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ABSTRACT

This instructional module is part of a project to reform current school curricula, improve instructional services for handicapped and at-risk limited-English-proficient (LEP) and language minority students, and provide innovative leadership in higher education related to programs for LEP persons. The materials contained in the module are designed to help in training personnel to serve this population, and are intended for use by consultants providing in-service education to teachers and administrators. This module, the last in a series of five, aims to develop the collaborative abilities of transdisciplinary teams. Topics include: the process and structure of transdisciplinary teaming; establishing the need for transdisciplinary teams; proactive school organization; designing effective interventions; understanding the process and the roles of team members; and using interpreters and translators. Each section contains a series of critical points to be elaborated on by the consultant, suggested activities for participant involvement, and masters for handouts or transparencies. A list of references and resource materials is appended. (MSE)

ACKNOWLEDGEMENTS

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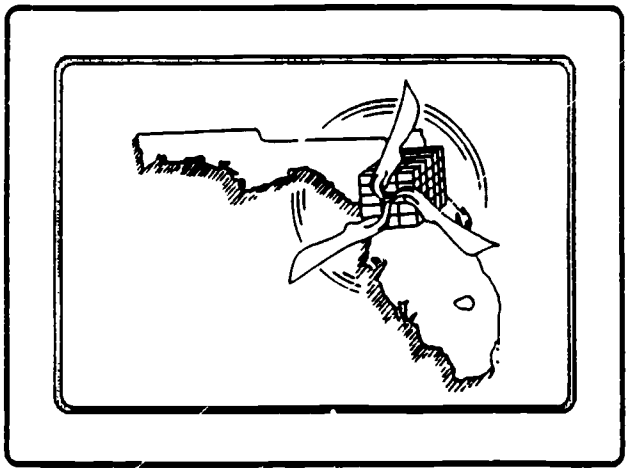
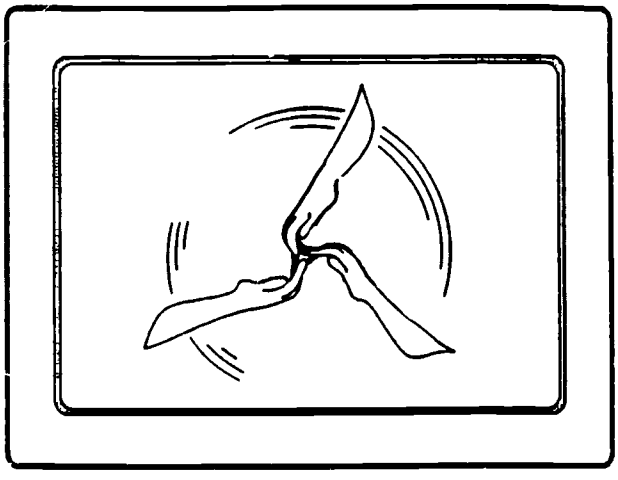
FOREWORD

The essential purposes guiding the development of the Collaboration and Reform project are (a) to **reform** current curricula, (b) to **improve** instructional services for handicapped and at-risk limited English proficient (LEP) students and language minority students, and (c) to provide **innovative** leadership in higher education programs related to programs for LEP persons. Over the past 10 years, the educational personnel training needs in Florida have changed for two reasons. *First*, as a result of high and sustained immigration, Florida has large and growing populations for whom English is not the native tongue. The state has the largest percentage of Hispanic foreign born in the nation and has the fourth largest LEP and non-English language background (NELB) populations in the country. An unknown number of these students are handicapped or at-risk of educational failure. *Second*, personnel training needs have changed due to recent population shifts. Few personnel have been prepared to work with students for whom English is not the only language and who are handicapped or at risk of educational failure. Small sporadic efforts have occurred to address these needs, but the question remains of how to make programs effective in meeting the needs of LEPs while at the same time adddressing the needs of mainstream students. It is clear that collaboration and reform is essential if the state is to ensure that the educational needs of the changing school populations are met. One of the major goals of the Collaboration and Reform project is to enable the University of Florida to increase its effectiveness in addressing these training needs. An important outcome of the project is the development of this series of five modules that will promote the achievement of this goal.

About the Logo...

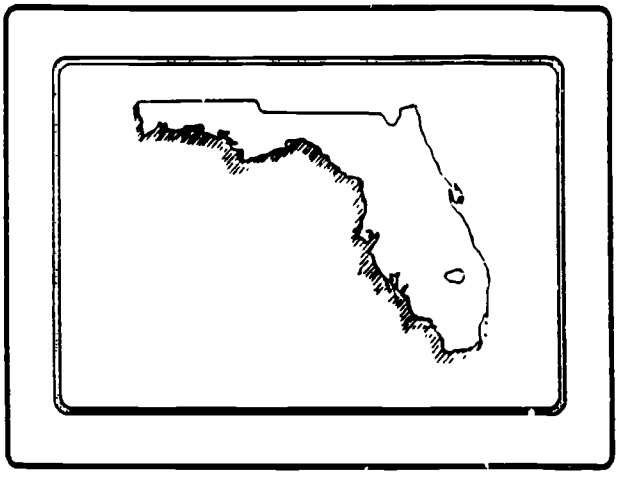


As a word has multiple interpretations representing multiple concepts, so may the Collaboration and Reform Project logo be viewed and interpreted from multiple perspectives. We invite the reader to view the symbols and generate personal interpretations.



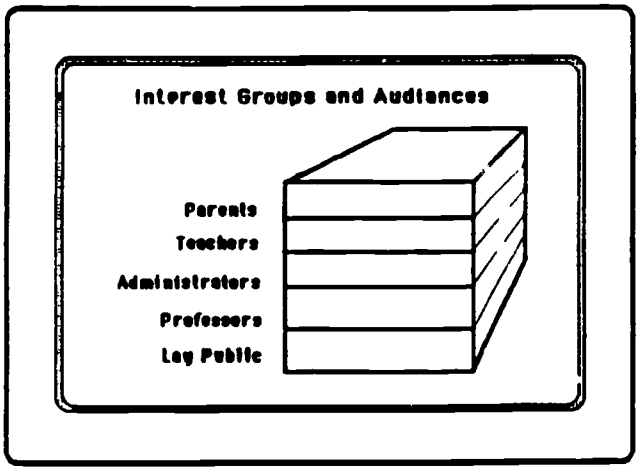
The hands as a propeller...

Hands are a universal symbol of humanity. The hands on the project logo symbolize the concepts of acceptance, protection, and support. The hands representing a propeller in motion may be seen as the evolving nature of the project. As the needs of growing student populations change, so must the concepts of creativity, innovation, and appropriateness in developing and implementing solutions to meet those needs.



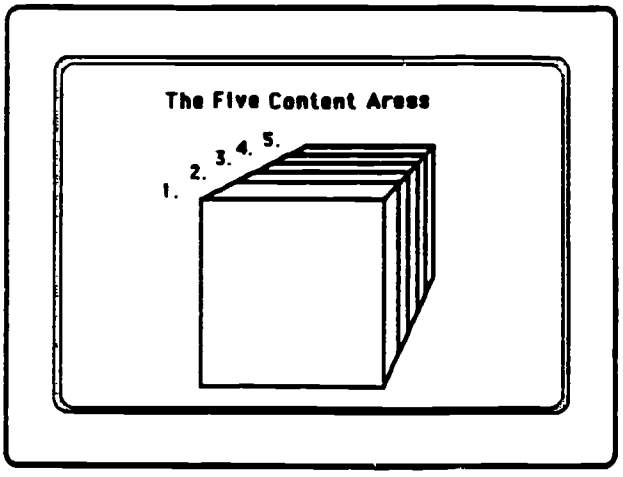
The map of Florida...

Superimposing the symbols of the hands and the cube on a map of Florida symbolizes the statewide scope of the project. Inherent is the development and facilitation of collaboration and communication across the state, as well as beyond the state boundaries.



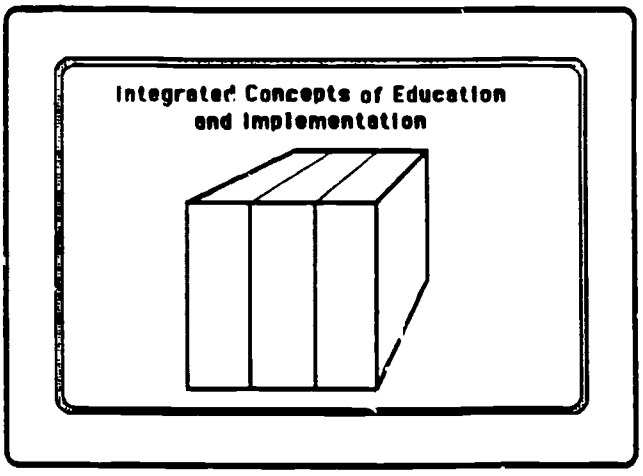
The cube and its first dimension...

The cube is representative of a multidimensional approach to achieving the objectives of the project. One dimension of the cube focuses on the varied interest groups and audiences who share a concern for handicapped and at-risk limited English proficient and language minority populations.



A second dimension of the cube...

A second dimension of the cube addresses specific issues that are critical to the education of language minority populations. To address these issues, the Collaboration and Reform Project has compiled, developed, and field-tested the following five modules: Foundations of Multicultural Education, Second Language Development and Instruction, Language Assessment, Working with Parents, and Transdisciplinary Teaming.



A third dimension of the cube...

A third dimension of the cube represents the integration of the two concepts of education to increase awareness of the needs of the target populations and their families, and implementation of strategies to meet those needs. Because of this project's emphasis on individual accountability, leadership development to accomplish these concepts is also addressed.

MODULES IN THIS SERIES

Module 1, **Foundations of Multicultural Education**, includes key concepts which address the challenge of educating multicultural, multilingual students. Topics include a history of immigration; population changes; predictions for the future; laws and litigation related to civil rights, bilingual/ESOL education and special education; understanding cultural and linguistic differences; learning styles; and educational resources.

Module 2, **Language Assessment**, provides guidelines for the assessment of student language development. Emphasis is placed on developing specifically defined assessment environments that promote student-environment interaction in order to elicit language in context. Included are procedures for eliciting, analyzing, and interpreting language samples, and forming hypotheses which are useful in planning curriculum and learning strategies that meet the needs of non-English language background students with special needs.

Module 3, **Second Language Development and Instruction**, provides an overview of the actual language development of handicapped and at-risk limited English proficient and language minority students and offers field-tested resources and suggestions for developing the English language proficiency of such students.

Module 4, **Working with Parents**, addresses such issues as dealing with the importance of parent-school collaboration, understanding the attitudes and beliefs of non-English language background (NELB) parents and students, assessing the needs of NELB families, establishing effective communication with parents in multicultural settings and developing plans for parent involvement and for strong school-community relationships.

Module 5, **Transdisciplinary Teaming**, emphasizes that the concerted collaborative efforts of transdisciplinary team members can effectively impact handicapped and at-risk LEP students. Topics include: the process and structure of transdisciplinary teaming; establishing the need for transdisciplinary teams; proactive school organization; designing effective interventions; understanding the process and the roles of transdisciplinary team members and using interpreters and translators.

ORIENTATION TO THE MODULES

The modules are designed for use by consultants who provide inservice education to teachers and administrators. A comprehensive table of contents is provided so that consultants may select specific topics relevant to their needs. Each section includes a series of critical points to be elaborated upon by the consultant, suggested activities for partici ant involvement, as well as items formatted for use as transparencies or handouts. (Note that these items are coded "T" or "H" in the table of contents). A list of references and resource materials is located at the end of each module for consultants who wish to provide further training or more information in a given area.

Module 5: Transdisciplinary Teaming

Table of Contents

TRANSDISCIPLINARY TEAMING

Overview of the Module

This is the last of a five part series of materials designed to provide assistance to those working with limited English proficient (LEP) and non-English language background (NELB) students who may be handicapped or at-risk of educational failure. The first four modules were designed to assist participants in developing an information base and specific skills. This last module is intended to assist in the integration and utilization of this information by a cohesive unit of professionals, all working together to effectively meet the needs of currents students and to establish effective schools for the future.

Section **5.1** provides information defining the transdisciplinary team. The idea of sharing resources as well as supporting the collaborative effort is emphasized. The team is often seen as consisting of educational professionals, with the focus on the students. However, as the team develops, the focus can shift. Suggestions are offered for continuing the focus on child centered actions and outcomes. The process of determining specific instructional needs is also discussed. Student information to be collected is presented. Policy and legislation supporting the development of transdisciplinary teams is reviewed.

Section **5.2** provides information for assessing the current functioning of transdisciplinary teams, and developing effective plans for increasing specific skills as well as overall collaborative efforts.

Section **5.3** addresses the need for proactive organization, which provides appropriate services to all students and anticipates the needs of groups of students, rather than waiting for individual students to be singled out for special education or remedial services.

Section **5.4** examines types of modifications which can be made to meet specific group and individual needs. The roles of team members are discussed in terms of prior experience and training as well as current contributions. The need for additional training is also considered within the scope of each team members' role and the needs of students and families to be served.

Section **5.6** is designed to assist schools in training and using interpreters and translators. Because they will play an increasingly important role in the assessment and instruction processes, interpreters and translators are becoming a part of the team. Ways to utilize their contributions and to provide them with training are discussed in depth here.

5.1 WHAT IS A TRANSDISCIPLINARY TEAM?

5.1.1 What is the Purpose of the Transdisciplinary Team?

The focus of this section is to establish the purposes of transdisciplinary teams. These teams have been called different names and have differing responsibilities in different states. This section provides a general overview of the idea of developing groups of people who not only identify and certify handicapped children, but whose goal is to assist schools in becoming more responsive to the needs of culturally and linguistically diverse students in general, and to develop effective programs for all students. The development of effective special education programs becomes an integral part of the general goal, as well as an area of specific emphasis

CRITICAL POINTS

- There are multiple reasons for having multidisciplinary teams besides certifying that students are handicapped. Participants of this training should have a clear idea of what these reasons are.

- There are specific activities and an overall process of organization that enables both students and school personnel to experience success. It starts with organized sharing. That's what this module is all about..

ACTIVITIES

- Let the group generate reasons for having a team. Write them down on a clean overhead. Compare the group list with the information on the following page **(5.1.1.T.1)**. Have the group discuss which may be primary or critical reasons and which may be secondary, supporting reasons. At this point it may be most appropriate to speak in generalities rather than specifics of a particular school or district.

- Suggest that there are a variety of ways to organize teams. This organization varies by school settings and district and state policies. Suggest that the teachers and support personnel are obviously involved. There are other considerations. On an overhead list: students, home, administrators, resources and environmental factors. Have participants suggest ways that these impact on the team and the school. On separate overheads have participants brainstorm ways of increasing collaboration and cooperation as well as difficulties in implementing collaborative strategies **(5.1.1.T.2.A.-G)**. When this is completed, provide the handout on **SHARE (5.1.1.H.1)** as a suggestion for increasing collaboration. Conclude with the idea that an atmosphere of collaboration and cooperation is essential for developing an effective transdisciplinary team.

PURPOSES FOR TRANSDISCIPLINARY TEAMS

With Respect to
Non-English Language Background Students
(5.1.1.T.1)

For specific students, the team can:

- determine if students require special education services
- determine appropriate instructional placements for students
- determine how individual student's academic and social needs can best be met.

For groups of students with the same non-English language:

- examine the achievement by cohorts to determine if students' overall success rate is within age appropriate expectations
- determine if there are specific educational needs within the cohort, which can be met through modification in the overall instructional process.

For cohorts with low academic success or other indicators of negative achievement, the team can address a variety of factors affecting student performance, including:

- the curriculum
- instructional formats and settings
- degree of rapport between teacher and student
- differences in cultural or social expectations of students and school
- students' prior knowledge and experiences
- personnel preparation in meeting students' needs
- family and community participation.

WAYS OF INCREASING COLLABORATION AND COOPERATION

(5.1.1.T.2.A)

Students

Home

Administrators

Resources

Environment

DIFFICULTIES IN IMPLEMENTING COLLABORATIVE STRATEGIES

(5.1.1.T.2.B)

Students

Home

Administrators

Resources

Environment

A COLLABORATIVE MODEL FOR EFFECTIVE SCHOOLING: SHARE

(5.1.1.T.2.C)

Students

- Tutoring and helping each other
- Assuming responsibilities for discipline, such as identification of students in need of special assistance, supervising the cafeteria, "clean" patrol
- Discussing openly concerns and interests
- Others:

A COLLABORATIVE MODEL FOR EFFECTIVE SCHOOLING: SHARE

(5.1.1.T.2.D)

Home

- **Providing information and support, such as becoming:**
  ***assistants in schools**
  ***co-educators**
  ***role models and trainers for other parents**
  ***cultural and linguistic informants**
- **Working to make the school the place they would like it to be**
- **Others:**

A COLLABORATIVE MODEL FOR EFFECTIVE SCHOOLING: SHARE

(5.1.1.T.?.E)

Administrators

- Bringing together teachers + principals + counselors + school psychologists + other support personnel
- Sharing governance
- Planning and implementing curriculum development and change
- Articulating perspectives of students, teachers, parents and the community
- Providing leadership and support within an educational context
- Valuing differences and supporting innovations
- Others:

A COLLABORATIVE MODEL FOR EFFECTIVE SCHOOLING: SHARE

(5.1.1.T.2.F)

Resources

- Selecting and using appropriate books and materials
- Utilizing community support
- Organizing information and materials for easy access
- Others:

A COLLABORATIVE MODEL FOR EFFECTIVE SCHOOLING: SHARE

(5.1.1.T.2.G)

Environment

- Adjusting instructional formats to meet individual needs
- Matching the intensity of instruction with individual requirements
- Creating supportive and accepting learning opportunities
- Allowing order and discipline to empower and promote responsibility within the classroom and throughout the campus.
- Others:

A COLLABORATIVE MODEL FOR EFFECTIVE SCHOOLING: SHARE

(5.1.1.H.1)

Students

- Tutoring and helping each other
- Responsibilities for discipline such as identification of students in need of special assistance, supervising the cafeteria, "clean" patrol
- Discussing openly concerns and interests

Home

- Providing information and support, such as becoming:
  *assistants in schools;
  *co-educators;
  *role models and trainers for other parents;
  *cultural and linguistic informants;
- Working to make the school the place they would like it to be

Administrators

- Bringing together teachers + principals + counselors + school psychologists + other support personnel
- Sharing governance
- Planning and implementing curriculum development and change
- Articulating perspectives of students, teachers, parents and the community
- Providing leadership and support within an educational context
- Valuing differences and supporting innovations

Resources

- Selecting and using appropriate books and materials
- Utilizing community support
- Organizing information and materials for easy access

Environment

- Adjusting instructional formats to meet individual needs
- Matching the intensity of instruction with individual requirements
- Creating supportive and accepting learning opportunities
- Providing individual personal attention to each and every student
- Allowing order and discipline to empower and promote responsibility within the classroom and throughout the campus

5.1 WHAT IS A TRANSDISCIPLINARY TEAM?

5.1.2 Who Makes Up the Transdisciplinary Team?

This section examines the development of a team approach to both instruction and assessment

CRITICAL POINTS

- The typical transdisciplinary team **(5.1.2.T.1)** consists of specific instructional and support professionals, such as the school psychologist, the speech and language specialist, the regular classroom teacher, and the special education teacher. Authority for this team rests with the principal who either participates or designates a representative (a guidance counselor, a curriculum resource teacher, or a staffing specialist) to head the team. Team leadership and composition will vary by district and state. Each team member contributes specific, discrete responsibilities to the team, and all members focus on the individual student. This individualistic focus often addresses a student's limitations rather than the instructional and social needs of groups of students with similar needs. Consequently, there are parts of the data base which cannot be accessed by using this traditional transdisciplinary team approach.

- 92% of all team referrals are processed for formal testing, and 75% of these are placed in special education **Algozzine, B., Christenson, S., & Ysseldyke, J. (1982). Probabilities associated with the referral to placement process.** Teacher Education and Special Education, 5 **19-23.** When students are limited in English proficiency, school districts have additional specific responsibilities in the referral, assessment, and placement process. These responsibilities **(5.1.2.T.2)** include:
  - + instructional interventions that address language and cultural needs in the regular classroom (Jose P. decision);
  - + native language assessment (PL 94-142);
  - + participation of native language personnel on the team (Jose P. decision);
  - + an understanding of the concept of special education (PL94-142).

- Organizing and maintaining a team which is able to address all these additional requirements is not easy. However, it is important that persons who understand the students' language and culture be involved in addressing students' needs. Frequently community members can be trained and involved as interpreters and informants. These members may not understand the concepts or issues involved in the assessment instruction process. Their involvement may appear to be

counterproductive to the matters at hand. **Fradd , S.H. & Vega., J.E. (1987). Legal Considerations. In S. H. Fradd & W. J. Tikunoff (Eds.) Bilingual and bilingual special education: A guide for administrators. (pp. 45-74). Boston: Little, Brown & Company.**

- Transparency **(5.1.2.T.3)** illustrates that many people (volunteers and student peers as well as family and community members) can be involved in the evolution of the teaming process. Each person brings new insights into the needs of LEP students and strategies for meeting these needs. Sometimes the focus of the team may shift from the student to the adults. Some of the adults may even question procedures and may appear to be obstacles instead of facilitators in the information gathering process. All of these people require training and orientation to the educational process so that they may participate fully on the team.. While including these participants can be time-consuming, it can also add a productive, positive force to the overall school program, especially when participation is dynamic and interactive.

- It is not necessary for all team members to attend all meetings. It is important to define participants' roles, to provide ways in which they can effectively contribute, and to recognize and reward the effort which contributors make.

- As the teaming process evolves, the needs of students once again assume the central focus **(5.1.2.T.4).** Whoever leads the group (and this may vary from one session to the next), must develop skill in directing and redirecting the energies and talents within the group toward meeting the needs of the students. This may mean allowing or encouraging the focus to fluctuate between the needs of individual students and cohorts of students with similar language and cultural backgrounds.

ACTIVITIES

- After presenting **(5.1.2.T.1)**, have groups of participants list the titles of professionals who compose the team(s) in their own school or district, and specify the responsibilities each person has as a team member. Then, compare and consolidate group findings.

- After presenting **(5.1.2.T.3),** have participants discuss some of their experiences with non-English language background personnel on teams. Be sure to emphasize both the importance of involving these persons in terms of their contributions to the educational process and the information they can convey back to the community, and the need for training these persons.

- Encourage participants to think of effective ways to increase the participation of non-English language background adults within the school.

- Brainstorm ways to locate these personnel and identify specific contributions they might make. Make sure these ideas are recorded and shared.

- Have participants outline the type of training needed to enable new participants to effectively participate on the team or within the school in general.

- Determine how the participants feel about having community participants and students serve as interpreters and cultural informants. What are their specific concerns? Is this type of participation viewed as a part of the development of the democratic process? Are there any ways that attitudes can be modified?

TRANSDISCIPLINARY TEAM MEMBERS

(5.1.2.T.1)

ADDITIONAL RESPONSIBILITIES SCHOOL DISTRICTS HAVE IN THE REFERRAL, ASSESSMENT, AND PLACEMENT OF LIMITED ENGLISH PROFICIENT STUDENTS

(5.1.2.T.2)

- Instructional interventions that address language and cultural needs in the regular classroom.
- Native language assessment (PL94-142).
- Participation of native language personnel on the team (José P. decision).
- An understanding of the concept of special education (PL 94-142).

TRANSDISCIPLINARY TEAM MEMBERS

(5.1.2.T.3)

TRANSDISCIPLINARY TEAM MEMBERS

(5.1.2.T.4)

5.1 WHAT IS A TRANSDISCIPLINARY TEAM?

5.1.3 Appropriate Practices

CRITICAL POINT

At each point in the instruction, assessment, and placement process, the roles of team members change. The types of information collected and discussed differ. Individual members may make different types of contributions depending on their background, expertise and other factors. It is important to recognize the process and then begin to define the roles which each member of the team will assume.

- Show the process as a whole, with each of the major categories from effective instruction to evaluation **(5.1.3.T.1).** What happens in each category depends on the skill and insight of the team members. Suggestions are offered for the development of specific checkpoints and activities within the process.

ACTIVITIES

- Have participants review referral process and make modifications and additions. List other practices appropriate for their schools and school districts, to replace the term "other" in each category of the transparency. Use the handout **(5.1.3.H.1)** to follow up the activity. Be sure to identify and record participants' suggestions for other activities for each category.

- Using the transparencies **(5.1.3.T.1-6),** have participants review the process of identifying students with special educational needs, the activities listed and list roles of team members in their district or school. Once this has been completed, organize this information by professional group in order to develop a list of activities for which each professional group is responsible. Discuss how the roles of some of the persons may overlap. Is there consensus on the roles of each team member? Have the participants identify the contributions of the non-English language personnel. Are these contributions that are traditionally valued within the system? Do some team members have roles that have higher status than others? Does the status of the role have an effect on how decisions are made? (These legal mandates are found in PL 94-142, PL 99-457, the Jose P case and other federal decisions) **Fradd, S. H. & Vega, J. E. (1987). Legal Considerations. In S. H. Fradd & W. J. Tikunoff (Eds.), Bilingual and bilingual special education: A guide for administrators. Boston: Little, Brown & Co.**

APPROPRIATE PRACTICES IN MEETING THE NEEDS OF NELB STUDENTS SUSPECTED OF HAVING HANDICAPPING CONDITIONS

(5.1.3.T.1)

- **Effective instructional interventions**
  -
  -
  -
- **Referral for assessment**
  -
  -
  -
- **Assessment**
  -
  -
  -
- **Placement decision-making**
  -
  -
  -
- **Instructional planning**
  -
  -
  -
- **Achievement review**
  -
  -
  -

APPROPRIATE PRACTICES IN MEETING THE NEEDS OF NELB STUDENTS SUSPECTED OF HAVING HANDICAPPING CONDITIONS
(5.1.3.T.2)

INSTRUCTIONAL INTERVENTIONS

- Background information on the student has been collected and is available to teachers
- Use of the student's non-English language, as well as English, is included in instruction and interactions
- Instructional personnel are well informed about specific cultural differences of the
- Student home culture information is infused into, lesson plans and instructional settings
- Comparison is made of the student's performance across settings and with other language peers
- Meetings are held with the family to understand the student's needs, interests, and performance at home
- Meetings are held with cultural informants to understand the student's needs as viewed by members of the language and culture community
- Other

APPROPRIATE PRACTICES IN MEETING THE NEEDS OF NELB STUDENTS SUSPECTED OF HAVING HANDICAPPING CONDITIONS
(5.1.3.T.3)

REFERRAL FOR ASSESSMENT

- Cultural informants are included in assessment plans and processes.
- Parental are notified and involved (in non-English language).
- Personnel are trained in NELB family involvement.
- Practices and procedures have been reviewed by non-English language background community members to ensure cultural sensitivity and appropriateness.
- Other

APPROPRIATE PRACTICES IN MEETING THE NEEDS OF NELB STUDENTS SUSPECTED OF HAVING HANDICAPPING CONDITIONS
(5.1.3.T.4)

ASSESSMENT

- Assessment personnel are well trained in both formal and informal procedures.
- Interpreters and translators are trained in both using generalized and specific assessment tasks.
- Assessment personnel are trained in use of interpreters and interpreters.
- Use of bilingual/ bicultural professionals continues to be a priority.
- Training continues to be a priority for all assessment personnel.
- Assessment personnel understand the influence of language and culture on school performance, and are sensitive to conducting the assessment process to minimize bias.
- Other

APPROPRIATE PRACTICES IN MEETING THE NEEDS OF NELB STUDENTS SUSPECTED OF HAVING HANDICAPPING CONDITIONS
(5.1.3.T.5)

PLACEMENT DECISION-MAKING

- Results are available in English and non-English for the family and the team.
- Bilingual/bicultural personnel are included in the decision-making process.
- Consideration is given to the non-English language and cultural needs in planning and implementing instruction.
- Family is informed and involved.
- An evaluation plan for monitoring academic progress is developed to include clear expectations for academic achievement and for social skill development.
- Other

APPROPRIATE PRACTICES IN MEETING THE NEEDS OF NELB STUDENTS SUSPECTED OF HAVING HANDICAPPING CONDITIONS
(5.1.3.T.6)

INSTRUCTIONAL PLANNING

- The non-English language and culture are appropriately utilized in academic instruction and social skill development
- Plans take into consideration the recommendations of multicultural informants and families, as well as already available programs.
- Procedures in place for monitoring student progress and adjusting instruction to meet students' needs are emphasized.
- Other

APPROPRIATE PRACTICES IN MEETING THE NEEDS OF NELB STUDENTS SUSPECTED OF HAVING HANDICAPPING CONDITIONS
(5.1.3.T.7)

ACHIEVEMENT REVIEW

- An evaluation plan is included.
- Progress is measured in both academic instruction and social skill development.
- Family is involved.
- Other

APPROPRIATE PRACTICES IN MEETING THE NEEDS OF NELB STUDENTS SUSPECTED OF HAVING HANDICAPPING CONDITIONS
(5.1.3.H.1.A)

INSTRUCTIONAL INTERVENTIONS
- Background information on the student has been collected and is available to teachers
- Use of the student's non-English language, as well as English, is included in instruction and interactions
- Instructional personnel are well informed about specific cultural differences of the
- Student home culture information is infused into, lesson plans and instructional settings
- Comparison is made of the student's performance across settings and with other language peers
- Meetings are held with the family to understand the student's needs, interests, and performance at home
- Meetings are held with cultural informants to understand the student's needs as viewed by members of the language and culture community
- Other

REFERRAL FOR ASSESSMENT
- Cultural informants are included in assessment plans and processes.
- Parental are notified and involved (in non-English language).
- Personnel are trained in NELB family involvement.
- Practices and procedures have been reviewed by non-English language background community members to ensure cultural sensitivity and appropriateness.
- Other

ASSESSMENT
- Assessment personnel are well trained in both formal and informal procedures.
- Interpreters and translators are trained in both using generalized and specific assessment tasks.
- Assessment personnel are trained in use of interpreters and interpreters.
- Use of bilingual/ bicultural professionals continues to be a priority.
- Training continues to be a priority for all assessment personnel.
- Assessment personnel understand the influence of language and culture on school performance, and are sensitive to conducting the assessment process to minimize bias.
- Other

(5.1.3.H.1.B)

PLACEMENT DECISION-MAKING

- Results are available in English and non-English for the family and the team.
- Bilingual/bicultural personnel are included in the decision-making process.
- Consideration is given to the non-English language and cultural needs in planning and implementing instruction.
- Family is informed and involved.
- An evaluation plan for monitoring academic progress is developed to include clear expectations for academic achievement and for social skill development.
- Other

INSTRUCTIONAL PLANNING

- The non-English language and culture are appropriately utilized in academic instruction and social skill development
- Plans take into consideration the recommendations of multicultural informants and families, as well as already available programs.
- Procedures in place for monitoring student progress and adjusting instruction to meet students' needs are emphasized.
- Other

ACHIEVEMENT REVIEW

- An evaluation plan is included.
- Progress is measured in both academic instruction and social skill development.
- Family is involved.
- Other

5.1 WHAT IS A TRANSDISCIPLINARY TEAM?

5.1.4 Collecting Background Information

CRITICAL POINTS

There is a great deal of information which can assist personnel working with the students to understand the students' needs and prior experiences. Collecting background information is important in understanding the student. Some background information can be collected by the person responsible for enrolling the student. Some information can best be collected by trained native speakers. In collecting this information, the school's role must be kept clearly in mind. The school district is responsible for educating all school age students. School districts are not agents of the Department of Immigration and Naturalization. The school's responsibility is to provide appropriate instruction, not to enforce immigration law. (Reasons for collecting student background information will be discussed in the next section.)

