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AUTHOR Cegelka, Patricia Thomas; And Others
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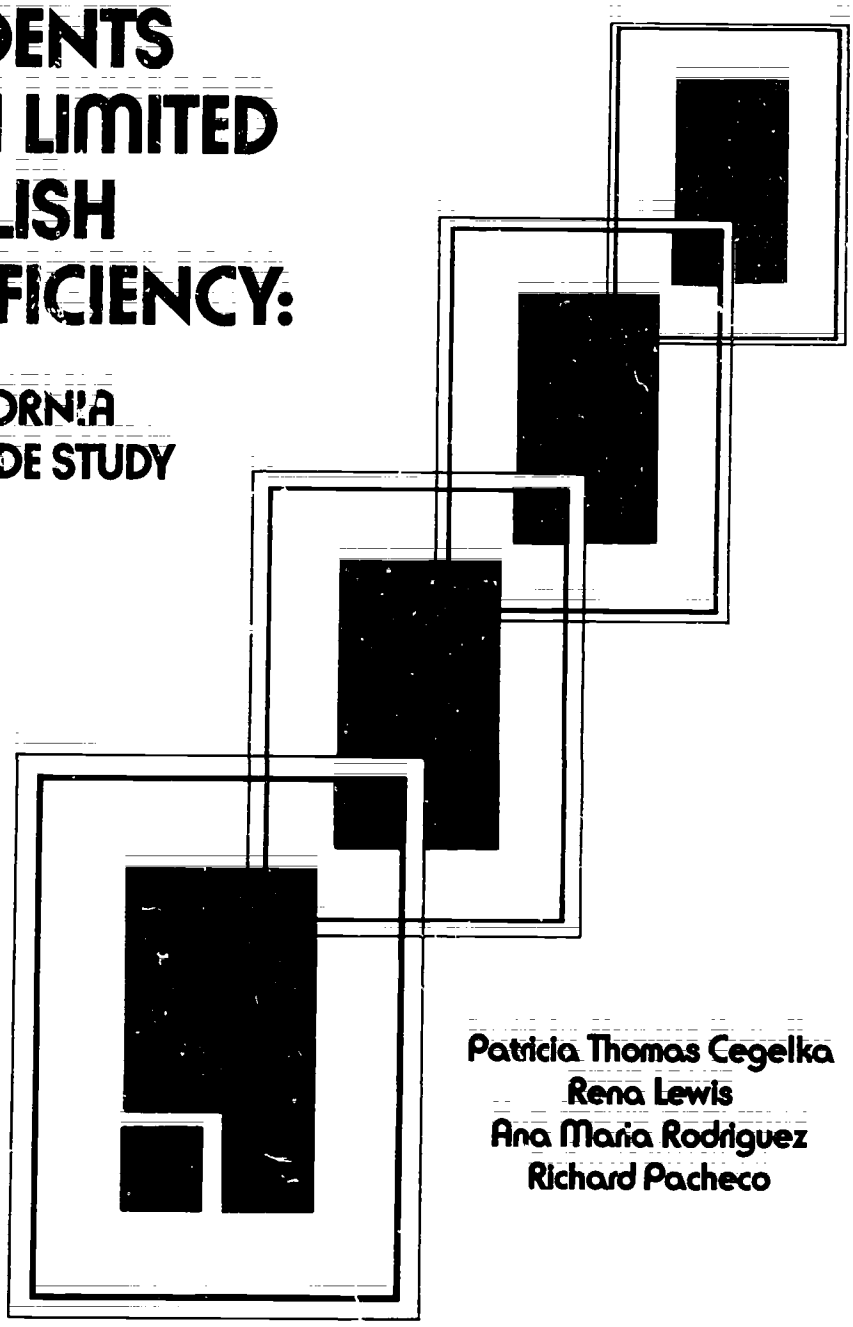
ABSTRACT

A product of a statewide (California) survey of 104 school districts and 9 county educational agencies, the report focuses on promising practices for use with handicapped children of limited English proficiency (LEP). In Phase One, seven categories of promising practices or program attributes were identified:(1) first and second language development, (2) cultural considerations, (3) teacher competencies and staff development, (4) administrative interface and collaboration, (5) nonbiased assessment, (6) educational placement and programming, and (7) parent involvement. The area of promising practice most frequently identified by survey participants was nonbiased assessment. Major findings of the Phase Two survey of current educational practices included the proportional representation of LEP students in special education, frequent consideration of language problems in the assessment of LEP students, and a Spanish emphasis. The third phase involved compiling an annotated bibliography on the professional literature dealing with special education services for the culturally and/or linguistically different handicapped student. The 112 citations which make up the bulk of this publication are grouped according to the seven categories of promising practices. The final phase is an analysis and summary of findings for each of the seven categories. The need for the field to focus more on qualitative questions of program placement and educational delivery as well as on ways to more meaningfully involve parents is stressed. Appendices provide (1) a breakdown of the components of each of the promising practices categories, and (2) a set of forms describing promising practices of various school districts. Twelve pages of references are also provided. (DB)

EDUCATIONAL SERVICES TO HANDICAPPED STUDENTS WITH LIMITED ENGLISH PROFICIENCY:

A CALIFORNIA STATEWIDE STUDY



Patricia Thomas Cegelka
Rena Lewis
Ana María Rodríguez
Richard Pacheco

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INTRODUCTION

Special education services for students with limited English proficiency (LEP) have received considerable judicial, legislative, and philosophical scrutiny during the past 10 to 15 years. The focus of this attention has been primarily on issues relating to educational equity, with state and federal mandates seeking to remedy past practices that resulted in overrepresentation of minority group students in special education. For this reason, identification and placement practices have been singled out for the bulk of the attention. The professional literature has been filled with discussions of overrepresentation, due process, and nonbiased assessment. Research, legislative, personnel preparation, and materials-development efforts all have zeroed in on these issues, frequently to the neglect of matters relating more directly to the design and delivery of instruction.

The majority of the reports in the professional literature deal either with the development of statistical data bases (frequently from estimated numbers) on minority group representation in special education or with the reporting of both data and opinion on selected assessment instrumentation and procedures. Judicial decisions and legislative mandates continue to focus on questions relating to program access and eligibility. Personnel training and development efforts also tend to stress student assessment and evaluation considerations. Impressive numbers of assessment instruments designed to measure the abilities and, less often, the achievement of linguistically and culturally diverse children are being produced. At the same time, few instructional materials and programs specifically designed to meet the educational needs of these students are available. Although the issues of curriculum and program design/delivery are beginning to be addressed at conferences and in the professional literature, these reports are infrequent and typically lack data on effectiveness.

The purpose of this technical report is to describe educational practices that appear to be promising for LEP, handicapped students. As one component of a state-funded research project, "Special Education Services for LEP, Handicapped Students in California: State of the Art and Future Directions," this task was originally conceptualized as developing a model of exemplary practices for the education of LEP, handicapped students. It soon became clear, however, that the professional literature has not addressed this issue in a concerted, data-based, or systematic fashion and that field practices are widely varied. By and large, bilingual special education has been a collection of theories and practices extrapolated from either bilingual education or special education, with little evaluation of their relevance or efficacy for bilingual special education. A preliminary identification, review, and synthesis of variables that might relate to effective educational practice for LEP, handicapped students appeared to be in order.

For these reasons, the project redesigned these activities to include (1) the identification and description of attributes that appear to affect quality program design and delivery and (2) an analysis of current practices relative to these attributes. These attributes have been designated as "promising practices" and, as such, provide the basis for future investigation and specification. Four phases of activity were undertaken in this effort to identify and describe promising service delivery practices. These included:

Phase One: Descriptions of Promising Practices.
Identification of seven categories of program attributes that relate to qualitative education of LEP, handicapped students and the nomination/description of "promising practices" in California.

Phase Two: Statewide Status Study.
Summary and conclusions drawn from data and related information collected through a statewide survey questionnaire on the status of educational services to LEP, handicapped students.

Phase Three: Annotations of Literature.
Annotations of professional literature addressing program considerations for LEP, handicapped students within each of the seven categories of promising practices.

Phase Four: Analyses and Conclusions.
Analysis of the practices identified in the prior three phases, with state-of-the-art conclusions drawn and directions for future efforts recommended.

Although presented sequentially, these four phases were developed interactively. Extensive literature reviews were involved in Phases One and Two for both delineating categories of promising practices and developing the state survey questionnaire. These literature reviews provided the starting point for Phase Three annotations. The outcome of Phase Two and the annotations of Phase Three led to refinement of the Phase One categories. They also formed the basis for the state-of-the-art analysis and recommendations for future directions developed during Phase Four. Each of these phases is reported in the separate sections of this technical report.

Phase One
PROMISING PRACTICES

CATEGORIES OF PROMISING PRACTICES

The primary purpose of this phase was to develop a structure by which both to conceptualize and to identify relevant educational practices. To accomplish this, an extensive review of the special education and bilingual education literature was conducted. Program evaluation criteria developed by various educational agencies were examined and recommendations embedded in presentations made at professional conferences were reviewed. Finally, "Items of Program Quality," developed for bilingual education programs by the California State Department of Education, were reviewed. Program descriptors distilled from these efforts were combined into a single listing and eventually combined into nine categories of practice: (1) Primary Language Development; (2) Second Language Acquisition; (3) Cultural Considerations; (4) Teaching Competencies and Staff Development; (5) Administrative Interface and Collaboration; (6) Continuum of Services; (7) Nonbiased Assessment; (8) Curriculum and Instruction; and (9) Parent and Community Involvement.

Each of these categories of promising practices was further developed through the specification of specific descriptors. A complete delineation of each category is presented in Appendix A. As these nine categories appeared to encompass most program features differentiating qualitative educational delivery from those less qualitative, they were the variables described in the promising practice nominations component of the report. Subsequently, when both the nominations and further literature reviews failed to sufficiently address some of these variables, the nine groupings were reduced to seven. The categories of primary language development and secondary language development were combined and the category of continuum of services was merged with the category of curriculum and instruction. The seven categories which resulted were as follows:

1. First and Second Language Development
2. Cultural Considerations
3. Teacher Competencies and Staff Development
4. Administrative Interface and Collaboration
5. Nonbiased Assessment
6. Educational Placement and Programming
7. Parent Involvement

NOMINATIONS OF PROMISING PRACTICES

Following the development of these categories of promising practices, the nomination/description phase of the study was undertaken. Individuals and agencies from throughout the state were asked to nominate teachers or programs that they considered to be exemplary in some aspect of educating LEP, handicapped children. All districts (104) and county offices of education (9) participating in the statewide survey study were included. In addition, individuals who had attended state-sponsored bilingual assessment institutes,

individuals and agencies identified through an earlier study (Cegelka & Pacheco, 1984), and individuals and programs recommended by the Project Advisory Committee were sent letters seeking nominations. In all, letters inviting nominations were sent to 308 individuals and agencies with identified interests in LEP, handicapped students.

Each letter described project activities and listed the nine categories of promising practices. Recipients were asked to nominate individuals, classes, programs, or districts that they believed to have promising practices in one or more of these categories. A nominations postcard was included with each letter. Sixty-two nominations were received. Each nominee or program director (where districts or schools were nominated) was then sent a letter explaining the promising practices study, describing the promising practices categories, and providing a brief description of the nature of his/her nomination. Each of the nominees was asked to provide a written description of what they considered to be their program's strongest features, limiting themselves to not more than two of the nine categories of promising practices.

Possibly because of the lateness of the school year (April), only 19 completed Promising Practices forms were returned. Represented were 11 unified school districts, 3 elementary school districts, 1 secondary school district, and 4 county offices of education or regional programs. These descriptions of promising practices have been edited slightly and are included in Appendix B. Seven of the program descriptions designated only one category of promising practice, eight designated two categories, three designated three categories, and one designated strength in seven of the nine categories.

The program descriptions received were analyzed in terms of the categories of promising practices described. Where respondents had checked only one or two categories as requested, these were counted as "major designations." In instances where more than two designations were made, the program descriptions were analyzed to determine which designated practices were also described in the prose portions of the responses. Where categories were both designated on the response form and described in the prose description, they also were counted as major designations of program practice. Categories that were checked on the response form but not described were tallied as "minor program designations." Also included as minor program designations were practices not specifically designated but imbedded in the descriptions of the promising practices. In all, analyses of the 19 responses yielded 34 major program designations and 15 minor program designations. These responses are summarized in Table 1.

TABLE 1
Areas of Promising Practices

Categories	Major Designations	Minor Designations
1. Primary Language Development	1	-
2. Second Language Development	4	-
3. Cultural Considerations	1	1
4. Staffing/Staff Development	3	3
5. Administrative Interface and Collaboration	4	2
6. Continuum of Services	2	-
7. Nonbiased Assessment	13	1
8. Curriculum and Instruction	4	2
9. Parent Involvement	2	6

PROMISING PRACTICES DESCRIPTIONS

The area of promising practice most frequently identified involved the nonbiased assessment of LEP students for special education. This was a major designation for 13 districts and a minor designation for one district. Of the 19 responses received, for five it was the only program area designated. Only two other respondents limited their program designations to just one area: one designated "curriculum and instruction" and the other designated "administrative interface and collaboration."

The actual descriptions of promising assessment practices touched on a number of variables, the most frequent being some form of bilingual involvement. No specific practice was mentioned by more than eight respondents. Those practices mentioned by at least five respondents fell into the following categories:

1. Use of bilingual professionals in assessment.
2. Use of translators.
3. Use of primary language (non-English) tests (some developed for other populations, some normed on other populations, some simply translated from English).
4. Assessment in both L1 and L2.
5. Parent/home contact or involvement.

Diagnostic teaching in both languages to determine areas of learning deficit was mentioned by two respondents. Mentioned by only one respondent each were practices involving use of Piagetian tasks and the use of a decision-making process as the vehicle for assessment.

Most programs appeared to be geared toward Hispanic populations. Fourteen of the nominations specifically mentioned the Spanish language, the Hispanic population, or Spanish-language tests; one additional respondent described services for children of migrant workers, suggesting a Spanish focus for that program as well. Three respondents stated that they served various Asian language groups; one mentioned Portuguese students. Three made no reference to a specific language or ethnic group.

English was the designated language of instruction for six of the nine respondents who specifically addressed this variable. Bilingual aides were frequently available to provide translation of key phrases and concepts. One respondent indicated that some attention was given to remediation of primary language deficits and three mentioned the existence of bilingual special education classroom teachers as a specific program strength. Two indicated that bilingual instructional assistance was provided to students through Designated Instructional Services or a partial day Resource Specialist program. Only one respondent specified primary language development as a program strength.

Although the number of responses analyzed was small, the picture that emerges is suggestive of both program emphases and the nature of specific practices. The analysis of a larger number of program nominations/descriptions from throughout this state, as well as other states, would provide a more comprehensive picture. The state survey data and the literature annotations in the following two sections of this report provide a basis for further scrutiny of these practices.

Phase Two
STATEWIDE STATUS STUDY

Through a statewide questionnaire survey study, project staff developed an information base on current educational practices with LEP, handicapped students in California. A total of 104 districts an 9 county educational agencies responded to a nine-page questionnaire. Data from existing state data banks provided additional information o the participating districts and counties. The sample included elementary, secondary, and unified school districts of various sizes as well as ethnic, socioeconomic. and linguistic compositions. Urban suburban, and rural educational agencies from throughout the state were represented.

Status information was obtained for a variety of variables ranging from proportional representation to specific program practices. A complete reporting of this study is available under separate cover (see Cegelka, Rodriguez, Lewis, & Pacheco, 1984). Thi summary/discussion of the study is presented in terms of the followin variables: proportional representation; characteristics of districts with and without LEP, handicapped enrollments; screening / referral / assessment practices; programmatic/staff development needs; educational programming; and the Spanish emphasis.

PROPORTIONAL REPRESENTATION

One of the most important findings of the study was the proportional representation of LEP students in special education. Fo this sample, the prevalence of handicapped students among the LEP population was not significantly different from the prevalence of handicapped students among the total population. This was true both for special education as a single entity and for all categories of special education, with the exception of severely emotionally disturbed and other health impaired, where LEP students were underrepresented. Further, the prevalence rate of LEP students within the handicapped population was proportional to their prevalence in the total student population. This was true both for LEP students as an entity and for each of the six language groupings for which data were available. Tests of differences in variance for each of these comparisons were nonsignificant.

A district-by-district comparison of the data from this study with special education ethnicity data was precluded as the state collects such data only from SELPAs (regional consortia), not from districts. Without data relative to the ethnic representation in special education for the sample districts, it is difficult to interpret these results. On the one hand, it could be that the proportional representation found is a function of the variable specified (language proficiency as opposed to ethnicity), suggesting that once minority group students are identified for special consideration through bilingual education services, they are more likely to be appropriately dealt with relative to special education services. On the other hand, should ethnicity data for this sample

reveal proportional special education representation in addition to the proportional language proficiency representation, it might be indicative of improved special education identification and placement practices within California. Without such comparisons, we can only conclude that for this sample, students with limited English proficiency tend to be proportionally represented in special education and to suggest that these findings may be generalizable to all districts and counties within the state.

CHARACTERISTICS OF DISTRICTS WITH AND WITHOUT LEP HANDICAPPED ENROLLMENTS

Analysis of characteristics differentiating districts that did identify handicapped, LEP students from those that did not revealed that all districts enrolling 100 or more LEP students also identified a portion of this group as handicapped and that only districts with low LEP enrollments failed to identify any LEP student as handicapped. Further, in many cases this latter group did not offer special education services to any students. Finally, those districts identifying LEP, handicapped students were characterized by larger total student enrollments, larger LEP enrollments, larger [illegible] enrollments, and greater numbers of teachers and teaching staff.

SCREENING/REFERRAL/ASSESSMENT PRACTICES

Questions concerning referral, screening, and assessment of LEP students for special education revealed a variety of practices. Respondents tended to believe that the number of referrals of LEP students to special education was reflective of the number needing special education; this belief is congruent with the proportional special education representation reported for the sample. Special education referrals were most frequently made by the regular classroom teacher (60% of the time), with the bilingual education teacher accounting for only 17% of the referrals. One might assume that the bilingual education teacher would be the better qualified to differentiate second language acquisition problems from learning disorders and, thereby, to refer LEP students for special education screening and assessment. However, the role of this professional is frequently an ancillary one, which may account for the fact that most referrals are made by regular class teachers. It may be that while these teachers actually initiate most referrals, the referral decision itself involves consultation with bilingual education personnel. No data were gathered on this specific issue, however.

Responses to a question concerning differences between assessment practices generally employed and those used with LEP students indicated that language considerations play a more important role in the special education screening and assessment of LEP students. The most frequently mentioned assessment procedure was the oral translation of commercially available English-language tests. It is interesting to note that oral translation of written documents also was the most frequently mentioned way of explaining due process rights

to parents, with over half of the districts relying on this method exclusively. Emphasis on establishing language dominance was the second most frequently mentioned difference in the screening and assessment procedures employed with LEP and non-LEP students. Special attention to parental input for purposes of establishing language dominance and of ascertaining functioning competence of the student was reported by some districts.

Another frequently mentioned difference was the use of assessment instruments commercially available in the primary language of the child. Examination of the tests listed revealed that primary language tests were most typically used for language screening/dominance considerations and for ability testing. Fifteen districts (of 58 responding to this question) did list Spanish-language achievement tests, with only two tests receiving multiple mentions: the Spanish version of the Woodcock-Johnson battery (listed by 7 districts) and the Morena reading tests (listed by 2 districts).

Two separate procedures that focused on the appropriate interpretation of student assessment information were mentioned by 14 districts each. One involved the inclusion of bilingual adults (teachers, aides, psychologists, migrant education program personnel, and occasionally community representatives) in test administration and/or interpretation. The second involved the review and consideration of non-test information (e.g., home interviews to determine level of functioning, information on length of residence in the U.S., extent and nature of past educational experiences, and so forth). Seven respondents indicated that they either utilized nonverbal tests exclusively or that they weighed them more heavily in interpreting assessment results. In response to this question, only one district specifically mentioned the use of an adaptive behavior scale (the SOMPA), although when actually listing commercial instruments used, 21 listed either the AAMD Adaptive Behavior Scale or the SOMPA (which contains adaptive behavior measures).

The use of direct observation of child behavior and the trying out of various programming options before assessment were each listed by two respondents. No respondents specifically listed the greater use of criterion-referenced measures as a way in which special education screening and assessment procedures for LEP, handicapped students differed from procedures used with English proficient students. In summary, it would appear that there is little consistency across the state and that academic achievement measures are not emphasized.

PROGRAMMATIC/STAFF DEVELOPMENT NEEDS

Respondents recognized a need for expanded knowledge and skills relating to assessment, although frequently these concerns focused on the availability of bilingual assessment personnel, not on the selection and use of assessment instruments and procedures. Next to assessment, the most frequently cited staff development need was information on instructional strategies and curriculum for this

population. Increased knowledge of language acquisition processes was also cited. Four districts indicated that they did not assess LEP students for special education. Taken in conjunction with occasional phone conversations with representatives from the sample districts, this response suggests that some districts are under the mistaken impression that state regulations preclude the special education identification and placement of LEP students. Information on state mandates and recommended program practices may be an additional staff development need.

EDUCATIONAL PROGRAMMING

A majority of the respondents indicated that Individualized Education Program (IEP) forms were available in non-English languages, most typically in Spanish. Over half of these also wrote IEP goals and objectives in the non-English language of the IEP form (again, most typically, Spanish). However, when IEP forms had been developed in other languages, it was somewhat more likely that the goals and objectives would also be written in that language: 80% for other languages as compared to 75% for Spanish.

Sample respondents indicated that IEPs usually included English language development goals, but that goals for primary language development were typically not incorporated. Similarly, only a small number of respondents indicated that self-image and cross-cultural understanding goals were included in the IEPs. Approximately half of the LEP, handicapped students were served by both special education and bilingual education. The remainder received services from bilingual education only (mean of 23.6% for bilingual education programs and Bilingual Individual Learning Plans combined), special education only (mean of 26.3%), or from regular education only (mean of .7%). It appears, then, that either in combination or separately, special education and bilingual education are each providing services to approximatley three-quarters of the identified LEP, handicapped population; that approximately one-half receive (or do not receive) services from both programs; and that less than one percent receive services from neither program.

Responses indicated that typically only a small portion of special education instruction is delivered in the primary language of the student. While the scarcity of bilingual special education teachers may be an influencing factor, these findings nonetheless run counter to recommendations of leading bilingual education theorists (Cummins, 1978, 1981; Krashen, 1981). These authorities maintain that continued development of the student's primary language and the provision of academic instruction in that language, in conjunction with attention to cross-cultural understanding, lead to higher levels of cognitive development, better acquisition of English, enhanced self-confidence and improved academic achievement. The implications of practices reported in this study may bear further investigation relative to their potential for adversely affecting the educational development of handicapped, LEP students.

SPANISH EMPHASIS

Throughout the study a decided Spanish emphasis was apparent. Although this was not surprising, given both national and state demographics, as well as those of the specific districts sampled, it does deserve mention. For the majority of the LEP population in California (74.8%), within the sample districts (75.9%), and for the identified LEP, handicapped population (80.38%), Spanish was the primary language. The majority of bilingual education staff employed by school districts appear to be concerned with the needs of Spanish-speaking students. These staff are more likely to be involved in the screening and assessment of Hispanic students for special education, whereas for other language groups non-educator community members are more likely to be involved in the assessment, parent communication, and program planning steps. IEP forms are more likely to be developed in Spanish than in other languages and it is more typical to find IEP goals and objectives written in Spanish than in other languages. (Interestingly, however, when districts do identify the need, have the expertise, and/or go to the trouble to develop IEP forms in other languages, they are also more likely to write the goals and objectives in that language.) Although special education programming is typically provided in English only, when another language is used, it is most likely to be Spanish. Non-English language assessment instruments appear to be more readily available in Spanish than in other languages. Although this study did not specifically address instructional materials per se, an earlier work (Cegelka & Pacheco, 1984) found that curricular materials developed for handicapped students are more likely to target Hispanic backgrounds than other linguistic minority backgrounds.

