

A photograph of five diverse young children sitting in a row against a white brick wall. From left to right: a girl with dark hair in a purple shirt, a boy with short dark hair in a red and white striped shirt, a girl with blonde hair in a yellow shirt, a boy with short dark hair in a dark blue shirt, and a girl with dark hair in a green shirt. All children are smiling and resting their heads on their hands.

ENGLISH LANGUAGE LEARNERS

Race/Ethnicity of ELL Students

- ▶ **Hispanic**
 - ▶ **77.3 percent**
- ▶ **Asian/Pacific Islander**
 - ▶ **13.1 percent**
- ▶ **White**
 - ▶ **5.5 percent**
- ▶ **Black**
 - ▶ **2.2 percent**
- ▶ **American Indian/Alaska Native**
 - ▶ **1.9 percent**

Characteristics of the ELL Population

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Between 2000 and 2013, the Latino population grew by 43 percent, far outpacing the growth of non-Hispanic whites, whose population grew by 5.7 percent during the same time period. The number of Asians in the United States is increasing as well; Asians recently surpassed Latinos as the nation's fastest-growing group of new immigrants. This population grew by 46 percent between 2000 and 2010.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2015). *The Condition of Education 2015* (NCES 2015-144), [English Language Learners](#).

Dr. Cristina Alvarado

Characteristics of the ELL Population

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The percentage of public school students in the United States who were English language learners was higher in school year 2012–13 (9.2 percent, or an estimated 4.4 million students) than in 2002–03 (8.7 percent, or an estimated 4.1 million students) and in 2011–12 (9.1 percent, or an estimated 4.4 million students).

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2015). *The Condition of Education 2015* (NCES 2015-144), [English Language Learners](#).

Characteristics of the ELL Population

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In 2012–13, five of the six states with the highest percentages of ELL students in their public schools were in the West. In the District of Columbia and six states, Alaska, California, Colorado, Nevada, New Mexico, and Texas, 10.0 percent or more of public school students were English language learners, with ELL students constituting 22.8 percent of public school enrollment in California. In Texas, the percent of public school ELL enrollment was 15.1 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2015). *The Condition of Education 2015* (NCES 2015-144), [English Language Learners](#).

The percentage of ELL students in public schools increased between 2002–03 and 2012–13 in all but 11 states, with the largest percentage-point increase occurring in Kansas (4.9 percentage points) and the largest percentage-point decrease occurring in Arizona (9.6 percentage points).

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2015). *The Condition of Education 2015* (NCES 2015-144), [English Language Learners](#).


In 2012–13, the percentage of students in ELL programs was generally higher for school districts in urbanized areas than less urbanized areas.

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- **ELL students in cities made up an average of 14.0 % of total public school enrollment,**
 - 9.4 % in small cities; 16.7 % in large cities.
- **In suburban areas, ELL students constituted an average of 8.5 % of public school enrollment.**
- **Towns and rural areas are subdivided into fringe, distant, and remote areas according to their proximity to urban centers. In towns, ELL students made up an average of 6.0 % of public school enrollment:**
 - 5.9 % in distant areas
 - 6.2 % in remote areas.
 - In rural areas, average of 3.5 %
 - 2.2 % in distant areas
 - 4.4 percent in fringe areas.



Socioeconomic Status of ELL Students



77 percent of ELL students were eligible for free or reduced-price lunches, versus 38 percent of all students.

Student Achievement

- ▶ ELL students do not achieve on the same level as their English-proficient peers.

Texas Education Agency found:

- ▶ ELL students were also found to experience a relatively higher incidence of poverty.
- ▶ ELL students were found to attend schools with higher concentrations of economically disadvantaged students.
- ▶ ELL students attend schools that perform more poorly on the TAAS/TEKS

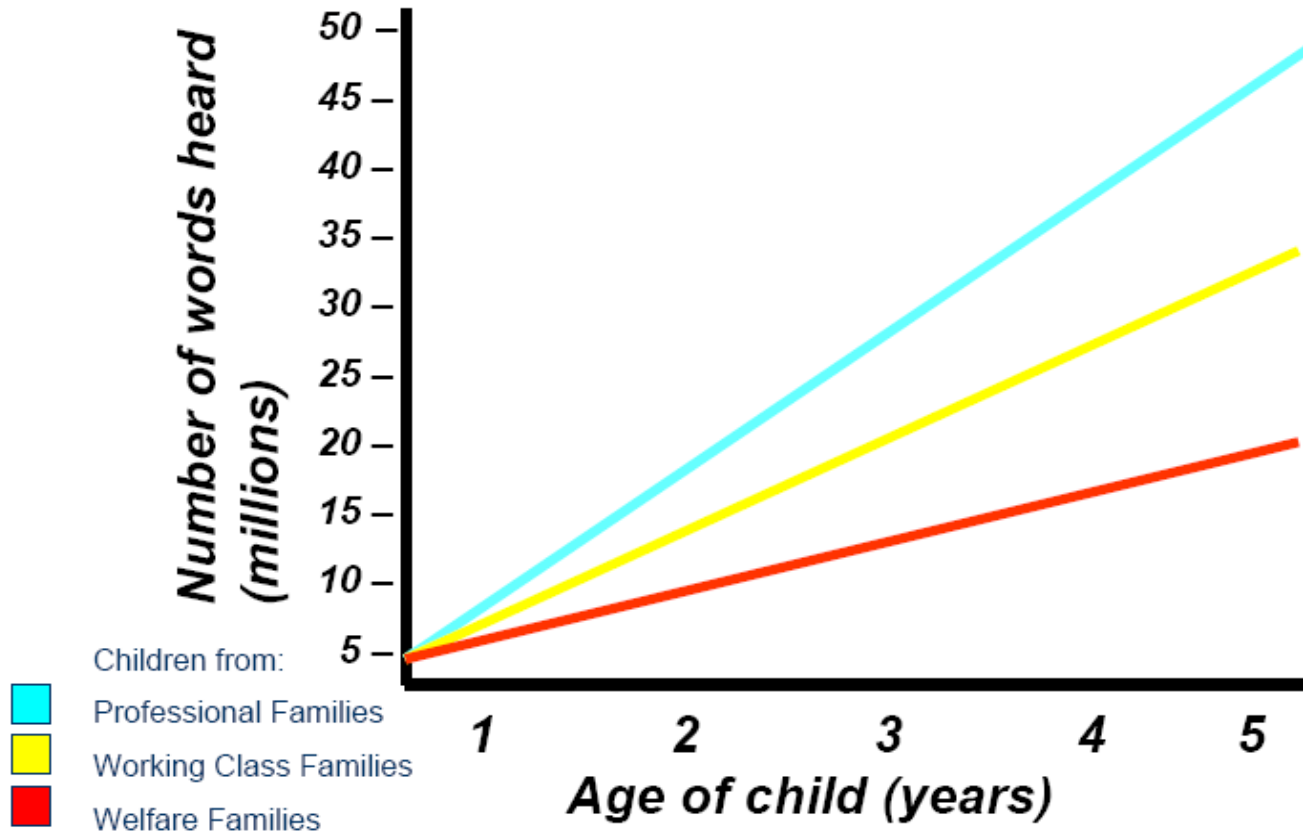
Oral Language Development

From age 3 onward [a child] should build a vocabulary store of at least 2,500 words per year. [He/she] should encounter and explore at least 2 new words each day.

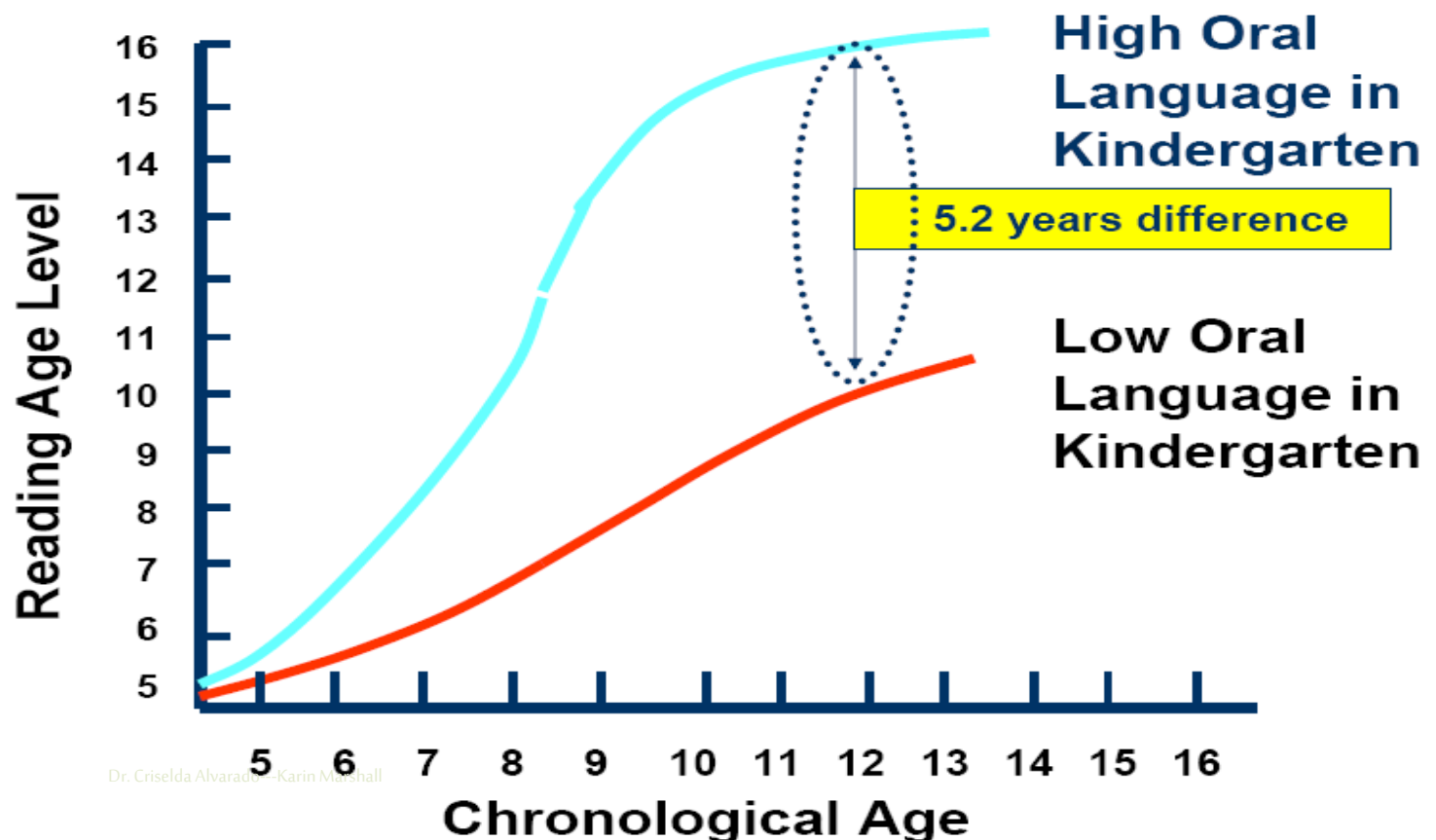
Roskos, Tabors, & Lenhart (2004), p. 1.

