ASSESSING CHILDREN WITH DISABILITIES WHO ARE ENGLISH LEARNERS:

**Guidance for the
DRDP *access* and the
PS DRDP-R for Children with IEPs**

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CONTENTS

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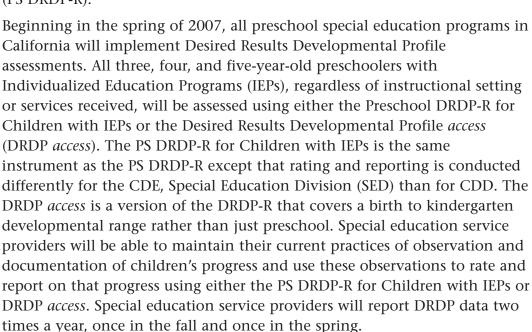
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INTRODUCTION

In the fall of 2000, the California Department of Education (CDE), Child Development Division (CDD), introduced the Desired Results Developmental Profile into all publicly funded, center-based child development programs and family childcare home networks. The Desired Results Developmental Profile (DRDP) observation-based assessment was designed for three age groups: infants and toddlers, preschoolers, and children in CDD-funded after-school programs. The initial DRDP has since been revised, and the new instrument is known as the Desired Results Developmental Profile-Revised (DRDP-R). All children in preschool programs funded by the CDD are now assessed with the Preschool DRDP-R (PS DRDP-R).

Beginning in the spring of 2007, all preschool special education programs in California will implement Desired Results Developmental Profile assessments. All three, four, and five-year-old preschoolers with Individualized Education Programs (IEPs), regardless of instructional setting or services received, will be assessed using either the Preschool DRDP-R for Children with IEPs or the Desired Results Developmental Profile *access* (DRDP *access*). The PS DRDP-R for Children with IEPs is the same instrument as the PS DRDP-R except that rating and reporting is conducted differently for the CDE, Special Education Division (SED) than for CDD. The DRDP *access* is a version of the DRDP-R that covers a birth to kindergarten developmental range rather than just preschool. Special education service providers will be able to maintain their current practices of observation and documentation of children's progress and use these observations to rate and report on that progress using either the PS DRDP-R for Children with IEPs or DRDP *access*. Special education service providers will report DRDP data two times a year, once in the fall and once in the spring.
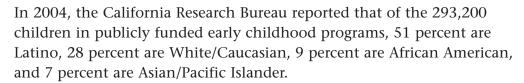
The purpose of this manual is to provide guidance in assessing children from linguistically diverse backgrounds. The manual provides information on second language acquisition in young children, suggestions for communicating with children who are English Learners, and information

about cultural influences on learning. The manual also provides assessors with a guide for planning observations and working with interpreters. A listing of resources that may offer additional information regarding the assessment of children who are English Learners is also included. Assessors will need to combine this information with more specific information about the individual child and his or her language and cultural community.

ENGLISH LEARNER DEMOGRAPHICS

California has 1.17 million three-to-five-year-olds. Forty seven percent of these preschool-aged children are enrolled in public or private programs. California's current population growth reflects increases in the number of children who are under the age of five and who are culturally and linguistically diverse.

In 2004, the California Research Bureau reported that of the 293,200 children in publicly funded early childhood programs, 51 percent are Latino, 28 percent are White/Caucasian, 9 percent are African American, and 7 percent are Asian/Pacific Islander.

California has also seen an increase in the number of preschool children in special education from 58,001 in 2000 to 64,438 in 2006 (California Department of Education Educational Demographics Unit, 2006). It appears from census and California Department of Education (CDE) data from 2006 that 12% of children in early childhood programs have disabilities.

The exact number of preschool-age children with disabilities who are English Learners has not been reported. However, 39 percent of kindergarteners in 2005-2006 were classified as English Learners; the vast majority of these children spoke Spanish (84%). CDE does report the ethnic breakdown for preschool children in special education in 2005-06 as follows (see Figure 1): White/Caucasian (37%), Hispanic/Latino (47%), African American (7%), Asian (6%), Filipino (2%), Native American (less than 1%), and Pacific Islander (less than 1%). CDE also reports the top home languages other than English of children enrolled in special education (see Figure 2) as Spanish, Vietnamese, Hmong, Cantonese, and Pilipino/Tagalog.