The statewide questionnaire study provided considerable information across several variables relative to educational practices with LEP, handicapped students. The promising practices program descriptions (Phase One) and the analyses of relevant literature (Phase Three) combine with the survey results to provide a comparison of existing and recommended service delivery practices.

Phase Three
ANNOTATIONS OF LITERATURE

This phase of the study involved the annotation of professional literature dealing with special education services for the culturally and/or linguistically different handicapped student. Included were journal articles, ERIC reports, conference proceedings, chapters, books, and monographs. The annotations are limited to those documents that integrate bilingual/multicultural concerns with special education concerns; omitted are sources that focus on only bilingual education or special education populations.

While this review of literature is extensive, it is not comprehensive. We limited ourselves to the seven categories of educationally relevant variable escribed in Phase One. This precluded some literature, such as that relating to proportional representation, judicial/legislative mandates, and philosophical considerations. In addition, some documents that were identified were not obtainable for various reasons; others did not appear to add either data or insight to bilingual special education issues. In the area of assessment, we had to limit our annotations due to the extensive attention this issue has received. We tended to avoid studies or discussions dealing with specific instrumentation and to select only a representative sample of the remaining assessment literature. Finally, our own interest in mild learning and behavior disorders is reflected, somewhat at the expense of literature focusing on speech/language disorders or other considerations.

These limitations notwithstanding, the annotations encompass a sufficiently broad range of literature to be representative of the current state of the art. All literature was specifically reviewed and annotated by project professionals with the exception of a limited number of annotations that are reprints of existing ERIC entries; each of these is designated by the symbols "+ +" appearing at the end of the bibliographic citation. Some entries are included under more than one category of promising practice. For others, topics relevant to multiple categories are mentioned in the annotations, but the entry is included only for the category which appears to be its primary focus. This is particularly true for the category of teacher competencies and staff development where the literature frequently focuses on educationally relevant cultural differences pertaining to learning and affective characteristics.

In Phase Four, the annotations are summarized and discussed in relation to the field practices reported in the state status survey and the promising practices portions of the study. Extant practices are compared to recommended ones. Patterns that deserve mention here emerge across all seven categories.

First, the focus of much of the existing literature is on developing an awareness of philosophical, demographic, legislative, and judicial issues relating to equitable educational opportunity for students who are both handicapped and of limited English proficiency. Related to these concerns, the area of assessment (particularly eligibility assessment) receives considerable attention in journal articles, research publications, and conference presentations. The thrust of much of the literature addressing teacher competencies is on the delineation of educationally and culturally relevant differences in learning styles and affective characteristics of designated groups. These presentations are typically extrapolated from bilingual education literature, without data on these variables for handicapped bilingual students.

Relative to educational practices, most literature focuses on the elementary age student and, extrapolating from special education and/or bilingual education literature, recommends various program design and delivery attributes, again typically without a bilingual special education data base. While much of the literature across the categories alludes to the importance of working with parents of bilingual handicapped students, this does not appear to be the specific focus of many professional efforts.

Finally, the issues of language development and language of instruction have received inadequate attention, with apparently little systematic research being conducted relative to language development and second language acquisition across various categories and severities of handicapping conditions.

Annotations of the literature reviewed are presented under the following seven categories of promising practices: (1) First and Second Language Development; (2) Cultural Considerations; (3) Teacher Competencies and Staff Development; (4) Administrative Interface and Collaboration; (5) Nonbiased Assessment; (6) Educational Placement and Programming; and (7) Parent Involvement.

Askins, B. E., & others. (1978). Responsive environment early education program (REEEP): Third-year evaluation study. Final evaluation report, 1977-78. Lubbock, TX: Texas Technical University. (ERIC Document Reproduction Service No. ED 157668)

This report of the Responsive Environment Early Education Program (REEEP) describes an educational intervention providing direct services to "high risk" (of low birth weight--less than 5 1/2 pounds) 3-, 4-, and 5-year-old children living in the Clovis, New Mexico area. The intervention programs, designed to prevent school failure, included early identification and remediation of developmental learning deficiencies and integration of handicapped children into the regular school program. Student achievement was evaluated via standardized tests to measure language development in Spanish and English, school readiness, and self-concept development. Program impact was determined by a special regression analysis model using three dependent variables and eight independent variables. REEEP students made significant gains in language development in English and Spanish and showed a positive and continuous growth in self-concept and emotional development. The regression analysis data indicated that 60% of the students scored better than estimated/expected on the English test; 40% scored better than estimated/expected on the Spanish test, and 70% scored better than estimated/expected on the school readiness test.

Evans, J. S. (1974). Word-pair discrimination and imitation abilities of preschool Spanish-speaking children. Journal of Learning Disabilities, 7, 573-580.

Auditory abilities, measured by word-pair discrimination and single word imitation, of 20 economically disadvantaged native-Spanish-speaking preschool children were investigated in both Spanish and English. In order to provide age-related comparative information, a group of 20 nondisadvantaged, native-English speakers were evaluated on the same tasks. In spite of the dual problems of economic disadvantage and second language learning, Spanish speakers were not significantly different from their advantaged English-speaking peers in total performance on the four tasks. In addition, the Spanish speakers made fewer errors in their native language than did the English speakers. Although poverty and/or linguistic interference were hypothesized to have negative effects, they did not appear to depress auditory performance.

Gonzalez, G. (1974). Language, culture, and exceptional children. Exceptional Children, 40, 565-570.

The nature of language is discussed in this article, with the author making the point that all languages and dialects are equally "good." He points out that while the ability to learn language is innate in all humans, specific language varieties are learned in the environment. Problems in using standardized tests on individuals who

do not speak standard English are presented. Examples are drawn from Black experiences (e.g., the development of the BITCH) and from Hispanics (e.g., those who speak neither pure English nor pure Spanish, but a "Tex-Mex" dialect). In addition to linguistic and cultural factors, the roles of adaptive behavior and community acceptance in minority groups are discussed. Problems in identifying gifted children who are culturally different are listed.

Greenlee, M. (1980). Specifying the needs of a "bilingual" developmentally disabled population: Issues and case studies. Paper presented at the annual meeting of the Interdisciplinary International Conference, Los Angeles, CA. (ERIC Document Reproduction Service No. ED 188116)

This paper concentrates on reviewing what has been reported about "normal" bilingual (Spanish/English) development. It also addresses a number of complex issues involved in the linguistic and cognitive assessment of children whose home language is not English, including: minority labeling and overrepresentation, the relationship between cognition and bilingualism, the many degrees of bilingualism and the varied bilingual programs, and the issue of a monolingual versus a bilingual environment for children experiencing developmental/language delays.

The research reviewed does not support the notion of linguistic delay due to child bilingualism. Children acquiring Spanish and English acquire linguistic structures at a rate parallel to monolingual peers. However, the picture of "normal" bilingual development remains in outline form and there is little developmental data on the course of bilingual language acquisition. Therefore there is little data available on what language behavior might indicate language disorder. Three case studies graphically depict the heterogeneity of linguistic skills and the different program requirements of bilingual developmentally disabled children. The case studies suggest that bilingual proficiency is not beyond the reach of the developmentally disabled child.

Greenlee, M. (1981). Communicative competence in Spanish/English developmentally disabled persons. Paper presented at the Council for Exceptional Children Conference on the Exceptional Bilingual Child, New Orleans. (Eric Document Reproduction Service No. ED 203647) + +

The author reviews the literature on code switching (use of two languages within a turn of speaking) as part of the conversational speech in normal and retarded individuals, presents data on language interaction in the speech of seven developmentally disabled persons, and discusses the implications of these comparisons for program planning with Spanish/English developmentally disabled children. Research is seen to show that children's code switching cannot be attributed solely to a lack of language differentiation. From a study focusing on the incidence, structure, and function of code switching in seven developmentally disabled children and adults, it was found that ethnicity of the conversationlist, syntactic structure, and

conversational functions seem to interact in the normal way for these speakers, despite their handicapping conditions.

Implications of findings for the education of exceptional children include that linguistic assessment should tap the child's communicative competence as well as formal linguistic structures, since a number of sociolinguistic skills develop along with sophistication in using grammar; that training programs based on the child's knowledge of social rules for language use will be more likely to be successful than those which violate these rules; that educational plans should consider patterns of language use in the child's community and the family's concern for language maintenance in school placement decisions; that the pattern of each individual's communicative skills must be the deciding factor for where to start in any langage training program; and that the foundation in normal language development upon which language intervention programs for exceptional children are based will remain rather shaky.

Kiraithe, J. (1982). Second language acquisition: Implications for assessment and placement. In A. M. Ochoa & J. Hurtado (Eds.), Special education and the bilingual child (pp. 38-55). San Diego: National Origin Desegregation Lau Center, San Diego State University.

Based on studies of Cummins (1980, 1981), Burt and Dulay (1972, 1973, 1974), Landon (1977), Legarreta (1979), Krasher (1979) and unlisted others--all focusing on nonhandicapped populations--the author proposes that "maximum results will be achieved if these skills are developed first in L1 and then become an integral part of the underlying competency of L2." Informal observation by Kiraithe "in various school districts throughout California strongly substantiates this view" (p. 51). The rationale for this is that many essential language skills are not present in either language and must be developed first in L1. Additionally, "perhaps the first and most significant factor to be considered in the discussion of why special education is more beneficial in L1 is the affective domain and its interplay with the cognitive domain. . . . Because L1 is the language of the home and consequently the language of love and emotional content, it appears obvious that one can reach the child and potentially facilitate success more readily in the most familiar language, even though that language may be minimally developed" (p 49). The author suggests that the same methodologies and instructional strategies used to facilitate the learning of English-speaking handicapped children are effective techniques for L1 remediaton. She acknowledges that "we can, at this point, only hypothesize (albeit rather strongly!) that the bilingual mode is the most effective means of facilitating learning for special education students who clearly are extremely limited English speakers" (p. 52).

Langdon, H. W., & Parker, D. (1982). Developing a bilingual individual education plan for language minority students. In A. M. Ochoa & J. Hurtado (Eds.). Special education and the bilingual child (pp. 56-61). San Diego: National Origin Desegregation Lau Center, San Diego State University.

In discussing the dual development or merging of the bilingual ILP and the special education IEP, the authors state that the IEP must include "a designation of the pupil's strongest language for basic skills/subject matter instruction." They recommend "English language development, content instruction in the primary language to sustain academic achievement, and activities to promote a positive self-image and crosscultural understanding" (p. 61).

Luetke-Stahlman, B. (1980). Applying bilingual models in classrooms for the hearing impaired. (Paper presented at the Symposium on Spanish and Portuguese Bilingualism, El Paso/Juarez.) (ERIC Document Reproduction Service No. ED 132855) + +

The author examines the use of oral bilingual models in programs for the hearing impaired, contending that the native language of a hearing impaired child of hearing parents is frequently sign language. It is suggested that classrooms for the hearing impaired could combine numerous languages (Signed English, Signing Exact English, and American Sign Language) and modes according to models of monoliterate and partial bilingualism. It is also pointed out that a native or near-native signing staff would be necessary if such a model were adopted.

Sanua, V. (1975). Bilingual program for physically handicapped children. Brooklyn: Board of Education of the City of New York. (ERIC Document Reproduction Service No. ED 137448)

In this Title VII funded program for the physically handicapped, limited English proficient student, bilingual teachers were given four weeks of orientation in special education. Training consisted of lectures and demonstrations on special education with specific instruction in methods of teaching reading and math to students with perceptual and motor difficulties. Following training, these teachers were assigned to two or three schools where they provided one-on-one tutoring to bilingual handicapped students. They tutored students two to three times a week, providing instruction in Spanish and English. The effectiveness of this staff training approach is documented in the significant gains students made in basic skills and positive self-concept.

Sirota, N. (1976). Bilingual program for children in bureau CRMD classes. School year, 1975-1976. New York, NY: Board of Education, Office of Educational Evaluation. (ERIC Document Reproduction Service No. ED 137449) + +

This document presents a description and evaluation of the bilingual program for children in the Bilingual Class for Retarded and Mental Development (BCRMD), a program designed to provide bilingual instructional and supportive services to eligible BCRMD students. The program provided supplementary bilingual-bicultural services to 153 mentally retarded pupils, of whom 108 were non-English dominant and 45 were English dominant. The program operated in four BCRMD schools. Each school was provided with a project team made up of a Bilingual

Resource Room Teacher and a Bilingual Paraprofessional. The primary goal of the program was to provide equal educational opportunity for non-English speaking children through activities that would maximize their native language proficiency while developing competence in English. The program also sought to train bilingual teachers and to develop a bilingual-bicultural curriculum. The bilingual resource room teams served two kinds of Spanish-speaking students: those most limited in English speaking ability, and those less limited. The first group received daily bilingual instruction in CORE curriculum, language arts, math, English as a second language and cultural heritage. The second group received supportive bilingual instruction three times per week. Unlike the first group, these students received their developmental reading instruction in English. Findings indicated that success was achieved in Spanish reading, mathematics, CORE curriculum, cultural heritage and self-concept. Pupils failed to achieve success in English as a second language.

Tempes, F. (1982). A theoretical framework for bilingual instruction: How does it apply to students in special education? In A. M. Ochoa & J. Hurtado (Eds.), Special education and the bilingual child (pp. 7-23). San Diego: National Origin Desegregation Lau Center, San Diego State University.

This paper concludes that research demonstrates that instruction in two languages is not detrimental to students of low intelligence or those with learning disabilities. This is consistent with the Common Underlying Language Proficiency model described by Cummins and his colleagues.

Weiss, R. S. (1981). INREAL intervention for language handicapped and bilingual children. Journal of the Division for Early Childhood, 4, 40-51.

This report provides support for early intervention with language handicapped and bilingual preschool children. Using a naturalistic method, speech-language pathologists worked with 3- to 5-year-olds. Longitudinal data gathered from both experimental and control students, three years after intervention, showed that those in the experimental group required fewer special services, including remedial reading, speech-language pathology, and special education for learning disabilities, than did matched groups of controls.

Bransford, L. A., Baca, L., & Lane, K. (Eds.). (1973). Cultural diversity and the exceptional child: Proceedings of an institute and conference program. Reston, VA: The Council for Exceptional Children.

This monograph reports several conference presentations that focus on cultural diversity and the exceptional child. Three of these are described in this annotation. Sierra's presentation on "Learning Styles of the Mexican American" provides insight into such characteristics as present-time orientation, cooperative learning styles, family identity, and loyalty. She contrasts these with typical school practices and expectations, and recommends ways of altering teaching strategies to facilitate the school learning of Mexican-American handicapped students.

Sando describes cultural characteristics of Indian groups, focusing on the Pueblo Indians. His presentation "Educating the Native American: Conflict in Values" identifies differences in values, concepts, and experiences that contribute to home-school dissonance. He points to many examples of bias, inaccuracy, and ethnocentrism in school curricula and practices. Specific Indian characteristics described are differences in time concept, an orientation toward conformity with nature, and visual as opposed to verbal learning styles.

Chinn's work, "The Asian American: A Search for Identity," discusses the reasons for some cultural stereotypes and points to the great diversity of Asian groups. Not only are there Chinese, Japanese, Filipino, and many others, but each of these is divided into a variety of subgroups based on language and dialect, length of time in this country, and socioeconomic status. The importance of the traditional Chinese family is described, with emphasis on the role of negative reinforcement and guilt as a means of controlling behavior; verbal censure is more commonplace than positive reinforcement. The role of family allegiance for the Japanese is presented. The values of obedience, loyalty, and achievement are also discussed. Negative influences on the development of Asian children in this society include cultural and racial bias/distrust and the nonstandard English of the students. He concludes that many Asian children and youth are searching for personal identities due to the cultural conflicts encountered and suggests that teachers have a major role to play here.

Castaneda, A. (1976). Cultural democracy and the educational needs of Mexican-American children. In R. L. Jones (Ed.), Mainstreaming the minority child (pp. 181-194). Reston, VA: Council for Exceptional Children.

This chapter outlines the educationally relevant cultural characteristics of Mexican-Americans. The author discusses bicognitive development considerations for bicultural education. Four clusters of Mexican-American values are delineated: (a) identification with family, community, and ethnic group; (b) personalization of interpersonal relationships; (c) status and role definition in family and community; and (d) Mexican Catholic ideology. Factors associated with change and heterogeneity are also discussed: (a) distance from the Mexican border; (b) degree of economic and political strength of Mexican Americans in the community; (e) identification with Mexican and/or Mexican-American history; and (f) the degree of prejudice toward Mexican-Americans. The educational implications of these factors are outlined for Mexican-American children in general, with no specific reference made to those with handicapping conditions.

Gollnick, D. M., & Chinn, P. C. (1983). Multicultural education in a pluralistic society. St. Louis: The C. V. Mosby Co.

This text reviews a variety of cultural considerations that relate to the schooling of children. Among those explored are ethnicity, religion, language, socioeconomic status, gender, age, and exceptionality. Enculturation, assimilation, ethnic identification, standard and variety English, social stratification, power and prestige are all discussed. The final chapter of the text presents strategies for multicultural education.

Hilliard, A. G. (1980). Cultural diversity and special education. Exceptional Children, 46, 584-588.

The importance of recognizing the role of culture in education is stressed in this article. The author contends that special education has ignored the obvious impact of culture by continuing to adhere to standardization at the surface structural level. The interactions of language, cultural background, and educational perception on practices involving the identification and instruction of non-majority group children for special education are reviewed, with an emphasis on teacher expectations. He points out that lack of sensitivity to culture produces professional error and suggests that professional self-disqualification may be an ethical necessity. He recommends that the student's native culture be used as a building block for learning and concludes with the observation that "respecting cultural diversity is not a benevolent act but a prerequisite for science and valid professional practice" (p. 586).

Lazarus, P. (1981). The implementation of exceptional child education programs for native American youngsters. Paper presented at the Council for Exceptional Children Conference on the Exceptional Bilingual Child, New Orleans, LA. (ERIC Document Reproduction Service No. ED 133352) + +

The paper proposes a transcultural model that emphasizes the importance of handicapped Indian children acquiring skills and knowledge of the majority culture without sacrificing their cultural identity. The values and history of the Miccousukee tribe from Florida are discussed, as are the philosophy and organization of a Bureau of Indian Affairs school for Miccousukees. The guidance and counseling program in the school is described in terms of its approach to dropout prevention, vocational guidance, and interpersonal skills. The interpersonal skills of special educators are seen as more important than program content.

Pepper, F. C. (1976). Teaching the American Indian child in mainstream settings. In R. L. Jones (Ed.), Mainstreaming the minority child (pp. 133-158). Reston, VA: The Council for Exceptional Children.

In this chapter, the author contrasts the cultural characteristics of many Indian groups with those of the majority Anglo population. Conflicts between Indian values and majority group values are outlined and difficulties encountered by Indian children in the majority educational system discussed. Suggestions are made for structuring curricular content and instructional strategies to meet the needs of Indian students. The chapter addresses these needs in general, and it makes no direct reference to unique needs of handicapped and/or gifted Indian students.

Smith, J. (1979). The education of Mexican-Americans: Bilingual, bicognitive, or biased? Teacher Education and Special Education, 2 (4), 37-48.

A review of the demographic data, characteristics research, and teacher-student interactional research relating to school achievement of Mexican-Americans is presented. The author points out that Mexican-Americans are the least assimilated minority, having retained their native cultural patterns and language to a greater extent than any other ethnic group. Further, while differences exist according to geographic locations, socioeconomic status, level of acculturation, and individual characteristics, the U. S. Commission on Civil Rights (1972) noted that Mexican-Americans share a common cultural pattern of traits, values, and heritage that sets them apart as a distinct and recognizable group. In an analysis of existing research, the author noted that when rural children were included in research studies, they were found to display the altruism/cooperation characteristics more than other groups studied. Coupled with research showing greater field dependence among Mexican school children, the author recommends that an examination of school practices in Mexico might assist U.S. schools in developing curricula, technologies and approaches well suited to the cognitive styles of these students.

Baca, L. (1980). Bilingual special education teacher competencies. Boulder, CO: AACTE's Bilingual Special Education Project.

In this paper, the author details a listing of specific competencies needed by bilingual special education teachers. These include: (1) language competencies (understanding, reading, writing, and speaking); (2) linguistic skills (theory and process of first and second language acquisition, interlanguage interference, and transfer); (3) assessment (language dominance, diagnostic, social-environmental, and criterion-referenced); (4) instruction (including adapting, revising, and developing appropriate materials in the primary language); (5) cultural understanding (specific culture, process of acculturation and assimilation, and ability to work with community groups); and (6) parental involvement skills (cultural child rearing practices and differences between home and school environments).

Baca, L. (1984). Teacher education programs. In P. C. Chinn (Ed.), Education of culturally different exceptional children (pp. 101-123). Reston, VA: The Council for Exceptional Children.

Baca reviews the development of bilingual special education, noting that teacher education programs in this area should provide training for acquisition of the skills of bilingual/bicultural education, special education, and a third group of cross-cultural "convergent" skills. As an example of this third group of skills, the author noted that in the area of assessment, bilingual special educators would receive training in the assessment and development of impaired language of children from non-English-speaking homes. Baca details over 70 competency statements across six areas of endeavor: (1) instruction/curriculum; (2) assessment and evaluation; (3) classroom management; (4) counseling; (5) advocacy/public relations; and (6) research. Baca reports that currently there exist three categories of university personnel preparaton programs in this area: (1) traditional special education programs that make special efforts to recruit ethnic minorities; (2) traditional special education programs that infuse bilingual special education considerations into existing coursework and program requirements; and (3) a bilingual special education program that is specifically designed to train bilingual special education teachers and includes bilingual special education coursework and field experiences. Problems faced by the latter specialized group of programs are presented and steps for institutionalization of these nontraditional programs are outlined. Twelve recommendations are made for the development and direction of bilingual special education programs.

Baca, L., & Chinn, P. C. (1982). Coming to grips with cultural diversity. Exceptional Education Quarterly, 2 (4), 33-45.

This article stresses the importance of having teachers who are trained in both special education and bilingual education. This requires more than special education teachers who are bilingual;

specialized understanding of second language development also is needed. The problem is complicated by the lack of communication and understanding among special education and bilingual education personnel. Universities are just now beginning to develop programs to train bilingual special educators. Teachers who support cultural pluralism are more likely to recognize the individual needs and differences of culturally diverse exceptional children and to provide appropriate education to meet these needs. For teachers who are not bilingual, the development of cultural sensitivity will improve their ability to provide for the educational and self-concept development needs of culturally different exceptional children.

Bergin, V. (1980). Special education needs in bilingual programs. Arlington, VA: National Clearinghouse for Bilingual Education.

In this overview of a variety of issues relating to special education/bilingual education, the author devotes a chapter to the development of interdisciplinary teacher education programs. She points to the need for staff training within colleges of education and states three considerations to guide the design of any staff development program (university or district level): (1) the characteristics of the curricular program; (2) the characteristics of the students to be served; and (3) the set of skills needed by instructional personnel working with the specified students in the program. The remainder of the chapter reviews each of these components. The author specifies bilingual skills and bilingual education training. She points to the University of Houston model which integrates bilingual and special education training at the undergraduate level, and at the graduate level develops speciality strands in special education with bilingual education training incorporated into each.

Bernal, E. M. (1983). Trends in bilingual special education. Learning Disability Quarterly, 6 (4), pp. 424-431.

Bernal identifies as critical the need to recruit and train bilingual specialists to work with LEP, handicapped students in the schools. He points out that even where institutions of higher education offer both bilingual education and special education training, seldom is there overlap between the two: special educators are trained in monolingual, monocultural approaches and bilingual educators learn little or nothing about exceptionality. Due to specialized efforts by federal education agencies, preservice training has recently made efforts to establish more adequate curricula in bilingual special education. Once research data demonstrates the effectiveness of bilingual special education for both mildly handicapped and severely handicapped students, bilingual special education may become established as a true area of concentration within special education. Pointing out that theory and clinically based research is badly needed to guide these efforts, Bernal outlines a series of 16 questions that could comprise the research, development, and evaluation agendas for bilingual special education.

