

Alternate Language Proficiency Instrument for Students with Significant Disabilities

The procedures outlined below are applicable to a student with significant disabilities and must be completed within 30 calendar days of student's enrollment in school.

DIRECTIONS

1. Examine the HOME LANGUAGE SURVEY
 - If a language other than English and/or sign is listed on items 1-3, or the survey is not returned, proceed to #2.
2. Complete the PARENT INTERVIEW FORM
 - If all entries are English, document and file form with student records.
 - If any entry is other than English, proceed with the instrument UNLESS
 - the sign language section is completed and the child is **moderately to profoundly hearing impaired**, then go no further with the instrument and consult the language proficiency score sheet.
3. Complete the OBSERVATIONAL INSTRUMENT
 - **Primary Language Observation Instrument** to be completed based on information from the Parents or Primary Careprovider. Refer to the ALPI Manual for more detailed instructions.
 - **English Language Observation Instrument** to be completed by school personnel. Refer to the ALPI Manual for more detailed instructions.
4. Score **Observation Instrument**
5. Complete **Language Proficiency Score Sheet** and assign language proficiency status.

**PARENT INTERVIEW TO AID IN DETERMINING LANGUAGE PROFICIENCY
FOR STUDENTS WITH SIGNIFICANT DISABILITIES**

1. STUDENT INFORMATION

Name _____ Birthdate _____ Age _____

School _____ Primary Disability _____

Total time in US _____ Total time in school _____

If student signs:

Where did s/he learn to sign? _____

Sign language s/he uses _____

2. PARENT INFORMATION

Father: Language(s) spoken _____

Father's estimate of language he uses most frequently with the student _____

Mother: Language(s) spoken _____

Mother's estimate of language she uses most frequently with the student _____

3. OTHER PERSONS LIVING IN HOUSEHOLD (including siblings)

Relationship	Language(s) spoken to the student	
	1	2
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. PRIMARY CAREPROVIDER/ALTERNATE PLACEMENT

Primary careprovider of student outside of school _____

Language spoken with student _____

Secondary careprovider of student outside of school _____

Language spoken with student _____

Length of time in present home setting _____

Total time in alternate home setting (if known) _____

Language spoken to child in previous alternate home setting (if known) _____

Were informant responses in English? Yes No

Name(s) of Primary Language Informant Relationship

Name of Interpreter Name of Interviewer

Primary Language Observation Instrument for Students with Significant Disabilities
(Information to be provided by parent or careprovider)

Student's Name _____ Birthdate _____ Date Completed _____

Primary Language Informant _____ Relationship _____

Interviewer _____ Language of Interview _____

Receptive: Provide specific words, phrases or sentences. Count the number of recorded responses and circle the corresponding point score. Record the response as given by the informant (in the primary language). Record the score in the **Points** column.

In response to the student's primary language, the student: **Points**

1. Looks at, points or touches common household objects, people or pets.

0	1-5(1 pt.)	6-10(2 pts.)	11-15(3 pts.)	16-20(4 pts.)	21+(5 pts.)	[0-5]
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2. Responds to simple commands.

0	1-2(1 pt.)	3-4(2 pts.)	5-6(3 pts.)	7-8(4 pts.)	9+(5 pts.)	[0-5]
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3. Identifies body parts by pointing, looking or touching.

0	1-2(1 pt.)	3-4(2 pts.)	5-6(3 pts.)	7-8(4 pts.)	9+(5 pts.)	[0-5]
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4. Looks at, points, or touches familiar school related objects or people.

0	1-5(1 pt.)	6-10(2 pts.)	11-15(3 pts.)	16-20(4 pts.)	21+(5 pts.)	[0-5]
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5. Responds to color/number words.

0	1-2(1 pt.)	3-4(2 pts.)	5-6(3 pts.)	7-8(4 pts.)	9+(5 pts.)	[0-5]
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6. Identifies foods expressed in primary language.

