

BECOMING A
BILINGUAL SCHOOL PSYCHOLOGIST:
TEXAS STATE TRAINING MODEL

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Overview

- Demographic data
- Bilingual school psychology programs
- The need for bilingual school psychologists
- Disproportionality in special education
- Texas State's training model

NASP Position Statement

- The National Association of School Psychologists (NASP) promotes effective mental health and educational services of all youth. To effectively accomplish this task, NASP is firmly committed to increasing the number of culturally and linguistically diverse (CLD) school psychology students, practitioners, and trainers in school psychology programs.

Student Demographics

- ① The number of CLD students is increasing rapidly in the public school system.
- ① The U.S. Census Bureau (2012) reported that the nation's population growth over the past 10 years is due to an increase in members of racial and ethnic minority groups. This trend will continue and result in minorities becoming the majority in our nation in the near decades.
- ① As the proportion of CLD students increases, the need for culturally responsive psychological services will also increase.

Language Diversity

- The U.S. Census Bureau (2010) reported that the number of people speaking a language other than English at home has continued to rise during the last three decades.
- As of 2007, 20% of the U.S. population spoke a language other than English at home, the majority of whom reported speaking Spanish (62%), followed by other Indo-European languages (19%), Asian and Pacific Island languages (15%), and other languages (4%). Among the 5- to 17-year-old age group, 21% spoke a language other than English.
- The languages most commonly spoken at home by non-English speakers were Spanish, Vietnamese, Chinese, Arabic, Hmong, Haitian, Tagalog, Somali, and Navajo (NCELA, 2011).

ELL Population in Texas

- ◎ Over 120 languages represented in Texas schools.
 - 90.31% are Spanish speakers.
- ◎ Prominent languages other than Spanish:
 - 15,861 Vietnamese (1.83%)
 - 6,552 Arabic (0.76%)
 - 3,993 Urdu (0.46%)
 - 3,171 Mandarin Chinese (0.37%)
 - 2,912 Burmese (0.34%)
- ◎ ELLs comprise about 17% of the total students.

Disproportionality in Texas

- ◎ Texas collects data on the number of ELL students in special education.
 - 2003-2004: ELL students comprised 15.3% of the school age population.
 - ELL students comprised 14.4% of all special education students.
- ◎ TEA investigates disproportionate representation of ELLs in special education on a district level.
- ◎ In 2001-2002, TEA found 55% of the school districts had a disproportionate representation of ELLs in special education.

Texas Demographics

- In the 2012-2013 school year, approximately 70% of the 440,570 children enrolled annually in special education across all disability categories are minority children, including ELLs.
- Latino students account for 48.8% of all students placed in special education in Texas.

Texas Demographics

- Consequently, schools are faced with the task of supplying school psychologists who are capable of conducting high-quality bilingual assessments of ELLs. Bilingual assessment is critical for the fair and accurate assessment of Spanish-speaking children.
- In the absence of bilingual assessment competencies, Latino children may potentially be over-identified (false positives) or under-identified (false negatives).

Case Study

- See handout.

NASP Demographic Study

- (NASP) established a policy in 1989 mandating a national study of the field every 5 years.
- The purpose of the studies was to generate a comprehensive description of the field of school psychology across the United States, as well as to allow for analyses of changes in the field over time.

NASP Demographic Study

- Data from the 2009–2010 school year indicate that trends over recent years have continued with school psychology becoming older and more female (Curtis, Castillo, & Gelley, 2010).
- Despite the need to serve an increasingly diverse student population, school psychology continues to reflect limited racial and ethnic diversity.
- Most school psychologists served ethnic minority students, despite the limited diversity of the field itself.