Bessant-Bryd, H. (1981). Competencies for educating culturally different exceptional children. In J. N. Nazzaro (Ed.), Culturally diverse exceptional children in school. Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children.

In this status article, the authors suggest areas of teacher competency for working with exceptional minority group students. These include the following: (a) knowledge of the role of value systems in relation to behavior; (b) knowledge of the philosophy of different cultures; (c) knowledge of different patterns of human growth and development within and between cultures; (d) knowledge of both traditional and contemporary life styles of different cultures; (e) understanding of cultural and/or linguistic biases in the composition, administration, and interpretation of existing assessment instruments; (f) ability to provide a flexible learning environment which meets the needs of learners from various cultural groups.

Carpenter, L. (1983). Communication disorders in limited- and non-English proficient children. Los Alamitos, CA: National Center for Bilingual Research.

This report describes the characteristics of speech-language clinicians serving LEP children in California. Survey questionnaire data obtained from 329 speech pathologists revealed that, while a large proportion of clinicians who serve LEP children report non-English language (typically Spanish) knowledge, few speak or understand non-English languages at full fluency levels. The authors hypothesize that this may suggest that clinician-reported second language abilities are irrelevant to clinical practice. Further, most clinicians serving LEP children have received some type of special education preparation for providing bilingual special education services, typically through the work facility. In terms of services needed by clinicians, the open-ended responses tended to focus on diagnostic concerns and to omit therapeutic issues, even though most clinician time is spent on therapy, not diagnosis. This may be due to pressures to comply with legal mandates relative to assessment. The author suggests that research is needed regarding the minimum fluency required in a non-English language to use the language professionally. In conclusion, the author points out that the respondents were professionally prepared beyond the basic requirements of their jobs, although the quality of that preparation is unknown and skewed toward diagnostic issues. The inclusion of speech-language clinicians in the in-service training of bilingual education teachers is recommended as one means of increasing their skills in working with LEP students.

Chinn, P. C., & Kamp, S. H. (1982). Cultural diversity and exceptionality. In N. G. Haring (Ed.), Exceptional children and youth. (pp. 271-392). Columbus, OH: Charles E. Merrill Publishing Co.

In the portion of this chapter dealing with the preparation of teachers for culturally diverse exceptional children, the authors point out that although the Office of Civil Rights data show 25% of special education students coming from minority backgrounds, only 11%

of all teachers are from minority groups. The need for preparing culturally sensitive teachers is stressed, and the NCATE standards for multicultural education are reviewed. The chapter discusses research on learner characteristics and curriculum practices relevant to teacher preparation.

Decano, P. (1979). Asian and Pacific American exceptional children: A conversation. Teacher Education and Special Education, 2 (4), 33-36.

This paper simulates a conversation held by members of an Asian Pacific American Education editorial board where they are reviewing an article on teacher education and special education. In the course of their conversation, board members discuss the following factors relevant to teacher education: the issues of diversity (both intra- and inter-ethnic group), the relevance of enculturation and language fluency to assessment and placement, differences in family systems and the obligations and responsibilities associated with one's system. Discussants agree that teachers also should be familiar with the Asian communities to which their students belong and be able to demonstrate cultural knowledge by using different approaches with each Asian student.

Fuchigami, R. Y. (1980). Teacher education for culturally diverse exceptional children. Exceptional Children, 46, 634-641.

This article identifies the following issues and concerns in preparing teachers of the culturally diverse exceptional child: (1) the need to change teacher attitudes and expectations; (2) the need to develop instructional strategies for implementing curriculum content; (3) the need to retrain college and university teacher education faculty through a Dean's grant-type approach; and (4) a need for institutional commitment to including information about minorities in teacher preparation programs (in contrast to the assimilationist approach typical within educational institutions). He reports on a 1978 Council for Exceptional Children study which found that 78% of the 250 colleges and universities surveyed did not have training materials on minority groups. The author points out that such materials are available through Teacher Corps projects, Ethnic Heritage projects, and commercial publishing companies. He notes that most personnel preparation programs, when they do address cultural diversity, do so in the form of separate courses or modules, an approach that is neither comprehensive enough nor sufficiently integrated. A series of courses would be better, but would probably not be acceptable given the constraints of teacher preparation programs. The author recommends an integrated or infused approach, although he concedes that it is complex and difficult to implement. He also recommends the development of experimental courses jointly sponsored among departments as an interim step. In conclusion, the author points out that a major barrier to appropriate education for handicapped children is the failure of teacher education programs to provide information and skills on working with minority students and their parents.

Gonzales, E. (1979). Preparation for teaching the multicultural exceptional child. Teacher Education and Special Education, 2 (4), 12-18.

The author describes the "Anglo-conformity" model that has typified American education, and traces the development of multicultural approaches in both general and special education. He outlines several issues related to the preparation of qualified teachers for the culturally diverse exceptional child. In addition to the need for teachers familiar with the culture and language of the students, the author points to the problem of teacher educators at the university level who are not prepared to teach in multicultural settings. Other concerns discussed include parental involvement and lack of appropriate curriculum materials.

Grant, G. E. (1983). Ethnicity, exceptionality, and teacher education. Learning Disability Quarterly, 6 (4), pp. 506-512.

Based on reviews of recent delineations of professional competencies for LD specialists and the textbooks commonly used in teacher education programs, the author concludes that there is insufficient overlapping of ethnicity and exceptionality in the professional training of special educators and that a multicultural perspective is underrepresented in recent statements of professional competence. She noted that only 1 of the 11 areas of professional competencies outlined by the Code of Ethics and Competencies for Teachers of Learning Disabled Children and Youth explicitly mentions a sensitivity to cultural differences. An analysis of similar documents developed by the National Joint Committee on Learning Disabilities revealed that cultural considerations were implicitly, but not explicitly, included. In learning disability textbooks, the total number of pages devoted to multicultural topics ranged from 0.0% to 2.1%, with a .4% mean. In introductory special education texts, 1.4% to 12.7% of the total pages dealt with multicultural issues, with a mean of 4.4% and a median of 2.8%.

While relatively little text space was devoted to discussion of cultural issues, a considerably larger portion of the illustrations included ethnic children, with culturally different children accounting for 13.6% of the children represented. The author notes that teacher educators may be incorporating multicultural concepts into their lectures, discussions, and additional reading assignments. Nonetheless, from the documents reviewed, she warns that our professional training programs may be creating "new myths" about the culturally different exceptional child, to wit that the elimination of past injustices satisfied the need to attend to specialized characteristics of this group of students.

Meyen, E., Rodriquez, F., & Erb, K. S. Mainstreaming multicultural education into special education. Lawrence, KS: The University of Kansas.

This handbook presents a model developed for analyzing university teacher preparation curricula in special education to determine the

extent and appropriateness of inclusion of multicultural concepts. This detailed self-study model was developed through a federally funded project and designed to be replicable at any college or university training program.

Ortiz, C. D. (1981). Training educators to meet the needs of Hispanic exceptional students: A perspective. In Special education and the Hispanic child. Proceedings for the Second Annual Colloquium on Hispanic Issues. New York, NY. (ERIC Document Reproduction Service No. ED 210404)

This paper describes a master's degree program at the Bank Street College in New York City which prepares bilingual special education personnel. In this program, teachers are trained to be sensitive to the learner's level of development and rate of progress. Bilingual special education activities are integrated into the ongoing special education and regular education training programs. Information about first and second language acquisition in both normal and handicapped children is stressed, along with assessment of language dominance and proficiency, as well as knowledge of the legal aspects of bilingual special education.

Plata, M. (1979). Preparing teachers for the Mexican-American handicapped: The challenge and the charge. Teacher Education and Special Education, 2 (4), 21-26.

Suggesting that inadequate personnel preparation is responsible for the difficulties teachers have in dealing with culturally diverse exceptional children, Plata calls for interdisciplinary efforts among bilingual education, special education, and other faculties. Recognizing the need to renegotiate professional roles in achieving this programming, he suggests that such efforts are essential if teacher education is to play its part in breaking down stereotypes of Mexican-Americans and in preparing teachers to work together in providing for the educational needs of this population.

Preston, D., Greenwood, C. R., Hughes, V., Yuen, P., Thibadeau, S., Critchlow, W., & Harris, J. (1984). Minority issues in special education: A principal-mediated inservice program for teachers. Exceptional Children, 51 (2), pp. 112-121.

This article describes an inservice training program designed for presentation at building-level training sessions. It also presents the results of an evaluation study of this training program. The training package includes an instructor's manual, an introductory flyer, a 15-minute filmstrip-cassette kit, and a student textbook covering 10 units. These units, in addition to introductory and overview chapters, cover assessment, language, learning style, educational objectives and curriculum, educational and vocational barriers, policy, community, and staff training. The study included 4 building trainers, 20 participants, and a contrast group of 10 teachers. Dependent variables of the study included measures of chapter mastery, pre- and post-test knowledge attainment, ratings of application tasks, and measures of trainee satisfaction. Results

indicated that trainees mastered the content, made substantial and continuing applications within their school sites, and were highly satisfied with the training they received.

Prieto, A. G., Rueda, R., & Rodriguez, R. F. (1981). Teaching competencies for bilingual/multicultural exceptional children. Teacher Education and Special Education 4 (4), 35-39.

This article reports on a survey of 77 teachers in the Phoenix, Arizona area aimed at identifying competencies for teaching bilingual/multicultural exceptional children. Using a Likert-type scale, teachers responded to a listing of 18 competency statements that had been gleaned from literature searches. The three competencies rated as most important included: (1) ways to involve parents in the educational process; (2) ways to assess bilingual/multicultural children in terms of classroom performance (i.e., using task analysis or criterion-referenced tests); and (3) specific methods for working with bilingual/multicultural exceptional children in the classroom. The authors note that the majority of the respondents were Anglo, indicating an underrepresentation of ethnic group teachers. The extent to which this fact affected the competency ratings is unknown. For instance, the authors point out that the failure to highly rate either language familiarity or the examination of cultural backgrounds of children may be a function of insensitivity to the importance of these variables on the part of the respondents, or it could be that they already felt sufficiently sensitized. The authors warn that special educators should exercise caution in generalizing to the handicapped from studies with nonhandicapped students, as the possible interactions between handicapping condition(s) and cultural/linguistic effects are unknown.

Ramirez, B. A., & Tippeconnic, J. W., III. (1979). Preparing teachers of American Indian handicapped children. Teacher Education and Special Education, 2 (4), 27-32.

The authors point to the historical problems in Indian education where 85-90% of reservation teachers are Anglo, 5% are nonwhite, and only 5% are Indian. The non-Indian teachers have typically gone to Eastern universities, have no training in Indian cultures, and speak no Indian languages. Their resulting difficulties and frustrations lead to high teacher turnover rates and low teacher expectations and contribute to high dropout rates among Indian students. A number of personnel development programs were funded by the Office of Indian Education under the provisions of the Education Amendments of 1974. While some of these have incorporated special education components, none have been specifically special education projects. Several special projects under the Bureau of Education of the Handicapped (now Office of Special Education and Rehabilitative Services) have targeted the training of special education teachers to educate Indian handicapped children. The authors identify a need for coordination of efforts among tribes, universities, and federal and state agencies if sufficient numbers of appropriately trained special education teachers are to be prepared. In addition to the training of increased numbers of Indian special educators, the authors call for improvements in the

manner in which this training is conducted. At both the preservice and inservice levels, approaches that integrate special education and Indian education are needed. Included should be awareness and understanding of Indian people, the breaking down of stereotypes, knowledge of tribal diversity, learning characteristics of Indian children, tribal self-determination, and tribal languages and cultures. First-hand knowledge and experiences are also recommended.

Rodriguez, R., Cole, J., Stile, S., & Gallegos, R. (1979). Bilingualism and biculturalism for special education classrooms. Teacher Education and Special Education, 2 (4), 69-74.

This article outlines a plan to assist special educators in their interactions with Spanish-background handicapped children and their parents. Studies suggesting the benefits of bilingual-bicultural education for handicapped children from culturally diverse backgrounds are reviewed, along with past practices and judicial decisions regarding testing, placement, and due process rights. Three sets of bilingual-bicognitive competencies that can easily be mastered by monolingual special education teachers are described. These include: (1) ideological, social, and historical awareness (including knowledge of attitudes and beliefs on mental retardation and learning disabilities, parental attitudes about school, and family structure); (2) parental and community inclusion (acceptance of family and home in the classroom, provisions for direct parental participation, and communication in Spanish); (3) bilingual/bicultural curriculum for special education classrooms (including artistic creations, folklore, dance, music, dress, food, bilingual/bicultural language arts--poems, puppetry, rhymes, plays, and Spanish vocabulary--questioning, directing, praising).

The authors point out that three major factors have contributed to a recognized need for specialized training of professionals who work predominantly with Hispanic children. These include: (1) research on the effects of utilizing standardized tests to measure the intellectual abilities of Hispanics; (2) judicial decisions regarding identification and placement of Hispanic children into special education; and (3) data indicating gains in achievement among Hispanic children when instruction is conducted in Spanish.

Rueda, R., & Prieto, A. G. (1979). Cultural pluralism: Implications for teacher education. Teacher Education and Special Education, 2 (4), 4-11.

The authors provide an extensive discussion of culturally associated variables related to education, pointing out that (a) further work is needed to clarify the relationship of cognitive style to academic achievement, and (b) the implications of cross-cultural differences must be extrapolated from research employing nonexceptional populations as there is a lack of a research base with exceptional children. The authors maintain that multicultural education must go beyond a focus on overt aspects of culture to an understanding of covert aspects of cultural/linguistic differences. They propose that the content of teacher-training programs be

broadened to reflect the developing empirical knowledge in these areas. Teachers should know relevant empirical research and be aware of its limitations. In addition to content issues such as these, the authors propose that attention be given to the manner in which teachers are trained. Instead of separate programs in multicultural special education, infusion of multicultural competencies throughout the special education teacher preparation program is recommended. They acknowledge that political and/or funding reasons may make it more feasible to maintain separate programs until they are securely established, but suggest that the ultimate goal of teacher training programs must be the incorporation of a multicultural orientation into all phases of training.

Salend, S. J., Michael, R. J., & Taylor, M. (1984). Competencies necessary for instructing migrant handicapped students. Exceptional Children, 51 (1), pp. 50-53.

The authors report the results of a study of the relative importance of 45 teacher competencies as perceived by 163 educators who provide services to migrant handicapped students. The competencies fell into roughly two categories: those relating to generic special education practices and those relating to the unique needs of the migrant handicapped and their families. Of the 12 competencies rated most highly by the respondents, four addressed the importance of affective development and communication with parents and community agencies. Competencies relating to noninstructional or skill application knowledge (e.g, understanding of special education issues and historical perspectives, the litigative and legislative history of bilingual special education, understanding or conducting research related to migrant handicapped students) were rated as the bottom six in importance, with proficiency in the native language of the child perceived as the seventh least important competency. While these perceptions are subject to error and have no empirical validation, the researchers suggest that they do provide a framework from which to initiate efforts to design and implement programs to prepare educators to work with migrant handicapped students.

Yates, J. R. (1983, April). Preparing personnel to serve learning disabled Hispanics. Paper presented at the Annual International Convention of The Council for Exceptional Children. (ERIC Document Reproduction Service No. EC52677)

This paper reviews factors that affect the preparation of teachers to work with learning disabled Hispanic students. The author discusses a number of constraints on the preparation of bilingual special education teachers, including the problems of power and territoriality, constraints on teacher preparation time, historical difficulties in integrating disciplines, and an insufficient number of bilingual professionals to recruit for the various bilingual teaching roles. The author also discusses similarities between bilingual and special education and points out that these facilitate the integration of the two disciplines. These similarities include the specialized nature of the populations, similar litigative and legislative histories, specially defined instructional procedures and materials, the availability of unique resources, and specialized teacher training. Content areas for preparation of bilingual special educators include linguistics and language skills, social and cultural foundations of education, human development and learning, psychopersonal domains, assessment, curriculum, evaluation and selection of instructional materials, and school-community relationships.

Landurand, P. (1980). Bilingual special education report. In P. Landurand and others (Eds.), Bridging the gap between bilingual and special education. Presentations from the Roundtable on the Bilingual Exceptional Child. Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children.

This paper describes the Bilingual Special Education Project (BISEP) in Massachusetts. Created out of joint efforts of the Massachusetts Advisory Council for Bilingual Education and the Bilingual Special Education Training Group Task Force within the State Department of Education, this project coordinates its efforts with the state Bureau of Transitional Bilingual Education, Division of Curriculum and Instruction, Bureau of Equal Educational Opportunity, and the Division of Vocational Education, as well as the state Bilingual Advisory Council. The project has sponsored administrative workshops throughout the state for Directors of Special Education and Bilingual Education programs as well as statewide conferences on bilingual special education. The project also established a Statewide Bilingual Clearinghouse that houses information on bilingual special education human resources, training programs, materials and curricula, a placement center, nationwide program leaders, research dissemination, and a Job Bank for bilingual exceptional students (unimplemented at time of report). The project also worked with selected local school systems on a model Interdivisional Approach to Bilingual Special Education involving the development of building-level teams consisting of an ESL teacher, bilingual teacher, special education teacher, reading teacher, counselor, a regular education teacher, and the building principal. The functions of the team were to develop assessment and placement procedures and to monitor and re-evaluate educational plans for bilingual handicapped students.

Martinez, O. (1982). Developing a plan for coordination of bilingual and special education services: San Jose Unified School District Plan. In A. Ochoa & J. Hurtado (Eds.), Special education and the bilingual child, (106-111). (Conference proceedings). San Diego: National Origin Desegregation Lau Center, San Diego State University.

This paper delineates a procedure for cooperative programming among Bilingual Education, ESL, and Special Education programs. The various program funds are coordinated for staff development, the hiring of appropriate aides, and the piloting of innovative programs. Criteria for selecting program options and possibilities for maximizing program options are suggested.

Martinez, I., Foley, P., & Vasquez, M. (1982). How to utilize various state and federal agency resources for limited English proficient pupils with exceptional needs. In A. M. Ochoa & J. Hurtado (Eds.), Special education and the bilingual child (88-93). San Diego: National Origin Desegregation Lau Center, San Diego State University.

This paper describes ways to access a variety of agencies and services as well as to interface funding from bilingual education and special education within the State of California. Training opportunities and resources within the state are also mentioned.

Abbott, R., & Peterson, P. J. (1975). Learning disabilities--They're all around you. Paper presented at the International Bilingual-Bicultural Conference, Chicago. (ERIC Document Reproduction Service No. ED 1218529)

The primary thrust of this paper is to provide awareness level information about learning disabilities to bilingual educators. The authors point out that early evaluation and correct diagnosis is essential if students are to achieve their full potentials. A multidisciplinary approach is recommended for differentiating specific learning disabilities from the effects of bilingualism. Differential Diagnostic Assessment, conducted by a bilingual/bicultural assessor, should include (1) language assessment; (2) achievement in reading and math; (3) perceptual functions; (4) visual motor skills; (5) adaptive behavior focusing on culture and environment. In addition, the impact of cultural and linguistic influences (language, family structure, values, learning styles) must be considered. The two language systems should be compared and contrasted to distinguish between problems involving linguistic and cultural differences and those involving actual learning disabilities. Factors influencing the educational prescription and treatment program are the severity of the problems, the age of the student, and the home and school background of the student.

Alley, G., & Foster, C. (1978). Nondiscriminatory testing of minority and exceptional children. Focus on Exceptional Children, 9 1-14.

This in-depth review of issues and progress in nondiscriminatory testing discusses legal requirements relative to nondiscrimination, various approaches to nondiscriminatory testing, and nondiscriminatory testing with severely/profoundly handicapped children. Specific recommendations relative to nondiscriminatory testing are made and research questions to be addressed are posed.

Baca, L., & Chinn, P. C. (1982). Coming to grips with cultural diversity. Exceptional Education Quarterly, 2, (4), 33-45.

The authors briefly review the litigative history involving the use of standardized tests to identify minority children as mentally handicapped. They point out that many minority children have been placed in special education classes due to cultural and linguistic differences, not because of intellectual handicaps. While this still occurs, now it appears that culturally and linguistically different children who are truly handicapped are being denied special education services. Three court cases in the State of New York are cited as evidence of this trend. As a remedy, the authors cite the SOMPA as an adaptive form of assessment for handicapped minority children. For gifted children, creative methods of identification such as peer nomination appear to be promising.

Bailey, D. B., & Harbin, G. L. (1980). Nondiscriminatory evaluation. Exceptional Children, 46, 590-596.

The authors discuss current attempts to reduce school bias through the development of new assessment and evaluation procedures. Various approaches for nonbiased testing are discussed, including the development of new testing procedures, the use of adaptive behavior scales, the use of criterion referenced measures, and the development of local or special group norms. The authors point to the potential for bias in each step of the decision making process. Bias can be found in the referral process, the establishment of eligibility criteria, the interpretation of results, the recommendation for placement, and the actual placement decision itself. Attention to nonbiased assessment does not supplant concern over appropriate educational programming, which should be the ultimate aim of educational decision making. The authors propose that the elimination of bias and good decision making are two separate goals; the former is a legal, social, and ethical goal and the latter an educational programming goal.

Bernal, E. M., & Tucker, J. A. (1981). A manual for screening and assessing students of limited English proficiency. Paper presented at the Council for Exceptional Children Conference on the Exceptional Bilingual Child, New Orleans. (ERIC Document Reproduction Service No. ED 209785)

This manual details a three-phase procedure for screening, assessing, and placing bilingual exceptional children. The three phases specified include informal language screening, formal language assessment, and comprehensive individual assessment. For each step, alternatives are recommended depending on the language and academic proficiencies of the student. This model, based on the assumption that language is the most critical factor in the assessment process, provides alternatives based on language and achievement data gathered at each step and phase of the assessment process.

Carpenter, L. J. (1983). Bilingual special education: An overview of issues. Los Alamitos, CA: National Center for Bilingual Research.

This publication identifies a variety of issues relating to bilingual special education, including legal bases, definitions of the population, prevalence, assessment and placement, and instructional programming. In the section on assessment, the author discusses language assessment procedures designed to meet Lau requirements as well as nondiscriminatory special education assessment considerations. Both federal and California requirements are discussed. Problems associated with intelligence testing are presented along with various attempts to reduce bias, including culture-fair tests, translating tests, renorming tests, use of criterion-referenced tests, and the use of adaptive behavior scales. Particular problems that arise in assessing bilingual children who are suspected of having handicapping conditions are presented.

Chinn, P. C., & Kamp, S. H. (1982). Cultural diversity and exceptionality. In N. G. Haring (Ed.), Exceptional children and youth (pp. 371-392). Columbus, OH: Charles E. Merrill Publishing Co.

This general review chapter focuses considerable attention on issues related to assessment of culturally different handicapped children. The chapter presents data on minority representation in special education, reports on litigation related to both overrepresentation and underrepresentation, and reviews various approaches for improving cross-cultural assessment practices. An extensive review of the SOMPA is provided.

Dade County Public Schools (n.d.). A resource manual for the development and evaluation of special programs for exceptional students: Vol. III-B, evaluating the non-English speaking handicapped. Tallahassee, FL.: Clearinghouse/Information Center, Bureau of Education for Exceptional Students, Department of Education.

This manual was developed to assist school districts with appropriate evaluation and notification procedures for non-English speaking handicapped children. The report lists 22 languages for which bilingual programs are provided in Florida school districts. Although 1980 counts showed that Hispanics (Cubans, Puerto Ricans, and Mexican Americans) made up nearly 8% of the total state school enrollment, they were underrepresented in all programs for exceptional children, accounting for less than 1.5% of enrollments in programs for the gifted. The manual outlines procedures for screening LEP students for special education, procedures for referral, and procedures for student evaluation. Specific tests, in English as well as in other languages, are annotated for both intelligence and achievement testing. The use of observation and informal measures is also discussed. The importance of cultural awareness for evaluation personnel is presented, with descriptions of typical student characteristics for various cultural groups provided. Included are profiles for Cuban, Mexican-American Migrant, Puerto Rican, Haitian, Vietnamese, Greek and Russian children. Appendices of this manual include the addresses of publishers, copies of due process forms in various languages (Chinese, French, Greek, Haitian, Creole, Portuguese, Russian, Spanish, and Vietnamese), and selected special education terminology in Spanish and Vietnamese.

