligence aptitude scores in order to distinguish between mentally retarded individuals and individuals who, due to socioeconomic factors, have learning impediments. This technique does single out the handicapped from the non-handicapped but gives no suggestions as to what should be done after the classifications have been made.

Differential Diagnosis

A multifaceted procedure is essential for determining whether or not a bilingual student is experiencing difficulties because of a learning handicap or problems associated with the second language learning process.

This task is, of course, facilitated when the appraiser is fluent in the student's primary language and culture, for a more exact assessment of the student's articulation, auditory and visual abilities could be obtained and then compared with performance in the second language. (Abbott 1975) This procedure would aid in determining whether a lack of proficiency in English is a symptom of a faulty second language learning process or of a general language disorder.

Diagnosing language disorders/learning impediments would also be simplified in classroom environments where

non-English speaking students all shared the same primary language and culture. Students with handicaps would consistently show lower performance on educational objectives. Obviously, the existence of homogeneous classrooms and appraisal personnel fluent in non-English languages is rare. It is therefore essential that educators understand the characteristics of the second language acquisition process in order to differentiate between the separate characteristic behaviors of a disorder and the overlapping behaviors of second language learning.

The primary language is acquired within the context of the home and social environment. The second language is usually learned upon exposure to school after the primary language has been established. Because of recent research by Krashen (1979) and Burt and Dulay (1979) it is recognized that children are able to identify the language in which they are being addressed around the age of three years. If two languages are being acquired/learned at the same time, the structure development will progress in the same sequence as if each language was being learned separately, and further, errors made in the first language are the same as those made in the second language.

Some characteristics can be attributed to both disorders and poor second language acquisition. These include hesitation in oral production and phonological or

articulation problems which may make communication difficult if not intelligible. Over a period of time, the non-English speaking student who has no learning impediment will eventually overcome these hurdles.

J. Kiraithe (1982) has delineated many differences between difficulties experienced by non-English speakers which are caused by disorders and those caused by the second language acquisition process. She has noted that during second language acquisition, the normally developing student will learn to discriminate among new sounds, the combination of sounds, and minimal differences between sounds in order to understand differences in meaning. He will then learn how to articulate these sounds in order to produce words. Words and labels will be learned for concrete objects as well as abstract concepts. As the student builds his vocabulary, he will begin producing sentence structures which may differ from those of his native language. At this stage it is not uncommon for the student to combine both his primary language and his newly acquired English in an effort to express himself. Errors will be made but should be accepted as normal progressive development of the second language. Following these stages, the student will attempt intonation and kinesthetic patterns which will take him a considerable time to learn. Success in this area is largely dependent on the

individual's desire and his devotion to practice.

A child who is developing normally with no learning disorders will eventually learn the English language as set forth above. However, problems with acquiring English may be attributed to actual language disorders which arise from or are symptomatic of learning handicaps.

Many elements of second language acquisition which are problematic for normally developing children also pose problems for the learning impaired child, but because of the variety and degrees of disorders, the learning impaired student faces additional hurdles. Some language disorders can be attributed to mental retardation, hearing loss, cerebral palsy and cleft palates. Physical handicaps, though not directly linked to language disorders, can indirectly affect a student's language because of psychological factors.

A student with a learning impediment may be unable to hear and/or discriminate sounds because of hearing loss or a health impairing condition such as cerebral palsy, which could also contribute to poor articulation and distortions, and additions and omissions of words thus rendering speech disordered or intelligible. Because of hearing loss and mental retardation, a student may not be able to learn labels for concrete objects and/or abstract concepts; he may not even understand basic underlying con-

cepts. He may not be capable of applying information to new situations and does not possess the ability to generalize. The learning impaired child may have a poor, perhaps non-existent, short-term memory and long-term memory may be sporadic. This type of behavior is attributed to disorders such as attention deficit. Constant repetition is needed for the child to understand new words and concepts even momentarily. Immature behavior, low intelligence and stubbornness may be demonstrated by the student even on non-verbal tasks. For the learning impaired child, expressive language may cause difficulties. Speech may be delayed or immature. It can be too slow or too fast and vocal qualities such as pitch and loudness may not be at appropriate levels for the age of the child. Stuttering can be associated with several learning disorders including dyslexia.

Summary

The overlapping legal mandates concerning Special Education and Bilingual Education, as well as litigation in cases such as Diana v. The California State Board of Education have formed the basis of Bilingual Special Education.

In order to meet reporting requirements and to plan for educational programs for the linguistically different student, there is a need for comprehensive assessment

procedures that sample student behaviors from a holistic perspective. Assessment of linguistic and cognitive abilities should be conducted.

In the area of linguistic assessment, data concerning the home language, primary language, language proficiency and language dominance must be obtained. The gathering of intellectual measurement is also important, however, this task is made difficult because of the lack of non-biased assessment tools which reflect true performance levels.

Attempts to resolve the problem of testing bias have been made which include culture free tests, translated tests, regional norms, adaptive behavior scales, criterion reference measures and pluralistic assessment techniques. None have been totally successful.

Assessment of linguistic and cognitive abilities are needed in order to determine whether or not slow or inadequate performance in English is caused by poor second language acquisition or caused by a language disorder.

To obtain information concerning the methods used by Rochester, New York educators in suburban schools when dealing with linguistically different students who are suspected of having a learning impediment, the survey described in the following chapter was conducted.

CHAPTER III

METHODOLOGY

Research Design

In order to ascertain what assessment methods educators in the suburban Rochester, New York area schools used for identifying linguistically different students with special needs, a questionnaire was distributed by mail on March 1, 1986, to thirty-two schools in and near the Monroe County area. Of the thirty-two schools, twenty-one schools were public, seven were private and four were parochial schools administered under the auspices of the Roman Catholic Diocese of Rochester. The questionnaire was addressed to the administrator of special education in each school. A cover letter which accompanied the questionnaire requested that the form be completed and returned in the enclosed stamped self-addressed envelope by March 19, 1986. To ensure privacy, the name of the school was not requested to appear on the questionnaire. A follow-up letter was mailed on March 20, 1986, to those schools which did not respond within the allotted time. (See Appendices)

The Questionnaire

The questionnaire was developed in order to obtain answers to the following questions:

1. Who in the school district is responsible for determining whether a linguistically different schoolchild has a learning disability?
2. What methods are used in order to determine whether a linguistically different student should be tested for a learning disability?
3. Are these students informally tested to acquire additional data to determine if a learning disability exists?
4. Which formal tests are generally used?
5. If a learning disability is suspected, which formal test(s) has been used within the last two years for a) IQ measurement and for b) language dominance/proficiency?
6. How effective are these formal assessment tools?
7. Who administers formal assessment tests for learning disabilities?
8. Who interprets test results?
9. If no learning disability is suspected, what criterion is used to place a linguistically different schoolchild?
10. Does the school (district) have trained personnel to teach linguistically different children?
11. Are trained personnel experienced in TESOL, bilingual education or both?