- Frequently, teachers know very little about their newly arrived non-English background students. Teachers who don't have this information may make assumptions about the students that are not accurate. These assumptions may get in the way of effective instructional practices.

ACTIVITIES

- Have participants suggest the kinds of background information they think it is necessary to collect in preparation for a transdisciplinary team meeting. Record these suggestions on **(5.1.4.T&H.1)**.

- Provide the group with the prepared summary of information to be collected **(5.1.4.T&H.2.A&B)**.. Then compare the participants' suggestions with the information contained on the summary

SUGGESTIONS FOR BACKGROUND INFORMATION TO BE COLLECTED

(5.1.4.T&H.1)

Participants' suggestions for general and specific information:

(Continue on a blank transparency if necessary.)

IMPORTANT BACKGROUND INFORMATION TO BE COLLECTED

(5.1.4.T&H.2.A)

Student name:_____

Family name:_____

Persons collecting information:_____

_____

Dates information collected:_____

Place of birth:_____

If outside the U.S., date of arrival in U.S.:_____.

Age of arrival in U.S _____
in state _____
in school district _____

Please note: The rest of the information should be carefully collected by a trained native speaker.

Length of expected stay in U.S._____

Is there a pattern of return migration back and forth between two different language/cultural environments?
No _____ Yes _If yes, document and describe:

_____

_____

School attendance in district:
Number of days enrolled this school year: _____
Number of days attended this school year: _____
Number of days absent this school year: _____
% of days attended (school): _____
% of days attended (district): _____

(5.1.4.T&H.2.B)

Prior Schooling:
Number of days enrolled in previous school:__
Number of days attended at previous school:__
Number of days absent at previous school: _____
% of days attended: _____

Previous Performance:
School achievement, list and describe _____

_____

_____

_____

Does the student bring any records of performance in previous schools or country?
No _____ Yes _____ If yes, document and describe.

_____

_____

_____

If no, determine from the family their perceptions of the student's performance: _____

_____

_____

Family Information:
In what fields are family members currently employed?

_____

_____

What was their employment in previous setting?___

_____

_____

Reason for entering current school district _____

_____

_____

Reason for leaving other language setting _____

_____

5.1 WHAT IS A TRANSDISCIPLINARY TEAM?

5.1.5 Reasons for Collecting Background Information

CRITICAL POINTS

- This section is closely linked t the previous one. The availability and use of student data is critical to the development and implementation of effective programs. There are a number of reasons for collecting student background information **(5.1.5.T&H.1)**. Emphasize that students who come from similar geographical regions or who speak the same language may have unique difficulties getting along because of differences in culture or expectations which they have learned from their environment. Requiring them to sit together or work on a task collaboratively may create anxiety, or even hostility. Other students may enjoy and seek out students from the same language for support. Enabling them to work together may create many opportunities for learning and success. Only by understanding students' background can appropriate decisions be made.

- An additional reason for collecting background data is to determine students' prior educational experiences. Many have not been in school for an extended period of time. These students will require a great deal of time and much positive reinforcement in order to learn to function successfully in the U.S. school setting. They may require many explanations and examples of the school rules. They may need to begin instruction at the readiness or preprimer level, even though they may be 11 or 15 years of age. The material they will require must be age and sex appropriate.

- Some students arrive at school after having fled war-like conditions. They may have seen family members brutalized and may have been victims of brutality themselves. Some may have been taught to hate people from the U.S. and may feel frightened or guilty about being here. They may require psychological support as well as appropriate instruction. **National Coalition of Advocates for Students. (1988). New voices: Immigrant students in the U.S. public schools. Boston: Author. Olsen, L. (1988). Crossing the schoolhouse border: Immigrant students and the California public schools. Boston: National Coalition of Advocates for Students.**

ACTIVITY

- Encourage participants to list **(5.1.5.T&H.2)** where they would obtain personnel who could collect this information. Is all the information to be collected by the same person?

REASONS FOR COLLECTING BACKGROUND DATA

(5.1.5.T&H.1)

To determine the language and cultural background of the student, to be used for:

- recognizing immigration patterns within the school district and state and to prepare to meet specific cohorts of students;
- grouping students by cohort, with language and cultural peers;
- preparing native English-speaking peers to work with newly arrived students;
- recognizing that some students may be reluctant to work within specific groups or settings, and
- preparing settings where students will be most comfortable and successful.

To determine prior school experience and educational level in order to:

- organize instructional materials and strategies to meet students' needs;
- hold appropriate expectations for educational progress;
- establish patterns of success or of specific need so that students can be provided with the support and the stimulation needed to promote and maintain success.

To determine students' needs and prepare personnel to work with students in both regular education and special education settings.

PERSONNEL WHO WILL COLLECT BACKGROUND INFORMATION

(5.1.5.T&H.2)

Background information to be collected	Personnel who will collect the information
	(Personnel may vary between situations and languages.)
•Language and cultural background of the student	-_____ -_____
•Family history	-_____ -_____
•Prior school experience and educational level	-_____ -_____

5.1 WHAT IS A TRANSDISCIPLINARY TEAM?

5.1.6 Federal Law as a Basis for Transdisciplinary Teams

The purpose of this section is to provide participants with an understanding of the legal underpinnings of effective practices. Much of the terminology used in this legislation takes on a new meaning when the concept of a different language and culture is considered.

CRITICAL POINTS

- Transdisciplinary teams are a good idea, not only because they promote collaboration and communication, but also because they are supported by federal statutes as a way to insure that procedural safeguards are in place for students and families.

- Review the transparencies indicating the fact that the basic transdisciplinary teaming concepts and procedures are written in federal law. The need for using transdisciplinary teaming as a strategy for problem solving at the school level is substantiated from both legal and logical perspectives. Transdisciplinary teaming as an approach to child study is legally mandated once the student has been referred for evaluation for special education services. Public Law 94-142 provides specific information of both instructional and support services **(5.1.6.T.1.A-G)** and **(5.1.6.H.1.A&B)**.

  These include:
  (a) The purpose of the Education for All Handicapped Children Act of 1975. (P.L. 94-142).
  (b) Definition of the terms
    1. special education
    2. related services
    3. free appropriate public education
    4. individualized education program
    5. notice language
    6. procedures for limiting bias in assessment

- Transdisciplinary teaming dealing with culturally and linguistically diverse students must take into consideration both the laws and the litigation establishing legal precedents for both special education and education of students with diverse language backgrounds. This information is found in P.L. 100-297, the most recent Bilingual Education Act of 1988 **(5.1.6.T.2.A-E)** and **(5.1.6.H.2.A-B)**.

- On the teams, the participation of specialists with many areas of expertise insures that all relevant aspects of the students' functioning and their needs are evaluated appropriately. In addition, professionals and parents who view the students' academic and social behaviors from different perspectives are provided with opportunities to meet, to discuss, and to analyze the data available on the student and to collaborate on an instructional plan. Transdisciplinary teaming discourages placements from being the result of a decision by one person, or performance on one test, or from one perspective.

ACTIVITY

- Discuss the laws which support transdisciplinary teaming. Be sure the participants have the legislation handouts. **(5.1.6.H.2.A&B)**.

- Have participants summarize the legal information as it relates to their schools and districts.

THE PURPOSE OF THE EDUCATION OF ALL HANDICAPPED CHILDREN ACT OF 1975, P.L.94-142

(5.1.6.T.1.A)

Section 3(a)(c)

"It is the purpose of this Act to assure that all handicapped children have available to them, within the time periods specified in section 612 (2)(B), a free appropriate public education which emphasizes special education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents or guardians are protected, to assist States and localities to provide for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children."

THE DEFINITION OF "SPECIAL EDUCATION" ACCORDING TO THE EDUCATION OF ALL HANDICAPPED CHILDREN ACT OF 1975, P.L.94-142

(5.1.6.T.1.B)

Section 4(a)(4)

"(16) The term 'special education' means specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions."

THE DEFINITION OF "RELATED SERVICES" ACCORDING TO THE EDUCATION OF ALL HANDICAPPED CHILDREN ACT OF 1975, P.L.94-142

(5.1.6.T.1.C)

Section 4(a)(4)

"(17) The term 'related services' means transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and includes the early identification and assessment of handicapping conditions in children."

THE DEFINITION OF "FREE APPROPRIATE PUBLIC EDUCATION" ACCORDING TO THE EDUCATION OF ALL HANDICAPPED CHILDREN ACT OF 1975, P.L.94-142

(5.1.6.T.1.D)

Section 4(a)(4)

"The term 'free appropriate public education' means special education and related services which (A) have been provided at public expense, under public supervision and direction, and without charge, (B) meet the standards of the State educational agency,
(C) include an appropriate preschool, elementary, or secondary school education in the State involved, and (D) are provided in conformity with the individualized education program required under section 614(a)(5)."

THE DEFINITION OF "INDIVIDUALIZED EDUCATION PROGRAM" ACCORDING TO THE EDUCATION OF ALL HANDICAPPED CHILDREN ACT OF 1975, P.L.94-142

(5.1.6.T.1.E)

Section 4(a)(4)

"The term 'individualized education program' means a written statement for each handicapped child developed in any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and, whenever appropriate, such child, which statement shall include
(A) a statement of the present level of educational performance of such child, (B) a statement of annual goals, including short-term instructional objectives,
(C) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs,
(D) the projected date for initiation and anticipated duration of such services, and (E) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved."

THE DEFINITION OF "NATIVE LANGUAGE"

(5.1.6.T.1.F)

According to
THE EDUCATION OF
ALL HANDICAPPED CHILDREN ACT OF 1975,
P.L.94-142

Section 4(a)(4)
"(21) The term 'native language' has the meaning given that term by section 7003(a)(2) of the Bilingual Education Act (20 U.S.C. 880b-1(a)(2)).

According to
THE BILINGUAL EDUCATION ACT OF 1988:
P.L.100-297

Section 7003 Definitions, Regulations. (a),(2).
"(2) The term 'native language' when used with reference to an individual of limited English proficiency, means the language normally used by such individuals, or in the case of a child, the language normally used by the parents of the child." Bilingual Education Act (10 U.S.C. 880b-1(a)(2))

PROCEDURES FOR LIMITING BIAS IN ASSESSMENT

ACCORDING TO THE THE EDUCATION OF ALL HANDICAPPED CHILDREN ACT OF 1975, P.L.94-142

(5.1.6.T.1.G)

Section 8612(5)(c)

"(C) procedures to assure that testing and evaluation materials and procedures utilized for the purposes of evaluation and placement of handicapped children will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it clearly is not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child."

THE EDUCATION OF ALL HANDICAPPED CHILDREN ACT OF 1975, P.L. 94-142
(5.1.6.H.1.A)

THE PURPOSE

Section 3(a)(c)
"(c) It is the purpose of this Act to assure that all handicapped children have available to them, within the time periods specified in section 612(2)(B), a free appropriate public education which emphasizes special education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents or guardians are protected, to assist States and localities to provide for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children."

DEFINITION OF SPECIAL EDUCATION

Section (a)(4)
"(16) The term 'special education' means specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions."

DEFINITION OF RELATED SERVICES

Section 4(a)(4)
"(17) The term 'related services' means transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and includes the early identification and assessment of handicapping conditions in children."

DEFINITION OF FREE APPROPRIATE PUBLIC EDUCATION

Section 4(a)(4)
"(18) The term 'free appropriate public education' means special education and related services which (A) have been provided at public expense, under public supervision and direction, and without charge, (B) meet the standards of the State educational agency, (C) include an appropriate preschool, elementary, or secondary school education in the State involved, and (D) are provided in conformity with the individualized education program required under section 614(a)(5)."

(5.1.6.H.1.B) P.L. 94-142 continued

DEFINITION OF INDIVIDUALIZED EDUCATION PROGRAM

Section 4(a)(4)
"(19) The term 'individualized education program' means a written statement for each handicapped child developed in any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and, whenever appropriate, such child, which statement shall include (A) a statement of the present level of educational performance of such child, (B) a statement of annual goals, including short-term instructional objectives, (C) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs, (D) the projected date for initiation and anticipated duration of such services, and (E) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved."

DEFINITION OF NATIVE LANGUAGE, According to THE EDUCATION OF ALL HANDICAPPED CHILDREN ACT OF 1975: P.L.94-142

P.L.94-142, Section 4 (a) (4)
"(21) The term 'native language' has the meaning given that term by section 7003(a)(2) of the Bilingual Education Act (20 U.S.C. 880b-1(a)(2)).

DEFINITION OF NATIVE LANGUAGE, According to THE BILINGUAL EDUCATION OF 1988 THE BILINGUAL EDUCATION ACT OF 1988: P.L.100-297

P.L.100-297
Section 7003 Definitions, Regulations. (a), F(2).
"(2) The term 'native language' when used with reference to an individual of limited English proficiency, means the language normally used by such individuals, or in the case of a child, the language normally used by the parents of the child." Bilingual Education Act (10 U.S.C. 880b-1(a)(2))

PROCEDURES FOR LIMITING BIAS IN ASSESSMENT

P.L.94-142, Section 8612 (5)(c)
"(C) procedures to assure that testing and evaluation materials and procedures utilized for the purposes of evaluation and placement of handicapped children will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it clearly is not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child."

POLICY RECOGNIZING THE NEEDS OF LEP STUDENTS
ACCORDING TO THE BILINGUAL EDUCATION ACT OF 1988: P.L.100-297
(5.1.6.T.2.A)

Section 7002(a)
"(a) Policy- Recognizing

(1) that there are large and growing numbers of children of limited English proficiency;

(2) that many of such children have a cultural heritage which differs from that of English proficient persons.

(3) that the Federal Government has a special and continuing obligation to assist in providing equal educational opportunity to limited English proficient children;

(4) that, regardless of the method of instruction, programs which serve limited English proficient students have the equally important goals of developing academic achievement and English proficiency;

(5.1.6.T.2.B) Section 7002.(a) continued

(5) that the Federal Government has a special and continuing obligation to assist language minority students to acquire the English language proficiency that will enable them to become full and productive members of society;

(6) that the instructional use and development of a child's non-English native language promotes student self-esteem, subject matter achievement, and English-language acquisition;

(7) that a primary means by which a child learns is through the use of such child's native language and cultural heritage;

(8) that, therefore, large numbers of children of limited English proficiency have educational needs which can be met by the use of bilingual educational methods and techniques;

(9) that in some school districts establishment of bilingual education programs may be administratively impractical due to the presence of small numbers of students of a particular native language or because personnel who are qualified to provide bilingual instructional services are unavailable;

(5.1.6.T.2.C) Section 7002.(a) continued

(10) that States and local school districts should be encouraged to determine appropriate curricula for limited English proficient students within their jurisdictions and to develop and implement appropriate instructional programs;

(11) that children of limited English proficiency have a high dropout rate and low median years of education;

(12) that the segregation of many groups of limited English proficient students remains a serious problem;

(13) that reliance on student evaluation procedures which are inappropriate for limited English proficient students have resulted in the disproportionate representation of limited English proficient students in special education, gifted and talented, and other special programs;

(14) that there is a serious shortage of teachers and educational personnel who are professionally trained and qualified to serve children of limited English proficiency;

(5.1.6.T.2.D) Section 7002.(a) continued

(15) that many schools fail to meet the full instructional needs of limited English proficient students who also may be handicapped or gifted and talented;

(16) that both limited English proficient children and children whose primary language is English can benefit from bilingual education programs, and that such programs help develop our national linguistic resources and promote our international competitiveness;

(17) that research, evaluation, and data collection capabilities in the field of bilingual education need to be strengthened so as to better identify and promote those programs and instructional practices which result in effective education;

(18) that parent and community partici-pation in bilingual education programs contributes to program effectiveness; and

(19) that because of limited English proficiency, many adults are not able to participate fully in national life, and that limited English proficient parents are often not able to participate effectively in their children's education,

(5.1.6.T.2.E) Section 7002.(a) continued

the Congress declares it to be the policy of the United States, in order to establish equal educational opportunity for all children and to promote education excellence

(A) to encourage the establishment and operation, where appropriate, of educational programs using bilingual educational practices, techniques, and methods,

(B) to encourage the establishment of special alternative instructional programs for students of limited English proficiency in school districts where the establishment of bilingual education programs is not practicable or for other appropriate reasons, and

(C) for those purposes, to provide financial assistance to local educational agencies, and , for certain related purposes, to State educational agencies, institutions of higher education, and community organizations. The programs assisted under this title include programs in elementary and secondary schools as well as related preschool and adult programs which are designed to meet the educational needs of individuals of limited English proficiency, with particular attention to children having the greatest need for such programs. Such programs shall be designed to enable students to achieve full competence in English and to meet school grade promotion and graduation requirements. Such programs may additionally provide for the development of student competence in a second language.

POLICY RECOGNIZING THE NEEDS OF LEP STUDENTS
ACCORDING TO THE BILINGUAL EDUCATION ACT OF 1988: P.L.100-297 (5.1.6.H.2.A)

Section 7002.(a)
"(a) Policy - Recognizing

(1) that there are large and growing numbers of children of limited English proficiency;
(2) that many of such children have a cultural heritage which differs from that of English proficient persons.
(3) that the Federal Government has a special and continuing obligation to assist in providing equal educational opportunity to limited English proficient children;
(4) that, regardless of the method of instruction, programs which serve limited English proficient students have the equally important goals of developing academic achievement and English proficiency;
(5) that the Federal Government has a special and continuing obligation to assist language minority students to acquire the English language proficiency that will enable them to become full and productive members of society;
(6) that the instructional use and development of a child's non-English native language promotes student self-esteem, subject matter achievement, and English-language acquisition;
(7) that a primary means by which a child learns is through the use of such child's native language and cultural heritage;
(8) that, therefore, large numbers of children of limited English proficiency have educational needs which can be met by the use of bilingual educational methods and techniques;
(9) that in some school districts establishment of bilingual education programs may be administratively impractical due to the presence of small numbers of students of a particular native language or because personnel who are qualified to provide bilingual instructional services are unavailable;
(10) that States and local school districts should be encouraged to determine appropriate curricula for limited English proficient students within their jurisdictions and to develop and implement appropriate instructional programs;
(11) that children of limited English proficiency have a high dropout rate and low median years of education;
(12) that the segregation of many groups of limited English proficient students remains a serious problem;

(5.1.6.H.2.B) Section 7002.(a) continued

(13) that reliance on student evaluation procedures which are inappropriate for limited English proficient students have resulted in the disproportionate representation of limited English proficient students in special education, gifted and talented, and other special programs;
(14) that there is a serious shortage of teachers and educational personnel who are professionally trained and qualified to serve children of limited English proficiency;
(15) that many schools fail to meet the full instructional needs of limited English proficient students who also may be handicapped or gifted and talented;
(16) that both limited English proficient children and children whose primary language is English can benefit from bilingual education programs, and that such programs help develop our national linguistic resources and promote our international competitiveness;
(17) that research, evaluation, and data collection capabilities in the field of bilingual education need to be strengthened so as to better identify and promote those programs and instructional practices which result in effective education;
(18) that parent and community participation in bilingual education programs contributes to program effectiveness; and
(19) that because of limited English proficiency, many adults are not able to participate fully in national life, and that limited English proficient parents are often not able to participate effectively in their children's education,

the Congress declares it to be the policy of the United States, in order to establish equal educational opportunity for all children and to promote education excellence (A) to encourage the establishment and operation, where appropriate, of educational programs using bilingual educational practices, techniques, and methods, (B) to encourage the establishment of special alternative instructional programs for students of limited English proficiency in school districts where the establishment of bilingual education programs is not practicable or for other appropriate reasons, and (C) for those purposes, to provide financial assistance to local educational agencies, and , for certain related purposes, to State educational agencies, institutions of higher education, and community organizations. The programs assisted under this title include programs in elementary and secondary schools as well as related preschool and adult programs which are designed to meet the educational needs of individuals of limited English proficiency, with particular attention to children having the greatest need for such programs. Such programs shall be designed to enable students to achieve full competence in English and to meet school grade promotion and graduation requirements. Such programs may additionally provide for the development of student competence in a second language.

5.2 ESTABLISHING THE NEED FOR TRANSDISCIPLINARY TEAMS

5.2.1 Transdisciplinary Team: School Environment Survey

This section provides an overview of information that gives the participants an opportunity to identify the need for transdisciplinary teams. The School Environment Survey focuses attention on specific issues that must be evaluated before effective teamwork can develop.

CRITICAL POINTS

- Before presenting any of the following information, have participants complete the survey as explained in the first activity below.
- After participants have completed the survey **(5.2.1.H.2.A-D)** point out that the areas of the survey with the *lowest* numerical outcomes are the areas of greatest need. Areas of the survey with the *highest* numerical outcomes are the areas of greatest strength. Creative organization of the school environment will not only utilize personnel strengths, but also provide training and opportunities for growth in the areas of need.

ACTIVITIES

- Give this **Transdisciplinary Team: School Environment Survey (5.2.1.H.2.A-D).**without any discussion of its purpose. Allow sufficient time for participants to complete this **individual version.** Participants may score their own surveys as they finish, or wait until scoring is done as a guided activity directed by the presenter.
- Using the **group version** of the Survey **(5.2.1.T&H.1.A-E)** as overheads, choose specific items on the survey and discuss the possible benefits of answering these kinds of questions in terms of individual school settings. It is not necessary to discuss all items. Participants should be encouraged to contribute as much as possible to this discussion.
- If time is not a constraint, and participants feel that completing the survey **as a group** would be helpful, the **group version (5.2.1.T&H.1.A-E)** can be done by groups of participants.
- NOTE: Results of these surveys will be the basis for several activities in Section **5.5.4** of this module.

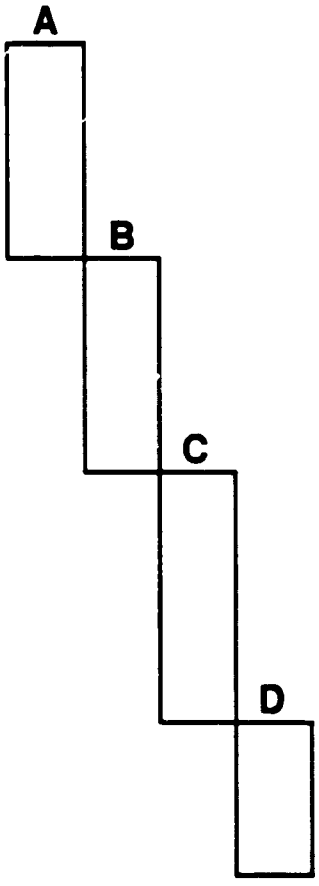
TRANSDISCIPLINARY TEAM: SCHOOL ENVIRONMENT SURVEY

(GROUP VERSION)
(5.2.1.T&H.1.A)

Directions: Respond to each item as it describes your school.

1 = never
2 = seldom
3 = occasionally
4 = frequently
5 = always

ITEM



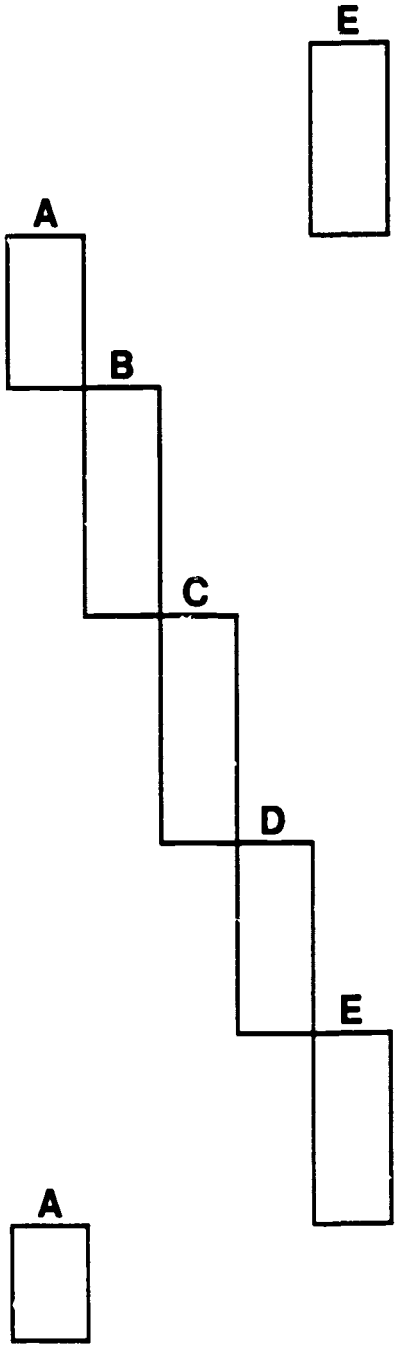
#1 Each member of the child study team has equal voice in student assessment, intervention, and placement decisions.

#2 We have organized displays and activities to help welcome families from diverse cultural backgrounds to our school.

#3 Our child study team is able to effectively discriminate between characteristics of second language acquisition and language delay/disorder.

#4 Our school has identified curriculum resources for teachers working with NELB* students.

(5.2.1.T&H.1.B)



#5 Our principal/supervisor is committed to the provision of educational opportunities to our NELB* students.

#6 Our child study team is able to deal with conflict between professionals in a positive manner.

#7 Written and oral communications from our school are available in translations to the languages represented in the populations of our school.

#8 Our child study team is able to use standardized norm-referenced and informal assessment tools to evaluate cognitive/ intellectual functioning of NELB* students.

#9 Our school effectively identifies at risk students through thorough implementation of screening procedures.

#10 Our principal/supervisor recognizes and develops the professional strengths of teachers and child study team members.

#11 Our child study team functions efficiently.

(5.2.1.T&H.1.C)

#12 School information is systematically made available to NELB* parents through a variety of media and community vehicles (radio, church, etc.).

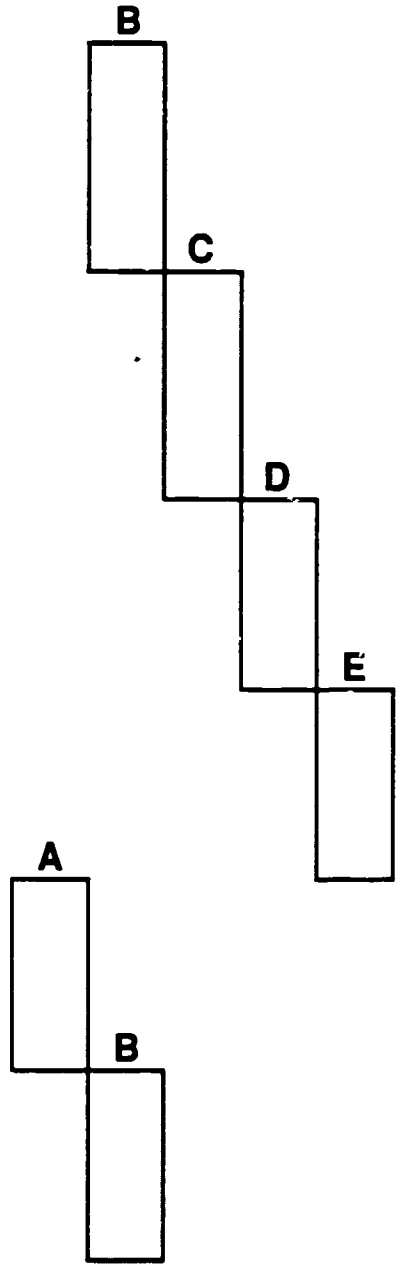
#13 Trained translators are available to assist teachers and diagnosticians in the assessment process when they do not speak the native language of the student.

#14 Teachers, administrators and support service personnel collaborate to establish effective approaches for the use of resources.

#15 Our principal/supervisor listens to recommendations for improved school functioning made by teachers, parents, and students.

#16 Our child study team has benefited from strong, proactive leadership in anticipating and dealing with students.

#17 Trained translators are available at our school for parent conferences, child study team meetings and special education staffings.



(5.2.1.T&H.1.D)

#18 Teachers in our school are skilled in their abilities to evaluate and adapt curriculum and methodology to the needs of NELB* students.

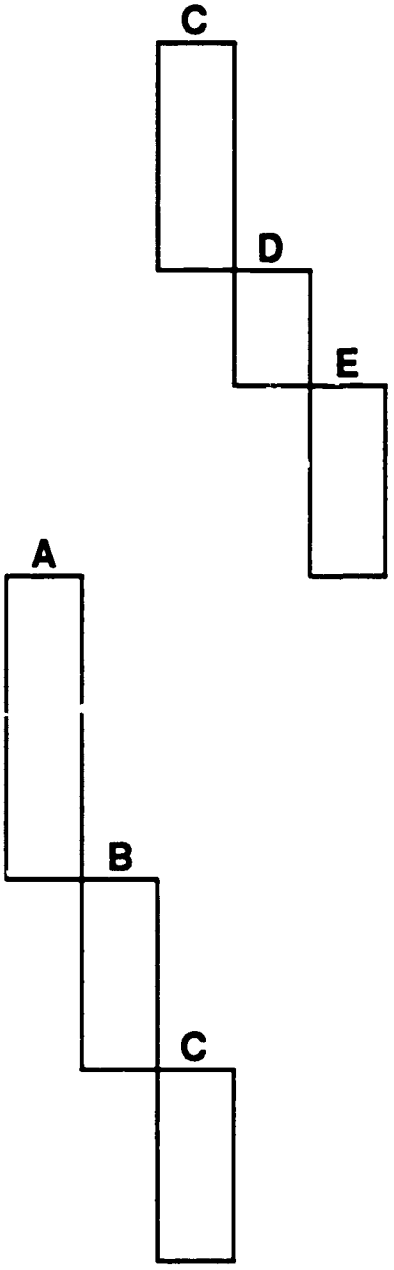
#19 Community resources are widely used by our school.

#20 Our principal/supervisor is effective in resolving conflict and gaining consensus among child study team members.

#21 Regular classroom teachers, administrators, special class teachers and support service personnel such as psychologists, nurses, social workers, work closely together to meet individual needs in our school.

#22 NELB* parents are well represented in our school activities and parent-teacher (PTA,PTO) groups.

#23 Support personnel are available and effective in assisting classroom teachers with interventions for special needs NELB* students.



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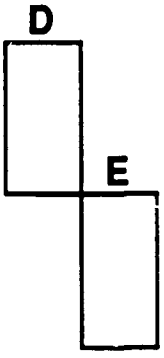


#24 Time for consultation and collaboration between professionals is addressed in our school schedule.