Duffey, J. B., Salvia, J., Tucker, J., & Ysseldyke, J. (1981). Nonbiased assessment: A need for operationalism. Exceptional Children 47, 427-434.

This article highlights the current technical history of assessment, reviewing attempts to alleviate problems associated with bias in assessment and defining the concept of fairness in testing. The role of acculturation in test performance is discussed. Five types of educational decisions affected by testing are delineated (screening, placement/classification, instructional planning, individual pupil evaluation, and program evaluation), with the authors

warning against using assessment data collected for one purpose as a vehicle to meet other assessment needs. It is suggested that the uses of test data, rather than the tests themselves, have been the biasing factor. They point to criterion-referenced testing and classification systems as potentially less biasing, albeit more expensive, alternatives and question the willingness of taxpayers to bear the financial burden of developing and implementing such approaches.

Gerken, K. C. (1978). Performance of Mexican American children on intelligence tests. Exceptional Children, 44, 438-443.

This article reports on a study of the relationship of type of intelligence test (verbal with verbal directions, nonverbal with verbal directions, and nonverbal with nonverbal directions), examiner group membership (e.g., Mexican-American, bilingual Anglo-American, and monolingual Anglo-American), and language dominance of children. No significant effect was found for examiner groups. The 25 Mexican-American subjects, all from homes where Spanish was spoken, fell into three groups: Spanish dominant, bilingual, and English dominant. Most were enrolled in either kindergarten or Head Start programs. The subjects were randomly assigned to examiners and given the Weschler Preschool and Primary Scale of Intelligence and the Leiter International Performance Scale. Results showed no significant effect for examiner groups, but did find that the language of the child affected the intelligence test scores, with the Spanish-dominant group scoring the lowest mean scores for the Leiter, the WPPSI Verbal Scale, and the WPPSI Performance Scale. Further, across all groups, the subjects scored significantly higher on the Leiter and the WPPSI Performance Scale than on the WPPSI Verbal Scale and the WPPSI Full Scale. The author concludes that, if performance scores indicate that Mexican-American children are not intellectually deficient, then schools must look for other explanations of school difficulties.

Hastings, L. O. (1981). Cultural considerations in the assessment of bilingual handicapped children. Paper presented at The Council for Exceptional Children Conference on the Exceptional Bilingual Child, New Orleans, LA. (ERIC Document Reproduction Service No. ED 133350) + +

The paper discusses the effects of a specific culture, in this case Chilean, on bilingual handicapped students' response to test items. Even though the tests used were Spanish translations, subjects' responses were influenced by lifestyles, the educational system, and the physical resources available in the classroom setting. Evidence is cited to indicate that simple translations and adaptations of existing tests result in lower reliability, validity, means, and standard deviations. The author recommends supplementing formal tests with informal ones designed specifically for use in the home country and based on material geared to specific cultural needs.

Lambert, N. (1977). Issues in the application of the public school version of the AAMD Adaptive Behavior Scale in school setting. Field study of the efficacy of the AAMD Adaptive Behavior Scale--Public School Version. Substudy 5 of 5. Sacramento, CA: State Department of Education. (ERIC Document Reproduction Service No. ED 156690)

A representative sample of California school psychologists was surveyed to determine the frequency with which they used the Adaptive Behavior Scale and the relationship between training in the use of the scale and their perceptions of the efficacy of the measures. Most examiners had used the scale two or fewer times, though 30-45% had been introduced to the scale in assessment workshops, trained others, or participated in special courses. In general, the more extensive the training, the more positive the judgment about its utility in measuring adaptive behavior measures. The information from the Adaptive Behavior Scale appeared to contribute important diagnostic information to the evaluation and placement process. The Spanish surnamed children always had the lowest scores on the Physical Development domain, indicating the possibility of sensory and motor handicaps.

Lambert, N. M. (1981). Psychological evidence in Larry P. v. Wilson Riles. American Psychologist, 36 (9), 937-952.

In this article, Lambert argues against the court's decision in the Larry P. v. Wilson Riles case in which the court banned the use of intelligence tests for purposes of placing black students into special education programs. The author maintains that the court erred in its determination that the use of IQ testing was responsible for the overrepresentation of black students in EMR special education programs. She also notes that there is not sufficient evidence to conclude that EMR programs stigmatize students. Lambert points out that it is the child's school failure that precipitates the referral and assessment process and suggests that IQ tests do not play the major role in student placement. She notes that subsequent to the Larry P. v. Wilson Riles decision, equal numbers of Black and Hispanic students have been referred to EMR classes, demonstrating that factors other than IQ tests are responsible for existing overrepresentation.

The author maintains, contrary to the court opinion, that examiner-race variables are not significant factors and that IQ tests do measure the same functioning abilities in Whites, Blacks, Hispanics, and Asian students. She asserts that IQ tests do not underestimate the abilities of black children and supports the validity of the WISC in measuring the school ability of minority children. Further, she argues that tests such as the SOMPA are racist and stereotyping and lead to misleading conclusions educationally.

Maheady, L., Town, R., Algozzine, B., Mercer, J., and Ysseldyke, J. (1983). Minority overrepresentation: A case for alternative practices prior to referral. Learning Disability Quarterly, 6 (4), 448-456.

Suggesting that the isolation and control of specific assessment practices may not be the best approach to addressing the problem of overrepresentation of minority students in special education, the authors recommend that we concentrate on the provision of effective alternative educational approaches prior to referral for special education. Five such approaches are described in the paper, each of which is high in academic engaged time and each of which provides for direct instruction of the targeted skills. The five alternative approaches recommended include Distar, the Exemplary Center for Reading Instruction, precision teaching, class-wide peer tutoring, and the Adaptive Learning Environments Model. The author point out that these five approaches share many characteristics and all include components of the direct instructional models cited in the effective schools literature. The use of these practices in conjunction with systematic improvements in screening, assessment, and placement could contribute significantly to reducing minority overrepresentation in special education.

Mowder, B. A. (1979). A strategy for the assessment of bilingual handicapped children. Psychology in the Schools, 16 (1), 42-50.

The author reviews past approaches to the assessment of bilingual handicapped children, including culture fair tests, translation of standardized tests, development of regional norms, and the use of pluralistic assessment techniques. The fact that no single test is sufficient is emphasized. The author recommends that first the dominant language of the student must be determined, followed by further testing in that language. She recommends pluralistic techniques and criterion referenced approaches both for identification and program planning purposes.

Nelson-Burges, S. A., & Meyerson, M. D. (1975). MIRA: A concept in receptive language assessment of bilingual children. Language Speech, and Hearing Services in Schools, 6, 24-28.

This article briefly describes the Mexican-American Inventory of Receptive Abilities (MIRA), a receptive language measure developed specifically to determine the bilingual dominance configuration and to assess the vocabulary recognition skills of Mexican-American/Chicano children in both Spanish and English. It is suggested that if a child does poorly on both sections of the test, a delay in language can be suspected and diagnostic therapy initiated. The MIRA response sheet is appended and its relevance to only a specific geographical area is stressed.

Nuttall, E. V., Landurand, P. M., Goldman, P. (1984). A critical look at testing and evaluation from a cross-cultural perspective. In P. C. Chinn (Ed.), Education of culturally and linguistically different exceptional children (pp. 42-62). Reston, VA: The Council for Exceptional Children.

The authors review the research on the uses and misuses of standardized assessment instruments with bilingual populations. They identify as the major problems in cross-cultural assessment the lack

of administrative coordination, the dearth of trained personnel who are bilingual, the unavailability of descriptive data, the absence of clearly articulated guidelines and procedures, and the fact that there is no research base. The most common approaches to nondiscriminatory assessment are analyzed and viable approaches to alternative nondiscriminatory assessment and evaluation techniques are recommended. Based on their analysis of the research, the authors contend that the most promising alternative approach is the global approach to test bias with its emphasis on the process of assessment.

Oakland, T. (1980). Nonbiased assessment of minority group children. Exceptional Education Quarterly, 1 (3), 31-46.

This article reviews various approaches to nonbiased assessment and examines issues relative to assessment of minority group children. Problems that impede the development of suitable psychoeducational programs for these populations are discussed, including uncooperative children, uninformed parents, poorly trained examiners, inadequate assessment techniques, bureaucratic school district policies, and teachers and principals who are unprepared to make educational adjustments to meet individual student needs. Sources of assessment bias that may occur before, during, or after testing are specified. Finally, a variety of attempts to reduce bias in educational programming are reviewed.

Perlman, R., Zabel, M., & Zabel, R. (1982). Special education for exceptional bilingual students. Milwaukee, WI: Midwest National Origin Desegregation Assistance Center.

In this booklet, the authors discuss interdisciplinary components of bilingual special education. Special education categories are defined and brief descriptions are provided of legal mandates that ensure equal educational opportunity for language minority, handicapped, and the bilingual special education students. The authors point out that bias in the assessment of the bilingual handicapped student can arise when: (1) there is inadequate representation of language minority children included in the norming population sample; (2) there are items in the tests which are subsequently culturally, linguistically, and experientially biased; (3) there are problems in the test administration process; and (4) test results are misinterpreted for one or more of the above reasons. The authors recommend a prereferral process that adjusts teacher, student, and curricular variables before special education assessment and placement are considered. Student variables to be considered are data on sensory functioning, general health, language performance, sociocultural background, cognitive development, and academic achievement. Teacher variables are teaching style, personality expectations, interaction patterns, values, language facility, competence, SES status, and ethnicity. Cultural variables refer to relevance, organization, clarity of presentation in materials.

The assessment process must include various data gathering procedures including: (1) classroom observation of student functioning; (2) interviews with parents, teachers, and other

significant informants; (3) review of all existing school records; (4) formal testing of language, academic achievement, sensorimotor functioning; (5) aptitude or IQ; (6) adaptive behavior; (7) emotional adjustment; (8) medical history; and (9) informal testing. Unbiased assessment devices reviewed are (1) the System of Multicultural Pluralistic Assessment (SOMPA) developed by Mercer and Lewis; (2) the Learning Potential Assessment Device (LPAD) developed by Feuerstein; (3) the Piagetian-based assessment approach. According to the writers, these should be included in any battery of instruments used to assess language minority students.

Plata, M. (1982). Assessment, placement, and programming of bilingual exceptional pupils: A practical approach. Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children.

In the second chapter of this monograph, the author outlines a number of practical suggestions for assessing bilingual students for special education placement and programming. An adapted version of the Bernal and Tucker model (annotated above) is presented, with modifications to more specifically describe the purpose and to suggest types of tests and personnel for each phase. In addition, recommendations are made relative to the use of informal checklists and rating scales, informal survey tests, direct observation, and interview techniques. Task analysis, problem-solving techniques, and language-assessment considerations are also presented. Recommendations are made for the development of criterion-referenced tests. Finally, general techniques designed to enhance assessment of students with limited-English proficiency are discussed.

Reynolds, R., & Gutkin, B. (1980). A regression analysis of test bias on the WISC-R for Anglos and Chicanos referred for psychological services. Journal of Abnormal Child Psychology, 8 (2), 237-43.

The predictive validity of the Wechsler Intelligence Scale for Children-Revised was investigated across race with 174 Chicano (mean age 11 years) and 94 Anglo (mean age 10 years) children referred for psychological services as subjects. Regression lines for the prediction of achievement were compared across race through the Potthoff analysis, which provides a simultaneous test of slope and intercept values. Results of these comparisons generally supported the predictive validity of the Wechsler Intelligence Scale for Children-Revised across race with this referral sample of young children.

The time for action: Positions and recommendations of the task force on crosscultural assessment. (1980). Highstown, NJ: Northeast Regional Resource Center. (ERIC Document Reproduction Service No. ED 196194) + +

The task force report examines recommendations for nondiscriminatory assessment of children from linguistic minorities. An initial suggestion was for a moratorium on the use of standardized intelligence tests for these students. Recommendations are addressed

to the U. S. Education Department (including requiring state education agencies to report data on four categories of children from linguistic minorities); state education agencies (including assigning staff to be responsible for coordinating and monitoring state level bilingual special education); formulation of the annual program plan; assessment practices and procedures; and local education agencies (including developing policies and procedures for screening, prereferral intervention, referral, assessment, and placement).

Tucker, J. A. (1980). Nineteen steps for assuring non-biased placement in special education. Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children. (ERIC Document Reproduction Service No. ED 191255)

This paper describes a framework for a nonbiased special education assessment and placement system for LEP students. The 19 questions and related steps described include: (1) referral; (2) anecdotal observations; (3) parent contact; (4) implementation of alternative classroom strategies; (5) comprehensive screening procedures; (6) alternative regular education placements/services; (7) referral to special education; (8) multidisciplinary assessment team preparation; (9) multidisciplinary assessment of handicap; (10) multidisciplinary assessment for educational implications; (11) multidisciplinary assessment for educational programming; (12) preparation of an integrated report; (13) scheduling IEP meetings and furnishing the parent with copies of assessment reports; (14) decisions on special education eligibility; (15) considerations of ethnic and cultural variables; (16) writing/approving IEPs; (17) educational placement; (18) provision of educational programming; and (19) evaluation of student progress.

Watson, D., Gronell S., Heller, B., & Omark, D., (1980). Nondiscriminatory assessment, Test matrix, Volume II. San Diego: San Diego County Department of Education.

This compilation of assessment instruments is intended by the authors to assist practitioners in selecting testing instruments. It is organized into topic areas which correspond with those prescribed in PL 94-142 and California Title V regulations. More specifically, one axis of the matrix lists tests and the other axis lists the following variables used in evaluating each test: (1) target group, (2) grade or age level, (3) reliability, (4) validity, (5) reference group, (6) administration time, (7) apparent usefulness.

In this matrix these are reviewed: 69 tests of achievement; 24 screening and school readiness tests; 72 tests of adaptive behavior, development, and social competence; 52 tests of English proficiency; 40 tests of language dominance; 44 tests of native language proficiency; 48 tests of intellectual and cognitive ability; 11 measures of learning approach/learning style; 11 locus of control measures; 14 sociocultural tests; 13 tests of auditory perception; 10 tests of visual perception; 87 tests of personality, emotional disturbance; 21 self-concept measures; 39 tests of psychomotor skills or neurological impairment, and finally, 48 vocational and

occupational interest/aptitude measures.

Following this comprehensive matrix is a directory of test publishers and an index of tests reviewed in the matrix.

Watson, D., Omark, D., Gronell S., & Heller, B. (1980). Nondiscriminatory assessment: Practitioners handbook, Volume I. San Diego: San Diego County Department of Education.

This handbook recommends that assessment practitioners be trained in all pertinent theory and practice relative to nondiscriminatory assessment. Four conceptual models traditionally used in the assessment of children are discussed: the medical model, the social system model, the educational normative model, and the pluralistic society model. They then recommend a holistic model, which includes consideration of the unique developmental experiences of the child, past and present. A sequential/phase model for nonbiased assessment and treatment includes the following steps: assessing the child's school performance; assessing current skills; looking at adaptive behavior and medical developmental data; assessing ability variables such as perception and psycholinguistic, intellectual, and psychological adjustment. Appropriate procedures in developing a comprehensive assessment plan are presented and cultural and social concerns (e.g., interacting with parents and using interpreters and aides) are discussed. Factors relative to selection and use of test instruments include specificity in assessment objectives; test content; test format; testing approach and learning style; language of the test; and test standardization variables. Essential components of nondiscriminatory assessment include rapport, testing preparedness, cultural awareness, and sensitivity. Naturalistic and observational techniques are recommended approaches for ascertaining a holistic picture of the child's strengths and weaknesses.

Zavala, J., & Mims, J. (1983). Identification of learning disabled bilingual Hispanic students. Learning Disability Quarterly, 6 (4), 479-488.

This article reports on a study that compared the achievement and potential of bilingual students who had been identified as learning disabled (LD) with bilingual students who were not identified as LD (NLD). Each group included 10 students, grades one through six. Analysis of the data found that the following tests predicted learning disabilities: Prueba de Lectura y Lenguaje Escrito, Test of Nonverbal Intelligence, Test of Reading Comprehension, Prueba de Desarrollo Inicial de Lenguaje, Test of Early Language Development-Intermediate, and the Perfil de Evaluacion del Comportamiento/Teacher Survey. Significant differences were found between the LD and NLD groups in 75% of the measures administered. The LD students were considerably behind the NLD students in measures of linguistic ability for both first and second languages. This suggests that the LD students are double semilingual, supporting the notion that bilingual students need to attain a threshold level of native language proficiency in order to demonstrate the potential benefits of bilingualism on their cognitive development. Impoverished language appeared to be a strong indicator

of learning disabilities. The study also found that the perceptions of regular classroom teachers relative to student behaviors appeared to be biased against the LD students. The authors recommend that the following areas be addressed in the in-service education of special education and school psychology personnel: pluralistic cultural awareness, diagnosis of culturally different populations, and appropriate intervention methods.

Almanza, H. P., & Mosley, W. J. (1980). Curriculum adaptations and modifications for culturally diverse handicapped children. Exceptional Children, 46, 608-614.

The authors point out that, until quite recently, curriculum development approaches have been monolithic, with little attention to the effects of race, ethnicity, or culture on learning. Curriculum developers have regarded the categories of handicap as the basic variable for appropriate curriculum differentiation. If student learning is affected by culture, and if school learning is to be valued by the student, then the content must be selected and presented in culturally appropriate ways. The article discusses the learning style characteristics of various subgroups and their relationship to learning. The discussion is solely in terms of research done with nonhandicapped learners, however. The major thesis is the importance of focusing on style of learning and the way that these processes vary among learners; in other words, the importance of directly relating curriculum design to the adaptive styles of the learners.

Baca, L., & Chinn, P. C. (1982). Coming to grips with cultural diversity. Exceptional Education Quarterly, 2, 33-45.

This state-of-the-art article identifies problems involved in providing special education to ethnic minority group children. These include (a) the disproportional representation of minorities in special education, (b) the identification and assessment process, (c) lack of teacher sensitivity to needs of minority group children, (d) teacher perceptions of minority groups, (e) children's perceptions of the educational system, and (f) linguistic differences among some children. The need for bilingual special education is discussed, along with the dearth of teachers who are trained as both bilingual educators and special educators. The lack of communication and collaborative efforts between bilingual educators and special educators is identified as a problem area in providing appropriate education: typically neither is trained in the other's discipline.

The authors suggest that teachers who are culturally pluralistic in orientation are more likely to work toward providing appropriate education to exceptional children from minority group backgrounds. Bilingual special education involves using the home language and home culture along with English in individually designed educational programs. The resource room approach is identified as the most popular program model for bilingual special education, with some districts using self-contained and itinerant teacher approaches. The importance of a carefully planned, multicultural curriculum as a means of rectifying negative self-concepts and for developing ethnic pride is stressed.

Bland, E., Sabatino, D. A., Sedlak, R., & Sternberg, L. (1979). Availability, usability, and desirability of instructional materials and media for minority handicapped students. The Journal of Special Education, 13 (2), 157-167.

The article acknowledges the paucity of data on learning characteristics of minority handicapped children as well as the paucity of instructional materials and media. The purpose of the study was to determine the perceptions of special educators as to the availability and usability of instructional materials for minority handicapped children. From 13 regions (selected for their high minority enrollments), 270 special educators were polled through structured interview questionnaires. The three cultural subgroups identified included Blacks, Hispanics, and Native Americans. Teachers of Hispanics more than the other two groups rated the materials as culturally inappropriate. The authors postulate that the relative satisfaction of the teachers of Blacks may have resulted from the zeitgeist created several years ago for commercial publishers to develop materials relevant to inner-city Black children. The respondents tended to feel that the instructional materials/media for academic subjects (such as math) which do not draw on linguistic or cultural experiences were relevant, whereas those for academic subjects requiring reading, language development, prevocational skills, and affective or social learning were quite another story. The latter were viewed as culturally and linguistically loaded against the user. The respondents expressed a need for information about materials being developed, a growing concern for the high cost of commercial products, and dissatisfaction with frequent difficulty in their use.

Bruck, M., Rabinovitch, M. S., & Oates, M. (1975). The effects of French immersion programs on children with language disabilities. A preliminary report. Working papers on bilingualism, No. 5. Toronto, Ontario: Ontario Institute for Studies in Education, Bilingual Education Project. (ERIC Document Reproduction Service No. ED 125242)

This report describes how Anglophone children with language-learning disabilities fare in French immersion programs. The study was initiated because there was concern that the slow learners in the French immersion programs were not progressing sufficiently in reading, writing and speaking their native language (English). Two opinions prevailed, neither substantiated with data. One position held that these children should be switched to an all English class to avoid compounding their problems. The other position recommended leaving these children in the French immersion class as two languages would not retard the child and could possibly aid in acquiring basic language skills. They argued that these children would be having difficulty in either program and their learning of French could be politically, economically, and socially beneficial for them in the long run.

The study included four groups of Anglophone (native English speaking) children in grades K-3: (1) children with diagnosed language-learning difficulties in French immersion programs (FP), (2) children with diagnosed language-learning difficulties in English programs (EP), (3) children with no language-learning problems in French immersion programs (FC); and (4) children with no

language-learning problems in English programs (EC). The problem children (FP and EP) were matched to the control children (FC and EC) on the basis of sex, age, class teacher, and location of home (an indication of socioeconomic status).

Students were screened for language-learning disabilities and then assessed annually mid-year for their progress in native language development (English), cognitive development, school achievement, and second language skills (French). Student observations and teacher interviews were also used in the evaluation of pupil achievement in reading, writing, math, and second language skills as well as pupil behavior problems.

The controls tested better than the problem children, but there were no significant differences in achievement of problem children in either the French immerson program (FP) or the English program (EP). The children (FP) had learned to read in both English and French, their school achievement was adequate, and they could understand as well as communicate in their second language with some facility. Their first language acquisition did not appear to have been retarded by the immersion experience. Therefore, the study indicates that the French immersion program does not detrimentally affect the academic development of children with language-learning problems and, furthermore, the results show greater proficiency in French than students in typical French-as-a-second-language programs.

This report was considered preliminary due to the small number of children studied. The lack of empirical evidence of French language development was cited as another limitation; while all tests were administered in English, French proficiency was evaluated only through observation and teacher report. The authors recommended that there be at least a year's delay in introducing reading in a second language and stressed the necessity of remedial programs in French instead of switching to English-only classes when difficulties arise. They noted that most bilingual students experience a period of difficulty, but if given assistance they can make normal progress.

Carpenter, L. J. (1983a). Bilingual special education: An overview of issues. Los Alamitos, CA: National Center for Bilingual Research.

In this paper, which discusses a variety of issues related to providing special education to bilingual students, the author devotes considerable attention to questions of educational programming. The purposes and objectives of bilingual education and special education as separate entities are presented, along with legal foundations for both and a rationale for bilingual instruction of handicapped students. The author points out that in California most minority students are instructed in English only. The author summarizes the state of the art as one in which we "do not know what kinds of educational programs will be most beneficial for LEP handicapped children. We are not sure how to assess these children in ways that yield maximum information for program planning. We do not know if our (educational) technology is adequate, given appropriately trained

staff to implement it. And, conversely, we do not know, given such staff, if our technology is sufficiently adequate to impact on their educational lives. We do not know if different languages of instruction lead to different educational outcomes, and we are not even sure what the expected outcomes are or should be." (pp. 45-46)

Carpenter, L. (1983b). Communication disorders in limited- and non-English proficient children. Los Alamitos, CA: National Center for Bilingual Research.

In this state study of over 300 California speech-language clinicians, the author reported that services provided to communicatively handicapped LEP children were the same as those provided to monolingual English speaking children. These included diagnostic evaluation, remedial speech and language therapy, and special day classes for the language handicapped. In all districts included in the survey, the language of instruction in the special day class was English. Although districts reported that they attempted to have LEP students served by clinicians with non-English ability, none had specific information about clinician background other than clinician self-report. Most clinicians appeared (self-report) to understand and speak some Spanish, but not at a full-fluency level. Few reported ability in non-English languages other than Spanish. However, Spanish LEP children had a better chance than non-Spanish LEP students of receiving services from a clinician not familiar with their language.