Cumulative Language Experiences

30 Million Word Difference



The Effects of Weaknesses in Oral Language on Reading Growth



- **Studies, that have examined the relation between language development and socio economic status, reveal that socio economic status has dramatic effects on cumulative vocabulary development. (Hart and Risley, 1995)**
- **Having data related to socio economic status may help in determining whether the student's struggles with reading are due to a lack of opportunity or a reading disability, including dyslexia.**

Poverty Rates by Race/Ethnicity & Linguistic Diversity

| Location | White | Black | Hispanic | Other | Total |
|---------------|-------|-------|----------|-------|-------|
| United States | 13% | 35% | 33% | 22% | 20% |
| Texas | 12% | 29% | 33% | 14% | 23% |



ELL students are more likely to live in a low-income household: in 2007, 66% of ELLs had a family income below 200% of the federal poverty level, compared to 37% of non-ELL Hispanic youths.

EPE Research Center. (2009). Analysis of the U.S. Census Bureau's American Community Survey (2005-2007).



**Ensuring English Learner Students Can Participate
Meaningfully and Equally in Educational Programs**

English learner (EL) students constitute nine percent of all public school students and are enrolled in nearly three out of every four public schools. Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.

The U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ) have issued joint guidance to remind state education agencies (SEAs), public school districts, and public schools of their legal obligation to ensure that EL students can participate meaningfully and equally in educational programs.

This fact sheet provides an overview of the joint guidance, but does not attempt to comprehensively address all of the issues in the guidance. While this fact sheet focuses on the responsibilities of school districts, the guidance makes clear that SEAs also have legal obligations toward EL students and limited English proficient (LEP) parents. The guidance is available at: <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.

Identifying and Assessing All Potential EL Students

- School districts must have procedures in place to accurately and timely identify potential EL students. Most school districts use a home language survey at the time of enrollment to gather information about a student's language background and identify students whose primary or home language is other than English.
- School districts must then determine if potential EL students are in fact EL through a valid and reliable test that assesses English language proficiency in speaking, listening, reading and writing.

Providing Language Assistance to EL Students

- EL students are entitled to appropriate language assistance services to become proficient in English and to participate equally in the standard instructional program within a reasonable period of time.
- School districts can choose among programs designed for instructing EL students provided the program is educationally sound in theory and effective in practice.



ns with sufficient resources to ensure the
, including highly qualified teachers, support
aterials.

teachers, staff, and administrators to
n, and must provide supplemental training

Curricular and Extracurricular Programs

grade-level curricula so that they can meet
ts.

portunity to participate in all programs,
ned and talented, career and technical
Advanced Placement (AP) and International
onor societies.

Students

gate students on the basis of national origin or
may be designed to require that EL students
portion of the day or period of time, school
out their chosen program in the least
eving the program's stated educational goals.

on and Providing Dual Services

vided both the language assistance and
re entitled under Federal law.

e all other students who may have a
the Individuals with Disabilities Education
tion Act of 1973, must be located, identified
sability-related services in a timely manner.
idents as students with disabilities because
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- ➔ **School districts can choose among programs designed for instructing EL students provided the program is educationally sound in theory and effective in practice.**

Staffing & Supporting an EL Program

21

- **EL students are entitled to EL programs with sufficient resources to ensure the programs are effectively implemented, including highly qualified teachers, support staff, and appropriate instructional materials.**
- **School districts must have qualified EL teachers, staff, and administrators to effectively implement their EL program, and must provide supplemental training when necessary.**

Providing Meaningful Access to All Curricular & Extracurricular Programs

- **EL students must have access to their grade-level curricula so that they can meet promotion and graduation requirements.**
- **EL students are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, magnet, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.**

Avoiding Unnecessary Segregation of EL Students

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- ➔ **School districts generally may not segregate students on the basis of national origin or EL status. Although certain EL programs may be designed to require that EL students receive separate instruction for a limited portion of the day or period of time, school districts and states are expected to carry out their chosen program in the least segregative manner consistent with achieving the program's stated educational goals.**

Find
Pages 24-29
Section F.
“Evaluating
EL Students
For
Sp. Ed. Services
& Providing
Sp. Ed. And
English Lang.
Services”

Dr. Criselda Alvarado



U.S. Department of Justice
Civil Rights Division

U.S. Department of Education
Office for Civil Rights



January 7, 2015

Dear Colleague:

Forty years ago, the Supreme Court of the United States determined that in order for public schools to comply with their legal obligations under Title VI of the Civil Rights Act of 1964 (Title VI), they must take affirmative steps to ensure that students with limited English proficiency (LEP) can meaningfully participate in their educational programs and services.¹ That same year, Congress enacted the Equal Educational Opportunities Act (EEOA), which confirmed that public schools and State educational agencies (SEAs) must act to overcome language barriers that impede equal participation by students in their instructional programs.²

Ensuring that SEAs and school districts are equipped with the tools and resources to meet their responsibilities to LEP students, who are now more commonly referred to as English Learner (EL) students or English Language Learner students, is as important today as it was then. EL students are now enrolled in nearly three out of every four public schools in the nation, they constitute nine percent of all public school students, and their numbers are steadily increasing.³ It is crucial to the future of our nation that these students, and all students, have equal access to a high-quality education and the opportunity to achieve their full academic potential. We applaud those working to ensure equal educational opportunities for EL students, as well as the many schools and communities creating programs that recognize the heritage languages of EL students as valuable assets to preserve.

The Office for Civil Rights (OCR) at the U.S. Department of Education (ED) and the Civil Rights Division at the U.S. Department of Justice (DOJ) share authority for enforcing Title VI in the education context. DOJ is also responsible for enforcing the EEOA. (In the enclosed guidance, Title VI and the EEOA will be referred to as “the civil rights laws.”) In addition, ED administers the English Language Acquisition, Language Enhancement, and Academic Achievement Act, also known as Title III, Part A of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (Title III).⁴ Under Title III, ED awards grants to SEAs, which, in turn, award Federal funds through subgrants to school districts in order to improve the

¹ *Lau v. Nichols*, 414 U.S. 563 (1974); 42 U.S.C. § 2000d to d-7 (prohibiting race, color, and national origin discrimination in any program or activity receiving Federal financial assistance).

² Pub. L. No. 93-380, § 204(f), 88 Stat. 484, 515 (1974) (codified at 20 U.S.C. § 1703(f)).

³ U.S. Department of Education, National Center for Education Statistics, NCES 2013-312, *Characteristics of Public and Private Elementary and Secondary Schools in the United States: Results From the 2011-12 Schools and Staffing Survey*, at 9 (Table 2) (Aug. 2013); U.S. Department of Education, National Center for Education Statistics, NCES 2014-083, *The Condition of Education 2014*, at 52 (Indicator 12) (May 2014).

⁴ 20 U.S.C. §§ 6801-6871.

Evaluating EL Students for Sp. Ed. & Providing Dual Services

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- **EL students with disabilities must be provided *both* the language assistance and disability-related services to which they are entitled under Federal law.**
- **EL students who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified and evaluated for special education and disability-related services in a timely manner.**

“Timely Manner”

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons

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- “While there is no single definition for “timely” applicable to all types of interactions at all times by all types of recipients, one clear guide is that the language assistance should be provided at a time and place that avoids the effective denial of the service, benefit, or right at issue or the imposition of an undue burden on or delay in important rights, benefits, or services to the LEP person. When the timeliness of services is important, and delay would result in the effective denial of a benefit, service, or right, language assistance likely cannot be unduly delayed.” (p. 10)

Evaluating EL Students for Special Ed. & Providing Dual Services

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- **To avoid inappropriately identifying EL students as students with disabilities because of their limited English proficiency, EL students must be evaluated in an appropriate language based on the student's needs and language skills.**
- **To ensure that an individualized plan for providing special education or disability related services addresses the language-related needs of an EL student with a disability, it is important that the team designing the plan include participants knowledgeable about that student's language needs.**

Meeting the Needs of Students Who Opt

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Out of EL Programs or Particular Services

All EL students are entitled to services. Parents may, however, choose to opt their children out of a school district's EL program or out of particular EL services within an EL program.