Ethnicity	1980-1981	1989-1990	1999-2000	2004-2005	2009-2010
Black/AA	1.5%	1.9%	1.9%	1.9%	3%
Caucasian	96%	93.9%	92.8%	92.6%	90.7%
American Indian/AN	<1%	1.1%	0.6%	0.8%	0.6%
Asian/PI	<1%	0.8%	0.6%	0.9%	1.3%
Hispanic	1.5%	1.5%	3.1%	3%	3.4%
Other	<1%	0.9%	0.9%	0.8%	1%

(Curtis, Castillo, & Gelley, 2010)

Bilingual School Psychology

- NASP does not currently offer a bilingual school psychology certification.
- The NASP website lists 19 programs having a focus on multiculturalism and/or bilingualism.
 - *Information was self-reported and may not represent a comprehensive list.
 - <http://www.nasponline.org/resources/culturalcompetence/multicultural-bilingual-programs.aspx>

Bilingual School Psychology

17 programs currently offer a bilingual specialization:

1. Gallaudet University
2. Texas A&M
3. San Diego State University
4. University of Colorado-Denver
5. New Mexico State University
6. Cal State-Fresno
7. St. John's University
8. Brooklyn College
9. Queens College
10. Fordham University
11. Pace University
12. LIU-Brooklyn
13. Mercy College
14. Touro College
15. Yeshiva University
16. Adelphi University
17. College of New Rochelle

Bilingual School Psychology Interest Group

- ⦿ No consensus exists for the definition of bilingual school psychologists.
- ⦿ However, the group indicated that a bilingual school psychologist must be:
 - fluent in at least two languages,
 - culturally competent in all domains of practice,
 - trained on theories of second language acquisition,
 - trained on the process of acculturation, and
 - trained on how the process of second language acquisition and acculturation impact the learning process (Sotelo-Dynega, 2009).

Bilingual Credentials

- ◎ New York and Illinois are the only states that offer bilingual certification credentials through their respective state departments of education.
- ◎ There are no other credentials or training criteria for school psychologists that are bilingual (Sotelo-Dynega et al., 2009).

Bilingual Credentials

- In Illinois, students are required to be credentialed as a school psychologist, take coursework in assessment of CLD students, and a language proficiency exam to obtain Bilingual Special Educator Approval.
- In New York, to obtain the Bilingual Education Extension, students must be credentialed as a school psychologist, take 15 semester hours of coursework related to bilingual education, supervised fieldwork, and a language proficiency exam.

The Need for Bilingual SPs

- School psychology training programs must prepare future school psychologists to address the needs of our increasingly diverse society.
- Providing training and field experiences that are grounded in multicultural practices, research, and advocacy will foster greater competence in addressing diverse schools', students', and families' needs.

The Need for Bilingual SPs

- **Are we doing enough to train our students to work with diverse populations?**

Research says No!

- ◎ Many school psychologists are poorly trained to assess CLD students.
 - A survey of 1,507 school psychologists from eight states, found that school psychologists who conduct bilingual psycho-educational assessment do not believe that they have received adequate training (Ochoa, Rivera, & Ford, 1997).
 - 80% described their level of training as *less than adequate* in three areas: knowledge of second language acquisition and its relationship to assessment; knowledge of methods to conduct bilingual assessments; and ability to interpret results.
- ◎ These school psychologists were providing services in an area in which they had not received adequate training.

Perspectives of Current Students



Challenges

- Severe shortage of bilingual school psychologists.
- Match between student's language and psychologist is complicated.
- Training: few programs offer specific training to deliver psychological services to bilingual students.
- Selecting appropriate measures.
- Use of interpreters.
 - O'Bryon & Rogers (2010) found only 5% of the school psychologists in their study received training on working with interpreters during their graduate preparation.

Disproportionality in SPED

- Controversial issue for over 40 years.
- Litigation in early 1970s shed light on disproportionate representation of culturally diverse students identified as “mentally retarded” (Ochoa, 2005).
- Diana v. State BOE (1970): disproportionate representation of bilingual, Spanish-surnamed students in a program for the mentally retarded.
 - Ruling: mandated assessment of children in their native language or with sections of tests that do not require knowledge of the English language.

Why does disproportionality occur?

