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Bilingual special education: A comparison of the perceptions between bilingual and special education directors

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BILINGUAL SPECIAL EDUCATION:
A COMPARISON OF THE PERCEPTIONS BETWEEN
BILINGUAL EDUCATION AND SPECIAL EDUCATION DIRECTORS

A Thesis

by

SARITA GARCIA

Submitted in partial fulfillment
of the requirements for the degree of
MASTER OF ARTS

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May 1996

Major Subject: School Psychology


BILINGUAL SPECIAL EDUCATION:
A COMPARISON OF THE PERCEPTIONS BETWEEN
BILINGUAL AND SPECIAL EDUCATION DIRECTORS

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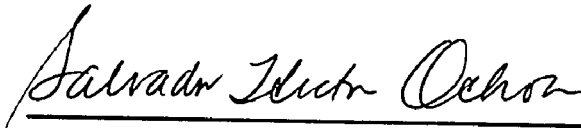
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ABSTRACT

BILINGUAL SPECIAL EDUCATION: A COMPARISON OF THE PERCEPTIONS BETWEEN BILINGUAL EDUCATION AND SPECIAL EDUCATION DIRECTORS

Sarita Garcia

This study was conducted through a survey instrument. The quantitative aspect examined the question: Is there a significant difference in the mean scores between the directors' perceptions with respect to the need for: (a) bilingual special education (BSE) programs in the public schools; (b) training programs for teachers who serve students with limited-English proficiency and disabilities; (c) formal BSE certification; and (d) universities to offer BSE training? Positive and negative BSE attributes including suggestions comprised the qualitative dimension. The sample consisted of 40 bilingual education directors and 27 special education directors from the Lower Rio Grande Valley of South Texas and selected school districts along the Texas-Mexico border. The response rate was 49.6%. The findings are discussed in regards to (a) the existing literature, (b) implications for both special and bilingual education in serving limited-English proficient (LEP) exceptional students, and (c) recommendations for further BSE research.

DEDICATION

TO

My loving, supportive friends and family, especially my mother, Maria de Jesus; the memory of my oldest brother, Juan "Chico"; and last but not least, God the Father, Son, and Holy Spirit for whom made this all possible.

ACKNOWLEDGMENTS

I am greatly thankful to the members of my committee, Dr. Mary R. Valerio, Dr. Salvador Hector Ochoa, and Dr. Jo Ann Mitchell Burns for their expertise and guidance in this project; it was indeed a privilege to work with such fine professionals. I am definitely indebted to Dr. Valerio for chairing my thesis; all her time and contributions will always be appreciated! I would like to thank Dr. Ochoa for assisting me on my thesis topic, as well as giving me the encouragement to conduct the actual study. In addition, I would like to thank Dr. Burns for her constant and immeasurable advice and support.

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Finally, I wish to extend my sincere gratitude to all the bilingual and special education directors who did take time out of their busy schedule to participate in my study; without them, this study would not have become a reality.

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CHAPTER I

INTRODUCTION

General Statement of the Problem

A growing body of research has indicated that "[h]andicapped children who are also limited-English proficient (LEP) have generally not been served adequately in the schools" (Bernal, 1983, p. 424) which "highlights the need for the nondiscriminatory assessment practices mandated by P.L. [Public Law] 94-142 [The Education for All Handicapped Children Act of 1975]" (McCormick, 1990, p. 56). Thus, McCormick (1990) cited the legislation that requires state and local education agencies to ensure that:

1. assessment procedures are selected and administered in a manner that is not racially or culturally discriminatory;
2. tests have been validated for the specific purpose for which they are used and are administered by trained personnel in the child's native language or other mode of communication;
3. assessment procedures are administered by a multidisciplinary team; and
4. no single test or procedure is used as the sole criterion for determining placement. (pp. 56-57)

In addition, within the state of Texas, the Texas Education Code § 21.455 states that "the school district may not refuse instruction in a language other than English to a student solely because the student has a handicapping condition" (Texas Education Agency, 1991). However, in spite of state codes, "the progress and innovations ushered in by P. L. 94-142 have not been extended to linguistic minorities, particularly, Hispanic children" (Figueroa, Fradd, & Correa, 1989, p. 174).

Given the lack of progress in this area, research is needed to ascertain why this is the case. Perceptions of directors of school programs who serve culturally and linguistically diverse pupils need to be investigated, given the influence they have on the delivery of services within their districts. Thus, the purpose of this study was to compare the current perceptions of bilingual education directors with those of special education directors toward bilingual special education (BSE) in the Lower Rio Grande Valley of South Texas and selected school districts along the Texas-Mexico border. If the perceptions of these professionals can be determined, then schools throughout Texas can adapt to meet the needs of limited-English proficient (LEP) exceptional children.

Research Question

The study had two dimensions: a qualitative one and a quantitative one. Qualitative data was collected by the use of open-ended questions on a survey instrument. The quantitative data was comprised of Likert responses that were coded and entered into a computer-based statistical program called the SAS System (Schlotzhauer & Littell, 1987). The entered data was analyzed using statistics including frequencies, percentages, means, and standard deviations, as well as independent t-tests. The quantitative dimension addressed the research question pertaining to the critical item means which is as followed: Is there a significant difference in the mean scores between bilingual education directors and special education directors' perceptions with respect to the need for: (a) BSE programs in the public schools; (b) training programs for teachers who serve students with LEP and disabilities; (c) formal BSE certification; and (d) universities to offer BSE training? The qualitative dimension of this study addressed what were perceived as being the positive and negative attributes of BSE, as well as suggestions from both bilingual education directors and special education directors for enhancing the education of LEP exceptional students within their schools.

Significance of the Study

This research will focus on the perceptions of bilingual and special education directors toward BSE. In addition, it will address the perceived effectiveness of a BSE program for public school teachers, staff, administrators, and support personnel. Results of this study could provide information for school administrators, school boards, and state agencies about the growing concerns related to both bilingual education and special education. Furthermore, this study could also be used to improve the perceptions of school staff personnel who are perplexed by the need for BSE. It is understood that as this study progresses, new approaches and ideas will be discovered. Through the review of the literature, implications regarding guidelines will be discussed for implementation of any BSE program.

CHAPTER II
REVIEW OF LITERATURE

Introduction

Bilingual special education (BSE) targets the education of cultural/linguistic diverse special populations; therefore, this necessitates examining literature in bilingual education, special education, and BSE. Our nation's schools are being challenged by the increasing numbers of students with both limited-English proficiency and disabilities who will require the services of teachers skilled in bilingual and special education methodology (Baca & Amato, 1989; Salend & Fradd, 1985). With this need identified, training of educators to teach bilingual exceptional children and the development of appropriate methods and materials is indeed a logical next step (Rodriguez, 1988).

Bilingual Education

Definition

[Bilingual education is] . . . the use of two languages, one of which is English, as mediums of instruction for the same pupil population in a well-organized program which encompasses all or part of the curriculum and includes the study of the history and culture associated with the mother tongue. A complete

program develops and maintains the children's self-esteem and a legitimate pride in both cultures. (U.S. Office of Education, 1971 as cited in Ovando & Collier, 1985, p. 2)

History

Settlement across the country by different groups with varied language and national backgrounds was evident during the eighteenth and nineteenth centuries. Thus, immigration patterns necessitated successful coexistence of these varied linguistic and cultural groups (Ovando & Collier, 1985).

During the nineteenth century, courses in languages other than English, as foreign-language classes and content-area instruction, were offered by many public and private schools. The influence of European nationalism in the United States, however, was exerted toward the end of the 1800's. This influence resulted in an assimilation of all immigrants into one cultural and linguistic mold.

Thus schools were charged with the task of "Americanizing" all immigrants, and many state laws were passed calling for English-only instruction. This push for English-dominant cultural and linguistic homogeneity became established as a pattern within schools during the first half of the twentieth century. (Ovando & Collier, 1985, p. 24)

By the late 1930's and prior to the Second World War, there was a dramatic change in attitudes toward the lack of foreign-language skills in the United States due to all-English instruction. "Eventually, as the cold war mentality increased the need for the United States to compete for international status and power, the National Defense Education Act (NDEA) of 1958 provided federal money for the expansion of foreign-language teaching" (Ovando & Collier, 1985, p. 24). The prevalence of the two conflicting philosophies in United States policy, which are still apparent today, were not resolved through the passage of NDEA.