- **School districts may not recommend that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out.**
- **A school district must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.**

Monitoring & Exiting EL Students from EL Programs & Services

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- School districts must monitor the progress of all EL students to ensure they achieve English language proficiency and acquire content knowledge within a reasonable period of time. Districts must annually administer a valid and reliable English language proficiency (ELP) assessment, in reading, writing, listening and speaking, that is aligned to State ELP standards.
- An EL student must not be exited from EL programs, services, or status until he or she demonstrates English proficiency on an ELP assessment in speaking, listening, reading, and writing.
- School districts must monitor the academic progress of former EL students for at least two years to ensure that students have not been prematurely exited; any academic deficits they incurred resulting from the EL program have been remedied; and they are meaningfully participating in the district's educational programs comparable to peers who were never EL students (never-EL peers).

Evaluating the Effectiveness of a District's EL Program

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- **EL programs must be reasonably calculated to enable EL students to attain English proficiency and meaningful participation in the standard educational program comparable to their never-EL peers.**
- **School districts must monitor and compare, over time, the academic performance of EL students in the program and those who exited the program, relative to that of their never-EL peers.**
- **School districts must evaluate EL programs over time using accurate data to assess the educational performance of current and former EL students in a comprehensive and reliable way, and must timely modify their programs when needed.**

Ensuring Meaningful Communication with Limited English Proficient Parents

- ▶ **LEP parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.**
- ▶ **For more information about the civil rights of LEP parents and guardians and districts' specific obligations to parents of EL students, visit**

<http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf>.

A photograph of five diverse young children (three girls and two boys) sitting in a row against a white brick wall. They are all smiling and resting their heads on their hands. From left to right: a girl in a purple shirt, a boy in a red and white striped shirt, a girl in a yellow shirt, a boy in a dark blue shirt, and a girl in a green shirt.

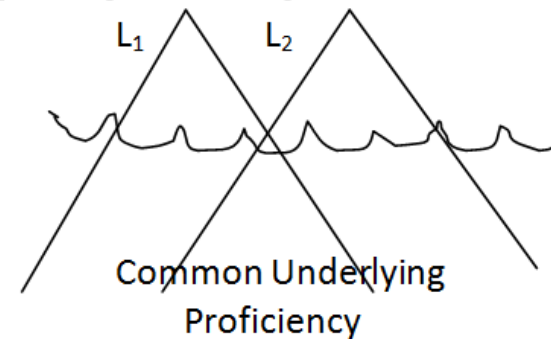
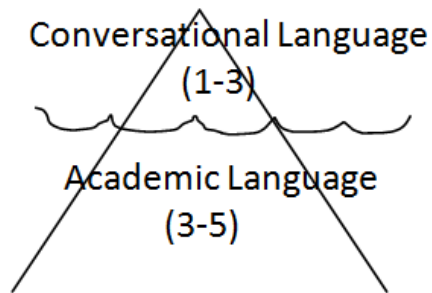
ENGLISH LANGUAGE LEARNERS

Second Language Learning

Dr. Griselda Alvarado

SUMMARY OF SECOND LANGUAGE LEARNING

JIM CUMMINS' ICEBERG METAPHOR



TWO BROAD LEVELS OF LANG. PROFICIENCY

CONVERSATIONAL LANGUAGE—language proficiency in everyday communication, acquired naturally without formal schooling; peer-appropriate conversation.

ACADEMIC LANGUAGE—language proficiency in academic situation, emerges & becomes distinctive with formal schooling; classroom-appropriate language.

FACTORS INFLUENCING 2ND LANGUAGE LEARNING

- **General Intellectual Ability**
- **Motivation**
- **Personality**
- **Auditory Memory**
- **Auditory Discrimination**
- **Opportunity**
- **Quality of Instruction**
- **First Language Skills**
- **Etc.**

SECOND LANGUAGE ACQUISITION THEORIES

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- ▶ TIME ON TASK THEORY--the amount of exposure to the new language is directly related to the learning of that language

THE MORE ENGLISH, THE BETTER ENGLISH

- ▶ FACILITATION THEORY--the level of development of the first language is directly related to the learning of the second language

THE MORE SPANISH, THE BETTER ENGLISH



| Stages | Also referred to as: | Lang Prof Levels | Time Fame | Descriptors |
|--|---------------------------------------|-------------------------|-----------------------|---|
| Silent/ Preproduction | Silent Period | Beginning | 0 to 6 months | Unable to speak or communicate, nods or responds nonverbally |
| Early Production | Early Production | Beginning | 6 to 12 months | Responds w/ gestures or 1 to 2 word answers, reads labels, recognizes some letters & words; Records thoughts through scribbles, pictures, and invented spelling |
| Speech Emergence | Intermediate/ Speech Emergence | Intermediate | 1 to 2 years | Requires pictures or props for comprehension, initiates & sustains social conversation, makes grammar & pronunciation errors; limited voc. limited academic writing skills |
| Intermediate Language Proficiency | Advanced/ BICS-CALPS | Advanced | 3 to 5 years | Near native social conversation, occasional grammatical errors, reads, edits own writing, but still requires academic support in writing |
| Advanced Language Proficiency | Transitional/ CALPS/ Native | Advanced High | 6 to 8 years | Social and academic language, Edits own writing; can participate fully in grade-level classroom activities with no ESL support |

In Texas

- **Beginning**
- **Intermediate**
- **Advanced**
- **Advanced High**
- **English native-like proficiency**

Special Language Programs

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➔ Bilingual

- Early-Exit/Transitional Bil Ed
- Late-Exit/Maintenance/
Developmental Bil Ed/ AKA
One-Way Bil Ed
- Two-Way/Dual Language Bil
Ed

➔ ESL

- ESL Pull-Out
- Content ESL

Chapter 89, Subchapter BB

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§89.1210. Program Content and Design.

- Transitional bilingual/Early-exit
- Transitional bilingual/Late-exit
- Dual language immersion/Two-way
- Dual language immersion/One-way
- English as a second language/Content-based
- English as a second language/Pull-out program

Chapter 89. Adaptations for Special Populations
Subchapter BB. Commissioner's Rules Concerning State Plan for Education of
Language Learners

Statutory Authority: The provisions of this Subchapter BB issued under the Texas Education Code, §§ 29.054, 29.056, 29.0561, 29.060, and 29.066, unless otherwise noted.

§89.1201. Policy.

- (a) It is the policy of the state that every student in the state who has a home language other than English and who is identified as an English language learner shall be provided a full opportunity to participate in a bilingual education or as a second language (ESL) program, as required in the Texas Education Code (TEC), Chapter 29, Subchapter B. To ensure equal educational opportunity, as required in the TEC, §1.002(a), each school district shall:
- (1) identify English language learners based on criteria established by the state;
 - (2) provide bilingual education and ESL programs, as integral parts of the regular program as described in the TEC, §4.002;
 - (3) seek certified teaching personnel to ensure that English language learners are afforded full opportunity to meet the essential knowledge and skills required by the state; and
 - (4) assess achievement for essential knowledge and skills in accordance with the TEC, Chapter 39, to ensure accountability for English language learners and the schools that serve them.
- (b) The regular bilingual education programs shall be to enable English language learners to become competent in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English language learners to participate equitably in school.
- (c) The regular ESL programs shall be to enable English language learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English language learners to participate equitably in school.
- (d) Bilingual education and ESL programs shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the special needs of English language learners. The basic curriculum content of the programs shall be based on the essential knowledge and skills required by the state.

§89.1203. Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

Source: The provisions of this §89.1201 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective May 28, 2012, 37 TexReg 3822.

§89.1230. Eligible Students with Disabilities.

(a) School districts shall implement assessment procedures that differentiate between language proficiency and handicapping conditions in accordance with Subchapter AA of this chapter (relating to Commissioner's Rules Concerning Special Education Services) and shall establish placement procedures that ensure that placement in a bilingual education or English as a second language program is not refused solely because the student has a disability.

(b) Admission, review, and dismissal committee members shall meet in conjunction with language proficiency assessment committee members to review the educational needs of each English language learner who qualifies for services in the special education program.

Source: The provisions of this §89.1230 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective March 5, 1999, 24 TexReg 1383; amended to be effective May 28, 2012, 37 TexReg 3822.

A photograph of five diverse young children sitting in a row against a white brick wall. From left to right: a girl with dark hair in a purple shirt, a boy with dark hair in a red and white striped shirt, a girl with blonde hair in a yellow shirt, a boy with dark hair in a dark blue shirt, and a girl with dark hair in a green shirt. All children are smiling and have their hands clasped under their chins.

