

A CHILD WITH A SPECIFIC LANGUAGE IMPAIRMENT AND A DUAL LANGUAGE
PROGRAM

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Chapter 1 Introduction

More than one million of the students served in public schools' special education programs are eligible for services under the category of specific language impairment (SLI), (American Speech-Hearing-Language Association, n.d.-2). A specific language impairment refers to the student's eligibility for speech and language services under the Individuals with Disabilities Education Act (IDEA), (Roseberry-McKibbin, 2001). A child with SLI may demonstrate a language disorder in either the receptive or expressive domains of language or with a language delay in their total language knowledge. These weaknesses may include improper use of words and their meanings, inability to express ideas, inappropriate grammatical patterns, reduced vocabulary knowledge, or an inability to follow directions (American Speech-Hearing-Language Association, n.d.-1).

As dual language education grows in popularity within the public school system, professionals and parents will be increasingly faced with the task of educating children with SLI in these programs. The Center for Applied Linguistics reports that as of November 2006, there are 110 schools in 65 California school districts that offer dual language educational programs. The California Department of Education reports that about 10% of all California students receive special education services (Jung, 2005). Under IDEA and the Americans with Disabilities Act (ADA), all children are guaranteed equal access to all special programs available in public schools, including dual language programs. Nearly 19% of all students identified with disabilities under IDEA are diagnosed with SLI (Heward, 2006). Just as these students learn their first language in a unique manner, they will not learn a second language in the expected manner (Genesee, Paradis & Crago, 2004). Children with SLI may experience impairments in both of the languages they are learning. Children diagnosed with SLI will most likely demonstrate the

same pattern of delay or disorder in both languages (Paradis, Crago, & Rice, 2003). In other words, the type of errors a child makes in their primary or dominant language would be expected in his/her second language.

Statement of the Problem

Many children are by necessity or by choice, learning a second language early in life. Although we know that young children acquire second languages more readily than adults, research addressing bilingualism and students with SLI is limited. If a student is struggling with learning one language, should another language be introduced? Many schools offer the option of bilingual schooling for all students. Students with SLI are eligible for these programs, yet it is unclear how these programs impact students' learning.

Purpose of Study

The purpose of this study is to take an initial look at whether or not a 50/50 dual language program can meet the academic, linguistic, and social needs of a student with SLI. This study will also examine whether a child's language development and disorder are manifested similarly in both English and Spanish.

Chapter 2 Review of the Literature

Dual Language Programs

Dual language educational programs (also known as two-way immersion, two-way bilingual, bilingual immersion and developmental bilingual programs) have become increasingly popular in schools across the United States. The Center for Applied Linguistics estimates that there are 312 Dual Language Educational programs currently in existence in 28 states. Dual language educational programs vary in their implementation and language development models. The two most common are the 50/50 model and the 90/10 model. In the 50/50 dual language model, students receive academic instruction for equal amounts of time in two languages. In the 90/10, the students receive 90% of academic instruction in the target language and 10% of academic instruction in English.

By definition, dual language educational programs integrate language-minority and language majority students for at least 50% of the instructional day at all grade levels. Instruction in both content and literacy is administered in both languages to all students and there is a balance of language-minority and language majority students in all classes. Dual language programs foster bilingualism and biliteracy for language minority and language majority students alike (Lindholm-Leary, 2000; Torres-Guzman, 2002).

Second Language Acquisition

The rate and manner in which children learn a second language is of particular interest to educators working in bilingual programs or with students who are English learners in monolingual English programs. A popular belief is that young children can learn a language practically overnight (Genesee, Paradis, & Crago, 2004). There is considerable research

showing this to be false. Wong Fillmore (1983) observed 48 kindergarten children who spoke Spanish or Cantonese as their L1 for two years and found that only five of the 48 children observed at the end of the two years had reasonable fluency in oral English. Second language acquisition research states that children need about five to seven years to obtain full proficiency in verbal academic skills but can achieve face to face communicative proficiency at around two years (Cummins, 2000; Hearne, 2000).

There has been much research conducted to demonstrate how a typically developing child acquires a second language. This is often described through stages of language acquisition (Cummins, 2000; Hearne, 2000; Mitchell and Fernandez, 1995). Stage one has been identified as the preproduction stage. At this stage, the language learner has minimal comprehension and almost no verbal production. They may attempt to communicate in their first language (L1), even though no one else speaks that language. The child is listening and deciphering language input from teachers and peers. This is the time for building receptive vocabulary. At this stage the child will often heavily rely on gestures to communicate. Stage two is the early production stage. At this stage, students have internalized and can understand a set of receptive vocabulary. The child begins to use one- or two-word responses. Stage three is the speech emergence stage where the child becomes comfortable with the learning environment; the need to communicate motivates them to use more language. The child begins to use short sentences. Their speech has frequent mistakes in pronunciation and grammar. In Stage four children become fluent in survival language and are able to communicate in native-like speech with few errors. Children usually stay at this stage from five to seven years.

Specific Language Impairments and the Bilingual Student

There are more than one million students in the public schools that are eligible for special education services as SLI (American Speech-Language Hearing Association, n.d.-2). A SLI is defined as a student's underlying inability to learn and process any language adequately. With the bilingual student, the SLI will be apparent in both the primary language (L1) and the student's second language (L2), as the student's language-learning ability is inadequate for learning of any language (Roseberry-McKibbin, 2001). If problems are seen only in a student's L2, and the L1 is adequate, then the student cannot be considered SLI. A student with a specific language disorder will have a language learning disorder (Roseberry-McKibbin, 2001). A language learning disorder will exist when a student tries to learn two language codes with an underlying system that is inadequate for learning even one. IDEA states that a bilingual student must show delays/difficulties learning language in both the L1 and the L2 in order to be diagnosed with a specific language impairment. SLI may involve the *form* of language (syntax, morphology, and phonology), the *content* of language (semantics), and/or the *function* of language in communication (pragmatics) in any combination with no underlying autism, mental retardation or learning impairments.

