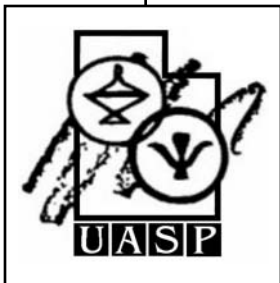


president's podium

Karen T. Kowalski
UASP President
2008-2009



Dear UASP Members,

With all the economic and social challenges raging in our country right now, your work is more important than ever! So many families are struggling to make a living while providing appropriate supervision for their children and supporting children's academic and social growth. Children too are on edge; they feel the uncertainty of these times.

You are undoubtedly a key part of the solution to these problems at an individual level! Our profession is also facing uncertainty. The American Psychological Association has their current proposal to remove from the Model Licensing Act (MLA) the exemption for non-doctoral level school psychologists to use the term "psychologists" and "psychological services" in their work in schools. I believe that this ignores the extensive and intensive training that school psychologists undergo to meet the qualifications for a license from the Utah State Board of Education, as well as not honoring the unique package of skills and knowledge that our colleagues share every day to help children, families, and colleagues in schools all over the state.

The APA Task Force on MLA is accepting comments until June 5, 2009. There are many resources on the NASP web site that explain the issues and have some suggestions for content of letters. There is also a pre-composed letter you can personalize and email to APA from the web site. I encourage you to do so!!

Look for information about our recent spring mini-conference inside this issue as well as reports from various committees of the Board on accomplishments this year. I hope you have enjoyed the benefits of membership in your state professional organization, the Utah Association of School Psychologists.

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THE OBSERVER

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THE OBSERVER editorial board invites articles, letters and other items of interest. The editor reserves the right to edit articles. Please include name, address and phone number with submission. Unsigned letters or articles will not be published.

The Observer suffers without submissions from our readership. Seize the opportunity, write and submit.

Membership Dues:

\$50 for regular members
 \$50 for associate members
 \$15 for students
 \$25 for retired

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 2008-2009**

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THE ELECTION RESULTS ARE IN!

Congratulations to the newly elected UASP leadership. The 2009-10 leadership is as follows:

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OLYMPIA, DAN	Trustee 2009-11

THE OBSERVER
*Official Newsletter of the
 Utah Association of School
 Psychologists*

The opinions and products, including advertising, class/workshop notices, and job announcements, appearing in this newsletter do not necessarily indicate official sanctioning, promotion, or endorsement on the part the newsletter or the Utah Association of School Psychologists. Articles, announcements, and letters should be submitted to Rob Richardson, Co-Editor at robert.richardson@slc.k12.ut.us.

Advertising Rates

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Rates are as follows:

<u>Black & White</u>	<u>Color</u>
¼ page - \$35	\$75
½ page - \$70	\$140
¾ page - \$100	\$200
1 page - \$125	\$250

THE TOP TEN ETHICAL GUIDELINES FOR EDUCATORS AND PSYCHOLOGISTS

By Dennis N. Zimmerman, Ph.D.

The first three ethical guidelines are personal characteristics, which many times have to be cultivated, then deliberately and mindfully practiced every day.

1. **Empathy** as defined in the dictionary is the “intellectual identification with or vicarious experiencing of the feelings, thoughts, or attitudes of another person” (Stein, 1984, p. 433). In order to establish an ethical practice in schools, it is essential for any educator in any profession to have empathy towards others.

2. **Compassion** as defined in the dictionary is “a feeling of deep sympathy and sorrow for another’s suffering or misfortune, accompanied by a desire to alleviate the pain or remove its cause” (Stein, 1984, p. 274). When an educator or psychologist has empathy for the children they serve, it is the compassion that immediately follows which motivates and drives their actions to improve the lives of children. Compassion is essential for any educator. In order to have compassion for all children, educators must increase their capacity for compassion by cultivating it, then mindfully practicing it daily.

3. **Self-Reflection or Introspection** as defined in the dictionary is “the observation or examination of one’s own mental and emotional state, mental processes, etc.” (Stein, 1984, p. 701). Self-reflection is essential to a child-centered, ethical practice.

The following are three of the seven guidelines for establishing an ethical school psychology practice as suggested by Susan Jacob (2008).

