

Implementing the Language Assessment Program for Children who are Deaf/Hard of Hearing

KSHA 2018
Wichita, KS

Kris Pedersen, University of Kansas &
Erin Schuweiler, Kansas School for the Deaf

LEAD-K Initiative

- * Initial bill
- * Reworking of bill to include
 - * Family choice
 - * All forms of communication
 - * All stakeholders

Keys to the Assessment Program & DEC Recommended Practices

- * Coordinated across programs
- * Supporting family choice
- * Use of appropriate assessment tools
- * Unbiased recommendations to teams and families

Purpose of K.S.A. 75-5397e

- * Establish a language assessment program with the purpose of assessing, monitoring, and tracking the language developmental milestones of children who are deaf/hard of hearing ages birth-eight.
- * At a minimum, annual assessments will be given to each child who is deaf or hard of hearing and who is less than 9 years old in ASL and/or English.

Intended Outcomes

- * Gaps/delays in language will be identified earlier so that appropriate interventions can be implemented.
- * Children who are deaf/hard of hearing will have language levels commensurate with their hearing peers, regardless of language choice (ASL and/or English).
- * Children will meet both the Kansas Early Learning and English Language standards, be Kindergarten ready, and continue to show achievement in all areas of development.

Advisory Committee

- * Coordinated by the Kansas Commission of the Deaf and Hard of Hearing (KCDHH)
- * 16-member advisory committee
- * Meetings began October 2016; Final Report submitted January 31, 2018
- * Implementation began July 1, 2018

K.S.A. 75-5397e Report and Recommendations

THE LANGUAGE ASSESSMENT OF CHILDREN WHO ARE DEAF/HARD OF HEARING AGES BIRTH THROUGH 8 YEARS

A Report with Recommendations from
the Advisory Committee

Appointed by the Governor in response
to K.S.A. 75-5397e

Submitted to the Office of the Governor
and the
Kansas State Legislature

January 31, 2018

Overview of the Report

- * Responses to specific mandates in the law
- * Additional information related to implementation
- * Reports of the four sub-committees
 - * Assessment Instruments/Milestones Sub-Committee
 - * Qualifications and Training Sub-Committee
 - * Database/Reporting Results Sub-Committee
 - * Considerations Related to Implementation Sub-Committee
- * Documents developed to facilitate implementation

Summary of Mandates

- * Develop language milestones in ASL and English
- * Review, recommend, and monitor the use of language assessments
- * Identify and recommend qualifications of language professionals who can advocate at IEP/IFSP meetings
- * Identify qualifications of language assessment evaluators
- * Identify procedures and methods for communicating assessment results and data to families and professionals

Language Milestones/Assessments

- * Created a document that identifies the relevant language milestones from birth-eight
- * Determined a list of recommended assessments that best identify the child's language level and any delays
- * Determined a protocol to provide at a minimum annual assessments in both ASL and/or English

<p style="text-align: center;">RECEPTIVE</p> <p>-Occasionally gives toys/objects on request A E</p> <p>-Occasionally follows simple commands, Put that down. A E</p> <p>-Begins to show interaction and understand greetings A E</p>		<p style="text-align: center;">EXPRESSIVE</p> <p>-Begins to use first words, bye bye, mama A E</p> <p>-Begins to label objects (without cueing) A E</p> <p>-Begins to greet others, hi, goodbye A E</p>		<p style="text-align: center;">SOCIAL COMMUNICATION</p> <p>-Continues to develop turn-taking skills A E</p> <p>-Responds to activities, laughter by repeating action A E</p> <p>-Indicates desire to change activities A E</p> <p>-Begins directing others by tugging, pushing A E</p> <p>-Enjoys games and initiates them A E</p> <p>-Enjoys storytelling/storysigning A E</p>	
<p style="text-align: center;">ASL</p> <p>-Automatically follows eye gaze of the signer/ uses joint reference</p> <p>-Naturally looks at the visual environment with alertness</p> <p>-Looks attentively at a person's face with a purpose</p> <p>-Begins to recognize own name sign</p>	<p style="text-align: center;">English</p> <p>-Understands/recognizes some object names</p> <p>-Increased attention to speech for prolonged time</p> <p>-Understands 50 words</p>	<p style="text-align: center;">ASL</p> <p>-Responds to signed motherese with sign babbles</p> <p>-Finger babbles back to conversations or to self</p> <p>-Copies facial expressions, anger or friendliness</p> <p>-Begins to point to self and objects in his/her environment</p> <p>- Begins to sign wants MILK, WATER, MOM, DAD</p>	<p style="text-align: center;">English</p> <p>-Babbles with intonation: jargon of 4 + syllables sentence-like structures without true words</p> <p>-Uses sound to gain attention and initiate games</p> <p>-Imitates inflections and rhythms by vocalizing</p> <p>-Produces a variety of CV approximations</p> <p>-Points to or touches item to request and comment</p>	<p style="text-align: center;">ASL</p> <p>-Turns head in response to attention getting behaviors: hand waving, lights on and off, or foot stomping</p> <p>-Uses facial expression/ gestures/ signs to protest</p>	<p style="text-align: center;">English</p> <p>No additional milestones</p>

RECEPTIVE

Items common to both languages

EXPRESSIVE

Items common to both languages

SOCIAL COMMUNICATION

Items common to both languages

ASL

Language specific items

English

Language specific items

ASL

Language specific items

English

Language specific items

ASL

Language specific items

English

Language specific items

RECEPTIVE

Occasionally gives toys/
objects on request

A E

Occasionally follows simple
commands, Put that down.