On the one hand, the federal government ha[d] recognized the need to develop and support foreign-language instruction for the sake of improved international relations and for national security purposes. On the other hand, a natural resource which new immigrants [brought] to this country [was] lost as U.S. schools encourage[d] the loss of native languages of linguistic minorities through insistence on English instruction exclusively. (Ovando & Collier, 1985, p. 25)

A small but significant policy change for linguistic minorities became apparent when Congress passed the first legislation for bilingual education under Title VII of the

Elementary and Secondary Education Act of 1968 (P. L. 90-247). "The Bilingual Education Act of 1968 represented the first national acknowledgment of special educational needs of children of limited English proficiency" (Ovando & Collier, 1985, p. 26).

Starting from a humble beginning of \$7.5 million appropriated for Fiscal Year (FY) 1969, with seventy-six basic projects funded under Title VII, the Bilingual Education Act was reauthorized in 1974 and 1978, with appropriations increased each year until FY 1980, when \$166.9 million was spent and 564 basic projects were funded. (Ovando & Collier, 1985, pp. 26-27)

Leibowitz (1980) stated that the three purposes of the Bilingual Education Act of 1968 were to "(1) increase English-language skills, (2) maintain and perhaps increase mother-tongue skills, and (3) support the cultural heritage of the student" (p. 24).

During the decade of the 1970's, there was an increasing array of court decisions which had a major influence on implementing bilingual education. The landmark United States Supreme Court decision, Lau v. Nichols (1974), has been widely cited as having the most significant influence on implementing bilingual education nationally. The preservation and promotion of English "as one of the key

elements in the formation of U.S. national identity" (Teitelbaum & Hiller, 1975 as cited in Ovando & Collier, 1985, p. 34) was the main concern of the few court decisions from 1900 to 1944 which issued language policy related rulings. However, there was a unanimous ruling by the Supreme Court justices, on the grounds of the Civic Rights Act of 1964, three decades later, in Lau v. Nichols that an equal educational opportunity was not being provided to 1800 Chinese students in San Francisco when compared with their English-speaking peers:

There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. (Lau v. Nichols, 1974)

It was further stipulated by the Court that in order to provide equal educational opportunities, special language programs were indeed a necessity. Although bilingual education was not expressly endorsed by the Lau decision per se, it did however, "legitimized and gave impetus to the movement for equal educational opportunity for students who do not speak English" (Teitelbaum & Hiller, 1977, p. 139). Furthermore,

Lau raised the nation's consciousness of the need for bilingual education, encouraged additional federal

legislation, energized federal enforcement efforts, led to federal funding of nine regional "general assistance Lau centers," aided the passage of state laws mandating bilingual education, and spawned more lawsuits.

(Teitelbaum & Hiller, 1977, p. 139)

Although, "[b]ilingual [e]ducation is defined as the use of two languages as media of instruction" (Baca & Cervantes, 1989, p. 31), there are different ways in which bilingual programs may be designed as well as implemented. The design of the programs are determined by the critical factors which include the needs of the student, the staff's linguistic ability and the program philosophy. Several authors suggest that a program model should not be established until all of these areas are carefully assessed by the school administrator.

Bilingual programs can be classified into the following categories explained Fishman and Lovas (1970, p. 251):

Type I Transitional Bilingualism

The native language is used only until the children adjust to school and are able to participate in academic subjects in the second language.

Type II Monoliterate Bilingualism

Programs of this nature have as a goal the development of oral language in the native language and the second language, but reading is taught only in the

second language. Programs of this type represent an intermediate step between language shift and language maintenance

Type III Partial Bilingualism

These programs have as an objective fluency and literacy in both languages, but literacy in the national language is limited to some content areas, preferably those that have direct relation to the culture of the linguistic group.

Type IV Full Bilingualism

In programs in which full bilingualism is the main goal, students are taught all skills in both languages in all domains.

The program philosophy which was agreed upon by the school's curriculum committee is what these four models are primarily based upon. Five similar models were described by Gonzales (1975, p. 5) which include:

Type A ESL/Bilingual (Transitional)

Strictly remedial/compensatory orientation.

Type B Bilingual Maintenance

Student's fluency in another language is seen as an asset to be maintained and developed.

Type C Bilingual/Bicultural (Maintenance)

Similar to Type B, but it also integrates history and culture of the target group as an integral part of

curricular content and methodology.

Type D Bilingual/Bicultural (Restorationist)

A strong attempt is made to restore to children the option of learning the language and culture of their ancestors that may have been lost in the process of assimilation.

Type E Culturally Pluralistic

Students are not limited to a particular target group. Rather, all students are involved in linguistically and culturally pluralistic schooling.

The primary determinants of these models are the philosophy and goals of bilingual education which were adopted by the school district. One of the following language scheduling models will then be chosen once the school district has adopted a particular philosophical position toward bilingual education as was explained by Baca and Cervantes (1989, p. 31):

Alternative day plan. One language is used one day and the other is used the next day as deemed appropriate by the instructional staff.

Half day plan. The home language is used for instruction during one part of the day and English for the other part of the day (similar to the alternate day plan).

Mixed. Some subjects are taught in one language while other subjects are taught in the second language. In some programs the same lessons are repeated in both languages.

Bilingual support. This model is used in situations in which there are too few limited English-speaking (LES) and non-English-speaking (NES) students in one language background for the school to provide a full bilingual program; in such programs, resource materials and people (teachers, aides, and tutors) who speak the language are identified and placed on call to assist the student in or out of the classroom through tutoring in subject areas and to help teach the student skills (such as reading, writing, and computation) in the home language; meanwhile the student participates in regular English medium instruction with monolingual children.

A comprehensive needs assessment of the students who will participate in the program must be addressed before the Bilingual Education Program is to be designed. Focus on first and second language proficiency, as well as academic and affective needs by the needs assessment is indeed critical. Both the linguistically and nonlinguistically different students who desire to participate in the program should be provided this information. Baca and Cervantes further explained that an appropriate dual language

instruction schedule must be reviewed and selected once the students' needs are known to the school district.

Special Education

Definition

According to the Federal Register (Department of Health, Education, and Welfare, 1977) under P. L. 94-142, Code § 121a.14(a) (1):

the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions (p. 42480).

History

"There have always been exceptional children, but there have not always been special educational services to address their needs" (Hallahan & Kauffman, 1994, p. 25). Children with sensory impairments, such as the blind and the deaf were taught with effective procedures which were devised during the closing years of the eighteenth century which followed the American and French revolutions. The very first systematic attempts which were made for the education of "idiotic" and "insane" children, called mentally retarded and emotionally disturbed today, were done early in the nineteenth century. Protection was the most society had

offered exceptional children in the prerevolutionary era. There was a change in attitude, however, "as the ideas of democracy, individual freedom, and egalitarianism swept America and France" (Hallahan & Kauffman, 1994, pp. 25-26). There was an need for these individuals to become independent, productive citizens by being taught the skills to allow them to do so as the political reformers and the education and medicine leaders started to "champion the cause of the handicapped" (p. 26) which was explained by the same authors.

In the early 1800's, the historical roots of special education were found. "Contemporary educational methods for exceptional children can be traced directly to techniques pioneered during that era" (Hallahan & Kauffman, 1994, p. 26).

In France, Germany, and England, a number of special schools were established for deaf or blind persons during the last half of the eighteenth century. Similar schools followed in the early 1800's for persons with mental retardation as well. Some of these schools which served persons living with relatives were "day school" institutions. These schools, however, eventually evolved into residential facilities (Gearheart, Mullen, & Gearheart, 1993). European programs were models for these kinds of programs in the United States. Identification and treatment

was being received by many persons who were blind, deaf, mentally retarded, or mentally ill in residential settings by the end of the nineteenth century. The same authors disclosed that "[b]y the turn of the century, programs in the United States had for the most part caught up with their counterparts in Europe with respect to both classification procedures and treatment programs" (p. 7).

