


Best Practices in Evaluating CLD Students as Monolingual Evaluation Specialists

Lucy Ramírez Mock, Ph.D.
 Licensed Psychologist, LSSP
 Senior Lecturer, Texas State University
 TASP Convention Fall 2022

1

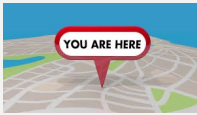
NICE TO MEET YOU

- PhD in School Psychology at The University of Texas Austin
- Licensed Psychologist, Licensed Specialist in School Psychology (bilingual, English/Spanish)
- Previously worked as LSSP for 9 years (Lewisville ISD, Del Valle ISD, Round Rock ISD)
- Currently Senior Lecturer, School Psychology Program at TXST
 - Bilingual Track
- Continued consultation with schools in central Texas, TSBVI



2

WHY ARE YOU HERE?



3

OBJECTIVES

- Based on this presentation, the participants will be able to:
 - Identify Multicultural Competencies
 - Describe legal requirements involved in appropriately assessing CLD students
 - Identify steps in assessing CLD students
 - Describe how to work with your bilingual counterparts

4

OVERVIEW

- Multiculturalism and Multicultural Competencies
- Definitions of the populations and the problem
- Legal requirements when working with CLD students
- Understanding of "Best Practice" for working with CLD students
- Discuss Social Emotional Behavioral considerations
- How to work with your bilingual evaluation team

5

MULTICULTURALISM

- Recognizes and values the uniqueness of diverse learners, cultural backgrounds, and identities.
- Multiculturalism is systemic and embedded within the school's climate and educational practice.
- Why is it important in psychology and education?
 - Student population is diverse
 - Diversity is steadily increasing
 - We must continue to gain skills and experience

6

MULTICULTURALISM

- Includes broad range of differences among people:
 - Race
 - Gender
 - Sexual orientation
 - Gender identity
 - Religion
 - Age
 - Language
 - Ethnicity
 - SES... others?

7

MULTICULTURAL COMPETENCIES

- Awareness: Of our biases, assumptions, and values.
- Knowledge: Understanding the worldview of CLD students and families.
- Skills: Competencies required for assessment and to implement appropriate interventions.

8

OUR FOCUS TODAY

- Culturally and Linguistically Diverse students (CLD)
- English Learners (ELs formerly ELL)
- Limited English Proficient (LEP)



9

CULTURALLY AND LINGUISTICALLY DIVERSE

- Martines (2008) defines Culturally and Linguistically Diverse (CLD) students as, "children from various racial, ethnic, and cultural groups, all of whom may speak different native languages and/or may have acquired bilingual proficiency or remained monolingual."
- A person who comes from a different ethnic or racial background. "Minorities."
- A person who speaks a different language: English Learners/Limited English Proficient.

10

ENGLISH LEARNERS

- EL: A person who is in the process of acquiring English as a second language (L2).
- Some ELs acquire their second language in a simultaneously or successively:
 - Simultaneous: When referring to simultaneous language acquisition, there are various thresholds for what is considered simultaneous. Generally between birth and two years of age.
 - Successive: When referring to successive language acquisition, there is a more clear distinction between learner's first language and second language and when exposure begins.

11

LIMITED ENGLISH PROFICIENT (LEP)

- Federal law defines a "limited English proficient" student as a student:
 - who is aged 3 through 21;
 - who is enrolled or preparing to enroll in an elementary school or secondary school;
 - who was not born in the United States or whose native language is a language other than English;
 - who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
 - whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - the ability to meet the State's proficient level of achievement on State assessments;
 - the ability to successfully achieve in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society.

12

CLD: WHAT DOES IT LOOK LIKE?

- What are the different facets we can expect to explore when working with CLD students and their families?
- Bilingual/Multilingual
- Bicultural/Multicultural
- Country of origin
- Immigration status
- Deaf/Hard of Hearing?



13

CLD CONSIDERATIONS

- Why?
 - Increasing number of American students born in foreign countries.
 - US Census Bureau predicts that by 2030 40% of school-children will speak language other than English at home.
 - Current estimates: ~14 million language-minority students in the country; 5 million ELLs.
 - Approximately 8 out of 10 Spanish, but rest represent 100+ languages.