A E

EXPRESSIVE

Begins to use first words,
bye bye, mama A E

Begins to label objects
(without cueing) A E

**SOCIAL
COMMUNICATION**

Continues to develop turn-
taking skills A E

Responds to activities,
laughter by repeating
action A E

RECEPTIVE		EXPRESSIVE		SOCIAL COMMUNICATION	
ASL	English	ASL	English	ASL	English
<p>Automatically follows eye gaze of the signer/ uses joint reference</p> <p>Naturally looks at the visual environment with alertness</p>	<p>Understands/ recognizes some object names</p> <p>Increased attention to speech for prolonged time</p>	<p>Responds to signed motherese with sign babbles</p> <p>Begins to point to self and objects in his/ her environment</p> <p>Begins to sign wants MILK, WATER, MOM, DAD</p>	<p>Babbles with intonation: jargon of 4 + syllables sentence-like structures without true words</p> <p>Uses sound to gain attention and initiate games</p>	<p>Turns head in response to attention getting behaviors: hand waving, lights on and off, or foot stomping</p> <p>Uses facial expression/ gestures/ signs to protest</p>	<p>No additional milestones</p>

Recommended Assessments

Assessment	Normed	Age range	Used for
MacArthur CDI English -Words and Gestures -Words and Sentences	Yes: Hearing children	Birth-30 months	Vocabulary
Visual Communication and Sign Language Checklist (VCSL)	Yes: Deaf/Hard of Hearing children	Birth-5.0	ASL development
Cottage Acquisition Scales for Listening, Language, Speech (CASLLS)	Based on spoken English development, developed for deaf/hard of hearing children	Birth-8.0	English development

Recommended Assessments

Assessment	Normed	Age range	Used for
Bracken Basic Concepts Scale	Yes: Hearing children	3.0-6.11	English development
Kendall Conversational Proficiency Levels (P-Levels)	Developed for deaf/hard of hearing children	Birth-13.0	language use
Expressive Vocabulary Test (EVT)	Yes: Hearing children	2.6-90+	Expressive Vocabulary
Peabody Picture Vocabulary Test (PPVT)	Yes: Hearing children	2.6-90+	Receptive Vocabulary

Recommended Assessments

Assessment	Normed	Age range	Used for
ASL Assessment Instrument (ASLAI)	Yes: Deaf/Hard of Hearing children	4.0-18+	ASL development
Language Processing Test- 3 (LPT-3)	Yes: Hearing children	5.0-11.0	English development
Structured Photographic Expressive Language Test- 3 (SPELT-3)	Yes: Hearing children	4.0-9.11	English morphology & syntax

Recommended Assessments

Assessment	Normed	Age range	Used for
Language Samples ASL: needs to be developed English: Systematic Analysis of Language Transcription (SALT)	English: Compared to hearing children	Any	ASL and/or English
Communication Matrix	Developed for children with multiple disabilities	Any	Communication

Birth-Three Assessment Protocol

Timeline	Assessment
Initial IFSP	VCSL
	CASLLS
	MacArthur
6-month Reviews	Progress Monitoring (via ASL-English Language Milestones Document)
Annual Review	VCSL
	CASLLS
	MacArthur

Transition from Birth-3 (Part C) to 3-5 (Part B) for Initial IEP/504:

Team	Assessment
Part C Team	Update VCSL
	Update CASLLS
	Update MacArthur
Part B Team	Review/Update VCSL
	Review/Update CASLLS
	Review/Update MacArthur
	Observation
	Curriculum-based assessment (done by Part B team for educational team planning)

Ages 3-5

Timeline	Assessment
Annual IEP/504 Review	VCSL
	CASLLS
	EVT (ASL-Form A and English-Form B)
	PPVT (ASL-Form A and English-Form B)
	MacArthur may be used in replacement for EVT/PPVT depending on the language level of the child
6-month Progress Monitoring	Progress monitoring via ASL-English Language Milestones document
	Language Sample
	Kendall P-Levels

Annual IEP/504 review prior to transition to kindergarten

Timeline	Assessment
Annual IEP/504 Review	VCSL
	CASLLS
	EVT (ASL-Form A and English-Form B)
	PPVT (ASL-Form A and English-Form B)
	Bracken
	MacArthur may be used in replacement for EVT/PPVT depending on the language level of the child