The first special educators had ideas that were indeed revolutionary for their times. These revolutionary ideas of Gaspard (1775-1838), Seguin (1812-1880) and their successors "form[ed] the foundations for present-day special education" as explained by Hallahan and Kauffman (1994) which included:

Individualized instruction, in which the child's characteristics rather than prescribed academic content provide the basis for teaching techniques.

A carefully sequenced series of educational tasks, beginning with tasks the child can perform and gradually leading to more complex learning.

Emphasis on stimulation and awakening of the child's senses, the aim being to make the child more aware of and responsive to educational stimuli.

Meticulous arrangement of the child's environment, so that the structure of the environment and the child's experience of it lead naturally to learning.

Immediate reward for correct performance, providing reinforcement for desirable behavior.

Tutoring in functional skills, the desire being to make the child as self-sufficient and productive as possible in everyday life.

Belief that every child should be educated to the greatest extent possible, the assumption being that every child can improve to some degree. (pp.26-27)

Special education was not developed in isolation from other disciplines nor did it suddenly spring up as a new discipline of its own. The fields of psychology and sociology emerged in the early years of the twentieth century, especially with the widespread use of mental tests which had great implications for the growth of special education. A growing realization among teachers and school administrators was that "something beyond the ordinary classroom experience" (Hallahan & Kauffman, 1994, p. 28) must be provided for a large number of students which became apparent as the education profession itself matured and the laws on compulsory school attendance laws became enacted.

Contemporary special education is a professional field with roots in several academic disciplines--especially medicine, psychology, sociology, and social work--in addition to professional education. It is a discipline sufficiently different from the mainstream

of professional education to require special training programs but sufficiently like the mainstream to maintain a primary concern for schools and teaching. (Hallahan & Kauffman, 1994, p. 28)

Over the years, much of the progress in special education has been primarily achieved by the collective efforts of professionals and parents. National parents' organizations in the United States, however, have only existed since 1950.

Medical associations, which were founded in the 1800's, were the earliest professional organizations which had some bearing on the education of children with disabilities. "Though there were earlier, informal groups, the first national parent group organized on behalf of children with disabilities was the National Society for Crippled Children founded in 1921" (Gearheart, Mullen, & Gearheart, p. 19). These groups eventually moved toward educational concerns since they primarily emphasized physical and medical needs. The Council of Exceptional Children (CEC) and its many divisions have provided educators a professional association which is devoted to special education. "Today CEC has a national membership of over 50,000 including about 10,000 students" (Hallahan & Kauffman, 1994, p. 28). State CEC organizations and hundreds of local chapters are in existence. The various divisions of CEC have been organized

to meet the interests, as well as needs of members who are specialized in a particular area. Therefore, CEC is the "only professional group to have some basis for claiming to represent all aspects of special education" (Gearheart, Mullen, & Gearheart, 1993, pp. 20-21).

According to Hallahan and Kauffman (1994), three essential functions which parents' organizations have typically served include: "(1) providing an informal group for parents who understand one another's problems and needs and help one another deal with anxieties and frustrations; (2) providing information regarding services and potential resources; and (3) providing the structure for obtaining needed services for their children" (p. 28).

The ARC (formerly the Association for Retarded Citizens), the National Association for Gifted Children, the Learning Disabilities Association, the Autism Society of America, and the Federation of Families for Children's Mental Health are some of the organizations that resulted primarily from parents' efforts. Gearheart, Mullen, & Gearheart (1993) noted that the National Association for Retarded Children (NARC) and the United Cerebral Palsy Association (UCP) were "the two parent groups that appear to have had the major impact on early federal legislation for students with disabilities" (p. 19).

The history of special education is highlighted by the

major role that laws have played. "In fact, much of the progress in meeting the educational needs of children and youths with disabilities is attributable to laws requiring states and localities to include students with special needs in the public educational system" (Hallahan & Kauffman, 1994, p. 29). A culmination of decades of legislative history is represented by recent legislation which will be discussed.

The Education for All Handicapped Children Act, also commonly known as P. L. 94-142, was a federal law passed in 1975 which was amended by Individuals with Disabilities Education Act (IDEA). IDEA and the Americans with Disabilities Act (ADA) were two landmark federal laws which were passed in 1990.

IDEA ensures that all children and youths with disabilities have the right to a free, appropriate public education. ADA ensures the right of individuals with disabilities to nondiscriminatory treatment in other aspects of their lives; it provides protections of civil rights in the specific areas of employment, transportation, public accommodations, state, and local government, and telecommunications. (Hallahan & Kauffman, 1994, p. 29)

"[A] free, appropriate public education for every child or youth between the ages of three and twenty-one regardless

of the nature or severity of the disability he or she may have" (Hallahan & Kauffman, 1994, p. 29) is now mandated by IDEA (sometimes cited as P. L. 101-476) and P. L. 99-457, another federal law focusing on intervention in early childhood. Incentives for states to develop early intervention programs for infants with known disabilities and those considered to be at risk is also provided by P. L. 99-457. The identification of all children and youths with disabilities, as well as the special education and related services they may need, are provisions these laws require of public school systems.

IDEA altered P. L. 94-142 in several ways which were significant, three of which are of great importance, including the following as Hallahan and Kauffman (1994) explained:

First, the language of the law was altered. "Children became "individuals," reflecting the fact that some of the students involved are young adults, not children. The terminology "handicapped" was changed to "with disabilities," acknowledging the difference between limitations imposed by society (handicaps) and inability to do certain things (disabilities). Use of the phrase "with disabilities" also signifies that we think of the person first; the disabling condition is only one characteristic of an individual, who has many

other characteristics as well.

Second, special emphasis was placed on transition. PL 94-142 requires an individualized educational program for every child with a disability; IDEA requires that every older student with a disability (usually beginning at age 14 or 16) have an individualized plan for making the transition to work or further education following high school.

Third, two additional categories of disability were recognized as distinct entities--autism and traumatic brain injury. These categories had previously been subsumed under other categories. (pp. 29-30)

During the past century, there has been much progress made in special education. It is no longer an exception or experiment, but rather an "expected part of American public education" (Hallahan & Kauffman, 1994, p. 43). More involvement by parents of students with disabilities in their children's education is now apparent. In part, laws requiring appropriate education and other services for individuals with disabilities have made this progress become apparent.

Legislation contained elements of least restrictive environment (LRE). Mainstreaming describes the process of reintroducing exceptional children into regular schools and classes (Heward & Orlansky, 1992). There has been a lot of

controversy, however, regarding this so-called mainstreaming in our public school system resulting from many misconceptions. Heward and Orlansky also explained that some people view mainstreaming as placing all exceptional children in regular classrooms with no additional supportive services, while others believe that mainstreaming can mean complete segregation of handicapped children, as long as there is interaction with nonhandicapped peers in a few school activities. The placement of exceptional children in regular classes has been supported and many times resisted by parents. The word mainstreaming, interestingly, does not appear in P. L. 94-142 provisions for placement in the least restrictive appropriate educational setting (Heward & Orlansky, 1992). In addition, P. L. 94-142 specifically mandated the cooperation of regular and special educators in providing equal educational opportunities to exceptional students.

A more current term is inclusion which calls for the placement of all students in regular public school programs (Schulz & Carpenter, 1995). Several inclusion programs have been proposed: limited: majority of content area instruction conducted in special programs; moderate: less content area instruction conducted in pull-out programs; and full: all content area instruction in general education.

Bilingual Special Education

Definition

"Bilingual special education [BSE] is a new discipline that has emerged because of the problems faced by linguistic minorities with the conduct of special education [which] ... has become a discipline in its own right." (Figueroa, Fradd, & Correa, 1989, p. 174). Furthermore, BSE was defined by Baca and Cervantes (1989) as "the use of the home language and the home culture along with English in an individually designed program of special instruction for the student" (p. 18). The child's language and culture are considered in BSE as foundations upon which an education which is appropriate for the child may be built.