Specific Language Impairments and Second Language Acquisition

There are a number of factors that can cause children to have difficulty learning language. For instance, their difficulties can be a result of autism, mental retardation or hearing impairment. The focus of this study is on students who are having difficulty with language due to specific language impairment.

Too frequently, parents of children with SLI are advised by professionals to select one language for their child (American Speech-Language-Hearing Association, n.d.-1). This advice

is based on the assumption that children with SLI will somehow fare worse than monolingual children with similar disabilities. There is no evidence to support this claim (Cummins, 1996; Genesee, Paradis & Crago, 2004; Gutierrez-Clellen, 1999; Perozzi & Chavez Sanchez, 1992). Each child's situation is different and affected by many factors. Research shows us that under appropriate circumstances, children with language impairments have the capacity to learn two languages (Genesee, Paradis & Crago, 2004; Gutierrez-Clellen, 1999; Krashen, 1994; Perozzi & Chavez Sanchez, 1992).

Paradis, Crago, and Rice (2003) conducted a study to determine whether the morphosyntactic language development of bilingual students and monolingual students was similar. Eight French-English bilingual children with SLI were compared to eight age-matched monolingual peers with SLI. The authors examined the children's use of tense-bearing and non-tense bearing morphemes in spontaneous speech. The author's concluded that there was no difference of tense accuracy scores between the bilinguals and monolinguals. In other words, the bilingual children with SLI appeared to have difficulties with tense marking to the same extent as the monolingual children with SLI. The results of this study suggest that bilingual children with SLI show the same morphology error patterns in each language as do their monolingual SLI peers. These results also point to a broader conclusion that bilingual language learning does not interfere with overall language acquisition, even with children that have a SLI.

Jacobson & Schwartz (2002) examined the use of direct object clitic pronouns (Lo, la, los, and las), gender agreement on these pronouns, third person singular, and plural verb inflections by predominantly Spanish-speaking four- and five- year olds with and without SLI. The participants included ten children with typical language development and ten children with SLI. Results of this study indicate that children with SLI are less accurate with their use of

pronouns and in their use of clitic pronouns. There were no differences found with either group's use of third person singular and plural verbs.

In their research of second language acquisition for students with specific language impairments, Genesee, Paradis and Crago (2004) identified many factors that impact a child's ability to develop proficiency in a second language. The first factors identified in this research were the ability of minority language students being educated in a majority language to face the challenges of acquiring a L2 for academic purposes, bridging the cultural and socioeconomic differences between their homes and the school, and integrating into a new social climate. Another important finding in this research was that students who were provided L2 instruction in conjunction with L1 instruction in an additive language program (e.g., language immersion) developed higher levels of proficiency in academic language in their L2. The last factor identified in this research was that second language acquisition for students with specific language impairments was impacted by socio-economic status, but not differently than the same types of students in a monolingual program. Genesee, Paradis and Crago (2004) state:

Everything we know about children tells us that they are capable of acquiring more than one language, simultaneously or successively. Furthermore, our own work on bilingual French-English children with SLI... attests to their ability to learn more than one language. This research also shows that children with SLI will be challenged in learning two languages, just as they are challenged in learning one language. (p. 212)

Research examining the educational outcomes of different bilingual approaches with atypical learners has been conducted in various French Canadian Immersion programs. A study conducted in Quebec, Canada by Bruck (1984) attempts to address this issue by examining the

language acquisition rate of English speakers that have been diagnosed with a SLI and the student's ability to learn French in an immersion program compared to similar students learning French in a second language program (typically one hour a day). In the French immersion program, children first received instruction in their second language before they were gradually taught in their primary language. Comparisons were made of their linguistic progress from kindergarten to fifth grade. Bruck reports that statistical analysis revealed no significant differences in the language development of the child's primary language across the two language development approaches. However, there were significant differences in the levels of second language acquired. The student's with specific language disabilities in the immersion program learned significantly more French than the students in the more traditional program. Bruck concluded that children with language impairments actually learn a second language better in an immersion program as opposed to a traditional second language program. Bruck also concluded that immersion programs do not hinder primary language development.

One of the major concerns when working with bilingual children is differentiation between language disorders and language differences. Assessment instruments that differentiate between language differences and language disorders are scarce. Jacobson and Schwartz (2005) found that grammatical error patterns may help distinguish between typical and atypical bilingual language learners. In this study, the use of English past tense of twelve Spanish/English bilingual children with SLI and 15 typically developing (TD) Spanish/English bilingual children was examined. Thirty-six instances of the past tense including regular and irregular verb tenses were examined. What the researchers discovered were similarities and differences in the error patterns of the SLI children and the TD children. English past tense errors are common to both subgroups, resulting in challenges to accurate identification of SLI children. However, the

patterns discovered may help to distinguish between typical and atypical bilingual language learners. It was found that TD children and SLI bilingual children differ in error type frequency as well as the degree of productivity. The groups differ in the overall accuracy of past tense use according to verb type and types of errors produced. Children with SLI perform lower than their SLI peers on all verb categories. However, it was found that TD children performed better on regular verbs relative to irregular verbs and the children with SLI did better on irregular verbs relative to their performance on regular verbs. Overgeneralization errors were found to be rare among children with SLI.

Bilingual Education, a Family's Decision

It is important that dual language programs be able to meet the needs of students with disabilities, particularly for students with SLI. The decision for a family to eliminate one language from a child's life can have significant consequences, such as changing education and career opportunities, limiting the ability of relatives to communicate with the child, or altering the child's ethnic identity (Cummins, 1996; Genesee, Paradis & Crago, 2004; Paradis, Crago, Genesee & Rice, 2003). Parents must understand that although learning a second language for students with SLI is not harmful, it can be extremely frustrating. We can expect children with SLI to be relatively poor second language learners because the impairment will manifest itself in both languages (Genesee, Paradis, Crago, 2004; Jacobson & Schwartz, 2005). If a child demonstrates a delay in the area of semantics in their L1, this delay will also be evident in their L2. It is important to realize that that dual language learning itself is not a cause of language impairment. Furthermore, research has shown that language skills for students with specific language impairments enrolled in a language immersion program continue to develop language in their L1 at the same rate as students in traditional educational programs.