ENGLISH LANGUAGE LEARNERS

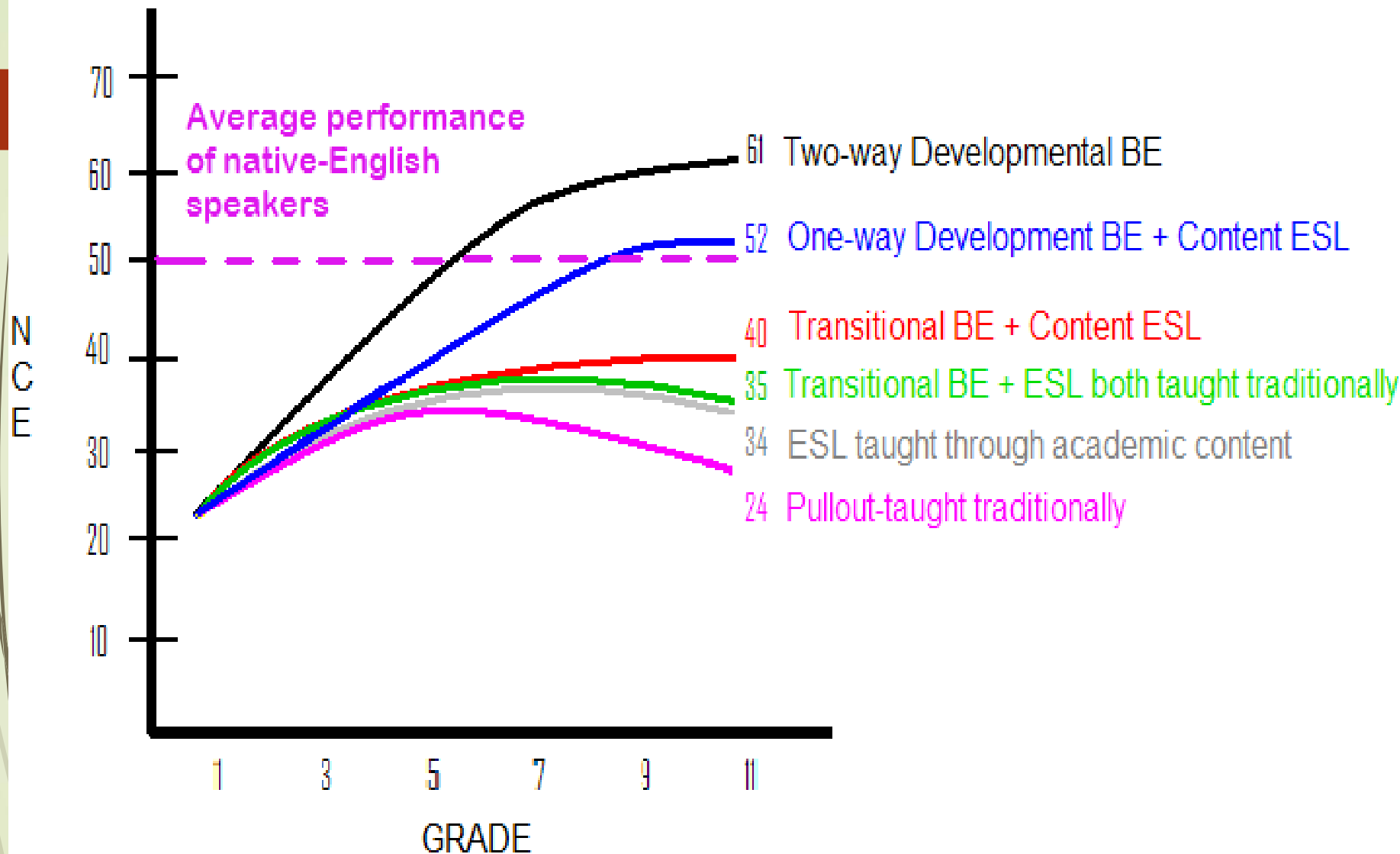
Impact of Special Language Programming on Language Learning

A National Study of School Effectiveness for Language Minority Student's Long-Term Academic Achievement

Wayne P. Thomas and Virginia P. Collier

The study investigated the academic achievement of students who entered school speaking a language other than English. The study involved:

- Five school districts from across the U.S.**
- The total number of students records included in the study was 210,054.**
- Over 80 primary languages were represented.**



A National Study of School Effectiveness for Language Minority Student's Long-Term Academic Achievement

- Artiles et al. (2002 & 2005) report that ELLs in English immersion classrooms were almost 3 times more likely to be placed in special education as LD than ELLs in bilingual education.





- ➔ **Bilingually schooled students outperform comparable monolingually schooled students in all academic achievement areas after 4 to 7 years of dual language schooling (Thomas & Collier, 2001).**



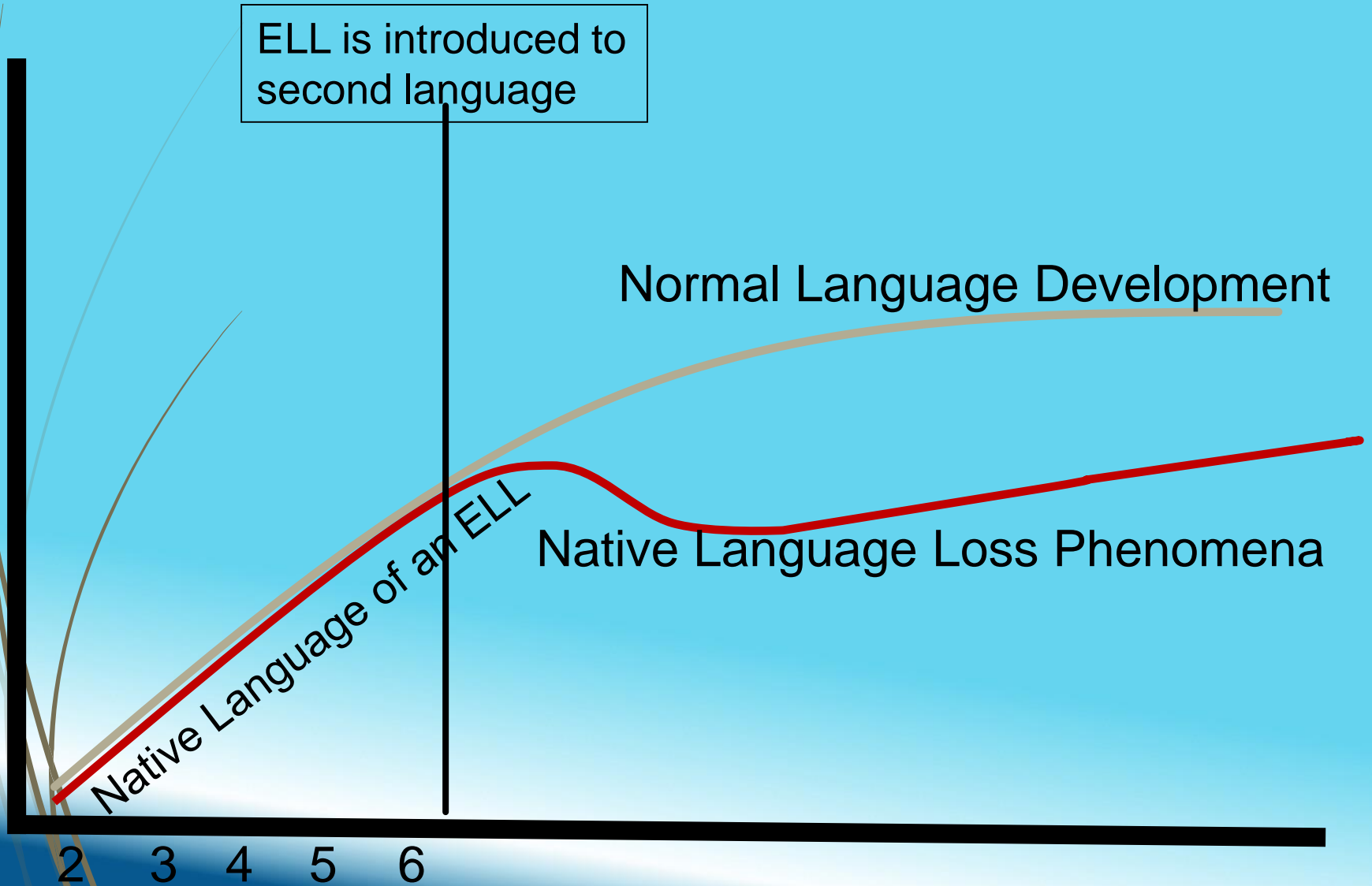
- **Native-language programs of only 1 to 3 years for students with no proficiency in English yield poor results. The minimum length of time it takes to reach grade-level performance in the second language is 4 years (Thomas & Collier, 2001).**

Before Assessing a child for special education, first assess the instructional program