4. **Lifelong Learning** is essential for educators to maintain their competency and expertise in professional ethics, and staying current regarding developments in assessment and instructional practices. The undergraduate degree and certificate to practice in schools is only the first step; it gets you in the door. Keeping up to date requires educators to use the educational tools they first learned for the rest of their lives.

5. **Be a Child Advocate** and promote the best interests of children. Strive for excellence in ethical practices and commit to high standards of service delivery to all children. Historically, our culture has legally considered children “property,” and little has changed today, so children need to have professionals advocating for their individual rights and needs.

6. **Be Proactive** in delivering ethical and legal components of services and use problem-solving and decision-making models to choose the best course of action.

The following are four broad ethical principals proposed by Susan Jacob and Timothy S. Hartshorne (2007).

7. **Respect for the Dignity of All Persons** includes the respect for their right to self-determination and autonomy, privacy and confidentiality, and fairness and nondiscrimination. Honoring the dignity of others includes respecting their beliefs. Understanding and accepting, but not necessarily agreeing with, someone’s belief/spiritual structure can help us, and those we serve in many ways. Seek to understand so that you may in turn be understood.

8. **Responsible Caring** or beneficence means that educators are involved in actions that benefit others, especially children, and do no harm. To do this, educators and psychologists must practice “...within the boundaries of their competence, use the science of psychology to help student/clients and others make informed choices, and accept responsibility for their actions” (Jacob & Hartshorne, 2007, p. 14). Our most vulnerable children depend on the skills and competence of all educators in schools to help them achieve their potential and learn the academic skills necessary to their success in our society. Responsible caring is only demonstrated when educators are informed by scientific, comprehensive, and research-based information and data to remain competent and skillful when delivering needed educational services.

9. **Integrity in Professional Relationships** is essential for educators and psychologists to establish trust with colleagues and clients. This requires fidelity, which is the “continuing faithfulness to the truth and to one’s professional duties” (Jacob & Hartshorne, 2007, p. 16), nonmaleficence (do no harmful or evil deeds), and beneficence or responsible caring as explained previously. Educators and psychologists “are obligated to be open and honest in their interactions with others and adhere to their professional promises” (p. 16).

(see **Guidelines** on page 5)

(Guidelines, continued from page 4)

10. Responsibility to Community and Society

—Educators and psychologists are responsible to the communities where they work and live, and are obligated to not only promote the welfare of their clients but also the environments where they live.

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Dr. Zimmerman is a school psychologist with the Eastern Lebanon County School District.

GRANITE SCHOOL PSYCHOLOGISTS OFFER SUPPORT TO SCHOOL COMMUNITIES IN TOUGH ECONOMIC TIMES

By Mishele Stein Carroll, School Psychologist Coordinator, Granite School District

Schools all over the country are seeing increased anxiety levels of students at school as their families struggle to cope with current global economic pressures. Through training and practice school psychologists work to enhance the development of wellness, social skills, mental health, and life competencies of school-aged children. In Granite School District, several school psychologists have noticed that more students are coming to school scared and stressed and many are experiencing increased difficulties focusing in the school environment. There has been an increase in the numbers of students coping with homelessness or living in situations with multiple relatives or in shelters. These situations have directly impacted transiency rates within the school district. School psychologists are seeing higher rates of family discord often resulting in divorce or parental substance abuse. Many of these children end up assuming adult roles, such as caring for younger siblings or taking part-time jobs to help pay bills.

As an “all-school” resource, school psychologists are well equipped to problem solve a wide array of issues acting as a resource for students, families, and school staff. Although many children many not need intensive services at school to help combat anxiety issues, school psychologists in Granite School District are providing interventions for students such as structuring daily “check-in” services, providing on-going counseling, consulting with teachers to help them gain a better understanding of student behavior, and evaluating and planning for the academic and behavioral needs of students who may move frequently. School psychologists are acting as a resource for families by offering listening and compassion, parenting classes, afterschool programs, English as a Second Language instruction, and providing parents with tip sheets from the National Association of School Psychologists on how to help their children at home. They are also involved in helping to connect families to community outreach services such as mentoring programs, outside

agency counseling, refugee resources, free and reduced lunch eligibility, and resources for clothing, food, and shelter needs.