- ◎ Instructional practices:
 - Lack of bilingual teachers and certified teachers
 - “Sink or swim”- English only instruction
 - Access to effective general education programs (i.e., bilingual programs) are necessary before special education is considered.
- ◎ Referral process:
 - Bias- who is referred
 - Lack of pre-referral interventions
 - Lack of knowledge about cultural factors & English language acquisition process

Why does disproportionality occur?

- ◎ Assessment practices:
 - Inadequately trained examiners
 - Inappropriate assessment practices
 - Failure to comply with federal and/or state guidelines

Why does disproportionality occur?

- Field experiences provide limited opportunities to work with CLD students and a lack of coursework that integrates issues related to CLD students exists (Loe & Miranda, 2005; Newell et al., 2010; Rogers et al., 1992).
- A lack of culturally competent supervisors and trainers has been suggested as a barrier to adequate training (Newell et al., 2010; Ortiz et al., 2008).

Why does disproportionality occur?

- Peña (2013) examined the perceived competence of Spanish-speaking school psychologists who provided services to Spanish-speaking students.
 - The participants reported that they had nearly “expert” knowledge of language background when selecting, administering, and interpreting assessment measures.
 - They also reported “expert” knowledge of their ability to assess a student’s first and second language proficiency.
 - They felt less knowledgeable on differentiating between problems that are result of a disability verses problems that are a result of learning a second language, identifying potential biases, identifying second language acquisition factors and how they effect assessment, and determining level of perceived competency in second language acquisition.

Why does disproportionality occur?

- ⦿ When ELLs are referred for testing, it is often difficult to determine the effects of the language acquisition process from poor instruction, from academic difficulties that result from processing disorders, attention problems, and learning disabilities (Klingner & Harry, 2006).
- ⦿ Challenges in the assessment process of ELL students:
 - Establish language proficiency in both languages first
 - Inclusion of formal and informal measures necessary
 - Formal measures may not have representative norms
 - Informal measures (observations, questionnaires, teacher rating scales, language samples)
 - Determining responsibility for language proficiency evaluation
 - Language skills needed by school psychologist

Why does disproportionality occur?

- Use of untrained interpreters
- Insufficient or no language proficiency assessment
- Cognitive and academic assessments administered in English only

IDEIA 2004

- ⦿ Assessment materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it clearly is not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child.
- ⦿ Assessment tools are selected and administered so as not to be discriminatory on a racial or cultural basis.
- ⦿ Assessment tools are provided and administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to provide or administer.

IDEIA 2004

- The child does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in 34 CFR 300.309(a)(1) when using a process based on the child's response to scientific, research-based intervention; or the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with 34 CFR 300.304 and 300.305; and the group determines that its findings under 34 CFR 300.309(a)(1) and (2) are not primarily the result of:
 - A visual, hearing, or motor disability;
 - Mental retardation;
 - Emotional disturbance;
 - **Cultural factors;**
 - **Environmental or economic disadvantage;** or
 - **Limited English proficiency**

Why does disproportionality occur?

- ⦿ When a student exhibits a poor or minimal response to intervention, it is assumed to be due to an intrinsic (i.e., within child) problem, rather than an ineffective instructional program (Fuchs & Vaughn, 2006).
- ⦿ Students learning English as a second or third language often lag behind their native English speakers in academic skills.
- ⦿ Places them at-risk for referral for special education services.

Cultural Codes Activity

Let's Take A Break!



Texas State University: Bilingual School Psychology

- University Plan
- Program History
- University Enrollment
- Program Enrollment
- Grant Funding Efforts
- Current Status

Texas State University Plan

- Build a more diverse faculty and staff.
- Increase intensity and scope of recruitment and retention programs that have a special focus on minority students.
- Expand efforts to promote diversity and inclusion among all faculty, staff, and students.

Program History

- Established 1975
- Alumni Number Over 600
- Average Minority Enrollment about 30%
- Faculty Transition: It has been difficult to recruit and retain a diverse faculty
- Bilingual program planning has been in the works for years

Kudos for Effort (if not funding)!