12. Is there enough literature available concerning the testing of linguistically different children for learning disabilities?
13. Is the documentation explaining the use of formal testing procedures adequate?
14. What specific needs do educators feel have not been filled in order to increase the success of the testing programs now in place?

Twenty-three schools (72%) responded to this survey. Three schools indicated that they did not have any linguistically different students. One of these three schools stated that linguistically different students were discouraged from enrolling because the school lacked the "staff/equipment/facilities" to educate them. A fourth, prestigious private school, which chose not to respond to the survey, indicated that they did not have a formalized evaluation procedure and did not label their children.

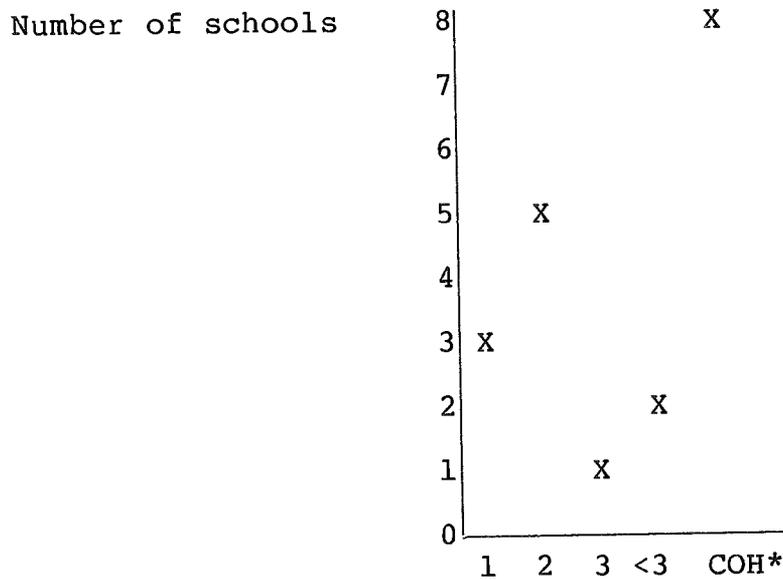
The results of this survey which follow, have been derived from the nineteen schools that completed and returned the questionnaire.

CHAPTER IV

RESULTS

Question #1

Who in your school district is responsible for determining whether a linguistically different schoolchild has a learning disability?



* Schools responding with Committee on the Handicapped did not indicate the number of personnel.

(N.B. By federal law, only a group of professionals can determine whether or not a student has a learning disability. According to New York State law, this decision must be made by a Committee on the Handicapped.)

Three schools indicated that only one person was responsible for determining whether a linguistically different student had a learning impediment. Two of these schools stated that the school psychologist was responsible, and the third school cited the speech therapist. From the overall results, it appears that the determination of the existence of a learning disorder is a team effort involving the expertise and input of the following professionals listed below in rank order.

<u>Number of Responses</u>	<u>% of Schools</u>	<u>Personnel</u>
9	47.36	District Psychologist
8	42.10	Speech Pathologist
8	42.10	COH
4	21.05	Special Education Teacher
3	15.78	Reading Specialist
2	10.52	ESOL Teacher
2	10.52	Classroom Teacher
1	5.26	School Principal
1	5.26	Guidance Counselor
1	5.26	School Nurse
1	5.26	Social Worker
1	5.26	Outside Consultant

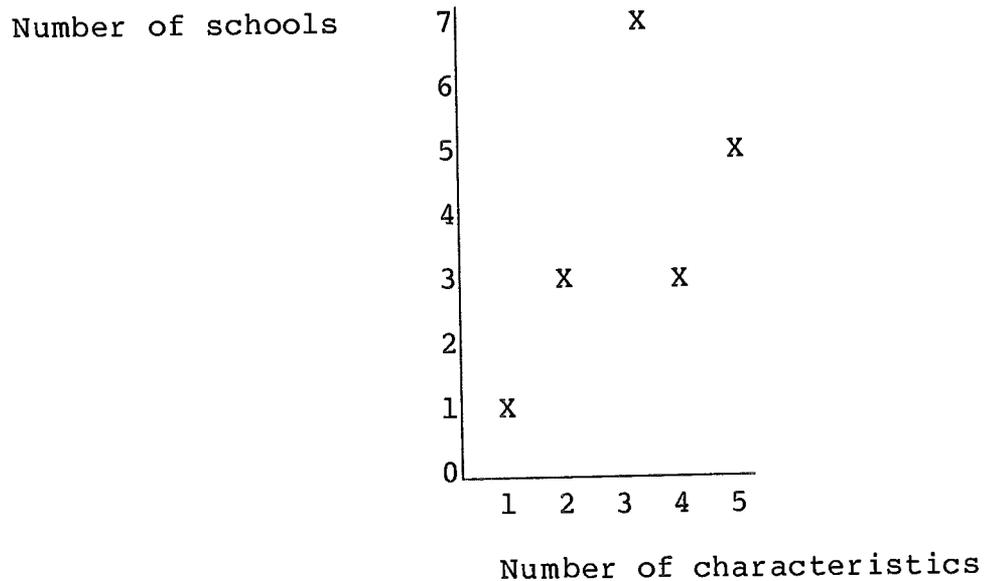
It must be noted that when a school responded to this question by writing Committee on the Handicapped (COH), the individual members of the committee were not identi-

fied. Even though many of the professionals listed above may very well serve on such a committee, tabulation was not possible.

This data does clearly indicate that Committees on the Handicapped, school psychologists and speech pathologists play a primary role in identifying learning impaired bilingual students. The ESOL teacher has very little to do with this process.

Question #2

What methods are used in your district in order to determine whether linguistically different students should be tested for a learning disability?



Based on the information received, it appears that the majority of schools would consider the testing of a bilingual student based on three or more characteristics. Only one school indicated that testing would be initiated solely on teacher observations.