The language used for diagnosis varied depending on the child's language and the clinician's non-English language abilities. Therapy typically was conducted in English. The author notes that the resources and bibliographic references available to speech-language pathologists typically address diagnostic issues, with few resources or references addressing therapy issues.

Cegelka, P. T., & Pacheco, R. (1984). Special education curriculum materials for Mexican American and Asian American handicapped students: Final report. San Diego: San Diego State University.

This report describes a study designed to determine the extent to which noncommerical instructional materials had been locally or regionally developed for use with exceptional children from Mexican-American or Asian-American backgrounds. Over 700 school districts, state departments of education, regional centers, research projects, and individual professionals were polled. The study found only a limited number (24) of locally developed materials that were available for use by others; most of these were in the areas of reading or language development. Further, of 89 commercial materials that respondents indicated that they utilized, only 5 were listed by five or more respondents, with 81 materials listed by only one or two respondents each.

Chan, K., & Rueda, R. (1979). Poverty and culture in education: Separate but equal. Exceptional Children, 45, 422-428.

In this review article, the authors point out that conflicts arise when the learning styles required in the home and community environment of the child are not consistent with those required in the school environment. Sensitivity and flexibility are cited as the most important teacher characteristics for meeting the needs of culturally diverse exceptional children.

Chinn, P. (1979). Curriculum development for culturally different exceptional children. Teacher Education and Special Education, 2 (4), 49-58.

In discussing the educational plight of the handicapped minority child, the author points to a "double whammy" effect wherein the child must cope with both linguistic and cultural differences as well as the limitations of a handicapping condition. He reports that a search of ERIC, ERCE, and NIMIS data bases produced an extremely limited number of programs and curricula designed for handicapped minority students. He suggested that perhaps a number of materials have been developed by individual teachers for culturally diverse exceptional children. Curricular needs of this population include ethnic studies, instruction in how to live within the system (e.g., the identification and use of resources available for food assistance and health care, dealing with bureaucratic red tape), the use and handling of finances, career education, and nutrition. Issues relating to the education of gifted children are also discussed. Cultural and learning style differences are presented from the literature on nonhandicapped children, with the importance of teacher sensitivity to these differences stressed. The author concludes that special educators will have to adapt curriculum materials to meet the needs of culturally diverse exceptional children.

The Council for Exceptional Children. (1978). Minorities position policy statements. Exceptional Children, 45, 57-64.

In its policy statements on cultural diversity and special education, The Council for Exceptional Children states: "An appropriate public education that meets unique needs of minority children must include careful consideration of cultural and ethnic influences which might affect student performances in areas such as pupil placement, teaching strategies, curriculum adaptation, and development of instructional materials." (p. 57)

Cuevas, G. J., & Beech, M. C. (1983). A second-language approach to mathematics skills: Applications for limited-English proficient students with learning disabilities. Learning Disability Quarterly, 6 (4), 489-495.

This article presents a diagnostic-prescriptive approach and instructional model for teaching mathematics to LEP, learning disabled students. The approach emphasizes the needed mathematics language skills and is purported to be equally effective with students whose language difficulties stem from language disabilities or from language interference. The premise underlying this approach is that second-language learners do not possess many or all of the language

skills necessary to master the mathematics content. The approach contains two interdependent strands: the content strand and the language strand.

Cummins, J. (1983). Bilingualism and special education: Program and pedagogical issues. Learning Disability Quarterly, 6 (4), 373-386.

In this article, Cummins reviews the construct of common underlying proficiency (CUP) which holds that knowledge acquired in one language promotes the acquisition of a second language as well as academic achievement in that language. In other words, CUP makes possible the transfer of cognitive/academic or literacy related skills across languages. Cummins also reviews the basic principles underlying bilingualism and language acquisition and then summarizes research data supporting the efficacy of bilingual approaches with LEP, handicapped children. Based on these data, Cummins recommends that educational programs for LEP, handicapped students develop first-language literacy skills and de-emphasize early placement in English-only programs. Further, care must be taken to ensure that instruction is comprehensible rather than presented as isolated language components. It would appear that many opportunities to interact with curricula materials in both languages, to seek assistance from bilingual teachers, and to interact with fellow students are all helpful. Cummins also recommends that parents of LEP children never be advised to switch to speaking only English in the home; this tends to limit the opportunities of children to develop basic concepts in the language in which they are most proficient.

Duran, E. (1980a). Reading curriculum for beginning Hispanic bilingual children based on direct instruction. Las Cruces: New Mexico State University. (ERIC Document Reproduction Service No. ED 191623) + +

Addressing the needs of Hispanic bilingual children with learning problems, the manual is arranged to help teach beginning students vowels and the concepts of shapes in a step-by-step manner based on Englemann's principles of direct instruction. Equivalent Spanish/English chapters are designed to teach pronunciation and identification of vowels for reading remediation and to teach the concepts of shapes such as the triangle, square, rectangle, and circle. Vowels and shapes are selected as the teaching topics because they are major areas of learning difficulties for the Hispanic child having special needs. It is stated that once an instructor becomes familiar with the manual, an easy transfer can be made using the manual's principles to teach other concepts. Review and testing sections are included at the end of each chapter. Results of a field test with 120 bilingual first graders indicate that the manual's direct method of teaching significantly increases students' learning of vowels and concepts of shapes as compared to other bilingual methods. Appended are the Spanish Reading Assessment Instrument (unique in that it utilizes "non-sense" words to assess a child's reading ability in Spanish), instructions for administering the instrument, and an answer sheet (which should reveal all the specific

areas where the student has difficulty and which can be used for diagnostic purposes).

Duran, E. (1980b). Teaching reading to disadvantaged Hispanic children based on direct instruction. Las Cruces: New Mexico State University. (ERIC Document Reproduction Service No. ED 191624) + +

A controlled experiment was conducted in 1980 with 117 first graders in two Southwestern schools near the Mexican border to determine the effects of direct instruction in teaching bilingual Hispanic children to read. Direct instruction has been defined as using modeling, reinforcement, prompting, discrimination learning, and correction/feedback for positive self-concept development. Two rural schools with high percentages of Chicano students and with established bilingual education programs were selected for the study; however, School A served a poor neighborhood and was judged to be disadvantaged while School B served a more affluent area. In each school 58 first grade Hispanic bilingual children were randomly selected and randomly assigned to two experimental groups, conditions for which were identical except that one group used direct instruction and the other group used the regular bilingual method. Significant effects resulted between schools, between groups, and within a group/school interaction. Tentatively, direct instruction can significantly improve beginning bilingual children's achievement more than regular bilingual instruction; bilingual education may be enhanced by incorporating direct instruction into its teaching method. "School characteristics" may interact with the effects of any specific teaching method.

Evans, J. (1974). A project to develop curriculum for four-year-old handicapped children. Final report. Austin, TX: Southwest Educational Development Lab. (ERIC Document Reproduction Service No. ED 21046)

This report describes a project which focused on the identification of 4-year-old Mexican-American children with learning disabilities and the development of appropriate curricular materials for them. The target population included 29 day-care children, ages 3 to 5, who were identified as having severe learning disabilities. Using a pre-/post-test research design, the achievement of this group was compared with that of two control groups: nonhandicapped classmates and handicapped children who had not received supplementary assistance. Project results were (a) significant gains on criterion-referenced and norm-referenced tests, (b) greater gains for target children who received the supplementary activities, and (c) in some areas, the experimental group made gains comparable to those of the nonhandicapped students. Described in this report are project products, including a screening instrument, observational checklists for referrals, a criterion-referenced test, supplemental instructional activities, and a manual for working with parents of handicapped children.

Fradd, S., & Clemens, L. H. (1983). Implications of psychological

and educational research for assessment and instruction of culturally and linguistically different students. Learning Disability Quarterly, 6 (4), 468-478.

This article reiterates a number of suggestions for the appropriate assessment of culturally and linguistically different students. The authors outline considerations for (a) adjusting evaluation criteria to the cultural context and (b) adapting assessment instruments and procedures to minority students. Special attention is paid to distinguishing between learning disabilities and linguistic/cultural differences, thereby improving the probability of appropriate academic placement of students. Four instructional techniques for enhancing academic language acquisition are presented. These include: (1) Mathemagenics, a process for providing boundary structures that direct attention to the task or skill to be mastered; (2) observational learning or modeling, which can include videotaped performances of students from the target culture; (3) language experience approaches which can provide unifying culturally relevant themes for language development; and (4) heuristics, or teaching students to evaluate their own problem solving approaches.

Henderson, R. W. (1980). Social and emotional needs of culturally diverse children. Exceptional Children, 46, 598-605.

The author discusses the difficulties inherent in matching instructional materials to the cognitive styles of culturally diverse children. He points out that, while there is no question that discontinuities between home and school learning should be reduced, there is disagreement about the nature of these differences, with research on cognitive styles inconsistent. There is also little research base on the specific effects of differential teacher behavior or specific instructional adaptations on the academic achievement of culturally diverse children. Further, efforts to delineate the influences of socialization experiences often lead to stereotyping. The article goes on to explore the research on locus of control and learned helplessness as a basis for understanding how differences in teacher expectancies and interactional patterns affect socioemotional development and academic achievement of culturally diverse children. The article, which addresses only research with nonhandicapped children, acknowledges the need for more specific research on reciprocal influences in classrooms.

Jones, R. L. (Ed.). (1976). Mainstreaming and the minority child. Reston, VA: The Council for Exceptional Children.

Several chapters in this book deal with issues relating to curriculum and instruction of minority group handicapped children. In the introductory chapter to this edited text, Jones and Wilderson cite the need to develop conceptualizations and strategies for assessing and teaching m[illegible]ty children. They state that there is little need for additional [illegible]ings on the inappropriateness of tests for minorities or to berate teachers for their lack of familiarity with diverse cultures. Instead, there is a need for "conceptualizations, strategies, and techniques which will be useful to those who assess,

teach and evaluate minority group children in mainstream settings" (p. 10).

Pepper, in her review article "Teaching the American Indian Child in Mainstream Settings," contrasts the cultural characteristics of many Indian groups with those of the majority Anglo population. Conflicts between Indian values and majority group values are outlined, and difficulties encountered by Indian children in the majority educational system are discussed. Suggestions are made for structuring curricular content and instructional strategies to meet the needs of Indian students. The chapter addresses Indian children in general, and makes no direct reference to the unique needs of handicapped and/or gifted Indian students.

"Curriculum Building and Implementation in Mainstream Settings: Some Concepts and Propositions" by Dabney provides a general discussion of the responsibility of schools to engage in a process of curriculum design that meets the unique needs of individual children. Based on the premise that "teachability" is not a function of heredity, positive self-actualization is proposed as the goal of curriculum design; to achieve this, personality and cultural variables must be considered. Based on the work of various researchers, the author proposes that the key factors in effective education are systematic planning, the statement of clear objectives, attention to individual needs and learning styles, opportunities for small group interaction, home support, and the level of program commitment from teachers, administrators, and other educational staff.

Castaneda, in a chapter entitled "Cultural Democracy and the Educational Needs of Mexican American Children," outlines the educationally relevant cultural characteristics of Mexican-Americans. He discusses bicognitive development and considerations in bicultural education. Four clusters of Mexican-American values are discussed: (a) identification with family, community, and ethnic group; (b) personalization of interpersonal relationships; (c) status and role definition in family and community; and (d) Mexican Catholic ideology. Factors associated with change and heterogeneity are also discussed: (a) distance from the Mexican border; (b) length of residence in the United States; (c) degree of urbanization; (d) degree of economic and political strength of Mexican-Americans in the community; (e) identification with Mexican and/or Mexican-American history; and (f) the degree of prejudice toward Mexican-Americans. The educational implications of these factors are outlined for Mexican American children in general, with no specific reference made to those with handicapping conditions.

"The Decertification of Minority Group EMR Students in California: Student Achievement and Adjustment," by Yoshida, MacMillian, and Myers reports on the status of students decertified as EMR. This decertification, occurring primarily during the 1969-1972 time period, resulted in a decline in EMR enrollments of somewhere between 11,000 and 14,000 students, although the proportions of minority children in special classes for the EMR remained at about the same level as before decertification. The study found that, when integrated into regular

classes, EMR students were placed in classes (typically lower track) that were racially similar to the overall school population; in other words, they were not integrated into classes with disproportionate minority enrollments. The decertified students tended to remain in school but were viewed somewhat more negatively by their teachers than were the regular class students of the same ethnicity. However, there was considerable overlap, with approximately one-third viewed as equal to or better than their regular class counterparts. Teachers reported that, while more time was required to individualize instruction, the decertified student did not impact negatively on their instructional programs. A majority of the teachers who received transition aid (usually paraprofessionals) questioned the usefulness of that aid.

The chapter entitled "Retarded Children Mainstreamed: Practices As They Affect Minority Group Children" by Gottlieb, Agard, Kaufman, and Semmel describes the differences in mainstreaming practices for children of various racial/ethnic groups, specifically Anglo, Black, and Chicano. The study of 43 Texas school districts found that Chicano students tended to receive more of their reading, math, and academic instruction in regular classrooms than did either Anglo or Black children; Chicano and Black children were integrated into regular classrooms more frequently for nonacademic instruction than were Anglo students. The study also found that low-SES children were more likely to be integrated than middle-SES children. The authors pose the possibility that minority children (who are more likely to be the low-SES children) may be integrated more frequently due to either (a) initial inappropriate placement, or (b) pressures to integrate minority students.

Killian, L. R. (1979). Cognitive test performance of Spanish-American primary-school children: A longitudinal study. Final Report. Kent, OH: Kent State University. (ERIC Document Reproduction Service No. ED 060156)

To clarify the specific assets and deficits of Spanish-American school children and to help explain their poor school performance, this study focused on global IQ score differences, bilingualism, sexual differences, and stability of performance over time. Eighty-four students were selected on the basis of three variables: (a) language ability and ethnic group (Anglo-American monolingual, Spanish-American monolingual, Spanish-American bilingual), (b) sex, and (c) grade (just completed K or 1st grade). Most students were lower SES, attending public school in a small (pop. 8,000) rural community.

Subjects were pre- and post-tested (after 26 months) on the WISC, the ITPA and the Bender Visual-Motor Gestalt Test. After three years of schooling, the Spanish-American school children continued to have a WISC Verbal IQ deficit and an ITPA Language deficit, but had overcome WISC Performance deficits. For 12 of the 21 subtests, no deficits were found. The results suggest that Spanish-American school children do have cognitive deficits when compared to Anglo children. By the third grade this deficit was within the domain of verbal comprehension. Cummins would say this is due to loss of L1 and its

replacement by L2. However, it may be that bilingualism is not as important as ethnic status.

Specific results of the study revealed the following: (1) after three years of schooling, Spanish-American children had a verbal comprehension deficit--this deficit comprises vocabulary, general information, verbal analogies, experience with a wide range of social situations and their corresponding rules, verbal classifying procedures, verbal similarities and differences, and grammatical form; (2) Spanish-American children did not appear to have short-term memory deficits nor appear to have problems with distractability; (3) Spanish-American children were not deficient in arithmetic or perceptual organization.

Although failure to match for age and failure to get groups of boys and girls who were equal on global IQ confounded the effects, the study does have implications for remediation of third and fourth grade Spanish-American children. There is some support for treating Spanish-American school children (monolingual and bilingual) as a single group. If they are to be subdivided, it is probably more important to consider the whole complex of variables making up the ethnic class, not just bilingualism. Parental aspiration and value system, poverty level, or restriction of experience might be more important variables than bilingualism per se.

Kim, E. (1981). Teaching English to the bilingual child in the classroom. Paper presented at the Council for Exceptional Children Conference on the Exceptional Bilingual Child, New Orleans, LA. (ERIC Document Reproduction Service No. ED 133336)
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The paper provides classroom teachers with practical suggestions for teaching English to the bilingual child. Teaching strategies are discussed under three major subheadings: cognitive domain, affective domain, and media or instructional data. Some suggestions for classroom activities for auditory training, vocabulary development, grammar and expressive skills training are included in the discussion on developing the bilingual child's cognitive abilities. Teachers' professional competencies and personal qualities are emphasized as among the most important factors for successful teaching of English to the bilingual child, along with consideration of motivational factors. Techniques for improving the child's self-concept are also offered, as well as a brief review of the use of instructional media and materials for teaching the bilingual child.

Kiraithe, J. (1982). Second language acquisition: Implications for assessment and placement. In A. M. Ochoa & J. Hurtado (Eds.), Special education and the bilingual child (pp. 38-55). San Diego: National Origin Desegregation Lau Center, San Diego State University.

This paper, which reviews the similarities and differences between first language acquisition and second language acquisition, points out that much research and theory is supportive of providing academic

instruction in the primary language of the child. While there is insufficient literature on the topic in special education, cognitively and affectively the bilingual mode of instruction is recommended for facilitating learning for special education students who are extremely limited English speakers. The author proposes that special education approaches that facilitate learning for the English speaking child will be effective for L1 remediation, with skills first being developed in L1 and then becoming an integral part of the underlying competency for L2. Research needs in the area of bilingual special education are identified, including: (1) the kinds of concept transfer and application that occur under various conditions of dysfunction and disability; (2) the relationship between level of language proficiency and type/degree of handicap; and (3) the appropriateness of L1 and L2 instruction for different types of students.

Langdon, H., & Parker, D. (1982). Developing a bilingual individual education plan for language minority students. In A. Ochoa & J. Hurtado (Eds.), Special education for the bilingual child (pp. 56-61). San Diego: National Origin Desegregation Lau Center, San Diego State University.

The authors describe a procedure for merging the Individualized Educational Plan (IEP) required for special education with the Individual Learning Plan (ILP) required under California law for students with limited English proficiency. They note that, with little or no modification, the IEP can be developed to serve as the ILP as well.

Lesser, S. (1975). Improving bilingual instruction and services in special schools. Brooklyn: New York City Board of Education. (ERIC Document Reproduction Service No. ED 139893) + +

This evaluation report is a description of a Title I program designed to provide individualized intensive remedial reading services in both English and Spanish, home and community articulation, and bilingual guidance services to Spanish surnamed pupils. Participants were 1,149 pupils from special schools. Children from psychiatric hospitals and residential treatment centers who were classified as socially maladjusted and emotionally disturbed were included. Additionally, pupils from schools for the deaf and language and hearing impaired, and occupational training centers for mentally retarded adolescents were included. One of the program's selection criterion was two or more years retardation in reading English and/or Spanish. Because of the special nature of the student population served by this program, supportive guidance services were an integral part of the instructional program. The students' achievement was assessed by appropriate levels of standardized reading tests administered on a pre- and post-test basis. The report concluded that the reading grades of bilingual students improved from pre- to post-tests. Also, the use of bilingual staff and the individualized instruction in Spanish appeared to have a significant effect on the pupils' ability to learn. An appendix is included which contains forms used for data collection.

Lewis, R. B., & Doorlag, D. (1982). Teaching students with multicultural heritages. In R. B. Lewis & D. Doorlag (Eds.), Teaching special students in the mainstream (pp. 306-319). Columbus, OH. Charles E. Merrill Publishing Co.

This overview chapter focuses primarily on cultural considerations in the education of handicapped children from culturally diverse backgrounds. It introduces multicultural concepts and presents demographic information on educational representation of minorities. The authors discuss cultural and linguistic characteristics of various ethnic groups, including Asian, American Indian, and Hispanic. They compare and contrast these with dominant cultural characteristics and values and point to the implications of these differences for educational achievement. Suggestions are made for assisting teachers in overcoming language and cultural barriers.

McConnell, B. B. (1981). IBI (Individualized Bilingual Instruction): A validated program model effective with bilingual special education. Paper presented at The Council for Exceptional Children Conference on the Exceptional Bilingual Child, New Orleans. (ERIC Document Reproduction Service No. ED 133333)

This paper describes a program developed for the children of migrant farmworkers. The primary teaching staff consists of bilingual adults from these same migrant families. The curriculum used for academic areas and oral language development in Spanish and English is described, as well as specific adaptations for low performing children. The staff training model is also reviewed along with teaching techniques useful in special education classrooms--some of which are particularly geared to the special needs of non-English speaking children. Test data are presented on a large number of children over a 7-year period showing the performance gains of high and low ability Spanish speaking children after periods of 1, 2, or more years in the IBI program. Gains by high and low ability children are both educationally and statistically significant. The author also outlines resources available for other school districts that might want to adopt part of the model.

Ortiz, A. A. (1984a). Language and curriculum development for bilingual children. In P. C Chinn (Ed.), Education of culturally and linguistically different exceptional children (pp. 77-100). Reston, VA: The Council for Exceptional Children.

In this chapter the author reviews major principles of instruction for bilingual special education. She documents the research literature that supports native language and bilingual instruction for children who are not proficient in English. The importance of utilizing learning experiences that are compatible with the contemporary culture of the child, but not stereotyping, is stressed. The documented positive influences of the following effective teaching strategies were outlined: high academic learning time, mediation of instruction through use of both English and the native language of the child, clear teacher communications, organized instructional activities,, and communicated task and instruction demands. Internal

locus of control and high teacher expectations were additional factors that positively affect instructional efficacy. The chapter outlines basic components of a second language acquisition program as well as instrumental enrichment. It also presents educational implications of hemispheric research. Finally, it outlines key components of various models of service delivery of bilingual special education students.

Ortiz, A. A. (1984b). Choosing the language of instruction for exceptional bilingual children. TEACHING Exceptional Childdren, 16 (3), 208-212.

Ortiz outlines a number of considerations relative to the language of instruction selected for individual bilingual children. She notes common stereotypes that complicate this process (e.g., the assumption that children who are Spanish-dominant are necessarily proficient in that language). She suggests that minority children who are not classified as bilingual are at the greatest risk for being misplaced into special education, for educators tend to eliminate lack of English proficiency as a possible cause for learning difficulties encountered. She recommends language instructional approaches for five subgroups of minority students with learning handicaps: (1) the monolingual or English-dominant child may need additional oral language development experiences; (2) the child who is monolingual or dominant in a language other than English should receive instruction in the native language, delaying ESL and providing additional language develoment experiences in the native language as indicated; (3) children who are nonverbal or who have delayed language skills will require language development in their native language; (4) children who engage in complex code-switching should be recognized as using a legitimate communication system and should be taught in their dominant language, with the emphasis on refining and expanding language skills; and (5) in a similar fashion, children who use dialects should be given opportunities to expand that language system in a meaningful way. Ortiz reviews additional factors affecting instructional language choice such as parental preference, length of time child has been in country, general intellectual abilities, specific language aptitude, the availability of bilingual personnel, and other factors.

Ortiz, S., & Jones, A. (1982). Using bilingual instructional materials for language minority students in special education. In A. Ochoa & J. Hurtado (Eds.), Special education and the bilingual child (pp. 83-87). San Diego: National Origin Desegregation Assistance Center, San Diego State University.

This paper addresses factors to be considered in meeting the cultural and linguistic needs of handicapped LEP students. Discussed are criteria for selection of instructional materials, steps for task analyzing cultural and linguistic needs of the student, and considerations in determining those needs. Criteria for curriculum development efforts are listed.

Perlman, R., Zabel, M., & Zabel R. (1982). Special education for exceptional bilingual students. Milwaukee, WI: Midwest National Origin Desegregation Assistance Center.

In a concluding chapter of this text, the authors describe the IEP as the vehicle for deciding appropriate program options for the exceptional bilingual student. As prescribed in PL 94-142, the IEP must include an assessment of the student's performance level, annual goals, and short-term objectives. Through the IEP process, which must include parents, appropriate placement can be determined.

The design of instructional environments is viewed as the responsibility of special educators, while responsibility for the linguistic needs of language minority handicapped students is the responsibility of bilingual educators. To effectively offer both special education and bilingual education services to these students requires cooperative planning. A continuum of placement options ranging from least restrictive to most restrictive is outlined. They are: (1) regular classroom placement with special education materials, equipment and teacher consultants; (2) regular classroom placement with physical therapy and counseling available for students; (3) regular classroom placement with part-time placement in a resource room that provides both bilingual and special education; (4) a special education self-contained classroom that also provides bilingual instruction; (5) a separate special day school (public or private) that provides bilingual instruction; (6) a public or private residential school program where the child receives bilingual and special education.