Principals and teachers have been utilizing the skills of school psychologists and their knowledge of school-systems to help ease student transition to new school environments with consistent teaching and reinforcement of school-wide expectations. School psychologists are helping teachers utilize effective classroom management strategies, improve morale issues, and combat their own stresses regarding the economy. School psychologists have been instrumental in helping to reduce behavior problems at school, improve school climate and reach achievement goals. As readily available and dedicated professionals, school psychologists are proving to be an essential resource to school communities in tough economic times.

SPRING UASP CONFERENCE

By Rob Richardson, NCSP

On May 1, 2009 UASP held its Spring Conference on Ethics and Law which was cosponsored by the University of Utah Department of Educational Psychology. The room provided by Utah Schools for the Deaf and Blind was full with approximately sixty three participants, who were treated to two informative and entertaining presentations that provided continuing education credits for the new NCSP ethics requirements. Special thanks to the conference committee and others for organizing and managing the event: Karen Kowalski, Kathy Boyer, Julie Johnson, Lora Tuesday-Heathfield, Leah Voorhies, and Tamra Gear.

The morning session, titled "Ethics Review for School Psychologists", was led by Valerie E. Hale, a psychologist whose practice focuses on divorce and custody evaluations. Hale presented on ethical issues relevant to school psychologists and clinical psychologists alike, bringing in examples from her own work with clinical assessments and counseling as well as dilemmas from school psychology. A core component she used in discussing ethical dilemmas came from a pragmatic set of procedures described by Williams et al. (2008):



Dr. Valerie Hale presented during the morning session

When faced with an ethical dilemma,

1. Describe the problem situation to yourself.
2. Define potential ethical-legal issues involved.
3. Consult available guidelines:
 - a. NASP code
 - b. State IDEA 2004 Rules
4. Consult with supervisor and colleagues.
5. Evaluate rights, responsibilities and welfare of all affected parties.
6. Consider alternative solutions and consequences of making each decision.
7. Make the decision and take responsibility for it.

The talk was largely organized around NASP's ethics code and flushed out with stories from the field: some provided by attendees, some provided in advance by Julie Johnson, and some provided by Dr. Hale. Hale concluded with ethical dilemmas from divorce and custody. The following discussions were of particular interest to this participant:

- 1. Competing roles/competing interests:** Among the most common of dilemmas for school psychologists is the competition of child interests and adult interests (teachers, parents, administrators). NASP's ethical guidelines are clear that child welfare primary responsibility (sections A2 and A3). It was further emphasized that it is incumbent on school psychologists to be bold in voicing dissenting opinions on behalf of children in spite of competing pressure from colleagues and administrators.
- 2. Confidentiality:** Make clear disclosures at the outset of engaging in counseling activities regarding what types of things will be kept in confidence and what sorts of things must be disclosed.
- 3. Regarding divorce:** No one has custody until the court determines it. So be very careful to include both parents and be transparent in discussion. Beware of the parent who refuses to allow you to communicate with the other parent. **READ THE COURT ORDER.**

(see **Conference** on page 7)

(Conference, continued from page 6)



Conference participants enjoyed the conference (top); Lora Tuesday-Heathfield helped at the registration table (above right); and the food was a smashing success (left)

(see **Conference** on page 8)

(Conference, continued from page 7)

In the afternoon, Brenda Van Gorder and Karen Kowalski presented “Legal Issues Impacting School Psychologists.” Kowalski and Van Gorder presented legal information relevant to all school psychologists, including recent court and federal agency decisions, and statutory regulations pertaining to IDEA, NCLB, Section 504 of ADA and FERPA.

Items of particular interest or saliency to this participant included:

1. Bullying:

- a. Schools are not liable for actions of bullies but once they are aware they are liable for their actions in response to bullying.
- b. Preventative advice to avoid law suits:
 - i. Make it safe for students to report.
 - ii. Inform staff of their obligation.
 - iii. Do not ignore bullying complaints.
 - iv. Have straightforward procedures.
 - v. Use one process for all types of harassment complaints.
 - vi. Use a simple investigation report.
 - vii. Have a timeline.



2. Evaluation:

- a. “Happy Birthday Rule”:
When preschoolers are transitioning from Part C, make sure IEP is in place by third birthday. The third birthday trumps the evaluation timeline. Watch out.