The following characteristics which provide the basis for referring a student for testing are listed below in rank order.

<u>Number of Responses</u>	<u>% of Schools</u>	<u>Characteristics</u>
17	89.47	Comprehension deficiencies
16	84.21	Inability to communicate simple concepts
11	57.89	Grades
11	57.89	Abberant behavior in school
6	31.57	Informal input
2	10.52	Initial screening at time of entry
1	5.26	Native language testing

From the responses received it appears that the inability to effectively use language, receptively and expressively, is a major factor pointing to the need for testing referral. Grades and classroom behavior are also highly regarded as indicators. Informal input from educational specialists such as ESOL teacher, speech pathologist and special education teacher was not a major contributing factor.

Question #3)

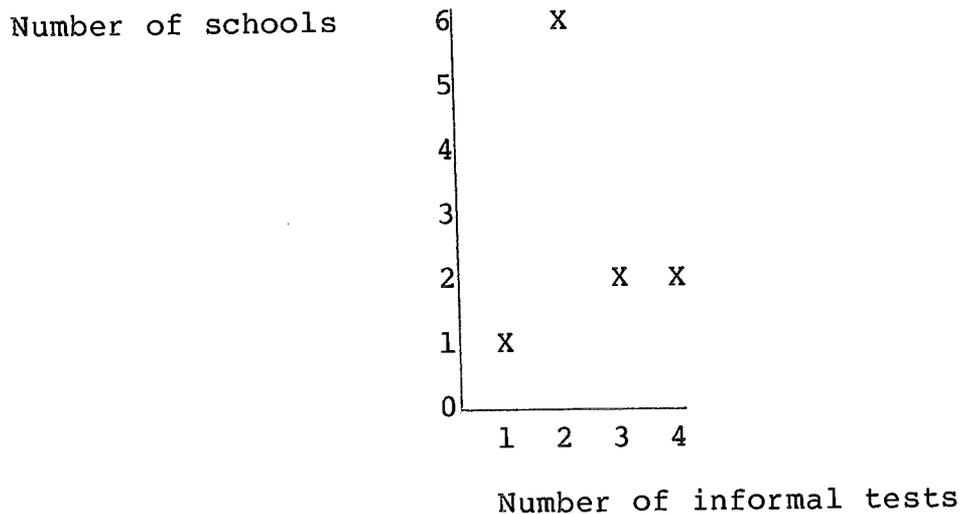
Are these students informally tested to acquire additional data to determine if a learning disability exists?

Number of Schools

7	No
12	Yes

Question #4

Which informal tests are generally used throughout the district?



Of the eleven schools which indicated that they informally test bilingual students to obtain additional data (Question #3), one school indicated that it designed its own informal screening technique. The data shows that the other ten schools use two or more techniques listed below in rank order.

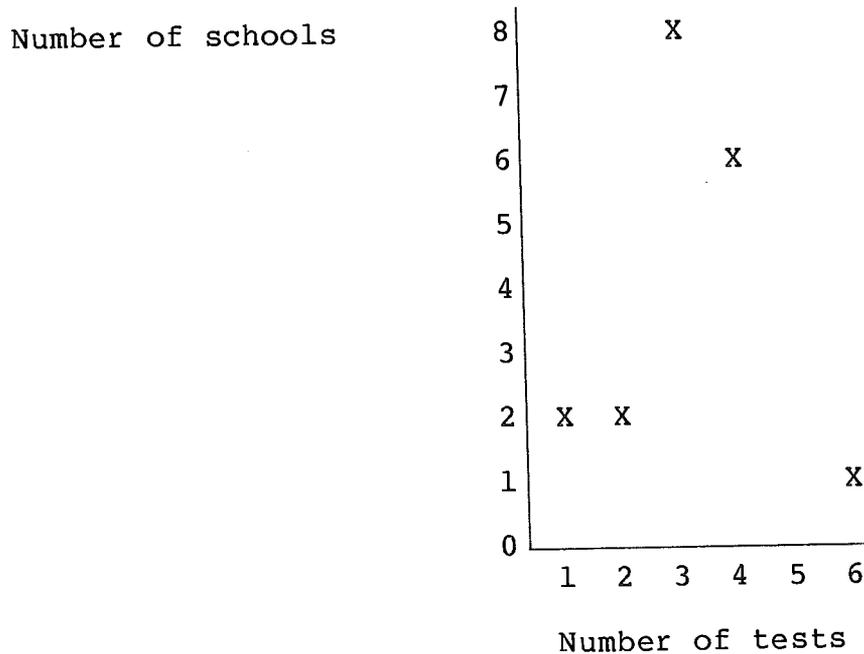
<u>Number of Responses</u>	<u>% of Schools (12)</u>	<u>Informal Tests</u>
10	83.33	Use of pictures
9	75.00	Retelling tasks
3	25.00	Classroom observation
2	16.66	Goldman-Fristoe Test of Articulation
2	16.66	BINL
1	8.33	MAC

<u>Number of Responses</u>	<u>% of Schools(11)</u>	<u>Informal Tests</u>
1	8.33	ESOL oral test
1	8.33	School designed test
1	8.33	ITPA
1	8.33	Parent Survey

Use of pictures and retelling tasks were overwhelmingly chosen to informally screen linguistically different students. There was some confusion surrounding the Goldman-Fristoe Test of Articulation. According to the literature reviewed for this study, The Goldman-Fristoe Test of Articulation can be used as a guide for informal testing of language. Two schools indicated that this was a formal testing instrument, and one of these two schools wrote that it was strictly an arithmetic test.

Question #5 (a)

If a learning disability is still suspected, which formal test(s) has your district used in the last two years for IQ measurement?



Two of the nineteen schools responding to this question reported that only one test, the WISC-R, is used to obtain IQ measurements of bilingual students. The majority of schools have used three or more tests in their attempts to obtain such information.