- Alicia Scribner: applied to US DOE for \$573,206 grant for training bilinguals in 1999
- Rachel Robillard: applied to NIMH for \$512,345 in 2009
- Rachel Robillard applied to US DOE for \$984,189
- Lasser and Plotts applied to OSEP for \$888,474

University Enrollment

- About 35,000 students
- Considered a *Hispanic Serving Institution*

Enrollment by Ethnicity

- 54% White
- 30% Hispanic
- 8% African American
- 8% Other

42% of Texas State students are racial or ethnic minorities.

Graduation Rates

- Four Year Graduation Rates – Fall 2009 entering freshman - 25.9%
- Six Year Graduation Rates – Fall 2007 entering freshman – 57.4%
- Hispanic - Four Year Graduation Rates – Fall 2009 entering freshman – 21.8%
- Hispanic - Six Year Graduation Rates – Fall 2007 entering freshman – 52.9%

Program Enrollment

- 12 each fall and spring semester
- Around 60 students at any given time
- About 30% minority enrollment, with Hispanic the non-white majority
- Declining male enrollment: about 25% in 2009, about 12% in 2012

OSEP Grant Application 2013

- Monarch Mentoring
- University and Field Support
- Not Funded
- Feedback: too few scholars, too much travel for recruitment and presentations (message: stay in your region to recruit)

OSEP Grant 2014

- Monarch Mentorship
- Changes: reduced travel, increased number of scholars, proposed stipends
- Notification of Insufficient Minority Enrollment at Texas State
- Moved to the “Low Incidence” Competition
- Pending Status

Problem with Minority Enrollment

OSEP changed the requirements in 84.325K Focus Area D in 2014. The language is as follows and located on page A-20 of the application package.

Minority IHEs include IHEs with a minority enrollment of 50 percent or more, which may include Historically Black Colleges and Universities, Tribal Colleges, and Predominantly Hispanic Serving Colleges and Universities.

We were not invited to the webinar but should have caught the change.

Project SUPERB

*Scholars Using Psychology and
Education to Reach Bilinguals*

Total Funds Requested:
\$1,045,759

Project SUPERB Goals

1. Obtain the resources to offer a bilingual certificate within our Specialist degree in School Psychology.
2. Execute an ongoing recruitment strategy so that 24 qualified scholars enroll in Project SUPERB during the 5-year grant period.
3. Graduate and place all 24 scholars in bilingual school psychology positions in PK-12 settings within one year of graduation.
4. Support program scholars – financially and/or professionally – during coursework and the internship to graduation and licensure and through induction into the profession.
5. Provide formative and summative evaluations and obtain follow-up data on project graduates.

