

Resource List

Accurately Identifying English language Learners with Special Needs

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Tools for Data Gathering

Brice, Alejandro & Brice, Roanne (1999). The Multicultural-Multilingual Assessment Form. <http://www.asha.ucf.edu/form.html> (see also Classroom Processing Questionnaire at <http://www.asha.ucf.edu/cpq.html>)

Cheng, L.L. (1991). "Sample Background Information Questionnaire" in Assessing Asian Language Performance: Guidelines for Evaluating Limited English Proficient Students. Second Edition. Oceanside, CA: Academic Communication Associates

Law, B. & Eckes, M. (1995). "Primary-Language Literacy Questionnaire" and "Home-Language Interview" in Assessment and ESL. Winnipeg, Canada: Peguis Publishers.

Mattes, L.J. and Santiago, G. (1985). Bilingual Language Proficiency Questionnaire. Oceanside, CA: Academic Communication Associates (P.O. Box 4279, Oceanside, CA 92052-4279).

Mattes, L.J. (1991). Bilingual Children with Communicative Disorders: Referral Guidelines. (Short document w/questions). Oceanside, CA: Academic Communication Associates.

Roseberry-McKibbin, C. (1993). Bilingual Classroom Communication Profile. Oceanside, CA: Academic Communication Associates (P.O. Box 4279 Oceanside, CA 92052-4279)

Key Articles

Abrams, J, Ferguson, J. & Laud, L. (2001). Assessing ESOL students. Educational Leadership, 59, (3), 62-65.

Collier, C. (2005). Separating language difference from disability. NABE News, 28 (3), 13-17.

Crowley, C.J. (2003). Disorder? Difference? Or Gap? Guidelines for assessing the communication skills of culturally & linguistically diverse children and adolescents. Available at www.thinkingpublications.com/LangConf04/PDFs/Crowley.pdf

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

Salend, S.J. & Salinas, A. (2003). Language differences or learning difficulties: The work of the multidisciplinary team. Teaching Exceptional Children, 35 (4), 36-43.

Helpful Reference Books/Materials

Artiles, A.J. and Ortiz, A.A. (Eds.). (2002). English language learners with special education needs: Identification, assessment, and instruction. Washington, DC: Center for Applied Linguistics and Delta Systems. ISBN 1-887744-69-X [Available as a synthesis brief at www.nasde.org/forum.htm]

Cheng, L.L. (1987). Assessing Asian language performance. Oceanside, CA: Academic Communication Associates, Inc. ISBN: 0-87189-645-1

Genesee, F., Paradis, J. & Crago, M.B. (2004). Dual language development & disorders. A handbook on bilingualism & second language learning. Baltimore: Paul H. Brookes Publishing Co. ISBN 1-55766-686-5

Goldstein, B.A. (2004). Bilingual language development and disorders in Spanish-English speakers. Baltimore: Paul H. Brookes Publishing Co. ISBN 1-55766-687-3

Goldstein, B. (2000). Cultural and linguistic diversity resource guide for speech-language pathologists. San Diego, CA: Singular/Thomson Learning. ISBN 0-76930-031-6

Hamayan, E., Marler, B., Sanchez-Lopez, C. & Damico, J. (2007). Special education considerations for English Language Learners: Delivering a continuum of services. Philadelphia: Caslon.

Hamayan, E.V. & Damico, J.S. (1991). Limiting bias in the assessment of bilingual students. Austin, TX: Pro-ed. ISBN 0-89079-411-1

ILIAD Project (2002). Determining appropriate referrals of English language learners who special education: A self-assessment guide for principals. Arlington, VA: Council for Exceptional Children [In collaboration with the National Association for Bilingual Education]

Langdon, H. W. & Cheng, L. L. (2002). Collaborating with interpreters and translators. A guide for communication disorders professionals. Eau Claire, WI: Thinking Publications. ISBN 1-888222-76-X