Brenda Van Gorder (top) and Karen Kowalski (bottom) presented during the afternoon session

(see Conference on page 9)

(Conference, continued from p. 8)

3. Eligibility:

- a. What is “adversely affecting educational performance?”
 - i. Courts and regulations a bit fuzzy on defining adverse effect.
 - ii. Educational performance. Trend in the courts toward seeing educational performance as more than just academics. It is a good bet to go with what is in the state’s core standards. If a disability affects the student’s performance on one of these state standards, then a court may well find that there is an adverse impact on educational performance.
- b. What is “need for Special Education?”
Need for individualized instruction that cannot be reasonably provided by regular education accommodation or differentiated instruction.

4. FAPE:

- a. When team members talk about what is “best,” or potential maximizing, redirect discussion to answering what is “appropriate,” “meaningful,” or “provides educational benefit.”
- b. Have open minded discussions regarding strengths and weaknesses of particular programs and methodologies with parents. Don’t skirt the issue.
- c. Ask for parent input on goals and objectives.
- d. Be careful of “draft IEPs.” Make sure it is clear to the parents that they are drafts and share the working document with them prior to the meeting.



Brenda and Karen relaxed after a great presentation

5. New Regulations

- a. Effective 1/1/2009: Parents may revoke consent for special education at any time; or, if the student is over 18 years old, they may do so as well. The LEA cannot require the parent to provide an explanation for revoking consent.
- b. When consent for special education is revoked, it should immediately trigger a letter of prior written notice which should contain the following:
 - i. The district believes the student has a disability and needs special education to receive FAPE.
 - ii. Protections of IDEA 2004 will no longer be in place.
 - iii. No IEP will be provided.
 - iv. Define what services are being given up.
 - v. Provide date services will cease.
- c. Effective 1/8/2009: There was a change to FERPA. An educational agency may disclose personally identifiable information from the student’s educational records without consent of the parent if it is determined that there is an “articulable and significant threat” to the health or safety of others.”

All in all, it was an excellent conference. Thanks again to organizers and presenters.

ENGLISH LEARNER ORAL LANGUAGE PROFICIENCY AND ITS IMPACT ON GROWTH TRAJECTORIES IN READING: A THREE YEAR LONGITUDINAL STUDY

By Rob Richardson, NCSP

Determining whether or not a student has a learning disability can be tricky; all the more so when that student's native language is other than English and their English is still at a formative stage (Artiles & Ortiz, 2002). Because of language acquisition issues, English language learners (ELL) can show characteristics of learning disabilities when they are not really disabled (e.g., IQ/achievement discrepancy, ersatz processing deficits, severe academic delays, etc.). Likewise, a child with a true disability might have academic delays mistakenly attributed to language development complications (Ortiz & Yates, 2002).

Curriculum-based measurement (CBM) such as oral reading fluency (ORF) offers potentially powerful tools to help distinguish typically developing ELL's from those with disabilities. Unlike traditional standardized tests which base their normative sample on U.S. census data, CBM provides opportunities to develop local ELL norms, so growth rates can be compared within a more homogeneous and relevant population (Stewart & Kaminski, 2002) and offers an ability to measure response to instruction over relatively short spans of time. ORF is validated for measuring student growth toward key reading goals (Deno, 1985; Good, Simmons, & Kame'enui, 2001; Hosp, Hosp, & Howell, 2007; Wayman, Wallace, Wiley, Ticha, & Espin, 2007). An ELL may start with a low level of reading

proficiency but if she is making good progress toward literacy goals with instructional supports that are feasible within the general education setting, it is a strong indication that she does not have a learning disability. Traditional measures of reading only offer a snapshot estimate of reading proficiency and are not good indicators of growth over time.

Salt Lake City school district has been implementing ORF school-wide in all elementary schools for the past four academic years (2005-09). During these years we have been using ORF to inform instructional and programming decisions, including assisting in Special Education eligibility decisions. In conformity to changes in special education law (IDEA, 2004) in the 2008-09 school year we have ceased relying on an IQ/achievement discrepancy approach for identifying students with specific learning disabilities and instead rely more heavily on student progress data resulting from ongoing formative evaluation (such as ORF).

However in doing this we need to know what normal progress looks like for not only the general population but also for the various subgroups within our diverse community. For example, we need to know what typical progress in reading looks like for various levels of oral language proficiency. What kind of progress does a non-English speaker typically make in reading? Is there a delay before we see growth in oral reading

fluency for individuals who are at earlier stages of learning English? Do we need separate norms for ELLs or can we use the same standards that we would use for native English speakers.

