**The Impact of School Psychology services on Dual Language (50-50 model) Education: A proactive approach to monitoring and intervention of social and behavioral development in a high-risk setting**

In the last thirty years, the number of school-age children in the United States who spoke a language other than English at home increased by 7 million, ultimately accounting for 21 percent of the population in this age range. With dramatic increases such as these, the demand placed on the education system for services and accommodations for these students also increased. One way in which US schools are attempting to meet these evolving demands is through dual-immersion bilingual education programs. Although many have touted the benefits and advantages of such programs, empirical data to support the beneficial effects of social/behavioral support for these claims is lacking. Thus, in order to explore the validity of these assertions, the researchers plan to gather longitudinal data on the development of children attending the KIPP Comunidad dual-language immersion school, as well as the impact of proactive screening and services for social/behavioral difficulties often associated with dual language learners. This research will begin to assess malleable factors associated with better child social and behavioral outcomes, and will also inform intervention, result in a positive financial benefit through addressing potentially expensive-to-correct issues proactively, and have the ultimate effect of contributing to a growing body of information concerning educational policy for this high-risk group of students.

As two-way immersion or dual immersion programs are becoming increasingly popular in the US, with English language learners (ELs) and English-dominant students integrated more methodically into the same classroom. Typically these programs aspire to have a ratio of 50:50, both with regard to student population and with regard to the amount of time spent in each language. Although the native language of the ELs is presumed to be the same in this model (as is the case with most bilingual models) the degree of proficiency in the native language is often variable among students. Part of the appeal of these dual immersion programs over other, more traditional, language programs is the inclusion of English-dominant students, rather than strictly ELs, as it provides an environment with more complete foreign language immersion. Further, the emphasis on true bilingualism and biliteracy, as opposed to a primary focus on teaching English to non-English speakers, is also appealing. Despite the interest in and potential benefits of these programs, there is no substantial quantitative data to support or refute their use. I have the opportunity to collect comprehensive data for a cohort of students in a dual-immersion program from the time they begin formal schooling (in Kindergarten) potentially until the time they graduate from the twelfth grade. This educational issue is especially salient in south-central Texas because there is a booming population of ELs. In addition to the local relevance, the benefits of this research will be widespread, as they will affect a broad range of systems, from individual children, to school-level interventions, to educational policy as a whole.

KIPP Comunidad is a dual-immersion charter school serving students from predominantly Hispanic (92%) and low-income areas of the community. The school is committed to this research project, and although they do not have a formal IRB process, the principal for the school is willing to provide documentation to that effect (see attached letter of support from the principal for a grant requesting federal funding for this project). The Comunidad program will begin with Kindergarteners and will add one grade each year, in order to insure a cohesive and continuous dual-language educational experience. In order to gain a comprehensive understanding of the outcomes associated with this dual-language program, the researcher intends to collect data relating to cognitive development, academic achievement, as well as social and emotional/behavioral learning. Social/emotional and behavioral/adaptive (BASC-2 & ABAS questionnaires) data will be collected bi-annually for each cohort of children attending KIPP Comunidad and the data will be analyzed to identify and track developmental trends and progress of these children. Additional academic, behavioral (office referrals) attendance, and adaptive (nurse/health referrals) data will be collected to help correlate those areas to social, emotional, and behavioral development. Other data may be collected for those students identified as at risk (as identified by the universal data collection comprising a BASC-2 and ABAS-II for each student, twice yearly\*) for cognitive, behavioral or emotional difficulties. Additional data collection will be completed as requested by school personnel as part of an ethical, good-faith effort to make sure students identified with these risk factors can be best served by school personnel already in place for that purpose.

Additional research assistant support has been solicited from Phillip Vaughan and Gail Ryser who have committed to analyzing data at each collection, as well as from year to year to determine progress (change) within subjects and cohorts. This level of analysis will be necessary for this project in order to maintain high standards of data collection and analysis. Support of this project is worthwhile, as the potential benefits of this program are extensive and applicable to schools nationwide. Additionally, KIPP Comunidad, as a dual-language immersion program, has the potential to represent a new standard of school psychology service delivery.

\*The BASC-2 (Behavioral Assessment Scales for Children, Second Edition), is a general measure of children’s emotional and behavioral functioning. Scales include Internalizing problems, Externalizing problems, Behavioral Symptoms, and Adaptive behavior.

\*The ABAS-II (Adaptive Behavior Assessment System, Second Edition) is a measure of an individual’s adaptive functioning in the areas of Conceptual (including communication), Practical and Social development. In addition, general demographic data (ethnicity, time in the US, age, handedness, country of birth, parental levels of education) will be gathered, and final grades and standardized testing scores will be included in the data set each year).