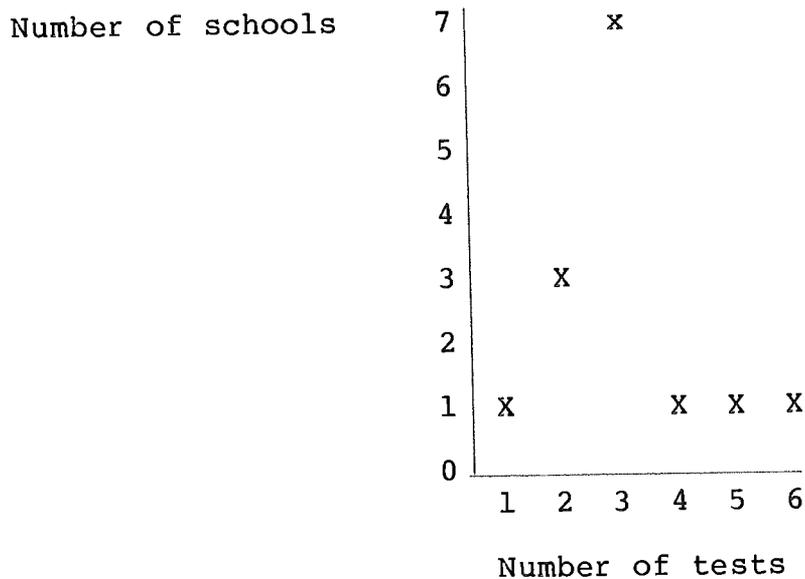
The following tests used to ascertain IQ scores for linguistically different students are listed below in rank order.

<u>Number of Responses</u>	<u>% of Schools</u>	<u>Tests</u>
18	94.73	WISC-R
16	84.21	Peabody Picture Test
11	57.89	Boehm Test of Basic Concepts
7	36.84	Leiter
4	21.05	Ravens
3	15.78	McCarthy
2	10.52	MAC
2	10.52	Betty Caldwell Preschool Inventory
2	10.52	Kauffman
2	10.52	TONI
1	5.26	Bracken
1	5.26	Slosson
1	5.26	BINL
1	5.26	Bender Gestalt
1	5.26	Woodcock Psychological Test
1	5.26	K-ABC

The two tests most often used to obtain IQ data for bilingual students are the WISC-R and the Peabody Picture Test. Sixteen different tests have reportedly been used by suburban area schools for IQ measurement during the last two years.

Question #5 (b)

If a learning disability is still suspected, which formal test(s) has your district used in the last two years for language proficiency/dominance?



Four schools indicated that they did not use any formal assessment tool for ascertaining information regarding language proficiency/dominance and one school stated that this type of testing was conducted by an outside agency.

The fourteen schools which did test language proficiency/dominance utilized the tests which are listed below in rank order.

<u>Number of Responses</u>	<u>% of Schools (14)</u>	<u>Tests</u>
12	85.71	Peabody Picture Test
8	57.14	Boehm Test of Basic Concepts
4	28.57	Bilingual Syntax Measure
3	21.42	Wepman Language Assessment Scales
2	14.28	TOLD
2	14.28	MAC
2	14.28	CELF
1	7.14	LAS
1	7.14	Bracken
1	7.14	TCL
1	7.14	PLI
1	7.14	Carrow Test
1	7.14	Test for Auditory Comprehension of Language
1	7.14	SOMPA
1	7.14	BINL
1	7.14	Maculitus

During the last two years the Peabody Picture Test has been the test most educators have selected to determine language proficiency/dominance of linguistically different students. In their attempts to ascertain such information, fifteen tests have reportedly been used.

Question #6

How would you rate the effectiveness of each of the following tests that you are familiar with? (The scale used was: very good (5); good (4); fair (3); poor (2); very poor (1).)

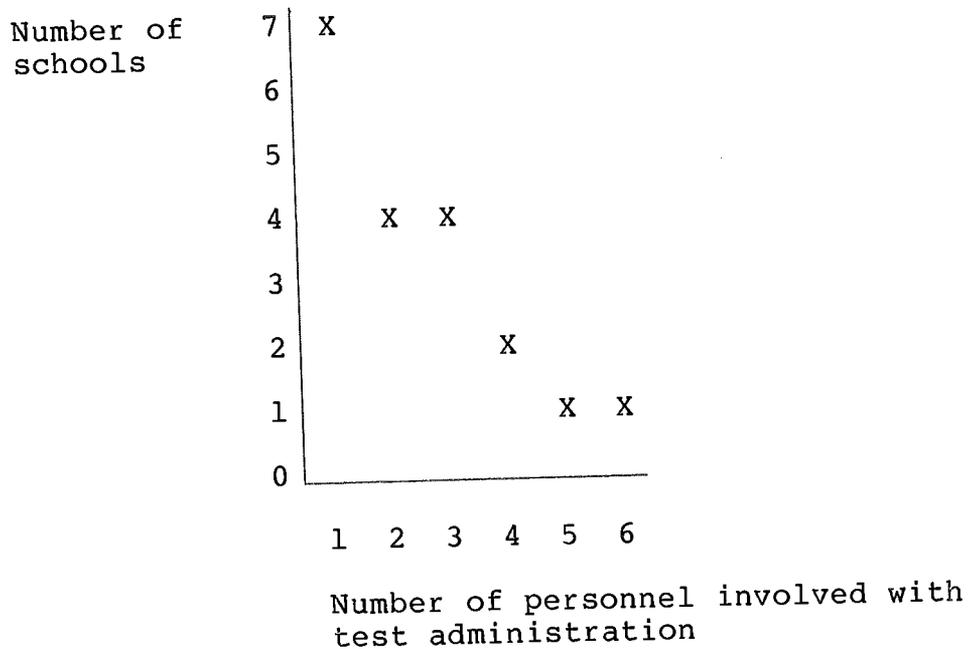
Test	No. of Responses	(5) Very Good	(4) Good	(3) Fair	(2) Poor	(1) Very Poor	Mean	Standard Deviation
Peabody	14	3	5	5	1		3.71	.914
WISC-R	15	6	7	2			4.26	.704
Boehm	12	3	3	6			3.75	.866
Wepman	4		1	2	1		3.00	.816
Bilingual Syntax	3	1	1	1			4.00	1.0
Betty Caldwell	1		3				3.00	
CELF	1	1					5.00	
TOLD	1		1				4.00	
TLC	1	1					5.00	
MAC	2		1	1			3.50	
Leiter	2		2				4.00	
Ravens	1		1				4.00	
Bender Gestalt	1		1				4.00	
Test for Audi- tory Comprehen- sion	1		1				4.00	

Seventeen schools responded to this question. Two did not, citing that the effectiveness of any formal test depended on the interpretative skills and expertise of the school psychologist.

In all, fourteen tests were rated for their effectiveness in obtaining language and/or IQ data of linguistically different students. The WISC-R was considered to be the most reliable assessment tool for obtaining true performance levels.

Question #7

Who in the district administers formal tests for learning disabilities?