To answer these questions, we tracked reading trajectories of English learners in first through sixth grades to measure differences in outcomes among fluent, limited and non-English speakers.

Methodology:

The study used three consecutive years of archival data from the Salt Lake City School District. Each participant in year one (2005-06) were assigned to one of four groups--English only (EO), fluent English speakers (FES), Limited English Speakers (LES), and Non-English Speakers (NES)—based on oral language proficiency as measured on the Idea Proficiency Test of Oral English Language Proficiency Tests ("IPT I—Oral English Language Proficiency," 2004). EO students are student's whose primary home language is English. FES, LES and NES students all have a primary home language other than English and are distinguished from each other based on their oral language proficiency level as measured by the IPT, administered to all English language learners in the district. While all students in the district were in the initial pool of first and fourth graders, only students with complete sets of data were left in the data-base. For the

(See **English** on page 11)

(English, continued from p. 10)

first through third grade cohort, there were 545 students who spoke primarily English at home (EO), 138 ELLs who spoke fluent English (FES), 167 ELLs who spoke limited English (LES), and 59 who were non-English speakers (NES). For the fourth through sixth grade cohort, there were 357 EO, 163 FES, 38 LES, and 16 NES.

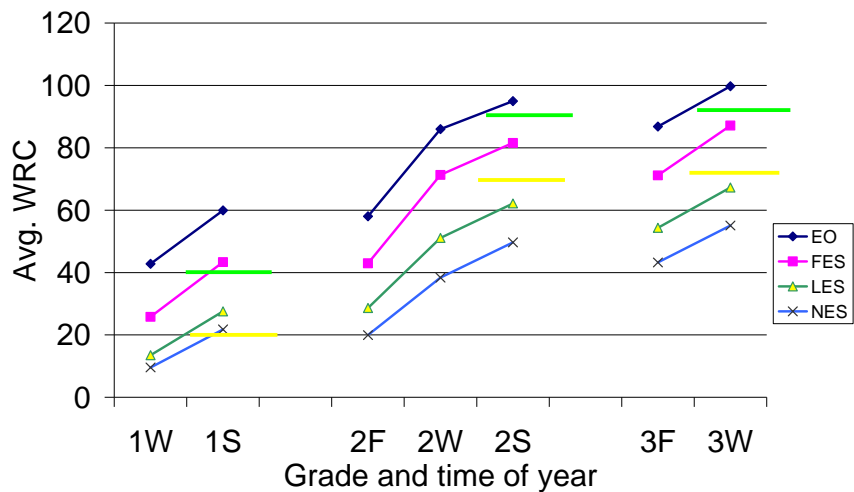
Progress in reading over time, for first through sixth grade, has been measured over the past three years, thrice annually, using ORF.

Investigators tracked initial reading level and subsequent reading progress over the course of the subsequent three years based on initial grouping. Two cohorts were followed: one from first to third grade and a second from fourth to sixth grade. To analyze the data, a 4 x 7 ANOVA with repeated measures was run for first through third graders (first graders do not receive ORF in the fall) and a 4 x 8 ANOVA with repeated measures was run for the fourth through sixth grade cohort. Trend lines were calculated to compare slopes between groups. The data were analyzed using computer-based statistical software packages (SPSS-15 and Excel). Groups were compared for statistically significant differences in achievement level (intercept) and rate of progress (slope).

Summary of Results:

In Figure 1, mean ORF scores are indicated across the vertical axis and time is represented across the horizontal axis. The ORF scores on the vertical axis are mean numbers of words read correctly (WRC) for each of the groups. The numbers across the horizontal axis indicates the grade in which students were enrolled and the letter indicates time of year, where “F” is fall, “W” is

Figure 1. ORF Progress from 1st to 3rd Grade



winter, and “S” is spring. For example, “W1” means winter benchmark in first grade. The green horizontal lines are DIBELS benchmark goals (Good & Kaminski, 2007). Students scoring above the green line have odds dramatically in their favor for passing end of the year ELA-CRTs (better than 80% chance). The yellow horizontal line represents At-Risk cutoff scores for DIBELS benchmarks. Students who score below this score have a low chance of passing end of year ELA-CRT’s (below 20%). Scores between the yellow and the green lines are students who are at some risk, based on the DIBELS categorization scheme. They may pass the end of the year ELA-CRT or they may not (50% chance).