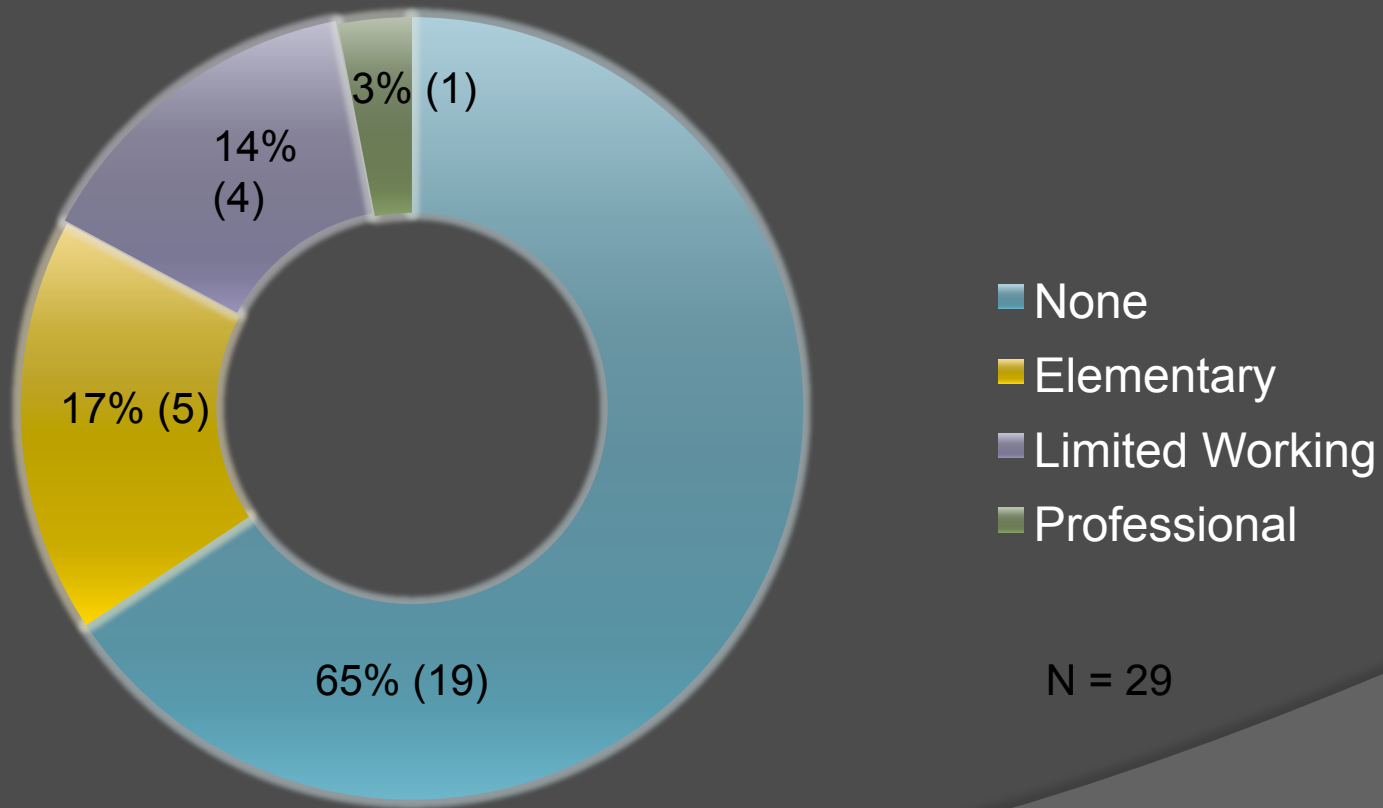
Grant (Academic) Year	Activity
1 (2014-15)	Cohort 1 Foundational courses and 200-hour in-house practicum
2 (2015-16)	Cohort 1 Advanced courses and 600-hour school-based practica
	Cohort 2 Foundational courses and 200-hour in-house practicum
3 (2016-17)	Cohort 1 Internship and Graduation
	Cohort 2 Advanced courses and 600-hour school-based practica
	Cohort 3 Foundational courses and 200-hour in-house practicum
4 (2017-18)	Cohort 1 Induction
	Cohort 2 Internship and Graduation
	Cohort 3 Advanced courses and 600-hour school-based practica
5 (2018-19)	Cohort 1 Induction
	Cohort 2 Induction
	Cohort 3 Internship and Graduation

Current Status

- Bilingual (English/Spanish) Students
- Conceptual Elements of Bilingual Program
- Program Elements in Place
- Planned Program Elements
- Funding Needs

Students Identifying as Bilingual

Proficiency



Conceptual Elements of Bilingual Program

- Part of Effort to Develop Specialization Strands
- Curriculum Revisions/Additions
- Field Site Collaboration
- Immersion
- Support Networks
- Recruitment/Application

Specialization Strands

- In Progress: Bilingual, Autism
- Future: Biological Bases (Neuropsychology), Counseling??
- Challenges within NASP Approval Framework: domains, hours
- Competence/Practice Issues

Curriculum Revisions in Place

- Two electives added for all students
- Statistics and Research Design combined into Psychometrics
- Two outside Counseling courses removed from degree plan
- Program Evaluation added
- Internship increased to 12 hours (6 per semester)
- Total Program Hours = 72 beginning with Fall 2014 cohort