California's diversity necessitates a responsive approach to the manner in which children with disabilities who are also English Learners are educated and assessed. Assessors will need to prepare to gather information about the child's skills in the home language and in English. This information will be important in planning to observe children using the DRDP *access* and the PS DRDP-R for Children with IEPs.

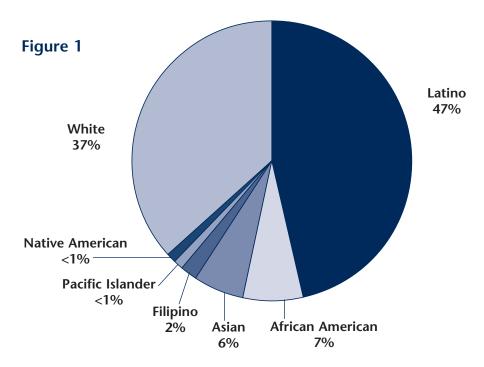## Special Education Enrollment for Preschoolers
By Ethnic Category in California

Figure 1

Latino
47%

White
37%

Native American
<1%

Pacific Islander
<1%

Filipino
2%

Asian
6%

African American
7%

Figure 2

Top 5 Languages Other than English	
Spanish	21.5%
Vietnamese	0.5%
Hmong	0.4%
Cantonese	0.4%
Pilipino/Tagalog	0.3%

Second Language Acquisition

"This is about a sense of self-worth through connection to your own language and possibilities by developing another language. When you leave your language behind, you leave a part of yourself and deny a core piece—we deny our ability to bring who we are to the world." Latina parent in And Still We Speak: Stories of Communities Sustaining and Reclaiming Language and Culture.

—California Tomorrow, 2001

The number of children with and without disabilities enrolled in early care and education programs in California, who come from homes in which a language other than English is spoken, is increasing. This trend is expected to continue. With the increase in ethnic/cultural diversity, comes an increase in linguistic diversity. It becomes crucial for teachers to familiarize themselves with the process of second language acquisition in order to offer an optimal educational experience and to implement the most reliable and unbiased assessments possible with children who are learning a second language. The following section provides an abbreviated overview of the process of second language acquisition. Preschool teachers, including assessors, are strongly encouraged to seek a deeper understanding of this process through professional development.

Definition and Process

Second language acquisition is the process that a child (or adult) goes through in learning more than one language. Second language acquisition may also be referred to as bilingual language development or dual language acquisition. While the DRDP *access* and the PS DRDP-R for Children with IEPs do not directly assess the process of second language acquisition, understanding this process can be very helpful to assessors as they conduct observations of children's growth and development.

There are two main paths that children take when acquiring more than one language in early childhood: simultaneous language acquisition and successive second language acquisition.

Simultaneous language acquisition, also known as simultaneous bilingualism, refers to the process of learning two (or more) languages within the same span of time. Children who are exposed to more than one language prior to age five, and who eventually master each language, are said to have bilingualism as their first language. The process for acquiring more than one language at the same time will mirror language development of just one language, assuming the child has enough exposure and opportunity to use each language.

Successive second language acquisition refers to the process of learning a second language after having reached at least basic mastery in the first language. This may also be referred to as sequential language acquisition or successive/sequential bilingualism. Many children who come to preschool communicating effectively in their home language will go through successive second language acquisition stages.

STAGES OF SECOND LANGUAGE ACQUISITION

Children typically go through four stages in the acquisition of their second (or additional) language:

> **1) Home language stage**
>
> **2) Observational/listening stage**
>
> **3) Telegraphic/formulaic speech stage**
>
> **4) Fluid language stage**

There are several factors that may contribute to how quickly children move in and out of these stages. Among these are:

> • The amount and types of supports available in each language.
>
> • How familiar they are with their communication partners.
>
> • How demanding the expectations are surrounding their communication attempts.
>
> • The value given to knowing more than one language.

STAGES OF LANGUAGE ACQUISITION: EXAMPLES

Stage One
Home Language Use

- When the child first finds herself in a context where others are speaking a language different than the one she's been used to hearing
- May use home language with others, especially other children, even if those others speak a different language
- Eventually only speaks home language with those who respond in that language, or else stops using it

Stage Two
Observational/ Listening

Usually follows home language stage

- Observes what others do, how they behave in certain situations, and when they speak; trying to match what is being said with what is happening
- In the new language environment, the child may choose to be quiet. In the home language environment, the child usually continues to engage in conversation.