14

CLD CONSIDERATIONS: DISPROPORTIONALITY

- Disproportionality: The extent to which membership in a given group affects the probability of being placed in a specific disability category.
 - Literature focuses on high-incidence disabilities including ID, LD, EBD.
 - “Judgmental” categories based on vague federal/state disability definitions requiring high degree of professional judgment.

15

CLD CONSIDERATIONS: OVERREPRESENTATION

- Issue of overrepresentation of CLD
 - In 2018 Latino students made up 27.1% of SpEd students; Latinos made up 18.1% of U.S. population.
 - Similarly, placement in alternative disciplinary settings is disproportionate, with minorities overrepresented.
 - In contrast, numbers are inversely proportionate in gifted education.

16

CLD CONSIDERATIONS: UNDERREPRESENTATION

- Asian students continue to be underrepresented in SpEd.
 - In 2018 Asian students made up 2.49% of SpEd population; Asians made up 7.3% of U.S. Population
 - Lower levels of disciplinary removals
 - Overrepresented in gifted education

17

CLD CONSIDERATIONS

- Why does it matter?
 - CLD students make fewer academic gains; less likely to exit special education.
 - Disproportionately affected by negative consequences:
 - Stigmatization
 - Lowered expectations
 - Substandard instruction
 - Less rigorous curriculum
 - Long term: lower graduation rates, lower wages, higher arrest rates compared to nondisabled peers and disabled White peers
- But what about underrepresentation?

18

WHAT ARE YOU DOING?

- How does your district handle referrals with ELs?
- What are your responsibilities?
- What steps do you take?
- What information do you gather as part of your referral?
- How does your district handle evaluations for a language other than Spanish?
- How do reports come together?

19

- When working with CLD/bilingual students, what are we required to do?

20

LEGAL REQUIREMENTS: FEDERAL

- 34 Code of Federal Regulations, § 300.304 (excerpt):
- (c) Other evaluation procedures. Each public agency must ensure that—
 - (i) 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;
 - (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.

21

LEGAL REQUIREMENTS: TEXAS

- Texas Administrative Code, Title 19, Part 2, Chapter 29 (§ 89.1230) (excerpt):
 - "(a) School districts shall implement assessment procedures that differentiate between language proficiency and handicapping conditions in accordance with Subchapter AA of this chapter..."
- Texas Education Code - (EDUC § 29.004) (excerpt):
 - "The evaluation shall be conducted using procedures that are appropriate for the student's most proficient method of communication."

22

DEFINING "BEST PRACTICE"

- Merriam Webster: "A procedure that has been shown by research and experience to produce optimal results and that is established or proposed as a standard suitable for widespread adoption."



23

BEST PRACTICES IN SCHOOL PSYCHOLOGY: WORKING WITH CLD STUDENTS

- How do we define "best practices"?
- What does that mean for us as school psychologists?
- Where do we begin?
- Where are do we get our guidance from?



24

BEST PRACTICES IN SCHOOL PSYCHOLOGY: WORKING WITH CLD STUDENTS



25

NASP BEST PRACTICES

- NASP Position Statement: Bilingual Services
- "Best practices require training that includes, but is not limited to, the developmental processes of language acquisition and acculturation, their effect on standardized test performance, and the effectiveness of instructional strategies and interventions. All school psychologists are responsible for providing equitable and culturally responsive services to students and families." (pp.1)

26

NASP BEST PRACTICES

- NASP Best Practices in the Assessment of English Language Learners
- Guidance released in 2014 by Carvalho, Dennison, & Estrella.
- Reference the work of Alvarado (2011) that school psychologists must be:
 - "Fluent and literate in the languages spoken by the student, knowledgeable of the student's culture, and trained on evaluation materials and practices appropriate for students from diverse backgrounds." (p. 17)

27

- NASP acknowledges these standards are difficult to uphold!
- Which do we adhere to?

28

NASP BEST PRACTICES

- Carvalho and colleagues suggest that the only essential criterion when working with ELs is the third:
 - trained on evaluation materials and practices appropriate for students from diverse backgrounds.
- As an assessment specialist who does not speak the target language, where does that leave you?

29

NASP BEST PRACTICES

- Carvalho and colleagues focus on:
 - Credentialing and specialization
 - Cultural Competence
 - Limitations
 - Understanding of language acquisition
 - Propose a sequence in steps when assessing ELs

30

NASP BEST PRACTICES: CREDENTIALING AND SPECIALIZATION

- There is currently no nationally recognized certification or credentialing program.
- Only two states have state-level credentials- New York and Illinois.
- Several training programs in the U.S. offer courses/training related to issues of linguistic and cultural diversity.
- Do your part by continuing to attend trainings!

