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Legal requirements and recommended practices in the
Special Education Evaluation of English Language
Learners: Distinguishing disability from difference

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My background

I Worked for 9 years as an ECSE teacher

- 4 years in a self-contained preschool classroom in P.G. County, MD
- 5 years as an ECSE 0-3 Home visitor in rural, MN out of New Ulm and Mankato
- Some small agricultural towns in MN such as Sleepy Eye and Faribault have school-age Latino populations ranging from 30-40%

My background

- I am an Assistant Professor at Utah State University in the Department of Special Education and Rehabilitation
- My dissertation study compared the verbal interactions during dialogic reading during a Spanish and English condition with young Spanish-speaking children enrolled in Head Start home visiting in rural south central Minnesota

Durán, Roseth, & Hoffman, 2010

Early Childhood Research Quarterly

- I helped to start a transitional bilingual education Head Start preschool program in Faribault, MN
- This is a rural town where the Elementary school population is about 30% Latino
- I collected language, literacy, and concept development data for three years on the same cohort of children through Kindergarten
- 1st year findings are published in ECRQ

Current research in Utah with Migrant Head Start

- I am a disabilities consultant with Migrant Head Start across the state
- I am conducting numerous investigations of measuring language proficiency including the validity of a parent questionnaire, and correlations between the BELA and the PLS-4

English book reading during a home visit

- Pay attention to the teacher/child interactions and the language usage
- When does Edwin begin to use Spanish?
- How much English does he produce and what is the quality of his English language?
- Does he understand some English?

English Language Reading

- Notice how teacher cannot respond appropriately to comments made by child
- Parent needed to prompt response in Spanish
- Once prompted in Spanish child could respond with a full sentence to question
- Child mostly uses rehearsal strategies – repeats words, short phrases (telegraphic speech)
- Don't judge this may be you ☺

Spanish Language Reading

- Notice how child can respond to questions asked
- Can respond with novel sentences expressing his own ideas (productive speech)
- There is extension of his ideas
- Teacher can respond appropriately building on his comments using “elaboration” an interactive reading strategy known to improve literacy outcomes

Why am I here?

- To provide evidence-based answers to many of the pressing questions about working with English Language Learners (ELLs) in the field of Special Education

and,

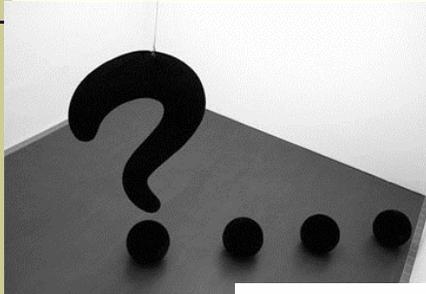
- Because I care about the academic and social outcomes of this population of students. I am the first generation born in the U.S. on both sides of my family and I grew up speaking Spanish, German, and English in my home

Only Rule for Today: Be open to new possibilities!

- You may learn many new ideas today that cause you to question your current practice. That's okay! We are here to learn together.



Ask Questions!!!



Ask Questions <http://flickr.com/photos/cbcastro/>



Community Report

- Write some pressing issues your region is experiencing in assessing ELL populations.
- List the languages children and families speak in your community.
- Take a minute to share with a neighbor.



Today's Schedule

1. Discuss key components of bilingualism and how they relate to evaluation.
2. Screening and evaluation of culturally and linguistically diverse populations:
 - ✓ Actively involving CLD families
 - ✓ How do we determine language proficiency in the students's home language and English?
 - ✓ How do we decide what language to test in?
 - ✓ How do we incorporate culture?
 - ✓ What tools should we use?

Dual Language Development 101

Key components of bilingualism

Does being bilingual cause language delay?

Terminology

- **LEP**-Limited English Proficient—used in legislation, but not accepted as an appropriate term given the emphasis on “limited”
- **ELL**-English Language Learner—More accepted—used mostly for school-age populations
- **EL**-English Learner—just less wordy than ELL
- **DLL**-Dual Language Learner—this term is gaining traction and is used by Head Start and by the Office of English Language Acquisition (OELA)
- **CLD**-Culturally and Linguistically Diverse
- **CLDE**-Culturally and Linguistically Diverse Exceptional

Definition of key terms

Simultaneous: Two languages acquired from birth

Sequential: No consensus in the field, ideas range from the introduction of the second language at the age of one month to 3 years.

