

Ventura County
Special Education Local Plan Area
SELPA
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www.venturacountyselpa.com



Preschool English Language Survey

A tool for determining English Language Development (ELD) level in students who are potential English Learners (ELs)-
*to be used for initial intake for
Special Education eligibility only.*

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Adapted with permission from the
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INTRODUCTION AND PURPOSE

When a preschool-aged child is first referred for assessment for special education, a **Home Language Survey** must be administered as part of the assessment planning process. **If the parent(s) indicate a language other than English on any of the questions**, these procedures must be followed as part of the process of eligibility assessment.

Because students with disabilities may have delays in the areas of general language development and/or cognition, it is often difficult to establish the level of English language proficiency. Therefore, an analysis of proficiency in English as compared to proficiency in the primary language becomes very informative. The information from this survey will be used to determine whether the student is considered to be an **“English Learner”** or a **student with disabilities in language and/or cognition across languages**.

Students who are considered to be ELs will receive targeted instruction in English Language Development (ELD), including vocabulary, syntax, morphology, and pragmatics unique to the English language. Students who are considered to be delayed in any language will receive targeted instruction in general development of language and communication.

Preschoolers who are identified as ELs must have at least one ELD goal on their IEP from the Preschool goals bank. In addition, all other goals must be linguistically appropriate, which means that they are at the appropriate EL level. The EL levels are indicated in the goals bank.

Also, special consideration must be given to the language in which the goal is taught (English or primary language). For some students this may mean that they will be taught to follow directions, make simple requests or express needs first in their primary language, or, that instructions will be given in both English as well as the primary language, (or primary language only).

In addition, ELD activities must be included as a regular component of the daily curriculum. The activities may be infused into other curricular activities or taught separately to EL students. The California Department of Education *Preschool Learning Foundations*¹ contains a very helpful section on the fundamentals of English language development which may serve as a guideline for preschool teachers. In addition, the California Department of Education’s publication *Preschool English Learners – Principles and Practices to Promote Language, Literacy, and Learning*² is another useful resource.

This survey will assist in identifying whether or not a special education preschool child is an English Learner. Information from other assessments at intake may also be used to supplement this survey.

IMPORTANT NOTE:

This process is valid for preschool purposes only. Upon entry into kindergarten, students with a home language other than English on the Home Language Survey must be reassessed to measure English Language Proficiency using the CELDT or alternate assessment. The Ventura County SELPA has developed the *Ventura County Comprehensive Alternate Language Proficiency Survey*³ for Students with Moderate-Severe Disabilities (VCCALPS) for use with students who cannot be assessed using the CELDT.

¹ Preschool Learning Foundations, (Volume1), (2008), California Dept. of Education, Sacramento, CA.

² Preschool English Learners- Principles and Practices to Promote Language, Literacy and Learning, 2nd Edition, (2009) California Dept. of Education, Sacramento, CA.

³ Ventura County Comprehensive Alternate Language Proficiency Survey (VCALPS), Ventura County SELPA, (2011), Camarillo, CA.

**HOME LANGUAGE SURVEY
ENGLISH**

_____ Date

_____ School

_____ Teacher

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of student: _____
Last First Middle Grade Age

1. Which language did your son or daughter learn when he or she first began to talk? _____
2. What language does your son or daughter most frequently use at home? _____
3. What language do you use most frequently to speak to your son or daughter? _____
4. Name the language most often spoken by the adults at home: _____
5. Did you move because you or another family member works in agriculture? _____
6. In what year did your child first enroll in a U.S. school? _____

Signature of Parent or Guardian

**ESTUDIO DEL IDIOMA DEL HOGAR
ESPANOL**

_____ Fecha

_____ Escuela

_____ Maestro(a)

El Código de Educación de California requiere que las escuelas determinen el idioma que se habla en el hogar de cada estudiante. Esta información es esencial para que las escuelas puedan proporcionar instrucción.

Le pedimos su cooperación en ayudarnos a cumplir este requisito importante. Por favor conteste las siguientes preguntas y haga que su hijo o hija devuelva esta forma a su maestro. Gracias por su ayuda.