History

The BSE field which is emerging rapidly can be divided into three periods. The awareness phase, from 1970 to 1975, was the first period, in which, "a great deal of energy went into raising the issues and calling attention to the need for the program" (Baca & Amato, 1989, p. 168). The second period can be called the program development phase which was from 1975 to 1985; during this period, "the emphasis was on nonbiased assessment in the native language of the student" (Baca & Amato, 1989, p. 168). The same authors, however, point out that "during the latter part of the second period, the emphasis began to shift to the

provision of appropriate bilingual services to students with limited English proficiency as well as disabilities" (p. 168) and specific programs to meet their needs were developed. Consequently, teacher training in BSE began receiving significant attention during this period and into the third which was referred to as the program refinement and institutionalization phase from 1985 to 1989 (Baca & Amato, 1989).

Teacher Competencies

Prior to discussing training programs in this area, competencies necessary for bilingual special educators must be addressed. Baca and Amato (1989) listed the following competencies which seem to be the most important according to prevalent opinion:

1. the desire to work with the CLDE [culturally and linguistically different exceptional] student;
2. the ability to work effectively with parents of CLDE students;
3. the ability to develop appropriate IEP's [individual educational plans] for the CLDE student;
4. knowledge and sensitivity toward the language culture of the group to be served;
5. the ability to teach ESL [English as a second language] to CLDE students;

6. the ability to conduct nonbiased assessment with CLDE students; and

7. the ability to use appropriate methods and materials when working with CLDE students. (p. 169)

Furthermore, Bergin and ACCESS, the Association of Cross-Cultural Education and Social Studies (as cited in Salend & Fradd, 1985) also stated similar competencies which relate to:

assessment, nature and needs of handicapping conditions, classroom management, counseling, working with parents, advocacy, research, legislation, instructional strategies, speech and language development, multi-cultural awareness, and language proficiency. (p. 201)

Consequently, Baca and Amato (1989) stressed the importance of careful student recruitment and strong training programs if these competencies are to be achieved.

Development of Certification/Training Programs

Several authors (Fuchigami, 1980; Baca, 1984; Salend & Fradd, 1985; Valero-Figueira, 1986; Rodriguez, 1988; Baca & Amato, 1989; Baca & Cervantes, 1989; Collier, 1989; Fradd & Correa, 1989) have emphasized the crucial importance of BSE teacher training since an "estimated 948,000 students with both limited English proficiency and disabilities" (Baca & Amato, 1989, p. 170) exist. This population would,

therefore, require appropriate educational programming provided by appropriately trained personnel (Salend and Fradd, 1985). Unfortunately, there is a shortage of such trained qualified personnel to meet these students' needs.

Collier (1989) discussed the fact that BSE teacher training requires more than just "borrowing" courses from bilingual education and special education, referred to as the BSE interface. Collier posited the need for a diligently planned "convergence" of bilingual education and special education in order to form an exclusive body of knowledge (Collier, 1985). Bernal (1983) suggested that general education, bilingual education, and special education must all interact in order to serve bilingual exceptional children.

A survey of the 50 states and the District of Columbia was conducted concerning their certification and training programs for BSE (Salend & Fradd, 1985). Thus, the results of this survey are listed below:

1. while all of the respondents reported having special education certification and 22 of the respondents reported having bilingual certification, only one state, California, reported having established a formal certification for bilingual special education;
2. only New Mexico has a bilingual component in its special education certification requirements;

3. [t]hirteen states require an oral and written language proficiency in English for bilingual certification, while 12 states have requirements of oral and written language proficiency in the non-English language within their bilingual education certification programs; and

4. [f]ormal training in bilingual special education at institutions of higher education is available in 16 states, while 26 states reported having offered inservice training programs on bilingual special education. (p. 199)

Salend and Fradd (1985) found that the development and implementation of teacher certification requirements and training programs is needed by those states that are providing LEP disabled students educational services. Other states are in the process of developing teacher certification requirements for BSE.

Certification. It is crucial for states to begin identifying certification requirements for those personnel who serve LEP exceptional students. Demonstrated competence in both special education and bilingual education as well as proficiency in more than one language should be implemented into certification requirements (Salend & Fradd, 1985). Changes in certification requirements for bilingual special education "may combine existing special education and

bilingual education requirements" (Salend & Fradd, 1985, p. 201) as well as the demonstration of language proficiency through the applicant's passing comprehensive tests of English and the non-English language.

Training Programs. A competency-based approach for preparing teachers should be used in BSE teacher training programs according to Salend and Fradd (1985). Valero-Figueira (1986) revealed a continuing lack of training programs available for BSE teachers. Currently, there are three prevalent models of bilingual/multicultural teacher training programs being used, as explained by Baca and Amato (1989) which include:

1. [t]raditional special education programs, with efforts directly toward the recruitment of minority and bilingual students;
2. [i]nfusion programs, which were traditional programs with bilingual special education curriculum infused to varying degrees into existing courses; and
3. [n]ew programs, specifically designed to train bilingual special education teachers. These programs had developed new courses and field experiences specifically for bilingual special education. (p. 169)

These program descriptions stem from a study conducted by the University of Colorado's Multilingual Special Education Project (MUSEP) in 1982 that collected data from various

universities in the western United States which provided preparation for bilingual/multi-cultural special education teachers (Valero-Figueira, 1986).

Baca and Amato (1989) pointed out that during the ten-year history of BSE teacher training, "most of the emphasis has been on getting the program established" (p. 170). Consequently, the question regarding the number of BSE program graduates was raised. Through Baca and Amato (1989), it was revealed that the MUSEP study reported 60 BSE graduate students in 1981 and 218 BSE graduate students in 1987.

A fourth model of personnel preparation has been proposed by George Mason University (Valero-Figueira, 1986). Features of the models described by Baca (1984) were incorporated into this model which trained two kinds of professionals. The features, explained by Valero-Figueira (1986) are as follows:

1. special education teachers who are conversant with the issues of bilingual special education and thus in a position to better adapt some of their special education skills in such a way as to attend, at least minimally, to the special needs of their bilingual exceptional pupils; and
2. bilingual special education teachers knowledgeable about language development and second-language

acquisition, cultural variances, and their impact on handicapping conditions, alternative assessment processes, first and second-language teaching, and related content. (p. 84)

In addition to the George Mason University program, another BSE teacher training program model was also developed at California State University in Fresno. It included "a summer intensive training program for teacher trainees to gain skills in assessing and instructing Spanish-speaking learning- handicapped children and in working with their parents" (Chavez, 1989, p. 127). While most of these programs address Spanish-speaking populations, San Jose State University (SJSU) has the only BSE program that addresses more than one language group.

Exemplary Programs

Schools in California including Southwest High School in the Sweetwater Union High School District, and the Paramount Elementary School, in the Azusa United School District were two of six BSE programs which were selected as exemplary demonstration sites to serve as models for other districts (Cegelka, MacDonald, & Gaeta, 1987). Selection was based primarily on the extent to which the programs exemplified "promising practices" delineated by an earlier state-sponsored study. The programs in Southwest High School and Paramount Elementary School exemplified all seven

"promising practices," explained Cegelka, MacDonald, and Gaeta (1987), which consisted of:

1. administrative interface between bilingual education and special education;
 2. appropriate staffing and systematic staff development;
 3. cultural sensitivity and relevancy in all aspects of program design and delivery;
 4. attention to both primary languages development and second language acquisition;
 5. appropriate assessment for determining program eligibility and for instructional planning;
 6. appropriate educational placement and programming;
- and
7. meaningful parent participation and community involvement. (p. 48)

Furthermore, the same authors stated that:

The fact that the number of LEP students represented in these programs is proportional to their numbers in the total school population is indicative of the viability of this model. [Unfortunately] these are only promising practices, for which no database has yet been established. A systematic investigation [therefore] is required to establish a convincing and coherent database for delivery of special education to bilingual

handicapped students. (p.50)

Goal

Plata and Santos (1981) reported the goal of BSE as being:

to meet the academic, sociocultural, and psychological needs of non-English speaking handicapped pupils who cannot meet performance standards normally expected of a comparable group of English-speaking handicapped pupils. (p. 98)

Plata and Santos (1981) suggested that strategies to initiate and develop BSE to meet the needs of the perceived effects of these students' language differences, coupled with one more handicapping conditions, continues to be one of the educational challenges facing educators.