From first through third grade there were significant differences in ORF scores across language proficiency groups (F(3)=52, p<.05). Around 15% of the variance in ORF scores was explained by oral proficiency level. Across testing sessions, EO (mean = 75 WRC) performed better than FES (mean = 60 WRC), who performed better than LES (mean = 44 WRC), who performed better than NES (mean = 34

WRC). On mean, by the end of second grade EO and FES students were scoring above the at-risk range on mean, where as those in the LES and NES groups scored below the at-risk marker.

While students of different oral language proficiency levels had very different reading proficiency levels as measured by ORF, their mean rates of progress were far more similar and close to being parallel. In fact progress rates for EO and FES were not significantly different. EO students progressed at a rate of 9.3 WRC per benchmarking period; FES progressed at a rate of 9.9 WRC per benchmarking period; LES progressed at a rate of 8.9 WRC per benchmark period; and NES progressed at a rate of 7.5WRC per benchmark period. Differences in slopes between oral language proficiency levels only accounted for 1.5% of the variance in ORF scores. This compares to 59% of the variance ORF scores being accounted for by time enrolled in school.

From third through sixth grade there were significant

(See **English** on page 12)

(English, continued from p. 11)

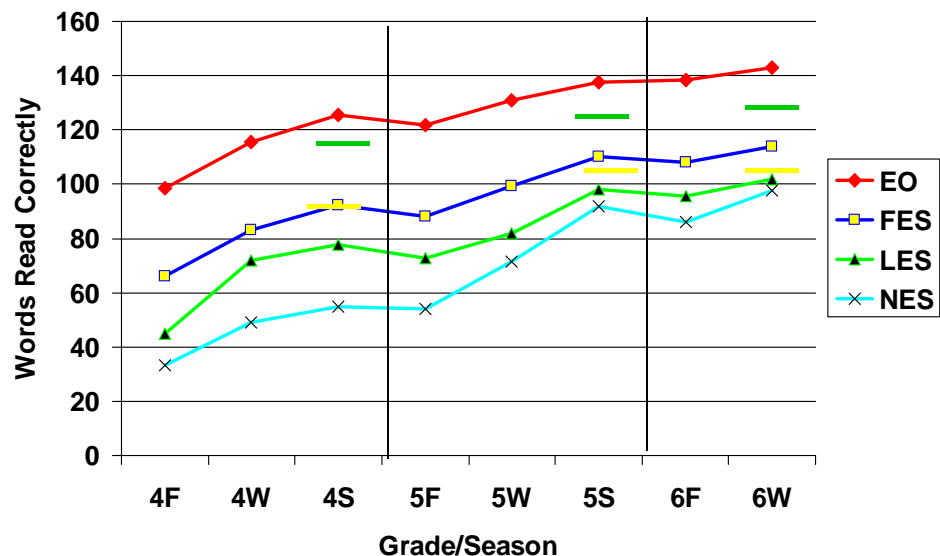
differences in ORF scores across language proficiency groups as well ($F(3) = 48, p < .01$). Around 20% of the variance in ORF scores was explained by oral language proficiency level. EO (mean = 126 WRC) performed better than FES (mean = 95 WRC), who performed better than LES (mean = 81 WRC), who performed better than NES (mean = 67 WRC). By the middle of sixth grade EO and FES students were scoring above the at-risk range on mean, where as those in the LES and NES groups scored below the at-risk marker on mean. However, they had made gains on catching the cutoff score.

Again in fourth through sixth grade, mean rates of progress were far more similar than were achievement levels. In fact ELLs showed evidence of catching up to EO peers. EO students progressed at a rate of 5.6 WRC per benchmarking period; FES progressed at a rate of 6.2 WRC per benchmarking period; LES progressed at a rate of 7.0 WRC per benchmarking period; and NES progressed at a rate of 9.1 WRC per benchmarking period. Differences in slopes between oral language proficiency levels accounted for 2.9% of the variance in ORF scores. This compares to 37% of the variance ORF scores being accounted for by time enrolled in school.