Curriculum Revisions: Bilingual Strand

Two new courses are required electives:

- ⦿ Psycholinguistics: in progress
- ⦿ Bilingual Psychoeducational Assessment: in progress
- ⦿ Multicultural class will be taught by Dr. Vega: in place
- ⦿ All field experiences under supervision of bilingual school psychologists: in progress

Field Site Collaborations

- Obtained letters of support from 5 school districts: Austin, Pflugerville, Bastrop, San Marcos, Hays (Kyle/Buda) to host/supervise bilingual students
- Obtained letters of support from ESC 13 (Austin) and ESC 20 (San Antonio) to collaborate in training and support

LEA	Enrollment	% Hispanic	% Economically Disadvantaged	% Limited English Proficient
Austin	>86,000	60.2	63.8	23.3
Pflugerville	>22,000	43	51	18
Hays	16,000	61	48.9	14
San Marcos	7400	73	71.5	9
Bastrop	>9,000	51	65.1	17

Source: TEA (http://ritter.tea.state.tx.us/adhocrpt/Standard_Reports.html)

Immersion

Personalized Spanish, is located in San Jose, Costa Rica
(www.personalizedspanish.com)

and consists of small group language classes, as well as cultural excursions tailored to meet the needs of students.

Support Networks

- On-campus professional development with bilingual professionals once/month
- Trainings at ESCs
- Supervision by practicing bilingual LSSPs
- Funding: stipends, one professional membership and attendance at conference, immersion program, iPad

Projected Stipends* During 3 Year Training Program (per scholar)

- Year 1: \$11,750 (tuition, books, supplies, other)
- Year 2: \$8,750
- Year 3: \$6,000 (internship when most draw salary)

*if grant funded

Recruitment

- Develop brochure
- Enhance website
<http://projectsuperb.education.txstate.edu>
- Disseminate materials through ESCs, conferences, mailings to other colleges
- Recruit through presentations at college recruitment fairs, classes, campus organizations
- We hope to recruit existing education professionals (e.g., teachers)

Characteristics of Recruits

- Fluency in Spanish by achieving an average rating of at least level 3 on the Bilingual Special Education Oral Proficiency Observation Matrix administered by a faculty member who is at a level 4 or above in all categories
- A written statement addressing why they wish to serve children with disabilities and high-need schools
- Match of applicant aspirations with *Project SUPERB* goals
- Commitment to providing school psychology services to Spanish speaking children, youth, and families from preschool through postsecondary school settings.

Application

- Standard online application
- Supplemental statement of interest
- Interview to determine language status and match with project goals
- With only 12 admitted per semester, the goal of 8 per year becoming bilingual school psychologists is probably ambitious without substantial financial incentives from grant funding

Experiences of TX State Graduates in Bilingual LSSP Roles

Informal request to 3 practicing LSSPs

Activities:

- ⦿ Attend Spanish Child Study Team Meetings
- ⦿ Determine language dominance for testing
- ⦿ Administer Spanish and/or English tests in all areas of concern
- ⦿ Score, interpret, and compare data between languages