#25 Our principal/supervisor communicates with staff in a positive and effective manner.

***non-English language background**

Scoring Guidelines:

1. **Total for TEAM FUNCTIONS**
   (Add numbers in column A.) ___(.5%=) _____

2. **Total for PARENT INVOLVEMENT**
   (Add numbers in column B.) ___ (.5%=) _____

3. **Total for**
   ASSESSMENT AND CURRICULUM
   (Add numbers in column C.) ___(.5%=) _____

4. **Total for RESOURCES**
   (Add numbers in column D.) ___(.5%=) _____

5. **Total for LEADERSHIP**
   (Add numbers in column E.) ___(.5%=) _____

Summary: Individualized area of need

TRANSDISCIPLINARY TEAM: SCHOOL ENVIRONMENT SURVEY

(INDIVIDUAL VERSION)

(5 2.1.H.2.A)

Directions: Respond to each item as it describes your school.

1 = never
2 = seldom
3 = occasionally
4 = frequently
5 = always

ITEM

#1 Each member of the child study team has equal voice in student assessment, intervention, and placement decisions.

#2 We have organized displays and activities to help welcome families from diverse cultural backgrounds to our school.

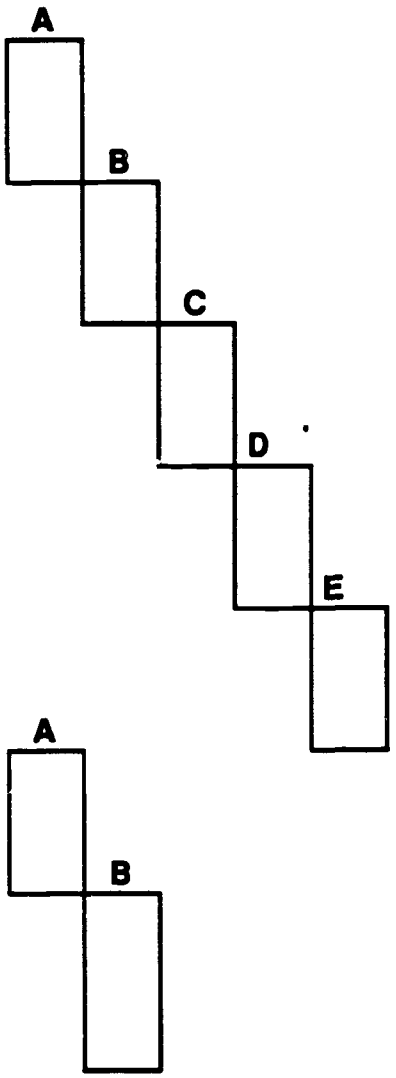
#3 Our child study team is able to effectively discriminate between characteristics of second language acquisition and language delay/disorder.

#4 Our school has identified curriculum resources for teachers working with NELB* students.

#5 Our principal/supervisor is committed to the provision of educational opportunities for our NELB* students.

#6 Our child study team is able to deal with conflict between professionals in a positive manner.

#7 Written and oral communications from our school are available in translations to the languages represented in the populations of our school.



*non-English language background

(5.2.1.H.2.B)

ITEM

#8 Our child study team is able to use standardized, norm-referenced, and informal assessment tools to evaluate cognitive/intellectual functioning of NELB* students.

#9 Our school effectively identifies at-risk students through thorough implementation of screening procedures.

#10 Our principal/supervisor recognizes and develops the professional strengths of teachers and child study team members.

#11 Our child study team functions efficiently.

#12 School information is systematically made available to NELB* parents through a variety of media and community vehicles (radio, church, etc.).

#13 Trained translators are available to assist teachers and diagnosticians in the assessment process when they do not speak the native language of the student.

#14 Teachers, administrators and support service personnel collaborate to establish effective approaches for the use of resources.

#15 Our principal/supervisor listens to recommendations for improved school functioning made by teachers, parents, and students.

#16 Our child study team has benefited from strong, proactive leadership in anticipating and dealing with students.

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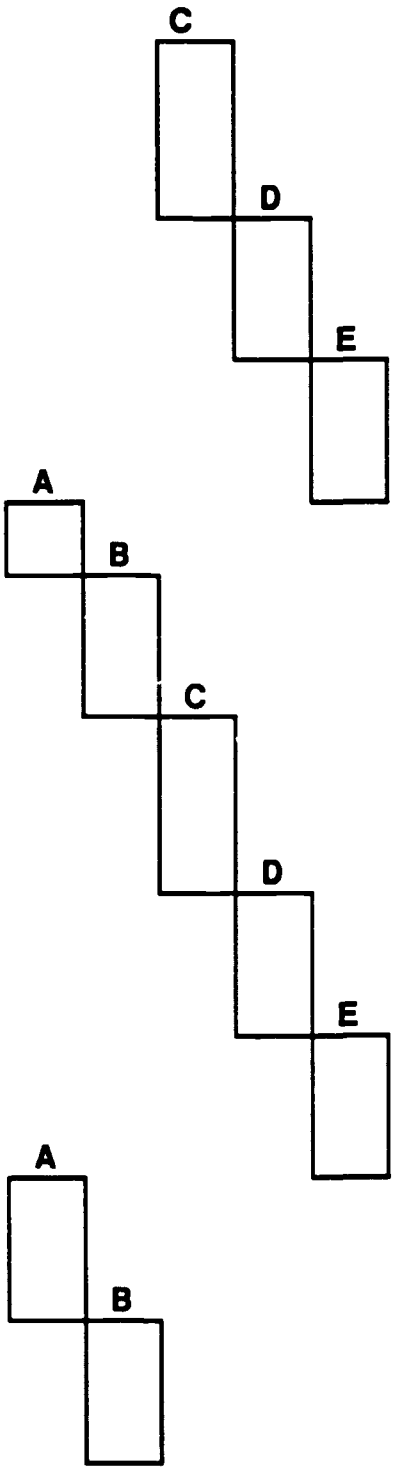

*non-English language background

(5.2.1.H.2.C)

ITEM

#18 Teachers in our school are skilled in their abilities to evaluate and adapt curriculum and methodology to the needs of NELB* students.

#19 Community resources are widely used by our school.

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#21 Regular classroom teachers, administrators, special class teachers, and support service personnel such as psychologists, nurses, and social workers, work closely together to meet individual needs in our school.

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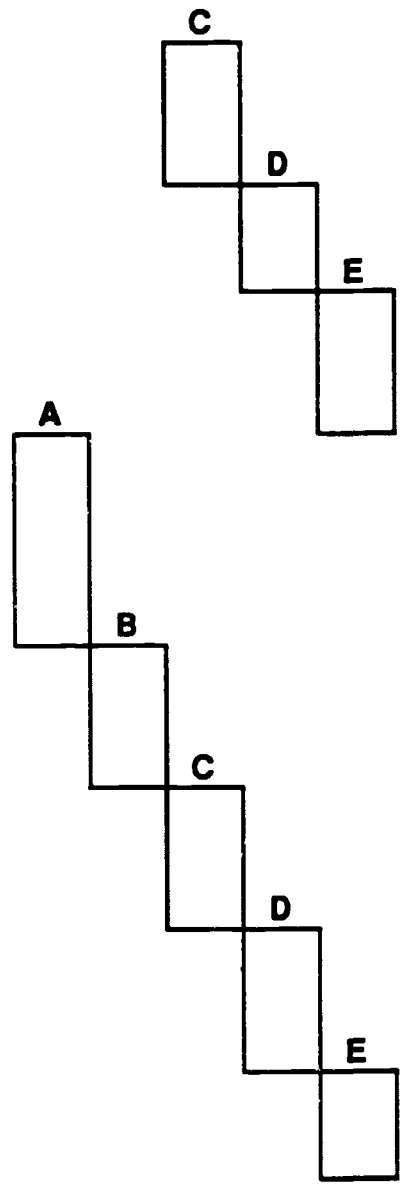
*non-English language background



(5.2.1.H.2.D)

Scoring Guidelines:

1. Total for **TEAM FUNCTIONS**
   (Add numbers in column **A.**) ___(.5%=) ___ ___

2. Total for **PARENT INVOLVEMENT**
   (Add numbers in column **B.**) ___(.5%=) ___ ___

3. Total for
   ASSESSMENT AND CURRICULUM
   (Add numbers in column **C.**) ___(.5%=) ___ ___

4. Total for **RESOURCES**
   (Add numbers in column **D.**) ___(.5%=) ___ ___

5. Total for **LEADERSHIP**
   (Add numbers in column **E.**) ___(.5%=) ___ ___

Summary: Individualized area of need

5.2 ESTABLISHING THE NEED FOR TRANSDISCIPLINARY TEAMS

5.2.2 Changes in School Organization

School populations are changing rapidly. School administration and organization must be developed o be responsible to the changing needs of students. The purpose of this section is to emphasize the need for change.

CRITICAL POINTS

- As depicted in (5.2.2.T.1), schools can be organized as closed circles -- often unaware and unresponsive to the needs of newly arrived students,
- Because of changing demographics, schools are being forced to change as depicted in (5.2.2.T.2).
  Forces for change include:
  - differences in language and cultural groups
  - reduced funding sources
  - laws and litigation
  - changing local, state, and national requirements and expectations
- Schools responsive to students' needs have the specific characteristics listed in graphic (5.2.2.T.3). **Fradd, S. H., & Vega, J. E. (1987). Legal Considerations. In S. H. Fradd & W. J. Tikunoff (Eds.), Bilingual education and bilingual special education: A guide for administrators (pp. 45-74). Boston: Little, Brown and Company.**

ACTIVITY

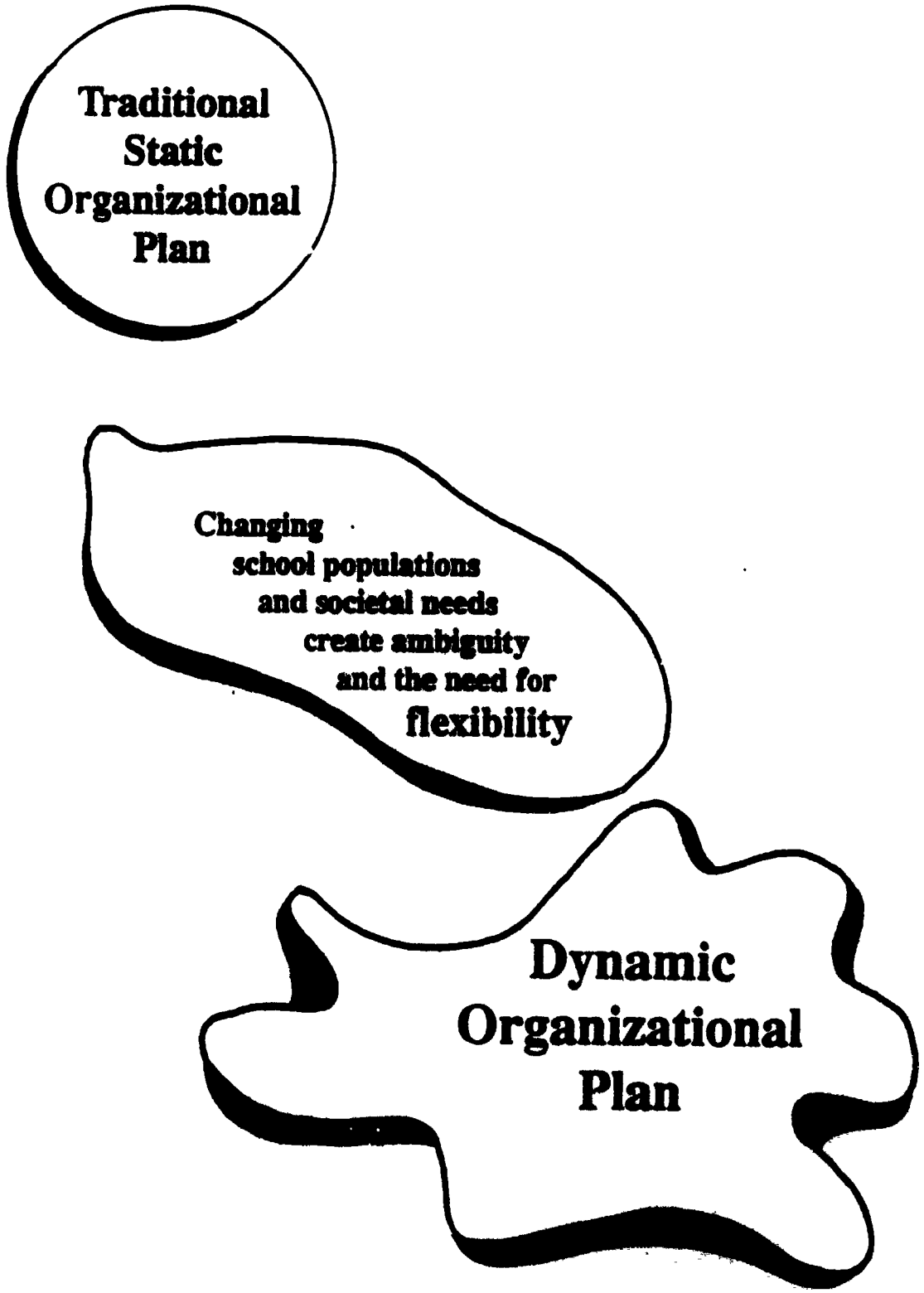
- Discuss these characteristics listed in (5.2.2.T.3). Why are they important? What other characteristics are needed to work with students who may or may not be handicapped, but who are in the process of learning English and are at risk of educational failure.

SCHOOLS AS ORGANIZATIONAL STRUCTURES

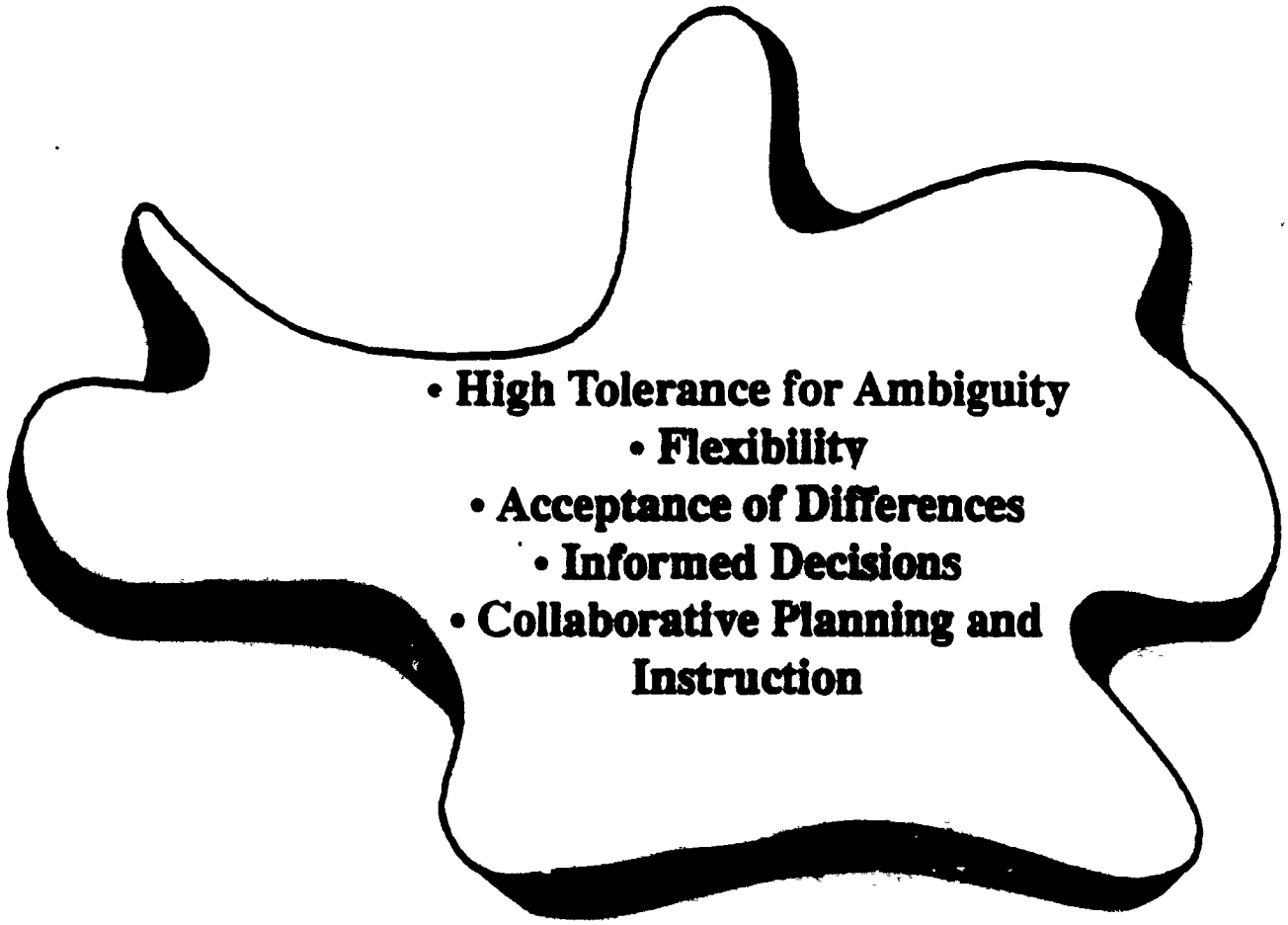
(5.2.2.T.1)

THE PARADIGM SHIFT IN SCHOOL ORGANIZATION

(5.2.2.T.2)



DYNAMIC SCHOOL ORGANIZATION
(5.2.2.T.3)



5.2 ESTABLISHING THE NEED FOR TRANSDISCIPLINARY TEAMS

5.2.3 Legal Trends and Precedents

Not only is a legal precedent for change and for transdisciplinary teaming found within the legislation, it is also found in recent federal and state court decisions. Some critical points are presented here from recent litigation.

CRITICAL POINTS

- A three-pronged test has evolved through litigation on behalf of LEP students to determine if they have the equivalent educational opportunities of other students who are proficient in English. This is shown in graphic **(5.2.3.T.1)**. Of the three requirements listed, the most important outcome is positive results. Do programs prove they meet students' needs?

- It is important to look at program output as well as input. What are the programs producing? If the groups participating in the programs are not demonstrating a clear benefit, then the programs must be examined. This examination begins to move the blame and the examination from the individual student to the requirements of groups of students with similar learning characteristics. Federal court decisions have supported these three program requirements. Frequently program outcomes can be linked with program implementation. Programs must be well implemented in order to be defined as program or special services. On **(5.2.3.T.2)** the characteristics of well implemented programs are listed. These characteristics are also criteria for determining program effectiveness.

- This information can be organized as a checklist for examining both the educational process and for measuring outcomes.

Barber, L.W., & McClellen, M.C. (1987) Looking at America's dropouts. Phi Delta Kappan, (69), 264-267.

Fradd, S.H., & Vega, J.E. (1987). Legal Considerations. In S. H. Fradd & W. J. Tikunoff (Eds.), Bilingual and bilingual special education : A guide for administrators, **(pp. 45-74). Boston: Little, Brown & Co.**

Gold, D.L. (1989, January 11). Legal settlement in bilingual case hailed as a model: Pact requires district to find, aid dropouts. Education Week, 3 **(16), 1, 12.**

- Handout **(5.2.3.H.1)** combines information from both of the above transparencies.

ACTIVITY

- Participants may want to list other factors that are needed to effectively implement programs **(5.2.3.T.2)**.

PROGRAM REQUIREMENTS FOR THE EDUCATION OF LEP STUDENTS

(5.2.3.T.1)

- Sound instructional programs based on educational theory and research;

- Effective implementation of programs;

- Results which demonstrate a program's soundness and the thoroughness of its implementation.

CHARACTERISTICS OF EFFECTIVE PROGRAM IMPLEMENTATION

(5.2.3.T.2)

- **Sufficient Resources:**
  - *Texts and support supplies;
  - *Native Language support;
  - *Instructional facilities.
  - *_____
  - *_____
  - *_____

- **Integrated Programs:**
  - *Procedures which link the instruction of LEP students with the instruction of all students;
  - *Planned articulation between personnel.
  - *_____
  - *_____
  - *_____

- **Trained Personnel:**
  - *Certified teachers;
  - *Qualified and trained support personnel
  - *Knowledgeable administrators
  - *_____
  - *_____
  - *_____

KEY FEATURES IN PROGRAM EVALUATION AND IMPLEMENTATION

(5.2.3.H.1)

Program Requirements for the Education of Limited English Proficient Students

- Sound instructional programs based on educational theory and research;
- Effective implementation of programs;
- Results which demonstrate a program's soundness and the thoroughness of its implementation.

Characteristics of Effective Program Implementation

- Sufficient Resources:
  - Texts and support supplies;
  - Native language support;
  - Instructional facilities.
  - _____
  - _____
  - _____
- Integrated Programs:
  - Procedures which link the instruction of LEP students with the instruction of all students;
  - Planned articulation between personnel.

  _____
  _____
  _____
- Trained Personnel:
  - Certified teachers;
  - Qualified and trained support personnel
  - Knowledgeable administrators

  _____
  _____
  _____

5.2 ESTABLISHING THE NEED FOR TRANSDISCIPLINARY TEAMS

5.2.4 Effective Schools Research

CRITICAL POINTS

- Effective school research initiated in the early 1980s failed to consider differences in school populations or the need to do more than develop basic literacy skills. This can be seen by examining the traditional effective schools formula **(5.2.4.T.1&2)** which resulted from that research.

- Research on effective schools must reach beyond paper and pencil measures to encompass a variety of positive and negative indicators of school success within the school and the community. **Stedman, L. C. S. (1987). It's time we changed the effective schools formula.** Phi Delta Kappan, 69 **(3), 215-224.** An emerging effective schools formula is presented on **(5.2.4.T.2).**

ACTIVITY

- Discussion: What are the implications of the emerging effective schools research on the organization of transdisciplinary teams? Participants can refer to **(5.2.4.H.1)** for details of both formulas.

TRADITIONAL EFFECTIVE SCHOOLS FORMULA

(5.2.4.T.1)

- Strong leadership by the principal, emphasizing instructional concerns
- Teachers' high expectations for student achievement
- Emphasis on basic skills
- An orderly environment
- Frequent systematic student evaluation

EMERGING EFFECTIVE SCHOOLS FORMULA

(5.2.4.T.2)

- Valuing ethnic and racial differences
- Parent participation
- Shared governance with teachers and parents
- Academically rich programs
- Personal attention to students
- Students' responsibility for school affairs
- An accepting, supportive environment
- Teaching aimed at preventing academic problems

TRADITIONAL AND EMERGING EFFECTIVE SCHOOLS FORMULAS

(5.2.4.H.1)

TRADITIONAL:

- Strong leadership by the principal, emphasizing instructional concerns
- Teachers' high expectations for student achievement
- Emphasis on basic skills
- An orderly environment
- Frequent systematic student evaluation

EMERGING:

- Valuing ethnic and racial differences
- Parent participation
- Shared governance with teachers and parents
- Academically rich programs
- Personal attention to students
- Students responsibility for school affairs
- An accepting, supportive environment
- Teaching aimed at preventing academic problems

Stedman, L. C. S. (1987). It's time we changed the effective schools formula. Phi Delta Kappan, 69 (3), 215-224.

5.2 ESTABLISHING THE NEED FOR TRANSDISCIPLINARY TEAMS

5.2.5 Providing Feedback

CRITICAL POINTS

- Schools are in a constant process of change because of changing populations, personnel, and requirements. In order to achieve success, school districts and schools must be constantly assessing and improving their capacity to meet students' needs. The survey completed by participants earlier in this training **(5.2.1.T&H.1.A-E)** is organized to assist school districts and school personnel in evaluating their current status and developing strategies, resources, and skills in meeting the needs of divergent school populations. The following planning sheet **(5.2.5.T&H)** is useful in organizing information acquired through the above mentioned survey.

ACTIVITY

- Review the survey **(5.2.1.T.1.A-C)** and use the results to determine the current level of performance in each area, and then plan to make specific changes for the coming year. Use the planning sheet **(5.2.5.T&H)** to determine where the school or team is now, and where the group would like to be.

PLANNING SHEET

(5.2.5.T&H)

Directions:

1. Select the two areas which your school group believes represent their highest accomplishments in terms of organizing to meet the needs of LEP students at risk. Write a descriptive statement about these accomplishments.

2. Select the two areas which your school group would like to address in a change plan to increase transdisciplinary teaming in terms of organizing to meet the needs of LEP students at risk. Describe the current level of functioning. Describe the changes you would like to make and the ways you would like to initiate and monitor these changes.

Description of Current Status		Description of Desired Status
_____	Team Functions	_____
_____	Parent Involvement	_____
_____	Assessment and Curriculum	_____
_____	Resources	_____
_____	Leadership	_____

5.3 PROACTIVE SCHOOL ORGANIZATION

5.3.1 The Cyclical Process of Proactive School Organization

CRITICAL POINTS

The traditional way in which schools have responded to the needs of handicapped students is usually on a case by case basis by identifying students in need of special education services. Usually students are observed to have special needs which can not be, or have not been, met in regular education as it is traditionally organized. These students are referred for evaluation and frequently placed in special programs. This section discusses a proactive process for organizing schools to respond to diverse student needs.

- The graphic **(5.3.1.T.1)** illustrates a student's and a teacher's availability or receptivity to intervention. Students are most receptive at the time when they enter the classroom or begin the educational process. Proactive school organization promotes student success on the upward curve.

- It is as the school year progresses that students become aware, before teachers do, of their own limitations and that they are not successful.
- As the student becomes aware of his or her limitations , the teacher also begins to notice difficulties. When both teacher and student become aware of the student's lack of success, both are on a downward negative curve, and neither is easily accessible for successful interventions.

- A student's receptivity and a teacher's receptivity peak at different times, with the student usually on a downward learning curve as the teacher reaches peak receptivity to the student.

- Seen differently in **(5.3.1.T.2)**, the process of seeking help occurs in six stages. Not until the teacher has typically exhausted ideas and unsuccessfully implemented interventions is the school psychologist involved. Once the school psychologist is involved, the likelihood of successful implementations in regular programs has been greatly diminished .

- Through transdisciplinary teaming, schools can be organized to assess students' needs, both as participants of language and culture groups and as individuals within groups. Provisions can be made to maintain students in an upward thrust, positively learning and responding to the learning environment.

- In order to do this schools must be organized to respond proactively (5.3.1.T.3. -F). This is a developmental process which can be evolved in ~ ages cyclicly. Each of these steps is depicted in separate graphics, and then summarized in the graphic of the overall cycle. This is further developed in the next part of this section.

Braden, J. P., & Fradd, S. H. (1987). Proactive school organization: Identifying and meeting special population needs. In S. H. Fradd & W. J. Tikunoff (Eds.), Bilingual education and bilingual special education: A guide for administrators (pp. 211 - 230). Boston: Little, Brown and Company.

Braden, J. P. (1989). Organizing and Monitoring Databases. In S. H. Fradd & M. J. Weismantel (Eds.), Meeting the needs of culturally and linguistically different students: A handbook for educators (pp. 14-33). Boston: Little Brown and Company.

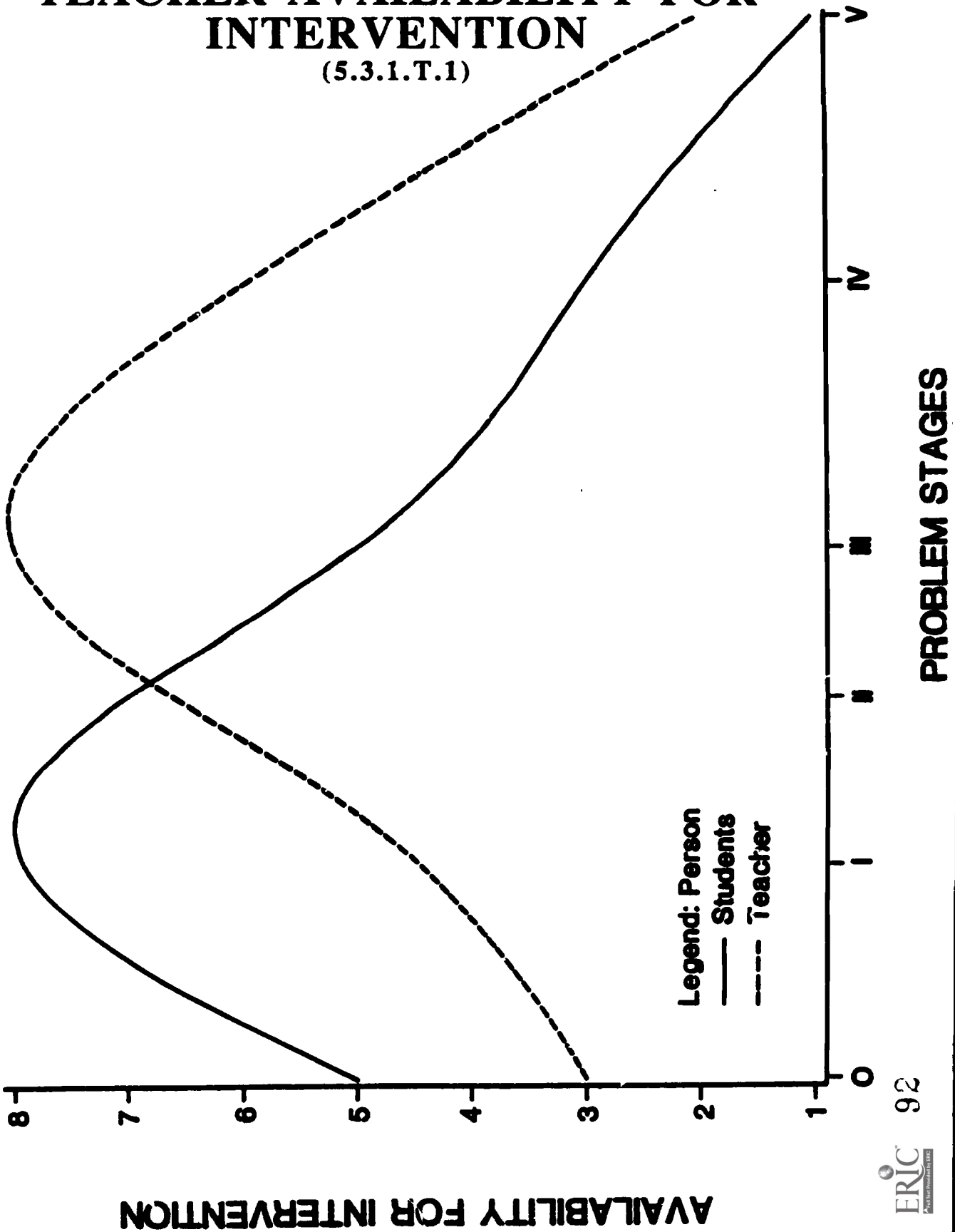
ACTIVITIES

- Invite participants to share from their own experience, examples of student and teacher availability for intervention. Then plot the points where the student and/or the teacher receptivity would lie on the curve on the graph.(5.3.1.T.1)

- Do the same for (5.3.1.T.2). Determine as a group, whether these situations are either re-active or pro-active.