(deHouwer, 1990; Genesee, Paradis, Crago, 2004; MacLaughlin, 1984)

Additive vs. Subtractive Bilingualism

- **Additive bilingualism:** "Situations where both languages are supported and languages develop in parallel."
- **Subtractive bilingualism:** "Situations characterized by a gradual loss of the first language as a result of increasing mastery and use of the second language."

(Diaz & Klingler, 1999; Genesee, Paradis, & Crago, 2004)

Key factors of bilingual development

- Young (middle class) bilingual children who acquire two languages from birth reach **linguistic milestones** at the same age as their monolingual peers.
- We need to look at BOTH of their languages using **Conceptual Scoring**. (Bedore, Peña, Garcia, Cortez, 2005; Genesee, 2001; Holowka et al., 2002; Petitto, 2001)
- Young bilinguals demonstrate **interlocutor sensitivity** indicating that they are aware of which language to use with different people (Maneva & Genesee, 2002; Petitto et al., 2001)

Translation equivalents

- An abundance of **translation equivalents** have been documented in young bilingual children demonstrating that young children recognize that they need different words for the same concept in different contexts. (Genesee, 2001; Holowka et al., 2002; Pearson, Fernández, & Oller, 1995; Petitto, 2001)
- However children do not duplicate every experience and they will also have vocabulary that is unique to each of their languages.

Percentage of “singlets” in dual language vocabularies

- 50% in grade 1
- 30% by grade 5
- 10% college age

How can knowledge about *translation equivalents* and *singlets* be incorporated into your assessment process?

Code-mixing

- **Code-mixing** is mixing two or more languages within and/or across sentences
- **Code-mixing** that follows grammatical rules is not evidence of language confusion, but has been found to be directly proportional to the rate of language mixing in the child’s environment.



e.g. “Spanglish” (Lanza, 1992; Petitto et al., 2001)

Target deviant language

- All children produce “target deviant” utterances such as “me no want broccoli” as part of early language development.
- Research has provided evidence that bilingual children will go through very similar language development stages as their monolingual peers

Crosslinguistic influence

Two kinds of crosslinguistic influences

1. **Qualitative**—target deviant productions that are different from typical monolingual target deviant utterances during that stage of development.

For example “French-English” speaking child who says “The baby *drink not* the milk”

Crosslinguistic Influence

- **Quantitative** – these are not unique target deviant structures, but rather the higher frequency of production of certain target deviant utterances that monolinguals also typically produce.
- For example a Spanish –English speaking child may produce this error more frequently-- “he put it on the table” ---missing the phoneme ‘s’ on “puts”

Activity- Applying Bilingual Language Terms

Write an example of each of these terms thinking about bilingual students you have worked with. Describe how you can apply these concepts in the screening and evaluation of ELLs.

1. Interlocutor sensitivity
2. Translation equivalents/Singlets
3. Code-switching
4. Qualitatively different target deviant errors in bilinguals

Stages of Second Language Acquisition in Early Childhood

(Tabors, 2009)

1. **Silent/Nonverbal**

Child is listening and observing while “cracking the code” of the new language.

2. **Early Production**

Telegraphic speech: Children used shortened phrases such as “put paper” to convey “I want you to put the paper on the table.”

Formulaic speech: Children use prefabricated chunks before they have any idea of what they mean.

Stages of Second Language Acquisition

3. **Productive Language Use**

Child begins to demonstrate an understanding of the syntactic system of the language. They go beyond short phrases and formulas to create their own sentences conveying their own precise meaning.

“Interlanguage”

- The period in second language development between when the child starts to use the language productively until when he/she achieves competence similar to a native speaker
- This takes time!!!
- We should expect that sequential bilinguals will have errors in pronunciation, vocabulary choice, morphology, and grammar as they gradually become more proficient in their L2

Language Proficiency Cummins Model

Basic Interpersonal Communication Skills (BICS)

- A) Language proficiency needed to function in everyday personal contexts
- B) Not related to academic achievement
- C) Usually attained after two years in host country

It is critical that BICS is not confused with...

Cognitive Academic Language Proficiency (CALP)

- A) Language Proficiency needed to function in decontextualized, academic settings.
- B) Skills needed to manipulate language outside of the immediate interpersonal context.
- C) Dimension of language related to literacy skills.

CALP

- D) CALP develops throughout school years
- E) Attained between five and seven years in host country

See Stages of 2nd Language Acquisition



Research evidence suggests that there is a significant amount of individual variation!