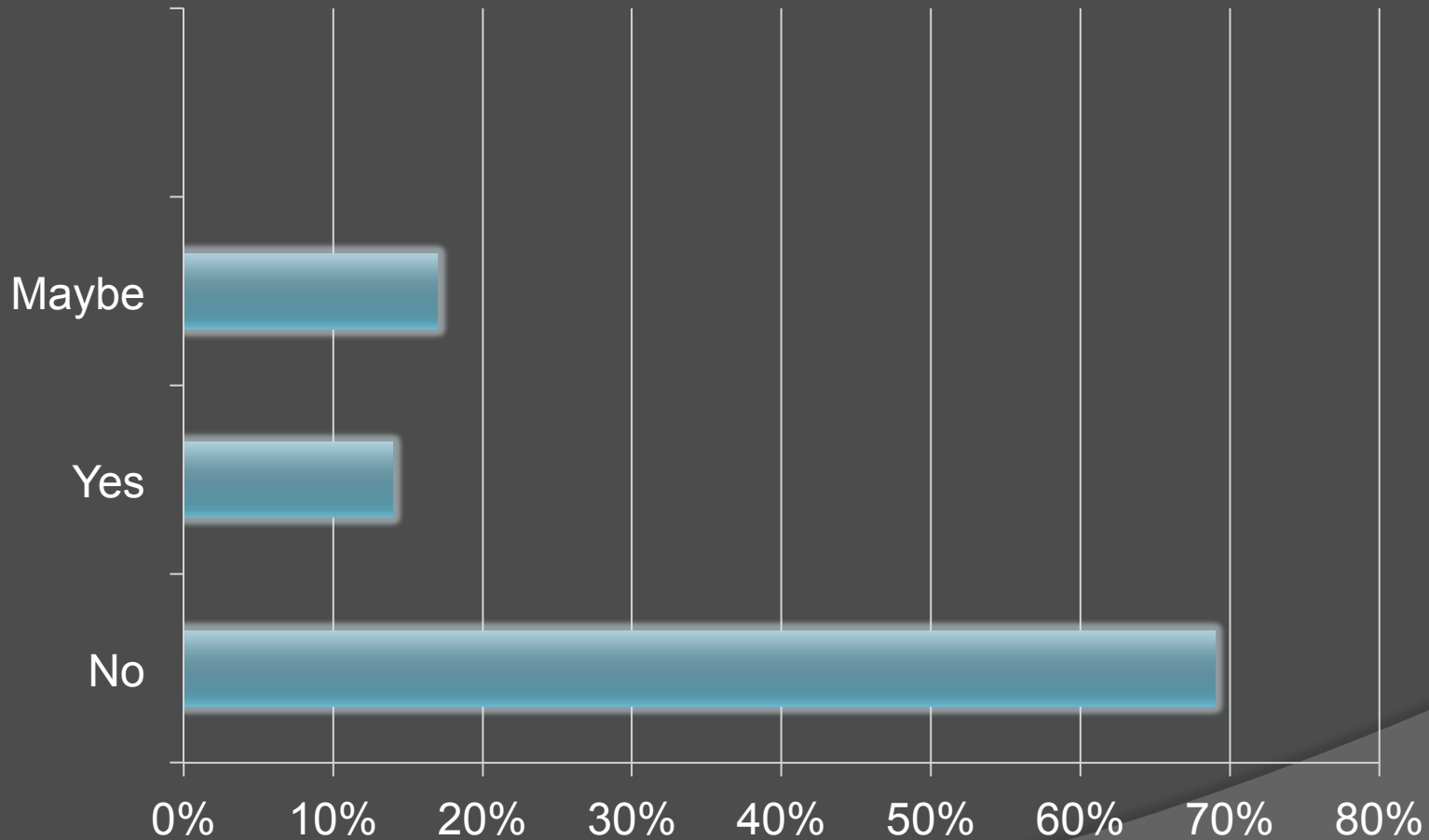
Bilingual Activities cont.

- Determine if additional testing is needed based on patterns (e.g., cognitive clusters)
- Selecting appropriate tests (difficult to to paucity, norm groups included)
- Interpret data using the Cultural Linguistic Interpretive Matrix to see if delays are language or disability based
- Consult with Spanish-speaking parents by phone, in meetings, and by explaining checklists, etc.

Bilingual Activities cont.

- Family-school collaboration to help parents get the community support they need (working with social workers, counselors, parent support specialists)
- Educating parents regarding the nature of the disability and available services
- “We do what the English only LSSPs do, but in two languages and always considering the linguistic and cultural differences between our bilingual students and the “mainstream.”

Current (unfunded) Students Intending to Practice Bilingual School Psychology





ARE INCENTIVES NEEDED?

Training Programs
School Districts

Questions?



Thank You!

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