Three delivery systems proposed by the authors are: (1) the bilingual support model in which instruction is provided by a monolingual special education teacher with a bilingual aide, both of whom are trained in the needs of LEP students; (2) the Coordinated Services Model in which both a bilingual and a special educator provide instruction; and (3) the Integrated Bilingual Special Education Model in which a sole bilingual/special educator provides instruction.

The authors provide a model for the development of bilingual special education programs that begins with a needs assessment in which data are collected on students, staff, procedures for screening, referral and assessment, curriculum and instruction, and parental involvement. Then the program is formulated in terms of delivery system, staffing, and curricular offerings. A final feature is student and program evaluation.

Plata, M. (1982). Assessment, placement, and programing of bilingual exceptional pupils: A practical approach. Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children.

In the third chapter of this monograph, the author discusses considerations in the classification and placement of LEP students into special education classes. The various placement options and combinations of options for special education/bilingual education placement are outlined. The differences between teachers who are bilingual and those trained in bilingual education are presented; also stressed is the importance of understanding and respect on the part of

the teacher for the cultural background of the child. Specific recommendations are made for the preparation and instruction of bilingual lessons by teachers not proficient in the primary language of the child.

Project BUILD: Bilingual understanding incorporates learning disabilities. (1980). New York, NY: Community School District 4. (ERIC Document Reproduction Service No. ED 199371)

Project BUILD (Bilingual Understanding Incorporates Learning Disabilities) combined the methodology and concerns of both special education and bilingual education to provide appropriate, supplemental educational treatment and opportunities to bilingual children with learning disabilities. Children in grades one through six received individualized and small group educational and therapeutic treatment outside of their regular classrooms. Additional program components were curriculum development, staff development, and parent involvement and education. Students were taught in their dominant language and the importance of their dominant language development was central to the project's goals. Students received 45 minutes of daily instruction individually or in small groups in the resource room. Additional program components included identification and selection of bilingual children with learning disabilities, diagnostic evaluation of psycho-educational functioning of selected children, curriculum and material resource development to support the activities, staff development, and parent education and involvement.

The project was evaluated through reading achievement data, consultant observations, interviews with program staff, and questionnaires completed by teachers and parents. The program's reading objectives in English and Spanish were attained and other program components were well implemented. Surveys of staff and parents showed student progress in behavior, participation, and self-esteem.

Several limitations were noted: (1) a dearth of information identifying important components of a bilingual special education program; (2) difficulties in differentiating students who were learning disabled from low achievers due to socioeconomic or emotional or other factors; and (3) lack of evaluation data from other programs. The small sample at each grade level for the reading evaluation does not allow for meaningful generalization. Furthermore, the present design (Bond and Tinker method) is not very effective in separating the impact of Project BUILD from the impact of the regular classroom.

Rodriguez, R., Cole, J., Stile, S., & Gallegos, R. (1979). Bilingualism and biculturalism for the special education classroom. Teacher Education and Special Education, 2 (4), 69-74.

Pointing out that PL 94-142 makes direct reference to bilingual/bicultural education as one alternative for insuring equal educational opportunity for all handicapped children, the authors propose an elaborate structure for incorporating both language and culture into the curriculum presented minority handicapped children.

This curriculum structure includes the identification of three competency areas, with content outlines and procedural suggestions for implementation. The Hispanic culture competencies for special educators include: (1) ideological, sociological, and historical awareness; (2) parental and community inclusion; and (3) bilingual-bicultural curricula for special education classrooms. For the third competency, the authors recommend a number of strategies that can be used by non-Spanish-speaking teachers. These include the incorporation of artistic and musical work into class activities, the preparation of culturally associated food dishes, the use of simple Spanish language arts exercises (word games, rhymes, etc.), and the inclusion of key Spanish words and phrases that facilitate question asking and direction giving. The authors suggest that these approaches may reduce the discontinuity between home and school, with the incorporation of culture and language into the curriculum leading to improved educational programming for the Hispanic exceptional child.

Rueda, R. (1984). Cognitive development and learning in mildly handicapped bilingual children. In P. C. Chinn (Ed.), Education of culturally different exceptional children (pp. 63-76). Reston, VA: The Council for Exceptional Children.

Drawing from both theoretical viewpoints and empirical studies, the author examines the relationship between language and cognition in bilingual handicapped children as well as the interactional factors that relate to the acquisition of literacy. He reviews research data indicating that the same cognitive advantages which accrue to proficient bilinguals will also be evident in bilinguals who are mentally retarded. Further, greater interactional learning has been shown to have promise in the development of effective instructional options for this group of students. Specifically, Rueda disusses data from a "whole language" approach to reading and writing that involves the use of journal writing to establish authentic interaction through the written medium. The teacher does not correct writing mechanics, but provides written responses to student writing each day, in this way providing a model of appropriate writing conventions. Evaluation data indicated that students not only improved their writing and reading skills, but also acquired writing skills which had never been formally instructed, only modeled by the teacher's written responses to student work.

Sanua, V. (1975). Bilingual program for physically handicapped children. Brooklyn: Board of Education of the City of New York. (ERIC Document Reproduction Service No. ED 137488)

In this Title VII funded program, 130 Limited English Proficient (LEP) students (grade 1-6 and 7-9) in Health Conservation classes were offered instruction in Spanish, their primary language. Emphasis was placed on the development of the primary language though English as a second language was emphasized as well. Other objectives called for the development of what the author terms self-understanding and positive self-image. These objectives were achieved by demonstrating the value of the primary language through its acceptance and use as an

instructional tool. Self-understanding and self-image were enhanced also through instruction in Hispanic history and culture.

Evaluation data gathered through standardized and nonstandardized tests revealed a 78% improvement in reading, 85% improvement in knowledge of Hispanic culture, and a 74% improvement in self-image among students sampled. The author recommends the continuation of the bilingual handicapped program based on these significant pre-/post-test results.

Sedo, M. A. (1978). Special education for the Hispanic child: A ten point action plan. In P. Landurand, M. Wislon-Portuondo, P. L. Finan, & R. D. Buchbinder (Eds.) Diagnosis and intervention in bilingual special education: Searching for new alternatives. Boston, MA: State Department of Education. (ERIC Document Reproduction Service No. ED 202245)

Following a discussion of Hispanic LEP students in the Boston schools, with particular emphasis on Puerto Rican children, the author (himself a diagnostician) calls on special educators to develop new programs and approaches for new groups of immigrant children who present new problems. Specifically, the author outlines a 10-point action plan, beginning with early childhood and preschool programs, and including family involvement in instruction, the creation and/or use of problem solving curricula, the development of extracurricular enrichment programs, a strong focus on reading curriculum and instruction, training for transfer of skills, and finally, the development of new competencies in teachers. These recommendations are designed to deal with the unique problems of urbai Hispanic populations who have limited backgrounds or experience prior to enrolling in mainland schools.

Bergin, V. (1980). Special education needs in bilingual programs. Arlington, VA: National Clearinghouse for Bilingual Education.

In this overview of a variety of issues relating to special education/bilingual education needs, the chapter on parent and community support touches on issues relating to participation by minority and low-income families in the schools and stresses the importance of parental involvement in bilingual special education programs. The chapter reviews several materials and programs designed to develop that involvement. Among the programs reviewed are the Houston Child Development Center training program for parents of Mexican-American preschoolers; the Spanish Dade Bilingual/Bicultural parent education program; the Houston Operation Fail-Safe parent-as-tutor program; the Olive View Community Health Center (Los Angeles) cooperative training programs for school staff, parents and students; and the Oakland schools' Reading and Language Clinic which operates a two-part awareness/skill development parent training program.

Lynch, E., & Lewis, R. B. (1982). Multicultural considerations in assessment and treatment of learning disabilities. Learning Disabilities, 1 (8), 93-103.

Issues in the assessment and identification of culturally diverse learning disabled children are discussed. Problems of communicating with families of handicapped children from linguistically diverse backgrounds are reviewed and interview data from 106 families of special education students with handicapping conditions are presented. These families were selected from schools in low income areas with high percentages of Black, Hispanic, and Indochinese families. They were interviewed in their preferred language by trained paraprofessional interviewers who were also parents of exceptional children. The study found few significant differences in the participation of low income Anglo and other-ethnicity parents, although the latter tended to participate less in activities that require self-initiation (e.g., speaking out in IEP meetings). This could be due to perceptions of being unwelcome in the schools, cultural differences, or lack of clear understanding of IEP goals and objectives. Small numbers, unequal ethnic distributions, and the restricted geographic areas are sampling variables that may have masked significant differences between Anglo and other-ethnicity parents.

Lynch, E. W., & Stein, R. (1982). Perspectives on parent participation in special education. Exceptional Education Quarterly, 3 (2), 67-623.

This article reports on a study designed to investigate the opinions, preferences, and understanding of parents of special education students from three cultural/ethnic groups: Anglos, Blacks, and Hispanics. Data from structured in-home interviews with 434 families of special education students were collected using

interviewers who were both parents of handicapped children and of the same cultural/linguistic backgrounds as the interviewees. The study reports on parent perceptions of special education personnel, programs, and services.

Lynch, E. W., & Stein, R. (1983). Cultural diversity and P.L. 94-142: A comparative study of parent participation across Hispanic, Black, and Anglo families. San Diego: San Diego State University.

In an attempt to obtain more data from Hispanic families than was included in their earlier study (1982, reported above), the authors conducted a study of 63 (from a random sample of 213) families. Native Spanish-speaking trained interviewers, who were also parents of exceptional children, interviewed the families in their homes concerning their attitudes toward special education personnel and processes, their participation in the IEP process, their participation in their child's education program, and the barriers encountered in attempts to participate in the schools. In comparing data from this study to those from earlier ones, the authors found that (1) Hispanic parents did not participate as extensively in their child's special education program as did parents of Black and Anglo children; (2) Hispanics were more likely to rate professionals as effective or very effective than were Blacks; (3) Hispanics were more positive than Blacks and Anglos regarding the school's identification of their children's needs; and (4) Hispanics and Blacks offered fewer suggestions at IEP meetings than did Anglos and knew less about what services their children were to receive. Overall, Hispanic parents appeared to be well satisfied with their children's special educational programs, although some changes that would facilitate parental involvment did emerge. The data suggested that there may be significant differences in the effectiveness of PL 94-142 as applied to families of different cultural/linguistic backgrounds, perhaps due to their lack of understanding and experience in the educational system and/or with the English language.

Marion, R. (1980). Communicating with parents of culturally diverse exceptional children. Exceptional Children, 46, 616-623.

Recent court decisions and legislative mandates have changed the relationship between the parents of culturally diverse handicapped and gifted students and school professionals. The author asserts that minority parents had been angry and distrusting of schools which were incapable of accommodating their children's cultural differences and thus arbitrarily deposited them in special education classes. He notes that minority parents continue to be concerned that schools perceive their family structures as questionable, that IQ tests are used to disproportionately categorize their children as handicapped, and that teachers are given the authority to identify exceptionalities in their children. Communication can be facilitated when minority parents are (1) continually provided with information in their own language; (2) made to feel they belong; and (3) treated with dignity and respect.

Martinez, J. (1981). Parent involvement: "The key to quality education." Paper presented at the Council for Exceptional Children Conference on the Exceptional Bilingual Child, New Orleans. (ERIC Reproduction Service No. ED 133335) + +

The paper briefly describes Project PADRES (Parent and Auxiliary Development Resources in Education Services), a program designed to create a partnership between parents and school representatives in order to improve educational services to limited English proficient students and discusses parent involvement with the school. To create the partnership between the school and the community, both must be willing to plan and implement an effective communication system. To provide bilingual students with meaningful educational programs, the school and the community must make a commitment to the goals and priorities mutually set by the school, community, and the parents. Implementation of activities is the final ingredient for meeting the needs of the bilingual child.

Perlman, R., Zabel, M. K., & Zabel R. (1982). Special education for exceptional bilingual students. Milwaukee, WI: Midwest National Origin Desegregation Assistance Center

In this booklet the writers stress that parental involvement in the referral, assessment, and placement of these children is legislated through PL 94-142. Fostering active parent participation requires that school districts provide information in the primary language of the parents and educate parents regarding their due process rights and about ways in which they can participate in the education of children. Other strategies that will foster parent involvement are: increasing the number of bilingual school personnel; providing all school services bilingually; allowing parents to determine the nature and extent of their participation.

Smith, U. S., & others. (1981). Working with parents of Hispanic severely handicapped preschool children. Paper presented at the Council for Exceptional Children Conference on the Exceptional Bilingual Child, New Orleans. (ERIC Document Reproduction Service No. ED 133330) + +

The Camden (NJ) Program for Severely Handicapped Preschool Children reflects the needs and characteristics of the population it serves (mainly Black and Hispanic with a large number below poverty level income). The staff of the preschool program works to establish trust within the Hispanic community and to provide information concerning the value of early intervention. Program activities include hiring a bilingual parent for the program, hiring several bilingual staff members to interact with Hispanic parents, and conducting cultural awareness activities led by staff or outside consultants. Stressed is the need to consider values and attitudes of the Hispanic culture such as the strong sense of family and the avoidance of eye contact to show respect.

Stein, R. C. (1983). Hispanic parents' perspectives and participation in their children's special education program:

Comparisons by program and race. Learning Disability Quarterly, 6 (4), 342-439.

This study investigated attitudes, satisfaction and participation of Hispanic background parents in their children's special education program. Comparisons were made among the various categories (Hispanic parents of learning disabled and Hispanic parents of all other categories) of special education programs as well as among racial groups (Hispanic, Black, White). While no significant differences were found among the program categories, there were several differences among the racial groups. Hispanic parents were less aware that they could review student records, they attended school meetings less frequently, and took lesser roles in the assessment planning process. Further, it appeared that while Hispanic parents tended to be satisfied with their level of participation, this participation was, in fact, less active than that of other groups of parents and less active than may have been intended by the state and federal regulations regarding parent participation. Based on this conclusion, the author recommends ways in which schools can promote more active participation on the part of Hispanic parents.

Phase Four
ANALYSIS AND SUMMARY

In the first three phases of this study, information on educational practices used with LEP, handicapped students was reported. Included were categories of promising practices, descriptions of programs considered to be promising, statistical information on educational services for this population in California, and an extensive review of the literature on bilingual special education. As a result of these activities, the original nine categories of promising practices were consolidated into seven. This final phase of the study summarizes and discusses the findings of the statewide survey, the nominations/descriptions of promising practices, and the review of literature for each of these categories. Where appropriate, literature on bilingual education theories and practices is incorporated into these discussions.

CATEGORY ONE: FIRST AND SECOND LANGUAGE DEVELOPMENT

The bilingual special education literature reviewed in Phase Three tends to support bilingual instruction for LEP, handicapped students. Of the 12 articles and ERIC entries annotated, bilingual instructional approaches were recommended by seven; these recommendations were based primarily on state-of-the-art literature reviews (Gonzales, 1974; Greenleaf, 1980, 1981; Kiraithe, 1982; Langdon & Parker, 1982; Luetke-Stahlman, 1980; Tempes, 1982). Kiraithe (1982) incorporated personal observation with her review of research. The remaining five articles and reports provided comparative research and program evaluation data in support of bilingual approaches to educating LEP, handicapped children. Of these, two involved data from preventive early childhood education programs (Askins et al., 1978; Weiss, 1981) and one reported on a study of language interference with preschool children (Evans, 19). Evaluation data from school-based educational programs for LEP, handicapped students, one serving mentally retarded students (Sirota, 1976) and one serving physically handicapped students (Sanua, 1975), were also reported.

The responses to the statewide questionnaire survey study indicated that bilingual instruction in special education is not widespread in California. The IEPs of students typically do not include primary language development goals and only rarely is special education instruction delivered in a language other than English. In the nomination/description of promising practices phase of the study, only one of 19 responses indicated that the development of primary language skills was a major program area of promising practice. Where the program descriptions mentioned the language of instruction, English was typically specified as either the major or only language utilized. Some programs did indicate that translation services and support were available from bilingual aides to assist students in grasping the English-language instruction. In addition to the one program described as bilingual, two others offered some (partial day or two hours per week) remedial instruction in the primary language of

the child. Involving either resource specialist assistance or designated instructional services, these programs offered bilingual instruction as a transitional necessity, not as a developmental advantage. The single program that did specify the development of the primary language as a program strength, nonetheless had as its goal the transition into English-language communication and academic learning.

In contradiction to these reported practices, the prevailing bilingual education theory is supportive of primary language development of the child, continuing after acquisition of English language proficiency. The rationale is based on the Common Underlying Proficiency theory of Cummins (1981) which holds that concepts developed in either language promote overall cognitive development and linguistic competence. Therefore, continued development of the primary language not only promotes academic learning in that language, but it facilitates later linguistic and academic proficiency in the second language.

A number of school districts in California have begun to provide data on nonhandicapped populations that support this concept, at least insofar as initial development of, and academic instruction in, the primary language is concerned (Tempes, 1984). These districts are demonstrating that Spanish-speaking children who receive initial academic instruction in the primary language demonstrate grade-level academic achievement in English by the middle elementary grades. Benefits for initial primary language development and instruction may also accrue for handicapped students. Bilingual instruction has been reported as at least equally effective as instruction delivered only in the primary language with low-IQ students (Genessee, 1976) and with learning disabled students (Bruck, 1978) in the Canadian French-immersion programs. Similar benefits have been reported for Spanish-speaking handicapped children provided bilingual education programs at elementary school levels (Sanua, 1975; Sirota, 1976) and in preschool programs (Askins et al., 1978; Evans, 1974; Weiss, 1981). To date, reports/opinions relative to the benefits of bilingual education programs for handicapped students have been limited to the milder levels of intellectually handicapping conditions.

In addition to the possible cognitive/academic benefits of bilingual education, there is an additional consideration that may be particularly relevant to instruction of students. A major criticism of transition programs as opposed to programs that emphasize maintenance of the primary language is that the academic and cognitive development of students may be curtailed by switching too soon into instruction in the second language. Cummins (1981) differentiates between the basic interpersonal communication (BIC) skills required for normal conversation, where there are many context clues (e.g., expressions, gestures, illustrations, interpersonal feedback), and the level of language proficiency required for academic learning of literacy skills. The latter cognitive academic learning proficiency (CALP) represents the higher level of proficiency required for the context-reduced, more abstract, language associated with subject matter learning. It appears that special educators may not always be

aware of such a differentiation when they provide the majority of instruction in English only, or in English with some translation support.

Many bilingual theorists and researchers maintain that there are inherent advantages to bilingualism itself. These include a more analytic orientation to linguistic input, greater sensitivity to linguistic feedback cues, enhanced ability to analyze ambiguities, and greater cognitive and verbal flexibility and originality (Ben-Zeev, 1977; Cummins & Gulutsan, 1974; Cummins & Mulchay, 1978; Feldman & Shen, 1971). Although special education programs providing for continued L1 development after L2 acquisition were identified, it is interesting to speculate whether similar advantages might occur for handicapped learners.

Some authorities have stressed the affective benefits of L1 instruction for LEP students. Such benefits, they believe, will lead to better academic achievement. With nonhandicapped students, benefits have been reported in regard to low anxiety (Stevick, 1976), positive motivation (Gardner & Lambert, 1972), and self-confidence (Krashen, 1981; Wong-Fillmore, 1979). It has been suggested that similar results might accrue for handicapped students (Kiraithe, 1982; Langdon & Parker, 1982).

In summary, it appears that special education practice frequently may be at odds with the prevailing theories, research, and recommendations of bilingual education. This suggests a need by special educators for additional information on first and second language development and acquisition. In addition, there is a need for a greater number of special education teachers who are both bilingual and trained in bilingual education. Without sufficient numbers of qualitative bilingual special education programs from which to obtain evaluative data relative to the cognitive, academic, and affective development of LEP children, it is not possible to make definitive programmatic recommendations relative to the variable of first and second language development for handicapped students.

CATEGORY TWO: CULTURAL CONSIDERATIONS

There is considerable attention in the professional literature to the relevance of various cultural characteristics to educational practice. Cultural characteristics frequently mentioned for the Hispanic population include a preference for cooperative rather than competitive activities, focus on current rather than future tasks, and the existence of close family ties and strong family loyalties (Aragon, 1973; Condon, Peters, & Sueiro-Ross, 1979; Knight & Kagen, 1977; Rodriguez, Cole, Stile, & Gallegos, 1979; Sierra, 1973).

Among American Indian children, a cooperative learning approach that eschews individual recognition has been reported (Avellar & Kagan, 1976; Pepper, 1976; Sando, 1973; Sierra, 1973). Further, Indian children may be less likely to engage in open group discussions (Kitano, 1973). For some ethnic groups, variations in maternal

teaching strategies have been reported (Feshbach, 1973; Laosa, 1978; Steward & Steward, 1973). The role of negative reinforcement and personal shame in many Asian cultures has been described by Chinn (1973). Minority and poor children have also been characterized as having a more external locus of control, differentiated from the internal locus of control associated with high academic achievement (Henderson & Bergan, 1976).

Henderson (1980) has pointed out that this literature is not always consistent, with disagreement on the nature of differences and their distribution within various groups. Further, the exact relationship between culturally associated characteristics and school achievement is unclear (Rueda & Prieto, 1979) and there is little data on how to adapt the learning environment to deal with these differences (Henderson, 1980). This inclusiveness is magnified when one considers cultural variables relative to the education of handicapped students. Varying parental perceptions of handicapping conditions have been reported and the importance of recognizing and adapting for cultural variation has been stressed in the literature.

Relevant literature was identified and annotated under the categories of cultural considerations, parental and community involvement, and teacher competencies and staff development. Typically, the focus has been on the importance of becoming aware of cultural differences. With the exception of some of the parent involvement literature, which documented differences relative to parental participation in the identification and assessment of LEP, handicapped children (Lynch & Lewis, 1982; Lynch & Stein, 1982), the characteristics specified were drawn from literature and studies focusing on nonhandicapped populations. Rueda and Prieto (1979) have pointed out that much of the research has been done only with nonhandicapped populations and is unvalidated for exceptional populations.

In the promising practices nomination/description phase of the study, cultural considerations were specified as a major designation by one respondent and a minor designation by one respondent. As with the literature annotations, the program descriptions stressed the importance of being aware of cultural differences without becoming very specific in identifying characteristics that are unique to, or have been verified with, exceptional children from these cultural backgrounds.

In summary, there is widespread agreement--based primarily on extrapolations from reports with nonexceptional populations--that cultural sensitivity, both affectively and instructionally, is an important attribute of educational programs for handicapped LEP students. It is viewed as a significant variable relative to primary language development, second language development, teacher and staff development, assessment, curriculum and instruction, and parent participation and involvement.

CATEGORY THREE: TEACHER COMPETENCIES AND STAFF DEVELOPMENT

There appears to be widespread agreement, both within the literature and between the literature and field practice, regarding competencies needed by teachers of LEP, handicapped children. These include cultural knowledge and sensitivity, familiarity with legal mandates for educational programs, understanding of educational biases, nonbiased assessment, adapting/utilizing instructional strategies and curricula, accommodating diverse learner characteristics, knowledge of language development and second language acquisition, the understanding of differences in family structures, advocacy/public relations, and the ability to work with parents from diverse backgrounds.

Much of this literature (Bessant-Byrd, 1981; Chinn & Kamp, 1982; Decano, 1979; Fuchigami, 1980; Rodriguez et al., 1979; Smith, 1979) has limited its focus to multicultural considerations, sidestepping the issue of teachers themselves being bilingual. Other articles allude to the desirability of teachers having some knowledge of the language(s) of the students, but stop short of calling for bilingual fluency on the part of special education teachers. Ramirez and Tippeconnic (1979) recommended "Indian cultures and languages" as a personnel preparation area and Gonzales (1979) identified a need for teachers familiar with the language of the students. Plata (1979) suggested that special education classroom teachers be versed in English-as-a-second-language techniques. The desirability of having special education teachers who are not only bilingual but trained in second language acquisition approaches was mentioned by Baca and Chinn (1982), who then went on to recommend, as a step in the right direction, the development of cross-cultural sensitivity for teachers who are not bilingual. Rodriguez, Cole, Stile, and Gallegos (1979) acknowledged the advantages of bilingual-bicultural education for Hispanic LEP, handicapped students, but listed competencies designed to improve the instructional capabilities of monolingual English-speaking teachers; one competency included the rudimentary development of some Spanish vocabulary for use with LEP students. Only Bergin (1980) and Baca (1980) specified fluent bilingualism as a necessary skill for special education teachers of LEP children.