Stage Three
Telegraphic/ Formulaic Speech

- Uses few content or function words e.g., "daddy shoe" or "Sara eat"
- Relies on familiar or repetitive "chunks" or formulas. E.g.,
  - "Go____, (go up, go home, go mommy, etc.)"
  - "Give me/gimme___, (gimme book, gimme juice)"

Stage Four
Fluid Language

- Social English use precedes Academic English use
- Social English
  - Is used in relaxed interactions with friends and adults
  - Relies mostly on spoken language, using short, simple sentences
  - May mislead teachers/adults to think that the child is ready to learn and comprehend new concepts in the second language
- Academic English
  - Is used in many school activities and lessons
  - Requires use of written and spoken language, bigger and more complex vocabulary, etc.
  - Often offers fewer context clues for the child to grasp meaning

The specific words or vocabulary that a child knows or uses in each language may differ since children rarely repeat every daily experience in each of their languages. As children move through these stages, they may experiment with their new language, and these creative uses may not always be grammatically correct. In these instances, the adult or child's peers should model the correct usage rather than call attention to the "mistake."

In the end, communication is more important than perfection for children learning English as a second language just as it is for children when they are learning their first language. The following examples illustrate these points:

Example 1: A child who spends time gardening with his grandfather who speaks Vietnamese will learn vocabulary connected to gardening in Vietnamese and may learn names for colors and letters in English at school.

Example 2: A child may say "I want *pan*" meaning "I want bread" (*pan* is Spanish for bread).The child may find it easier to say "*pan*" instead of "bread," even if she knows both labels. Or she may only know the label "*pan*."

COMMUNICATING WITH CHILDREN WHO ARE ENGLISH LEARNERS

Language is more than words—it is a person's cultural heritage, identity, and the way he or she is taught to view the world.

—Escamilla, 2000

THE SOUNDS OF LANGUAGE

Young children will be most familiar with the sounds, patterns, and tones used in their home language. Hearing, understanding, and processing the new sounds and patterns in the English language can take several years. Linguists suggest that there are 40 to 45 different sounds in the English language. Some sounds may be completely foreign to a child, while others may closely match the sounds of a child's home language. Differences in how language tones and sounds are used may be confusing and frightening. Use reassuring facial expressions and body language to help children infer meaning and make sense of a language that is new to them.

Young children benefit from having multiple and ongoing opportunities to talk and listen in both their home language and English. One-on-one social contact is a powerful way to stimulate language development. Listen for sounds that are similar and different between children's primary language and English. Point out the sounds that are the same and different through playful sound and/or letter games. Children in the early stages of English language acquisition may use the more familiar sounds from their primary language when attempting to communicate in English. Provide support and model the appropriate sounds in English. Comprehension can be increased through the use of pictures, objects, and gestures.

WORDS AND VOCABULARY

Rich language experiences and environments stimulate children to use words and expand their vocabulary. Show children that you value their primary language as much as English. Ask them to share words from their

home language when you introduce new English vocabulary. This process will help them connect the unfamiliar English word to their more familiar primary language vocabulary. If you are bilingual, be sure to complete your sentences in one language. Young children may use both languages in a single utterance – a practice known as code-switching. Code-switching is common in children and adults who live in communities in which more than one language is spoken. However, it is recommended that adults model completion of an utterance in one language, unless they intentionally insert words in another language to aid comprehension. In some cases, the use of a home language word in an English phrase or sentence may be a clue that the child does not have the English vocabulary for that word. Provide the English word in your conversation to encourage extending the child's vocabulary.
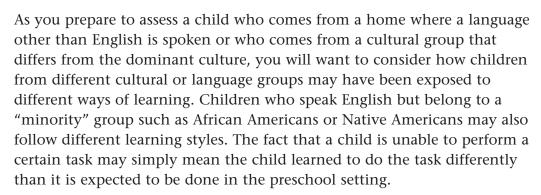
GRAMMAR AND SYNTAX

As children increase their oral English language vocabulary from one-word labels for objects to descriptors and action words, they will begin to produce phrases or short sentences in English. To form these phrases when speaking English, they may use the familiar grammar and syntax patterns found in their primary language. Listen with appreciation and respectfully re-state what you hear using appropriate English language grammar and syntax. Children's attempts in oral language communication, though often incorrect, are important steps in learning how the English language works. For example, children may experience challenges when communicating plurals ("mouses" for "mice") or verb tenses ("goed" for "went"), pronouns (her/she/it) may be confused, and word order in sentences may be incorrect ("soup hot" instead of "hot soup").