Common Underlying Proficiency

Cummins' (1996) theory of the "Common Underlying Proficiency" (CUP) supports bilingual education. CUP implies that knowledge learned in a child's first language automatically transfers to the second language. Although different languages are clearly separate, there is an underlying cognitive proficiency that is common across all languages. Not only is there a transfer of knowledge, but language proficiency is strengthened in both languages (Cummins, 1996). CUP implies that experiences in either language can promote the development of language proficiency given there is adequate and motivating exposure to both languages. Regardless of the language used to communicate, the thoughts that accompany the communication process come from the same central engine. This theory claims that when a person knows two or more languages, there is one integrated source of thought. Bilingualism is possible because people have the capacity to store two or more languages.

Cummins'(1996) reviewed two research studies conducted by Australian L. Ricciardelli (1989, 1992) The first study involved 57 Italian-English bilingual and 55 English monolingual children aged five and six. This study found that children who were proficient in both Italian and English performed significantly better on both academic and creative tasks than children who were proficient only in English. Ricciardelli's second study was conducted in Rome with 35 Italian-English bilingual and 35 Italian monolingual five and six year old children. Ricciardelli found that the bilingual children performed significantly better than on academic measures. Cummins reported that Ricciardelli's findings were consistent with his hypothesis of CUPS and further illustrates the types of advantages that bilingualism has on the developing child. Cummins' goes on to conclude that Ricciardelli's research supports a common underlying proficiency and bilingual programs which promote proficiency in both languages:

In a Spanish-English bilingual program, Spanish instructions that develops Spanish reading and writing skills (for either Spanish L1 or L2 speakers) is not just developing Spanish skills, it is also developing a deeper conceptual and linguistic proficiency that is strongly related to the development of literacy in the majority language (English). In other words, although the surface aspects of different language are clearly separate, there is an underlying cognitive/academic proficiency that is common across languages. (p. 111)

Researcher Perspective & Questions

For the past fourteen years, I have worked as a credentialed Speech and Language Pathologist (SLP) in the public schools. Four years ago, I was hired to work as a SLP in a start-up, dual language, charter school, that follows a 50/50 dual language model. While employed at this school, I have worked with students experiencing a wide range of disabilities. All of these students have demonstrated characteristics of SLI either as their Special Education disability or as characteristic of their disability. These students have come from a variety of language backgrounds which include monolingual homes where only English is spoken and from bilingual homes where both parents are fluent speakers of both English and Spanish. I have also worked with students where no English was spoken at home. Meeting the needs of these students enrolled in the Dual Language program is a priority, yet challenging. My work as a speech language pathologist in this dual language school has brought to light several issues so I am posing these research questions:

1. Can the academic, linguistic, and social needs of a child with SLI be met in a 50/50 dual language program?

2. Is a child's language development and disorder manifested similarly in both English and Spanish?

Chapter 3 Methodology

Setting

This research takes place at a charter elementary school which promotes bilingual education in Spanish and English. There are currently 440 students attending this school in pre-school to fifth grade. The school operates on a traditional September-June calendar of 180 days. The student body is 51% Latino, 44% Caucasian and less than 5% African-American, Asian and Native American which reflects the ethnic demographics of the surrounding county. Teachers at this charter school have an average of 14 years teaching experience. All classroom teachers are fully credentialed.

Students at this charter school are grouped into multi-age clusters to ensure that they may move freely as their program and skill needs change. The multi-age clusters are determined by the number of students and grade levels of the youngsters registered. Classes are “looped”, that is, youngsters remain with the same teachers for two to three years to maximize continuous growth unless it proves to be in the student’s best interest to do otherwise.

There are two language strands available to students attending this school. There is a language enrichment program, where students receive at least 30 minutes of Spanish instruction four days a week in the classroom. The other program, the focus of this study, is the 50/50 dual language program. In the dual language program, students are taught in both English and Spanish. Dual language classes are currently available to students in preschool to fourth grade. Each of these classrooms is multi-age with 20 students to a classroom. There are four kindergarten/first grade classrooms, two second grade classrooms, two third/fourth grade classrooms and two preschool classes with a total of 22 students enrolled. In the dual language strand, 50% of the students are English speakers, 25% of the students are Spanish speakers, and

25% speak English and Spanish. The percent of students that qualify for a free or reduced lunch in the dual language program is between 63% for minority language speakers and 12% for native English speakers. The instructional approach is currently a 50/50 approach with heterogeneous/mixed language grouping. Students in the 50/50 dual language program receive 50% of their academic instruction in Spanish and 50% of their academic instruction in English for all subject areas, every day. Separation of language instruction is achieved by changing classrooms and teachers. A team of two partner teachers are assigned 40 students to share. One teacher will teach and speak exclusively in Spanish while the other teacher will teach and speak only in English. The 40 students are then divided into groups of 20 and transition between the two classrooms throughout the day. Movement schedules between the dual language classrooms are developed by the partner teachers. Each dual language student is to receive approximately 50% of their daily instruction in both languages.

Participant

The focus of this case study is a male, Caucasian student, 10 years of age. At the time of this report, the participant was in the fifth grade and enrolled in a 50/50 dual language program where academic instruction was provided in both English and Spanish. Enrollment in this 50/50 dual language program was a parental choice. The participant had been enrolled in this particular 50/50 dual language program for 4 years, since first grade. The student's primary language is English and his second language is Spanish. The participant was eligible for speech and language services at school under IDEA to address delayed language development. He had been receiving speech/language therapy at school since second grade for 40-60 minutes a week. IEP goals focused on improving listening skills, vocabulary, and grammar.

Measures

Information regarding the participant's performance was collected via standardized assessments in both English and Spanish, observations during academic instruction, observation during recess and a review of cumulative school records from kindergarten to fifth grade. The specific instruments used are listed below.

Standardized Spanish Assessments

Clinical Evaluation of Language Fundamentals, Third Edition, Spanish Edition (CELF-3 Spanish) Estructura de palabras. The Estructura de palabras subtest of the CELF-3 Spanish is designed to assess a child's knowledge of word structure rules (morphology) in an expressive task.