31

NASP BEST PRACTICES: TEAM APPROACH TO ASSESSING ELS

- You may need to assess someone in a language you do not speak! Now what?
 - Seek assessment specialist who speaks language
 - If no bilingual assessment specialist is available is there a bilingual speech-language pathologist? Other personnel? They can serve as ancillary examiners or interpreters
 - Beyond that may need professional interpreter
 - Do NOT count on student's family or community to provide interpretive services
 - Consider the use of authentic assessment

32

NASP BEST PRACTICES: CULTURAL COMPETENCE

- Consider psychosocial and sociocultural concepts and their impact on language, behavior, adaptive, and academic skills.
- How is student navigating two or more cultures?
- How does your own cultural perspective impact your decisions?
- "The responsibility for developing multicultural competence then falls upon the school psychologist" (p. 78).

33

NASP BEST PRACTICES: LIMITATIONS AFFECTING ASSESSMENT

- Is it a disability or part of the normative process of second language acquisition?
- There is no “profile” for a “typical” bilingual student!
- Limited tests that use bilingual students as normative group.

34

NASP BEST PRACTICES: STEPS OF A BILINGUAL EVALUATION

- Language and Culture
- Achievement
- Cognitive Abilities
- Adaptive Behavior (as appropriate)
- What about emotional/behavioral?

35

STEPS OF A BILINGUAL EVALUATION: LANGUAGE AND CULTURE

- Formal assessment
- Informal assessment
- Acculturation data is gathered

36

LANGUAGE ASSESSMENT

- What is language dominance?
- What is language proficiency?
- What are we looking for when testing a child?

37

LANGUAGE ASSESSMENT

- **Language proficiency:** the extent to which an individual's skills in one or both languages meet age-based native speaker or monolingual expectations. Proficiency has been defined relative to a monolingual speaker's vocabulary size (Bialystok, Luk, Peets & Yang, 2010).
- **Language dominance:** the relative proficiency or the language to which the child has had the most exposure (Grosjean, 2010).

38

LANGUAGE ASSESSMENT

<ul style="list-style-type: none"> • Formal: <ul style="list-style-type: none"> - WJ OL - WMLS - BVAT • Issues: <ul style="list-style-type: none"> - Lack of bilingual norms - Many Spanish dialects - BVAT does not address proficiency 	<ul style="list-style-type: none"> • Informal: <ul style="list-style-type: none"> - Interviews - Observations - Parent and teacher reports - Self-report - Consider language acquisition process 	<ul style="list-style-type: none"> • Acculturation: <ul style="list-style-type: none"> - Interviews - Questionnaires 	<ul style="list-style-type: none"> • Other data: <ul style="list-style-type: none"> - Language of instruction - TELPAS - LPAC information
--	--	---	---

39

LANGUAGE ASSESSMENT: INTERPRETATION

- Consider:
 - Are the results trustworthy and valid?
 - Are the results consistent?
 - Dominance versus proficiency?
 - Is one language clearly stronger?
 - What if scores are very similar in L1 and L2
 - What if the child has only received instruction in English?
 - How much do we consider the child's language preference?
 - Are differences noted due to language or disability?
- Make recommendations:
 - Test in L1? L2?
 - Both?
 - Speech referral?
 - Language of evaluator
 - Language of instruction

40

STEPS OF A BILINGUAL EVALUATION: ACHIEVEMENT

- Achievement assessed in each language to which student has been exposed or had formal instruction
- Formal and informal data
- If learning disability is suspected, the academic weakness must be present in both languages to be considered evidence of a true disability!

41

ASSESSMENT OF ACADEMIC ACHIEVEMENT

- Consider:
 - Informal data
 - Parent and teacher information
 - Observations
 - Language proficiency results
 - Acculturation levels
 - Language demands of academic task
- Test in English only if:
 - Clear English dominance
 - All instruction has been in English (dating back 3-4 years, based on judgement)
 - Math typically taught only in English in central Texas
- Test in both languages if:
 - L1 is stronger, or about even with L2
 - Has received instruction in L1

42

ACADEMIC ACHIEVEMENT: INTERPRETATION

- Make decisions regarding:
 - Have we ruled out external factors?
 - Did the child have educational opportunities?
 - What difficulties are noted in L1? L2?
 - We cannot consider LD if difficulties are not found in L1 AND L2 (possible exception of basic reading in Spanish)
 - Are any modifications I made helpful in making instructional recommendations?
 - What instructional modifications or accommodations might they benefit from?
 - What recommendations can I make for ESL supports?