Nombre del estudiante: _____
Apellido Primero Segundo Grado Edad

7. ¿Cuándo su hijo(a) empezó a hablar cuál idioma aprendió primero? _____
8. ¿Cuál idioma usa principalmente su hijo(a) cuando conversa en la casa? _____
9. ¿Cuál idioma usa usted con más frecuencia cuando habla con su hijo(a)? _____
10. ¿Cuál idioma hablan los adultos con más frecuencia en la casa?: _____
11. ¿Se mudo porque usted o algún miembro de su familia trabaja en la agricultura? _____
12. ¿En que años inscribió a su niño(a) por primera vez en una escuela de los Estados Unidos? _____

Firma del padre o tutor

PROCESS

STEP ONE: Complete the Parent Interview

- Use an interpreter if necessary to assist the parent in responding to the questions.
- Proceed to Step Two if a language other than English is indicated on:
 - **three out of four** questions or
 - **a total of four or more** questions on the entire parent interview page.
- If neither of the above are met, the child is considered to be Initially Fluent Proficient (IFEP-Preschool) on the IEP.

STEP TWO: Administer the Screening Tool

- Administer first in English
- Administer in primary language if necessary as directed in the instructions.
- Check correct and incorrect responses and record totals.

STEP THREE: Determine Classification

1. Convene IEP team, **with input from English Learner program personnel.** (*May be done as an Addendum*).
2. Use Screening Tool Summary Sheet to determine Language Proficiency Classification.
3. Indicate language proficiency level at bottom of the Summary Sheet
4. Record proficiency level at the bottom of the IEP page titled: Strategies and Adaptations for Instruction and Assessment – Preschool Level.

STEP 1

Ventura County SELPA

PRESCHOOL ENGLISH LANGUAGE SURVEY (PELS)

PARENT INTERVIEW

Child's Name: _____ D.O.B.: _____

- 1) What language is used most frequently to communicate by/with **sibling(s)**? (*¿Qué idioma se habla con más frecuencia con el hermano(s)?*) _____
- 2) What language is used most frequently to communicate by/with **other children** while at play? (*¿Qué idioma se habla con más frecuencia con otros niños mientras juegan?*) _____
- 3) What is the language of the **television programs** your child most frequently enjoys? (*¿Cuál es el idioma de los programas de televisión que con más frecuencia disfruta su niño?*) _____
- 4) What is the language of the **stories** your child most frequently requests? (*¿Cuál es el idioma de los cuentos que su niño pide con más frecuencia?*) _____
- 5) (If your child uses any words at all) What language does he/she use most frequently to **express wants and needs**? (*¿Qué idioma usa su niño con más frecuencia para expresar lo que quiere y necesita?*) _____
- 6) (If your child uses any words at all) What language does your child most frequently use to **name familiar objects, foods, parts of body**? (*¿Qué idioma usa con más frecuencia su niño para nombrar objetos familiares, alimentos, partes del cuerpo?*) _____
- 7) Is there anything else you'd like to share about how your child communicates with you (e.g., signing; pointing, etc.). (*Hay otra cosa que le gustaría compartir en como su niño lleva una conversación con usted?*) _____

Reminder: Proceed to Step 2 if a language other than English is indicated on:

- **three out of the first four** questions; or
- **a total of four or more** questions on the entire parent interview page.
- **if responses to the questions are difficult to obtain due to child's disability or uncertainty on the part of the parent.**

STEP 2

Ventura County SELPA

PRESCHOOL ENGLISH LANGUAGE SURVEY (PELS)

SCREENING TOOL

Child's Name: _____ D.O.B.: _____
 Primary Language: _____

1. Begin by administering the following survey in **English**.
2. Circle the + sign if the child is able to perform the task. Circle the – sign if the child cannot.
3. Indicate totals at bottom of each column.
4. Administer in **primary language** if the child's performance in English results in:
 - **3 consecutive incorrect responses** in the **Receptive Language** section; or
 - **fewer than 10 out of 12 plusses** overall.
5. Transfer scores to the Screening Tool Summary Sheet (Step 3)

