

Kansas' Language Assessment Program for Children who are Deaf/Hard of Hearing

EHDI 2019
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LEAD-K Initiative

- Grassroots campaign
- K.S.A. 75-5397e (formerly SB 323)



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

- To assess, monitor, and track language milestones of children who are deaf/hard of hearing ages birth-eight
- To provide annual language assessments in ASL and/or English
- To provide annual report of data collected

Intended Outcomes

- Gaps/delays in language will be identified
- Children who are deaf/hard of hearing will have commensurate language levels
- Children will meet state standards and be kindergarten ready

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



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

| <u>RECEPTIVE</u> <i>Items common to both languages</i> | | <u>EXPRESSIVE</u> <i>Items common to both languages</i> | | <u>SOCIAL COMMUNICATION</u> <i>Items common to both languages</i> | |
|---|--------------------------------|--|--------------------------------|--|--------------------------------|
| <u>ASL</u> | <u>English</u> | <u>ASL</u> | <u>English</u> | <u>ASL</u> | <u>English</u> |
| <i>Language specific items</i> | <i>Language specific items</i> | <i>Language specific items</i> | <i>Language specific items</i> | <i>Language specific items</i> | <i>Language specific items</i> |

Assessments

- MacArthur CDI English
- Visual Communication and Sign Language Checklist (VCSL)
- Cottage Acquisition Scales for Listening, Language, Speech (CASLLS)
- Expressive Vocabulary Test (EVT)
- Peabody Picture Vocabulary Test (PPVT)
- Language Samples
- Kendall Conversational Proficiency Levels (P-Levels)
- Bracken Basic Concepts Scale
- ASL Assessment Instrument (ASLAI)
- Language Processing Test-3 (LPT-3)
- Structured Photographic Expressive Language Test-3 (SPELT-3)
- Communication Matrix

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

Qualifications of LAP-DHH Specialists

- 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
- For other visual supplements (ex. SEE), proficiency is required

LAP-DHH Specialists: Roles and Responsibilities

- Establish collaborative relationships
- Assess language development
- Present and explain results
- Provide comprehensive unbiased information
- Explain the unique educational needs of DHH children and the continuum of services

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

Stakeholders' Council

- Stakeholders' Council
 - Interested entities
 - Duties

Implementation

- Housed at the Kansas School for the Deaf (KSD)
- LAP-DHH specialists secured and trained by KSD
- Available to every school district and early intervention program within the State of Kansas
- Collaboration with *tiny-k* providers, IEP teams, 504 teams, and SIT teams

Costs

- No cost to *tiny-k* networks or school districts.
- KSD is absorbing the costs for the first 2 years of implementation with the help of a grant from SoundBeginnings.
- KSD is asking for an increase to their budget to continue funding the program.

Estimated Costs: Phase 1 and Phase 2

| Category | Description | Totals |
|---------------------|--|---------------------|
| Assessment Tools | • See assessment sub-committee report | \$18,372.00 |
| Training | • See qualifications sub-committee report | \$20,478.00 |
| Database | • \$12,000 annually - user fees • *\$93,750 (Grant Funded) - Development, maintenance, & growth | \$24,000.00 |
| Salaries | • 1 FTE (New position-\$60,000 annually) • **4 FTE (Existing personnel) | \$120,000.00 |
| Program Development | • Travel • Technology • Interpreters • Education | \$25,000.00 |
| TOTAL | | \$207,850.00 |

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

Collaboration with EHDI (SoundBeginnings)

- Grant from SoundBeginnings to develop database for LAP-DHH
- MOA that establishes data sharing
 - SoundBeginnings will push all identified children to LAP-DHH database
 - LAP-DHH will push language outcome data to SoundBeginnings

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

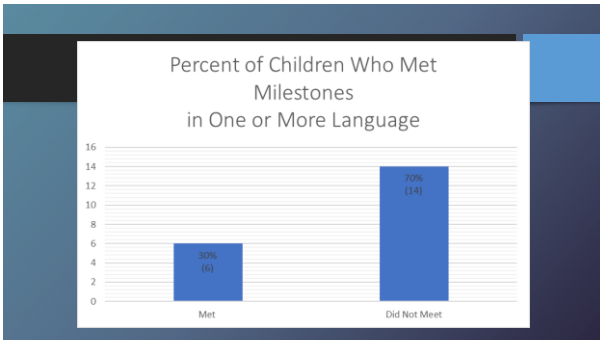
Impact for Part B

- 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

Progress

- 5 LAP specialists
- 2 ½ day training for current LAP specialists
- Stakeholders' Meeting - 15 members present
- Continued marketing of program





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

*The limits of my
language are the limits
of my world.*

-Austrian philosopher Ludwig Wittgenstein