Prieto, Rueda, and Rodriguez (1981), as well as Salend, Michael, and Taylor (1984), reported that special education teachers failed to rate language familiarity as a critical competency for teaching bilingual/multicultural handicapped students, possibly because most respondents were themselves Anglos. Carpenter (1983), reporting on a survey of speech-language pathologists serving LEP students in California, found that the majority of her sample were not bilingual. The fact that few existing special education teachers (or teacher trainers) are bilingual may account for the failure of the field to designate these skills as requisite competencies, focusing instead on general cross-cultural understanding.

This focus was reflected in the descriptive information obtained on current special educational practices in California. It appears that neither bilingualism nor bilingual education training are

priority competencies. The language of instruction for most programs is English and only a limited number of special education teachers are bilingual. While stressing a need for bilingual assessment personnel, few districts focused on the need for bilingual special education teachers; only three mentioned having such teachers as a program strength.

Other staff development needs included more information on instructional strategies/curriculum and knowledge about language acquisition processes. There also appeared to be some need for better dissemination of information on the dual applicability of bilingual education and special education mandates to LEP, handicapped students. Two areas that received considerable attention in the literature but were somewhat neglected by the field practitioners were cultural considerations (a major designation of only one respondent) and parent involvement (specifically described as an area of promising practice by two respondents). It appears that school districts view these two categories of practice as either less significant or less critical than others.

The category receiving the most attention was assessment, which emerged as a program need and/or focus in all phases of the study--the literature annotations, the state status survey, and the promising practices. Despite the attention that this area has received over the past few years, apparently much of the field continues to lack adequate information on instruments and procedures for assessing LEP students for special education; further, much of the focus continues to be on eligibility concerns, not programmatic ones. The area of curriculum and instruction has just begun to receive attention in the literature, with both the literature and field practitioners stressing it less than other areas.

Few special education teachers currently have bilingual skills, a fact that does not appear to be of much concern to program directors. The literature is consistent in acknowledging the desirability of these skills, but only a limited number of writers has designated them as essential. It would appear that this may be a function of pragmatism on the part of leadership personnel who recognize the wide diversity of languages represented in special education populations as well as the limited numbers of bilingual personnel from which special education teachers can be recruited. Within the field of bilingual education, issues relating to language of instruction and first/second language development are paramount. It would seem that a comprehensive program of theoretical review and systematic research is needed to determine whether teacher bilingualism constitutes a requisite competency, a desirable one, or is of neutral value in the education of LEP, handicapped students.

CATEGORY FOUR: ADMINISTRATIVE INTERFACE AND COLLABORATION

It was hypothesized that one attribute that might characterize qualitative programming would be a planned, spelled-out interface between various departments and programs at the district or county

level. Such an interface might ensure open lines of communication between program areas and enhance quality of assessment and programming practices. There appears to be a general sense of the need for articulation between bilingual education and special education; one of the side benefits proposed for the Phase One survey was that bilingual education and special education program directors might work together in filling out the questionnaire.

Neither the literature review nor the program nomination/descriptions tended to identify this sort of interface as particularly important. Although a number of articles and references made minor references to the need for interdepartment/program communication, only a small number described cooperative administrative structures or linkages. Of the three articles annotated, one described a state-level cooperative structure (Landurand, 1980) and two focused primarily on ways in which funding from bilingual and special education could be merged. The major designations of promising practices included the description of an integrated referral procedure (and two) that described programs administered by special education and designed to maintain contact with bilingual education. In summary, it would appear that the development of articulated administrative structures has not been a priority in the design and delivery of educational programs for LEP, handicapped students.

CATEGORY FIVE: NONBIASED ASSESSMENT

The single category of practice receiving the greatest attention in all phases of this study was nonbiased assessment. Assessment was the most frequently designated area of promising practices with 13 major designations and 2 minor ones. It was the most frequently cited staff development need, with particular focus on the need for more trained bilingual personnel to administer assessments. Scores of articles and reports on assessment-related issues were identified, including discussions of the many relevant court decisions, reviewing and evaluating various instruments and procedures, proposing strategies for nonbiased assessment, and outlining decision-making processes. Twenty-three of these were selected as both relevant to educational practices and representative of the literature overall; these were annotated in Phase Three.

While the elimination of assessment bias is the focus of many of these articles, the exact nature of test bias is debated. Lambert (1981) challenged the court determination (Larry P. v. Wilson Riles) that IQ tests were biased, charging instead that the SOMPA is racist and stereotyping. Other writers (Baca & Chinn, 1982) proposed using the SOMPA to avoid bias. Eleven districts in the statewide survey listed the SOMPA as an instrument they used, with two mentioning the AAMD Adaptive Behavior Scale.

The use of nonverbal and non-normative assessment procedures (direct observation, ecological assessment, parent interview, and criterion-referenced measures) are endorsed in much of the literature,

with some of these procedures more apparent in field practice than others. Several reported either using nonverbal measures exclusively or weighting them more heavily, as well as using information from parents relative to child functioning in the home, length of time in this country, and past educational experiences as an assessment consideration. Two respondents also listed the trying out of various program options before assessment, with diagnostic teaching being designated as a promising assessment practice in two of the program nominations/descriptions.

Criterion referenced assessment does not appear to be a significant field practice. A wide variety of Spanish-language assessment instruments were listed by respondents, but only two received multiple mentions, suggesting little consistency across districts for this practice. The most typical practice reported in both the state status study and the promising practices study involves the oral translation of tests, the adaptive assessment procedure most frequently criticized in the literature.

In summary, field assessment practices (with a couple of notable exceptions) do not appear to be highly congruent with those recommended in the literature. California school districts appear to neglect criterion referenced testing, an articulated decision-making process, ecological inventories, and diagnostic teaching as procedures for assessment. While there is an articulated need for greater numbers of bilingual assessors, there appears to be little recognition and/or concern over the drawbacks, emphasized in the literature, of orally translating English-language tests. There appears to be a more widespread awareness of the need to avoid biased assessment than of procedures for doing so.

CATEGORY SIX: EDUCATIONAL PLACEMENT AND PROGRAMMING

The bilingual special education literature is consistent in its support of the efficacy of combining bilingual education methodology with special education methodology (Cummins, 1983; Ortiz, 1984). Evaluations of bilingual special education programs support the bilingual approach to teaching preschool children (Evans, 1974; Killian, 1979) as well as elementary school children (Bruck, 1978; Bruck, Rabinovitch, & Oates, 1975; Lesser, 1975; McConnell, 1981 Project Build, 1980; Sanua, 1975). Both Carpenter's study (1983b) and the state status study (reported in Phase Two of this report) have acknowledged that there is a dearth of bilingual special education teachers, however. The importance of having teachers who are trained in both special education and bilingual education theories and approaches, as opposed to simply special education teachers who are bilingual, has been stressed (Baca & Chinn, 1982; Plata, 1982). Reasons for this are the need to be informed about language development and acquisition as well as cultural differences in values, cognitive styles, and learning approaches (Almanza & Mosley, 1980; Castaneda, 1976; Chan & Rueda, 1979; Henderson 1980; Lynch & Lewis, 1982).

A full continuum of both special education and bilingual education placement options is recommended (Perlman, Zabel, & Zabel, 1982; Plata, 1982). Special education instructional strategies are generally endorsed as appropriate for bilingual special education (Kiraithe, 1982). There appear to be few curriculum materials available specifically designed to meet the needs of LEP, handicapped children (Bland, Sabatino, Sedlak, & Sternberg, 1979; Cegelka & Pacheco, 1984; Chinn, 1979a). Steps for selecting and adapting existing curricula have been suggested (Ortiz & Jones, 1982) and instructional approaches designed specifically for working with bilingual (Spanish/English) handicapped students have been developed (Cuevas & Beech, 1983; Duran, 1980a, 1980b; Fradd & Clemens, 1983; McConnell, 1981; and Rueda, 1984). More general approaches that monolingual teachers can use with bilingual students also have been described (Kim, 1981; Rodriguez, Cole, Stile, & Gallegos, 1979).

The analyses of the state survey study as well as the promising practices nominations suggest that many of the current practices in California are at variance with those recommended by the literature. Both sets of information indicate that very little of the special education instruction is delivered in a language other than English; further, while the lack of bilingual special education teachers may be a contributing factor, it did not appear that school districts viewed the absence of primary (non-English) language instruction in special education as a particular problem. Districts did indicate a need for additional bilingual assessment personnel. Information on instructional strategie and curricula for this population was also designated as a need. District reports of their approaches to serving LEP, handicapped children fall short of the primary language development and instruction supported by theory and program evaluation data.

CATEGORY SEVEN: PARENT PARTICIPATION

The importance of involving the parents and other community members in bilingual special education is consistently endorsed, both in the literature reviewed under this category, as well as in much of the assessment literature. The extent to which this participation may differ as a function of ethnic or cultural groups has been systematically investigated (Lynch & Lewis, 1982; Lynch & Stein, 1982, 1983; Stein, 1983). The success of parent involvement programs has been documented (Franklin, 1978; Smith et al., 1981;) and model programs described (Bergin, 1980; Martinez, 1981).

The limited information obtained on this variable through the state survey and the promising practices phases of this project suggests that for most school districts in California attention to parental involvement is typically limited to two areas. First, several districts (14) reported the use of parent interviews as an assessment procedure for obtaining information on the student's level of functioning. Second, several districts also take care to ensure that parents understand the proceedings of IEP meetings; this is accomplished most frequently by providing for translators at those

meetings, although some districts also develop print materials in the language of the parent. It did not appear that parents were typically actively involved in the development of the IEPs of their handicapped children, however.

SUMMARY

It is apparent that special education services to handicapped LEP students have received increasing attention over the past several years. Most of this attention has focused on issues of proportional representation and related identification/assessment issues. This was the case for both of the studies reported here as well as in the literature identified and reviewed in Phase Three of this report. It would appear that, despite the professional preoccupation with assessment issues over the past ten-plus years, there continues to be a need for additional attention to this program feature. The most commmon assessment practices currently in use involve procedures criticized in the literature as being invalid and unreliable. Further, this is the area most frequently identified by field practitioners as being one in which additional training is needed.

This notwithstanding, it is now time for the field to focus a greater portion of its attention on more qualitative questions of program placement and educational delivery. Curriculum materials and appoaches designed to meet the specialized cognitive, cultural, and linguistic needs of students who are both handicapped and limited English proficient must be developed and validated. The relative merits of various placement configurations for differing levels of disability and language proficiency also must be systematically explored. Validated models for differential bilingual special education services are needed. At the present time, instructional delivery approaches for culturally/linguistically diverse exceptional children are essentially without either a well-articulated theoretical base or a convincing data base. One researcher has summarized the situation as one in which we

> do not know what kinds of educational programs will be most beneficial for LEP handicapped children. We are not sure how to assess these children in ways that yield maximum information for program planning. We do not know if our (educational) technology is adequate, given appropriately trained staff to implement it. And, conversely, we do not know, given such staff, if our technology is sufficiently adequate to impact on their educational lives. We do not know if different languages of instruction lead to different outcomes, and we are not even sure what the expected outcomes are or should be. (Carpenter, 1983, pp. 45-46)

Finally, as a field we must determine the meaning of parental involvement. At present, with parents of limited English proficient children, involvement appears to be limited primarily to informed consent. If their input and participation in the identification and

program planning and delivery phases of special education is the goal, however, approaches consistent with the cultural backgrounds and life circumstances of the minority group parent must be developed to facilitate this more meaningful level of involvement.

For each of the seven areas of program quality reviewed in this report, it is clear that service delivery typically falls far short of practices recommended by both theory and research data. Additional attention must be given to qualitative concerns if truly appropriate educational services are to be provided handicapped LEP students.

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Appendix A

CATEGORIES OF PROMISING PRACTICES

PROMISING PRACTICE 1. PRIMARY LANGUAGE DEVELOPMENT

a. A continuum of skills for primary oral language and literacy development is specified.

b. Instruction to promote both oral language and literacy development is offered on a regular basis in the primary language.

c. Nonacademic as well as academic school activities are conducted in L1 periodically.

d. Teaching staff are knowledgeable about major methodologies for primary language literacy instruction.

e. A variety of reading materials appropriate to age, grade, and skill levels of student are available in the primary language of the student.

PROMISING PRACTICE 2: SECOND LANGUAGE ACQUISITION

a. Teaching staff are knowledgeable about the distinction between second language learning and second language acquisition.

b. Students are provided adequate exposure to comprehensible second-language input under optimal conditions.

c. Instruction is provided on a regular and systematic basis for English language acquisition.

d. Teaching staff distinguish between communicative competence and academic learning competence in second language.

PROMISING PRACTICE 3: CULTURAL RELEVANCY

a. Information on primary cultures is integrated throughout the curriculum, not treated as a separate lesson.

b. Cultural relevancy is evidenced in both primary and secondary language, in reading and in content area instruction.

c. Teachers are familiar with sociocultural attributes such as communication, cognition and learning styles of handicapped LEP students.

d. Educational staff can identify culturally appropriate adaptive behavior.

e. Teachers understand the influence of sociocultural variables on learning and achievement of handicapped LEP students.

f. Teachers are able to use these culturally influenced variables to enhance learning of handicapped LEP students.

PROMISING PRACTICE 4: ADMINISTRATIVE INTERFACE/STRUCTURE

a. Administrative structure ensures open lines of communication between bilingual education and special education programs.

b. Bilingual and special education program directors and teachers meet together on a regular basis to plan programs and develop curriculum.

c. Referral and identification procedures are articulated between the two programs.

d. Inservice training and staff development combines teachers and aides from the two programs.

e. Site visits to other programs are facilitated for staff by district administration.

f. Community advisory councils from the two programs are articulated.

PROMISING PRACTICE 5: STAFFING AND STAFF DEVELOPMENT

a. Staff members are proficient in the primary language(s) of the students.

b. Staff are fully certified in appropriate areas and trained in both bilingual education and special education.

c. Staff development efforts are based on the assessed needs of the staff.

d. Bilingual teachers are provided special education training and special education teachers are provided training in educational implications of linguistic and cultural diversity.

e. Bilingual and special education staff are jointly trained in curriculum approaches, assessment procedures, IEP development, and appropriate strategies for working with parents.

PROMISING PRACTICE 6: CONTINUUM OF SERVICES

a. District has appropriate distribution of bilingual, bilingual special education, and special education programs.

b. Special education options for LEP students are offered through comprehensive, district-wide programs that span K-12.

c. Bilingual education options for LEP students are offered through comprehensive, district-wide programs that span K-12.

d. All appropriate combinations of services (self-contained, resource room, pull-out, etc.) are available for all students.

e. There is an articulated plan for individual student movement through the continuum of services.

PROMISING PRACTICE 7: NONBIASED ASSESSMENT

a. Assessment materials and procedures are nondiscriminatory.

b. Assessment team includes personnel who are appropriately trained to administer and to interpret the results of a variety of assessment instruments.

c. Whenever possible, assessors are bilingual and bicultural; when not, the next most appropriate assessment procedures are utilized.

d. The multidisciplinary team includes representation from the student's family, bilingual education, special education, the bilingual/bicultural assessment team, and the administrative staff; where appropriate, the team includes the student and a community representative.

e. The multidisciplinary team is structured to provide optimal input from all constituents.

f. Assessment measures are appropriately adapted to the LEP population.

g. No single assessment procedure or instrument is used as the only criterion for determining placement.

h. Based on assessment data, a profile is developed on each student.

i. Results are communicated to parents in a comprehensible manner, with parental perspectives and input sought.

PROMISING PRACTICE 8: CURRICULUM AND INSTRUCTION

a. Appropriate primary language development and English language development goals are incorporated into IEPs; IEP goals and bilingual individual learning plan goals (where appropriate) are integrated.

b. Native cultural maintenance goals are incorporated into IEPs as appropriate.

c. Appropriate academic assessment instruments and procedures are available for purposes of program planning and evaluation.

d. Students are provided appropriate first and second language instruction based on assessment information.

e. Teachers accept regional and nonstandard varieties of L1.

f. Teachers use a consistent language of instruction.

g. Instructional strategies are appropriate to both the abilities and cultural backgrounds of the students.

h. Instruction is managed through the use of nonbiased curricular materials.

i. Programs provide for dissemination of materials designed for instruction of special education/LEP students.

j. Evaluation measures are established and in place to monitor program quality.

k. Optimal amounts of academic learning time are provided.

PROMISING PRACTICE 9: PARENT AND COMMUNITY INVOLVEMENT

a. A bilingual special education program orientation document, written in both English and other primary languages, is disseminated to the school community.

b. School staff are knowledgeable about the cultural influences that may affect parent interactions with the school.

c. Parents are notified in their primary language of due process rights to participate actively in IEP meetings.

d. An interpreter or other person fluent in the language of the parent is available for both home visits and school-based meetings.

e. IEP forms are available in the primary language of the parent and, as necessary, the IEP itself is developed in that language.

f. Outreach mechanisms encourage parent/school contact.

g. The school promotes home activities conducted in the primary language that are designed to promote school achievement.

h. The school schedules parental contacts at times that are convenient to the parent.

i. Parent education programs deal with topics of referral, assessment, placement, and programming of handicapped LEP students.

Appendix B

DESCRIPTIONS OF PROMISING PRACTICES

PROMISING PRACTICES

DESCRIPTION FORM

District Cajon Valley Union School District

Contact Person Anne Gupta

Address 189 Roanoke Road Phone 588-3020

El Cajon, CA

Area(s) Specified Administrative interface/structure

In an attempt to improve services to limited English Proficient Students in Special Education, the Cajon Valley Union School District has assigned a part-time resource specialist to:

1) Serve as a liaison between the ESOL and Special Education Programs;

2) Maintain a roster of all LEP/SE students, including services being provided;

3) Review all student referrals;

4) Coordinate Child Study Teams at school sites to include ESOL Program Coordinator and Resource Specialist for LEP/SE;

5) Monitor student Identification/Assessment Procedures and Instructional Planning for LEP Students;

6) Consult with classroom teachers, resource specialists, speech and language specialists and ESOL instructional aides working with LEP/SE students; and,

7) Coordinate resource and instructional materials

PROMISING PRACTICES

DESCRIPTION

District Diagnostic School for Neurologically Handicapped Children

Contact Person Dorothy Wippern and Pamela Vives

Address 1818 W. Ashlan Phone 209-222-6573

Fresno, CA 93705

Area(s) Specified Nonbiased assessment/bilingual assessment

The Diagnostic School provides assessment services for students, ages 3 to 21 referred by school districts for transdisciplinary diagnosis of multi-faceted learning problems. After a child is assessed, a continuation of services is offered to district personnel to provide ongoing support for further diagnosis or remediation in the district classroom. Workshops in many areas, including diagnosis, behavioral interventions, second language development, and the language base of learning problems are provided for district personnel.

An additional feature of the diagnostic process addresses the limited English proficient student (LEP). Within this geographical area, the primary minority group speaks Spanish; therefore, much of the testing is performed in Spanish. The Diagnostic School has several members certified in Spanish proficiency through the State of California, who are qualified to assess the limited English proficient students.

The staff is familiar with and experienced in the administration and interpretation of a variety of nonbiased assessment measurements which assess the students' potential in the cognitive, language, and academic areas. Both normed tests in the students' native language, and developmental scales, which are nonbiased for any linguistic or cultural minority, are incorporated into the test battery.

Qualified team members analyze the students' native language and English proficiency for developmental levels, interference from one language to another, as well as the quality, use and foundation for academic performance. This information is integrated and specific individualized teaching strategies are derived and presented to the student's district teacher.

PROMISING PRACTICES

DESCRIPTION FORM

District El Centro School District

Contact Person Elinor Tenney

Address 1256 Broadway, P.O. Box 647 Phone 619-352-5712

El Centro, CA 93343

Area(s) Specified Cultural considerations/consonance-dissonance/Nonbiased assessment/bilingual assessment

The majority of the students who live in Imperial Valley along the Mexican border retain their language and their culture. To serve these children this assessment program is based on the philosophy: ...children can not be separated from their cultural background or language, and a honest psychologist assessing limited and non-English speaking children must be committed to extensivve preparation in Spanish and in the Mexican culture.

Studying in local Spanish courses was not enough. When the State Department funded the BABEL (Bay Area Bilingual Education League) Spanish language acquision and assessment program in 1980, the concept developed. Psycho-education evaluation now includes: (1)psychological influence from the various cultures within Mexico or the border Mexicans. (2) knowledge of border language expressions, patterns and "Spanlish". (3) the affect of environmental factors such as economic status and parental educational backgrounds and attitudes. (4) skillful use of all the appropriate psychological, developmental, perceptual and language proficiency assessment tools for Mexican-Americans.

Further study in Guadalajara and Cuernavaca in 1981 and 1982 followed. In the Mexicali Workshop for Assessment Personnel in 1983, key psychologists and special educators from the major cities in Baja California shared their Piagetian theories, tests and methods. The Mexican WISC-R training was included. Even though California experts helped guide and research the WISC-R in Mexico, recent government controls had made it difficult to obtain. Discretion and adaptation are needed with the border bilingual influences.

Results of all these efforts on the program mean: Our Hispanics have fairly accurate and appropriate assessment. The schools set up conferences for the psychologist to converse with the parents. Some field workers are contacted in their homes, when work hours prohibit school visits. Translators are trained in case the psychologist can't interview the parents.

All assessment tools have been translated accurately, weighing appropriate items. Spanish forms are very commonly used and IEP (Individual Education Plan) team meetings are conducted in Spanish. Through experience, personnel have become sophisticated in counseling and guiding non-English speaking parents to understand their rights and the process of Special Education.

PROMISING PRACTICES
DESCRIPTION FORM

District Fremont Union High School District

Contact Person Sharon Holmes

Address 589 W. Fremont Ave. Phone 408-735-6060

Sunnyvale, CA 94087

Area(s) Specified Administrative interface/structure/Curriculum and instruction

A pilot program was established in the district to provide services for the Limited English Speaking student with learning handicaps. Included in this population were students with very limited English skills who were exhibiting extreme difficulty with instructional content in ESL classes, and those students who had gained some proficiency in oral language skills but had limited reading and writing skills. The district elected to provide for a special program separate from the regular special education classes, in order to adequately address not only the problems associated with learning disabilities, but also the problems associated with communication in the English language. The rationale for a separate classroom was the amount of attention given to language learning of the limited English speaking student would not be adequate in the regular special education classroom. The program was available to students one to two periods a day under the auspices of the Resource Specialist Program. The language used for instruction was English, with the services of bilingual aides only to aid in translation when needed. The student-instructor/aide ratio was three to one. The students were grouped into class sections according to levels of ability in order to facilitate intensive instruction in specific skill areas. Six countries and nine languages and dialects were represented. The program incorporated the instructional design of the componants of a special education program to a program for the LES/LH student, and provides for a curriculum content sensitive to the learning styles, life styles, and educational systems of the students native countries.

A handbook for the implemetation of a secondary school program for the limited English speaking student with learning handicaps has been developed. The program, so far, has been highly successful and will be continued for the ensuing year.

PROMISING PRACTICES
DESCRIPTION FORM

District Livingston Union Elementary

Contact Person Paula Tucker

Address 714 Prusso Street Phone 209-394-7953

Livingston, CA 95334

Area(s) Specified Nonbiased assessment/bilingual assessment

The purpose of this program is to provide cost-effective nonbiased assessment which considers the process of second language acquisition to LEP children. Our approach was developed by considering current research and recommendations for non-biased assessment along with the research of Krashen, Asher, Terrell and Cummins on second language acquisition.