| RECEPTIVE LANGUAGE | | English | Primary Language |
|----------------------------|--|---------|------------------|
| 1 | Appears to attend and respond (turns head and/or makes eye contact) when called or addressed by familiar individual . | + - | + - |
| 2 | Correctly indicates (with eye gaze or pointing) three familiar objects or toys when asked, "Show me ___." | + - | + - |
| 3 | Correctly identifies, by pointing/touching or eye gaze at least 3 body parts (on self or another person) when asked "Show me ___." | + - | + - |
| 4 | Responds (with words, head nod, or any other appropriate way) when asked if he/she would like a particular food, drink or preferred item . (eg., "Want Juice?"; "Want more?"; "Want blanket?") | + - | + - |
| 5 | Demonstrates common actions when requested to do so (without someone modeling the action). (eg., "Look at me,."; "Come here,."; "Wave bye-bye.") | + - | + - |
| 6 | Follows simple one-step commands involving familiar objects when presented (eg., "Put the top on the jar."; "Give me the ___"). [if not physically able, indicates whether adult models action correctly] | + - | + - |
| Totals: | | | |
| EXPRESSIVE LANGUAGE | | English | Primary Language |
| 1 | Uses early expressions (eg., "Uh oh!" when milk or juice spills.; "ba ba" for blanket.) | + - | + - |
| 2 | Beginning to say first words clearly enough to be understood. (eg., "gih" for give; "dis" for this; "uhee" for cookie.) | + - | + - |
| 3 | Uses a few words to express needs, wants or interests . (eg. "Up."(to be picked up); "No", "Milk", "Ball", "Mama", Dada".) | + - | + - |
| 4 | Beginning to use two word utterances to express needs, wants, or interests . (eg., "More milk", "Big doggie", "Go bye-bye", "More please") | + - | + - |
| 5 | Starting to add articles before nouns . (eg., "A cat,."; " The cup,."; "My ball") | + - | + - |
| 6 | Uses three-word utterances to communicate. (eg., "I want Juice." "Daddy go store?" "Want more rice.") | + - | + - |
| Totals: | | | |

STEP 3

Ventura County SELPA
 PRESCHOOL ENGLISH LANGUAGE SURVEY (PELS)
 SCREENING TOOL SUMMARY SHEET

Child's Name _____ D.O.B _____ Date: _____

| English | | Primary Language | |
|--|---|--|---|
| Receptive (6 total) Total minuses _____ Did child receive 3 consecutive minuses? _____ | Expressive (6 total) Total minuses _____ | Receptive (6 total) Total minuses _____ Did child receive 3 consecutive minuses? _____ | Expressive (6 total) Total minuses _____ |

INITIALLY FULLY ENGLISH PROFICIENT

- If the child obtains at least **9 out of 12 plusses in English**, s/he is considered to be **Initially Fluent English Proficient (IFEP)** on the SCREENING TOOL. *(Regardless of level of development in primary language.)*
- If this applies, **STOP HERE**, skip to the bottom of the page and check **“IFEP-Preschool”**, if not, proceed to next step.

NOT INITIALLY FLUENT ENGLISH PROFICIENT

- If the child obtains either of the following on **either portion**:
 - **3 or more consecutive minuses in Receptive Language**, or
 - **5 or more total minuses between the Receptive and Expressive sections**,
 s/he is considered to be **“very limited”** in that language. Proceed to “Decision Making Points”

DECISION MAKING POINTS:

1. If the child is considered to be “very limited” in both English and the primary language, the assessment team must determine whether the child’s language development issues are due primarily to a language **“disability”**, or primarily to some other cultural, economic or developmental factors (e.g., lack of appropriate language models, etc.). If it is considered to be a disability rather than a language deficiency, the student will be considered to be “IFEP-Preschool.”

Note: It is possible for a child to be “very limited” in both languages and still not qualify as a child with a disability in the area of Speech/Language Impairment. See VCSELPA Speech/Language Guidelines, Chapter 10, for strategies in determining language “difference” vs. “language disability”.

2. If the child is not considered to be “very limited” in the primary language s/he is considered to be an English Learner (EL) at one of the following levels:
 - If the total plusses in English are **4 or less**, the child is considered to be an English Learner - Beginning Level.
 - If the total plusses in English are **between 5-6**, the child is considered to be an English Learner - Middle Level.
 - If the total plusses in English are **between 7-8**, the child is considered to be an English Learner - EL Later Level.

THE CHILD’S LANGUAGE PROFICIENCY APPEARS TO BE:

IFEP – Preschool EL – Beginning EL – Middle EL – Later

REMINDER: This is valid for preschool purposes only; students with a home language other than English will need to be assessed to measure English Language Proficiency using the CELDT or other state-approved alternate assessment, upon entry into Kindergarten.