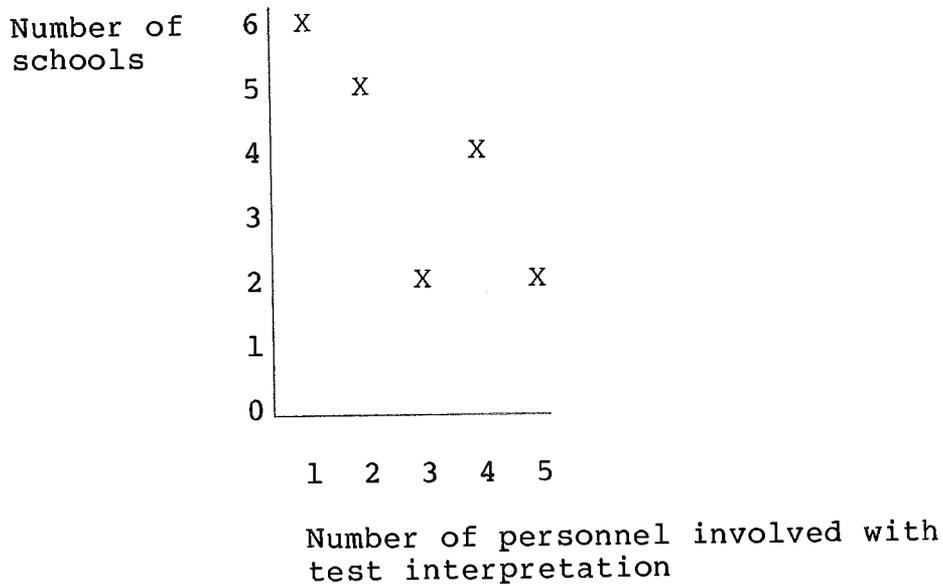
Six schools indicated that only one professional, the school psychologist, administered formal tests to linguistically different students. Personnel involved with formal testing of bilinguals are listed below in rank order.

<u>Number of Responses</u>	<u>% of Schools</u>	<u>Professional</u>
19	100	School psychologist
8	42.10	School education teacher
6	31.57	Speech pathologist
5	26.31	ESOL teacher
4	21.05	Instructional specialist
2	10.52	Reading teacher
1	5.26	Translator
1	5.26	Physician

Based on the reported data, the school psychologist is undeniably the key professional responsible for formal assessment of a school's linguistically different population. Interestingly, only one school indicated that an interpreter was employed to help with formal testing.

Question #8

Who in the district interprets test results?



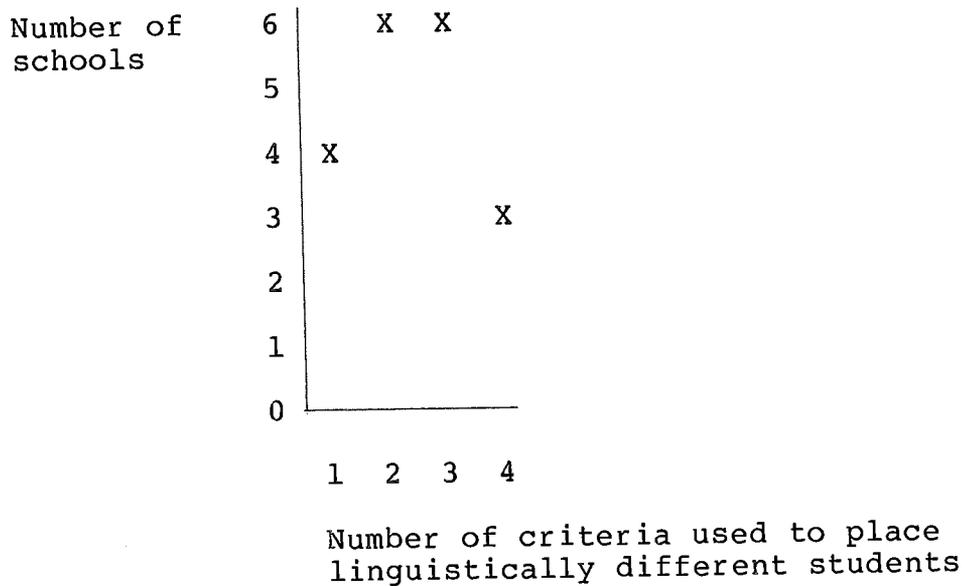
<u>Number of Responses</u>	<u>% of Schools</u>	<u>Personnel</u>
19	100	School psychologist
9	47.36	Special education teacher
5	26.31	Guidance counselor
4	21.05	ESOL teacher
3	15.78	Speech pathologist
3	15.78	Principal
2	10.52	Instructional specialist
2	10.52	COH*

* The personnel comprising the COH were not identified.

Based on the information received, it is evident that the school psychologist is the key professional responsible for interpreting test results of bilinguals. The ESOL teacher does not play a major role in this area of evaluation.

Question #9

If no learning disability is suspected, what criteria is used to place a linguistically different schoolchild?



Of the four schools which placed bilingual students based on one criterion, two of these schools cited age as the sole determinant, one school based placement on the score obtained from culture free testing, and one school indicated level of performance, though it did not specify the performance in any particular area.

The criteria used for placing bilinguals not suspected of having learning disorders are listed below in rank order.

<u>Number of Responses</u>	<u>% of Schools</u>	<u>Criteria</u>
17	89.47	English Comprehension
16	84.21	Previous level of education
15	78.94	Age
1	5.26	Reading readiness
1	5.26	Development of language
1	5.26	Results from culture free tests
1	5.26	Performance
1	5.26	Social, emotional adjustment to new culture

The three major considerations for placement of linguistically different students with no suspected learning impediments are English comprehension, previous level of education and age.

Question #10

Do you have personnel within your district trained to teach linguistically different children?

Number of
schools

3	No
16	Yes

Question #11

Are these teachers experienced in bilingual education, TESOL or other?

Number of
schools

0	Bilingual (only)
12	TESOL (only)
4	Other (bilingual and TESOL)
3	Neither TESOL nor bilingual

Question #12

Do you feel that there is enough literature available concerning the topic of testing linguistically different children for learning disabilities?

Number of
Responses

16	No
3	Yes

One of the schools that indicated that there was enough information available on this topic cited WIIG and Semel publications. Another school which did not feel that there was enough literature available covering the topic of testing linguistically different children for learning disabilities, stated that some excellent information could be obtained at SED and SETRC conferences involving bilingual professionals and focusing upon research and current school district practices.