Consequently, in 1991, the BUENO Center for Multicultural Education developed modules for BSE with its primary goal of providing a resource base of information and strategies for staff developers, teacher trainers of regular classroom teachers, special educators, bilingual/ESL specialists, and other education personnel who wishes to improve their identification and service to culturally and linguistically diverse pupils (Baca, Collier, & Jacobs, 1991).

Discussion

Salend and Fradd (1985) acknowledged that "[s]teps toward the development of certification and training

programs are needed to insure that LEP handicapped students receive an adequate and appropriate education delivered by competent personnel" (p. 201). Consequently, institutions of higher education that prepare teachers/educators must assume their responsibility and seek to produce the professionals needed (Valero-Figueira, 1986). For culturally and linguistically diverse exceptional children with mild handicapping conditions, the risk of educational failure and the consequences that prevent them from becoming participants within the mainstream of society is greatly increased (Fradd & Correa, 1989). Therefore, the challenge continues to exist with more support from bilingual education and special education needed for the development of BSE programs.

A review of the studies of administrators on BSE evidenced a dearth of information. One study indicated that "the administrative group's perceived inservice needs were significantly different from those of both the special educators and the bilingual/ESL teachers ... administrators saw less need for inservice training than did the other two groups" (Miramontes, Baca, & Rowch, 1988, p. 120). Due to the previously noted dearth of studies regarding perceptions toward BSE, there was limited literature to be reviewed in this particular area; therefore, this study was conducted to add to the existing body of knowlege.

CHAPTER III

METHODOLOGY

The quantitative aspect of the study examined the question: Is there a significant difference in the mean scores between bilingual education directors and special education directors' perceptions with respect to the need for: (a) BSE programs in the public schools; (b) training programs for teachers who serve students with limited-English proficiency and disabilities; (c) formal BSE certification; and (d) universities to offer BSE training? The qualitative aspect of the study was concerned with positive and negative aspects of BSE, as well as recommendations from these administrators.

Sample

The sample for the survey were selected by the researcher using the local regional service center listings of local educational agencies (LEAs). The sample was comprised of 135 participants, 86 bilingual education directors and 49 special education directors from 56 LEAs in the Lower Rio Grande Valley of South Texas, as well as other school districts along the Texas-Mexico border. Of these 135 directors, 67 (49.5%) completed and returned the survey; 40 respondents were bilingual education directors, while 27 were special education directors.

Instrumentation

A survey research instrument (See Appendix A), using a four-point Likert Scale was used to gauge the perceptions of the sample population of bilingual education directors and special education directors regarding BSE. The researcher consulted with her respective committee members when developing and modifying survey items in order to ensure that the survey was realistic with respect to school settings. Survey items reflected several factors pertaining to BSE that were identified in the related professional literature including: (a) the need for BSE (Rodriguez, 1988; Figueroa, Fradd, & Correa, 1989; Baca & Amato, 1989), (b) teacher training programs (Fuchigami, 1980; Baca, 1984; Salend & Fradd, 1985; Valero-Figueira, 1986; Rodriguez, 1988; Collier, 1989; Baca & Amato, 1989; Baca & Cervantes, 1989; Fradd & Correa, 1989), (c) formal certification for BSE (Salend & Fradd, 1985), (d) linguistically and culturally appropriate assessment and instruction (Baca, 1984; Salend & Fradd, 1985; Valero-Figueira, 1986; Cegalka, MacDonald, & Gaeta, 1987; Fradd & Correa, 1989; Baca & Amato, 1989), (e) parent involvement (Baca, 1984; Salend & Fradd, 1985), and (f) increased collaboration between bilingual education and special education (Plata & Santos, 1981; Bernal, 1983; Collier, 1989). These factors resulted in nine Likert-type questionnaire items and three open-

ended questions called the "Bilingual Special Education Form". The respondents expressed a favorable or unfavorable attitude according to the four-point Likert Scale ratings: (a) 0 = no response; (b) 1 = strongly disagree; (c) 2 = disagree; (d) 3 = agree; and (e) 4 = strongly agree. The three open-ended questions addressed the positive and negative aspects, and potential effects of BSE including suggestions for enhancing the education of LEP exceptional students within the public schools.

Procedures

Approval from the University Human Subjects Committee to conduct the study was obtained (See Appendix B). The respondents were provided with (a) a survey, (b) a cover letter explaining the purpose of the study, (c) an informed consent form, and (d) a stamped, self-addressed return envelope.

The instrument was distributed by mail to each LEAs central office on January 22, 1996. Respondents were requested to complete and return the survey by mail no later than February 5, 1996. Surveys were mailed directly to the researcher. Respondent information was coded and analyzed using the SAS System (Schlotzhauer & Littell, 1987). Follow-up procedures included telephoning, faxing, and mailing postcards to remind the directors of the survey.

Statistical Analysis

Frequency counts, percentages, means, and standard deviations were gathered for each of the nine items. Further analysis was conducted among the items of the instrument using independent t -tests at the .05 alpha level of significance. The critical items were discussed in more detail. Responses on the three open-ended questions were placed in categories and frequency counts were then gathered for each of the categories individually.

CHAPTER IV

FINDINGS

Introduction

The following findings are going to address the research question: Is there a significant difference in the mean scores between bilingual education directors and special education directors' perception with respect to the need for: (a) BSE programs in the public schools; (b) training programs for teachers who serve students with limited-English proficiency and disabilities; (c) formal BSE certification; and (d) universities to offer BSE training? The positive and negative aspects of BSE, including recommendations from these administrators will also be addressed through these findings.

Research Findings

This section will present the results of a survey instrument used to determine the perceptions of bilingual education directors and special education directors on BSE.

Quantitative Analysis

The data analysis included frequencies, as well as percentages. Means, and standard deviations (See Table 1) for the nine items were also calculated, including independent t -tests. Figures 1-4 compare frequency responses for the four critical items.

Table 1

Individual Means for Survey Items

<u>Item</u>	<u>Bil.Ed.Dir.</u>		<u>Spec.Ed.Dir.</u>	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
*1. Need for Bilingual Special Education	3.28	1.01	3.26	1.13
*2. Teacher Training Programs	3.65	0.77	3.67	0.62
3. Instruction only by Bilingual Education Certified Teacher	2.25	1.17	2.33	0.83
4. Instruction only by Special Education Certified Teacher	2.15	1.19	2.04	0.90
*5. Formal Certification for Bilingual Special Education	3.30	1.04	2.59	1.01
*6. Formal Training for Bilingual Special Educators by Universities	3.33	1.14	3.26	0.66
7. Linguistically and Culturally Appropriate Assessment and Instruction as Main Priority	3.33	0.89	3.11	1.01
8. Bilingual Education provided to Spanish-Speaking Students only	1.85	1.10	1.81	0.88
9. Special Education provided to Exceptional Students only	2.40	1.06	3.04	0.90

Note. * denotes critical item

Need for BSE programs in the public schools. Figure 1 demonstrates the high rate of agreement among bilingual education directors and special education directors for Critical Item 1. There were 23 (57.5%) bilingual education directors and 16 (59.3%) special education directors who "strongly agreed" that there is a need for a BSE program in the public schools.