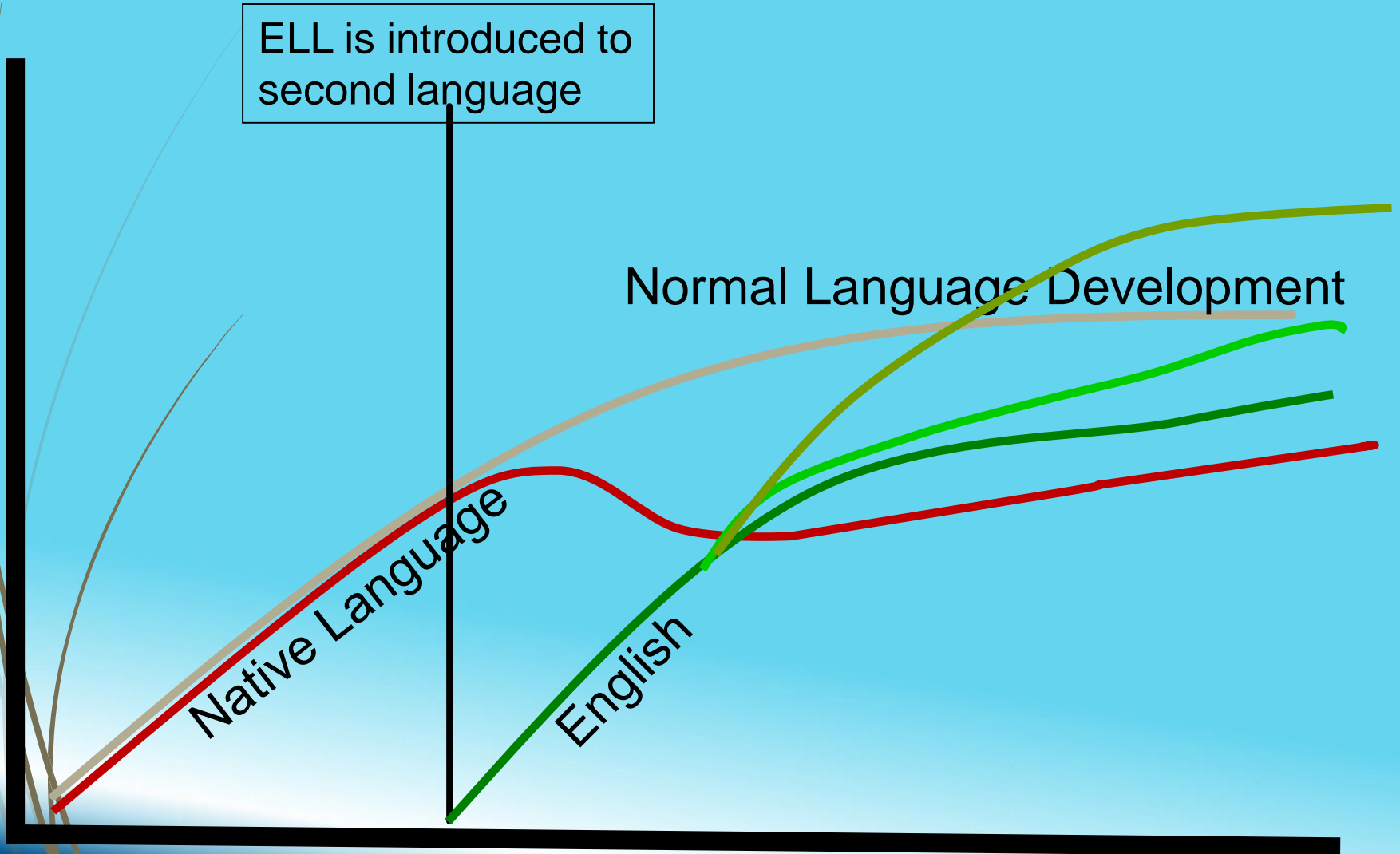
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Alfredo J. Artiles and Alba A. Ortiz (2002)

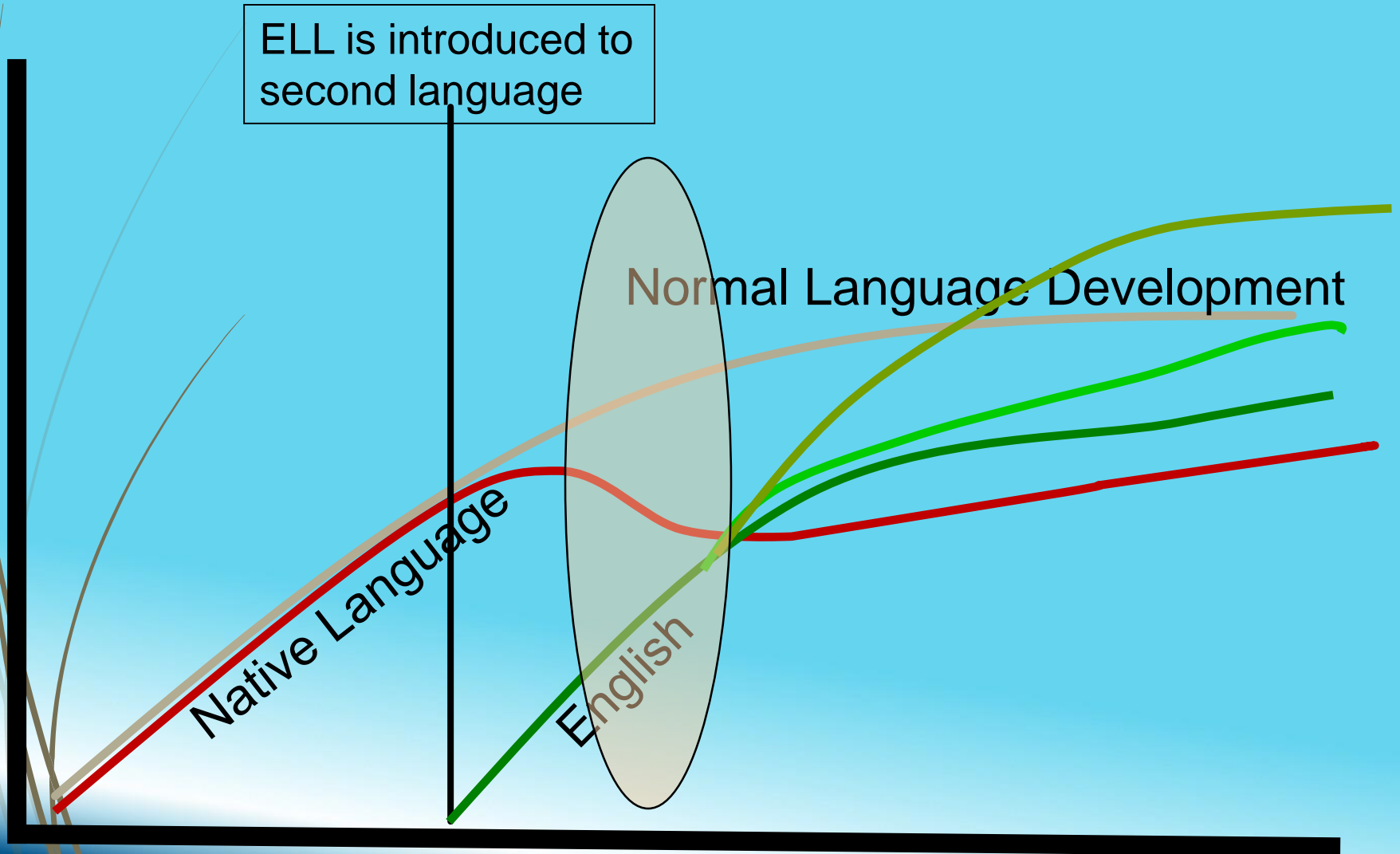
Lang Loss Phenomena



Lang Loss Phenomena



Lang Loss Phenomena




Research says the more and better developed the first language, the more and better developed the second language.





FIE Write-Up





Samuel is a bilingual (English & Spanish speaking) first grade student. He is a sequential bilingual, that is, Spanish is his native language and English was learned later at the age of four when he entered PK. The Home Language Survey reports that Samuel's parents are predominantly Spanish speaking and Spanish is the language of the home.

Samuel is currently in a transitional bilingual education program and is experiencing academic difficulty. He attended Pre-K and Kindergarten where Spanish was spoken about 50% of the time in the classroom. He is currently in a first grade program where Spanish is used about 25% of the time.

Sample FIE Lang. Write-Up

Testing using the Woodcock-Muñoz Language Survey—Revised, NU conducted by the Language Proficiency Assessment Committee (LPAC) in 8-21-2013 when Samuel was four years of age indicated Spanish Listening and Oral Expression clusters in the above average range with an age equivalent of 5 years 4 months and 5 years 2 months, respectively. English Listening and Oral Expression suggested age equivalents of 3 years 6 months and 2 years 9 months, respectively.

The LPAC on 05-10-2015 reported Samuel's current Listening and Speaking skills in English using the TELPAS to be on the Advanced High level, while Reading and Writing were assessed in the Intermediate level.

National Data

- ➔ Relatively little is known about the representation of ELL students in special education nationally because up to a few years ago, only minority status not ELL status of students in special education was collected on a national level.
- ➔ Recently, researchers have begun to collect data on ELLs in special education programs.

de Velasco, J. R. & Fix, M. (2002). Limited English proficient students and high stakes accountability systems. In D. M. Piché, W. L. Taylor, & R. A. Reed (Eds.), Rights at risk: Equity in the age of terrorism. Washington, DC: Citizen's Commission on Civil Rights.

Zehler et al. (2003)

- In Zehler's national study, information was collected on ELL students receiving special education services.
- Data was gathered from 1,315 school districts & 3,424 schools.

From this data,

- 357,325 ELL students were estimated receiving special education services in the U. S.

The researchers found that

- 13.5% of all students are in special education, but only 9.2% are ELLs (*an apparent underrepresentation*).


Additionally, they found that

- Districts with smaller ELL populations (<100) placed ELLs in special education at a higher rate than districts with more ELLs.

Zehler, A. M., Fleischman, H. L., Hopstock, P. J., Pendzick, M. L., & Stephenson, T. G. (2003). Descriptive study of services to LEP students and LEP students with disabilities. Special topic report #4: Findings on special education LEP students. Submitted to U.S. Department of Education, OELA. Arlington, VA: Development Associates.

Zehler et al. (2003)

- ▶ The researchers expressed concern that the data was influenced by:
 - ▶ school districts not identifying appropriate students as LEP,
 - ▶ under-reporting of LEP students in special education, and
 - ▶ school officials overwhelmed by the challenge of differentiating a language difference from a language disorder.

- 
- In the past, school districts mistook some students' lack of English skills for a disability and wrongly assigned them to special education.
 - Now, experts are concerned that some districts have become too reluctant to assign ELLs to special education.