Question #13

Do you feel that documentation explaining the use of formal testing procedures is adequate?

Number of responses *

16

No

3

Yes

* Although the responses to question #13 are identical to the responses to question #12, the breakdown of schools answering affirmatively was different.

One school, which indicated that it did not believe that adequate documentation existed, stated that it could obtain valuable information from The Center at Teacher's College, Columbia University, and the Boces II ESOL Center.

Question #14

Do you have any comments that might help us better understand what specific needs you as an educator feel have not been filled in order to increase the success of the testing programs now in place?

Seven schools answered this last question. Among the comments the major concern was that of placing non-English speaking students in Special Education rooms designed for EMR students. The educators felt that bilingual students should be kept with "regular" students.

These educators stated that they were not pleased with commercially available testing tools developed for the linguistically different population of students and did not believe scores obtained from such test represented true performance levels.

The lack of personnel knowledgeable in the area of bilingual special education, as well as the lack of awareness regarding regulations concerning assessment of bilinguals, was expressed by all seven respondents.

CHAPTER V

CONCLUSION

Since there exist no legal mandates or guidelines for bilingual special education, educators have had to deal with the problem of what to do when a student appears to be a candidate for both bilingual education and special education.

An organized county-wide program for dealing with such a population simply does not exist in the County of Monroe, New York State. Each of the nineteen suburban Rochester schools which completed this survey has formulated its own procedures and evaluation methods for screening linguistically different students for learning impediments. Their attempts must be highly commended.

Informal screening of linguistically different students is, for the majority of schools, a team effort. A holistic view of the student is considered when making decisions concerning his education.

Formal assessment of the bilingual student population is carried out primarily by the school psychologist. These professionals seem well informed regarding the need to obtain performance data in both the linguistic and cognitive areas. However, it is quite evident from the multitude of tests used over the last two years that they

do not feel that existing tests can adequately obtain this needed information.

Intellectual measurement has been, and unfortunately will continue to be, plagued by cultural bias. Perhaps this is the reason why, in an effort to circumvent this problem, the majority of schools reported using three or more different tests to gather this information.

Testing instruments used to determine language proficiency/dominance also did not seem to be totally satisfactory. Once again, educators utilized many different tests over the last two years. It should be noted that each of the testing instruments reportedly used by these educators is restricted to testing a limited number of linguistic components. For example, three of these tests, The Bilingual Syntax Measure I (BSMI), The Language Assessment Scales (LAS) and The Basic Inventory of Natural Language (BINL) are not comparable, in that each test measures a different set of language proficiencies, and if they are used by the same school, can produce different groupings of language proficient children from the same school population.

What was quite striking, is that only one school mentioned the use of a translator to help with test administration, and though the majority of these schools employed an ESOL teacher, his expertise was not used

to any great extent in the overall process of formal and/or informal screening of linguistically different students.

Recommendations

Special education for the bilingual child is a relatively new area of concern in American education. This sub-specialty of bilingual education and special education needs to become an organized entity at the state level which would serve as a distributor of pertinent research, coordinate plans for the identification and the servicing of this population, and act as a clearinghouse for questions regarding learning impaired bilingual students. Until the establishment of such an office, local school districts would benefit by sharing information in order to form a philosophical base from which organized guidelines and assessment procedures could be established.

One crucial issue in evaluating linguistically different students for learning impediments is determining that language learning problems are not due to problems in the English language learning process. The ESOL teacher is a trained specialist in the area of language acquisition and language learning. It is highly recommended that school districts encourage these specialists to work more closely with the school psychologist during the evaluation process. An exchange of information among

professionals responsible for student assessment and professionals who work with linguistically different students on a day-to-day basis, might ultimately begin to mold the sound linguistic theories provided by researchers into much needed, workable techniques and curricula which would provide a clearer picture of student academic and cognitive abilities and help the teacher elicit optimal performance from the linguistically different student.

BIBLIOGRAPHY

- ✓ Abbot, R.E., Peterson, P.J. (1975). Learning disabilities: They're all around you. (ERIC Document Reproduction Service No. ED 128 529).
- ✓ Ambert, A.N. (1980). Manual for identification of limited English proficiency students with special needs. (ERIC Document Reproduction Service No. ED 202 221).
- Bloom, L., Lahey, M. (1978). Language development and language disorders. New York: John Wiley and Sons.
- Boehm, A.E. (1973). Criterion-referenced assessment for the teacher, Teacher's College Record, 75, 117-126.
- ✓ Burt, M., Duley, H. (1979). Some guidelines for assessment of oral proficiency and dominance. TESOL Quarterly, 12 (2) 177-192.
- Carder, H. (1982). Technical aspects of formal and informal assessment of language minority students: a practical approach. (ERIC Document Reproduction Service No. ED 239 458)
- Cummins, J. (1984). Bilingualism and special education: issues in assessment and pedagogy. San Diego. College-Hill Press, Inc.
- Cummins, J. (1980). The entry and exist fallacy. NABE Journal, 4 (3) 28-60.
- ✓ DeAvila, E.A. (). IQ tests for minority children and a Piagetian bases information system as an alternative. Teaching English as a Second Language: Perspectives and Practices - Testing. Albany. NYS Bureau of Bilingual Education.
- Greenlee, M. (1981, Fall). Specifying the needs of a 'bilingual' developmentally disabled population: Issues and case studies. NABE Journal, 6, 55-74.
- ✓ Hayes, M. (1984). Issues in bilingual special education. (ERIC Document Reproduction Service No. ED 256 135).
- Hickey, T. (1972). Bilingualism and the measurement of intelligence and verbal learning ability. Exceptional Children, 30, 24-28.