Engage children in oral conversation at their eye level as often as possible. Every opportunity for speaking and listening is an opportunity to learn English language grammar and syntax.

CULTURAL INFLUENCES ON LEARNING

Careful time and effort needs to be taken to avoid confusing differences in culture and language with disabilities or delays in development.
                                                    —*Escamilla, 2000*

As you prepare to assess a child who comes from a home where a language other than English is spoken or who comes from a cultural group that differs from the dominant culture, you will want to consider how children from different cultural or language groups may have been exposed to different ways of learning. Children who speak English but belong to a "minority" group such as African Americans or Native Americans may also follow different learning styles. The fact that a child is unable to perform a certain task may simply mean the child learned to do the task differently than it is expected to be done in the preschool setting.

Differences in learning may be slight or they may be significant. It is impossible to describe how these differences will be demonstrated by a particular child or by several children belonging to the same language or cultural group. The child's family will be the best informants as to possible misunderstandings that may occur.

Assessors are highly encouraged to think about the following examples prior to conducting or recording observations.

a. A child may give a functional answer rather than a label when a picture of an item is shown. For example, when shown a picture of an egg, the child may say, "My grandma cooks with it;" "I eat it for breakfast;" or "My dad gathers them at the farm," rather than, "That is an egg." If it is important for the child to label pictures, the teacher or assessor should explain or demonstrate that for the child.

b. A child may more readily engage in conversation with friends or during dramatic play than one-on-one with an adult or in front of the class. The child may have been taught not to talk to adults unless spoken to, not to talk to unfamiliar adults, or not to call attention to herself.

c. A child may act confused or possibly annoyed when asked a question for which the answer seems obvious. For example, it is common for teachers to ask questions to check student comprehension such as, "What color is this balloon?" or "What shape is this?" In some communities, children are only asked questions for which the answer is less obvious or truly unknown, such as, "What did you do this weekend with your grandmother?' or "What games do you like to play?" A child may not understand (and may not respond) if the adult asks questions for which the answers seem obvious as in a "test" format.

d. Each child who is learning more than one language follows an individual course toward eventual bilingualism. Therefore, variability in skills in each language is to be expected among groups of children, among children from the same language group, and from a given child in different communication contexts.

e. Some children have had more experience playing with or using real objects and household items rather than toy imitations of those same items. Sometimes the real item the child uses at home requires more advanced fine motor skills to manipulate.

    A child may help 'cook' at home with utensils not found in the collection of plastic utensils common in preschool classrooms, like a pestle and mortar, wooden beaters, wire mesh ladles, or stone receptacles.

f. Some tasks or items may be considered appropriate for girls rather than boys or vice versa by some families (e.g., block and car play may be more encouraged for boys by some families; doll and kitchen play may be more encouraged for girls). Hesitancy to engage in certain activities could indicate the child's awareness of these stated or unstated family preferences rather than lack of ability.

g. Similarly, some families may have exposed children with disabilities to some experiences and not to others, precluding a child from easily engaging in some tasks due to family practices and preferences. For example, some families of young children with disabilities prefer to

do many of the tasks regarding self-care for the child. This is seen as a practice of love and support rather than a burden. Although in schools children may be expected to "do for themselves," adults should allow time for transitions for children who have not had these expectations placed on them.

h. Some children are more accustomed to participating in group activities because they have several siblings or are members of communities in which children are often together or where intergenerational interactions are common. Being asked to do individual tasks may be an unfamiliar and possibly uncomfortable experience.

The reader will notice that no "cultural," "linguistic," or "ethnic" labels were used in the descriptions of the practices described above. This was done intentionally to acknowledge the diversity in practices that exists within groups and communities and even within the same family. Because the previous list is not exhaustive, a teacher or assessor will support a child best by getting to know the child and his or her family prior to observing and rating the DRDP *access* or the PS DRDP-R for Children with IEPs.