Zehler, A. M., Fleischman, H. L., Hopstock, P. J., Pendzick, M. L., & Stephenson, T. G. (2003). Descriptive study of services to LEP students and LEP students with disabilities. Special topic report #4: Findings on special education LEP students. Submitted to U.S. Department of Education, OELA. Arlington, VA: Development Associates.

de Valenzuela et al. (2006)

► de Valenzuela, Copeland, Huaqing Qi, & Park conducted a study of a large urban school district that had 17,824 school-aged students in special education. The special education population was composed of:

► 6,591 females (37%) & 11,233 males (63%),

► Students from 3 to 23 years old, and

► With an ethnic breakdown of:

- 42.6% White
- 45.6% Hispanic
- 4.4% Native American
- 4.6 African American
- 1.7% Asian/PI
- 1.1 % Other

de Valenzuela, J. S., Copeland, S. R., Huaqing Qi, C., & Park, M., (2006). Examining educational equity: Revisiting the disproportionate representation of minority students in special education. Exceptional Children, 72(1). 425-441.

de Valenzuela et al. (2006)

Contrary to Zehler's results, de Valenzuela et al. found that:

- ▶ ELLs were disproportionately represented in most special education exceptionality categories.
- ▶ ELLs, as well as African American, Hispanic, & Native Americans, were placed in more segregated settings than White, Asian/Pacific Islanders, Other, & non-ELL students.
- ▶ ELLs were overrepresented in 4 out of the 6 disability categories examined: LD, ED, SI, & ID.

de Valenzuela et al. (2006)

- **Also, contrary to Zehler's national study where ELL overrepresentation was found in districts with smaller ELL populations, Valenzuela et. al. found overrepresentation of ELLs in a district which had a large ELL population, although ELL students made up only 12.1% of the total student population.**

Within-Group Diversity

- ▶ **ELL Students do not form a homogeneous group of students. Much diversity exists within the ELL group, but few research studies disaggregate factors such as:**
 - ▶ **Language proficiency in the L_1 and L_2 ;**
 - ▶ **Special language programming (Bilingual Education, ESL, Two-way Bilingual Education, English immersion, etc.); and**
 - ▶ **Socioeconomic level**

Artiles, Rueda, Salazar, & Higareda (2005)

- Artiles et.al. (2005) investigated within group diversity in ELL students in special education. The study included the databases of 11 urban school districts in California.
 - They looked at ELL's level of L₁ and L₂ proficiency and
 - They investigated the relation between special language programming (i.e. bilingual, English immersion) and special education placement.

Artiles, A. J., Rueda, R., Salazar, J. J. & Higareda, I. (2005). Within-group diversity in minority disproportionate representation: English language learners in urban school districts. Exceptional Children. 71(3) 283-300.

Artiles et al. (2005)

- ➔ **ELLs with limited L₁ and L₂ had the higher rates of identification in the ID, LD, and SI categories and were consistently overrepresented in both elementary & secondary grades in LD and SI than ELLs who demonstrated higher English proficiency.**

Artiles et al. (2005)

- ▶ **The researchers also found that ELL students placed in English immersion programs were almost three times (2.95) more likely to be placed in special education programs than ELL students enrolled in bilingual education programs.**

Bilingual Special Education Evaluation Process

Principals of Bilingual Sp Ed Eval

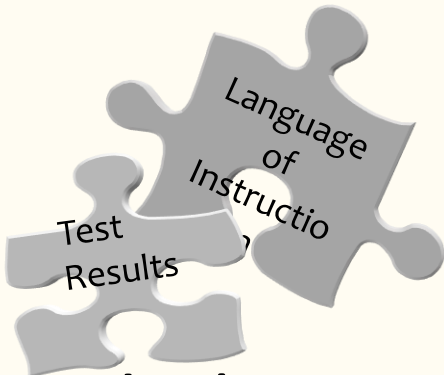
- **Bilingual special education evaluation means testing in two languages. A student may require an assessment that is almost all in English with minimal Spanish testing or an assessment that is predominantly in Spanish with minimal English testing or anywhere in between. The student's language status, linguistic environment, and educational history will dictate the amount of testing in a given language.**
- **Bilingual special education evaluation is not only for students identified as LEP (ELL). There will be many referred students who are considered English fluent, who need and deserve a bilingual special education evaluation.**

Four Steps of a Bilingual Special Education Evaluation

- **Gathering of Information**
- **Oral Language Proficiency and Dominance Testing in the Student's Two or more Languages**
- **Academic Testing**
- **Cognitive/IQ Testing**



Affective Factors



Language of Instruction



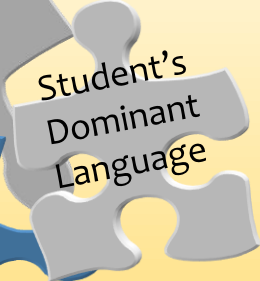
Test Results



Parent's Language



Student's Level of Proficiency



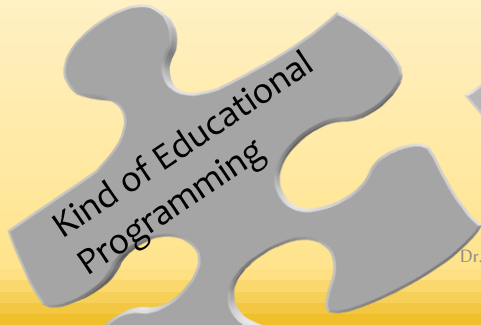
Student's Dominant Language



Quality of Language Models



Socio-Economic Factors



Kind of Educational Programming



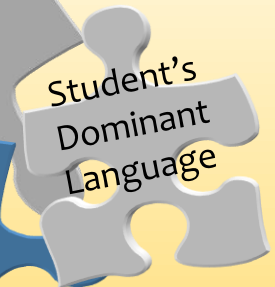
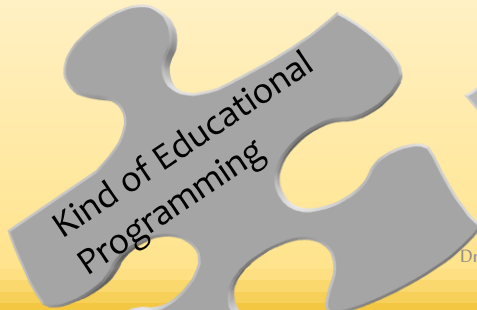
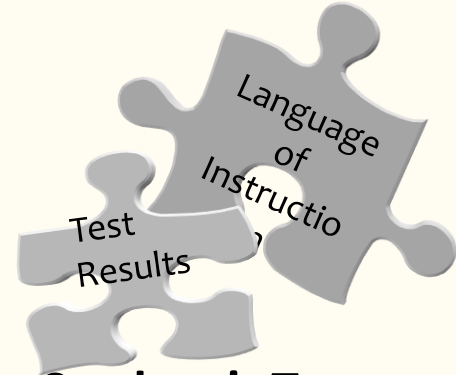
Social vs. Academic Language

Four Steps of a Bilingual Special Education Evaluation



• Gathering of Information

- Oral Language Proficiency and Dominance Testing in the Student's Two or more Languages
- Academic Testing
- Cognitive/IQ Testing



Step 1: Getting to Know Your Student: Educational Background

- **Previous School Information**
 - **Track down where student has attended school since he first started.**
 - **Current & previous educational programs**
 - **Identify all programming since student started school. If ESL, pull-out or self-contained?**
 - **Any schooling outside of the U.S? Was school in major city, town, or village?**
- **Lang. proficiency testing (over time if available)**
- **Special language programming**
- **Attendance**
- **Testing done by school**

Getting to Know Your Student: Oral Language Environment

- **Home Language Survey**
- **Current language spoken at home**
 - **Who lives in the household and what do they speak**
- **Language spoken with friends**
- **Language spoken in community**
- **Language spoken in the classroom**

Getting to Know Your Student: Socio-Economic Factors & Other Information

- **Pertinent cultural and lifestyle information**
- **Parent information**
 - Developmental milestones
 - Family history
 - Comparison to siblings
 - Significant family events
 - Significant medical event
 - Any other pertinent information
- **Socio-economic factors**
 - Parents' education
 - House, apartment, mobile home
 - Parents' work

Getting to Know Your Student: Teacher Input

- **Teacher input on student's oral language ability in each of the languages**
- **Teacher input on student's reading/writing ability in each of the two languages**
- **Teacher input on this student's classroom performance**
- **Referral concern**
- **Other information**

Getting to Know Your Student: Parent and Student Input

- **Parent and student input on student's language ability in each of the two/or more languages**
- **Parent input on this student's classroom performance**
- **Educational history**
- **Siblings' language learning performance**
- **Referral concern information**

Step 1: Getting to Know Your Student

Case Study: Juan

- **Student is 8 years old in the 2nd grade.**
- **Student went to school in Mexico for Pre K and Kinder. No academic difficulties were reported.**
- **Family moved to the U.S. and Juan was enrolled in 1st grade. He was retained and attended 1st grade again.**
- **Parents denied Bil. Ed. and ESL services when Juan initially entered the 1st grade in the U.S.**
- **Spanish is primary lang. of home. Mom knows very little English. Dad speaks a little, enough to communicate.**
- **Student speaks Spanish w/ friends & neighbors. Seems more comfortable speaking Spanish.**
- **English is language of instruction for last 3 years**
- **Referral Concern: “Academic difficulties in all areas.”**

Step 2: Oral Language Proficiency & Dominance Testing

- **Oral language testing (formal testing when available, informal testing when not available) should be conducted in both languages of students identified as ELL & of students, not necessarily identified as ELL, but where another language has had a real and significant impact on the student's development of English language proficiency.**
- **Strive for parallel & equated oral language testing in both languages because test results in the two languages will usually be compared to determine dominance.**
- **Be aware that oral language tests may measure different aspects of language. For example, conversational language vs. academic language vs. discrete language skills.**
- **SLPs usually test functional language, while Ed. Diags. usually are testing academic language (different perspective on language).**

Oral Language Proficiency & Dominance Testing

- Interpret results based on amount and quality of student's exposure to the language of the test.
- Determine dominance by comparing oral language total in English and oral language total in other language. Administer cognitive/IQ test in dominant language.
- If dominance is unclear after comparing oral language totals in the two languages, do task analysis based on the level of complexity of those language tasks. Compare and determine if on the more complex aspects of language, a dominant language is indicated.
- If still unclear dominance even after comparing the total scores & looking at task complexity, administer the cognitive/IQ test in student's native language
- Be knowledgeable about the second language acquisition & learning process. Interpret results in light of what is known about L2 learning.