- ✓ Holtzman, W., Mendoza, P. (1984). Decision Models to assist in assessment: Procedures for bilingual exceptional children. (ERIC Document Reproduction Service No. ED 252 986).
- ✓ Kiraithe, J. (1982). Second language acquisition: Implications for assessment and placement. (ERIC Document Reproduction Service No. ED 239 455).
- Krashen, S. (1979). Age, rate and eventual attainment in second language acquisition. TESOL Quarterly, 13 (4), 573-82.
- Langdon, H. (1983). Assessment and intervention strategies for the bilingual language disordered student. Exceptional Children, 50, 37-45.
- ✓ Maldonado-Colon, E. (1984). The role of language and intervention for linguistically/culturally different students. (ERIC Document Reproduction Service No. ED 254 987).
- McCarthy, J.J., McCarthy, J.F. (1970). Learning disabilities. Boston: Allyn and Bacon, Inc.
- ✓ McLean, M. (1982). An approach for identifying language minority students with exceptional needs. (ERIC Document Reproduction Service No. ED 239 457).
- ✓ Moore, C.J., Zeller, R.W. (Eds.) (1982). Report from the July 1982 assessment conference (Eugene, Oregon, July 1982). (ERIC Document Reproduction Service No. ED 236 829).
- ✓ Montero, M. (1982). Language issues in multicultural settings: Bilingual education teacher handbook, Vol. II. (ERIC Document Reproduction Service No. ED 219 942).
- Mowder, B.A. (1979, January). Assessing the bilingual handicapped student. Psychology in the Schools, 16 42-50.
- Mowder, B.A. (1980, January). A strategy for the assessment of bilingual handicapped children. Psychology in the Schools, 17, 7-11.
- ✓ Oakland, T. (1981). Non-biased assessment. (ERIC Document Reproduction Service No. ED 236 863).

Omark, D.R. and Erickson, J.G. (Eds.) (1983). The bilingual exceptional child. Baltimore: College-Hill Press, Inc.

Omark, D.R. and Erickson, J.G. (Eds.) (1981). Communication assessment of the bilingual bicultural child: Issues and guidelines. Baltimore: University Park Press.

Plata, M., Santos, S.L. (1981, December). Bilingual special education: A challenge for the future. Teaching Exceptional Children, 97-100.

Tempes, F. (1982). A theoretical framework for bilingual instruction: How does it apply to students in special education? (ERIC Document Reproduction Service No. ED 239 452)

Tucker, J. (1980). Ethnic proportions in classes for the learning disabled: Issues in non-biased assessment. The Journal of Special Education, 14 (No. 1), 93-105.

Tucker, J. (1977). Operationalizing in the diagnostic intervention process. In T.M. Oakland (Ed.), Psychological and educational assessment of minority children. New York: Brenner/Mazel Inc.

APPENDICES

State University of New York
College at Brockport
Brockport, New York 14420

SAMPLE COVER LETTER

Department of Education and Human Development
(315) 395-2205



Dear Sir:

Over the course of the last several years, a growing need has developed to address the problem of identifying learning disabilities among linguistically different students. A considerable amount of information about the features and benefits derived from using a wide assortment of tests to differentiate between language/culture problems and disabilities has been published.

In partial fulfillment of the requirements for my Master's degree in education, I would like to survey the school systems in the suburban Rochester area to determine what assessment tools are currently being used to identify linguistically different students with learning impediments and also to ascertain how reliable educators believe these tools are.

In order for the results of this study to be truly representative, it is important that each questionnaire be completed and returned by individuals in the school district responsible for overseeing this testing process. I would appreciate it if you or your designee would complete and return the enclosed survey by Wednesday, March 19, 1986 in the postage paid envelope. So that you may be assured of complete confidentiality, you need not furnish your name or the name of the school district that you represent.

If you have any questions or would like to receive a copy of the survey results, simply call me, Mrs. R. Stone, at [REDACTED]

Your contribution to the success of this project will be greatly appreciated.

Sincerely yours,

Mrs. R. Stone

Mrs. R. Stone

R. Robert W. Blake

Robert W. Blake

Professor of Education and
Human Development

University of New York
College at Brockport
Brockport, New York 14420

SAMPLE FOLLOW-UP LETTER

March 20, 1986

Dear Sir:

I am writing to you about our study of the Rochester suburban school system's use of diagnostic tests used to identify learning disabilities in linguistically different children.

The large number of questionnaires returned thus far is encouraging. Whether we will be able to accurately report the results of this survey depends largely on those of you who have not yet responded. It has been our experience that unreturned questionnaires often represent a differing and important view.

Gathering and summarizing this information will provide educators like yourselves with the opportunity to participate in a survey concerning which tests appear to be most frequently used in the Rochester area. In addition, it will also focus in on the perceived value of these tests as viewed by you the users.

If you would like an additional copy of the questionnaire, I would be happy to mail one to you. Simply call me at 225-1532.

Your contribution to the success of this study will be appreciated greatly.

Sincerely yours,

Project Director

Survey of Rochester Suburban School Districts
Testing Linguistically Different School Children

The intent of this survey is to identify the different techniques used by suburban school districts in the Rochester area to identify learning disabilities in linguistically different school children.

Would you please take a few moments to answer the following questions.

1. Who in your school district is responsible for determining whether a linguistically different school child has a learning disability?

- Special Education Teacher
- School Principal
- District/School Psychologist
- Guidance Counselor
- Other (*please specify*) _____

2. What methods are used in your district in order to determine whether linguistically different students should be tested for a learning disability?

- Grades
- Aberrant Behavior in School
- Comprehension Deficiencies
- Inability to Communicate Simple Concepts
- Other (*please Specify*) _____

3. Are these students informally tested to acquire additional data to determine if a learning disability exists?

- No (*SKIP TO Q.5*)
- Yes (*PROCEED WITH Q.4*)

4. Which informal tests are generally used throughout the district?

- Use of Pictures
- Retelling Tasks
- Goldman Fris toe Test of Articulation (GFTA)
- Other (*please specify*) _____

5. If a learning disability is still suspected, which formal test(s) has your district used in the last 2 years;

5a) For IQ Measurement?

- Peabody Picture Test (PPVT)
- WISC-R
- Betty Caldwell Preschool Inventory
- Boehm Test of Basic Concepts
- Other (please specify) _____

5b) For Language Dominance/Proficiency?