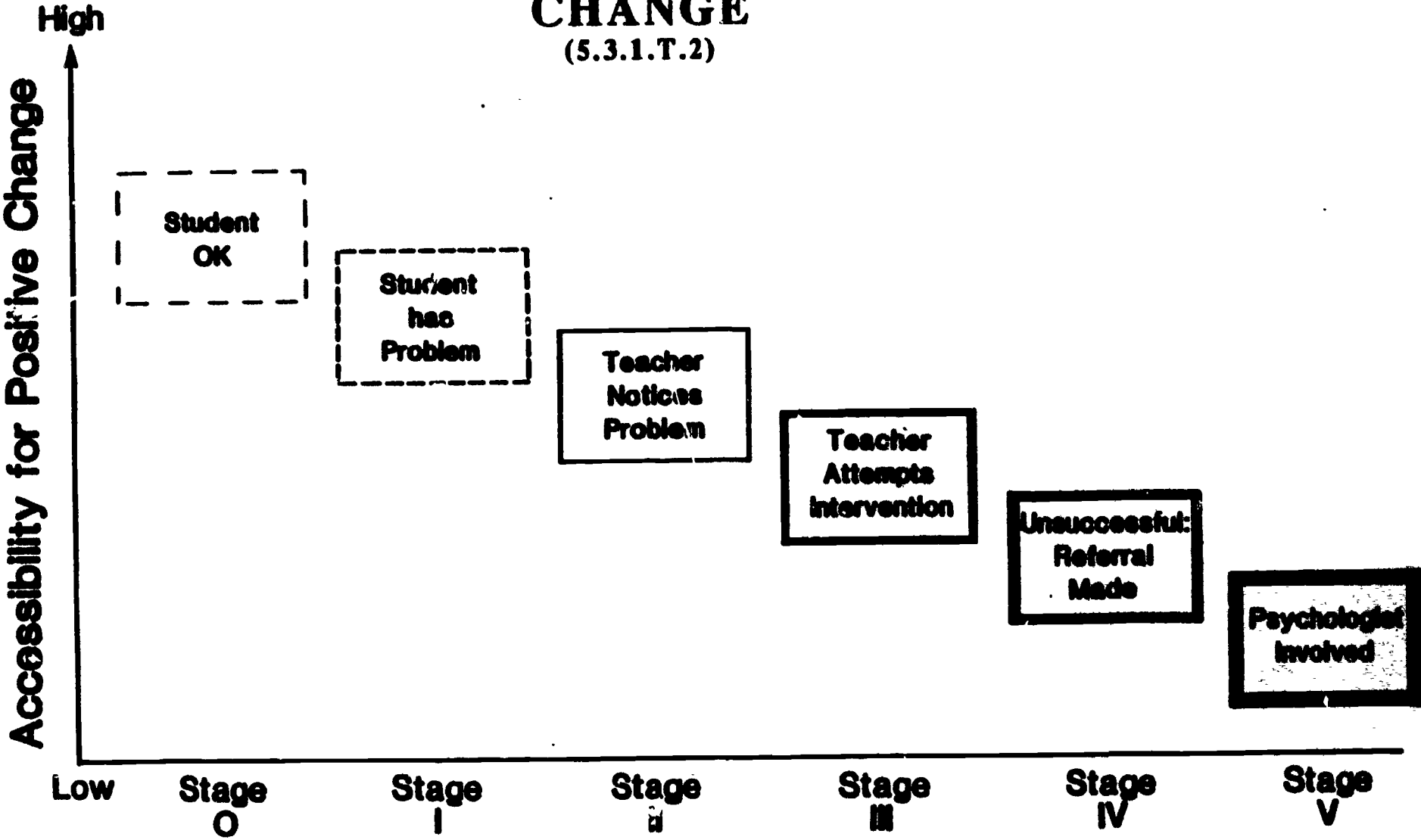
ASSESSING STUDENT AND TEACHER AVAILABILITY FOR INTERVENTION

(5.3.1.T.1)



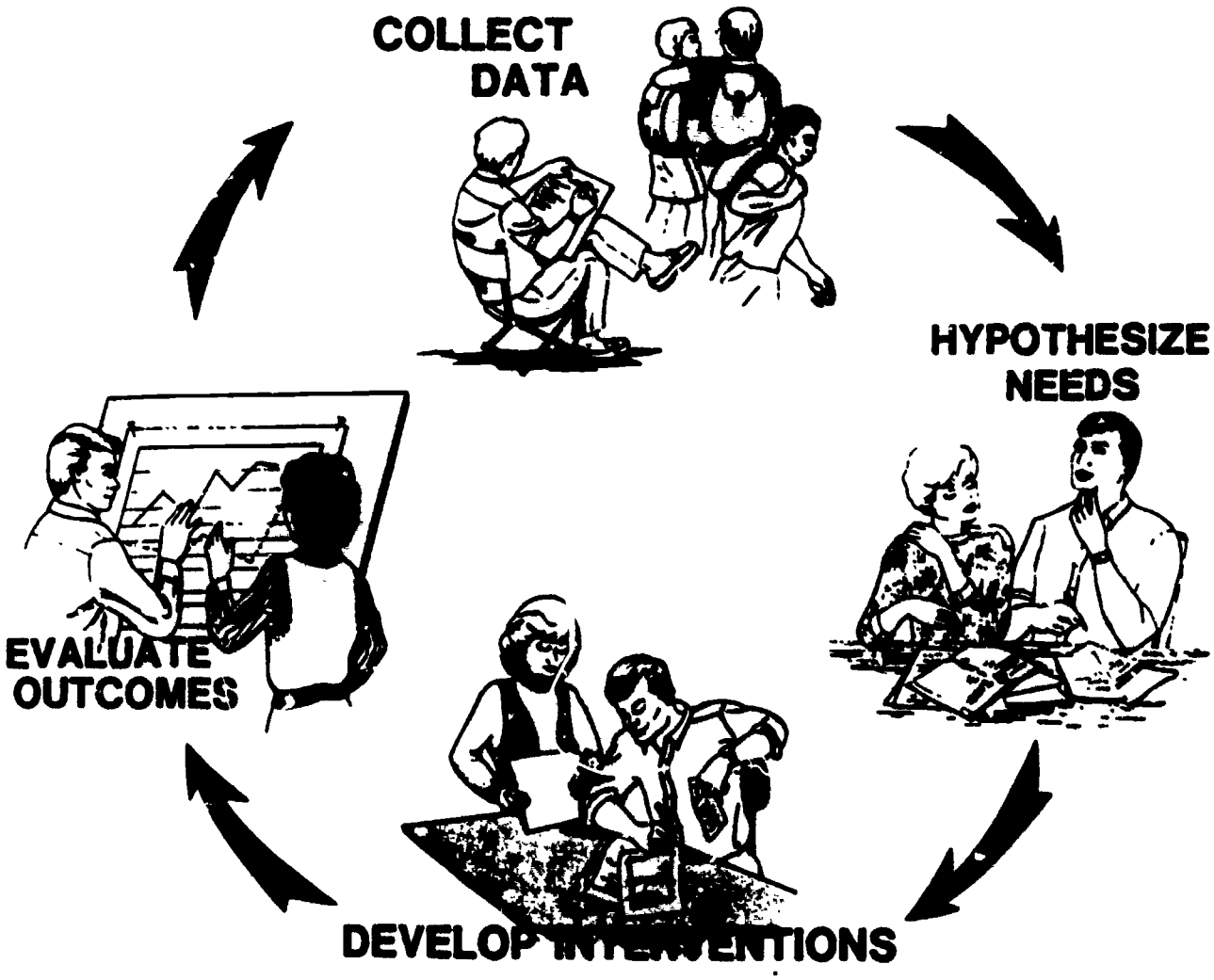
STUDENT AND TEACHER ACCESSIBILITY FOR POSITIVE CHANGE

(5.3.1.T.2)



THE CYCLICAL PROCESS OF PROACTIVE SCHOOL ORGANIZATION

(5.3.1.T.3.A)

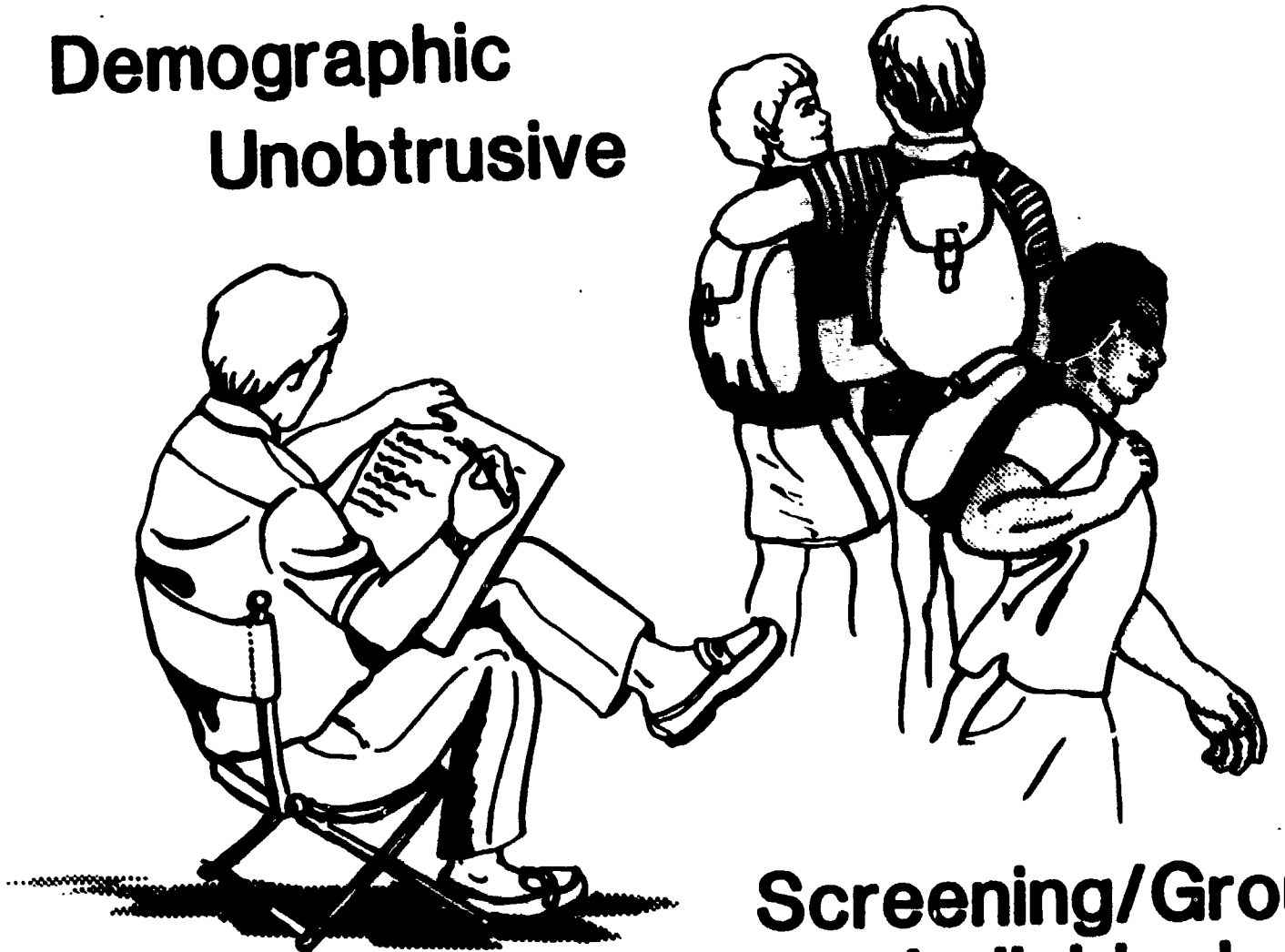


COLLECT DATA

(5.3.1.T.3.B)

Demographic

Unobtrusive



Screening/Group

Individual

HYPOTHESIZE NEEDS

(Intrinsic vs. Extrinsic)

(5.3.1.T.3.C)

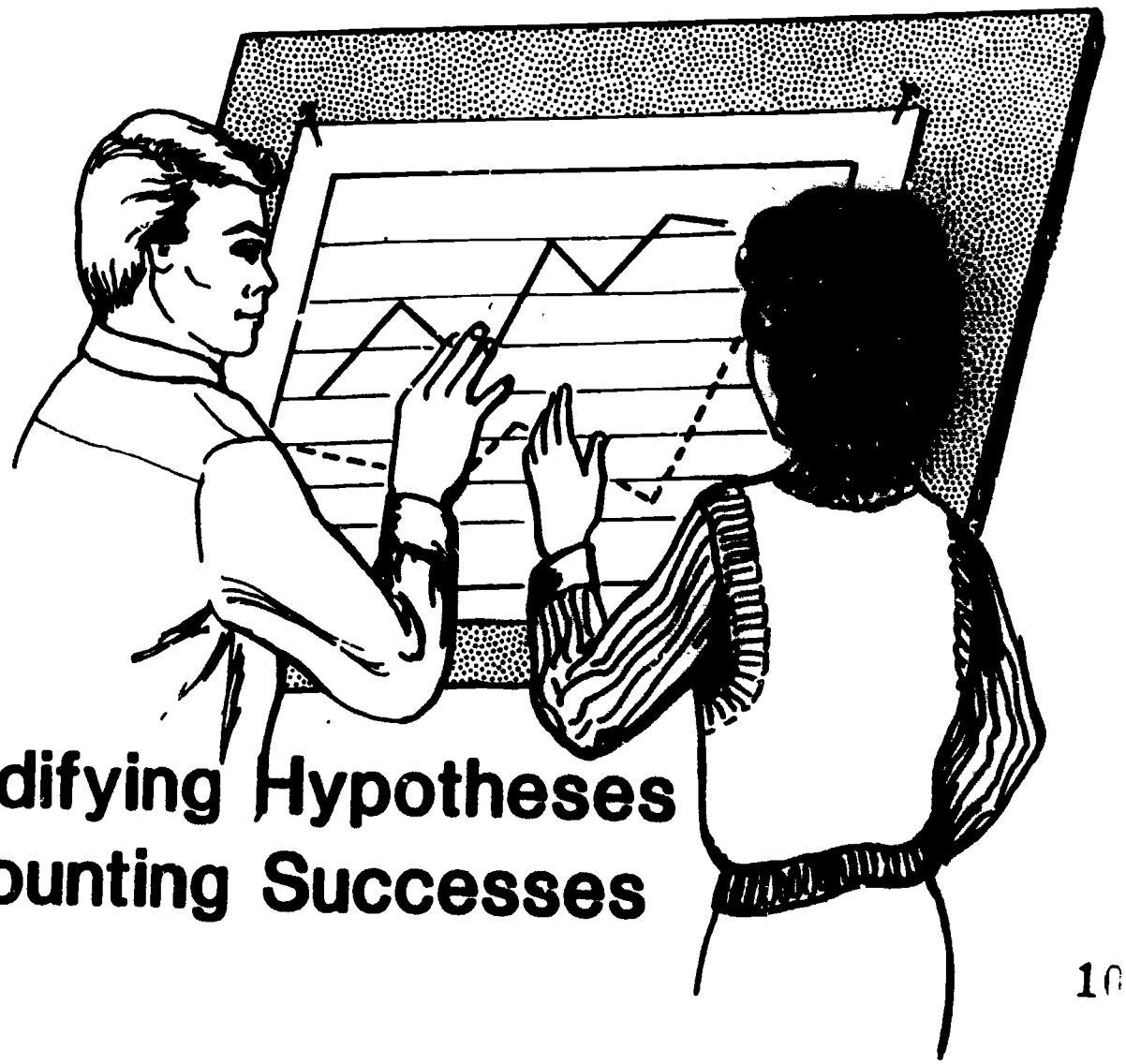
(5.3.1.T.3.D)

DEVELOP INTERVENTIONS

Identify Resources
Collaborate
Target Goals

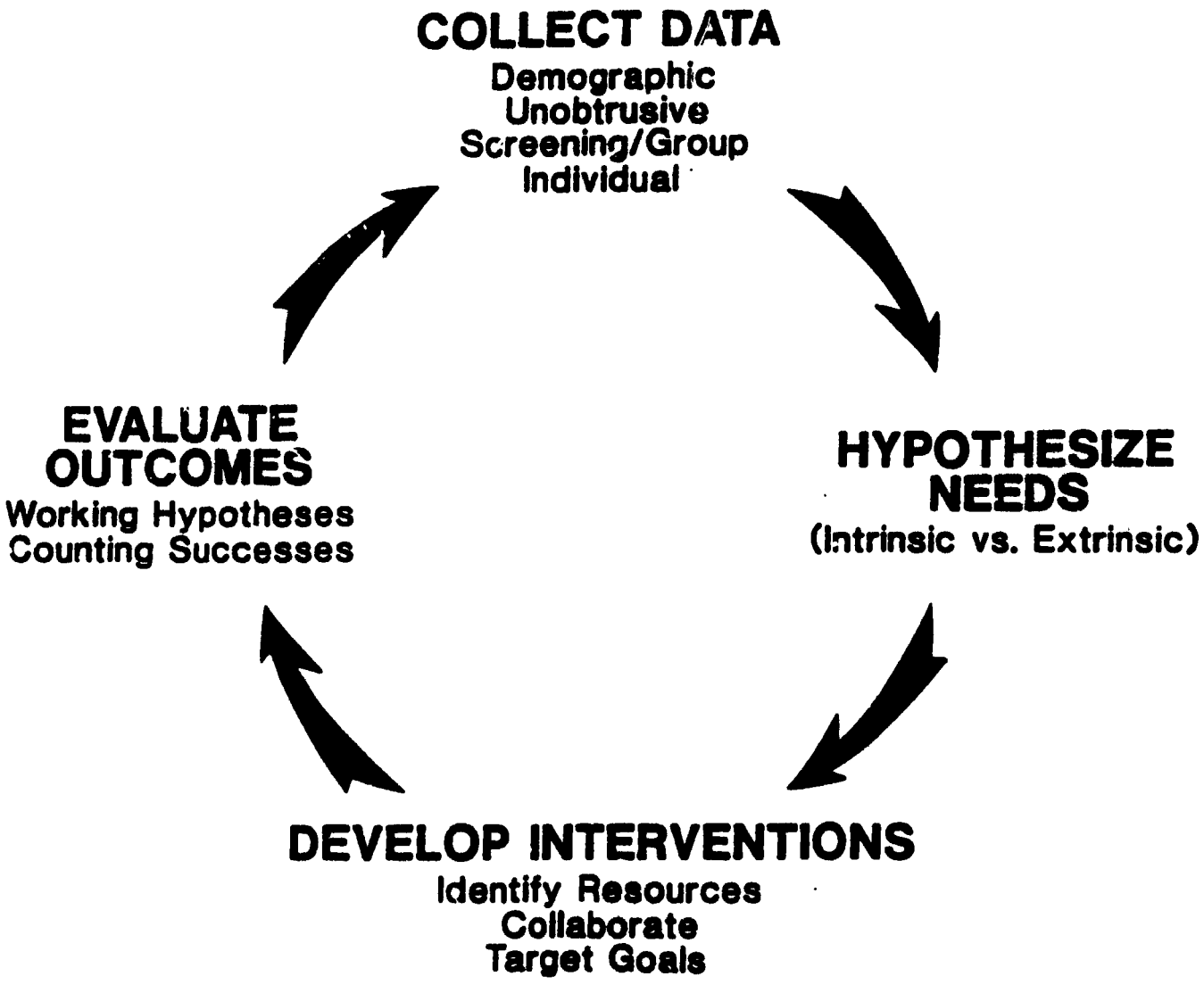
EVALUATE OUTCOMES

(5.3.1.T.3.E)



Modifying Hypotheses
Counting Successes

(5.3.1.T.3.F)


COLLECT DATA
Demographic
Unobtrusive
Screening/Group
Individual
HYPOTHESIZE NEEDS
(Intrinsic vs. Extrinsic)
DEVELOP INTERVENTIONS
Identify Resources
Collaborate
Target Goals
EVALUATE OUTCOMES
Working Hypotheses
Counting Successes

5.3 PROACTIVE SCHOOL ORGANIZATION

5.3.2 Organizing Schools Proactively

The section assists participants in developing specific plans for proactive school organization. This is especially important now with efforts being made nationally and within many states to establish school based management.

CRITICAL POINTS

- Proactively organizing schools requires a great deal of planning. It requires that the talents and skills of many persons become focused on the instructional process. The planning process is continuous throughout the year.
- Individual school planning is required to operationalize this process. Usually schools start in the spring to get ready for the following year. Many people must be involved in order for school organization to be effective. Time is required in order for members to be able to accommodate and adjust to the changes.

ACTIVITY

-
- Review the sample plan on **(5.3.2.T.2.A.-E)**. to help participants become familiar with possible activities that can be carried out during the school year. A handout of this sample proactive plan **(5.3.2.H.2.A-C)** is provided for participants, and may be used as a guideline for the following activity.
- Have participants work in small groups, using the form **(5.3.2.T&H.1)**, to plan activities and strategies so that the special learning needs of culturally and linguistically diverse students can be met in regular classrooms.

ORGANIZING SCHOOLS PROACTIVELY

(5.3.2.T&H.1)

List the activities to be carried out through the school year in order to meet the needs of linguistically and culturally diverse students. Organize these activities by the months in which they initially occur. Modify this outline to suit your specific needs.

April, May and June

July and August

September through November

December and January

February through April

May and June

ORGANIZING SCHOOLS PROACTIVELY

(5.3.2.T.2.A)

SUGGESTED LIST OF ACTIVITIES TO BE CARRIED OUT THROUGH THE SCHOOL YEAR

May and June

Getting ready for the target students:

1. Identify the spoken language abilities of your staff.
2. Engage bilingual personnel in reviewing procedures and policy addressing registration information, translation of screening, assessment information, and cross-cultural communication.
3. Determine ways to convey respect and support to parents and collaborate with parents in ensuring that students are successful.
4. Meet with community leaders to locate additional bilingual personnel proficient in the languages anticipated to be needed by the school.
5. Plan cross-cultural and bilingual in-service training for the coming year. Contact local teacher education centers and technical assistance centers to arrange for training.
6. Locate all the forms needed for registration, special education assessment and placement, and parent participation and involvement. Check to determine whether they require revisions. Once they are in a final state, have them translated into the languages of the community.
7. Prepare bilingual personnel to conduct interpretations for parent conferences assessment planning meetings, and IEP conferences.
8. Prepare monolingual personnel to use interpreters effectively.

(5.3.2.T.2.B)

9. Train translators to translate informal and formal assessment instruments. For optimum translations two to three personnel should be involved in the translation process. The sequence for carrying out the translation are:
    a. The translators complete the test themselves first.
    b. They translate the instrument into the targeted languages.
    c. They exchange translations and translate back into English.
    d. They reconcile discrepancies.
    e. They use the translated lessons and practice with students who are not in need of special services.

<u>July and August</u>

1. Prior to the opening of school, request that your district provide you with all student forms and parent notifications in any of the languages that you might anticipate encountering. Whenever such information is unavailable, provide the family with a verbal translation of the information and note the translator's name, the date, and the circumstances of translation in the student's record.
2. Begin to organize a system for determining the functional level and specific needs of cohorts of minority language students. This process can include:
    (a) curriculum-based assessment:
        1. vocabulary lists
        2. math fact sheets
        3. word problems

(5.3.2.T.2.C)

(b) observations of students:
1. in regular classroom setting
   - completing written tasks
   - interacting with non-English language peers
   - interacting with English language peers
   - using manipulatives
   - using creative materials
2. in ESOL or special support programs
3. in physical education
4. in music
5. in library
6. in lunchroom
7. before and after school
8. with non-English language background adults
9. with siblings
10. with parents

The focus of these observations is threefold:

(a) to determine when the students are successful and participatory, and to learn what conditions or activities motivate them to participate, and

(b) to determine what activities and environments inhibit participation.

(c) to plan curriculum activities and instruction
1. Determine whether the curriculum and instructional level is too high or too low.
2. Is it unrelated to students' prior experiences and ways of performing?
3. Do students require non-English language support in order to function?
4. Do students prefer to work in small groups? Does small group interaction facilitate participation and success?

(5.3.2.T.2.D)

5. Develop forms, timelines, and procedures for collecting and reporting this information. Comparisons can be made among school personnel.

September through November

1. Collect individual and group information on students.
2. Meet in small groups by age and grade level of students and also by language background.
3. Include paraprofessionals and non-instructional personnel who may have insights or who can collect information in a variety of non-academic settings.

December and January

1. Develop a mid-year summary of group findings. Begin to develop hypotheses about student performance and instructional needs. These hypotheses should be conceptualized so that interventions can be implemented during the second half of the school year.
2. Modify data collection forms and procedures to meet needs.

February through April

1. Develop ways of testing hypotheses
2. Develop specific individual and group interventions.
3. Collect and report results.

(5.3.2.T.2.E)

May and June

1. Prepare an end of year summary of activities including:
   (a) data collected and reported
   (b) hypotheses generated and tested
   (c) interventions implemented
   (d) successful outcomes
   (e) unsuccessful outcomes and continuing needs
   (f) suggested modifications for the following year
2. Celebrate success.
   (a) Inform all contributors of successful outcomes.
   (b) hold recognition day celebration
   (c) organize other formal and informal activities that promote and increase the awareness of ongoing success.
3. Examine areas still needing improvement, plan and make modifications and begin the process again.

Suggested List of Activities to be Carried Out Through the School Year
(5.3.2.H.2.A)

ORGANIZING SCHOOLS PROACTIVELY

May and June

Getting ready for the target students.

1. Identify the spoken language abilities of your staff.
2. Engage bilingual personnel in reviewing procedures and policy addressing registration information, translation of screening, assessment information, and cross-cultural communication.
3. Determine ways to convey respect and support to parents and collaborate with parents in ensuring that students are successful.
4. Meet with community leaders to locate additional bilingual personnel proficient in the languages anticipated to be needed by the school.
5. Plan cross-cultural and bilingual in-service training for the coming year. Contact local teacher education centers and technical assistance centers to arrange for training.
6. Locate all the forms needed for registration, special education assessment and placement, and parent participation and involvement. Check to determine whether they require revisions. Once they are in a final state, have them translated into the languages of the community.
7. Prepare bilingual personnel to conduct interpretations for parent conferences assessment planning meetings, and IEP conferences.
8. Prepare monolingual personnel to use interpreters effectively.
9. Train translators to translate informal and formal assessment instruments. For optimum translations two to three personnel should be involved in the translation process. The sequence for carrying out the translation are:
    a. The translators complete the test themselves first.
    b. They translate the instrument into the targeted languages.
    c. They exchange translations and translate back into English.
    d. They reconcile discrepancies.
    e. They use the translated lessons and practice with students who are not in need of special services.

July and August

1. Prior to the opening of school, request that your district provide you with all student forms and parent notifications in any of the languages that you might anticipate encountering. Whenever such information is unavailable, provide the family with a verbal translation of the information and note the translator's name, the date, and the circumstances of translation in the student's record.

(5.3.2.H.2.B)

2. Begin to organize a system for determining the functional level and specific needs of cohorts of minority language students. This process can include:
    (a) curriculum-based assessment:
        1. vocabulary lists
        2. math fact sheets
        3. word problems
    (b) observations of students:
        1. in regular classroom setting
            - completing written tasks
            - interacting with non-English language peers
            - interacting with English language peers
            - using manipulatives
            - using creative materials
        2. in ESOL or special support programs
        3. in physical education
        4. in music
        5. in library
        6. in lunchroom
        7. before and after school
        8. with non-English language background adults
        9. with siblings
        10. with parents

    The focus of these observations is threefold:
    (a) to determine when the students are successful and participatory, and to learn what conditions or activities motivate them to participate, and
    (b) to determine what activities and environments inhibit participation.
    (c) to plan curriculum activities and instruction
        1. Determine whether the curriculum and instructional level is too high or too low.
        2. Is it unrelated to students' prior experiences and ways of performing?
        3. Do students require non-English language support in order to function?
        4. Do students prefer to work in small groups? Does small group interaction facilitate participation and success?
        5. Develop forms, timelines, and procedures for collecting and reporting this information. Comparisons can be made among school personnel.

(5.3.2.H.2.C)

September through November

1. Collect individual and group information on students.
2. Meet in small groups by age and grade level of students and also by language background.
3. Include paraprofessionals and non-instructional personnel who may have insights or who can collect information in a variety of non-academic settings.

December and January

1. Develop a mid-year summary of group findings. Begin to develop hypotheses about student performance and instructional needs. These hypotheses should be conceptualized so that interventions can be implemented during the second half of the school year.
2. Modify data collection forms and procedure to meet needs.

February through April

1. Develop ways of testing hypotheses
2. Develop specific individual and group interventions.
3. Collect and report results.

May and June

1. Prepare an end of year summary of activities including:
   (a) data collected and reported
   (b) hypotheses generated and tested
   (c) interventions implemented
   (d) successful outcomes
   (e) unsuccessful outcomes and continuing needs
   (f) suggested modifications for the following year
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   (a) Inform all contributors of successful outcomes.
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3. Examine areas still needing improvement, plan and make modifications and begin the process again.

5.4 DESIGNING EFFECTIVE INTERVENTIONS

5.4.1 Defining Interventions

The purpose of this section is to examine the difference between prereferral and instructional interventions and to consider cultural and linguistic factors that influence learning.

CRITICAL POINTS

- The terms "prereferral" and "instructional interventions" are beginning to be used to refer to strategies used prior to and during the assessment process for consideration for specialized services. **(5.4.1.T&H.1.A** and **5.4.1.T.1.B)**. Frequently these interventions are seen as just prefunctory efforts toward having the student placed in another classroom. The purpose of this page is to encourage teachers to become aware of the ways that students learn and become successful. The participants should also be aware that once students have been identified as needing special education services, the likelihood that they will be placed in special education programs is very high. We want to encourage participants to rethink the whole identification process --to identify effective strategies as well as to identify the special needs of students.
- Learners have special characteristics which interact with the learning process. School personnel can facilitate the learning process if they match the learner's characteristics with instruction. This is not an easy task. The design and implementation of effective instructional interventions requires an understanding of learner characteristics.
- Review and give examples of each characteristic using **(5.4.1.T&H.2)**

ACTIVITIES

- Have the group members present their views and the terms they use.
- How do participants identify a student's special characteristics? Do participants attribute characteristics to groups, or individuals, or both? Encourage participants to talk about ways to determine student characteristics.
- Have participants describe a specific characteristic. Have them work together to design a realistic intervention.

Algozzine, B., Christianson, S., & Ysseldyke, J. (1982). Probabilities associated with the referral to placement process. Teacher Education and Special Education, 5, **19-23.**

Garcia, S. B., & Ortiz, A. A. (1988). Preventing inappropriate referrals of language minority students to special education. Focus, 5.