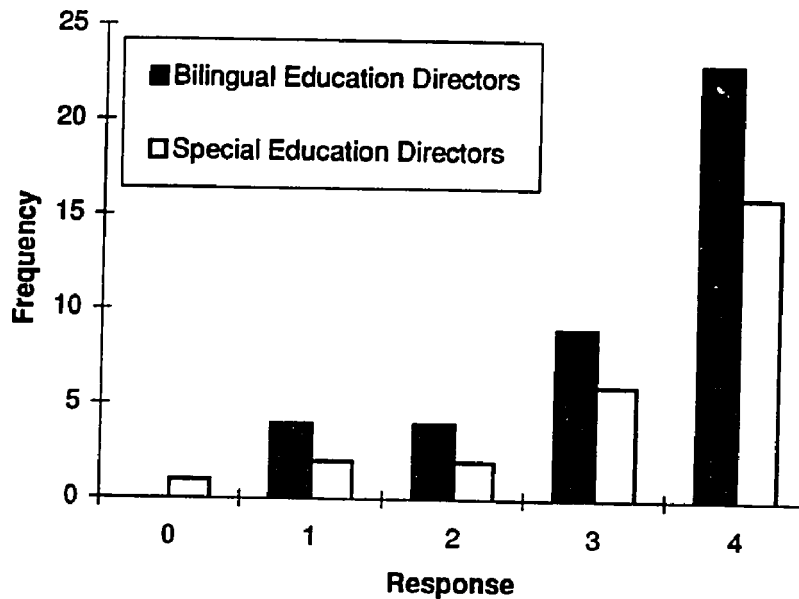


Figure 1. Item 1 Frequency Responses. Frequency responses of Bilingual Education Directors ($n = 40$) and Special Education Directors ($n = 27$) for Critical Item 1. 0 = no response; 1 = strongly disagree; 2 = disagree; 3 = agree; and 4 = strongly agree.

The independent t -test at the .05 level of significance for Item 1, $t_{.05}(26,39) = 0.525$, did not indicate a statistical significance.

Need for training programs for teachers who serve students with limited-English proficiency and disabilities.

Figure 2 shows the comparison of frequency responses of each group of directors for Critical Item 2. Both groups "strongly agreed" that there should be training programs for teachers of students with LEP and disabilities. There were 31 (77.5%) Bilingual Education Directors and 20 (74.1%) Special Education Directors who responded with "4" to this item, indicating that they "strongly agreed".

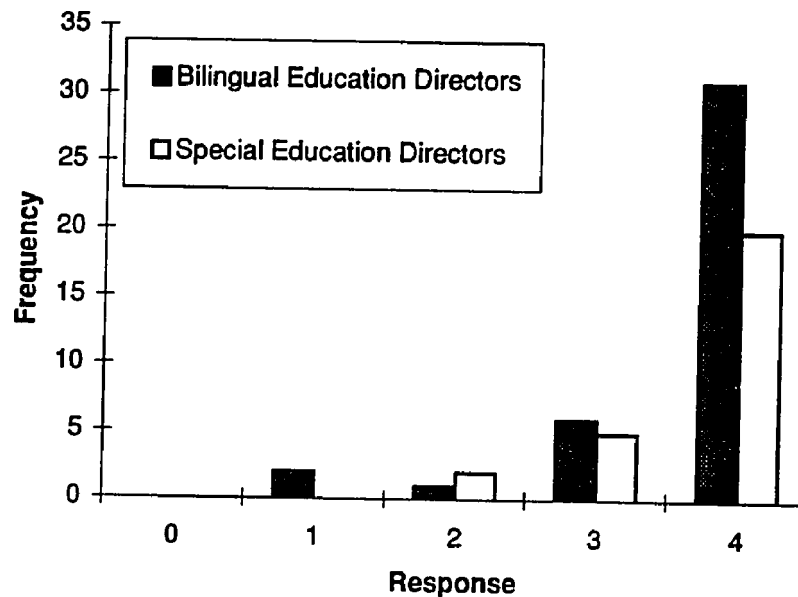


Figure 2. Item 2 Frequency Responses. Frequency responses of Bilingual Education Directors ($n = 40$) and Special Education Directors ($n = 27$) for Critical Item 2. 0 = no response; 1 = strongly disagree; 2 = disagree; 3 = agree; and 4 = strongly agree.

The independent t -test at the .05 level of significance for Item 2, $t_{(39,26)} = 0.249$, did not indicate a statistical significance.

Need for formal BSE certification. Frequency responses of bilingual education directors and special education directors for Critical Item 5 are illustrated in Figure 3. The majority of bilingual education directors ($n = 24$, 60%) "strongly agreed" that there should be formal BSE certification; whereas, special education directors ($n = 13$, 48.1%) similarly "agreed".

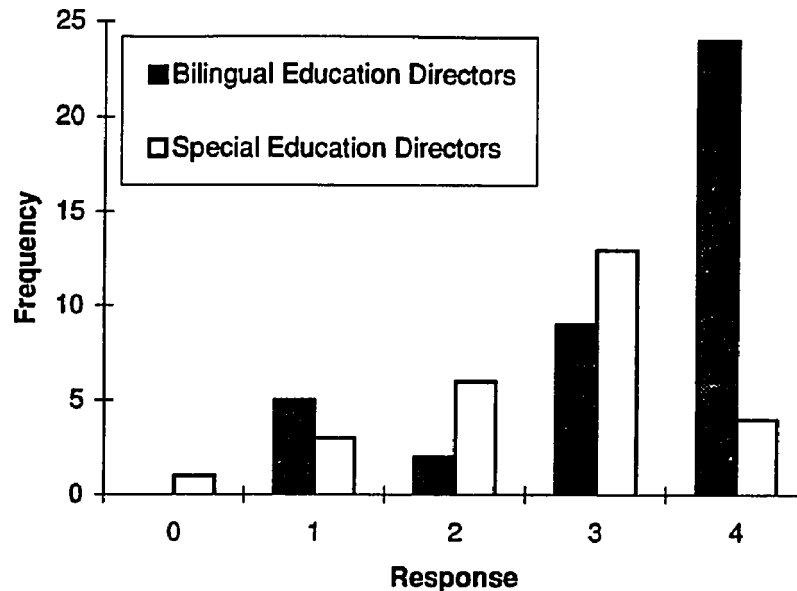


Figure 3. Item 5 Frequency Responses. Frequency responses of Bilingual Education Directors ($n = 40$) and Special Education Directors ($n = 27$) for Critical Item 5. 0 = no response; 1 = strongly disagree; 2 = disagree; 3 = agree; and 4 = strongly agree.

The independent t -test at the .05 level of significance for Item 5, $t_{.05}(39,26) = 0.878$, did not indicate a statistical significance.

Need for universities to offer BSE training. Critical Item 6 focused on the issue that universities should offer formal training for bilingual special educators. Of the 40 bilingual education directors, 26 (65%) "strongly agreed" that universities should offer BSE training. Contrastingly, however, only 10 of the 27 (37%) special education directors "strongly agreed". In addition, 14 (51.9%) special education directors replied that they "agreed" to this position.

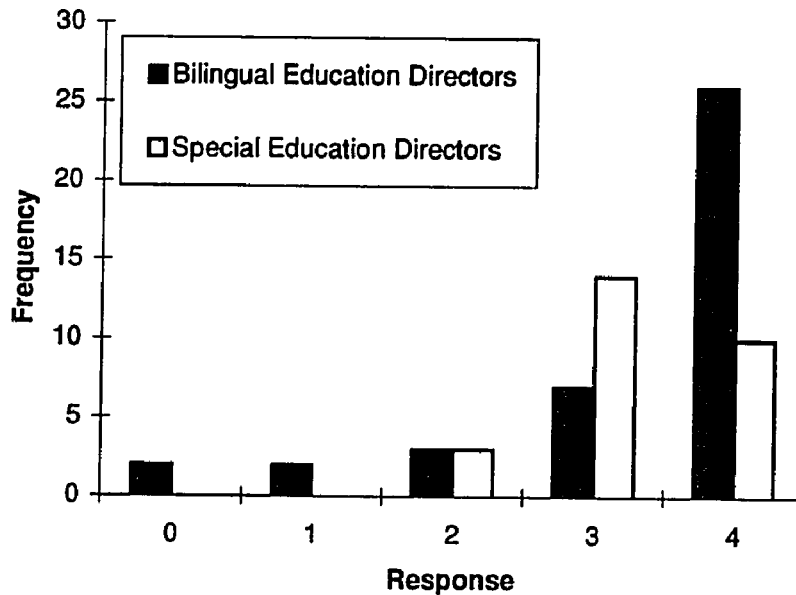


Figure 4. Item 6 Frequency Responses. Frequency responses of Bilingual Education Directors ($n = 40$) and Special Education Directors ($n = 27$) for Critical Item 6. 0 = no response; 1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree.