Test de Vocabulario en Imagenes Peabody (TVIP). The TVIP is a norm-referenced assessment which measures an individual's receptive vocabulary of single Spanish words spoken by the examiner.

Standardized English Assessments

Peabody Picture Vocabulary Test-Third Edition (PPVT-3). The PPVT-3 is an individually administered, un-timed, norm-referenced, test of receptive Standard English vocabulary knowledge spoken by the examiner.

Clinical Evaluation of Language Fundamentals, Fourth Edition (CELF-4) Word Structure. The Word Structure subtest of the CELF-4 is an expressive task and is designed to evaluate a student's ability to apply word structure rules (morphology) to mark inflections, derivations, and comparisons.

Playbased / Observational Assessment

A play-based, observational assessment developed by SLPs at Pleasant Valley School District, was administered. Knowledge of basic linguistic concepts was observed in both Spanish and English. The areas observed during this assessment include the following: knowledge of attributes, prepositions, “wh” questions, and the ability to follow 2-step directions.

Bilingual Classroom Communication Profile

The Bilingual Classroom Communication Profile is a checklist designed to systematically collect information about a child’s second language use in the classroom environment. The classroom teacher is asked to indicate, “yes”, “no”, or “don’t know” in the areas of “Classroom Language Use”, “School Social Interaction Problems”, “Language and Learning Problems”, “Specific Problems Observed”, “Environmental Influences and Language Development” and “Impressions from Classroom Observations.”

Observations

Observations were conducted during both English and Spanish instructional activities and on the playground. The purpose of these observations was to gain a better understanding of the subject’s physical activity level, attention, work habits, classroom participation, and peer interaction.

School Records Review

School Conference Guide. Conference Guides are used in lieu of formal report cards at the participant’s school. The purpose of Conference Guides is to provide a systematic method of reporting a student’s progress and classroom performance to the parents. Areas reported on are

contribution to the learning community, language arts, writing, math, science, social studies, specialist areas, and physical education.

Special Education Testing. Special education reports written over the past 3 years were reviewed to gain a better understanding of cognitive, academic, and language development.

Individualized Education Program (IEP). IEPs were reviewed with the purpose of gaining better understanding of the participant's levels of performance in the areas of academics and speech/language development. Progress toward IEP goals was also reviewed.

State Testing

California Standards Test (CSTs). The CSTs are developed by California educators and test developers specifically for use in the state of California. The CSTs measure progress toward California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested.

Language Assessment Scales (LAS). The LAS assesses the Spanish and English language abilities and proficiencies of English Language Learners in Kindergarten through Grade 12.

Spanish Assessment of Basic Education (SABE/2). The SABE/2 is designed for use by California school districts in the assessment of Spanish-speaking students. The purpose of the SABE/2 is to allow for the comparison of the academic skills of Spanish Speaking students to a national sample.

Data Collection and Analysis

Data were collected over a period of two years and included a review of the student's cumulative education records that covered a period of five years. All of the data collected were organized into a notebook by categories and then tabulated. The following categories were used in the organization of the data; Spanish language standardized assessments, English language

standardized assessments, observations, school report cards, special education records, IEPs, and state testing. A table of contents was developed. The data were then analyzed and determined to be formal or descriptive in nature. Frequency of occurrence for each data collection instrument was also determined. Analysis of the data was then conducted using the following steps:

1. The data were read and reread repeatedly in order to identify patterns and themes that would help to answer the first research question.
2. The data were again read and reread repeatedly in order to identify patterns and themes that would help to answer the second research question.
3. Data which was found to be relevant in answering each question was highlighted and tabulated.
4. The information gleaned from the data was then organized into a narrative educational timeline including health and developmental history.
5. The timeline was then read and reread to identify further themes and trends.
6. When the answers to the research questions were clear, the analysis ended.
7. The culmination of this process was this written report.

Chapter 4 Findings

This report documents the progress of one student, Bobby (a pseudonym), as he progresses from preschool to 5th grade in a dual language charter elementary school. Bobby was identified early in second grade with delayed speech and language development. An IEP was developed with goals to improve speech articulation and language skills. Later in the same school year, Bobby was identified with a learning disability and enrolled in the Resource Specialist Program (RSP) with goals to improve reading and written language skills. This report will begin with a brief developmental history that sets the stage for Bobby's academic, social, language development, and experiences at school. The results highlighting the two research questions follow.

Developmental History

Bobby and his twin brother were born via caesarean section as a result of pre-term labor and fetal distress that resulted in a period of anoxia. Bobby was born at 5 pounds, 12 ounces and remained in the hospital for five days. For the next two years of his life, Bobby presented as a typically developing child. Language and motor development appeared to be in the average range. Upon turning 18 months, Bobby began experiencing high fevers resulting from an unknown etiology. After his second birthday, Bobby contracted Fifth's disease and then went on to have an appendectomy at five years of age.

Shortly after his third birthday, Bobby and his twin brother were enrolled in a dual language preschool in large metropolitan city in Southern California. This dual language program was an immersion program that followed a 90/10 model. Bobby received academic instruction 90% of the day in Spanish and 10% of the day in English. Bobby's parents feel very

strongly that their children should be raised in a bilingual educational setting. Both of Bobby's older sisters were successfully educated in dual language schools.

In kindergarten, Bobby continued in a dual language program, but academic difficulties began to be reported to the parents. Bobby seemed unable to learn his letter names or letter sounds in either English or Spanish. Communication in the kindergarten classroom was limited. Classroom language proficiency assessments found Bobby to exhibit limited language proficiency in both Spanish and English. On the LAS Español, Bobby achieved a rating of Non-Spanish Proficient and on the CELDT, Bobby was identified as an English language learner, with an intermediate level of English proficiency. Bobby rarely spoke with his teachers or peers at school. Bobby's parents attributed this lack of communication to shyness and were confident that Bobby would catch up with his peers.

Bobby moved to another county in Southern California and enrolled at Newport Charter School (NCS), a pseudonym, in the dual language program. The dual language program at NCS is a 50/50 dual language program so Bobby received academic instruction for 50% of the day in English and 50% of the day in Spanish.