DEFINING INTERVENTIONS

(5.4.1.T&H.1.A)

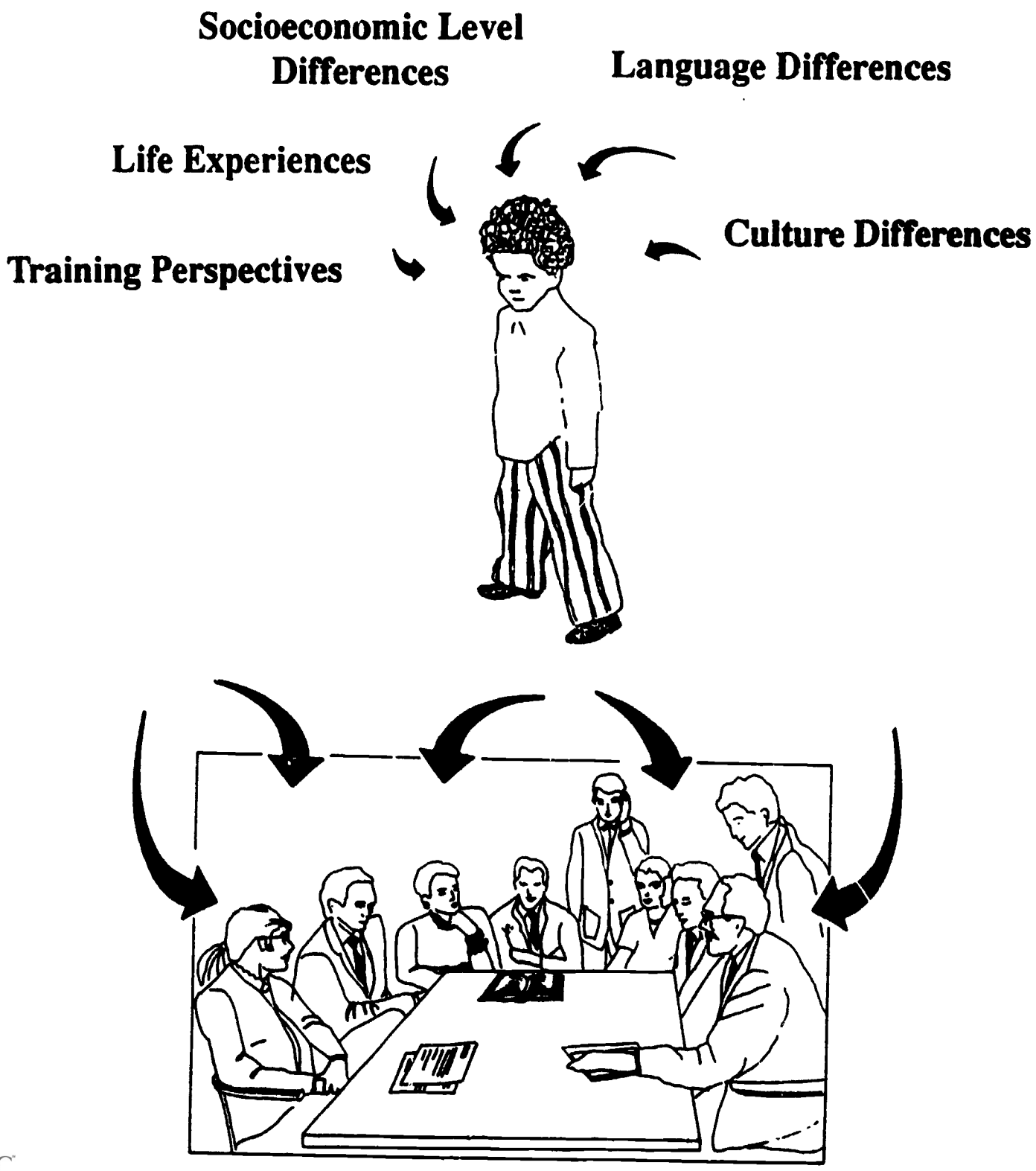
Prereferral Intervention vs. Instructional Interventions

In some school districts and states the term "prereferral interventions" is used to convey the idea of instructional modifications provided to students prior to referral for special education assessment. Since research indicates that 92% of students referred are assessed and 75% of these are placed in special education (Algozzine, Christenson, and Ysseldyke, 1982), the use of the term "prereferral interventions" can lead school personnel to expect that after several intervention efforts have been tried, the student should be assessed and placed in a special education program. What is being suggested here is that learner characteristics and strengths should be observed so that regular education programs can meet these students' needs (Garcia and Ortiz, 1988). The term "instructional interventions" may be the more appropriate term if it is used to convey the meaning that educational programs are being modified to meet the needs of all learners. How programs are modified to insure success requires the expertise of a variety of personnel. Thus, the importance of the transdisciplinary team is emphasized.

Algozzine, B., Christianson, S., & Ysseldyke, J. (1982). Probabilities associated with the referral to placement process. Teacher Education and Special Education, 5, 19-23.

Garcia, S. B., & Ortiz, A. A. (1988). Preventing inappropriate referrals of language minority students to special education. Focus, 5.

DEFINING INTERVENTIONS
(5.4.1.T.1.B)



UNDERSTANDING LEARNER CHARACTERISTICS

(5.4.1.T&H.2)

CULTURAL FACTORS:

- Sense of Time
- Sense of Space
- Personal and Group Perceptions of Logic and Common Sense
- Personal Sense of Control
- Cultural Perspectives of Appropriate Discipline
- Role Models
- Parent Participation in the Educational Process at School
- Effective Relationships
- Parental Strategies Providing Their Children with Instruction
- Parental Expectations and Family Needs
- Sex Roles

PERSONAL FACTORS:

- Age on Arrival
- Length of Residence
- Prior Educational Experiences
- Availability of Support

5.4 DESIGNING EFFECTIVE INTERVENTIONS

5.4.2 Research on Prereferral Interventions

The purpose of the section is to illustrate the variety of interventions which are currently being used and to highlight the personnel involved in their implementation.

CRITICAL POINTS

- A variety of school personnel implement interventions. Limited research has been conducted in this area. One piece of research surveying all 50 states found the following information listed on **(5.4.2.T.1-3)**.
  - Regular teachers are the most involved in implementing interventions. Teachers must be involved in training and preparation if interventions are to be successful;
  - Teachers design less interventions than they implement;
  - Multidisciplinary teams are also involved.
- The primary focus of modifications or interventions is in the area of instruction. There are also other areas where interventions are implemented. There are probably many more interventions which could be successfully implemented as personnel plan collaboratively.

ACTIVITIES

- Have participants discuss the types of interventions most frequently implemented in their schools and programs.
- Encourage them to make a list of effective interventions for specific students. Have them share this information in groups.

Carter, J. & Sugai, G. (1989). Survey on prereferral practices: Responses from state departments of education. Exceptional Children, **55** (4), 298-302.

PERSONNEL IMPLEMENTING INTERVENTIONS

(5.4.2.T.1)

	Percentage
• REGULAR EDUCATION TEACHERS	38
• PARAPROFESSIONAL	16
• SPECIALISTS	13
• ANY/ALL	9
• OTHER	
- SOCIAL WORKERS	2
- REMEDIAL EDUCATORS	2
- COUNSELORS	2
- ATTENDANCE OFFICERS	2

Carter, J. & Sugai, G. (1989). Survey on prereferral practices: Responses from state departments of education. Exceptional Children, 55 (4), 298-302.

INTERVENTIONS ARE DESIGNED BY:

(5.4.2.T.2)

	Percentage
• TEACHERS	22
• MULTIDISCIPLINARY TEAMS	14
• CONSULTANTS	12
• PSYCHOLOGISTS	12
• IEP TEAMS	3
• OTHER	
- BUILDING LEVEL TEAM COMMITTEE	10
- CHILD STUDY TEAM	2
- ANY OF THE TEAM	7

Carter, J. & Sugai, G. (1989). Survey on prereferral practices: Responses from state departments of education. Exceptional Children, 55 (4), 298-302.

INTERVENTIONS INCLUDE THESE TYPES OF MODIFICATIONS

(5.4.2.T.3)

	Percentage
• INSTRUCTIONAL MODIFICATIONS	33
• COUNSELING	24
• PLACEMENT REVIEW/CHANGE	17
• BEHAVIOR MANAGEMENT PROCEDURES	17
• PARENT TRAINING	11
• ANY/ALL	14
• OTHER	
- PARENT COMMUNICATION	2
- CURRICULUM MODIFICATION	2
- TUTORING	1
- STAFF DEVELOPMENT	1
- CRISIS INTERVENTION	1
- HEALTH OR PUBLIC SERVICE AGENCY	1

Carter, J. & Sugai, G. (1989). Survey on prereferral practices: Responses from state departments of education. Exceptional Children, 55 (4), 298-302.

5.5 UNDERSTANDING THE PROCESS AND THE ROLES OF TRANSDISCIPLINARY TEAMING

5.5.1 The Roles of Transdisciplinary Team Members

CRITICAL POINTS

The purpose of this section is to promote collaboration through increasing staff members' understanding of each others' roles and responsibilities. Much of the information in this section is developed through activities and group interaction.

- In **(5.5.1.T.1.A)**, **[adapted from Fradd, S. H. and Weismantel, M.J., (1989)]** participants are given an opportunity to examine a list of individuals who frequently participate on a transdisciplinary team, and the roles and perspectives these individuals provide for the team. Note that this list in not all inclusive.
- In **(5.5.1.T.2)**, participants are provided with a list of persons who typically participate on transdisciplinary teams. While team members may know the general responsibilities of these people, they may be unaware of all the responsibilities, potential commonalities and areas in which collaboration could occur. This transparency serves as an orientation to the information and activities presented in this section.

ACTIVITIES

- Use **(5.5.1.T.1.B)** to record participants' suggestions for completing the list given on **(5.5.1.T.1.A)** mentioned above. Handout **(5.5.1.H.1)** is provided for participants. This activity will focus participants on roles of team members, and will prepare them for the next activity.
- Using **(5.5.1.H.2.A-B)**, participants fill in the information requested for each team member.. Participants do this activity alone.
- **(5.5.1.T.3)** is a list of professionals, their duties, and philosophical orientations prepared before the training session. Compare participant responses with this list.
- Using **(5.5.1.H.3.A-B)**, group members should compare their individual results with those of other group members, and develop a group description (based upon consensus) of the duties and ways that team members can collaborate.
- In **(5.5.1.H.3.C)**, the group is invited to synthesize areas in which the groups found their answers to be convergent and divergent. Encourage group members to promote and monitor whole group participation and individual contributions.

ROLES OF INDIVIDUALS ON THE TRANSDISCIPLINARY TEAM

(5.5.1.T.1.A)

PERSON:	ROLE:	PERSPECTIVE:
Administrator	Facilitative	Management: either authoritarian or collaborative
School psychologist	Facilitative	Data collection, sharing
Speech and language specialist	Instructional and facilitative	Experiential, cognitive, developmental, Piagetian
Special education resource	Instructional and facilitative	Applied behavior analysis, Skinnerian analysis of learning into small tasks that can be mastered
Classroom teacher	Instructional	Informed eclecticism
ESOL resource	Instructional	U.S. culture,Grammar, linguistics, whole language, and cognition a la Graves, Chamot, and O'Malley
Bilingual resource	Instructional	Non-English language and culture, affective understanding moving toward cognitive and academic instruction, social and emotional.

adapted from Fradd, S. H., and Weismantel, M. J., (1989).

ROLES OF INDIVIDUALS ON THE TRANSDISCIPLINARY TEAM

(As generated by participants.)
(5.5.1.T.1.B)

PERSON:	ROLE:	PERSPECTIVE:
•		
•		
•		
•		

ROLES OF INDIVIDUALS ON THE TRANSDISCIPLINARY TEAM

(5.5.1.H.1)

PERSON:	ROLE:	PERSPECTIVE:
Administrator	Facilitative	Management: either authoritarian or collaborative
School psychologist	Facilitative	Data collection, sharing
Speech and language specialist	Instructional and facilitative	Experiential, cognitive, developmental, Piagetian
Special education resource	Instructional and facilitative	Applied behavior analysis, Skinnerian analysis of learning into small tasks that can be mastered
Classroom teacher	Instructional	Informed eclecticism
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Bilingual resource	Instructional moving toward	Non-English language and culture, affective understanding academic social and
cognitive and instruction, emotional.		

[adapted from Fradd, S. H., and Weismantel, M. J., (1989)]

INDIVIDUAL DEFINITION OF ROLES

(5.5.1.T.2)

Team Members:

- PRINCIPAL
- REGULAR TEACHER
- ESOL TEACHER
- SPECIAL EDUCATION TEACHER
- SCHOOL PSYCHOLOGIST
- SPEECH LANGUAGE CONSULTANT
- Others

Professional Responsibilities:

- DUTIES
- PHILOSOPHICAL ORIENTATIONS
- AREAS OF COMMONALITY
- STRENGTHS AND POTENTIAL CONTRIBUTIONS TO THE TEAM
- AREAS I WANT TO KNOW MORE ABOUT
- QUESTIONS I WANT TO ASK

INDIVIDUAL DEFINITION OF ROLES

(5.5.1.H.2.A)

Directions: List the duties of each of the team members. Do this individually without discussing answers with other team members. Think about the skills which each person brings and how these skills can be utilized to address the needs of students who are culturally and linguistically different. There may be some aspects of the roles of each person about which you may need more information.

PRINCIPAL

Duties:

Philosophical orientation:

Areas of commonality:

Strengths and potential contributions to the team:

Areas I want to know more about:

Questions I want to ask:

REGULAR TEACHER

Duties:

Philosophical orientation:

Areas of commonality:

Strengths and potential contributions to the team:

Areas I want to know more about:

Questions I want to ask:

ESOL TEACHER

Duties:

Philosophical orientation:

Areas of commonality:

Strengths and potential contributions to the team:

(5.5.1.H.2.B)

ESOL TEACHER (continued)

Areas I want to know more about:

Questions I want to ask:

SPECIAL EDUCATION TEACHER

Duties:

Philosophical orientation:

Areas of commonality:

Strengths and potential contributions to the team:

Areas I want to know more about:

Questions I want to ask:

SCHOOL PSYCHOLOGIST

Duties:

Philosophical orientation:

Areas of commonality:

Strengths and potential contributions to the team:

Areas I want to know more about:

Questions I want to ask:

SPEECH LANGUAGE CONSULTANT

Duties:

Philosophical orientation:

Areas of commonality:

Strengths and potential contributions to the team:

Areas I want to know more about:

Questions I want to ask:

COMPARISON OF ROLES

(5.5.1.T.3.A)

The following is a list of professionals, their duties and philosophical orientations prepared before the training session. Please compare your responses with this list.

PRINCIPAL

Duties:

- **Works within state and district guidelines to establish and achieve school goals and objectives;**
- **Is the instructional leader for the campus;**
- **Determines instructional needs and evaluates staff and faculty performances;**
- **Allocates resources and manages budget.**

Philosophical orientation:

- **A performance-based, pragmatic thrust.**

REGULAR TEACHER

Duties:

Elementary:

- **In a departmentalized campus, teaches area of specialization;**
- **In most elementary schools teaches all subjects.**

Secondary:

- **Teaches content areas (may include ESOL on permit status);**
- **Observes and quantifies the progress of at least 30+students, some of whom have special needs.**

(5.5.1.T.3.B)

Philosophical orientation:
- Pragmatic approach based on preplanned scope and sequence and basal texts.

SPECIAL EDUCATION TEACHER

Duties:
- Provides appropriate instruction to handicapped learners;
- Interacts with regular classroom teachers to provide students with least restrictive learning environment.

Philosophical orientation:
- Applied behavior analysis.

ESOL TEACHER

Duties:
- Develops English language skills;
- Emphasizes oral development/grammar with a secondary emphasis on coding, writing, and culture;
- Enables students to master skills for successful mainstreaming;
- Works with regular classroom teachers to promote mainstreaming.

Philosophical orientation:
- A pragmatic thrust combined with a basal text orientation; focus on task-oriented (product not process) performance.

(5.5.1.T.3.C)

SCHOOL PSYCHOLOGIST

Duties

- **Assesses students referred for potential special education placement and provides result of assessment;**
- **consults with other school personnel regarding services and student needs.**

Philosophical orientation:

- **Data collection analysis and dissemination.**

SPEECH AND LANGUAGE SPECIALIST

Duties:

- **Assesses students language development and proficiencies;**
- **Provides interventions for students with language related learning problems and developmental language learning needs;**
- **Meets with other personnel to monitor and to assist student progress.**

Philosophical orientation:

- **Cognitive language development based on experiential learning.**

GROUP DEFINITION OF ROLES

(5.5.1.H.3.A)

Directions: In a small group take the ..sts of duties each team member developed, and synthesize these into a group list. Do this by group consensus, not by having the person responsible provide the information. (Please have the team member whose duties are being discussed not contribute until the others have finished.) When you have finished you should be able to answer the questions on the following page:

PRINCIPAL

Duties:

Philosophical orientation:

Areas of commonality:

Strengths and potential contributions to the team:

Areas the group wants to know more about:

Questions the group wants to ask:

REGULAR TEACHER

Duties:

Philosophical orientation:

Areas of commonality:

Strengths and potential contributions to the team:

Areas the group wants to know more about:

Questions the group wants to ask:

ESOL TEACHER

Duties:

Philosophical orientation:

(5.5.1.H.3.B)

Areas of commonality:

Strengths and potential contributions to the team:

Areas the group wants to know more about:

Questions the group wants to ask:

SPECIAL EDUCATION TEACHER

Duties:

Philosophical orientation:

Areas of commonality:

Strengths and potential contributions to the team:

Areas the group wants to know more about:

Questions the group wants to ask:

SCHOOL PSYCHOLOGIST

Duties:

Philosophical orientation:

Areas of commonality:

Strengths and potential contributions to the team:

Areas the group wants to know more about:

Questions the group wants to ask:

SPEECH LANGUAGE CONSULTANT

Duties:

Philosophical orientation:

Areas of commonality:

Strengths and potential contributions to the team:

Areas the group wants to know more about:

Questions the group wants to ask:

SYNTHESIS OF GROUP ACTIVITY
(5.5.1.H.3.C)

1. Which were the positions upon which team members most agreed?

2. Were there any positions upon which team members found it difficult to agree? Were there any positions about which team members appeared to have little information? If yes, which were they? If no, were team members in agreement about duties of each member? What does this information tell you?

3. Please be prepared to share the list of professional responsibilities with the group.

5.5 UNDERSTANDING THE PROCESS AND THE ROLES OF TRANSDISCIPLINARY TEAMING

5.5.2 Understanding the Need for Support as Well as Data Collection

CRITICAL POINTS

Frequently teachers and other educational specialists are reluctant to disclose their personal perspectives and concerns. This article **(5.5.2.H.1) Martin, A. (1985). Screening, early intervention, and remediation: Obscuring children's potential.** Harvard Educational Review, **58 (4), 488-501**, although long, has been found to assist teachers in focussing on the needs of linguistically and culturally diverse students. Offer this article as an evening assignment, if this is a two day or longer training session. Several cases are reviewed which focus on students who have language learning needs and appear to be culturally different from the other students. Suggestions for conducting transdisciplinary meetings and for initiating and carrying out policy are offered. At the same time, the author's biases are revealed.. Participants should be encouraged to read the article critically. Not every suggestion or insight offered should be accepted. Disagreement with the perspectives presented here is as important as agreement. Specific points which may be emphasized are listed next:

1. Are remedial services inappropriate for students who have never had the opportunity to learn the skills being tested. Shouldn't students have the opportunity to develop language and cognitive skills before they are determined to be deficient?

2. We can not provide interventions for a child like "Perrin." We need to focus specifically on the needs of each child, not generate lists of interventions to be implemented on children who have some symptoms or appear to be somewhat similar to other students.

3. Language proficiency and academic skill development are incremental and recursive.

4. Those who do not work with students should not be permitted to make final decisions on what students need.

5. Teachers need support and guidance, a place and a group where they can share difficulties and aspirations for their students.

6. Formal policies and conference structures are needed in order to maintain the professional focus of the group.

7. The use of terms such as "at- risk" are not necessarily damaging. Their implications vary depending on the formal and informal structures which are developed to take the students to "out of risk" and into successful environments.

8. There is bias revealed in the author's perspectives. Detecting this bias is important in defining and refining one's own philosophy. Not all the sentiments expressed in this article are shared by the presenters.

ACTIVITIES

- If the training session is only one day, the article may serve as a follow-up reference. The eight points may serve as points of discussion within groups and between participants and presenters. The activity of reading and discussing the article is sufficient for this set of critical points.

- **(5.5.2.H.2)** is a handout of questions to help give participants a focus in their reading of this article. **(NOTE)** For the benefit of the trainers working with the participants, the questions and suggested answers to the guiding questions are listed here.

1. **List the case studies and the concerns.**
   a) Laurie's Case - "Where remedial services are available, schools tend to be in such a rush to jump in with 'early intervention' that young children hardly get a chance to set in motion their own ways of learning before teachers are warned of their learning problems." (p.490)
   b) Lisa's Case - School personnel determined the child "lacking in basic concepts" and put her in an intensive language therapy program, when she had only been in an English-speaking environment for 10 months,. (p.491)
   c) Perrin's Case - IEP goals, written for a child who had severe emotional and behavioral difficulties, were "trivial and dubious in value" and were prepared by people who hardly knew the child. (p.494)
   d) David ' Case - Due to what turned out to be a unique and productive learning style, a child was termed an LD risk on the screening test results. (p.494)
   e) Mario's Case - The student's strengths and weaknesses were thoroughly considered in staff review process, and an appropriate and effective educational plan for him was designed and implemented. (p.496-8)

2. **Which case studies give insight into the needs of LEP students?**
   --The case of Laurie--"after a traumatic family experience" (p.491)
   --The case of Lisa--a student with limited English proficiency (p.491)
   --The case of Mario--(see description of Mario in second paragraph (p.496-7)

3.a. Which cases illustrate positive responses?

--Lisa's, David's, and Mario's cases.

3.b. What <u>are</u> some of the positive responses?

a) Providing Lisa with the opportunity to learn language and communication skills in the "context of a setting, situation, and relationship." (p.493)

b) Permitting David to "fasten on one challenge at a time and run it to the ground before moving on to something new: (p.495)

c) The results from the "dramatic" Staff Review held in Mario's case.(last paragraph on p.497 and first paragraph on p.498).

4. What negative examples are provided?

--Leaving to Laurie's parents the decision whether to choose special services at that time or to wait to respond to problems if and when they arose;

--the speech therapy for Lisa; visual and motor goals for Perrin, as well as the clinician's suggestion that he was learning disabled.

5. What suggestions are offered for conducting child study meetings?

--Chairperson and notetaker rotate jobs on the team.

--Bring to the meeting a full description of the student, (see the second citation on p.496 of the article.)

--Chairperson summarizes student's strengths and needs.

--Team members ask further questions

--Brainstorm ideas that focus on the student's strengths.

--Record all suggestions.

--Provide copies of proceedings to all participants.

--Consider a second session in which to address further needs of the student.

"What the teacher ends up with are recommendations based on the full portrait of a whole child instead of a disjointed collection of test scores, and they come from a group of engaged, thoughtful teachers pooling their resources and classroom experience." (bottom of third paragraph on p. 498).

6. Discuss the aspects of formal meetings presented here.

--Established procedures

--Expectations that positive outcomes will occur

--Other?

7. Are there any aspects of the article that you didn't like?

--Some believe the author was too negative about schools.

--Some don't like the length or style.

--Some appreciate an opportunity to tell their perspective.

--In general, people have responded positively to the article.

(5.5.2.H.1)

Teachers and Teaching

Screening, Early Intervention, and Remediation: Obscuring Children's Potential

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From her perspective as a public school kindergarten teacher, Anne Martin examines the effects of special needs intervention on classroom life. She finds that frequently a special education focus results in an overemphasis on children's weaknesses. Moreover, she believes that special educators often ignore the classroom teacher's key role in helping children learn and grow. The author offers alternative suggestions for helping children that rely on collaboration among teachers to produce a rich understanding of the context of individual children's lives in school.

As a teacher of primary-grade children in a suburban public school system, I have become increasingly concerned with both the theory and the delivery of special needs services to children at school. The current national trend is to give "screening tests" to entering children, to depend heavily on test results in creating Individualized Education Plans (IEPs) for children identified as having problems, and to give special services according to a rigid body of rules and regulations. State laws based on PL 94-142, the Education for All Handicapped Children Act, were presumably set up to permit "early intervention" and to make sure all children in need would have equal opportunity for special services. Unfortunately, although these laws are well intentioned, they have had consequences far from their originally stated aims, and I have been repeatedly dismayed and angered by their effects on the lives of children. While mandated screening procedures and education plans may work well in some cases of physical or other extreme disabilities, I think they have had a demonstrably negative influence on our views of children's potential and our views of children and teaching altogether. In my discussion of these issues, I am drawing mainly on what I know best: my own classroom experience. While I am aware that my experience is limited, it is probably not so different from the experiences of countless other teachers in other places.

When I returned to teaching kindergarten several years ago, having worked with older children in the meantime, I was amazed at how expectations for entering children had changed in that fifteen-year span. I found that beginning students were supposed to be "ready" for school, whereas my whole training in early childhood education and my prior experience as a kindergarten teacher had led me to assume that it was precisely in kindergarten that children *became* ready for school.

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But now, in class, children were supposed to learn "skills" through formal lessons, which might include worksheets and workbooks. They were being screened either before entering school or during the first weeks of kindergarten, and any child who did not do well on the screening test was the subject of a concern that was communicated to parents. These young children, often not yet five years old, were being sorted out and categorized with little allowance for the infinite variety of their learning styles and developmental patterns. This is not how I saw kindergarten at all.

Entering kindergarten is a big step for five-year-old children, whether they have previously attended nursery school or whether this is their first school experience. They are now in "real" school where they are part of a large student body perhaps joining older siblings in the same building. Within a large group under the care of one teacher, they are expected to become self-controlled in behavior and gain some independence in their learning. In a thoughtful kindergarten program, children are challenged and stretched intellectually through carefully chosen materials and activities, encouraged to express their own ideas and thoughts through many media, and helped to deal with social issues like friendship, conflict, and cooperation.

A flexible kindergarten program can accommodate wide diversity in children's backgrounds, maturity, temperaments, interests, talents, abilities, and skills. In this important introduction to school, every child should have the chance to grow, to be appreciated, and to learn to be a contributing member of a group. It seems, however, that schools are increasingly unwilling to accept all children and to adjust to their particular needs. I remember one meeting of kindergarten teachers in which the suggestion was made that we should visit all the preschools in our district to identify and head off problem children before they registered for kindergarten. But even without such extreme measures, our entering children tend to be labeled and pigeonholed through screening and testing procedures.

Early in the school year, I was asked to meet with school personnel who had administered a screening test to my new kindergarten children during the first weeks of school. To my surprise, test results indicated that fully half of my young students were considered to be "at risk" in one or more crucial developmental areas. One of my brightest students was said to be possibly "learning disabled," and my most skilled artist deficient in fine motor ability. My most cooperative learner was "oppositional" and displayed "negative attitudes." There were lists of names under the headings of "gross motor concerns," "LD [Learning Disabled] risks" and "needing fine motor practice." The more I remonstrated and gave counterevidence (I was already starting to *know* these children, after all), the more I was met by grave, implacable insistence on the validity of the judgments, although we all agreed that a one-time test at the beginning of a new school experience was likely to yield inaccurate information. I became increasingly frustrated and strident in the face of the accusations, both explicit and implied, that I was closed-minded and not sufficiently attuned to children's needs. Even though I knew that getting angry and alienating colleagues was not a productive strategy, I felt I had to assert my values against what seemed to me a constricting view of children's potential.

This confrontation was not a new situation. I had repeatedly rejected not only the particular instrument of our screening tests (which happens to be one that I find especially objectionable) but the whole idea of sorting out children into categories and giving them numerical scores for isolated skills. I have maintained that there is no way that a twenty-minute contact and a set of test scores can adequately

describe a child's potential to learn. All children come to school as complex persons with their own unique backgrounds and sets of experiences. For me the fascination of each new school year is the gradual revelation of this complexity as I observe the children and develop a relationship with each child and the whole group. It is only through living in the classroom together that we start to understand one another and begin to get a sense of each other's strengths and vulnerabilities. Yet when it comes down to meetings about students, especially those including parents, it is the test scores and the recommendations of "support service" personnel which are generally given far greater weight than teacher observations. My main quarrel with special services is that the whole thrust is to identify weaknesses and concentrate on problems, instead of focusing on strengths and consciously supporting those strengths in order to encourage growth in all areas.

The language used to describe children in professional reports, whether written by school personnel or by outside clinicians, may seem to be just current professional jargon, but its implicit meanings are actually highly significant.[1] For instance, the phrase "children at risk" has become a familiar one, picked up frequently by the media in reference to a variety of problems like poverty, hunger, lead poisoning, AIDS, or teenage pregnancy. The words have a dramatic ring that catches people's attention. The expression "children at risk" is explicitly a prediction of danger and implicitly a call for immediate strong action to avert disaster. Obviously, some of the issues where children are seen to be at risk are actually life-and-death matters. In schools, however, the phrase can be casually applied to almost any concern, from trivial matters such as a handwriting deficiency to the possibility of total school failure.

In an article entitled "A Generation at Risk"[2] a prediction of failure is made for a large part of America's entering class of students:

> . . . [N]ot only is the class of 2000 smaller than many of its predecessors, reflecting the low birthrates of recent years, but it could easily turn out to be less prepared for college or the workplace. That is because the generation now in kindergarten, more than any before it, is dominated by children whose circumstances—poverty, an unstable home, a non-English-speaking background or membership in a minority group that historically has performed below average academically—make them statistically more likely to fail in school.

Not only does this article hold the extraordinary assumption that belonging to a minority group or having a non-English-speaking background almost guarantees failure, but it conveys a sense of hopelessness about our society's ability to adjust to differences in the school population. As the report comments, a teacher can look at the admittedly "bright young faces" of new kindergartners, and "within a few months, she can predict pretty well who among these children is going to succeed and who will fail." If children are identified as "at risk," it is easy to give up on them early on.

Often children are now labeled "at risk," where formerly they might have been described as children who are not performing well in school. To say that a child is having some problems with certain aspects of school invites an examination of how the classroom could adapt to the child's difficulties. To say that a child is "at

[1] For a recent discussion of terminology in education, see Brenda Engel, "Education: A Universe of Discourse," *Teaching and Learning*, 1 (1986), 4–12.

[2] *The Washington Post*, National Weekly Edition, October 26 1987, p 6.

risk" invites predictions of dire consequences that easily become self-fulfilling prophecies. The label "at risk" tends to eclipse attempts to learn, patiently, to know the child better before suggesting solutions, in favor of prescribing immediate and often inappropriate measures. If and when "interventions" are not successful, it is easy to place blame on the extent of the damaging conditions rather than an ineffective response by the school.