The independent t -test for Item 6, $t_{(39,26)} = 0.004$ was statistically significant, indicating that there is a difference between the bilingual education directors and special education directors. While both groups agreed that

universities should offer formal BSE training, bilingual education directors felt more "strongly" about this item. The independent t -test at the .05 level of significance for the other survey items were as followed: Item 3: $t_{.05}(39,26) = 0.069$; Item 4: $t_{.05}(39,26) = 0.135$; Item 7: $t_{.05}(26,39) = 0.449$; Item 8: $t_{.05}(39,26) = 0.232$; and Item 9: $t_{.05}(39,26) = 0.384$. There was no statistical significance found between bilingual education directors and special education directors in these items.

Qualitative Information

The qualitative data was gathered from the open-ended questions concerning positive attributes of BSE and suggestions from both groups of directors. Responses dealing with the positive attributes and suggestions for the enhancement of services appear in Table 2.

Table 2

Positive BSE Attributes/Suggestions

<u>Category</u>	<u>Bil.Ed.Dir.</u>	<u>Spec.Ed.Dir.</u>
Language Appropriateness	X	X
Assessment Appropriateness	X	X
Self-Esteem Issues	X	X
Adequate Resources	X	X
Increased Collaboration/ Interdisciplinary Teaming	X	X
Parental Involvement	X	X

Positive BSE attributes/suggestions. The categories of adequate resources and increased collaboration/interdisciplinary teaming were perceived by both bilingual and special education directors as being the most positive attributes of BSE and were also recommended as suggestions. These categories had the highest frequencies of all the categories which were listed in Table 2. Increased collaboration/interdisciplinary teaming had the most frequent responses from bilingual education directors; however, adequate resources had the most frequent responses from special education directors. The category with the overall lowest frequency of positive attributes and suggestions was parental involvement. Only two bilingual education directors and three special education directors did not foresee any positive attributes of BSE and did not contribute any suggestions either. In addition, only four bilingual education directors and five special education directors did not respond to these items.

Negative BSE attributes. The perceived negative aspects and potential effects for BSE which were described by both bilingual and special education directors are indicated in Table 3.

Table 3

Negative BSE Attributes

<u>Category</u>	<u>Bil.Ed.Dir.</u>	<u>Spec.Ed.Dir.</u>
Lack of Resources (Teachers/Materials)	X	X
Labeling (Overrepresentation/ Misidentification)	X	X
Racial Disharmony	X	X
Teacher Certification Issues	X	X

The highest frequency count which was tallied for both groups of directors was lack of resources (teachers/materials), indicating that it is perceived to be the most negative attribute for BSE. This was an apparent perception of the directors in the Lower Rio Grande Valley of South Texas and the other selected school districts along the Texas-Mexico border. However, there was a higher frequency of bilingual education directors who perceived labeling (overrepresentation/misidentification) to be more of a negative attribute of BSE than was perceived by special education directors. Racial disharmony was the category with the lowest frequency count for both groups, indicating that bilingual and special education directors do not perceive this category to be a major negative attribute for BSE.

There were six bilingual education directors and four

special education directors in the total sample who did not perceive any negative attributes for BSE. Of these directors, there was one of six bilingual education directors and two of four special education directors who represented districts along the Texas-Mexico border who did not perceive any negative attributes for BSE. Overall, two bilingual education directors and five special education directors did not respond to this question.

Chapter Summary

Of the original pool of 135 participants, 67 became the sample size for this study with 40 bilingual education directors and 27 special education directors. There was a 49.6% response rate.

In reviewing the item with the highest frequency (Item 2) for the groups of directors, 51 out of 67 perceived a high need for training programs for teachers of students with LEP and disabilities. Both groups "strongly agreed" to Critical Items 1 and 2, whereas, the degree of agreement in Items 5 and 6 differed somewhat. In Item 5, 24 (60%) bilingual education directors "strongly agreed" and 13 (48.1%) of special education directors just "agreed" to the issue of formal certification for BSE. There was some variability of agreement on Item 6 from both directors; 65% of bilingual education directors "strongly agreed" and 51.9% of special education directors "agreed" to formal training

for BSE offered by universities.

The only survey item and the only critical one from the four (numbers 1, 2, 5, and 6) which resulted in a statistically significant difference between the two groups of special education directors and bilingual education directors using the independent t -test at the .05 level of significance was Item 6. The difference, however, was only to the degree of agreement on this item; bilingual education directors "strongly agreed" on the issue that formal training for BSE should be offered by universities, whereas, special education directors just "agreed." It was indicated that both groups of directors' perceptions were in agreement on the four most critical items of the study.

The perceived positive and negative attributes of BSE and suggestions concerning BSE by both bilingual and special education directors were analyzed. The entire sample, including the directors from the selected school districts along the Texas-Mexico border indicated the categories of adequate resources and increased collaboration/interdisciplinary teaming as being the most positive attributes of BSE and suggestions for enhancing the LEP exceptional students' education within their schools. The attribute which was perceived to be the least positive one for BSE, however, was parental involvement. Lack of resources (teachers/materials) was indicated by frequency

counts to be the most perceived negative attribute for BSE by both groups of directors throughout the sample.

Labeling, which included overrepresentation and misidentification of students, was perceived by bilingual education directors to be more of a negative attribute of BSE than by special education directors. The least perceived category as a negative attribute for BSE was racial disharmony.

CHAPTER V
SUMMARY AND DISCUSSION

Summary

This research study was designed to determine and compare the perceptions of bilingual education directors with those of special education directors toward BSE. The sample consisted of 67 directors which included 40 bilingual education directors and 27 special education directors from the Lower Rio Grande Valley of South Texas and several selected cities along the Texas-Mexico border who responded to the Bilingual Special Education Survey.

The study had two dimensions: a quantitative and a qualitative one. The nine Likert-type questionnaire items were analyzed using independent t -tests for the bilingual education directors, special education directors, and the four critical items (1, 2, 5, and 6). The open-ended questions on the survey instrument served as qualitative data.

The significance of the study focused on the administrators' perceptions of BSE that reflect the most current data. The perceived effectiveness of a BSE program was also addressed. Administration, school boards, and state agencies can be provided information about bilingual education and special education's growing concerns.

This study's conclusions center around the following research question: Is there a significant difference in the mean scores between bilingual education directors and special education directors' perceptions with regards to the need for: (a) BSE programs; (b) training programs for teachers who serve students with limited-English proficiency and disabilities; (c) formal BSE certification; and (d) universities to offer BSE training? The perceived positive and negative attributes of BSE, as well as recommendations from both bilingual and special education directors will be addressed.

Using an independent t -test at the .05 level of significance, the means and standard deviations for the nine Likert Scale items from the survey instrument for both groups of directors were calculated. Further analysis on the four critical items (numbers 1, 2, 5, and 6) revealed a significant difference between the two groups on Item 6. There was no statistical difference between the two groups for the other three critical items.

The perceived positive attributes and suggestions of the bilingual education directors and special education directors for BSE were also analyzed. The findings were consistent between the two groups; there was mutual agreement among all the categories listed on the positive attributes and suggestions for BSE as were perceived by both

bilingual education directors and special education directors. The categories of adequate resources and increased collaboration/interdisciplinary teaming are the most positive attributes of BSE and suggestions for enhancing the education of LEP exceptional students by bilingual education directors, as well as special education directors.

The negative attributes for BSE as were perceived by bilingual education directors and special education directors were analyzed. The findings were once again consistent between the two groups; there was mutual agreement among what was perceived to be negative attributes for BSE. Lack of resources (teachers/materials) was the most frequently negative attribute for BSE as was perceived by both groups of directors throughout the entire sample. Labeling (overrepresentation/misidentification) was perceived to be more of a negative attribute of BSE by bilingual education directors than it was by special education directors.

Discussion

Limitations

The results of the study can be interpreted in light of some limitations. These limitations include:

1. The sample size being small.

2. There was an uneven number of bilingual education directors and special education directors since the local regional service center listings included Bilingual/ESL Contacts as bilingual education directors.

3. The time of year the survey was asked to be returned was a busy one due to the beginning of the second semester, a few weeks after the Christmas holidays.