Bobby lives with both of his parents and three older siblings. Bobby's parent's speak only minimal Spanish but have employed a Spanish speaking nanny who speaks with the children only in Spanish, which is her primary language.

Research Question 1. Can the academic, linguistic, and social needs of a child with SLI be met in a 50/50 dual language program?

Toward the end of Bobby's first grade year, his classroom teachers expressed their concerns with academic development to the NCS Student Study Team (SST). The classroom teachers described Bobby as demonstrating poor academic achievement and excessive

withdrawal during both Spanish and English instruction. Classroom interventions included one-on-one daily work with the classroom aide and peer assistance. The SST recommended that Bobby continue to receive one-on-one intervention in the classroom and be invited to an intervention summer school. Bobby's academic progress was to be monitored closely.

At the beginning of second grade, Bobby was enrolled in speech and language therapy. At this initial IEP meeting, it was decided by the IEP team that additional assessment would be conducted by the school psychologist and Resource Specialist Program's (RSP) teacher due to continued concerns with academic progress. In December, results from these assessments found Bobby to be eligible for additional special education services as a student with a specific learning disability (SLD) in addition to SLI. These assessment results found Bobby to be functioning in the average range of cognitive ability. Strengths were identified in his visual abstract reasoning skills. Significant weaknesses were identified with short term working memory and visual motor skills. A significant discrepancy between Bobby's ability and achievement in his reading and written language skills was identified. Bobby was able to identify only 6 letters and could only read the words "cat" and "car". Bobby was not able to use sound-symbol association skills to decode unfamiliar words. In the area of writing, Bobby was able to print his name and spell the word "cat". Because of limited reading skills, reading comprehension and writing fluency were not assessed. A new IEP was developed which specified RSP five times a week, for 60 minutes and speech and language services two times a week for 30 minutes. Occupational Therapy (OT) was added in March due to concerns with visual processing and fine motor development. At the end of second grade, classroom teachers described Bobby as falling below grade level standards.

Special education services remained the same in third and fourth grades. The IEP reported that good progress was being made. By December of third grade, Bobby was able to

read at a mid-first grade level and was able to sound-out, spell and read many single syllable, short vowel patterned words. Bobby continued to struggle with words that contained consonant blends. Bobby was able to write a basic sentence containing up to 4-5 words. In June of third grade, teachers reported that Bobby was beginning to meet grade level standards in English. By June of fourth grade, Bobby was approaching grade level reading standards in the areas of decoding and fluency.

In fourth grade, Bobby continued to receive RSP, OT, and speech language services. The IEP team reported that Bobby was now reading at a beginning third grade level with good comprehension. By June of fourth grade, the classroom teachers report that Bobby is approaching grade level reading standards in the areas of decoding, comprehension, and fluency. At the beginning of fifth grade, Bobby's triennial Special Education assessment was completed. The results of this assessment indicated average verbal and nonverbal functioning. Bobby performed equally well with tasks that required verbal and nonverbal reasoning abilities. Short term auditory memory was an area of weakness. Academic assessment scores indicated average range math abilities and low average range reading and written language skills. In the area of social/emotional functioning, Bobby was determined to be well adjusted. Bobby was reported to have good social and adaptive skills, and excellent classroom behavior. Bobby's performance on the visual motor functioning assessment suggested below average visual motor integration skills. Speech and language results found average range expressive language and delayed receptive language skills. Based upon these assessment results, Bobby no longer presented as a student with a specific learning disability. However, Bobby continued to meet the eligibility criteria of a student with a Speech and Language Impairment. In February of fifth grade, Bobby's English classroom teacher reported him to be at a proficient level in reading and at a basic level in

writing. Academic skills in Spanish fell in the below basic range in reading and at the basic range in writing. In both the English and Spanish classrooms, Bobby was reported to work and play cooperatively with his peers and to respect others.

Table 1
Academic & Language Progress on Standardized Assessments

Content Areas	Standard Score	Standard Score
	2003	2006
Reading	55	86
Written Language	54	98
Mathematics	83	88
Language Core	73	84
Receptive	n/a	76
Expressive	71	93

Research Question 2. Is a child's language development and disorder manifested similarly in both English and Spanish?

A comparison of Bobby's English and Spanish development was conducted using data collected over a period of two months. This data was then analyzed to determine if language development and language disorders were manifesting similarly in both languages at a given point in time.

Receptive Vocabulary Knowledge

Receptive vocabulary knowledge was measured using Playbased Observation in English and Spanish, the Peabody Picture Vocabulary Test – Form III A, the Test de Vocabulario en Imagenes Peabody, and teacher interview. Receptive vocabulary knowledge was found to be delayed more than two years in both English and Spanish (Table 1).

Table 2
Receptive Vocabulary Developmental Age Discrepancy

	English	Spanish
Assessment	PPVT-III	TVIP
Age Equivalency	7 years, 7 months	6 years, 7 months
Age Discrepancy	2 years, 7 months	3 years, 7 months

On the PPVT-III (Table 2), Bobby received a standard score of 79, a percentile rank of 8, and an age equivalent score of 7 years, 7 months. Bobby's scores on the PPVT-III fall below the average range, and are considered to be moderately low for a student his age (Dunn & Dunn, 1997). On the TVIP, Bobby received a standard score of 65, percentile rank of 1, and an age equivalent score of 6 years, 7 months. The scores on the TVIP fall below the average range and are considered to be extremely low for a student this age (Dunn, Padilla, Lugo, & Dunn, 1986).

Table 3
Comparison of English and Spanish Receptive Vocabulary Knowledge

	English	Spanish
Assessment	PPVT – III	TVIP
Standard Score	79	65
Percentile Rank	8	1
Age – Equivalent	7-07	6-07

Observations of vocabulary skills in the classroom, reveals that Bobby is able to follow one- and two-step directions. He demonstrates understanding of basic attributes and prepositions in both Spanish and English. Bobby is able to provide personal information in both languages. During classroom discussions, Bobby demonstrates understanding of the “wh” question words and is able to stay on topic while engaged in conversation with teachers and peers.