Where remedial services are available, schools tend to be in such a rush to jump in with "early intervention" that young children hardly get a chance to set in motion their own ways of learning before teachers are warned of their learning problems. For example, before Laurie even entered my kindergarten, I was told to look for serious difficulties.[3] It seemed that she had been tested during the summer and that a meeting was scheduled for the second week of school to discuss her learning deficiencies. I managed to hold off the meeting for several weeks, since I wanted to get to know Laurie before we held the discussion. What I saw was a little girl who loved books and language, who played with other children, who separated from her mother easily and followed routines well, who was clearly interested in discussions, in topics of study, in written symbols, and the world around her. In short, I saw no problems. It seemed that Laurie had had some emotional difficulties at nursery school in late spring, after a traumatic family experience. In the aftermath, Laurie was given several cognitive tests, whereupon it was suddenly discovered that she had trouble in sequencing and ordering information that was "not meaningful." The report read in part:

> Laurie's best performance, which was advanced for her age, was her recall of story details which required memory for extensive, meaningful verbal information. Notably, when recall required verbal information that did not have a context—verbal and number series—she was less skilled. . . . It appears at this time that Laurie's memory is enhanced when the information is verbal and meaningful. This has implications for Laurie's "listening" skills.

I would have thought that the implication would be to develop her strong talent and interest in literature, listening to stories and storytelling so that she could learn in a meaningful context. But the recommendation was that she should receive help in the learning center three times a week, in light of the fact that besides the trouble in processing information she also lacked "automaticity" in naming numbers and letters and in printing them. This child was not yet five when she was tested and expected to know numbers and letters, which the tester termed "school readiness information." Since when do we expect kindergarten children to enter school with the school skills they are coming in to learn? The upshot of our meeting with a roomful of professionals was that if Laurie didn't have special services now, she might suffer "in the third grade" and then it would have been our neglect in kindergarten that caused the problem. I felt that we had plenty of time to let Laurie find herself, and that, instead of making possibly self-fulfilling predictions of failure in the third grade, we should respond to problems if and when they arose. It was left up to an understandably perplexed parent to decide which course would be best for the child.

Another child, who had been speaking English for only a year and a half, entered kindergarten with a thick sheaf of test results and clinical evaluations which

[3] I have given all the children and teachers in this account fictitious names to protect their privacy.

usually began, "Lisa presents as . . ." and then went on to detail her precise deficiencies:

> The results of the Boehm Test of Basic Concepts reveal that Lisa is lacking the following basic concepts: Through, between, next to, above/below, at the side of, center, separated, forward, most, second, third, whole/half, zero, equal numbers of, medium, pair, not first or last, left/right, always, skip, other and alike.

On the other hand, one test found that

> Lisa can correctly and expressively identify apple, orange and banana with 100% accuracy, while pear is 100% receptively and 80% correct expressively. In the animal category, Lisa is able to identify horse, cow, sheep, and chicken with 100% accuracy, receptively, and pig with 50% accuracy. Expressively, she is able to identify all animals except cow and pig with 100% accuracy. Cow is at 40% accuracy and pig is at 60%.

Part of the mandated evaluation process is that on the basis of such test results, trained personnel are required to write out goals and objectives several times a year. Given the nature of the test results of the child I am calling Lisa, her official school records contain goals like the following: "Will demonstrate improved syntactical and morphological agreement for a) regular/irregular past tense b) regular/irregular plurals c) present progressive tense d) possessives and pronouns."

These and similar goals required that Lisa work with speech and language specialists both privately and in school. After only ten months in this country, Lisa was criticized for "improper pronoun usage, lack of subject-verb agreement," and using 3- to 5-word sentences. However, the specialist's conclusion was that "prognosis is good due to Lisa's motivation for earning stickers." In fact, one speech therapist even awarded Lisa stickers for "good sitting," "good listening," and "good walking."

The notion that children learn a language for the sake of stickers rather than basic communication has always puzzled me. Language is so basic to feeling and thought that to treat it as a set of tricks or "skills" to be learned in little segments with rewards for "positive reinforcement" (like a dog given biscuits for learning to beg) seems to me a travesty. It happens that Lisa had been adopted from an orphanage in another country and was making a valiant effort to adjust to a new home, a new family, a new language, a new country, a new culture, and a new school. Obviously, she was in need of special help with these formidable challenges, and was indeed under the care of a sympathetic and skilled therapist. But to evaluate her in terms of the percentage of correct identification of farm animals or of words she failed to recognize on a test is clearly a trivialization of her language learning, as well as a misunderstanding of the way young children learn language and the function of language for this child.

As a matter of fact, Lisa was passionately involved with language learning all the time. From the first day of school, she was extremely eager to make contact with other people, to join discussions, to make friends, and to be liked. Her domain was the house corner where she could be the mother, the boss of the family, taking care of numerous children and household chores. Lisa had survived a difficult early childhood of loss and deprivation by asserting as much control as she could, and her play was often marked by stormy scenes when things didn't go her way. If there were disagreements with the other children, Lisa would stomp off.

have a tantrum, refuse to listen, put her hands over her ears, and glower sullenly.

Gradually, Lisa realized that to keep the social play going and to sustain friendships, she would have to express her wishes and be able to argue and make compromises ("I lose my temper and I lose my heart, I feel so bad," she dictated once after a fight with her friend.) As Lisa concentrated on speaking more clearly and making herself understood, her language improved rapidly in vocabulary, pronunciation, and precision of thought. Lisa, like most young children, was learning language in the *context* of a setting, situation, and relationship. It was vitally important for her to make relationships and to express her fantasies in story, drama, and conversation. She didn't need external motivation like stickers to pour energy into language learning. After less than two years in America, her fervent wish to communicate resulted in fluent English that was highly expressive, if not always strictly correct in verb tense or prepositions. Correspondingly, she made progress in all areas of learning.

However, at the same time that Lisa was getting daily practice in using language effectively at school and at home, she was also getting speech therapy at school, and there her performance was considered deficient. Her therapist complained that Lisa was "manipulative," that she "frequently misinterprets pictures and therefore misses the point," that she was "unwilling to work on the areas of greatest weakness for her as she is very afraid that others will find out that she does not have mastery of the target area." It seems what Lisa really wanted to do was act out scenes with puppets all the time, rather than do the real work of drawing lines on paper to illustrate concepts like "under" and "over" (Is there really an under and over on a two-dimensional picture?) The therapist proudly explained how she solved that problem by telling Lisa that another teacher had borrowed the puppets and therefore Lisa couldn't use them. The whole thrust of the sessions seemed to be to push Lisa in areas where she felt at a disadvantage, and to suppress her areas of strength in language: drama, storytelling, fantasy, and dialogue. Yet one could easily argue that any language concept that can be learned with paper and pencil can undoubtedly be learned even more effectively with puppets and through literature. For a child who is aware that she has missed out on many experiences that other children her age take for granted, it would seem especially unwise to stress deficiencies rather than strengths. Moreover, those deficiencies in language were seen in terms of standard test format. It is no wonder that at the end of the year in speech therapy, the therapist wrote that Lisa "still becomes anxious to the point of refusing to continue if she misses several items in a row." So might we all, if we were continually confronted with "items in a row" to be done correctly under the watchful eye of a tester.

Not only is speech progress seen in terms of test items, but so are the "goals" that are mandated for each child who receives special services in the school. Here are some of the end-of-year goals written in the education plan of a child named Perrin who had severe emotional and behavioral difficulties:

> Given visual-motor tracking patterns from the Frostig and DLM See-It, Do-It program, Perrin will complete them correctly in 8 of 10 trials. Given cutting activities involving straight turning corners, Perrin will maintain proper position of the scissors and paper and correctly turn the paper.
>
> Given simple pictures and shapes, Perrin will trace and color them with increased accuracy.

Considering that all year long, Perrin had been the focus of intense concern and help from his parents, his teacher, and several other members of the school staff to make it possible for him to function within the class community, such goals as using scissors "correctly" or coloring within lines are again both trivial and dubious in value. But it is mandated that goals be written by learning center staff, and it often happens that the person writing the goals barely knows the child. In one case, the person assigned to write out goals for an IEP (which becomes part of the child's official school record) had actually never worked with the child in question or observed her or spoken with her. In another case, an outside consultant who had seen a child only once for an evaluation expressed reluctance about writing out goals for a child she had just met, and was told by school personnel that under state law she had to do so.

Our local children's clinics sometimes use a form letter to get around the necessity of writing recommendations. A report on Perrin from a prestigious hospital clinic appended a list of twenty-one recommendations for "a child like Perrin." The trouble was that this was *Perrin*, a unique, complicated boy, and not a child "like" him, so that the recommendations had no relevance to his particular behavior or problems. They were premised on a standard school situation in which Perrin might be presented with "an entire page of twenty problems" or where he might have a "desk" to sit at all day. The clinicians evidently had made no attempt to see the actual school setting or speak with Perrin's teachers. That was too bad because I would have welcomed some thoughtful and intelligent suggestions on ways to deal with the challenges that Perrin posed. As it was, school guidance personnel suggested early on that Perrin was "Learning Disabled." When I said I thought he was very bright, they said they meant his psychological problems prevented Perrin from learning like other children. It is true that Perrin had his own ways of learning, but so does every child. The words "Learning Disabled" imply a kind of illness, or at least a serious deficiency. They don't imply to most people that a child is extremely capable but not using those abilities in a conventional manner. A parent who is told that his/her child is LD would either be terribly distressed and worried, or would angrily fight back on the basis of better knowledge of the child's capabilities, as Perrin's mother fortunately did.

One of the children termed an LD risk on the screening test results was David, whose quick and thoughtful responses had impressed me from the first day of school. When I asked for the basis of this judgment, I was told that he "perseverated." It was my first encounter with this word, one that I subsequently could not find in my unabridged dictionary, and I asked its meaning. It seems that David had difficulty in moving from one set of test items to the next. He got "stuck" on each one. He also started his drawings of figures from the legs upward, which was apparently an ominous sign. Intrigued by the word "perseverate" and the idea of it as a serious defect, I tried to fit it into my observations of David during activity periods. There was no doubt that he had staying power way beyond most children his age. When he got involved with a project, he pursued it for days, often weeks. He stuck with things until he mastered what he set out to do. Thus he got started on building complex inclined plane structures for marbles to roll through, and spent weeks perfecting ramps, curves, bridges, tunnels, and decorative touches for his marble rolls. When he started to construct domino block buildings where long series of blocks could be toppled by pushing the first one, he would spend all morning setting up complicated series of standing blocks. David showed sophisticated knowledge of the mechanics of how and why the domino effect would or would

not work in each case. While David tended to be impatient with other people, he had infinite patience with materials and projects, trying out variations and fixing unsuccessful attempts with no sign of anger or frustration.

When David began to copy the text of books (usually factual science picture books which interested him) for hours on end, begging to borrow the classroom books to finish at home. I did become a little uneasy at this seemingly compulsive behavior. I would lead him into other activities or suggest he do something else, but eventually he would find his way back into copying texts. By the middle of the year, it turned out that the copy work was his way of teaching himself systematically to read and write. From knowing letter sounds and a few words, he jumped to fluent reading of quite difficult material and writing just about anything he wanted to. I encouraged him to use "invented spelling" but his spelling was amazingly accurate for a beginner. His excellent visual memory permitted him to spell correctly words like "money" or "trying" and to include in a list of written words "incorporated," which he said he had seen on TV.

David, who was seen to be at risk for LD, was clearly an unusually able child and an avid learner who independently taught himself to read and write and perform outstanding engineering feats, among other skills. His style was to fasten on one challenge at a time and run it into the ground before moving on to something new. It was this quality that had gotten in his way in a test situation that required switching quickly from one thing to another. It is true that David had a tendency to be rigid and sometimes intolerant of or emotionally closed to others, but these qualities, which changed considerably during the year, had to be seen in the context of his whole personality and his activities and interests. The only way to know David was through extended contact with him and observation of him within the classroom. If I had taken his "LD risk" seriously, I might not have suggested difficult things for him to do or given him the benefit of the doubt when he went on his book-copying jags or building projects. But I had the advantage of many years of teaching experience, open skepticism about testing, and the freedom to do what I wanted in my classroom. For new teachers or teachers dominated by administrators and rigid kindergarten curricula, it might not be easy to ignore such predictions or labels. David might have been considered a "special ed" candidate to be coached in a resource room or given remedial workbook exercises. In this case, David's real abilities would have undoubtedly surfaced eventually, but perhaps at serious cost to his sense of purpose and independent learning. A school report mentioning LD could easily have undermined his and his family's confidence about his development.

In my criticism of special services, I am not advocating a do-nothing-and-wait attitude on the part of teachers and other school personnel. There is no doubt that children do often have difficulties in early grades, that time does not solve all school problems, and that there are many special things schools can do to help children learn. I would like to suggest a practical alternative to the testing, labeling, and remediation that compose the usual approach to children having difficulties. When teachers have questions about children in their class, they need help in observing and understanding what is happening, re-thinking their classroom program, and making productive plans to help particular children. One approach that has proved particularly effective for teachers in many different schools across the country is a staff review process developed by Patricia Carini and others at the Prospect Center in North Bennington, Vermont.

The staff review group consists of a group of teachers and other school personnel

who meet together (often at regular intervals) to help each other study the children in their care in order to make more effective educational responses in the classroom:

> The primary purpose of the Staff Review of a child is to bring varied perspectives to bear in order to describe a child's experience within the school setting. On the basis of this description and discussion of its implications, the staff comes to recommendations for supporting and deepening the child's school experiences and, according to need, offers ways to support the teacher bearing major responsibility for the child in implementing the recommendations.[4]

To illustrate the staff review process, I will describe one of the most dramatic staff reviews I have ever attended. It took place in a group of teachers who had met together about once a month for almost four years. Whereas most staff reviews focus on particular concerns about children's learning—for example, problems with reading, social skills, or over-dependence—this one was a desperate cry for help from an exceptionally dedicated and thoughtful teacher who had come to the end of her rope. Linda, who was trying to cope with a large and particularly difficult class, felt she could no longer deal with eleven-year-old Mario, who disrupted everything, got into constant trouble with his classmates, could not do his work, and constantly tested Linda to her limits. It so happened that on the same day as the teachers' group meeting, Linda had been to a special needs review of Mario at school, and she came to the meeting feeling depressed, discouraged, and hopeless, doubting whether there was any point in doing the staff review at all. But because this group of teachers had worked together a long time and trusted each other and cared about each other, Linda was urged to give the staff review a try.

As the "presenting teacher," Linda had conferred before this session with the chairperson (a rotating job), who had helped her prepare a full description of Mario, based on these categories:

> The child's stance in the world, the child's emotional tenor and disposition, the child's mode of relationship to other children and to adults, the child's activities and interests, the child's involvement in formal learning, the child's greatest strengths and areas of greatest vulnerabilities.[5]

Now, at the beginning of the meeting, Linda posed her focusing question: "What manageable, consistent routines can I set up with Mario, so that negative communications will be minimized?" She then proceeded to describe Mario in as rich detail and as vividly as she could. For about fifteen minutes we listened carefully as Linda gave us a portrait of Mario which really evoked his presence in the room. We saw a short, handsome, energetic child who talked incessantly and bounced around the room, got into verbal battles continually, slammed himself up against lockers, and was wildly unpredictable. A streetwise kid, Mario talked the way an adolescent would about having a sports car with a girl in the front seat, and wanted desperately to be "cool" and make friends, but the other children were consistently turned off by his wild boasting and inability to come through in work or play. With adults, Mario was manipulative, playing one against another, con-

[4] Patricia Carini, *The Lives of Seven School Children* (Grand Forks: University of North Dakota Press, 1982), p. 112.
[5] Carini, *The Lives*, p. 112.

stantly seeking attention and never satisfied, no matter how much he got. Yet occasionally Mario's streetwise bravado could melt into a hug, and he showed some care for classmates who were upset or hurt. Although he could be charming, Mario took swift advantage of any positive feelings toward him, pushing adults into the position of prison warden.

As Linda continued her portrayal of Mario, recounting incidents and describing him without using any labels, jargon, or clinical terminology, we learned about Mario's lack of academic skills, his expulsion from remedial math class, his passionate interest in fast cars and fireworks, his daily hour after school with Linda, and his inability to focus on anything in class. Linda ended with a summary of Mario's strengths: his toughness, self reliance, honesty, and a certain softness that kept adults from giving up on him. His greatest vulnerabilities were lack of control and poor social judgments. He was easily upset and extremely impetuous. Mario was getting himself and other children into trouble, jeopardizing his own and other people's safety. Linda was finding herself increasingly distrustful of Mario and having negative communication with him more and more frequently, much to her distress.

When Linda finished, the chairperson summarized the presentation, related Mario's school history, and added some family and medical data that were part of the school record. Care was taken not to include speculation or neighborhood gossip, and thus not to violate Mario's or his family's privacy. We then asked Linda questions for further elucidation: Were there any books he liked? (Yes, short and humorous ones or books read aloud to him.) Was there any activity he could do without getting into trouble? (Yes, painting and other art work.) Did he like drama? (Too hard for him to handle—he wrecks it every time.) Linda's last response to a question concerned Mario's lack of confidence in himself, and his questions to her: "Would you be upset if I die? If I die, will you care?"

After the chairperson's summary of the further information yielded by the questions and answers, it was time for group members to give recommendations based on Linda's whole presentation. Ordinarily, during staff reviews, people are quick to come up with suggestions and ideas, but Mario's story seemed so serious to us, and Linda's position so difficult, that there was a long silence. The first comment was that Mario should have professional help immediately, that death talk is serious and needs professional attention for Mario's own protection, in view of his impetuous nature. Then, tentatively, one of us suggested that perhaps Mario could use basic materials like clay, water, and sand (something he had probably missed earlier in his life) to make scenery and build a model race track, which he knew a lot about and loved. It was as though we were suddenly released, and suggestions started flooding in: Try success in small doses, 15-minute tasks, and reward him immediately with something he enjoys, like painting. For homework, let him design an ideal car; write letters to car dealers, asking for information. Help him make math board games with a car-racing format. Have a stuffed-animal day in class for which Mario could be in charge. Perhaps it could be arranged to have Mario work with younger children in the kindergarten once in a while. Channel Mario's interest in fireworks through books about the history of fireworks, Japanese paintings, batteries and bulbs for a science project. Supply joke books and riddle books for Mario to read and share with others. Use cameras or ready-made photos for stimulating stories that he could compose with a group, under adult supervision. Let him dictate some stories, if possible, so that he could produce creditable products.

As the day's notekeeper, I was recording all the suggestions, along with the whole proceedings as summarized by the chairperson, to be typed and sent to all the participants, but Linda was also writing down the suggestions. As she responded to each one and realized that there were possibilities that had not been tried and might make life easier in the classroom and more productive for Mario, Linda's mood visibly changed. Instead of the pained, hopeless expression she had started with, there was now energy, enthusiasm, and liveliness. The whole atmosphere in the room was changed also. While people saw Mario realistically as a very troubled boy who needed help, they also saw him as a child with positive qualities that could allow him to respond to new approaches. Moreover, we had become aware of some of the hurt and deprivation that must underlie Mario's difficult behavior, and there was sympathy both for him and for Linda. The last comment, and perhaps the one that most impressed Linda, was that Linda should relax more and realize that she could not fix everything for Mario, that she was not the cause of his problems, nor solely responsible for his future. Linda could do her best with Mario, but a little relaxation and distance would do her good and allow her to cope better with him.

The meeting broke up in a mood of amazement that the staff review process could change a view so drastically from an entirely negative, closed position to one that held some possibilities for change. All of us were buoyed up by the realization that a combination of viewpoints could open up "impossible" situations, and that we were able to help each other. For the rest of the year, Linda obviously still struggled with Mario and her extremely difficult group, but she was able to get some perspective (including humor) on the problems, and to try new activities and classroom procedures that lightened the load and permitted her to work more productively.

The differences between such a staff review and the currently prescribed series of tests and remediation plans are evident both on an immediate day-to-day basis and on a deeper philosophical level. The staff review addresses a teacher's questions about a particular child in a particular classroom. The child is observed carefully within the fluid context of an actual classroom instead of in a static test situation, and the rich details that emerge are the bases for thinking about the child's life in school. What the teacher ends up with are recommendations based on the full portrait of a whole child instead of a disjointed collection of test scores, and they come from a group of engaged, thoughtful teachers pooling their resources and classroom experience.

The reliability of the description presented in a staff review is promoted by several factors, primarily by the simple but definite structure of the process. It is built into a staff review to have an experienced chairperson help the presenting teacher prepare a full descriptive account according to the inclusive categories cited above. The chairperson, through questions, suggestions, and perhaps even supplementary observations, can broaden and deepen the teacher's observations. Often the teacher also brings along the child's work (samples of writing, drawing, classwork, a journal, and so on) as part of the staff review. Sometimes, if the group wishes to pursue the child study even further, a separate session is devoted to a closer look at these samples. Also built in is the safeguarding of the child's and family's privacy, thus eliminating irrelevant or unverified information. The questions and comments of the participants bring out knowledge that the presenter may have left out or not previously noted. Sometimes there may be additions to the presentation by the child's previous or concurrent teachers, who can contribute supplementary

observations. At the end of each staff review there is a critique of the session, during which participants can express any doubts they may feel about the review and its outcome. The formal structure of the process sometimes surprises newcomers, but it is absolutely necessary in order to maintain professional standards and full participation by all members of the group. It also protects the presenting teacher from being put on the spot or criticized. Another advantage of the structured format is that it can be applied to many situations and learned easily by any group. Naturally, longer experience with staff review brings greater skill, and a group that works together over a period of time builds up increasing trust and depth of understanding.

Learning to present in descriptive, not *pre*scriptive, language is an important aspect of using the staff review, and a skill that takes practice. The language of the recommendations in a staff review is that of teachers striving to find ways to gear everyday classroom activities toward the children's needs, whereas the language of test results is often abstract jargon.

In clinical reports it is common to find language that serves to obfuscate adult understanding of children, or to alarm teachers and parents. Here are a couple of sentences from a report I was given about one of my children:

> Naming was mildly reduced, although within broad normal limits and commensurate with his fund of information. Praxis was intact for axial, buccofacial and limb commands.
>
> His delayed initiation of voluntary saccads was suggestive of ocular-motor apraxia.

I could find no useful meaning in such description, and nobody offered any interpretation. In staff reviews, complexity arises from the layering of detail, described vividly and with precision rather than with obscure words. While suggestions in clinical reports may turn out to be not only hard to understand but also impracticable within a particular classroom situation, the staff review results in suggestions that can be implemented by the presenting teacher immediately. At the same time, it reminds participating teachers of similar children and concerns in their own classrooms, and thus makes everyone in the group more aware of the possibilities in curriculum, materials, and attitudes.

The purpose of a staff review is to concentrate on a child's strengths and widen teachers' responses to the daily challenges in the classroom. Because it is a process that depends on every participant's best concentrated thinking and intense effort to work together, teachers tend to leave the staff review with a feeling of exhilaration and renewed courage to extend themselves further in their teaching. When teachers leave a mandated conference designed to produce an IEP, they are often discouraged by the sense of the overpowering problems of a child, angry that their own input was slighted in favor of test results, doubtful about the efficacy of plans made by people who don't know the child well. They also may feel burdened by extra tasks which seem irrelevant to the child's needs but are being demanded of an already hard-pressed teacher. The staff review is amenable to extremely fine tuning, whereas the mandated process consists of only the broadest, roughest outline of a child's needs, mostly in negative terms and concerning the areas in which the child performs most poorly.

Interestingly, the very process of preparing a staff review—observing the child closely and recording observations; studying the child's drawings, writing, and other work; presenting a vivid portrait of the child to a group of colleagues—af-

lects the relationship between teacher and child. Even if the teacher does not follow up on suggestions proposed during the staff review, a change in the classroom happens just because of the careful, sympathetic attention given to the child and the multiplicity of perspectives through which the child has been viewed. Almost inevitably, the child can feel a difference, and so can the teacher, who now regards the child in a broader context, with more familiarity and sensitivity.

The most common result of an official IEP meeting is to have the child receive special services outside the classroom, perhaps in a resource room or with a reading or speech teacher or a learning disability specialist. Most typically, the children are scheduled several times a week, sometimes every day, to one or more specialist periods. That means that children are continually going out of the classroom and coming back, disrupting class proceedings, breaking off activities in the middle, and re-entering at awkward times. Some classes have so many entrances and exits that the teacher hardly ever has the whole class together at one time. The resulting fragmentation of the day and the class program is harmful to all the children in the class, and especially to the children receiving special services, because they are more vulnerable to begin with.[6]

More and more often, I find teachers, principals, specialists themselves, and others concerned with children's learning questioning the wisdom of having children leave classrooms for special help, instead of having specialists work within each classroom, taking advantage of the ongoing program, the child's support group of friends, the familiarity of the everyday surroundings and materials, the ordinary context of learning.[7]

In an increasingly fragmented society, with children's lives often chaotic and unpredictable, schools should consider ways to provide stability and to cut down as much as possible on further disruptions. Instead, schools tend to exacerbate confusions by bouncing children back and forth between their classes and special services, so that the day is full of arbitrary starts and stops with no real sense of belonging or continuity for the children who need this most of all. Often teachers have little or no contact with specialists who are working with their children, so that there is no real coordination of the child's instruction or a central, informed person responsible for the child's learning.

Most harmful to children, however, are the restricted expectations and narrow criteria for learning embodied in the ritualized "early identification" testing and labeling process, in which children as young as pre-school age are declared "at risk" and regarded as having learning problems, even as the children are demonstrably learning and growing. In my long experience as a primary teacher, I have never met a young child who is not a learner, who does not have a drive to experience the world and to impose some order on that experience. Children may be temporarily overwhelmed by difficulties or blocked in their expression, but that does not mean that they can't be helped to develop their strengths and their innermost potential. Predicting failure can be a way to ensure it.

If we are to remain responsive to children in schools, flexible in our adaptations to changes in children's lives and in the outer world, we need to change our laws

[6] For a discussion of the devastating effect of fragmentation through special services, see Cecelia Traugh et al., Eds., *Speaking Out: Teachers on Teaching* (Grand Forks, University of North Dakota Press, 1986), pp. 74-76.

[7] For an excellent discussion of the failure of the Chapter 1 remedial reading program and PL 94-142 for learning disabled students, see Richard L. Allington, "Shattered Hopes," *Learning* 16 (July-August 1987), 61-64.

and guidelines to serve children and teachers in the way that was originally intended. We need to study children in the context of their particular school situations and give children time to develop their own resources in the most thoughtful and stimulating school environment that we can provide. We need to refrain from jumping to hasty prediction of learning problems and instead welcome the endless variety of learning styles that are enacted by human beings responding to the world around them. We need to educate teachers to observe children keenly and sympathetically and to educare specialists to work within classrooms to help children gain a sense of continuity in their own lives and their everyday learning at school.

Perhaps if schools were to drop their screening procedures, to stop sorting out children on the basis of tests results, and to refrain from predicting success or failure for entering students, they would be free to accept all children as learners with unique and interesting abilities. Staffs and small groups of teachers could work together to support each other's strengths, and thus support children's strengths, instead of dwelling on problems. Public education can only succeed when all children are accepted equally as contributors in a classroom community and when teachers work together, trusting themselves to teach and children to learn.

GUIDING QUESTIONS FOR READING

(5.5.2.H.2)

Martin, A. (1988). Screening, early intervention, and remediation: Obscuring children's potential. Harvard Educational Review, 58 (4), 488-501

1. List the case studies and the concerns.

2. Which case studies give insight into the needs of LEP students?

3. a. Which cases illustrate positive responses?

   b. What *are* some of the positive responses?

4. What negative examples are provided?

5. What suggestions are offered for conducting child study meetings?

6. Discuss aspects of formal meetings as presented here.

7. Are there any aspects of this article with which you disagree?

5.5 UNDERSTANDING THE PROCESS AND THE ROLES OF TRANSDISCIPLINARY TEAMING

5.5.3 Developing Effective Communication Skills

CRITICAL POINTS

One of the most important bodies of information which has emerged as a result of the current emphasis on developing collaborative structures is the identification and enumeration of specific skills and behaviors. Assisting participants in becoming aware of some of the specific behaviors which support collaboration and effective communication can be helpful in promoting cooperation. However, this information must be presented thoughtfully and carefully so that failure to exhibit all the enumerated behaviors is not necessarily interpreted as not wanting to collaborate or as having a negative attitude.

- A list of active participation behaviors is presented in **(5.5.3.T&H.1)**. Participants may want to discuss whether these behaviors can lead to effective collaboration. Is it possible that some of these behaviors could be misinterpreted cross-culturally? How could these behaviors be misinterpreted? Some of the participants may want to role play these behaviors in small groups to show how the same behaviors could be seen as being effective or inappropriate depending on the group. The purpose of this is to point out that interpretations of meanings and intents vary by groups and cultures.

- In **(5.5.3.T&H.2)** a similar list of behaviors is presented. This list may be useful in generating discussions and in enabling teams to identify ways in which they can increase effective communication. This information may also be effective in assisting language minority persons examine differences between their expectations and those of the mainstream group in carrying out a meeting. Frequently language minority persons will be reluctant to discuss these differences, even in small groups. This information may be useful in orienting persons to group expectations, and for providing a neutral platform for discussing group and individual expectations.

- The information presented in **(5.5.3.T&H.3)** is a variation on the two previous transparencies. It may be useful in assisting personnel to examine interpersonal interactions.

ACTIVITIES

Activities are suggested in the critical points above.

COLLABORATIVE COMMUNICATION

(5.5.3.T&H.1)

There are a number of active participating behaviors that encourage interaction and honest exchange of information among team members. In the team meetings, collaborative members engage in:

- Listening thoughtfully and respectfully
- Attending to the agenda
- Translating back what has been understood (paraphrasing)
- Involving themselves in the team activities
- Questioning to elicit further information
- Remaining on the sideline when appropriate
- Being aware of nonverbal messages
- Using terminology with meanings that are shared by all
- Supplying the team with carefully prepared relevant information
- Summarizing and providing feedback
- Arriving on time and remaining through the meeting
- Making certain that they know team members
- Offering to assist when appropriate
- Completing an agreed upon task
- Contributing and going beyond the required effort

COLLABORATIVE MEETING SKILLS

(5.5.3.T&H.2)

There is a growing complexity in educational teaming. It is important for all members, parents, and outside agency personnel to participate. School personnel in charge of conferencing can develop team meeting skills. These include:

- Clarifying the purpose and aims of the meeting (agenda, goals, statement)
- Setting rules and procedures
- Opening discussion of new ideas
- Maintaining a pace that all team members can follow
- Incorporating all team members into decision making. This includes:
  1. Knowing the time when participants are ready to decide
  2. Summing up and presenting alternatives
  3. Expressing own preferences, and asking for preferences of others
- Arranging to implement decisions and informing team members of any changes
- Establishing ways to follow-up
- Establishing procedures for monitoring outcomes.