4. The lack of the LEAs' information, such as the office telephone and/or fax number of the directors provided by the local regional service center listings.

Implications

The findings and conclusions of this study, as well as the literature review in Chapter Two are the basis for the following implications:

1. There is a need for BSE as was perceived by both bilingual education directors and special education directors.

2. There is a strong need for increased collaboration/interdisciplinary teaming between bilingual education and special education.

3. Adequate resources such as teachers and materials are greatly needed.

4. Inservice teacher training for bilingual and special educators need to provide basic background information requiring understanding and articulation of both

programs, specifically addressing the needs of LEP exceptional students.

5. Formal training for BSE by universities is crucial in order that appropriate educational programming be provided by appropriate trained personnel.

6. Universities need to begin identifying certification requirements for those personnel who serve LEP exceptional students.

Recommendations

The following recommendations were compiled based on the findings:

1. It is recommended that if the study is to be replicated, then a larger sample size be utilized to include urban cities throughout Texas.

2. It is recommended that a current directory of bilingual education directors and special education directors or their designates be compiled by the regional service centers to facilitate the dissemination of information including the office telephone and/or FAX numbers of the directors.

3. It is recommended that this survey be conducted in the summer months during which less school activity is expected.

4. It is recommended that a national survey be conducted to replicate the study in order to determine the nationwide perceptions of bilingual education directors and special education directors toward BSE in light of the changing demographics facing school districts.

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APPENDIX A
BILINGUAL SPECIAL EDUCATION SURVEY

APPENDIX A

BILINGUAL SPECIAL EDUCATION

Please, indicate your response by circling the appropriate item.

Bilingual Education Director / Special Education Director

Please, respond to each of the following statements as indicated below:

1--strongly disagree

2--disagree

3--agree

4--strongly agree

- | | | | | |
|---|---|---|---|---|
| 1. There is a need for a bilingual special education program in the public schools. | 1 | 2 | 3 | 4 |
| 2. There should be training programs for teachers of students with limited English proficiency (LEP) and disabilities. | 1 | 2 | 3 | 4 |
| 3. LEP exceptional students should be given instruction only by a bilingual certified teacher. | 1 | 2 | 3 | 4 |
| 4. LEP exceptional students should be given instruction only by a special education certified teacher. | 1 | 2 | 3 | 4 |
| 5. There should be formal certification for bilingual special education. | 1 | 2 | 3 | 4 |
| 6. Universities should offer formal training for bilingual special educators. | 1 | 2 | 3 | 4 |
| 7. Linguistically and culturally appropriate assessment and instruction should be the main priority for LEP exceptional students. | 1 | 2 | 3 | 4 |
| 8. Bilingual education should be provided to Spanish-speaking students only. | 1 | 2 | 3 | 4 |
| 9. Special education should be provided to exceptional students only. | 1 | 2 | 3 | 4 |

10. What are the positive aspects and potential effects you foresee for Bilingual Special Education?

11. What are the negative aspects and potential effects you foresee for Bilingual Special Education?

12. What suggestions do you have for enhancing the education of LEP exceptional students within your schools?

APPENDIX B
HUMAN SUBJECTS COMMITTEE REQUEST

APPENDIX B

TO: Dr. Ernesto Baca, Chair
Chair on Human Subjects
FROM: Sarita Garcia
Minority School Psychology Program
RE: Approval for Research Project
DATE: December 11, 1995

I am writing to request approval of a research project which will utilize human subjects. The purpose of my study is to compare the perceptions and attitudes of Bilingual Education Directors with those of Special Education Directors toward bilingual special education in the Lower Rio Grande Valley of South Texas and five selected cities along the Texas-Mexico border (Del Rio, El Paso, Ysleta, Laredo, and Eaglepass) through the use of a survey instrument.

I understand and will uphold the ethical principles for the conduct of research activities with human participants listed in the Ethical Standards of Psychologists, published by the American Psychological Association which states "the investigator always retains the responsibility for insuring ethical practices in research; the investigator is also responsible for the ethical treatment of research participants by collaborators, assistants, students, and employees, all of whom, however incur similar obligations." I will address the issue of confidentiality as it has been addressed in Principle 9.j., which reads "information obtained about a research participant during the course of an investigation is confidential unless otherwise agreed upon in advance; when the possibility exists that others may obtain access to such information, this possibility, together with the plans for protecting confidentiality, is explained to the participant as part of the procedure for obtaining informed consent." A copy of my proposal and survey are attached, along with a copy of the informed consent letter which will be used to protect the confidentiality of the research participants.

I would like to conduct my study in January. If you have any questions, please, contact me at 381-8019 (home) or 316-8874 (work). I appreciate your consideration and prompt response. Thank you!

APPENDIX C
SAMPLE LETTER TO PARTICIPANTS WITH INFORMED CONSENT

APPENDIX C

January 22, 1996

Special Education Director
Las Colonias ISD
135 SPED Blvd.
Las Colonias, TX 78000

Dear Special Education Director,

The purpose of this letter is to request a few minutes of your time to respond to a questionnaire concerning Bilingual Special Education. Your responses will, of course, be confidential and information gathered will be used for research purposes only. Therefore, neither your name nor that of your district will be used in any way.

The purpose of this research is to elicit and compare the perceptions and attitudes of Bilingual Education Directors and Special Education Directors toward Bilingual Special Education. Bilingual Special Education is "a new discipline that has emerged because of the problems faced by linguistic minorities with the conduct of special education."

A stamped, self-addressed envelope is enclosed for your convenience in returning the questionnaire; please, return it by **Monday, February 5, 1996**. I realize that time is a very valuable commodity, and that responding to questionnaires is time consuming. Consequently, I will be especially grateful for your willingness to participate in this study. A copy of the results will be sent to you upon request.

Sincerely,

Sarita Garcia, Principal Investigator
School Psychology Masters Program (Prof.: Dr. Mary Valerio)
The University of Texas - Pan American
1201 W. University Drive
Edinburg, TX 78539-299

INFORMED CONSENT

Project: Perceptions toward Bilingual Special Education

Principal Investigator: Sarita Garcia
School Psychology Masters Program
(Prof.: Dr. Mary Valerio)
The University of Texas - Pan American
1201 W. University Drive
Edinburg, TX 78539-299
(210) 381-3440

Please, note the following:

- **The intention of my research is to elicit and compare the current perceptions of Bilingual Education Directors with those of Special Education Directors toward Bilingual Special Education in the Lower Rio Grande Valley of South Texas and selected school districts along the Texas-Mexico border.
- **The goals of my research are to increase the awareness level of this field and if the perceptions of these professionals can be determined, for schools throughout Texas to adapt to meet the needs of limited English proficient (LEP) exceptional students.
- **Participation in this project is strictly voluntary; therefore, you have the right to withdraw from participation at any point in this project.
- **Strict confidentiality will be maintained in the conduct of this research. Neither your name nor that of your district(s) will be used in any way.
- **There are no known risks involved in this study.

If you are willing to participate in this study, please, print and sign your name below.

If you have any further questions regarding this matter, please, feel free to contact Dr. Mary Valerio at the address and/or phone number listed above or myself at P.O. Box 4231 in Edinburg, TX 78540/(210)316-8874 (work).

Thank you for your time and cooperation.

(please, print your name)

Signature

Date

VITA

Sarita Garcia was born on May 10, 1966 in Wray, Colorado to Juan and Maria de Jesus Garcia. Although she was born in Colorado, Sarita was raised in Edinburg, Texas since she was about three months old. In 1984, she graduated from Edinburg High School.

Sarita entered Pan American University in Edinburg the summer of 1984. She earned the Degree of Bachelor of Science with a major in Elementary Education and a minor in Mathematics in August, 1988. She was an elementary school teacher from 1988-1989; she then became a mathematics middle school teacher from 1989-1995 for Edinburg C.I.S.D. In September, 1990, she was accepted to the School Psychology Masters Program at the University of Texas-Pan American in Edinburg. Sarita is currently completing her year-long School Psychology Internship, hired as an Educational Diagnostician for Edinburg C.I.S.D.

Permanent Address: P.O. Box 4231
Edinburg, TX 78540