Oral Language & Proficiency Testing *OCR v. Denver Public Schools, 1995*

“OCR received several forms used in the pre-referral, referral, and placement process, some of which are specifically for use with language-minority students. One example, the Pre-Referral Background Information and Language Survey for Limited English Proficient Children form, is used to determine "language dominance." Like the other forms furnished to OCR, the instructions on this form limit its use to students who have already been identified as LEP, and includes no space to record objective assessment of proficiency in English or any other language.”

Oral Language & Proficiency Testing

OCR v. Denver Public Schools, 1995

“The determination of “language dominance” is not based on a comparison of objective assessment of proficiency in two or more languages. Rather, staff persons are invited to draw a judgment of language dominance based on subjective information regarding the student’s language use and background. The person completing the form, who is not necessarily qualified to administer special education testing instruments, may suggest the language to be used for testing.”

Step 2: Oral Lang. Proficiency & Dominance Testing: **Tests Available in Languages Other than English**

- PLS 5 English & Spanish
- WMLS-R NU English & Spanish
- Oral Language Cluster in WJ 4 (English)
- Oral Language Cluster in Bateria III (Spanish)
- CELF Preschool-2 English & Spanish
- CELF 5 English & CELF 4 Spanish
- Vineland 2 Communication Domain
- BVAT NU
- _____
- _____
- _____

Informal Testing of Language Proficiency and Dominance

- Language Sample in English and other language.
- _____
- _____

Step 2: Oral Lang. Proficiency & Dominance Testing

Case Study: Juan

• English Oral Language
WMLS-R NU

| | | |
|--------------------------|-----------|------------|
| Pic. Voc | 75 | 6-0 |
| Verb Analogies | 82 | 7-8 |
| Under. Directions | 85 | 7-9 |
| Story Recall | 76 | 6-0 |
| LISTENING | 83 | 6-8 |
| ORAL EXPRESS. | 72 | 6-0 |
| ORAL LANG TOTAL | 75 | 6-1 |

• Spanish Oral Language
WMLS-R NU

| | | |
|--------------------------|------------|-------------|
| Pic. Voc | 85 | 7-9 |
| Verb Analogies | 90 | 7-11 |
| Under. Directions | 102 | 8-4 |
| Story Recall | 98 | 8-0 |
| LISTENING | 96 | 8-2 |
| ORAL EXPRESS. | 93 | 8-5 |
| ORAL LANG TOTAL | 94 | 8-6 |

Step 3: Academic Testing

- **Eng. academic testing is almost always done unless student is newly immigrated within last few months.**
- **Academic testing in the other language is usually conducted if student has been exposed to academic instruction for one year or more.**
- **Informal academic testing in the other language may be necessary if tests not available or if amount of instruction in the other language was negligible.**

Step 3: Academic Testing

- **Academic screener may be the only academic testing you may need to do in a particular language, depending on the student's situation.**
- **Be aware that academic instruction can be received in other settings besides school. So even if student has not received instruction in that language at school, he/she may have received instruction elsewhere like home or church.**

Step 3: Academic Testing

- **Results from the academic testing are interpreted in light of the amount and quality of academic exposure in that language.**
- **Be aware of the effects of different instructional programming on academic performance. Report in FIE.**
- **Be aware of the socioeconomic impact on language learning and how oral language is related to reading/writing. Report in FIE.**
- **Be aware of the native language phenomena. Report in FIE.**

Academic Testing: **Tests Available in Langs Other than English**

- Spanish
 - Batería-III APROV
 - _____
 - _____

Step 2: Academic Testing

Case Study: Juan

- **English Academic Testing**
WJ 4

BRS = 78 6-4
RC = 77 6-6
RF = 70 6-3

MC = 99 8-6
MPS = 89 7-8

WE = 72 6-0

- **Spanish Academic Testing**
Batería III

BRS = 75 6-2
RC = 70 5-11

MC = 99 8-5
MR = 95 8-5

WE = 65 5-9

Step 4: Cognitive/IQ Testing

IDEA 2004

(c) Other evaluation procedures. Each public agency must ensure that--

(1) Assessments and other evaluation materials used to assess a child under this part--

(i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;

(ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;

Step 4: Cognitive/IQ Testing

(cont.) IDEA 2004

- (iii) Are used for the purposes for which the assessments or measures are valid and reliable;
- (iv) Are administered by trained and knowledgeable personnel; and
- (v) Are administered in accordance with any instructions provided by the producer of the assessments.

Step 4: Cognitive/IQ Testing

- **Administer cognitive/IQ test in language and form most likely to yield accurate information about the student. This may be in the student's L1 or L2. Explain your choice on FIE.**
- **If cognitive/IQ testing is limited to nonverbal only, be sure that this was because of a student centered reason and not because it was easier and faster. Document on FIE why you made the decision to do nonverbal cognitive testing.**
- **Be aware of the impact of the second language acquisition process on test results and caution on FIE.**

Step 4: Cognitive/IQ Testing: Tests Available in Languages Other than English

- Spanish Cognitive Tests

- **Batería III COG**

- Standard Scale Tests 1-7
- Early Development Scale for Spanish speaking 2 & 3 year old students or those who function on a 2 & 3 year old level
- Bilingual Scale for Spanish dominant students who also speak English
- Low Verbal Scale for Spanish dominant students w/ documented significant language delays
- Extended Scale (Tests 1-7 & 11-17)

- **Spanish Wechsler**

- Spanish Developmental Tests

- **Battelle Developmental Inventory 2, Spanish Version**
- **Merrill-Palmer-Revised, Spanish Version**

Step 4: Cognitive/IQ Testing: Tests for English dominant, Bilingual Students

- **WJ 4**

- **Has English and Spanish oral language tests embedded.**

- Picture Vocabulary Vocabulario sobre dibujos
- Oral Comprehension Comprensión oral
- Understanding Directions Comprensión de indicaciones

- **K-ABC II**

- Allows translation of instructions & sample items (if necessary) and acceptance of responses in another language

Step 4: Cognitive/IQ Testing

Case Study: Juan

- **Batería III Cognitiva**
 - **Gf Standard Score 107**
 - **Gc Standard Score 68**
 - **Gsm Standard Score 96**
 - **Gv Standard Score 110**
 - **Ga Standard Score 99**
 - **Glr Standard Score 98**
 - **Gs Standard Score 97**

- ❑ “Best practice” dictates that the evaluation professional is fluent and literate in the two or more languages of the student being tested. The evaluation professional should additionally be knowledgeable of cultural & linguistic issues that can impact test results and have training on evaluation materials & practices appropriate for CLD students. The evaluation materials should be in the language of the student and format most likely to yield accurate information.**

- ❑ School districts should actively strive to achieve “best practice”. In testing situations when “best practice” cannot be achieved, school districts must still ensure that evaluation professionals involved in the special education evaluation of CLD students are knowledgeable of cultural and linguistic issues and have training on evaluation materials and practices appropriate for CLD students.**

Evaluation Levels

Level 1 Trained bilingual evaluation professional(s)¹ fluent in the student's native language using evaluation materials in the student's two or more languages.

If this is clearly not feasible, the following options are provided:

Level 2 Bilingual evaluation professional(s)¹ fluent in the student's native language, but using modified evaluation materials, translated tests, or tests with norming populations not representative of the student's background, etc.

Level 3 English speaking evaluation professional(s) assisted by a trained bilingual ancillary examiner¹ using standardized evaluation materials.

Level 4 English speaking evaluation professional(s) assisted by a trained interpreter¹ and using modified evaluation materials, translated tests, or tests with norming populations not representative of the student's background, etc.

Level 5 Evaluation professional(s) using only nonverbal or performance intelligence evaluation materials for languages other than English or Spanish

¹ Bilingual evaluation professionals and ancillary examiners are assumed to be fluent and literate in English and the student's native language.

APA Standard

APA Standard 9.11

When an interpreter is used in testing, the interpreter should be fluent in both the language of the test and the examinee's native language, should have expertise in translating, and should have a basic understanding of the assessment process.

Comment: Although individuals with limited proficiency in the language of the test should ideally be tested by professionally trained bilingual examiners, the use of an interpreter may be necessary in some situations. If an interpreter is required, the professional examiner is responsible for ensuring that the interpreter has the appropriate qualifications, experience, and preparation to assist appropriately in the administration of the test. It is necessary for the interpreter to understand the importance of following standardized procedures, how testing is conducted typically, the importance of accurately conveying to the examiner an examinee's actual responses, and the role and responsibilities of the interpreter in testing. p. 100

“A poorly trained interpreter with an English-speaking psychologist is a travesty. In many ways, rolling dice would be preferable to using scores derived from this practice. Standardization, validity, scoring, and interpretation may all be compromised.”