COMMUNICATING WITH MULTICULTURAL PARENTS

(5.5.3.T. H.3)

School professionals who communicate well with multicultural parents are approachable, patient, and trustworthy.

Approachable School Personnel:

- encourage LEP parents to speak even when their English is very limited
- show genuine interest in all team members
- take the first step in meeting others.

Patient School Personnel:

- remain calm
- have time to listen and reflect
- realize that not all concerns can be met at once
- are willing to take the time to be a team member

Trustworthy School Personnel:

- are consistent in their approach
- are fair in considering information presented by others
- are agreeable in decision making
- are able to demonstrate first hand knowledge of the child
- are clear about the overall goals of fair assessment, appropriate placement, and the instructional plan
- are free of cultural and racial bias in their educational decision making

5.5 UNDERSTANDING THE PROCESS AND THE ROLES OF TRANSDISCIPLINARY TEAMING

5.5.4. Developing the Roles of the Transdisciplinary Team

This is a continuation on the theme of personnel development. No school have personnel with all the required skills for dealing with multilingual, multicultural populations. Efforts must be made to determine the needed skills and roles to be developed and assigned. These pages are intended to facilitate and promote continued professionalization.

CRITICAL POINTS

- After participants have had time to think about it, they can list skills and competencies on **(5.5.4.T&H.1)**, and explore ways to improve them.
- The Team Development Plan **(5.5.4.T&H.2)** will take at least an hour to develop. To be really effective, it can take a half day. Note that this plan is developed in components.

ACTIVITIES

- Have participants refer to the **Transdisciplinary Team School Environment Surveys (5.2.1.H.2.A-D)** from earlier in this Module. Have them compare their individual survey responses with their current perspectives, and consider if any aspects have been modified.
- The following activities **(5.5.4.T&H.1-2)**.are designed to encourage teams to consider the skills which team members have and those which may need to be expanded. This can assist the group to plan for further training and sharing of insights. Care must be taken to identify skills already in place for each team member and training which may be needed for team members once these skills and needs have been identified content and activities can be planned. These sheets can serve both for planning the training and monitoring the implementation of the training and the development of skills. It is believed that everyone brings an important contribution and that everyone can also benefit from increasing skills and competencies.

DEVELOPING LINKING ROLES AND COMPETENCIES

(5.5.4.T&H.1)

Below are listed the personnel who may work on the Transdisciplinary Team. In a few words list staff skills and the competencies needed by each member in order to contribute to the team.

Role	Skills in Place	Needed Competencies
Administrator		
Classroom Teacher		
ESOL Teacher		
Special Education Resource Teacher		
Bilingual Teacher or Paraprofessional		
School Psychologist		
Speech or Language Specialist		
Counselor		
Social Worker		
Other Personnel		

DEVELOPING A PLAN
FOR LINKING ROLES AND COMPETENCIES
(5.5.4.T&H.2)

Take the list of skills and competencies from the previous activity (5.5.3.T.1), and prepare a plan for developing these skills and competencies.

Role	Competencies to be developed	Plan content, place, time
Administrator		
Classroom Teacher		
ESOL Teacher		
Special Education Resource Teacher		
Bilingual Teacher or Paraprofessional		
School Psychoiogist		
Speech or Language Specialist		
Counselor		
Social Worker		
Other Personnel		

5.6 USING INTERPRETERS AND TRANSLATORS

5.6.1 Understanding the Process

Interpreters and translators are beginning to become an accepted part of the communication process in working with students and families of persons who are not proficient in English. Frequently, the people who are providing understanding across languages and cultures have had little or no training in providing interpretation or translation services. They may be volunteers, paraprofessionals, or other persons who provide support to the school. The teachers, administrators, social workers, speech specialists, psychologists, secretaries, and other personnel who use the services of interpreters also usually lack training in how to provide these persons with a clear insight into what they are expected to do, the results they should achieve, or how to guide and monitor the bilingual communication process. Frequently the interpretation and translation process is viewed as an exchange of words or a matter of substituting a set of words in one language for a similar set in another language. Interpretation and translation involves much more than an exchange of words. It is an exchange of ideas, of feelings, insights, and understandings. Often, the words and the concepts they convey do not exist in the other language. Explanations must be given, reinforced, and repeated. Interpretation and translation are difficult, time and labor intensive processes. If real communication is to be achieved, a clear understanding of the difficulties involved, as well as the outcomes to be achieved, must be held by all school personnel involved.

This section of Module 5 was designed to provide school personnel with initial strategies for training and using interpreters and translators. An important part of this process is the development of a working relationship between those who us these services and those who provide them. Bilingual personnel can provide not only a means for increasing communication between the home and the school, they can also provide linguistic and cultural insights. With training, they can provide a means for understanding linguistically and culturally diverse students.

Section **5.6.1** provides an overview of definitions and terms. Qualifications of both interpreters and translators are discussed in **5.6.2** Suggestions for organizing for success are offered in **5.6.3.** Using interpreters and translators in special education programs is discussed in **5.6.4** Strategies for preparing for parent conferences and other meetings are promoted in **5.6.5** A bibliography on the topic is presented in **5.6.6**

CRITICAL POINTS

- A list of different types of interpretation and translation services is presented on **(5.6.1.T.1 & 5.6.1.H.1.A-C)**. The handout is self-explanitory and should be reviewed with the transparency. The point to be made with all this information is that there are a variety of skills within the interpretation and translation processes. These skills require development and training. Some people are better suited for some types of activities than others. Persons who are new to the school or district should provide a number of literal translations before they are permitted to provide other language services. The persons responsible for the provision of these services must take care to observe performance in order to verify that the intent of the communication was achieved, and to be certain that all parties are satisfied with the information provided. Cultural informants can assist the school system in understanding the cultural perspective of the community. **(Adapted from Langdon, H. W., 1988.)**

- In order for school personnel to effectively use the services of an interpreter or translator, it is important to understand the processes of conveying meaning in different languages. This process is presented in seven steps in **(5.6.1.T & H.2)** Some schools will not want to encourage informed translations because they require literal translations. The purpose of informed translation is to convey to all parties involved the intent of the communication. This is especially important in the area of special education where the concept of services to the handicapped is not well developed in many languages. Realizing that the interpreter or translator must have a clear understanding of all the implications of special education placement, as well as the potential benefits of such services, enables the personnel working with interpreters and translators to provide them with such information.

DEFINITION OF TERMS RELATED TO INTERPRETATION AND TRANSLATION

(5.6.1.T.1)

INTERPRETATION

- Consecutive Interpretation
- Simultaneous Interpretation
- Whispered Interpretation
- Interpretation in Instructional Settings
- Interpretation during Testing
- Site Interpretation
- Formal Interpretation

TRANSLATION

- Prepared Translation of Informal Documents
- Sight Translation
- Literal Translation
- Informed Translation
- Test Translation

- Cultural Informant
- Community Liaison
- Bilingual Specialist

DEFINITION OF TERMS RELATED TO INTERPRETATION AND TRANSLATION

(5.6.1.H.1.A)

INTERPRETATION:
A spoken message in non-English is changed to a spoken message in English or vice versa.
(Oral communication)

Consecutive Interpretation	An oral interpretation is made from one language to another by taking turns in alternating between languages. Checks are made to be sure that all parties involved are kept informed of the others' intents and concerns. The school professional should avoid using long and complicated information. Alternations between languages should be brief. **Use for parent conferences.**
Simultaneous Interpretation	An oral interpretation is made while the speaker continues to speak. The interpreter need to recall sometimes long units of language. If this type of interpretation is to occur, it is best to have the speaker provide the interpreter with written notes in advance about what is to be communicated. **Use with headsets in formal meetings**
Whispered Interpretation	Subvariety of simultaneous interpreting. The interpretation is whispered as opposed to being spoken at regular volume. This type of interpretation is common when an interpreter sits next to a delegate at a conference or a parent at a meeting. **When audiophones are not available, use in less formal meetings.**
Interpretation in Instructional Settings	Students may need to have assistance in understanding key concepts, directions, and other instructional messages. **Use in instruction.**
Interpretation during Testing	Students are provided with oral directions and other information in their non-English language. While on the spot interpretation of tests does occur, it is discouraged. Using a non-English language in administering a standardized test destandardizes it. However, the interpreter can ask students questions

(5.6.1.H.1.B)

which have been prepared and reviewed in advance. The interpreter can also provide the tester with information on what the student is communicating.
Use in assessing students.

Site Interpretation — Providing on-site oral exchanges of information in two languages in informal settings such as the arrival of new students, parent conferences, and other exchanges.

Formal Interpretation — Providing prepared oral communication in two languages at formal meetings, such as legal proceedings, assessment and IEP conferences. Usually, prior to the meeting, the interpreter is provided with an agenda and an outline of specific topics and information to be covered.

TRANSLATION:
A written message in non-English is changed to a written message in English or vice versa.
(Written communication)

Prepared Translation — The translator is given time to prepare a written translation. Words can be looked up in the dictionary, and other questions asked ahead of time.
Use whenever possible.

Sight Translation — The translator has not seen the material before. A written translation must be done on the sport. Translator should have demonstrated translation skill in previous prepared translations prior to providing a sight translation.
Use for short informal notes.

Literal Translation — Providing an exact second language rendition of a written message.

Informed Translation — Providing an approximate version of a written message in a different language An informed translation considers the intent of the communication and the needs and educational level of the recipients of the message, in development of the translation.

(5.6.1.H.1.C)

Test Translation

a) Providing exact translations of test items and directions in a different language.
b) development of parallel test items and directions.

Test translation is a complex and time consuming process. It requires the involvement of several proficient native speakers who provide the language equivalent of the English language test in the non-English language. Sometimes there are no equivalents, or there are a variety of possibilities. Informed decisions must be made regarding the appropriateness of the language used in terms of grammar, frequency of use, and meaning.

OTHER RELATED TERMS

Cultural Informant

A person who provides cultural information on the needs, perspectives, and cultural backgrounds of students and families.

Community Liaison

A person who provides a cultural and linguistic link between the ethnic language community and the school in a different language.

Bilingual Specialist

A person who provides services in two or more languages. Services include assessment and instruction such as those provided by school psychologists and speech pathologists, or teachers and counselors.

SEVEN STEPS IN THE INTERPRETATION OR TRANSLATION PROCESS

(5.6.1.T&H.2)

1. Read or hear the message.
2. Comprehend the meaning and intent of the communication.
3. Consider how to best convey the intent of the communication without distorting the meaning.
4. Modify the message, if necessary, in order to clearly communicate it to the audience.
5. Deliver the message.
6. Observe the reactions and responses of the recipient.
7. Clarify intended meaning or continue with communication.

5.6 USING INTERPRETERS AND TRANSLATORS

5.6.2 Interpreter and Translator Qualifications

CRITICAL POINTS

- There are two types of qualifications needed by personnel who serve as interpreters and translators. There are the **generic skills** of:
  --language proficiency in English and the target language, and
  --a general knowledge of the school requirements;
  --an understanding of U.S. culture, the English-speaking community, and the school,
  --a general understanding of the target culture, and
  --specific information about this particular group of persons within the target culture.

  Important requirements which are implied by not stated in these requirements is acceptance of both U.S. and the target culture, and a genuine desire to assist students from the target language culture to acculturate and succeed within the mainstream. These requirements are listed in **(5.6.2.T.1.A)**

- There are **specialized skills** required of persons providing services in languages other than English. It is important to differentiate these skills as well as to conceptualize them as contiguous and overlapping. Written skills used in translation, and oral skills used in interpretation differ greatly. Persons seeking to provide these skills must be able to demonstrate their proficiency in the target language and in English. While some candidates may be able to act as both interpreters and translators, often a preference is demonstrated in one area over another. Translators need to be able to grasp the subtleties of the language in written form and provide appropriate varieties and renditions of the message. In translating tests , a number of different lexical items may be needed to enable examiners to understand and evaluate student responses. Correct and incorrect samples of responses may also need to be developed. The ability to establish rapport and to understand the intent as well as the communication is needed in interpretation. Skill in providing limited English speakers with guidance and instructional information is needed for personnel working in support capacities. Developing personnel resources in a number of different areas is important in order to have a comprehensive pool of interpreters and translators. **(5.6.2.T.1.B)**

- Selecting personnel to become interpreters and translators may require formal assessment procedures. One simple way to assess a potential second language person is to have him or her elicit a story from a native speaker and transcribe it in the native language. (Both interpreters and

translators should be able to do this). The translator can then write the same story in English. The interpreter should be able to tell it in English. This information should be reviewed by several other native speakers of the language.

- The graphics **(5.6.2.T.4.A-B)** illustrate how two native speakers of Spanish transcribed a story told by a ten year old boy from Puerto Rico. Clearly, this language sample could be used to indicate the boy's lack of competence, as transcribed by one person, and potential competence as transcribed by the other. These discrepancies illustrate the extreme importance of selecting and training persons who are familiar with the regional dialects of the students and and their families. It also points out the need to train multiple personnel to perform these critical tasks.

ACTIVITIES

- Present the concepts contained in the key phrases in **(5.6.2.T.1.A)** and **(5.6.2.T.1.B)**.

- Place **(5.6.2.T.1.B)** below **(5.6.2.T.1.A)** to construct a graphic illustrating generic skills and specialized skills needed in the interpretation and translation process. Together these two form the structure of a building

- Briefly review the skills as they are expressed in **(5.6.2.H.1.A&B)**. The inter-relationship and interdependence of the skills is presented in **(5.6.2.T.1.C)**

- There are a variety of activities in which interpreters and translators can assist in providing effective instructional services. Persons using non-English language personnel are cautioned to avoid giving these people too much responsibility before they have developed the skills and the knowledge base to perform the requested tasks successfully and effectively. The tasks listed on **(5.6.2.T.2.A-B)** and **(5.6.2.T.3)** are presented in the order of anticipated difficulty. This is an arbitrary listing which may differ depending on specific school needs and personnel skills. Education personnel are encouraged to develop their own school or district list based on observed needs and difficulties.

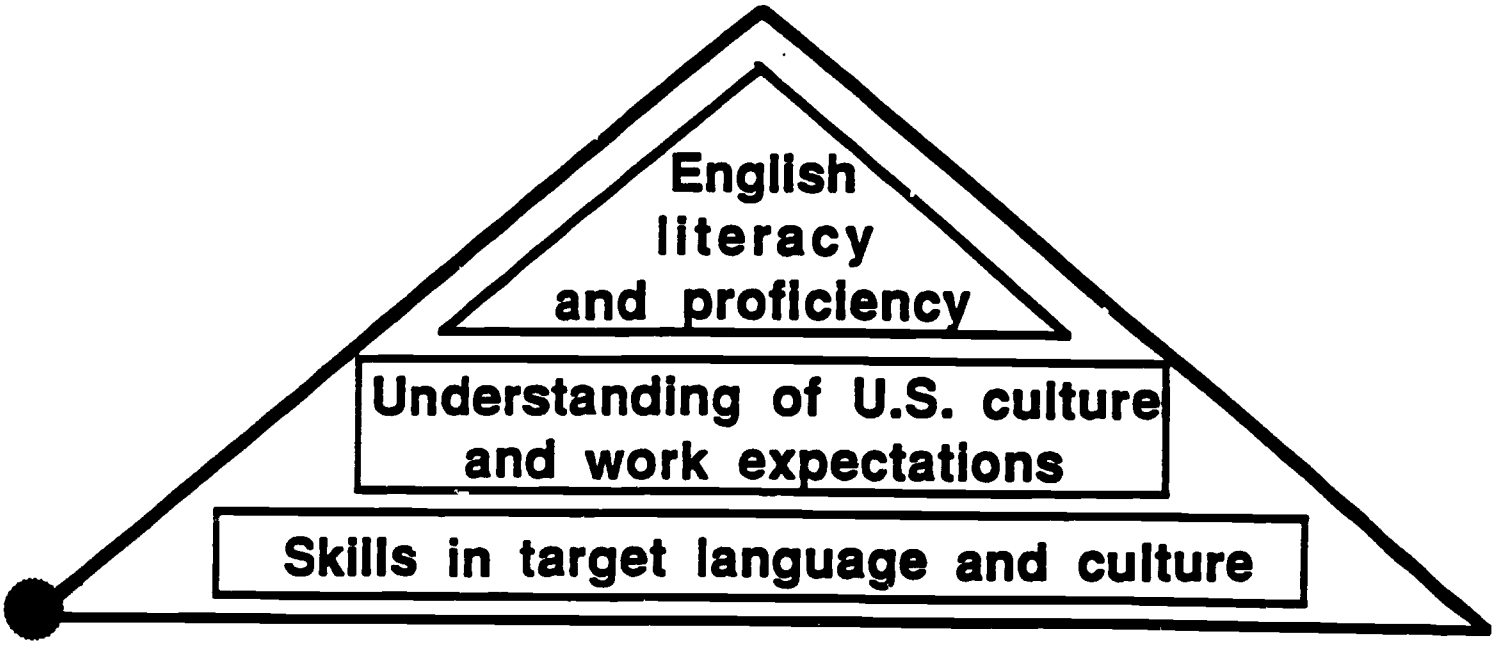
- Oral communication and written communication to and from non-English languages require different types of skills. The same list of tasks **(5.6.2.T.2.A-B)** and **(5.6.2.T.3)** enables those in training, testing, and monitoring the performance of non-English language personnel to develop specific means for determining whether services are being provided effectively and how to improve the services. This process can

lead to the development and implementation of a career ladder for enabling minority language personnel to enter the school system and to become an integral part of the assessment, instruction, and support process.

- The important point in selecting and using interpreter and translator services is the realization that time, training, and reinforcement of expectations and requirements is essential if a cadre of skillful personnel is to become available to assist the school.

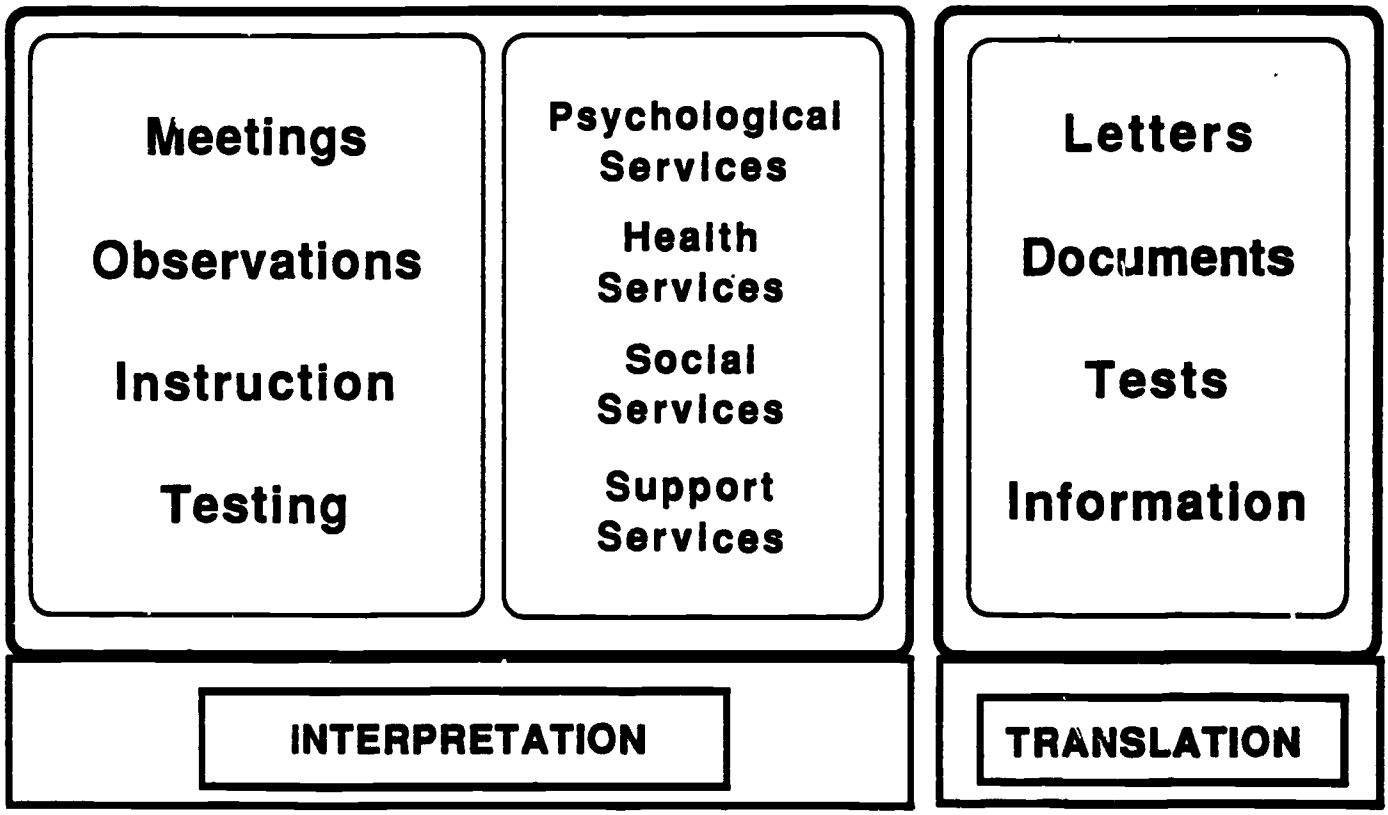
GENERIC SKILLS FOR INTERPRETERS AND TRANSLATORS

(5.6.2.T.1.A)



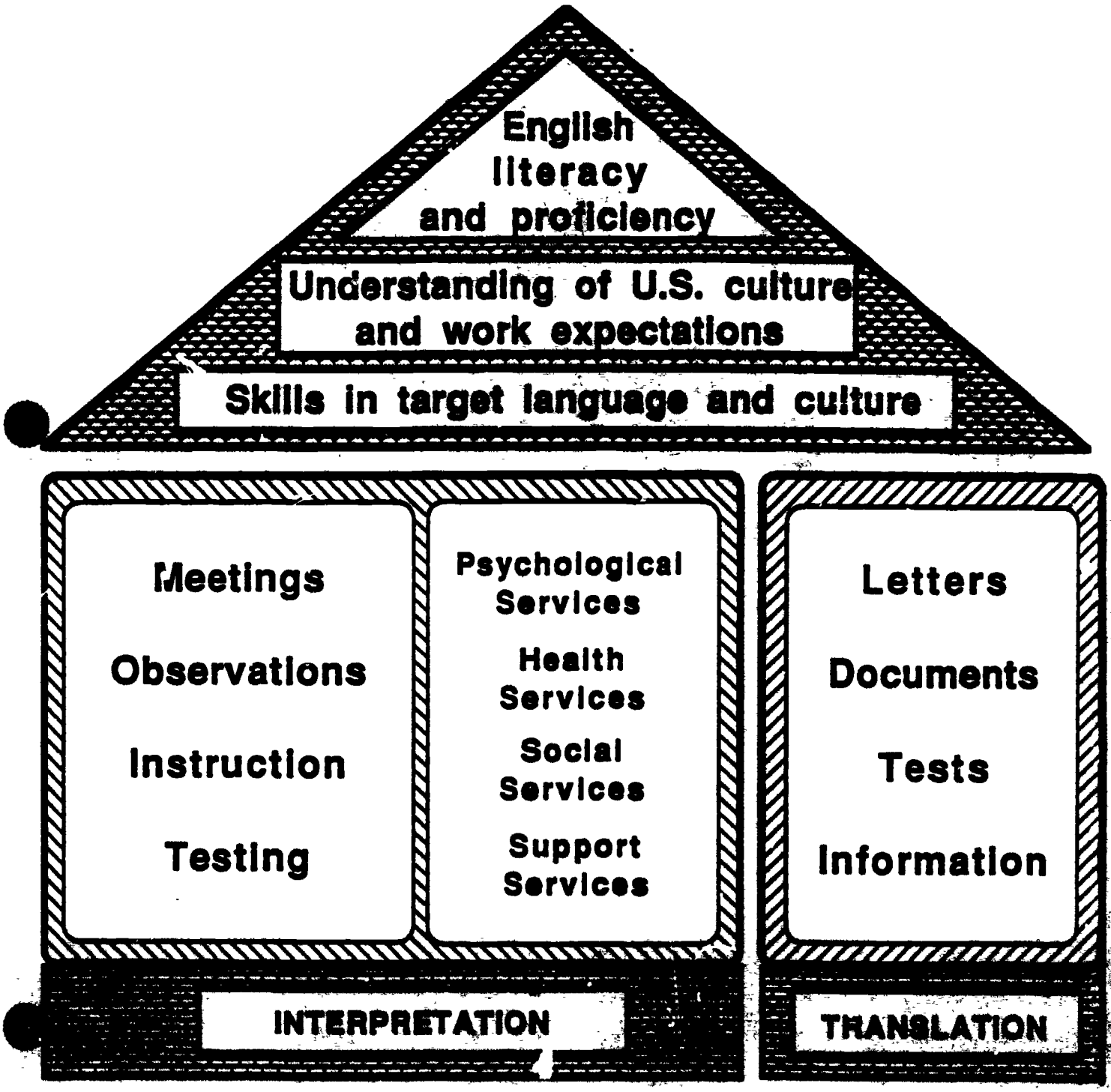
SPECIALIZED SKILLS FOR INTERPRETERS AND TRANSLATORS

(5.6.2.T.1.B)



GENERIC AND SPECIALIZED SKILLS FOR INTERPRETERS AND TRANSLATORS

(5.6.2.T.1.C)



INTERPRETER AND TRANSLATOR QUALIFICATIONS

(5.6.2.H.1.A)

English Literacy and Proficiency

Interpreters or translators must be proficient in the target language and English. If possible, they should be able to speak, read and write both languages. Since some languages occur only in oral form, literacy is not a requisite. School districts may need to develop oral and written procedures to assess potential interpreters and translators. When few personnel are available to act as interpreters or translators, specific training may be required to assist personnel in developing interpretation and translation skills. It is important to remember that there may be conceptual differences from non-English to English, versus English to non-English. For example, if a person has equal receptive (understanding) skills in English and non-English but has better expressive skill in English, it will be easier for that person to interpret from non-English into English. Both receptive and expressive skills may need to be assessed in both languages.

Usually interpreting is considered a more difficult task than translating. It requires the person to have an extensive vocabulary, good memory skills, and quickness of response. An interpreter must also have a personality that works well in public under pressure of the moment.

Translators often have time to reflect on the content and intent of the message and are able to consult several dictionaries; they must decide on the best way to say something in writing. This requires an intimate knowledge of grammar, slang and idiomatic expressions. Translation also requires better than average stylistic expression. When a number of cultural groups speak the same language translators should be encouraged to consult several other native speakers to insure a consensus of style, grammar, and vocabulary. In providing a translation, the educational level of the intended audience must also be considered. Literal translations may provide an exact message which is incomprehensible to the recipient. Consideration of the intended audience is important so that recipients of the communication will not be insulted or left wondering what the intent of the message might be. Back translation-- having native speakers translate the message into the target language and others translate it back into English--enables school personnel to monitor how closely the intended message comes to the translation.

Understanding of U. S. Culture and Work Expectations

A frequent complaint that is voiced against the use of interpreters, translators, and non-English language personnel in general in the schools is that they do not conform to school expectations. These expectations are usually implied, but not stated or documented. Often, preference is given to persons who are less proficient in the target language if they conform to school

expectations. Interpreters and translators who are native speakers of the target language may require specific training and instruction if they are to work effectively in the schools. Personnel who supervise non-English language personnel may need to observe and examine specific areas of difficulty and devise specific ways to enable these linguistic resources to acculturate. The supervisors may also need to devise ways to assist faculty in accepting and working with cultural differences.

Skills in the Target Language and Culture

Interpreters and translators need to understand cultural differences. When words are changed from one language to another language, sometimes the meaning also changes. Some words may communicate a positive or negative feeling in a certain language and not communicate that same feeling in the other. Customs, taboos and role expectations are all important aspects of cultural knowledge. Interpreters and translators can provide school personnel with important information in understanding students and their families. They can also act as bridges or communications links between the community and the school. Schools actively seeking community input promote positive relationships which encourage student success. Interpreters and translators can provide the community with important information about school expectations. At the same time the confidentiality of each student and school professional must be observed.

The concept of confidentiality may be new to some interpreters and translators. It may be important to review the concept of confidentiality in a variety of settings in order to communicate its importance.

Frequently people who have lived in the target language and culture will identify themselves as being proficient. Sometimes these people will have been born in the language and culture and immigrated to the United States as children; others will have lived in foreign countries or in ethnic communities in the United States for extended periods of time. Some of these people will provide assurances that they are very proficient in the language and quite knowledgeable about the culture. The untrained eye and ear cannot tell. Some of these people are very capable and can serve as great resources, while others will provide only limited services. Without specific test and assessment strategies, and without the assistance of trained native speakers,it is difficult, if not impossible to sort out those who can be valuable assets from those who can cause possible problems.

The safest approach is to proceed with caution. Encourage available native speakers to interact with potential candidates for positions. Under your direct supervision, encourage them to perform simple tasks with students and watch the students' reactions. Did there appear to be a great deal of miscuing, need for repetition and clarification ? Did the students appear confused? What do other people say? Are the candidates willing to be trained? Are they flexible and tolerant of the need to be evaluated? Keep in mind that there are great cultural and dialectal differences in the target languages. Proficient native

(5.6.2.H.1.C)

speakers from different regions and economic groups may have difficulties understanding each other. A diversity of dialects can be beneficial if they are representative of the student population. The key is to have interpreters who can establish rapport with students, interact effectively with them, and provide meaningful support for the educational services. Persons who possess these skills come from diverse educational and dialectal backgrounds. If difficulties arise, the district may need to develop specific criteria for serving as interpreters or translators.

SUGGESTED ACTIVITIES REQUIRING INTERPRETATION SERVICES*

(5.6.2.T.2.A)

Communication with the Family

- Telephone calls to obtain or provide specific information;
- Informal meetings between family and school personnel to obtain or provide specific information;
- Formal meetings between the family and the teacher or multidisciplinary team to explain specific procedures and policies, or student difficulties, or to obtain family support in modifying student performance;
- Formal meetings to explain to the family specific difficulties which the student is having, or to obtain permission for assessment and consideration of special education placement;
- Formal meetings with the muitidisciplinary team to explain evaluation results to the family;
- Formal meetings to communicate between family and muitidisciplinary team to make changes in student's placement and future evaluation.

Communication with Students

- Interpersonal interactions with students;
- Informal communications to convey school policy information and provide orientation information;
- Informal assistance with instructional activities;
- Informal communication in providing guidance and support information;
- Informal assessment activities;
- Formal communication in assisting with assessment procedures.

(5.6.2.T.2.B)

Communication with School Staff

- Informal communication about family or student concerns;
- Informal discussions about cultural and linguistic differences between target students and faculty expectations or school requirements;
- Formal inservice training to provide faculty and staff with information about the culture and language of target groups;
- Formal communication at community meetings;
- Formal communication at hearings and other legal procedures.