- Instead it is critical to look at all ELLs individually
- There are generally no big categories to capture all students' language abilities
- Research indicates these are some of the critical factors in acquiring a second language:
SES, maternal education, cognitive ability, level of mastery in native language, motivation, older siblings, age of introduction to L2

The BIG Questions

How should we screen and assess
ELLs?

What tools should we use?

How do we decide what language to
test in?

How do we take culture into
consideration?

Screening and Assessment

"The knowledge, sensitivity, and care of the person giving an instrument and interpreting the result is ultimately more important than the specific tool that is used. Technical adequacy does not assure an unbiased assessment."

(Special Education Assessment
Manual, Minnesota
Department of Education)



Team Activity

- Sit with another representative from your region if someone is here, if not just get into groups of 3 or 4
- Write down the process you currently use to screen and then assess young ELLs.
- What do you think are the strengths of your current approach?
- What would you identify as your weaknesses?

Evaluation Plan

The assessment team should answer the following questions:

- I. How will the family be actively involved in the evaluation process? How will information be gathered from the family?
- II. Where and how will language samples be collected from both the school environment and other natural settings?

III. *How will the team determine the student's language proficiency in both their home language and English?*

IV. How will the team locate and train an interpreter?

V. What assessment tools will be used? What other data sources will be used?

VI. Overall, will the evaluation plan provide enough information gathered from multiple data sources in a culturally sensitive manner, over several sessions and across the student's natural settings for the team to make an informed and unbiased decision regarding the student's need for special education services?

Referral to Evaluation Report

1. Review referral information
2. Find and train an interpreter. Find a cultural liaison if necessary.
3. Contact the student's family and conduct a family interview
4. Determine the student's language proficiency in home language and English

5. Develop an evaluation plan that includes an emphasis on measurement in all of the student's languages and includes multiple sources of data
6. Execute evaluation plan
7. Meet as a team to review all data from multiple sources and make an informed decision about the student's eligibility
8. Write evaluation report and hold evaluation meeting. Make sure the student's family is fully informed of the results and has the opportunity to comment

1-Working with Interpreters

(Ohtake, Santos, & Fowler, 2000)

- Screening and Assessment: Interpreters benefit from a brief training to help them understand eligibility criteria and the use of screening and assessment tools.
- The district should develop training for interpreters in the specific screening and assessment tools that your district currently uses and in providing general information about Special Education services in your community. You cannot assume that they understand how to administer a standardized assessment. They need training to reduce the amount of error in the assessment process.

- Expectations of the interpreter should be clear. Many of the interpreters we use have no training in interpretation and we need to review confidentiality, professional behavior, our expectations for the flow of communication i.e no side conversations
- You should always look at the family or student and NOT the interpreter when conveying information to them. Try to connect with them as much as possible!

2- Active Family Engagement Family Interviewing

Banks, Santos and Roof (2001), offer seven suggestions for Family Interviewing:

1. It is recommended that a conversational approach be adopted with families,
2. The purpose of the interview should be made clear to the families prior to the visit,
3. A rapport should be established with the family prior to gathering sensitive information. Small gestures such as greeting all of the people present, thanking everyone for their time and sharing background information about yourself and your program can help with that relationship building,

4. Using open-ended questions along with close-ended questions can lend to more of a conversation rather than just a question and response format to the dialogue,
5. Practitioners should be sensitive to the fact that some families may see information gathering as an invasion of their privacy or as threatening or demeaning. They should be sure to use interpreters or “cultural liaisons” whenever possible.

6. Including as many family members that are present as possible in your interview will broaden the scope of the information you are able to gather about the child and their home life. This also recognizes that many times extended family members may play vital roles in the child's development,
7. Practitioners should begin with more general information and get more specific as the interview progresses.

Understanding culture



- Culture is: The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought.
- The predominating attitudes and behavior that characterize the functioning of a group or organization.

(free online dictionary)

Culture

- Culture is a system of symbols relating to and embracing people, things, and events that are socially symbolized. Symboling means filling people, things, and events with meaning and value, making them meaningful in such a way that all members of a given group mutually share, appreciate, and live out of that meaning and value in some way (Malina, 2001 as quoted in Barrera & Corso, 2003)

Think about previous life experiences



Think about the difficulty of finding their way in a new home



Think about Traditional Customs and Values



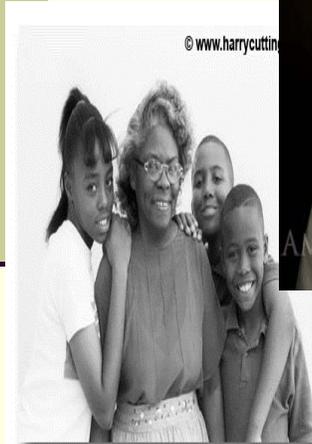
Compared to life in the U.S.