Discussion:

The unfortunate news from this study is that ELLs are not reading at the same level as their native English speaking peers. However, we need to be careful about painting the picture of ELL achievement with too wide a brush. ELLs have a wide array of proficiency levels in English oral

Figure 2. ORF Progress from 4th to 6th



language proficiency and these levels of proficiency have a relatively strong influence on reading proficiency level as measured by ORF. Not all ELLs are on equal footing with oral language skills, or are they on equal footing in reading levels.

The good news that comes from this study is that ELLs do not appear to be falling further behind across grades. We had expectations of finding the gap between ELLs and EOs growing in the upper grades of elementary school because there is a tendency not to continue to teach fundamental basic reading skills in later elementary school since a majority of students have mastered them. These expectations were not realized. In fact in fourth through sixth grades, ELLs appear to be catching up, showing faster growth rates than their EO peers.

The question remains whether these gains are too little too late. In fourth through sixth grades students increasingly are learning core content through reading. They are reading to learn rather

than learning to read. One possibility is that to a great extent the EO group is reading aloud at a similar rate to that at which they speak, having mastered the oral reading task so their mean scores no longer show much growth in upper grades of elementary; whereas the ELL groups are progressing at faster rates because a greater percentage are developing basic reading skills (that their EO peers have already mastered).

The major impetus for this study was to find out what normal performance levels and rates of progress look like for ELLs. It is hoped that by discovering what normal trajectories look like, we will be better able to identify abnormal development patterns that may be best explained as resulting from learning disabilities. We wanted to know if there were typically delays in reading acquisition and if these delays were the result of late starts in oral English acquisition.

(See English on page 13)

(English, continued from page 12)

We found that ELLs had similar rates of progress in reading to EOs but different starting and ending points, depending on English proficiency. Individuals with lower oral language proficiency ratings had lower ORF scores. When we first were finding lower scores for ELL students we considered making local micronorms for this population for the purpose of special education identification. In other words, lower normative scores on ORF would be required to trigger special education eligibility for ELLs. The danger of this approach would be that expectations for ELLs would also be lowered. That is never a good idea since students tend to meet expectations we set. It is a far more educationally responsible approach to figure out what it takes to get students to meet ambitious expectations rather than to lower expectations to meet status quo. Fortunately, our data suggests that rather than establishing lower expectations for ELLs for special education eligibility purposes, we should measure progress over time in response to instruction and expect the same rates of progress that we do from EO peers. This longitudinal data suggests that we should use a dual discrepancy approach to finding ELLs with learning disabilities. An ELL with a learning disability in reading is likely to not only have low levels of performance but also to have low rates of progress. Our findings reinforce the importance of evaluating both level of performance and rate of progress together. When both level of performance and rate of progress in response to good

instruction are low, then we have a problem that merits additional intensive resources such as special education. A key characteristic for ELLs with learning disabilities is unusually slow growth.

It should be noted that this study has several limitations. Data are drawn from one district and were limited to students for whom we had all data points. The ELLs in this study were diverse in terms of languages spoken, cultural heritage, and educational background. Instructional and curricular approaches varied from school to school and sometimes from classroom to classroom. Because of these variations from school to school and classroom to classroom, these data are currently being reanalyzed using hierarchical linear modeling and growth curve analysis. In addition, it should be noted that these growths are based on existing practice, and should not be viewed as being as good as it gets. We hope to continue to improve how we serve our community of diverse learners.

Send questions or comments to: robert.richardson@slc.k12.ut.us

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PROVO GROUP SHOWS PROMISE

By Julie Johnson, Provo District Representative

Provo School District - Kaitie Barlow, 1st year School Psychologist, has teamed up with her school Social Worker to formulate a relational aggression curriculum for 6th grade girls, with special focus on conflict management and girls' communication strategies. Kaitie noticed from her own observations and talking with the 5th/6th grade teachers that there was a high amount of relational aggression between the girls at her school. She approached the administration about leading a group to address this problem and joined forces with the Social Worker to plan the curriculum. The group, composed of 6 girls, meets once a week for 10 weeks and is co-taught by the School Psychologist and the Social Worker. Kaitie reports, "The girls seem to be getting some benefit from it—it's opening the way for some interesting processing with them. It's been very enlightening."

Thank you to all who sent out MLA letters to APA! Keep them coming until June 5.

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Some participants enjoyed a break during the recent Ethics and Law Conference
(Can you identify them from the others in the picture?)