Grammar Knowledge

Bobby was administered the Word Structure subtest of the Clinical Evaluation of Language Fundamentals – Fourth Edition, English and the Estructura de palabras subtest of the Clinical Evaluation of Language Fundamentals – Third Edition, Spanish to evaluate the ability to apply morphology rules to mark inflections, derivations, and comparison. Play based observations and teacher interviews were also analyzed to determine grammatical knowledge in both languages. This subtest also examines the student's ability to select and use appropriate pronouns to refer to people, objects and possessive relationships. It is expected that a child 10 years of age, would exhibit knowledge of all morphological rules in their primary language (Semel, Wiig, & Secord, 2003). When comparing test results Bobby was found to have mastered regular plurals in both English and Spanish. The use of third person singular was mastered in English and emerging in Spanish. Other emerging morphological rules in Spanish include Derivación de sustantivos (e.g., La niña corre. Es coreadora) and verbos regulares (e.g, La niña estaba sembrando una planta. Esta es la planta que ella sembró.) While it is expected that a student 10 years of age would have mastered all morphological rules, Bobby was unable to demonstrate use of irregular verb forms, possessive pronouns, derivation of adjectives, reflexive pronouns, and subjective pronouns in either language.

In the classroom, Bobby is unable to communicate a simple story keeping the sequence of facts accurate. He demonstrates difficulty communicating ideas with teachers. Writing skills indicate immature grammatical structures. Bobby has difficulty composing a cohesive paragraph.

Classroom Participation

Classroom participation was evaluated using classroom observations, teacher interview and play based observations. These assessment results reveal that Bobby speaks very little in class or on the playground. Bobby is able to follow basic classroom directions and demonstrates

mastery of basic prepositions and attributes in both English and Spanish. Bobby requires more teacher prompts and repetition than his peers to learn new information. He benefits from a more structured form of instruction than his peers. While engaged in conversation, Bobby is able to stay on topic and demonstrates good attention. Bobby responds to direct teacher questioning using English when questioned in English, and in Spanish when questioned in Spanish. Mastery of 'wh' question words is observed in both English and Spanish. Bobby rarely initiates verbal interactions with teachers or peers. Outside the classroom, Bobby demonstrates minimal communication in either English or Spanish while at school. At the lunch tables, Bobby prefers to sit with his twin sister and does not join in idle conversation with his peers. On the playground, Bobby enjoys playing soccer. Bobby's communication is primarily directive, such as yelling for the ball and giving directions to other players. Bobby communicates with his peers in English but will respond to Spanish speaking supervisors using Spanish.

Chapter 5 Conclusions and Discussion

Over the past three years, one SLI student's academic, social, and language development was assessed, reviewed, and observed while enrolled in a 50/50 dual language program. Additional investigation was completed to determine if this student's language disability was manifesting similarly in both English and Spanish. Information was gathered through standardized language assessment completed in both English and Spanish, state mandated academic assessments in both English and Spanish, district assessments, and special education assessments in the areas of academics, intellectual functioning, and fine motor development. Observations were conducted while the student participated in both English and Spanish academic instruction and while at play on the playground. All of the data collected were then organized into a notebook. The data were read and reread repeatedly in order to identify patterns and themes that would help to answer the research questions. The data was then analyzed to gain further understanding of this student's abilities and progress.

Results from this study illustrate that a student with a SLI can make academic, social, and language growth while enrolled in a 50/50 dual language program. Through support services provided in special education and with general education interventions, this child made five years of academic growth in a period of three years. Prevalent literature also illustrates that there is no evidence that a child with a SLI will fare worse in a dual language program than a similar peer in a monolingual program (Cummins, 1996, Genesee, Paradis & Crago, 2004; Guiteirrez-Clellen, 1999; Perozzi & Chavez Sanchez, 1992).

Given teacher support in the classroom and structured intervention through special education services, this student's academic, social, and language skills grew significantly (Table 1). This growth resulted in discontinuance of RSP and OT services. While the student continues to receive

special education services to address continued language delays, these services have been dramatically decreased since second grade. The student now receives speech therapy once a week, while previously he had received language intervention three times a week.

It is felt that the high quality of academic instruction that Bobby received in the general education was a significant factor in his progress. All of Bobby's teachers were well trained. This includes extensive experience working with diverse populations and participation in professional development. Within the general education classroom, this student was able to participate in the general education classroom through the implementation of differentiated instruction and small group instruction. Additionally, each of the teachers in this study worked with a team teacher assigned to their classroom for one hour a day to assist with small group instruction. The general education teachers were also provided with active collaboration time (ACT) four times a week. ACT is used to review student progress, assessments, and to plan interventions in collaboration with other teachers. Due to the nature of 50/50 dual language program, this student was never in class with greater than 20 students, even as he progressed into fourth and fifth grades.

A second conclusion which can be drawn from this study is that a child with a SLI in their primary language will exhibit similar delays in their second language. Assessment data found this student's receptive vocabulary knowledge to be delayed more than 2 years in his L1. This was also evident in the student's L2 (Table 2). Similar findings were found with grammar knowledge. The student exhibited delays with the acquisition of both English and Spanish grammatical rules. These findings are consistent with the research literature (Genesee, Paradis, and Crago, 2004, Jacobson & Schwartz, 2005). These researchers found that we can expect children with SLI to be relatively poor second language learners because the impairment will manifest itself in all languages that the child is learning. Cummins (2001) theory of the "Common Underlying

Proficiency” also supports the idea that a language disorder will be similarly manifested in each language that the child is learning. Based upon the theory of CUP, regardless of the language used to communicate, the thoughts that accompany the communication process come from the same central engine. A language disorder will exist within the base knowledge of this central engine resulting in delays exhibited across languages. Professionals working with SLI students in dual language programs should expect there to be similar delays in both languages. These findings are portrayed throughout the literature (Jacobson & Schwartz, 2002; Paradis, Crago, and Rice, 2003; Roseberry-McKibben, 2002; Wong Fillmore, 1983). Knowing that students will manifest a language disorder similarly in both languages should help professionals to discriminate between language differences and language disorders.