Ages 5-8

Annual IEP/504 Review	Assessment
	ASL AI (ASL Only)
	CASLLS
	EVT (English Only)
	PPVT (English Only)
	LPT
	SPELT (English only)
6-month Progress Monitoring	Bracken (ages 5-6 only)
	Progress monitoring via ASL-English Language Milestones document
	Language Sample
Annual IEP/504 Review	Kendall P-Levels

Qualifications of Evaluators

- Teacher of the Deaf, Speech Language Pathologist, and/or Early Childhood Special Educator
- Knowledge and training in working with children who are deaf/hard of hearing
- For ASL assessments, proficiency in ASL is required
- Training will be provided for evaluators

LAP Evaluators: Roles and Responsibilities

- Establish collaborative relationship with parents and children as well as Part B and Part C professionals
- Select appropriate assessments based on individual child's level of development
- Assess (administer and interpret) language development (English and/or ASL) in children from birth through age eight who are Deaf or Hard-of-Hearing

LAP Evaluators: Roles and Responsibilities

- Present and explain assessment results, present all education options, and give recommendations
- Provide comprehensive unbiased information to parents and school district personnel concerning educational options
- Understand and explain succinctly the unique educational needs of DHH children, especially relating to Least Restrictive Environment (LRE)

Reporting

- * Following assessments, written report will be developed and shared with parents and the IFSP/IEP/504/SIT team.
 - * Assessment results
 - * Recommendations
- * Summary data will be housed in a database to be reported annually by KCDHH

Recommendations for Implementation

- * Language assessment program will be housed at the Kansas School for the Deaf (KSD)
- * Evaluators will be secured and trained by KSD
- * This program will be available to every school district and early intervention program within the State of Kansas

Implementation

- * Evaluators will collaborate with tiny-k providers, IEP teams, 504 teams, and SIT teams to complete the assessments and share the results and recommendations
- * Parents may submit a written request to opt out of the required assessments.
- * KSSD will submit report to KCDHH annually

Stakeholders' Council

- * A Stakeholder's Council will be established to facilitate communication between all interested entities involved in serving or working with Kansas children who are DHH.
- * This Council will assist in disseminating information about the program, provide comment as to the strategic priorities and timelines, and provide feedback to the language assessment program Coordinator.

Phases for Implementation

- * January-July 2018: Dissemination of information, development of materials (promotional flyers, permission forms), and database development
- * July 2018-June 2019: Assessments begin for current Sound START (birth-three) children for the purpose of piloting and gathering baseline data
- * July 2019-June 2020: Continue Sound START children and add children who attend KSD (3-8)

Phases for Implementation

- * July 2020-June 2021: Continue above and add all children who are deaf/hard of hearing ages birth-three
- * July 2021-June 2022: Continue above and add all children who are deaf/hard of hearing ages three-five
- * July 2022-June 2023: Continue above and add all children who are deaf/hard of hearing ages five-eight

Impact for Part C

- * Assessments will be done in collaboration with networks we are already working with
- * Assessments will be done every 6-months, hopefully in coordination with the annual IFSP and 6-month reviews
- * Sound START staff will provide the appropriate permissions, testing protocol, and reach out to the providers to coordinate the assessment and reporting

Impact for Part B

- ▶ Begin working with school districts as children transition from Part C to Part B
- ▶ Assessments will be done in collaboration with school districts and their IEP/504/SIT teams
- ▶ Assessments will be done annually with progress monitoring every 6 months, hopefully in coordination with IEP meetings
- ▶ KSD staff will provide the appropriate permissions, testing protocol, and reach out to the providers to coordinate the assessment and reporting

Estimated Costs: Phase 1 and Phase 2

Category	Description	Totals
Assessment Tools	<ul style="list-style-type: none">• See assessment sub-committee report	\$18,372.00
Training	<ul style="list-style-type: none">• See qualifications sub-committee report	\$20,478.00
Database	<ul style="list-style-type: none">• \$12,000 annually – user fees• *\$93,750 (Grant Funded) - Development, maintenance, & growth	\$24,000.00
Salaries	<ul style="list-style-type: none">• 1 FTE (New position=\$60,000 annually)• **4 FTE (Existing personnel)	\$120,000.00
Program Development	<ul style="list-style-type: none">• Travel• Technology• Interpreters• Education	\$25,000.00
TOTAL		\$207,850.00

Costs

- * ADDITIONAL FUNDING NEEDED FOR FIRST TWO YEARS: \$0
- * The \$93,750 for the development, maintenance, and growth of a database will initially be funded through a grant from SoundBeginnings.
- * We will utilize some current staff to initially implement the program for Phase 1 and Phase 2.

Observations

- * Implementation will be a fluid process that may change over time.
- * This is a collaborative process and will continue to fall in line with the evidence-based practices we use in Kansas.
- * Communication and collaboration will be essential for this program.

Ultimate Goals

- * Early fluent communication
- * Data-driven interventions
- * Language without limits
- * Deaf/hard of hearing children with age-appropriate language