Langdon, H. W. & Cheng, L.L. (2002). Interpreters and translators in communication disorders: A practitioner's handbook. Eau Claire, WI: Thinking Publications. ISBN 1-888222-89-1

Lynch, E.W. & Hanson, M.H. (1998). Developing cross-cultural competence: A guide for working with children. Baltimore, MD: Paul H. Brookes, Inc. ISBN 1-55766-331-9
(see book review at <http://www.nasponline.org/publications/cq298ccc.html>)

National Association of School Psychologists. (2003). Portraits of the children: Culturally competent assessment (Videotape, CD-ROM, User's Guide, Handouts, and Reference Lists)

Produced in conjunction with IDEAs that Work, CEC and IDEA. Bethesda, MD: NASP.
ISBN: 0-86586-980-4.

Roseberry-McKibbin, C. (2002). Multicultural students with special language needs. Second Edition. Practical strategies for assessment and intervention. Oceanside, CA: Academic Communication Associates, Inc. ISBN 1-57503-091-8

Valdes, G. & Figueroa, R. (1994). Bilingualism and testing : A special case of bias. Norwood, NJ: Ablex Publishing. ISBN: 0-89391-775-3

Model Pre-Referral Processes

Special Education Assessment Process for Culturally and Linguistically Diverse Students,
Oregon Department of Education, Office of Special Education
<http://www.k8accesscenter/accessinaction/documents/AssessmentProcessOR.pdf>

A suggested guide to the special education pre-referral process for bilingual learners. Salem, MA:
Salem Public Schools. <http://www.ncela.gwu.edu/pubs/voices/aladjem.pdf>

Useful Websites

Center for Applied Linguistics Resource Guides Online: English Language Learners with Special Needs: <http://www.cal.org/resources/faqs/RGOs/special.html>

National Association of School Psychologists: www.naspwebservices.org
culturally competent practice: www.nasponline.org/culturalcompetence
parent handouts in Spanish: www.naspcenter.org/espanol
position papers: www.nasponline.org/information/position_paper.html
center for children and families: www.naspcenter.org/resourcekit
use of interpreters: Guidelines for school psychologists:
<http://www.nasponline.org/publications/cq291Interpreters.html>

National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (OELA) <http://www.ncela.gwu.edu>
Resources pertaining to special education: http://www.ncela.gwu.edu/resabout/sped/11_all.html
(see subheading “Assessment and Referral”)

National Information Center for Children and Youth with Disabilities (NICHCY) Native language and Limited English Proficiency: <http://www.nichcy.org/regohs/native.htm>

Office for Civil Rights Self-Assessment Guide – Special Education (Equal Opportunities for Limited English Proficient Students District Self-Assessment Guide)
http://www.helpforschools.com/ELLKBase/checklists/ocr_self_assessment_guide.shtml

Special Education Rights of Non-Native English Speakers to Translation, Interpreter, and other Culturally Appropriate Services at <http://www.pai-ca.org/pubs/519401.htm>

Student Study Team and Special Education Identification Process for Primary or Home Language Other Than English (PHLOTE) Students. At: jeffcoweb.jeffco.k12.co.us/isu/sped/mast/resources/sst_sped_process_phlote_11_16_04.doc

Systematic Planning for English language Learners Who May Have a Disability (3-Tier Model; 8-Step Process for the Identification, Assessment, Placement, and Monitoring of English Language learners Who May Have a Disability. META Associates, 2004
www.cde.state.co.us/cdesped/download/pdf/ELL_3Tier.pdf

Western Regional Resource Center—Native Language Resources (in Cambodian (Khmer), Chinese, Hmong, Korean, Laotian, Russian, Spanish, Tagalog, Ukranian, Vietnamese)
<http://interact.uoregon.edu/wrrc/nativelanguage.htm>

Conference Link from Special Leadership Institute

Held at Rhode Island College on April 28, 2005:

<http://www.risig.net>

Click on “Resources”

Select the link for “English Language Learners”

View weblinks and resource bibliographies pertaining to the themes of the conference.

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