The third conclusion that can be drawn from this study is that participation in a dual language program should ultimately be left up to the family. The decision for a family to eliminate one language from a child’s life can have significant consequences, such as limiting education and career opportunities, limiting the ability of relatives to communicate with the child, or altering the child’s ethnic identify (Cummins, 2001; Genesee, Paradis & Crago, 2004; Paradis, Crago & Rice, 2003). The parents of the student in this study were advised by school personnel to consider withdrawing their child from the dual language program due to the fact that their child exhibited language and academic delays. ASHA (2006), reports that too frequently, parents of children with SLI, are advised by professionals to select one language for their child. The literature concludes that children with language impairment actually learn a second language better in a dual language (immersion) program as opposed to a traditional second language program (Bruck, 1984). A child should not be denied the opportunity of developing bilingual and biliterate skills because the child has been diagnosed with a learning disorder or language disorder. Teachers, parents, and other

professionals working in dual language environments need to understand that learning a second language for students with SLI is not harmful; however, it may be difficult.

In conclusion, this study illustrates that a child with disabilities can learn in a dual language environment. Disabilities will continue to impact the child's learning style and ability to acquire new knowledge but participation in a dual language program is not harmful to the student. Cummins (2001) states that:

The development of additive bilingual and biliteracy skills entails no negative consequences for children's academic, linguistic, or intellectual development. (p. 109)

Participation in a dual language program may actually promote language development (Bruck, 1984). Ultimately, participation in a dual language program should be a family decision.

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Completed by IRB:	
IRB PROJECT #:	G054004
<input checked="" type="checkbox"/> Exempt/Expedited Review:	_____
<input type="checkbox"/> Full Review:	_____

INSTITUTIONAL REVIEW BOARD IRB APPROVAL FORM

All relevant sections of this application must be completed and submitted. If you have questions concerning the completion of this form, please read the sheet "Directions for Completion of Human Subjects Protocol Approval Application" or contact the Office of Research and Sponsored Programs at (805) 437-8495. In all cases, no research may proceed on or off campus unless approved by the Institutional Review Board.

Additionally, the Principal Investigator (PI) Certification Training must be completed prior to starting research.

Date Submitted: Leslie Comstock	New Application: Yes	IRB Project #: G054004
Project Start Date: January 2006	Project End Date: May 2006	
Title of Project/Protocol: Rate of Second Language in a Minority Language for Students Diagnosed with Language Delays: A case Study of Students in Fifty/Fifty Dual Language Program	Responsible Faculty Member Name(s): Jill Leafstedt	
Academic Area: Masters, Education	Campus Phone: (805) 477-0080	

This protocol has been reviewed by the Institutional Review Board, California State University Channel Islands. Please see recommendations below.

<input checked="" type="checkbox"/> Approved – You may proceed with the study.	<input type="checkbox"/> Approved Conditionally	<input type="checkbox"/> Not Approved – Please contact ORSP if you wish to revise or resubmit.
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IRB Chair Recommendations: *Please send revised copy to ORSP Coordinator, Amanda Quintero via email: amanda.quintero@csuci.edu*

Sincerely,

Joan Karp, IRB Chair

APPENDIX B. MEMO OF NOTIFICATION TO SCHOOL
SUPERINTENDENT/PRINCIPAL

Memo

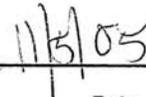
To: Linda Ngarupe
From: Leslie Comstock
CC:
Date: 11/7/2005
Re: Proposed Research

I am requesting permission to conduct research at [REDACTED] School at [REDACTED]. This research is part of the requirement for the Masters of Education, Principals Leadership Program at CSUCI. I am proposing to perform both pre- and post- assessment on 2 students from the dual language program that are also enrolled in speech therapy. I am hoping to establish baseline data on the rate of second language acquisition for students whom are diagnosed with a speech or language disorder. All participants' names and the name of the school will be confidential. All data will be stored in a locked file cabinet at [REDACTED] School in the speech lab for a period of 7 years, at which time it will be destroyed.

By providing you signature below, you are providing consent for the above research to be completed at [REDACTED] School at [REDACTED] by Leslie Comstock.



 Signature



 Date

APPENDIX C. APPROVED CONSENT FORM

Consent Form

Your child is invited to participate in a study being conducted by Leslie Comstock, Speech and Language Pathologist, at XXXXXXXXXXXX School. This study is being conducted as part of a requirement in the Department of Education, Principals in Leadership graduate program, through California State University, Channel Islands. This research study is designed to measure the rate of second language acquisition in students who have been diagnosed with a speech or language disorder. Your child was selected as a possible participant in this study because he/she is currently enrolled in speech therapy at XXXXXXXXXXXX School.

If you decide to participate, Ms. Comstock and a bilingual assistant will administer both pre- and post- tests in your child’s second language. Additionally, classroom observations, teacher surveys, and parent interviews will be completed. All test results will be confidential and your child’s name will not be used. By gathering this information, we hope to establish baseline information that can be shared with teachers and parents on the rate of second language acquisition for students that have been diagnosed with a speech or language delay.

Your decision, whether or not to participate, will not prejudice your future relations with the XXXXXXXXXXXX School or with CSU Channel Islands. If you decide to participate, you are free to withdraw you consent and to discontinue participation at any time without prejudice.

If you have any questions, please contact Leslie Comstock at (805) 482-4608 or lcomstock@pvsd.k12.ca.us. You may also contact CSU Channel Islands supervising faculty member, Jill Leafsteadt at jill.leafstedt@csuci.edu.

.....

HAVING READ THE ABOVE INFORMATION, MY SIGNATURE INDICATES THAT I HAVE DECIDED TO ALLOW MY SON/DAUGHTER, _____ TO PARTIPCATE IN THIS STUDY.