STRATEGIES FOR OBSERVING CHILDREN WHO ARE ENGLISH LEARNERS

The DRDP *access* and the PS DRDP-R for Children with IEPs can be rated based on a child's use of more than one language and more than one language mode. Any means of communication should be considered including gestures, eye gaze, augmentative communication systems or devices, and, similarly, the use of any spoken or written languages or combination of languages.

There are many skills that can be observed even if a child does not comprehend or speak the language of the observer. For example, motor skills will be able to be rated by watching what the child does, regardless of language. However, for some measures, language will be very important.

IDENTIFY SUPPORT FOR ASSESSING IN A CHILD'S HOME LANGUAGE

Prior to observing a child who is an English Learner, you will want to prepare for including someone in the process who speaks the child's home language. This will ensure that the child will be appropriately credited for what he says and knows in the home language. It is important to plan in advance so that assistance in communicating with the child is available. This assistance might come from someone in the program or from the family who can serve as an important partner in the assessment process. If necessary, assistance might also be provided by an interpreter. There are several possibilities for recruiting someone who speaks the child's home language:

1. The special education/early education team may include someone who is skilled in second language acquisition or someone who can speak and understand the child's home language.

2. Anyone in the program who speaks the child's home language (para-professional, related service staff, volunteer, etc) may be involved in observing the child and may be asked to assist in making rating decisions based on their experience with the child.

3. The family may be asked to participate in a meeting to address measures on the DRDP that the team is not able to rate. An interpreter should be available for this meeting with the family. Someone with training as an interpreter would be preferred.

4. An interpreter may be asked to spend some time observing or interacting with the child in order to fill in information that still might be missing after having interviewed the family.

UNDERSTAND PATTERNS OF LANGUAGE ACQUISITION

As discussed earlier, there are several possible patterns of language skills for children who are English Learners:

- The child may have equal abilities in both languages, although this is not commonly the case. Usually a child will be more advanced in one language than the other. It is also not uncommon for a child to have vocabulary in one language and not the other. For example, the child may always use the home language when counting. The child may know particular words in only one language and not the other so that sentences may include words from both languages. This is called "code-switching."

- The child may understand English but speak very few words in English.

- The child may only understand and speak in the home language. This may be the case with children who have only been in environments where their home language is spoken prior to entrance into the school program.

The following pages may be used to gather information about a child's language environments and to estimate a child's language skills in the home language and in English. This information will be important in planning for observation and information gathering for the DRDP *access* or the PS DRDP-R for Children with IEPs. Having an understanding of a child's current language skills in the home language and in English will allow you to plan for the support you may need to ensure that the assessment will be a valid measure of the child's abilities.

PLANNING TO OBSERVE YOUNG CHILDREN WHO ARE ENGLISH LEARNERS

Child's Name: _____ **DOB:** _____ **Date:** _____

These pages may be used in (1) planning to observe and gather information about a child's language environments, and (2) estimating a child's language skills in the home language and in English. This information will be important in planning for the DRDP *access* or the PS DRDP-R for Children with IEPs. Having an understanding of a child's current language skills in the home language and in English will allow you to plan for the support you may need to ensure that the assessment will be a valid measure of a child's abilities.

Step 1. Consider the child's language history.

1. How old is the child?	
2. What language environments has the child been in prior to the beginning of special education services?	
3. Is the child currently best described as monolingual or bilingual?	
4. If bilingual, is the child best described as following simultaneous or successive bilingualism?	

Step 2. Consider the child's current language environments.

Environment	How often is the child in this environment?	What languages are spoken?	How does the child communicate in the environment?

For example:

Environment	How often is the child in this environment?	What languages are spoken?	How does the child communicate in the environment?
Preschool	Five mornings a week	Teacher speaks English; assistant teacher speaks Spanish and English; other children speak English primarily and some Spanish	Understands Spanish; seems to understand certain English words; speaks Spanish to other children
In-home child care	Five afternoons a week	Provider speaks Spanish only; other children speak Spanish primarily	Understands and speaks Spanish
Home		Parents and grandparents speak Spanish only; older sibling speaks Spanish and some English	Understands and speaks Spanish

Step 3. Describe the child's typical communication in the setting where the DRDP is being administered.