Immigration status and fears of possible deportation



U.S. born populations and ongoing struggles with equal opportunity and access



Two resources for information about various cultural groups

- **Cultural Profiles Project**

<http://www.cp-pc.ca/english/>

- Lynch, E.W. & Hanson, M. J. (2004)
*Developing Cross-Cultural Competence: A Guide
for Working with Children and their Families.*
Baltimore: Paul H. Brookes

What is a Cultural Liaison?

“Cultural liaison” means a person who is of the same racial, cultural socioeconomic, or linguistic background as the *child*, and who:

- A. provides information to the IEP team about the child’s race, cultural, socioeconomic, and linguistic background;
- B. assists the IEP team in understanding how racial, cultural, socioeconomic, and linguistic factors impact educational progress; and
- C. facilitates the child’s parent’s understanding and involvement in the special education process.

Cultural liaisons are recommended when teams are concerned that cultural or linguistic issues are affecting the overall special education process (Minnesota Department of Education, 2003, p.37)

And now for something completely different...

- How do you think this clip relates to culturally diverse families in a due process meeting?

<http://www.youtube.com/watch?v=3a7C2EtErYQ&feature=fvsr>

Preparing families for eligibility determination and IFSP/IEP meetings

- Think very carefully about your level of language and jargon
- Prepare families for the structure of the meeting and the expectations for their participation
- Think about the “implicit” rules that the team brings—How does the family know what to do? What supports are available to them? This is where cultural liasons become invaluable!

Incorporating culture into your evaluation process

- Be sure to include statements that address culture in your "Special Considerations" area on your Evaluation Report
- Ask yourself, "How might this family's culture and background experiences influence development differently than the population on which the test was normed?"
- Be sure to document these differences through information gathering and include this information in your report.

Language and cultural considerations

- Example from a Development Behavior Clinic
- "Julio's" family is from Mexico. Julio's mother only speaks Spanish, his father speaks intermediate English, but mostly Spanish at home. His older siblings use a lot of English in the home. When asked his parents said that Julio did not need an interpreter for the evaluation because he is beginning to use English words.

"Special Considerations"

- Under "Special Considerations" the teacher wrote:
- *"Julio's language, cultural, economic, or environmental background does not indicate that special adaptations in assessment procedures needed to be made. Julio's parents report that he understands English well and when he does speak it is in English. They did not feel an interpreter would be needed to get accurate assessment results."*

Assessments administered to Julio

- The Mullen Scales of Early Learning
- The Goldman-Fristoe Test of Articulation
- The Expressive One word Vocabulary Test
- The Peabody Developmental Motor Scale
- The Vineland Adaptive Behavior Scales-2
- All were administered in English. All standard scores were reported with no qualifications.

What would you do?

- Why might the family decline the use of an interpreter?
- What would you tell the family? How would you negotiate this situation?
- Is the "Special Considerations" statement okay? What would you write?
- Or was this approach acceptable?

3- Determining language proficiency: Why test in both (all) languages?

- We need to test the proficiency levels of DLLs in both languages to ACCURATELY measure their total language ability.
- Remember to test each language separately-
-Not on the same day and not at the same time. Do not switch back and forth during testing.
- We may be able to use information about language dominance to guide HOW MUCH testing we need to do in each language.

IDEA, 2004

It is required in the Individuals with Disabilities Education Improvement Act (2004) that assessments, *“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.”*

How do you currently determine what language to test the child in?

Revisit book reading clips

- What would you miss if you tested Edwin only in English?
- What would you miss if you tested him only in Spanish?

Language Dominance

- The condition in which bilingual people have greater grammatical proficiency in, more vocabulary for, or greater fluency in one language or simply use one language more often.
- Dominance is a measure of relative proficiency between the child's two languages.

How can you tell dominance?