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* *All of the above activities should be initiated by a member of the school faculty and carried out under the direct supervision of a person responsible for the success of the activity.*

SUGGESTED ACTIVITIES REQUIRING TRANSLATION SERVICES*

(5.6.2.T.3)

Services to be Used with Families

- Written communications with the family on behalf of the teacher or school to provide information on school activities, meetings, and specific events such as fieldtrips or shots;
- Written statements of school policy, requirements, and expectations;
- Documents such as permission for assessment, legal agreements, and individual educational plans;
- Evaluation results;
- Minutes of meetings with family or community.

Services to be Used with Students

- Tests and formal assessment procedures.

Services to be Used with School Staff

- Translation of letters from family or community;
- Translation of student records;
- Translation of student assessment information.

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* *All of the above activities should be initiated by a member of the school faculty and carried out under the direct supervision of a person responsible for the success of the activity.*

TRANSCRIPTION #1 OF A STORY TOLD BY A TEN YEAR OLD BOY FROM PUERTO RICO

(5.6.2.T.4.A)

(Unintelligible).....estaba pescando.....

Tenía una.....asi.....Estaba bajando.....

un poquito.....un cocodrilo.....así, por el

agua.....Entonces.....yo lo ví.....

Entonces.....el cocodrilo tenía dificultad.....

lo que pasó es que lo cogieron y lo amarraron en la

boca y lo metieron en.....y le coratron la cola

.....

TRANSCRIPTION #2 OF A STORY TOLD BY A TEN YEAR OLD BOY FROM PUERTO RICO

(5.6.2.T.4.B)

Verdad que un señor estaba pescando, en un puente, el tipo estaba aquí, aah, el tipo estaba, un señor estaba aquí pescando, y otro señor estaba pescando aquí, tenía una flotita así pa pescal y tiró el deso bién lejo y se estaba jalando, la li, estaba jalando la lía un poquito por la noche, vimos, yo ví ese cocodrilo bajándose así por el agua y entonces yo lo ví y yo dije queeee, que si esc es un cocodrilo, el seño, el señor de alao tenía un flashlight, le dije a la señora si lo podía usar, me dijo síííí, yy le dije thank you, entonces le apuntó pal cocodrilo y era un cocodrilo de seis piés yyyy nosotro dando pan ahí yyyy entonces un tipo estaba tenía una línea así gorda de de, gruesa pa coger cocodrilo. Cogió el cocodrilo y lo metieron pal shore. Y lo cogieron y lo amarraron y lo aman y lo amarraron en la boca y lo metieron en el....., ahí mismo le tiraron foto y lo cortaron en la la la la la, le cortaron, la, la cola y no lo ví más ná.

¿Bueno, quién lo amarró?

..... y to esas cosas y el tipo tenía la mano, no tenía mano, no tenía mano y la espalda y tenía un agujero en la espalda porque corrió un mordillón.

5.6 USING INTERPRETERS AND TRANSLATORS

5.6.3 Training for Personnel Using Interpreters and Translators

CRITICAL POINTS

Using interpreters and translators is not an easy process. It requires that people have an interest in cross-cultural communication and multiculturalism. People who use interpreters and translators can find using them both frustrating and helpful. Training is needed to enable school personnel to know how to maintain objectivity, reliability, and flexibility in using target language personnel. This training can usually be seen as occuring in three stages: Information needed before the interaction, information about the interaction, and information occuring during the debriefing.

- Frequently the use of interpreters and translators is seen as a simple process of telling someone what to say and waiting for them to say it in a different language, a matter of changing from one code to another. This mistaken perspective of the interpretation and translation process can lead to a great deal of difficulty and misunderstanding which can be avoided with careful plannir g and training. The process of interpretation and translation is complex. Frequently, the concept under consideration in English may not exist in another language, or it may exist in a variety of different forms. In addition to providing the appropriate linguistic form, the interpreter must be aware of the appropriate cultural responses and expectations. Eye contact and physical proximity are two of the most obvious of the many cultural differences between different language groups. Sex role expectations, status of social class in the community of origin, political orientations, and status within the ethnic community are also factors which enter into the interpretation process. Persons using interpreters and translators must be aware of the effect that these factors can have on communication outcomes, if they are to select effective personnel. Providing personnel who are to use interpreters and translators with information on how to train them to perform their interpretation tasks is essential. Persons who have not been trained should be discouraged from using any non-English language background personnel for the purposes of interpretations or translation. Interpreters and translators should be discouraged from providing services for persons who have not been trained.

- Communicating with families is one of the most pressing needs of the school. It is a natural way to begin the development of interpretation skills.

- It is important to make interpreters feel they are respected and essential parts of the communication team. They need to know that they do not have to take sides with anyone involved in the communication, and that

in fact, taking sides would be a most inappropriate way to conduct the interpretation process. The interpreter must be encouraged to tell all persons involved in the communication that he or she will honestly communicate what has been said without judgement.

- Confidentiality must be maintained after the communication has been completed, so that what has been communicated during the meeting should not be discussed outside the meeting. The interpreter should be strongly discouraged from joining or responding to any efforts to communicate about the matter after the termination of the conversation. All requests for further communication on the part of the family should be turned over to the school personnel responsible for interpretation services.

- A plan should be developed prior to the meeting so the interpreter has an idea of what is about to happen and what to expect. This plan will assist the interpreter in taking notes on what happens during the interpretation. This aspect of the interpretation process is developed more fully in **(5.6.3.T.1)** and **(5.6.3.H.1)**. What is important to communicate is that there are specific ways in which interpreters are expected to perform. Understanding these expectations and conforming to them, enables everyone to relax and participate effectively in the interpretation process.

- Sometimes beginning interpreters and persons who use them think that each and every utterance should be translated. It is important to pause frequently and keep all members of the conversation informed. Natural pauses in the conversation can be used to change from one language to another. However, initially the interpreter may need to set the stage for going back and forth between languages by reminding all parties of the importance of keeping everyone informed.

- If one of the participants feels a strong need to communicate a great deal of information, the interpreter may want to sit behind the persons in need of assistance and provide simultaneous whispered interpretation. It is important that those professionals using interpreters develop patience during lengthy interpretations.

- Interpreters need to defer to the educator in summarizing the conversation and expectations for future outcomes. General expectations should be developed prior to the meeting. A specific summary can be provided by the interpreter in collaboration with the educator.

- In **(5.6.3.T.2)** specific tips for personnel are provided on how to work effectively with interpreters and translators. Handout **(5.6.3.H.2)** describes these tips in greater detail. The most important point to be made in all of this information is that developing the skills and resources of effective interpreters and translators requires time. If interpreters and translators can be persuaded to join the school system and they can

move up the career ladder to accept increasing roles and responsibilities, then the efforts expended in training them are well invested. If interpreters and translators are not rewarded and reinforced for their efforts, they will leave. A constant turnover of untrained and unskilled personnel is frustrating. If they do not understand the culture and the expectations of the school, their benefit to the system is questionable. Developing effective interpersonal relationships and establishing specific plans can promote positive outcomes.

- Educational opportunities should be offered to keep translators/interpreters in the system. Schools could negotiate with local universities to get credit for translators/interpreters with extensive experience. Schools could also contribute towards the translator's//interpreter's university tuition.

- Tips for interpreters and translators are covered on **(5.6.3.T&H.3).**

- Interpreter identification with fellow refugees because of similar tragedies, or interpreter antipathy with fellow refugees because of differences in education, class, or religion, may create serious problems in translation effectiveness. This is important to take into consideration.

- Sensitive information is provided in **(5.6.3.T&H.4)**.The idea that there are things that are generally not talked about in working with interpreters and translators implies that there are taboos and unknown difficulties. This may be true. It is the philosophy of the senior author of this material that only through thoughtful, sensitive discussion can these problems be addressed effectively. It is hoped that this information will be received in a positive, thoughtful manner. Many of the non-English language personnel are refugees who have suffered a great deal of trauma and have observed many tragedies. Their experiences, while difficult for those who have not shared them to understand, can provide a link between the children they seek to serve and the mainstream population. This linkage must be valued and respected. Even when the potential interpreter/translator is not a refugee, he or she has an affinity for the children with whom he or she shares a common language and culture. A great deal of sensitivity must be expressed in order to enable the new interpreter/translator to become an effective part of both school and the ethnic community.

- **(5.6.3.T&H.5.A-B)** provide information on evaluating interpreters. This evaluation process is especially important in settings where there are few native speakers of the target language to assist in selecting interpreters.

INFORMATION FOR INITIAL TRAINING OF INTERPRETERS

(5.6.3.T.1)

Be honest.

Maintain confidentiality.

Be part of the team.

Develop and refer to an outline.
(Use this to compare notes later.)

Watch body language.

Consult a dictionary when needed.

Summarize.

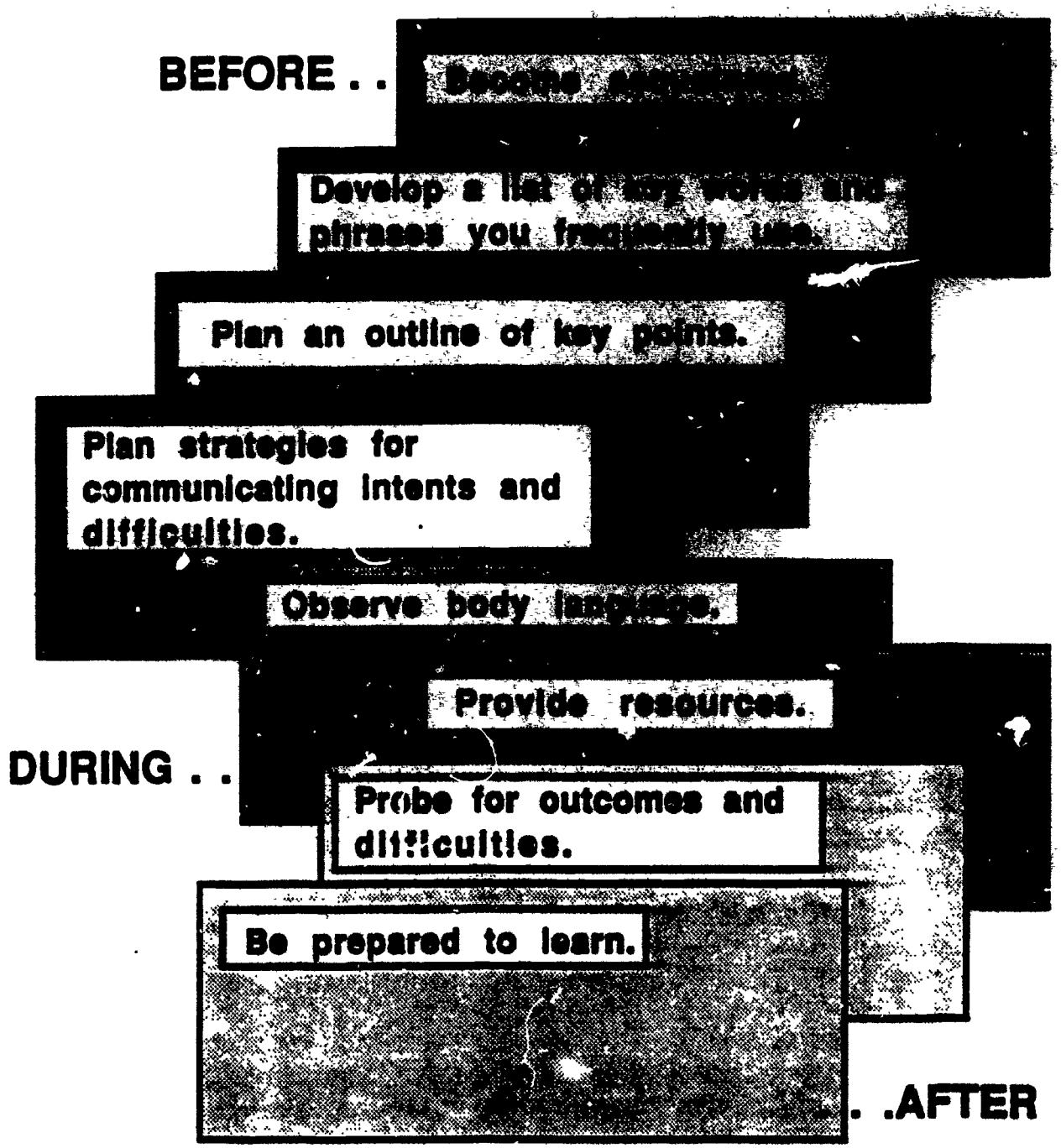
INFORMATION FOR INITIAL TRAINING OF INTERPRETERS

(5.6.3.H.1)

- Be honest with everyone involved in the communication process.
- Maintain confidentiality by informing everyone that you will serve only as a vehicle for facilitating their communication.
- Continue to maintain confidentiality by not discussing the information after the interpretation session has been completed.
- Be part of the team by remaining neutral, and keeping the focus on the persons wishing to exchange information.
- Look for natural pauses in the communication to stop and explain to all parties what is happening.
- Develop an outline of the important points to be communicated.
- Refer to the outline and make notes to assist the educators with whom you are working.
- Consult a bilingual dictionary when necessary, for clarification of word meanings
- Summarize the communication and the expectations for the future in collaboration with your supervisor.

TIPS FOR PERSONNEL USING INTERPRETERS AND TRANSLATORS

(5.6.3.T.2)



TIPS FOR PERSONNEL USING INTERPRETERS AND TRANSLATORS

(5.6.3.H.2)

- Develop a pool of effective, reliable interpreters and translators.
- Get to know your interpreters and translators. Allow time for informal conversations and interpersonal social interactions with non-English language personnel before using them as interpreter and translators.
- Plan together before each interpretation or translation session.
- Observe key high frequency phrases you use and be sure the interpreter/translator has a clear understanding of their meaning
- Develop a list of key phrases and other signals that convey specific meanings so that you and the interpreter can communicate intents such as difficulties in comprehension, a nee to terminate the meeting, or a major unexpected difficulty.
- Watch the interpreter/translator for signs of stress or concern.
- Remain near the interpreter throughout the communication; be available to the translator for assistance and supervision.
- Probe for specific difficulties in translation or interpretation.
- Provide personnel with language resources and supplies they ma need in order to continue to develop their skills.
- Use interpreters and translators as cultural informants to assist you in learning more about the target languages and cultures.

TIPS FOR INTERPRETERS AND TRANSLATORS

(5.6.3.T&H.3)

Uphold confidentiality.

Exercise self-discipline.

Continue to improve your skills.

Respect appointment times and deadlines.

Do not accept assignments beyond your ability.

Interpret and/or translate faithfully the thought, intent, and spirit of the speakers in a neutral fashion.

THINGS NOBODY EVER TOLD YOU ABOUT WORKING WITH INTERPRETERS/TRANSLATORS

(5.6.3.T&H.4)

- Expect difficulties in communication, and address them openly.
- Expect the interpreter/translator to identify with the students of the target language and culture and to want to assist them in producing the correct answers. Be prepared to show these personnel when this assistance is beneficial and when it is not.
- Expect families and children to unburden their tragedies on the interpreter; and be prepared to provide emotional support when this happens.
- Expect the interpreter/translator to wonder if you can be trusted. Be prepared to have your behavior and motives questioned, and to show over and over that you are a person who is worthy of respect.
- Expect to learn about inhumanities as well as kindnesses and triumphs in ways you never dreamed possible, and be prepared to confront these insights realistically.

TIPS FOR EVALUATING INTERPRETERS

(5.6.3.T&H.5.A)

During the Interpretation Process

- Does the interpreter ask you questions to find out exactly what you want to say or what you mean? Does he or she appear to do the same in the target language?
- Does the interpreter follow the established agenda while still allowing flexibility in addressing unanticipated needs?
- Does the body language of the target language speakers indicate that the interpreter is effectively communicating with them?
- Does the interpreter make an effort to keep you informed and to reflect your desires and intents throughout the communication?
- Does the interpreter listen carefully and let others have their full say before speaking?
- What do other native speakers say about this interpreter's interactions during the interpretation process?

(5.6.3.T&H.5.B)

After the Interpretation Process

- Do target language speakers appear to want to speak with this person?
- Does it appear that the interpreter understands and respects the concept of confidentiality? Does he or she readily discuss confidential concerns?

Additional Information

- Is the interpreter punctual? Is he or she reliable in terms of completing tasks or following up on assignments?
- Does this person appear to be interested in providing cultural and linguistic information and insights? Is the information he or she provides consistent with information provided by other native speakers?
- Is this person willing to learn new skills and accept additional responsibilities?
- Does the interpreter present speakers of the target language is a positive light? Is this person proud to speak this language and to be seen interacting with other people who speak it?
- Is this person a respected member of the ethnic community?

5.6 USING INTERPRETERS AND TRANSLATORS

5.6.4 Preparing for Parent Conferences and Other Meetings

The briefing/interaction/debriefing plan is essential for both the interpretation and translation process. The critical points of the interpretation briefing/debriefing are discussed first in the context of meetings **(5.6.4.T&H.1)**, and then in the context of assessment **(5.6.4.T&H.2)**. A similar organization is provided for the translation process in **(5.6.4.T&H.3)**. This information is also detailed as critical points below.

CRITICAL POINTS

MEETINGS (5.6.4.T&H.1)

- **Briefing** - The school personnel and the interpreter should meet ahead of time. The time required for this meeting will decrease as the interpreter and the school personnel work together to plan. Practice and familiarity with expectations, expedite the process Clarity of expectations promotes positive outcomes.

- **Interaction** - During the actual meeting, the following things should be considered:
  - The professional and the interpreter should make the conference place comfortable and non-threatening. The conference should be kept to a small group whenever possible. The interpreter may offer suggestions for promoting a non-threatening environment, if requested. Ways of promoting comfort and decreasing tension vary with cultures.
  - The professional, through the interpreter, should introduce the family to everyone at the meeting. Each person involved should give his or her name and position and specific role in relation to the student.
  - The professional and interpreter should arrange the seating so the parent is not isolated and can see both the interpreter and the speaker.
  - School personnel, through the interpreter, should then state the purpose of the meeting and tell the parent about how long it will last.
  - The interpreter interprets clearly and precisely, and, whenever necessary, asks for clarification from both the school personnel and the family.
  - School personnel use language that is appropriate for the family.
  - The interpreter interprets all comments made by the professionals and parents.

- School personnel, through the interpreter, summarize the conference. They may also want to ask final questions, discuss follow-up, and take time to reassure the family.
- If school personnel request, the interpreter can request that the family summarize the exchange. Obtaining this information can be helpful in assuring that the family understood what was communicated.
- School personnel, including the interpreter, present themselves as a united team.
- One way that the interpreter can keep teachers and other personnel informed in a parent teacher conference is through the use of an agenda. The interpreter moves a pen to the point under discussion as the agenda is covered while the teacher observes the interaction. At planned points the interpreter may stop and summarize for the teacher the information that has been communicated A sample agenda is provided in **(5.6.4.T.1.B)**. In a more complex meeting, the agenda also serves as an advanced organizer, as in **(5.6.4.T&H.4)**.

- **Debriefing** - Following the conference, the professional and the interpreter should meet and:
  - Discuss the information collected;
  - Discuss any problems relative to the conference itself;
  - Discuss any problems relative to the interpreting process.
  - The interpreter may provide cultural information to the school personnel which can assist contextualizing and clarifying the communication.

ASSESSMENT (5.6.4.T&H.2)

- If the test has been adapted or translated into the target language (from English), familiarize and train the interpreter to use it. If the test has not previously been adapted or translated into the target language, make sure it is done appropriately by using a skilled bilingual translator, who has some familiarity with test construction, test components, and what is being assessed. It is a good idea to have two different persons doing this translation to double-check. Be sure to have the English equivalent to follow during the testing session. Literal translation may distort the meaning or intent. Obtain written permission from the parents(s) indicating an interpreter and a translated version of the test will be used. Select to use only the test(s) the personnel have been trained to give. Suggest that the interpreter give the test(s) to two subjects prior to using the test to determine the students' current level of performance.

- When using an interpreter to conduct an assessment, the three basic steps of briefing, interaction, and debriefing should be followed. Prior to briefing, steps should be taken to develop the translated version of the test:

1. **Briefing** - School personnel and the interpreter should meet prior to the testing to:
   * Review the general purpose of the testing session.
   * Discuss which tests will be administered.
   * Remind the interpreter that care should be taken to avoid unnecessary rephrasing or radically changing test items. Interpreters must also watch their use of gestures, voice patterns, and body language so as not to inadvertently provide cues.
   * Provide the interpreter with information about the students to be tested.
   * Encourage the interpreter to organize the test materials, review procedures, and ask for clarification, if needed, on any issue.
2. **Interaction** -During the actual testing situation, the following things should be considered:
   * The professional staff member is always present during testing.
   * The interpreter immediately asks questions as they occur.
   * The staff member writes down observations of the student and interpreter during the assessment. These observations include:
     --Interpreter's body language.
     --Student's body language.
     --Use of language.
     --Use of instructions.
     --Use of reinforcement (type and frequency)
     --Use of cues to prompt the student
     --Interpreter's observational practices.

3. **Debriefing** - Following the assessment, school personnel and the interpreter meet and discuss the following:
   * The student's responses and errors, and observations of the student's performance.
   * The interpreter discusses any difficulties relative to the testing process. The staff member and interpreter discuss any difficulties relative to the interpretation or translation process.

- **NOTE:** A translated or an interpreted test loses its validity/reliability. The objective is to determine the general skills and performance level of the student.It is more important to define areas of strength and weakness that are contributing to the learning process, than to generate a specific test score. The use of a translated test should be limited to descriptive information about student performance, rather than absolute scores until local norms have been established. **(Landon, 1988)**

ACTIVITIES

Now that participants have been introduced to the general concepts of interpretation and translation, more activities will be seen in this section. It is time to take the information and apply it to a task.

- Look at the information presented on **(5.6.4.T&H.4)**. Examine this as a document which must be interpreted and explained to a parent. It could be considered a guide for a meeting. Have the group think through how they would role play this interpretation.
  - -- What difficulties does this agenda present?
  - -- What should be emphasized in the briefing process?
  - -- What training does the interpreter need to have to be able to carry out this task?
  - -- What would the staff member want to emphasize in the brief?
  - -- What would the staff member want to watch for during interpretation interactions?
  - -- What questions would the staff person probe for during debriefing?

- Consider the same questions from the interpreter's perspective.

- Now consider the same questions from the parents' perspective.

- What would a principal need to know if he or she were to sit in on this meeting? What elements could be considered to facilitate communication? (position of parents in relationship to interpreter and others, physical space, availability of agenda, written meanings of words. examples of items, or procedures such as observations.)
  Have participants think through all the aspects of the environment that might come into play. Have the participants design the setting and background of the students and parents and role play the agenda of the meeting.

- Examine the document **(5.6.4.H.5.A&B)** and think about the specific concepts and vocabulary which must be considered in developing a translation of this document for parents. What is the relationship of concepts to vocabulary? What else do people need to know in order to successfully develop the translation? (They should know the educational level of the audience, differences in cultural perspectives of child rearing, specific vocabulary which may not exist in both languages, for example)
  Once this document has been prepared for parents, what else needs to be done to enable parents to comprehend the meaning and intent of this information? Have participants set up the role play for this translation. Do not let them begin until they have talked through all the roles: the staff member, the translator, possibly another native speaker and the psychologist and teacher.

- In the final activity, **(5.6.4.T&H.6)**, the participants are to make up the setting, define the roles, create the agenda, and carry out the briefing, interpretation, and debriefing process. The group should not begin the role play until they have talked through all the roles, the constraints and considerations, and what they would like to see accomplished. Note that the role of an observer is important in this task. Why would an observer need to be included? (This can be important in developing effective interpreters, and successful school personnel who will use them.)

DEVELOPING EFFECTIVE PROCEDURES FOR USING INTERPRETERS DURING MEETINGS

(5.6.4.T&H.1.A)

BRIEFING TO PLAN MEETING

- Review overall agenda of the meeting.
- Discuss key concepts, words, and phrases.
- Establish the essential points to be covered.
- Determine the outcomes to be achieved.

INTERACTION DURING MEETING

- Make sure that everyone is kept informed.
- Monitor non-verbal language to be certain that everyone is being understood.
- Follow established plan.
- Note areas of specific difficulty or concern.

DEBRIEFING AFTER MEETING

- Discuss overall outcomes and specific areas of achievement or concern.
- Compare observations in light of cultural insights.
- Plan for follow-up

SAMPLE AGENDA
(5.6.4.T.1.B)

PLANNED MEETING WITH PARENTS

Introductions:

Discussion of student progress:

-
-
-

Suggested follow-up :

-
-

Next planned contact:

Conclusion:

DEVELOPING EFFECTIVE PROCEDURES FOR USING INTERPRETERS DURING ASSESSMENT

(5.6.4.T&H.2)

BRIEFING TO PLAN ASSESSMENT

- Discuss purpose of the session.
- Review specific aspects of tests to be used, including procedures for administering them.
- discuss format for administration.
- Discuss any concerns which the interpreter may have.

INTERACTION DURING ASSESSMENT

- Observe student and interpreter interacting..
- Note any difficulties and the test items or events involved.

DEBRIEFING AFTER ASSESSMENT

- Discuss specifics of student performance.
- Discuss cultural or linguistic concerns.
- Obtain overall impressions of interpreter's view of student's motivation and participation in the assessment process.

USING TRANSLATORS IN PREPARING TESTS AND OTHER ASSESSMENT PROCEDURES

(5.6.4.T&H.3)

BRIEFING

- What are the critical features of the test?
- Has the translator taken the test?
- What cultural or linguistic features did he or she observe?
- What are the anticipated difficulties?

TRANSLATION

- The process of translation. (This may take several weeks.)
- Are dictionaries and other materials available?
- Are other native speakers available for support?

DEBRIEFING

- What were the obstacles?
- Has the test been back-translated?
- Have other native speakers reviewed this version?
- Have specific linguistic variations been included to accommodate various dialects within the target language?
- How shall the assessment be pilot field tested?

SAMPLE ACTIVITY FOR USE IN PREPARING AN INTERPRETATION

(5.6.4.T&H.4)

1. Reason for Referral (if necessary)

2. Background - relevant information from cumulative records and social histories

3. Observations

   A. Classroom behavior
   B. Informal assessment

4. Test Results

   A. Intellectual (IQ)
   B. Achievement
   C. Processing
   D. Behavior range

5. Recommendations

   A. Placement
   B. Teacher suggestions
   C. Home strategies
   D. Resources available

6. Questions from parent(s)

The following recommendations and considerations are made:

1. Danny meets district eligibility criteria to be considered for the Specitic Learning Disabilities (SLD) Program. Appropriate forms have been initiated at the school.

2. At this point, it is difficult to determine which has the greatest impact on Danny's school performance: his attitude and motivation or his identified learning problems. Regardless, emphasis needs to be placed upon success experiences and increased motivation. Danny should be encouraged to extend himself in seeking information from his environment. This may include basic instruction in his general surroundings. He may also be motivated to take interest and responsibility in a hobby. Perhaps involvement with an outside group (such as Cub Scouts) would provide additional opportunities.

3. Although it is sometimes difficult in a large group, such as the classroom, it is important to take the time as much as possible to listen to Danny in order that he realizes the teacher's concern and interest in him. Determine which activities he most enjoys and include them as much as possible in the daily routine.

4. Attempt to identify for Danny the most appropriate ways to express his feelings. The teacher may want to try various groupings in order to determine the situation in which Danny is most comfortable. Separate him from peers who stimulate negative feelings.

5. Attempt to provide Danny with as many positive interactions as possible, such as recognize him, greet him, compliment his attire and so on. Identify people that he may contact when he is feeling uncertain, such as the school guidance counselor.

6. A variety of factors may contribute to aggressive behavior, including frustration or anger, boredom, fatigue, excitement, and jealousy. Aggression may arise from inconsistency in expectations or from the child's inability to perceive adult expectations. A child's aggressive behavior may imitate hostile acts modeled by adults, television actors, or cartoon characters, or even other children. Contributing to the problem of aggression is young children's inability to view situations from other people's perspectives. Young children have limited capacity to express themselves in words, and therefore they sometimes resort to actions as a means of expression.

7. Aggression may be perpetuated by reinforcement (such as successfully getting a toy away from another child). An overly structured environment that restricts a child's curiosity can also contribute to frustration and aggression, as can forcing a child to attend to a task for too long a period of time.

8. Frequent teacher intervention may interfere with the development of self-reliant behavior, that is, children's ability to resolve conflicts independently. There are times, however, when teacher intervention is justified. Teachers should intervene when aggression lasts longer than a couple of minutes or when it is obvious that a child is in danger of being

X WECHSLER I TELLIGENCE SCALE FOR CHILDREN-REVISED (WISC-R)

(5.6.4.H.5.B)

IQ SCALES

Verbal IQ:	97
Performance IQ:	111
Full Scale IQ:	103

VERBAL TESTS

Information	10
Similarities	13
Arithmetic	7
Vocabulary	10
Comprehension	8

PERFORMANCE TESTS

Picture Completion	15
Picture Arrangement	9
Block Design	14
Object Assembly	13
Coding	7

X WOODCOCK-JOHNSON PSYCHO-EDUCATIONAL BATTERY: TESTS OF ACHIEVEMENT (WJA)

Cluster	Grade Score	Instructional Range	Age Score	Percentile Rank (age)	Standard Score
Reading	1.1	1.0[50] to 1.2	6-5	3	72
Letter/Word Identification	1.0[34]		5-10	6	77
Word Attack	1.0[9]		4-2	2	69
Passage Comprehension	1.0[12]		4-11	2	69
Mathematics Calculation	1.8		7-3	48	99
Written Language	1.4	1.1 to 1.6	6-6	12	82

X BENDER VISUAL-MOTOR GESTALT TEST (KOPPITZ SCORING SYSTEM)

Number of errors: 6 Perceptual-Motor Development Age: 7-0 to 7-5 Standard Score 99

X WOODCOCK-JOHNSON PSYCHO-EDUCATIONAL BATTERY: TESTS OF COGNITIVE ABILITY (WJC)

Cluster	Grade Score	Age Score	Percentile Rank (age)	Standard Score
Memory	2.2	7-6	52	101

ROLE PLAY OF PARENT CONFERENCE

(5.6.4.T&H.6)

Groups of 4 - 6 participants

Roles: Family members, Teacher, Other school personnel, Observer, Interpreter

Description of Setting:

A student having difficulty in school. He or she appears to be distracted and does not participate. Define the problem. Learn what the student does at home. Develop ways of increasing school participation. To carry out the role play:

1. Group develops a specific description of the student's needs.
2. Teacher briefs interpreter.
3. Interpreter interacts with family members.
4. Interpreter debriefs with teacher.
5. Observer provides feedback to group.
6. Group discusses feelings and concerns, asks questions, and thinks through what they still may need to know to participate effectively in the communication process.

ROLE PLAY OF PARENT CONFERENCE

(5.6.4.T&H.6)

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MODULE 5: TRANSDISCIPLINARY TEAMING BIBLIOGRAPHY

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