0	1-5(1 pt.)	6-10(2 pts.)	11-15(3 pts.)	16-20(4 pts.)	21+(5 pts.)	[0-5]
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Total Receptive Points _____ [0-30]

Primary Language Observation Instrument for Students with Significant Disabilities
 (Information to be provided by parent or careprovider)

Expressive Provide specific sounds, words, phrases. Circle the corresponding score and record that score in the **Point** column. (Record responses in the primary language, provide English after interview.)

In the primary language: **Points**

1. State how the student indicates toileting needs _____

Gestures/undefinable language 0 points	word 1 point	phrase 2 points	<u>[0-2]</u>
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2. Identify the sounds the student makes when playing alone _____

Gestures/undefinable sounds 0 points	primary language word/phrase 2 points	<u>[0-2]</u>
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3. List the words the student uses _____

0	1-5(1 pt.)	6-10(2 pts.)	11-15(3 pts.)	16-20(4 pts.)	21+(5 pts.)	<u>[0-5]</u>
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4. Write the phrases/sentences the student uses _____

0	1-5(1 pt.)	6-10(2 pts.)	11-15(3 pts.)	16-20(4 pts.)	21+(5 pts.)	<u>[0-5]</u>
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Total Expressive Points _____ **[0-14]**

English Language Observation Instrument for Students with Significant Disabilities
(To be completed by school personnel)

Student's Name _____ Birthdate _____ Age _____

Program _____ School _____ Teacher _____

Completed by _____ Position _____ Date Completed _____

Receptive: For each item provide specific words, phrases or sentences. Count the number of recorded responses and circle the corresponding point score. Record that score in the **Points** column.

In response to English, the student: **Points**

1. Looks at, points or touches common household objects, people or pets.

0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21+(5 pts.) [0-5]

2. Responds to simple commands.

0 1-2(1 pt.) 3-4(2 pts.) 5-6(3 pts.) 7-8(4 pts.) 9+(5 pts.) [0-5]

3. Identifies body parts by pointing, looking or touching.

0 1-2(1 pt.) 3-4(2 pts.) 5-6(3 pts.) 7-8(4 pts.) 9+(5 pts.) [0-5]

4. Looks at, points, or touches familiar school related objects or people.

0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21+(5 pts.) [0-5]

5. Responds to color/number words.

0 1-2(1 pt.) 3-4(2 pts.) 5-6(3 pts.) 7-8(4 pts.) 9+(5 pts.) [0-5]

6. Identifies foods expressed in primary language.

0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21+(5 pts.) [0-5]

Total Receptive Points _____ **[0-30]**

English Language Observation Instrument for Students with Significant Disabilities
(To be completed by school personnel)

Expressive For each item, provide specific sounds, words, phrases. Circle the corresponding score and record that score in the **Point** column. If the sign language section was completed on the parent interview form and the **student is hearing**, signed responses in **ASL**, or an **English sign system** may be scored as acceptable responses on this section. For students responding with a communication board, see below.

1. State how the student indicates toileting needs _____

Gestures/undefinable language	word/sign	phrase/sign	
0 points	1 point	2 points	[0-2]

2. Identify the sounds the student makes when playing alone _____

Gestures/undefinable sounds	English word/phrase/signed phrase	
0 points	2 points	[0-2]

3. List the words the student uses _____

0	1-5(1 pt.)	6-10(2 pts.)	11-15(3 pts.)	16-20(4 pts.)	21+(5 pts.)	[0-5]
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4. Write the phrases/sentences the student uses _____

0	1-5(1 pt.)	6-10(2 pts.)	11-15(3 pts.)	16-20(4 pts.)	21+(5 pts.)	[0-5]
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Total Expressive Points _____ [0-14]

Communication Board If the student selects one picture or symbol to stand for a word, phrase or sentence, that is a 1-point response. If the student selects two or more pictures or symbols and combines them to communicate, that is a 2-point response or is counted as a phrase on item 4. If the students selects English words (i.e. reads) without pictures, that is a 2-point response.