- Peabody Picture Test (PPVT)
- Wepman Language Assessment Scales
- Bilingual Syntax Measure
- Boehm Test of Basic Concepts
- Other (please specify) _____

6. How would you rate the effectiveness of each of the following tests that you are familiar with? (please circle your response)

	Very Good	Good	Fair	Poor	Very Poor
Peabody Picture Test (PPVT)	5	4	3	2	1
WISC-R	5	4	3	2	1
Wepman Language Assessment	5	4	3	2	1
Boehm Test of Basic Concepts	5	4	3	2	1
Betty Caldwell Preschool Inventory	5	4	3	2	1
Bilingual Syntax Measure	5	4	3	2	1
Other (please specify) _____ _____	5	4	3	2	1

7. Who in the district administers formal tests for learning disabilities?

- Special Education Teacher
- School Principal
- District/School Psychologist
- Guidance Counselor
- Other (please specify) _____

8. Who in the district interprets test results?

- Special Education Teacher
- School Principal
- District/School Psychologist
- Guidance Counselor
- Other (*please specify*) _____

9. If no learning disability is suspected, what criteria is used to place a linguistically different school child?

- Age
- Previous level of education
- English Comprehension
- Other (*please specify*) _____

10. Do you have teaching personnel within your district trained to teach linguistically different children?

- No (*PROCEED WITH Q. 12*)
- Yes (*PROCEED WITH Q.11*)

11. Are these teachers experienced in one or more of the following?

- Bilingual
- Tesol
- Other (*please specify*) _____

12. Do you feel that there is enough literature available covering the topic of testing linguistically different children for learning disabilities?

- No
- Yes

13. Do you feel that documentaion explaining the use of formal testing procedures is adequate?

- No
- Yes

14. Do you have any comments that might help us to better understand what specific needs you as an educator feel have not been filled in order to increase the success of the testing programs now in place?

Thank you for your assistance in completing this questionnaire. Please use the enclosed postage-paid envelope to return the questionnaire.

SYNOPSIS OF SURVEY RESPONSES

1. Who in your school district is responsible for determining whether a linguistically different school child has a learning disability?

Responses	%		Responses	%	
4	21.05	Special Education Teacher	1	5.26	Outside Consultant
1	5.26	School Principal	2	10.52	ESOL Teacher
9	47.36	District/School Psychologist	2	10.52	Classroom Teacher
1	5.26	Guidance Counselor	1	5.26	Nurse
8	42.10	Speech Pathologist	1	5.26	Social Worker
8	42.10	COH			
3	15.78	Reading Specialist			

2. What methods are used in your district in order to determine whether linguistically different students should be tested for a learning disability?

Responses	%	
		Grades
11	57.89	Aberrant Behavior in School
11	57.89	Comprehension Deficiencies
17	89.47	Inability to Communicate Simple Concepts
16	84.21	Informal Input
1	5.26	Initial Screening
1	5.26	Native Language Testing

3. Are these students informally tested to acquire additional data to determine if a learning disability exists?

- 7 **No (SKIP TO Q.5)**
 12 **Yes (PROCEED WITH Q.4)**

4. Which informal tests are generally used throughout the district?

Responses	%	(of 11 schools)
10	83.33	Use of Pictures
9	75.00	Retelling Tasks
2	16.66	Goldman Fristoe Test of Articulation (GFTA)
3	25.00	Classroom Observation
2	16.66	BINL
1	5.26	MAC
1	5.26	ESOL Oral Test
1	5.26	ITPA
1	5.26	School Designed Test
1	5.26	Parent Survey regarding language learning in first language

5. If a learning disability is still suspected, which formal test(s) has your district used in the last 2 years;

5a) For IQ Measurement?		Responses	%	
16	84.21	16	84.21	Peabody Picture Test (PPVT)
18	94.73	18	94.73	WISC-R
2	10.52	2	10.52	Betty Caldwell Preschool Inventory
11	57.89	11	57.89	Boehm Test of Basic Concepts
7	36.84	7	36.84	Leiter
4	21.05	4	21.05	Ravens
3	15.78	3	15.78	McCarthy

5b) For Language Dominance/Proficiency?		Responses	%	
12	85.71	12	85.71	Peabody Picture Test (PPVT)
3	21.42	3	21.42	Wepman Language Assessment Scales
4	28.57	4	28.57	Bilingual Syntax Measure
8	57.14	8	57.14	Boehm Test of Basic Concepts
2	14.28	2	14.28	TOLD
2	14.28	2	14.28	MAC
1	7.14	1	7.14	LAS
1	7.14	1	7.14	Bracken

6. How would you rate the effectiveness of each of the following tests that you are familiar with? (please circle your response)

TEST	NO. OF RESPONSES	(5) VERY GOOD	(4) GOOD	(3) FAIR	(2) POOR	(1) VERY POOR	MEAN	STANDARD DEVIATION
Peabody	14	3	5	5	1		3.71	.914
WISC-R	15	6	7	2			4.26	.704
Wepman	4		1	1	1		3.00	.816
Boehm	12	3	3	6			3.75	.866
Betty Caldwell	1		3				3.00	
Bilingual Syntax	3	1	1	1			4.00	1.0
CELF	1	1					5.00	
TOLD	1		1				4.00	
TLC	1	1					5.00	
MAC	2		1	1			3.50	
Leiter	2		2				4.00	
Ravens	1		1				4.00	
Bender Gestalt	1		1				4.00	
Test for Auditory Comprehension	1		1				4.00	

7. Who in the district administers formal tests for learning disabilities?

Responses	%	
8	42.10	Special Education Teacher
0		School Principal
19	1.00	District/School Psychologist
0		Guidance Counselor
6	31.57	Speech Pathologist
5	26.31	ESOL Teacher
4	21.05	Instructional Specialist
2	10.52	Reading Teacher
1	5.26	Translator

8. Who in the district interprets test results?

Responses	%	
9	47.36	Special Education Teacher
3	15.78	School Principal
19	10.0	District/School Psychologist
5	26.31	Guidance Counselor
4	21.05	ESOL Teacher
3	15.78	Speech Pathologist
2	10.52	Instructional Specialist
2	10.52	COH

9. If no learning disability is suspected, what criteria is used to place a linguistically different school child?

Responses	%	
15	78.94	Age
16	84.21	Previous level of education
17	89.47	English Comprehension
1	5.26	Reading Readiness
1	5.26	Development of Language
1	5.26	Results from culture free tests
1	5.26	Performance
1	5.26	Social/emotional adjustment

10. Do you have teaching personnel within your district trained to teach linguistically different children?

- 3 **No (PROCEED WITH Q. 12)**
- 16 **Yes (PROCEED WITH Q.11)**

11. Are these teachers experienced in one or more of the following?

- Bilingual**
- 12 **Tesol**
- 4 Tesol and Bilingual
- 3 NO Bilingual or Tesol

12. Do you feel that there is enough literature available covering the topic of testing linguistically different children for learning disabilities?

- 16 **No**
- 3 **Yes**

13. Do you feel that documentaion explaining the use of formal testing procedures is adequate?

- 16 **No**
- 3 **Yes**