Parent Signature

Date

Bilingual Classroom Communication Profile

Celeste Roseberry-McKibbin, Ph.D., CCC

Name: _____ Date of Birth: _____ Age: _____
 Home Address: _____ Telephone: _____
 School: _____ Teacher: _____ Grade: _____
 Place of Birth: _____ Parent's Name: _____ Work Phone: _____

Background Information

Individuals residing in the home with the student and their relationship to the student:

Countries where student has resided:

Country	Time Period of Residence
---------	--------------------------

First language or languages learned by the student: _____

Language used most often by the student: at home _____ at school _____

Individuals responsible for caring for the student:

Name	Relationship	Language(s) Spoken
------	--------------	--------------------

Date and circumstances of student's first exposure to English:

Previous schools attended:

School	Location	Dates of Attendance
--------	----------	---------------------

Comments about school attendance:

Other relevant background information:

Health Information

Hearing Screening Results: _____

Vision Screening Results: _____

Health Concerns: _____



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Environmental Influences and Language Development

Instructions: Indicate whether the student has difficulties in the areas below by responding "Yes," "No," or "Don't Know" to each item.

	Yes	No	Don't Know
1. Has the student had frequent exposure to literacy-related materials (e.g., books) in the primary language?	___	___	___
2. Has the student had sufficient exposure to the primary language to acquire a well-developed vocabulary in that language?	___	___	___
3. Was the student a fluent speaker of the primary language when he/she was first exposed to English?	___	___	___
4. Have the student's parents been encouraged to speak and/or read in the primary language at home?	___	___	___
5. Has the student's primary language been maintained in school through bilingual education, tutoring, or other language maintenance activities?	___	___	___
6. Does the student show an interest in interacting in his/her primary language?	___	___	___
7. Has a loss of proficiency in the primary language occurred because of limited opportunities for continued use of that language?	___	___	___
8. Does the student have frequent opportunities to speak English during interactions with peers at school?	___	___	___
9. Has the student had frequent opportunities to visit libraries, museums, and other places in the community where opportunities for language enrichment and learning are available?	___	___	___
10. Has the student had frequent, long-term opportunities to interact with fluent English speakers outside of the school environment?	___	___	___

Impressions from Classroom Observations

1. To what extent does the student have difficulty learning in school because of limited proficiency in English?
 2. Do you feel that this student requires a different type of instructional program than other students who have had similar cultural and linguistic experiences? Please explain.
 3. Briefly summarize the communication and learning problems observed in the school setting.
-
-

Instructional Strategies

Special programs in the regular classroom (e.g., tutors, ESL, etc.):

Current classroom modifications (e.g., preferential seating, special materials used, etc.):

Classroom Language Use

Instructions: Evaluate the student's performance in each area by responding "Yes," "No," or "Don't Know" to each item.

	English			Home Language		
	Yes	No	Don't Know	Yes	No	Don't Know
1. Answers simple questions about everyday activities	___	___	___	___	___	___
2. Communicates basic needs to others	___	___	___	___	___	___
3. Interacts appropriately and successfully with peers	___	___	___	___	___	___
4. Tells a simple story, keeping the sequence and basic facts accurate	___	___	___	___	___	___
5. Communicates ideas and directions in an appropriate sequence	___	___	___	___	___	___
6. Describes familiar objects and events	___	___	___	___	___	___
7. Maintains a conversation appropriately	___	___	___	___	___	___

Comments:

School Social Interaction Problems

Instructions: Write a plus (+) if the statement is true and a minus (-) if the statement is false. Your responses should be based on observations of the student during interactions with peers from a similar cultural and linguistic background.

- ___ Communicates ineffectively with peers in both English and the home language
- ___ Often plays alone
- ___ Is ridiculed or teased by others
- ___ Is often excluded from activities by peers
- ___ Does not get along well with peers

Comments:

EVALUACIÓN BASADA EN JUEGO/OBSERVACIÓN

PROPORCIONEN INFORMACIÓN PERSONAL:

() Nombre _____
 () Sexo _____

() Edad _____

SIGUIENDO INSTRUCCIONES

Objetos con 2-Partes

- () Dame la pelota y la silla
 () Dame el oso y la cuchara

2-Partes con acciones

- () Párate y toca tus orejas
 () Dame la cuchara y pon la taza en el suelo

LENGUAJE:

Atributos:

- () Grande
 () Pequeño
 () Limpio
 () Sucio
 () Mojado
 () Seco
 () Frío
 () Caliente
 () Abierto
 () Cerrado

Preposiciones:

- () En
 () Sobre
 () Debajo
 () Enfrente
 () Detrás
 () Al lado de

Preguntas: (respuestas)

- () Qué
 () Dónde
 () Qué está haciendo
 () Quién
 () De quién
 () Cuántos
 () Sí/No

Comentarios:

Preguntas sobre Funciones:

- () ¿Para qué son los libros? _____
 () ¿Qué hacemos con una pelota? _____

() ¿Qué hacemos con un lápiz? _____

Identificar Colores y Formas:

Colores:

() verde, () azul, () rojo, () café, () blanco, () amarillo,
() negro, () naranja, () morado

Formas:

() círculo, () triángulo, () cuadrado, () rectángulo, () ovalado, () diamante
() corazón

PLAYBASED / OBSERVATIONAL ASSESSMENT

GIVE PERSONAL INFORMATION:

() Name _____ () Age _____
 () Gender _____

FOLLOWING DIRECTIONS

2-Part w/objects

- () Give me the ball and the chair
 () Give me the bear and the spoon

2-Part w/actions

- () Stand up and touch your ears
 () Give me the spoon and put the cup on the floor

LANGUAGE:

Attributes:

- () Big
 () Little
 () Clean
 () Dirty
 () Wet
 () Dry
 () Cold
 () Hot
 () Open
 () Close

Prepositions:

- () In
 () On
 () Under
 () In front
 () Behind
 () Next to

Questions: (answers)

- () What
 () Where
 () What doing
 () Who
 () Whose
 () Whose
 () How Many
 () Yes/No

Comments:

Questions about Functions:

- () What are books for? _____
 () What do we do with a ball? _____

What do we do with a pencil? _____

Identify Colors & Shapes:

Colors:

green, blue, red, brown, white, yellow,
 black, orange, purple

Shapes:

circle, triangle, square, rectangle, oval, diamond,
 heart