43

STEPS OF A BILINGUAL EVALUATION: COGNITIVE ABILITIES

- Appropriate language and method of cognitive assessment is determined.
- More than one battery may be used.
- If adequate verbal skills, and an appropriate language battery is available, a verbal IQ measure may be given in dominant or native language.
- If the student has no language, very low oral language skills, or there is no battery available to give in the dominant language, a nonverbal measure may be more appropriate.

44

ASSESSMENT OF COGNITIVE ABILITIES

- Consider:
 - Informal data
 - Parent and teacher information
 - Observations
 - Language proficiency results
 - Acculturation levels
 - Cultural/language loading of measures used
 - Norming sample for measures used
 - Cultural expectations regarding development/adaptive behavior
 - Test in language that will yield the most accurate results (based on language proficiency)

45

COGNITIVE ABILITIES INTERPRETATION:

- I tested in English:
 - Did I make modifications? How does it impact the data?
 - Are there any areas of weakness? If so, can you follow up in L1?
 - Consider the results in light of their difference (tools like C-LIM)
 - Are the scores "good" for someone of their background?
 - What model am I using to analyze data?
- I tested in Spanish:
 - Did I make modifications?
 - Are there any areas of weakness? Should I follow up in English?
- Tested in both:
 - Are there areas that are discrepant?
 - If so, does language explain difference?
 - Consider higher scores as true abilities.

46

COGNITION/ADAPTIVE BEHAVIOR

- Am I considering an Intellectual Disability (ID)?
 - Have I reduced language loading in testing as much as possible?
 - Do I need to consider non-verbal measures?
 - Do I need to follow up in other language?
 - Are adaptive skills we are measuring culturally appropriate

47

WHAT ABOUT SOCIAL, EMOTIONAL, AND BEHAVIORAL (SEB) ASSESSMENTS?

- The behavioral and personality assessment of CLD individuals has lagged behind other areas such as cognition and achievement.
- What are we doing?
- What are your approaches?

48

SEB ASSESSMENT

- When CLD students are referred for EB problems, the team must consider acculturation levels.
- Issues that new immigrants and refugees encounter include adjustment to change and loss, role confusion and role reversal, difficulties with parenting, response to trauma, disrupted attachments, impaired concentration and anxiety, depression, and PTSD.
- These difficulties can impact school adjustment and performance.

49

SEB ASSESSMENT: TOOLS

- Broad-band rating scales:
 - BASC-3: Normed based on current U.S. Census population characteristics. Is available in Spanish.
 - Achenbach scales: normative update, wide culturally diverse representation, translations in 69 languages, and Spanish forms available.
- Multicultural applications:
 - <http://aseba.org/multicultural-applications/>
- Conners-3: The normative sample includes 50 boys and 50 girls from each age with a racial/ethnic distribution that closely matches that of the U.S. population.
 - Available in Spanish and French.

50

SEB ASSESSMENT: TOOLS

- Depression and anxiety:
 - CDI, RCADS, Beck
- Projective tests:
 - Draw a person test, House Tree Person, Kinetic Family Drawing, sentence completion tests, Rorschach Inkblot test, Roberts Apperception Test
 - Advantage for use with CLD youth: minimal language requirements
 - Problems with reliability and validity: Interpretation can lead to over-identification of pathology if an examiner is unfamiliar with cultural differences.

51

SEB ASSESSMENT: TOOLS

- Autism instruments in Spanish:
 - Autism Diagnostic Observation Schedule, Second Edition, in Spanish
 - Autism Diagnostic Interview, Revised
 - Social Responsiveness Scale, Second Edition
 - Autism Spectrum Rating Scales
 - Gilliam Autism Rating Scale, Third Edition

52

SEB ASSESSMENT: TOOLS

- Considerations:
 - Language and literacy levels
 - Familiarity with tasks
 - Cultural factors that impact validity
- Use of rating scales with new immigrants and refugees is questionable because using interpreters to ensure parents understand the items changes the standardization.
 - That language may not have a word for the concept and the translation may not entirely capture the original intent of the item.