1. Longer mean length of utterances and more advanced grammatical structures
2. Larger number of different types of words, verbs in particular used in a stretch of discourse of fixed length
3. Fewer pauses or hesitations
4. Greater volume of language and language skills

Family Language Background Questionnaire

- See example provided



Proficiency tools you can use in Early Childhood 0-3

- Think about using the **MacArthur-Bates Communicative Development Inventories**. Families can complete this for the child's home language. This is available in Spanish through Brookes Publishing AND
- **The MacArthur-Bates Communication Development Inventories** is available in 47 different languages from http://www.sci.sdsu.edu/cdi/adaptations_ol.htm
- See example protocol

Proficiency tools you can use in Early Childhood Pre-K

1. *Home Language Background Questionnaire* (BELA site also has one http://www.cpsd.us/BELA/hlli_english.pdf)
2. The *Bilingual Early Language Assessment* (BELA),
3. The *Pre-IDEA Proficiency Tests* (Pre-IPT),
4. The *Pre-Language Assessment Scale* (Pre-LAS)

School Age Proficiency Tests

- Utah uses the UALPA to determine language proficiency.
- All students receiving ELL services should have language proficiency scores on file. If they are more than 12 months old the test may need to be readministered to get current and accurate results for the evaluation process.
- The Woodcock Muñoz Language Survey-Revised (Updated Norms) is a good language proficiency tool to consider.

Family Issues: What happens to a child's L1?

- “ Immigrant parents often feel divided between their desire to have their children grow up speaking their native language and their desire to have their children become part of the host society. The truth is that immigrant parents need not worry about this issue because the goals of L1 maintenance and L2 acquisition are mutually supportive of each other, rather than being at odds with each other.” (Genesee, Paradis, & Crago, 2004: pgs. 140-141)

4-Decide what assessments to use and what other data to collect



Suggested ECSE Screening Tool

1)The Early Screening Inventory-Revised (ESI-R) (Available in Spanish)

The Early Screening Inventory is recommended as a standardized screening tool for this population because it has more of a developmental focus and is thought to be less culturally biased than other commonly used screeners

Suggested ECSE Screening Tool

2) Ages and Stages Parent Questionnaire

(Available in Spanish)

Research has proven that parents are reliable reporters about their child's development. Parent report is particularly important when screening children from culturally and linguistically diverse backgrounds.

Suggested ECSE Screening Tool

Minneapolis Preschool Screening Instrument –revised

- Covers fine motor, gross motor, language, literacy and concepts
- Minneapolis has developed specific norms for the ELL population in their district
- There is a Spanish, Hmong and Somali version

Suggested ECSE Assessment Tool

2) Child Development Inventory (CDI) (Available in Spanish)

This Developmental Inventory is extensive with 300 questions completed by the parents covering six domains of development; gross motor, fine motor, self-help, social, communication, and general development. The comprehensiveness of this inventory provides valuable insight into the child's daily functioning in their natural setting as perceived by their primary care provider.

Other ECSE assessments available in Spanish

- Battelle Developmental Inventory-2
- Learning Accomplishment Profile-Diagnostic (LAP-D)
- For language the Preschool Language Scale-4 (PLS-4) and MacArthur-Bates Inventarios del Desarrollo de Habilidades Comunicativas; Expressive One Word Vocabulary Test (EOWVT), Receptive One Word Vocabulary Test (ROWVT), Clinical Evaluation of Language Fundamentals Preschool- 2 (CELF Preschool-2 Spanish)

Resources for assessments in languages other than English for all age groups

- For a listing of assessments and screening instruments available in languages other than English see The Midwest Equity Assistance Center of Kansas State University's website http://www.meac.org/documents/Publications/Assessment_instrument.pdf

Assessment for language groups other than Spanish

- There ARE standardized instruments that you can use in Spanish, but at this point not really for other language groups.
- You need to be CAUTIOUS in how you report scores and findings from whatever instrument you choose.

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What to do if you use administer English language assessments through the use of an interpreter

- The standard scores will NOT be valid. If an English language assessment is simply translated into another language and administered through the use of an interpreter the norms and standard scores will not apply to the child being assessed.
- There will be cultural and linguistic bias in the assessment. Items on the test may not be familiar to children from different cultural backgrounds such as common foods, household items, animals, or certain academic content.

-
- You need to consider that language items may not be “functionally equivalent” because developmental trajectories in languages differ. In some languages children may learn more verbs before nouns, or certain grammatical structures may be more common and develop more quickly (Paradis et al., 2010; Peña, Bedore, & Rappazzo, 2003).