Dyslexia



Definition Adopted by the International Dyslexia Association and the NIH 2002

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by poor spelling and decoding abilities. These difficulties typically result from a deficit in the *phonological component of language* that is often unexpected in relation to other cognitive abilities...Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge. (Lyon, Shaywitz, and Shaywitz, 2003)

State Definition of Dyslexia

- ▶ **Texas Education Code (TEC) §38.003 defines dyslexia in the following way:**

(1) “Dyslexia” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

(2) “Related disorders” include disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Related Disorders

- **Developmental auditory imperceptions** is difficulty hearing the difference in sounds in words.
- **Dysphasia** is difficulty recalling specific words.
- **Developmental dysgraphia** is the difficulty in expressing thoughts on paper and with the act of handwriting.
- **Developmental spelling disability** is difficulty with spelling words.



Myths About Dyslexia

Dispelled by research

Myth: Dyslexia does not exist

- **Fact:** Dyslexia is one of the most researched and documented conditions that will impact children.

Over 30 years of independent, scientific, replicated, published research exists on dyslexia—much of it done through the National Institutes of Health, funded by taxpayer dollars.

Myth: Dyslexia is rare

- **Fact:** According to the NIH researchers, in the United States, dyslexia impacts 20% of our population. That's 1 out of every 5 people.
- But it does come in degrees. Some have it only mildly, some have it moderately, some have it severely, and some have it profoundly.
- Very few children with dyslexia are in the special education system. Only 1 in 10 will be eligible for an IEP (when tested in second or third grade) under the category of Learning Disability (LD).

Myth: Dyslexia affects more boys than girls

- **Fact:** Although more boys are sent for testing than girls, research shows that dyslexia impacts just as many girls as boys.



Myth: People with dyslexia see things backwards

- **Fact:** People with dyslexia do not see things backwards. Dyslexia is not caused by a vision problem. That is why vision therapy does not work for this population.
- Yes, they reverse their b's and their d's and say “was” for “saw.” But that's caused by their lifelong confusion over left versus right and by their difficulty reading by sounding out.
- Most children will reverse some of their letters and numbers while they are learning. Up to a certain point, that is considered perfectly normal. But letter or number reversals after two years of handwriting instruction and practice is a warning sign of dyslexia.

Myth: Reading disabilities are caused by visual perception problems.

- **Fact:** The current consensus based on a large body of research (e.g., Lyon et al., 2003; Morris et al., 1998; Rayner et al., 2001; Wagner & Torgesen, 1987) is that dyslexia is best characterized as a problem with language processing at the phoneme level, not a problem with visual processing.

Myth: Children outgrow dyslexia

- **Fact:** Dyslexia is lifelong. It will not go away. The child will only get further and further behind—unless that child gets the right type of intervention or tutoring.
- There are effective research-based methods that will bring their reading, spelling, and writing skills up to—and beyond—grade level.
- Although it is never too late to greatly improve their skills, early intervention is the best way to prevent or minimize the damage to their self-esteem, their emotional distress, and their fear of going to school.
- *Late bloomers are rare. Statistically, nearly 90% of poor readers in first grade remain poor readers.*

Myth: There is no way to diagnose dyslexia

- **Fact:** Evaluation professionals with in-depth training can accurately diagnose dyslexia as early as age 5.
- Doctors do not test for dyslexia. Dyslexia is not classified as a medical problem. Doctors have no training in how to test for reading, spelling, and writing problems. And there is no medical solution (no pill or operation) for those types of academic struggles.

Myth: Intelligence and ability to read are related.

- **Fact:** Dyslexia is not related to IQ. That means you can have a very high IQ and be dyslexic, you can have an average IQ and be dyslexic, and you can have low IQ and be dyslexic.
- Many people with dyslexia are very bright and accomplish amazing things as adults.

Myth: People with dyslexia cannot read

- **Fact:** Everyone with dyslexia can read—up to a point. They will, however, “hit the wall” in reading development by 3rd, if not sooner. They have great difficulty sounding out unknown words—despite being taught phonics. They might read a word fine on one page, but not recognize the same word on the next.
- But it is spelling that separates kids with dyslexia from kids who struggle with reading for other reasons. If the child and their parents spend hours studying the spelling list, the child may be able to learn the list of 20 spelling words long enough to do “okay” on Friday's test, but not over the long-term.

Myth: Every child who struggles with reading is dyslexic

- **Fact:** Dyslexia is not the only reason a child will struggle with reading, but it is the most common in reading.
- Reading difficulties might also be caused by:
 - Oral language deficits resulting from
 - Linguistic diversity issues
 - Socioeconomic factors
 - A language delay/disorder
 - Specific reading disability resulting from
 - Difficulties in visual-orthographic coding
 - Memory difficulties
 - Reasoning & inferential thinking deficits

Myth: Dyslexia is caused by a lack of phonics instruction

- **Fact:** Research has shown that a teacher can use the best phonics instruction, but the child will experience significant difficulty.
- Children with dyslexia can learn phonics, but it requires consistent, intensive training. Learning phonics will help the child become a better reader, but the child will still have dyslexia and experience difficulties due to the dyslexia.

Myth: Dyslexia is mostly found in orthographies (writing systems) that are irregular like English. Dyslexia does not exist in Spanish, a transparent orthography.

- **Fact:** Educational & brain research has found that dyslexia in other languages exists. Often the student exhibits serious deficits in phonological processing.
- Dyslexia in a transparent orthography may manifest itself differently than in an opaque orthography.
- More reading problems are seen in opaque orthographies.



Research

National Institutes of Health

116

- In the early 1980's, the United States Congress mandated the National Institutes of Health (NIH) to research learning disabilities and answer 7 specific questions.
 - How many children are learning disabled?
 - Clearly define each specific type of learning disability.
 - What causes each learning disability?
 - How can we identify each learning disability?
 - How long does each disability last? Map its developmental course.
 - What is the best way to teach these children?
 - Can we prevent any of these learning disabilities?
- NIH investigated dyslexia first because it is the most prevalent learning disability. NIH coordinated 18 university research teams throughout the United States to answer the questions posed by Congress.

Most people are unaware of these results.

- **The National Institutes of Health conducted a longitudinal study by tracking 5,000 children at random from all over the country starting when they were 4 years old until they graduated from high school. The researchers had no idea which children would develop reading difficulties and which ones would not.**
- **The researchers tested these children 3 times a year for 14 years using a variety of tests that would either support or disprove competing theories. But the researchers did NOT provide any type of training or intervention. They simply watched and tested.**
- **From that research, they were able to determine which tests are most predictive of reading failure, at what age we can test children, and whether children outgrow their reading difficulties.**
- **The results of these studies were released in 1994.**

NEUROLOGICAL BASIS

- **Dyslexia is clearly related to neurophysiological differences in brain function.**

PREVALENCE

- **Dyslexia affects at least 1 out of every 5 children in the US.**
- **Dyslexia represents the most common and prevalent of all known learning disabilities and is the most researched.**
- **Dyslexia affects as many boys as girls.**
- **Some forms of dyslexia are highly heritable.**

SOURCE OF DEFICIENCIES

- **Dyslexia is primarily due to a difficulty processing language. It is not due to visual problems, and people with dyslexia do not see words or letters backwards. Dyslexic children display difficulty with the sound/symbol correspondences.**

DIAGNOSIS

- **Early intervention is essential for this population.**
- **Dyslexia is identifiable, with 92% accuracy, at ages 5½ to 6½.**
- **Reading failure caused by dyslexia is highly preventable through direct, explicit instruction in phonemic awareness.**
- **Children do not outgrow reading failure or dyslexia.**
- **Of children who display reading problems in the first grade, 74% will be poor readers in the ninth grade and into adulthood unless they receive informed and explicit instruction on phonemic awareness. Children do not mature out of their reading difficulties.**
- **The “discrepancy model” testing utilized by many of our nation's public schools to establish eligibility for special education services is not a valid diagnostic marker for dyslexia**

DYSLEXIA AND READING

- Dyslexia is the leading cause of reading failure and school dropouts in our nation.
- Reading failure is the most commonly shared characteristic of juvenile justice offenders.
- Research evidence does not support the use of “whole language” reading approaches to teach dyslexic children.

DYSLEXIA AND ADD/ADHD

- Dyslexia and ADD/ADHD are two separate and identifiable entities.
- Dyslexia and ADD/ADHD so frequently coexist within the same child that it may be best to test for both.
- Children with both dyslexia and ADD/ADHD are at dramatically increased risk for substance abuse and felony convictions if they do not receive appropriate interventions.

More NIH Research Results after their 1994 Study

Dr. Criselda Alvarado/Karin Marshall

NIH Research Results (after 1994)

- **Difficulty in word recognition is the most reliable indicator of dyslexia in older children and adults. Slow, labored, and inaccurate reading of real and nonsense words in isolation are key warning signs.**
- **This laborious reading of single words frequently impedes comprehension. Listening comprehension is adequate.**
- **Even among children and adults who score within normal ranges on reading achievement tests, many report that reading is so laborious and unproductive that they rarely read for learning or pleasure.**

NIH Research Results (after 1994)

- **Developing adequate awareness of phonemes is not dependent on intelligence, socio-economic status, or parents' education, but can be fostered through direct, explicit instruction.**
- **Direct, explicit instruction is shown to accelerate reading acquisition in general and reduce reading failure.**
- **Disabled readers require highly structured programs that explicitly teach application of phonologic rules to print. Longitudinal data indicate that explicit systematic phonics instruction results in more favorable outcomes for disabled readers than does a context-emphasis (whole-language) approach.**