53

SEB ASSESSMENT: INTERPRETATION

- Martines (2008) stresses the importance of relying on multiple sources of data when assessing CLD students for ED, including reviewing educational history, conducting parent and teacher interviews, conducting one or more student interviews, and completing several classroom or school setting observations.
- Attention to differences between behavior at school and home.

54

SEB ASSESSMENT: INTERPRETATION

- Influence of culture (Important to recognize individual differences):
 - Value toward behavioral traits such as activity level, aggression, politeness, shyness.
 - Behaviors that may seem extreme to teachers may be viewed as normal to parents or the student.
 - Parents may attribute their children's difficulties to insufficient effort, inadequate schooling in new country, physical illness, or spiritual factors such as punishment for the actions of ancestors.
 - Parents and children from some cultures may describe anxiety and depression in physical terms such as problems with eating and sleeping or having stomachaches.

55

A NOTE ON USE OF INTERPRETERS

- Not all interpreters are created equally!
- Ethical guidelines:
 - Fluency in two languages
 - Training
 - Qualifications
 - Consent
 - Confidentiality
 - Limitations
 - Dual relationships
 - Test security



56

A NOTE ON USE OF INTERPRETERS

- What can you do to facilitate?
 - Find an interpreter through an agency
 - Brief in advance
 - Important procedures
 - Important terms/definitions
 - During the assessment/interview
 - Take the lead!
 - Speak directly to student/parent
 - Allow time for interpretation
 - Write down all responses
 - Ask clarifying questions
- Debrief
 - Discuss responses, unique vocabulary
 - Discuss cross-cultural issues
 - Any concerns
- Assess Outcomes
 - Judge usefulness of data
 - Determine how you will report results
 - Report the use of interpreter and to what extent

57

PUTTING IT ALL TOGETHER

- Have you conducted an assessment that is fair and unbiased?
- Have you considered ALL sources of data?
 - Always rely on MULTIPLE sources!
- Do you feel you have captured a good sampling of functioning?
- Have you sufficiently explained the functioning? Narrate the heck out of it!
- Are your recommendations data driven?

58

REPORT WRITING

- Narrate the heck out of it!
- Always include caveat about norms used:
 - "Julia was evaluated using... It should be noted, however, that this test is not normed for bilingual individuals. The results of the evaluation should be interpreted with this consideration in mind."
- Always describe ways in which standardization was broken and why.
- Decide whether to report scores or use information qualitatively. Be explicit as to why.

59

HOW TO WORK WITH YOUR BILINGUAL COUNTERPARTS

- When putting together a referral your bilingual counterparts will need lots of information from you!
- What can you think of to provide for them as part of the referral packet that's outside the norm for a non CLD/bilingual evaluation?



60

INFORMATION TO GATHER

- Home language survey
- Information regarding years in U.S. (as appropriate)
- Language Proficiency Assessment Committee (LPAC) information
 - Any language scores: Texas English Language Proficiency Assessment System (TELPAS)
 - Types of classes they have been in, and years
 - Bilingual
 - English with ESL support in class
 - English with pull-out ESL support
 - English only
 - ESL accommodations
- RTI information, including linguistic accommodations
- STAAR information, including language and linguistic accommodations
- Grades, benchmarks
- Teacher input regarding language

61

WHY DO WE NEED THIS INFORMATION?

- Home language survey:
 - Gives us information about first language learned
 - Exposure
 - Preferences
 - Gives us an idea about what to expect from their conversational skills

62

WHY DO WE NEED THIS INFORMATION?

- Information regarding years in U.S. (as appropriate):
 - Exposure
 - Educational history
 - Timeline regarding language acquisition
 - Helps with estimates of acculturation

63

WHY DO WE NEED THIS INFORMATION?

- Language Proficiency Assessment Committee (LPAC) information
 - Gives us information regarding their estimates of language proficiency in English
 - Types of classes they have been in, and language of instruction guide our assessment process
 - Knowing the types of accommodations they receive will be helpful in interpreting assessment results, testing the limits, as well as in making recommendations

64

WHY DO WE NEED THIS INFORMATION?

- RTI data and linguistic accommodations
 - This tells us what has been tried. What worked? What did not work?
 - Did they receive linguistic accommodations? What were they? Were they helpful?
 - Did they get referred because RTI did not help or because of language difficulties?