The following questions address how the child currently appears to understand language (receptive language):		
	Home Language	**English**
1. What does the child use to understand language? (Circle all that apply.)	Environmental Context Gestures Facial Expressions Body Language Speech	Environmental Context Gestures Facial Expressions Body Language Speech
Other (specify)		
2. Does the child understand single words commonly used in the environment?		
Examples		
3. Does the child understand routine word combinations?	Yes No	Yes No
Examples		
4. Which type of routine word combinations does the child understand?	Spoken Signed Symbol-Word Combinations	Spoken Signed Symbol-Word Combinations
5. Does the child understand new word combinations?	Yes No	Yes No
Examples		
6. Does the child understand simple sentences?	Yes No	Yes No
Examples		
7. Is the child at age level in understanding language?	Yes No	Yes No

The following questions address how the child currently communicates (expressive language):		
	Home Language	**English**
1. Does the child use the following to communicate?	Vocalizations Gestures Facial Expressions Body Language Objects	Vocalizations Gestures Facial Expressions Body Language Objects
2. Does the child use some words?	Yes No	Yes No
Examples		
3. Does the child use word combinations?	Yes No	Yes No
4. Does the child use simple sentences?	Yes No	Yes No
Examples		
5. Is the child at age level in producing language?	Yes No	Yes No
The following questions address how the child currently appears to use language:		
	Home Language	**English**
1. Does the child communicate more in particular areas of the setting or during particular activities?	Yes No	Yes No
Specify		
2. Does the child communicate more with particular people?	Yes No	Yes No
Who		

Comments/Observations:

Identifying and Working with Interpreters

Often, the terms "Interpreter" and "Translator" are used interchangeably, yet they denote different roles and responsibilities. An interpreter is a person who translates a language orally, as in a conversation, between people speaking different languages. Interpreting is done orally and can be accomplished either consecutively (taking turns between speakers) or simultaneously (interpreting to one speaker while the other speaker is taking). A translator is a person who translates printed material from one language to another. This document focuses on working with interpreters who may be asked to assist in either of the following ways:

- Interpreting in meetings with families to gather information
- Assisting in observing a child in the classroom

Key competencies that interpreters should possess include:

- Oral proficiency in the child's home language and in English
- Knowledge of the specific cultural community of the speakers
- Knowledge of the linguistic variations (dialects) of the speakers
- Knowledge of the ethical and professional responsibilities of their role

Selecting Interpreters

Finding a qualified person to serve as an interpreter can be a challenge! While many programs across the state have fully trained and certified interpreters, others are faced with limited resources. Programs that do not have access to trained and qualified bilingual staff may need to explore whether or not the following alternatives might be helpful:

- The family may be involved with another agency that has a staff member that can serve in this role
- There may be specialized organizations, agencies, or local resources available to serve the diverse linguistic groups within the community
- The family may have someone they know and trust who can effectively serve in the role of interpreter

If none of the above are possible, it might be helpful to send a letter to parents of the children in the program asking them to identify bilingual individuals who would be willing to help with interpreting.

WORKING WITH INTERPRETERS[1]

There are three distinct phases or steps when working with an interpreter. Each of these phases is an essential component of the interpretation process and if followed, increases the likelihood that the interpretation will be successful. The phases include:

1. Preparation (occurs prior to the interpretation)
2. Interaction (the interpretation)
3. Debriefing (occurs after the interpretation)

The following section provides suggestions for each of the three phases.

Preparation

- If you have not met the interpreter, introduce yourself, your role and your program.

- State the importance of maintaining confidentiality with respect to the child and family.

- Share a brief description of the child.

- Review the following:

    ○ Purpose of gathering information.

    ○ The type of information that needs to be gathered including any specific questions for the family or specific skills to observe with the child.

    ○ How the meeting with the family or interaction with the child will be structured.

    ○ The time that has been allotted.

- Clarify the expectations regarding the interpreter's role and discuss his/her concerns.

- If possible, allow the interpreter to meet briefly with the family or child to establish rapport.

1. Guidelines adapted from Project CRAFT: Culturally Responsive and Family Focused Training and Riverside County Office of Education Guidelines for Bilingual Special Education

Interaction (this will be either the meeting with the family or the observation/interaction with the child)

- Introduce the interpreter to the family and/or child.

- During the interaction, you should talk directly to the family or the child, not to the interpreter.

- Use a positive tone and facial expressions.

- Speak clearly.