- If the person interpreting the assessment into another language is not trained in Special Education assessment his/her interpretation of the items and how he/she reports the student's responses may be inaccurate. Therefore, there is considerably more potential for error in the results obtained through this method.

- Simply translating a test from one language to another does not account for these technical and complex differences between languages and cultures and how the test should be administered (see Peña, 2007 for a full discussion of these issues).

Options in addition to standardized assessment

- Family Report (Restrepo, 1998)
- Observation in Natural Settings (Restrepo, 1998)
- Testing to the Limits (deVenezuela & Baca, 2004)
- Carefully planned pre-referral interventions/ Data collection over time (New RTI model)
- Dynamic Assessment (test-teach-retest) (Gutiérrez-Clellan & Peña, 2001)

These four strategies may be much more effective and meaningful than standardized testing when distinguishing between a second language acquisition issue, cultural differences, and a developmental delay (Artiles & Ortiz, Eds., 2002)

Federal Guidelines

- Tests that are translated should not be scored. Scores from a standardized test that is given in a non-standardized manner (i.e., translating it into another language) should not be reported.
- If it is thought that lack of exposure to certain materials or tasks may be the cause of the child's underperformance, a test-teach-retest approach may be useful to rule out lack of exposure with certain skills.

Federal Guidelines

- A decision-making model should be employed to determine eligibility if standard scores are not reported and the evaluation report should provide information about which data sources had the greatest relative importance for the eligibility decision. These data sources can include: teacher comments, previous testing, observational data, ecological assessments, parent report and other developmental data.

Federal Guidelines

- Special Education assessment must be done in the child's primary language or languages.
- Communication to the parents and due process forms must be in the parent's primary language, either written or orally translated.
- No single procedure should be used to determine eligibility.
- Testing materials and procedures should be used that are not racially or culturally discriminatory.

Revisit Team Activity

- Get back into your assessment team groups
- Revisit what you listed as your current practice.
- Note areas that represent best practice/that are strengths
- Note areas that need improvement based on the information presented.
- List five concrete things you could do to better screen and assess ELL students. What resources do you need? (Don't get stuck here!) What do you already have?
- We'll share as a large group

Websites for family information in languages other than English

- **March of Dimes**--Companion website all in Spanish about health during pregnancy, prematurity, birth defects, and some other pregnancy and newborn information
<http://www.nacersano.org/>
- **Zero to Three**-- Parent Hand-outs on child development available in Spanish
http://www.zerotothree.org/site/PageServer?pagename=ter_par_parenhandouts

- **Hennepin County Library**--Reading tips in many languages and there is an "español" link with a lot of information about early literacy in Spanish for families
http://www.hclib.org/BirthTo6/EarlyLit_ReadingTips.cfm
- **PACER Center**-- translated materials about Special Education and school into Hmong, Somali and Spanish
<http://www.pacer.org/translations/index.asp>

Resources

- Artiles, A. & Ortiz, A. (2002). *English Language Learners with Special Needs: Identification, Assessment, and Instruction*. McHenry, IL: Center for Applied Linguistics
- Baca, L. & Cervantes, H. (2004). *The bilingual special education interface*. Upper Saddle River, NJ: Pearson.
- Barrera, I. & Kramer, L. (2009) *Using Skilled Dialogue to Transform Challenging Interactions*. Baltimore: Paul H. Brookes

Resources

- Cartledge, G., Gardner, R., Ford, D. Y. (2009). *Diverse learners with Exceptionalities: Culturally responsive teaching in the inclusive classroom*. Upper Saddle River: NJ: Pearson.
- Lynch, E.W. & Hanson, M. J. (2004) *Developing Cross-Cultural Competence: A Guide for Working with Children and their Families*. Baltimore: Paul H. Brookes
- Tabors, P. (2008) *One Child Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language*. (2nd Ed.) Baltimore: Paul H. Brookes

- Minnesota Department of Education (2011). *Talk with me manual: A resource guide for speech-language pathologists and educators working with linguistically diverse young children and their families* available at <http://education.state.mn.us/mdeprod/groups/Early Learning/documents/Manual/020994.pdf>
- Paradis, Genesee, & Crago (2010). *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning*. Baltimore: Paul H. Brookes

Resources

Espinosa, L.M. (2008). *Challenging common myths about young English language learners. Foundation for Child Development Policy Brief Number 8*. Retrieve from http://www.fcdus.org/resources/resources_show.htm?doc_id=669789