65

WHY DO WE NEED THIS INFORMATION?

- State exam results, grades, benchmarks
 - These give us information about how the child is performing compared to state and national norms, and compared to their peers
 - How are the linguistic accommodations impacting their performance on these measures?
 - Are they demonstrating educational need above and beyond what they need for linguistic difficulties?

66

WHY DO WE NEED THIS INFORMATION?

- Teacher input regarding language
 - Gives us an idea of how the child is performing in the classroom with regards to linguistic output
 - Can inform differences in academic and non-academic language
 - Can give information in comparison to peers

67

WHERE DOES THIS LEAVE US?

- How are you feeling about your practice?
- How are you feeling about your competencies?
- How do you feel about being part of a team working with bilingual evaluators?
- How do you feel about doing an evaluation for a language other than Spanish?
- On your own?

68

NEXT STEPS: WE DO THE BEST WE CAN!

- You are not alone!
- Ask for help!
- Consult with a colleague
- Do some research
- Reach out to experts and ask questions
- Continue to attend trainings
- Know that we are all a work in progress
- Be kind to yourself!



69

CONTACT ME:

Lucy Ramírez Mock, Ph. D.
 Licensed Psychologist, Licensed Specialist in School Psychology
 Senior Lecturer, Texas State University
lramirez@txstate.edu
 512.245.6281

70

REFERENCES

- Alvarado, C. G. (2011). Best Practices in the Special Education Evaluation of Students Who are Culturally and Linguistically Diverse. (Revised 2011).
- Bialystok, E., Luk, G., Peets, K. F., & Yang, S. (2010). Receptive vocabulary differences in monolingual and bilingual children. *Bilingualism: Language and Cognition*, 13 (4), 525-531.
- Blatchley, L. A., & Law, M. Y. (2010). Culturally Competent Assessment of English Language Learners for Special Education Services. *Communique Handout: May 2010*, Volume 38, Number 7.
- Carvalho, C., Dennison, A., & Estrella, I. (2014). Best Practices in the Assessment of English Language Learners. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology-VI*. Bethesda, MD: National Association of School Psychologists.
- Cormier, D.C., McGrew, K.S., & Ysseldyke, J.W. (2014). The Influence of Linguistic Demand and Cultural Loading on Cognitive Test Scores. *Journal of Psychoeducational Assessment*, Vol 32(7), 610-623.
- Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of Cross-Battery Assessment, Third Edition*. Hoboken, NJ: John Wiley & Sons.
- Grosjean, F. (1998). *Bilingual life and reality*. Cambridge, MA: Harvard University Press.

71

- Kranzler, J. H., Flores, & C. G., Coody, M. (2010). Examination of the Cross-Battery Approach for the Cognitive Assessment of Children and Youth From Diverse Linguistic and Cultural Backgrounds. *School Psychology Review*, 49(3), 431-446.
- Martinez, D. (2008). *Multicultural School Psychology Competencies: A Practical Guide*. Los Angeles: Sage Publications.
- National Association of School Psychologists. (2009). *Appropriate academic supports to meet the needs of all students*. Bethesda, MD: Author.
- National Association of School Psychologists. (2010). *Model for comprehensive and integrated school psychological services*. Bethesda, MD: Author.
- National Association of School Psychologists. (2015). *The provision of school psychological services to bilingual students* [Position statement]. Bethesda, MD: Author.
- Olvera, P., & Gomez-Cerrillo, L. (2011). A Bilingual (English & Spanish) Psychoeducational Assessment MODEL Grounded in Cattell-Horn Carroll (CHC) Theory: A Cross Battery Approach. *Contemporary School Psychology*, 15, 117-127.
- Rhodes, R. L., Ortiz, S. O., & Ochoa, S. H. (2005). *Assessing Culturally and Linguistically Diverse Students: A Practical Guide*. New York: The Guilford Press.

72

- Sue, D. W., & Sue, D. (1990). *Counseling the culturally different: Theory & practice* (2nd ed.). New York, NY: John Wiley.
- Sue, D. W., & Sue, D. (2013). *Counseling the culturally diverse: Theory & practice* (6th ed.). New York, NY: John Wiley.
- Vega, D., Lasser, J., & Affi, A. F. M. (2016). School Psychologists and the Assessment of Culturally and Linguistically Diverse Students. *Contemporary School Psychology, 20*, 218-229.