- Emphasize key words or repeat important points; clarify and rephrase as necessary.

- Periodically check with the interpreter to ensure accuracy of the interpretation.

- Be patient and allow for additional time that will be required for careful interpretation.

Debriefing

- Review the meeting or the observation with the interpreter.
  - Did the family or the child seem comfortable with the overall process?
  - Were there any underlying issues that were not addressed?
  - Mutually consider what worked well and what did not work well.
  - Offer acknowledgement for the interpreter's services.
  - Reiterate the importance of confidentiality as appropriate.

FINAL COMMENTS

As a professional, it is your responsibility to ensure that any assessment process you conduct is a fair and accurate measure of the child's skills. To the extent that you consider the issues addressed in this document and plan ahead for observing the child who is an English Learner, you will increase the validity of your assessment for children from linguistically diverse backgrounds.

ADDITIONAL RESOURCES

The following are resources that assessors might find useful. Listing of these resources does not assume endorsement by the CDE.

California Association of Bilingual Education (CABE)
http://www.bilingualeducation.org

> 16033 E. San Bernardino Road
> Covina, CA 91722-3900
> Phone: (626) 814-4441
> Fax: (626) 814-4640
> Email: info@bilingualeducation.org

CABE is the California branch of the National Association of Bilingual Education.

Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS)
http://www.clas.uiuc.edu

> University of Illinois at Urbana-Champaign
> 61 Children's Research Center
> 51 Gerty Drive
> Champaign, IL 61821
> Phone: (217) 333-4123

The CLAS Institute identified, evaluated, and promoted effective and appropriate early intervention practices and preschool practices that are sensitive and respectful to children and families from culturally and linguistically diverse backgrounds.

English Language Learning for Preschoolers Project at WestEd

> 10650 Scripps Ranch Boulevard
> Suite 206
> San Diego, CA 92131
> Phone: (858) 530-1178
> Fax: (858) 530-1177
> Email: rvaldiv@wested.org

The purpose of the English Learning for Preschoolers Project is to offer teaching strategies, materials, and training to individuals interested in achieving optimal educational outcomes for children who attend public preschool programs who know a language other than English or who come from homes in which more than one language is spoken. The information contained in the products and presentations are based on the most current research and successful practices.

National Association for Bilingual Education (NABE)
http://www.nabe.org

1030 15th Street, NW
Suite 470
Washington DC 20005
Phone: (202) 898-1829
Fax: (202) 789-2866
Email: nabe@nabe.org

The National Association for Bilingual Education is the country's leading professional organization working for the education of English Learners. NABE provides information and professional development activities for teachers, school administrators, and parents.

National Clearinghouse for English Language Acquisition
http://www.ncela.gwu.edu

George Washington University
2121 K Street, NW
Suite 260
Washington, DC 20037
Phone (800) 321-6223
Fax: (800) 531-9347
Email: askncela@ncela.gwu.edu

OELA's National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) collects, analyzes, synthesizes, and disseminates information about language instruction educational programs for English Learners and related programs.

National Head Start Family Literacy Center

Sonoma State University, CSUCI
81 University Drive
Camarillo, CA 93012
Phone: 8008497810
Fax: 8008497810
Email: joanne.knapp-philo@csuci.edu

Supports Head Start grantees and delegate agencies nationwide to improve the quality and positive outcomes of family literacy in their programs. Provides research-based training to Head Start and Early Head Start staff and parents on planning and delivering high quality family literacy services to ensure positive child and family outcomes.

Resources for Parents and Families

Bilingual Families
http://www.nethelp.no/cindy/biling-fam.html

Bilingual parents can find information and resources to help them raise their children bilingually.

Family Resource Centers/Network of California

http://www.frcnca.org/

Families of infants and toddlers, birth to 36 months, at risk of or with developmental delays and disabilities can receive parent-to-parent support from Early Start Family Resource Centers and Networks.

National Center for Family Literacy
http://www.famlit.org/

> 325 West Main Street
> Suite 300
> Louisville, KY 40202-4237
> Phone: (502) 584-1133
> Family Literacy InfoLine: 1-877-FAMLIT-1

This program helps parents and children achieve their greatest potential together through quality literacy programs.

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DESIRED RESULTS *ACCESS* PROJECT

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Sonoma State University
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Rohnert Park, CA 94928
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