Our approach is primarily a decision-making process which has been developed into a "flow chart". It is based on the concept of "least intervention". Information regarding the child's educational and family history is gathered and then used, along with the current research on second language acquisition, to guide the assessors toward the most complete evaluation possible. This involves using already-existing information, plus direct assessment of the child in both languages (where appropriate) by at least three evaluators in less than three hours. Factors considered are all those currently recommended, including: 1) Assessment of appropriateness of current and past instruction; 2) Educational history; 3) Evaluation of psychosocial factors; 4) Health history; 5) Evaluation of sociocultural factors; 6) Evaluation of primary and English language development; 7) Evaluation of intelligence in primary language, and 8) Evaluation of achievement in appropriate language.

Assessment of this type is appropriate both for newly-arrived children and for those who have been in school. This model is available in both chart and workshop form. Data has also been gathered comparing performances on the WISC-RM (normed in Mexico City) to the Leiter and the WISC-R.

PROMISING PRACTICES

DESCRIPTION FORM

District Los Angeles Unified School District
East Educational Service Center - Region G

Contact Person Hilda Carder, Ph.D.

Address 1555 Norfolk Street - Room 30 Phone 213-625-6171

Los Angeles, Ca 90033

Area(s) Specified Nonbiased assessment/bilingual assessment

Because of the density of our Hispanic population, it is very difficult to provide quality assessment to limited English students with the number of bilingual psychologists on our staff. We have devised a system of inservice development and bilingual psychological consultation. A general on-going inservice program is provided for all of our psychologists concerning all aspects of bilingual/nonbiased assessment. This includes aspects such as data gathering; local school screening; language screening; appropriate and/or alternative assessment in cognitive development; learning proficiency; social-cultural observations; and adaptive behavior skills.

The regular psychologist will work with a student until the cognitive and language areas need to be assessed. At that point, a bilingual psychologist consultant (one of several assigned to our Central office) will assist with the evaluation. The regular psychologist works along with the consultant observing and learning. We encourage our monolingual psychologists to attend district and state second language acquisition programs. We try to continue to inservice our monolingual psychologists by upgrading their skills. We continue to field test new instruments and techniques in bilingual assessment.

We have devised a comprehensive assessment system which consits of supplementary and/or alternative assessment techniques, bilingual measures; use of translators and use of auxiliary personnel such as bilingual coordinators; ESL teachers, etc. The plan has worked well for our Region and we believe it has encouraged quality assessment for our students.

PROMISING PRACTICES
DESCRIPTION FORM

District Migrant Child Education - Region II

Contact Person Jorge Gaj

Address 510 College St. Phone 916-666-1977

Woodland, CA 95695

Area(s) Specified Staffing, staff development/Nonbiased assessment/bilingual assessment

Migrant Child Education - Region II's Psychological Services provides direct and contractual psycho-educational services to handicapped children who are limited English proficient. Other tasks include parent inservices, consultation to county and district staff, and participation in staff development.

One of the contractual psycho-educational services is to provide assistance to school districts in the individual assessment of students. Such assessment includes assessment materials and procedures which are not racially, culturally, or sexually discriminatory. All assessments for limited English Speaking pupils are administered in the pupil's primary language or other mode of communicaton, and are conducted by appropriately licensed or credentialed persons who are competent in both oral and written skills of the pupil's primary language and have knowledge and understanding of the individual's cultural and historical heritage.

Other services include consultations with school administrators, teachers, school psychologists and appropriate specialists including migrant resource specialists and agencies regarding migrant student psychological evaluations and classroom implementation of proposed corrective measures.

Working with migrant parents is an important component of Psychological Services. Responsibilities include confering with migrant parents (both within the school setting and in the home) regarding migrant children with learning and behavioral difficulties, providing consultation time to the Parent Advisory Committee, and establishing parent groups.

PROMISING PRACTICES
DESCRIPTION FORM

District Morgan Hill Unified School District

Contact Person Henriette Langdon, Ed.D., C.C.C.

Address P.O. Box 977 Phone 408-779-5291

Morgan Hill, CA 95037

Area(s) Specified Nonbiases assessment/bilingual assessment

Students whose primary language is Spanish who are suspected of having a learning/language difficulty are referred by the child study team, parent, or teacher working with that student for a screening or complete language assessment. The student is given a battery of tests which includes assessment of comprehension and expression of language utilizing commercially available materials and a language sample by the bilingual speech/language specialist. When applicable, the student is also assessed by the speech/language specialist and resource specialist or psychologist in English. A report is written by the bilingual speech and language specialist comparing the student's performance in each language. It also includes information provided by the parent regarding the child's health, development and his perception of the child's language and performance at home. At the IEP meeting all information is translated for the parent. An intervention program which may or may not include bilingual instruct (depending on the student's needs) is devised.

PROMISING PRACTICES
DESCRIPTION FORM

District Oakland Unified

Contact Person Jennifer Chop

Address 1025 Second Avenue, P.16 Phone 213-836-8222

Oakland, CA 94606

Area(s) Specified Second language development/Nonbiases assessment/bilingual assessment

In providing service for LEP children at Lincoln school, emphasis has been on nonbiases/bilingual assessment as well as second language development (English). The ultimate goal in providing service in educating LEP handicapped children is helping them become functional persons in the U.S. English, therefore, it is emphasized (though, not exclusively) because 1) we lack bilingual/bicultural qualified personnel to serve the LEP handicapped children and 2) the majority of the LEP children's education will be in the U.S.

The population at Lincoln school is 43% LEP Asian children (Vietnamese, Cantonese, Korean, Mandrian, Japanese, and Cambodian). LEP children are referred for special education when they stand out among their peers. The majority of these children ahve shared the same experiences (e.g., no previous schooling in their country, about people, similar living conditions, etc.) Therefore, when a teacher refers a LEP child because the child does not fit the teacher's norms based on extensive experience with LEP children, their referral is considered ligitimate, the child's difficulty is not due to English acquisition or cultural dissonance. A non-biased/bilingual approach is therefore essential in identifying handicapped LEP children.

A LEP child is assessed in both the native language (an interpreter might be necessary) and English (with appropriate ommissions and modification of culturally biased items, e.g. pictures of football, bonnets etc.) to find out what language skills have been acquired for functioning in school. Assessment in both languages allows the assor to know whether the difficulties might be due to vocabulary (or lack of), cognitive function, language processing (comprehension, memory, syntax etc.). Diagnostic teaching occurs in the native language for concepts or structures that appear lacking in the native language. Information thus aquired allows the assor to know whether the child can easily learn as well as which teaching or theraputic method(s) work best. Remediation is done primarily in English.

PROMISING PRACTICES
DESCRIPTION FORM

District Oakland Unified School District

Contact Person Jaye Hays and Lois Secal-Wheaton

Address 1025 Second Avenue, Portable 16 Phone 415-836-8528

Oakland, CA 94606

Area(s) Specified Curriculum and instruction with all other areas related.

Lazear School has a strong bilingual/special education program because the site principal and resource specialist have made this a top priority. The staff is involved in a child study team which meets to discuss students with educational and emotional problems. All of the IEP process paper work has been translated into Spanish. Meetings are held with parents, psychologist, nurse, speech therapist and regular classroom teacher in Spanish. Assessment is conducted in Spanish and English. We are in the process of searching for appropriate Spanish language assessment material.

The instructional program is English based; however, there is a lot of conversation, explanation, and cultural enrichment which is Spanish language based.

Two additional components have enhanced the program. One is a mainstreamed/integrated program about disabilities--visual, hearing, physical and mental retardation. This has been conducted in English and Spanish. Students have had a chance to learn simple sign language, use braile writers, wheelchairs, walkers and crutches. The accessibility of classroom, bathrooms and drinking fountains has been investigated by students.

Also a volunteer outdoor education program has been going on for the past two years (including summer vacation) where learning disabled and regular education students have been taken one day and overnight nature study/recreational trips. These are also conducted in Spanish and English, with special consideration for the needs of the learning disabled students. These trips use public transportation so that low income families in the community can; 1) attend these trips and 2) make use of the East Bay Parks facilities on their own. In this way we have involved parents and the community. Issues of disability awareness that have been raised on these trips include, 1) How could a person in a wheelchair work in the garden of the farm we are visiting? and 2) Could we take this person hiking and camping with us?.

An educational program inside and outside the classroom with a lot of hands-on experiences, sensitivity to people who are different, and awareness of different learning styles and languages have made this a successful program. A beautiful example of this was one day when a blind woman was listening to the interpreter for a deaf man. The deaf man was showing the blind woman how to sign, moving her hands. The instructional assistant for the second grade class participating in the program was translating into Spanish and a learning disabled fourth grader was explaining how it felt to be brain damaged.

PROMISING PRACTICES

DESCRIPTION FORM

District Parlier Unified School District

Contact Person Tempa Riley

Address 900 Newmark Avenue Phone 646-2731

Parlier, CA 93648

Area(s) Specified Second language development/Staffing, staff development/ Parent and community involvement

The strength of the program in Parlier to deliver educational services to handicapped children who are limited English proficient lies in its staff of trained dedicated educators. The psychologist provides and exhibits leadership in the area of pupil personnel and special education. She assists school staff to understand children's behavior and the unique needs and unique strengths. Time is spent in encouraging all to seek the very best in young people and to maintain a positive approach to all students. The resource specialists, special day class teachers, speech therapists, and nurses are team members who work together with the psychologist and school administrators and regular classroom teachers to carry out an individual educational program that will assist the student to develop to potential. Doing the best one can is not good enough if the job of educating students is not accomplished. The team must go in the right direction, doing the right thing, using the appropriate materials, and making the right contacts, and generating interest in learning. Parents are a vital part of the educational process. They expect the school to assume leadership, to advise, and to carry out and educational program that is excellent. The team does not feel intimidated nor does it attempt to set the children apart, rather it accepts that the children in special education, in most cases, are considered to be regular students receiving all services they are entitled to. Then, over and above that, if they are learning handicapped they are entitled to receive services of a highly trained professional to remediate/ameliorate the learning handicap or to learn to by-pass the learning disability. Children who are learning handicapped who are limited English proficient are encouraged to learn and use English. Parents are given the option of bi-lingual education, but with the learning handicapped child the staff encourages the use of English as much as possible, especially those students who have an auditory deficit. The worth of the individual student is emphasized. Hopefully, parents and students receive this message and work with the staff to bring out the very best and to develop to full ability. The psychologist who directs the special education and the other team members have spent many years in the district. The director has been in the Parlier Unified School District for eighteen years and knows the families, which adds to the confidence the community has in the program.

PROMISING PRACTICES

DESCRIPTION FORM

District Riverside Unified School District

Contact Person Dr. Helen Jepson

Address 3380 14th Street Phone 714-788-7142

Riverside, CA 92501

Area(s) Specified Staffing, staff development/Continuum of services

Riverside Unified School District's Special Education Department has developed an ongoing program of staff development in the area of delivery of educational services to children who are limited English proficient (LEP). The staff development program began with a task force established to examine the needs of the district and to develop plans for inservice to all the schools within the district.

Operating under a PL 94-142 Mini Grant, the district contracted with three outside consultants to assist in providing support to the task force in designing and presenting a district-wide inservice and information handbook to Riverside staff members. Follow-up staff development and training sessions are taking place on a regular basis.

Staffing changes include reallocation of staff time of a school psychologist and two language speech and hearing specialists to provide assessment services to LEP students. In addition, one language speech and hearing specialists has been reassigned two days per week to provide designated instructional services in both language and academics for special education students whose primary language is Spanish. Specific areas of responsibility include:

A. Provide specific remedial instruction in the primary language (approximately 30 minutes/twice a week) to special education students.

B. Prepare remedial materials in the primary language.

C. Consult with both special and regular teacher in planning language remediation within the total education program.

D. Coordinate and monitor the work of bilingual volunteers or tutors along with classroom teacher.

E. Attend IEPT meetings as necessary.

F. Diagnostic assessment and monitoring of pupil progress.

G. Inservice regular and special education staff in screening and remedial techniques and procedures.

H. Establish and maintain working relationships with bilingual teachers and aides.

PROMISING PRACTICES
DESCRIPTION FORM

District San Bernardino County Schools Office

Contact Person Dolores Lenz

Address 201 North E Street Phone 383-2179

San Bernardino, CA 92415

Area(s) Specified Nonbiases assessment/bilingual assessment

The San Bernardino County Schools Office provides the services of a Hispanic psychologist totally fluent in Spanish and English to perform the psychological testing necessary before placement of Limited English Proficient students in special classes. Non-biased assessment is the goal. This is done on a minimal cost basis for big districts and at a no cost to direct service districts.

Follow-up with parents in the placement process is part of the service. This allows for total interaction, parental understanding, and parental approval before placement is done.

PROMISING PRACTICES
DESCRIPTION FORM

District San Diego Unified School District

Contact Person Daga Carritte

Address 4100 Normal Street - 3116 Phone 272-9023

San Diego, CA

Area(s) Specified Second language development/Nonbiased assessment/ bilingual assessment

The San Diego Unified School District's Severe Disorders of Language (SDL) program provides intensive services in English to students who have been determined to have normal intelligence with a significant delay in oral language abilities. In order to qualify for the SDL program, LEP students must demonstrate a significant delay in their primary language. A servere disorder in English is also evidenced.

Assessment of primary language skills is conducted by a certificated speech pathologist. Assessment includes interviews with parents, school staff and other appropriate persons as well as formal testing. When appropriately-normed tests are available, as in the case of some tests in Spanish, these are administered. Otherwise, direct testing is conducted through a structured interview format where universal aspects of language are observed and tested. Frequently the evaluating speech pathologist is not bilingual. In this instance, tests are administered by a trained interpreter under the supervision of the certificated speech pathologist.

Once a student has been assessed and is found to meet the criteria for an SDL special day class, an appropriate placement is made. All instruction is in English. Often there is assistance from a bilingual aide. Frequent contact is made with parents and regular IEP meetings are held annually with an interpreter. Success is very high in the program after one year. Pre and post standardized testing in English in receptive and expressive language and academics have shown marked improvement. Research which indicates that remediation in one language facilitates improvement in the other language, is reinforced in this program. Parents are reporting their children are demonstrating better articulation and more and better language in their primary language.

PRACTICES

DESCRIPTION FORM

District San Joaquin County Schools, Special Education Local Plan Area

Contact Person Rebecca R. Sapien

Address 6701 South Jack Tone Rd. Phone 209-466-5471

Stockton, CA 95205

Area(s) Specified Primary language development/Curriculum and instruction

Type of Class: Communicatively Handicapped/Bilingual - Holt School

Educational needs addressed:

This class is designed to meet the needs of communicatively handicapped second-language learners who are Spanish-dominant. The primary focus of the class is to provide a developmentally sound second-language acquisition program which will ensure a successful transition to a regular communicatively handicapped class.

The mission and goals of the class are as follows:

1. Equal educational opportunity shall be provided to communicatively handicapped individuals who are Spanish-dominant, second-language learners (primary level emphasis).

2. Special education with bilingual instruction shall be provided to any student within the San Joaquin County Consortium who has that need.

3. Students with bilingual education needs who are enrolled in a San Joaquin County Special Education Program will be provided with intensive instruction, designed to build skills necessary for successful transition to home district based programs (primary level).

Current age level of children: 6 - 12 years old

Types of materials used:

Curriculum selection is based on the degree to which the materials address: 1) the special communication needs of the students and, 2) the transitional focus of the class. Curriculum materials selected for the class will enhance the practice of state-of-the-art teaching strategies in primary and secondary language development and English language development materials which are designed to meet specific Individualized Education Program objectives.

Pre-Readiness Level - Bilingual Early Childhood Program is being utilized to enhance development of primary language skills in Spanish and acquisition of English as a second language.

Reading - Open Court Bilingual Foundation Program is being used. This program is amulti-sensory Spanish and English first-year language arts and reading program.

Language Arts - There is a language arts program for the native Spanish language speaker.

English-as-a-Second-Language - Quick Start to English is the adopted curriculum.

Mathematics - The Silver-Burdett Mathematics Program is being used. It uses cartoons and graphics to introduce new concepts. This enables the communicatively handicapped learner to acquire those concepts without the use of verbose instructions. Reciprocal programs in Spanish and English are used.

How these materials differ from regular classroom:

All curriculum programs used include bilingual flexibility. The Open Court Spanish Language Program provides a transition from Spanish to learning to read in English. The Silver-Burdett Mathematics Program is a strong language development program presented in both Spanish and English.

Types of teaching methods observed:

Classroom teaching methods have been adapted to meet the specific instructional needs of the communicatively handicapped/bilingual student. The class uses the alternate-day approach to bilingual instruction. Every other day all classroom activities except academic instruction are carried out in either Spanish or English.

How these differ from regular classroom:

The class utilizes a bilingual language mode for one-to-one correspondence and for small group instruction in all academic areas. English-as-a-second-language is an integral part of the curriculum. Articulation therapy is offered in the dominant language. Bilingual/bicultural activities are presented to develop self-concept and enhance cultural pride.

Classroom Teacher: Charlon Lewis
Teacher Aide: Glenda Esquival

Program Specialist: Rebecca R. Sapien
Director, Special Education Programs: Jacki Cottingim

Location: Holt Union Elementary School District
Holt Union Elementary School
1545 South Holt Road, Stockton 95206 - Telephone: 463-2590

PROMISING PRACTICES

DESCRIPTION FORM

District San Jose Unified School District

Contact Person Barbara Ellingson

Address 1605 Park Avenue Phone 408-998-6196

San Jose, CA 95126-2196

Area(s) Specified Administrative interface/structure/Continuum of services/ Nonbiased assessment/bilingual assessment

We at San Jose Unified School District are very proud of our Special Education program for Limited English Proficient students (SPEDLEP).

We are fortunate to have a coordinator for the program whose responsibility it is to perform many functions. Aside from supervising and resourcing the teachers, I place a high priority on articulating Special Education and the district's Bilingual Education program. This involves membership in district Bilingual Education committees and welcoming Bilingual Education representation on SPEDLEP committees. We hold monthly SPEDLEP Support Committee meetings. Membership is open to all who are interested in Special Education and Bilingual Education. We have all benefited from this opportunity to share information and to explore ideas.

Another advantage of having a person to coordinate the program is seen in my availability to share the details of SPEDLEP and consult with others interested in the administrative aspects of such a program. It is a very positive display of district support to see an administrative-level employee in an advocate position for special needs students who are limited English-proficient.

Our continuum of services presently encompasses preschool through 8th grade. It covers the spectrum of the Resource Specialist Program and Special Day Class. We have four Special Day Classes and three Resource Specialist Programs at six school sites. We intend to add a bilingual speech pathologist for school year 1983-84. The languages of instruction presently are English and Spanish. In addition, Portuguese, Chinese and Vietnamese language services are offered to a more limited degree. We are fortunate to have school personnel, resource specialists, and psychologists who are able to assess in English, Spanish and Portuguese.

PROMISING PRACTICES
DESCRIPTION FORM

District San Ysidro School District

Contact Person Sandra Pineda

Address 4350 Otay Mesa Road Phone 619-428-4476

San Ysidro, CA 92073

Area(s) Specified Nonbiased assessment/bilingual assessment/Curriculum and instruction/Parent and community involvement

San Ysidro School District is the southernmost California city, bordering on the U.S./Mexico International border. Approximately 80% of the parents in San Ysidro were born in Mexico. Often medical services and other related activities involve the other side of the border.

The San Ysidro School district serves a 96% minority group community which is Spanish speaking. Students entering the San Ysidro schools, separated from their families for the first time, are also faced with the additional trauma of adapting to a new culture and learning a new language. This has resulted in an intensification of the problem well above the national survey which indicates about 30% of all American children experience moderate to severe school adjustment problems.

A significant finding of the district's longitudinal study (nine years) shows a very high rate of family mobility. The district loses approximately 20% of its population during the first year of enrollment, approximately 60% after three years, and approximately 70% by the end of seven years.

San Diego County unemployment statistics reveal that San Ysidro has almost twice the county average of unemployed community members.

Due to the district's composition, San Ysidro has focused on the special considerations of the LEP student with exceptional needs. In San Ysidro each school has a process for taking referrals when students are experiencing school problems. This process is conducted through the Guidance Committee which has been in operation for over five years. This committee is responsible for all referrals, comprehensive assessment planning and assessment with the ability to use a vast bilingual resource to foster assessment without bias.

The Guidance Committee of the San Ysidro School District has been committed to identifying both emotional and academic problems in the younger child in their recognition that remediation is much more effective before each year's problems continue to build on the past. Since each committee is an integral part of their school, the Guidance Committee is able to provide services for all students, as well as curriculum follow-up support to mainstreaming teachers.

The majority of the staff at each Guidance committee are fully bilingual, allowing the IEP team meeting to be totally conducted in Spanish if the parent is unable to speak English. there are many more exemplary practices in San Ysidro, but the Guidance Committee function and parent participation at team meetings are the most notable.

PROMISING PRACTICES

DESCRIPTION FORM

District Tulare City School District

Contact Person Joan Wooters

Address 909 E. Cedar, Suite B Phone 209-688-2892

Tulare, CA 93274

Area(s) Specified Second language development/Curriculum and instruction

Oral Language Development is the basic structure enabling children to learn to listen, to speak, to read and to write. Language acquisition is developmental and is necessary for all children. The Tulare Follow Through Oral Language Development component is systematic and scheduled teaching of English using clearly defined techniques and strategies.

Language development is an integral part of cognitive development. Cognitive development and language development are interdependent and mutually supportive; each requires the other to integrate the stimuli of the five senses. Children need language to gain and to verbalize their understandings.

Children who enter school with a complex language structure based on rich experiences have "readiness" for learning. Children require "readiness" for learning if they enter school with a less adequate experiential background that was not accompanied by appropriate language models.

GOALS The goals of the Tulare Follow Through Oral Language Development Component are:

- To provide the child with the opportunity to acquire Standard English*, defined as the Language which the child will encounter in school through listening, speaking, reading and writing activities.
- To enable the child to verbalize concepts.
- To enable the child to communicate with adults and peers.
- To provide opportunities for the child to enhance his self-concept because of increased competency in the use of standard English.
- To provide the teacher with the techniques and strategies to teach oral language and to apply these teaching techniques to other areas of the curriculum.

To accomplish the primary goal of developing the child's oral language competency, specific oral language techniques and oral language management strategies are employed by the teacher.

* "Standard English - the English that with respect to spelling, grammar, pronunciation and vocabulary is substantially uniform though not devoid of regional differences, that is well established by usage in the formal and informal speech and writing of the educated and that is widely recognized as acceptable wherever English is spoken and understood -"
Webster's New Collegiate Dictionary, 1977 ed.

PROMISING PRACTICES

DESCRIPTION FORM

District Ventura Unified School District

Contact Person Noel Lacayo

Address 120 E. Santa Clara St. Phone 805-648-5391

Ventura, CA 93001

Area(s) Specified Administrative interface/structure/Nonbiased assessment/bilingual assessment

The departments of Special Education/Speech therapy/Migrant Education and Bilingual Education are interfaced. Whenever a child is referred because of educational matters and that child is Bilingual, the referred immediately goes to the Bilingual Specialist. If that person sees any problem, then the psychologist and speech therapist are brought into the case. We have a Bilingual person (Spanish) in each department. This cuts down on referrals that are made merely because of a Spanish surname. If the child is referred a second year in a row, then the psychologist is brought in directly to deal with the child and becomes the case manager at that time. This makes sure that no one slips through and will not receive the help that they need.

The question of tests are always an issue. We have had our staff go through extensive summer inservices given by the State Department of Education. We try and use the latest available measures. I sat in on the original committee which formed the guidelines for the State Department in this area. Once testing is accomplished, we meet with the School Appraisal Team to determine the least restrictive environment possible.

AUTHOR INDEX

PHASE THREE

Phase Three literature is annotated under the following seven categories:

1. First and Second Language Development
2. Cultural Considerations
3. Teacher Competencies and Staff Development
4. Administrative Interface and Collaboration
5. Nonbiased Assessment
6. Educational Placement and Programming
7. Parent Involvement

This alphabetical listing indicates the number(s) of the categories under which work(s) of the authors are annotated.