

Evaluation Checklist for a Preschooler Who Is D/HH Using LSL During the IDEA (2004) Part C to Part B Transition

Kameron C. Carden, PhD, CCC/SLP, LSLS Cert. AVEd.,
Betsy M. Brooks, EdD, CED, LSLS Cert. AVEd., Kristina Blaiser, PhD, CCC/SLP

<div>AUDITORY STATUS AND FUNCTION (COMPLETE EACH ITEM)</div> <div><div><input type="radio"/> Obtain most recent audiological evaluation from caregiver</div><div><input type="radio"/> Educational audiologist completes functional listening evaluation and makes HAT recommendations</div><div><input type="radio"/> TOD or SLP assesses auditory skill development (Cincinnati Auditory Skills Checklist)</div></div>	<div>VISION (COMPLETE)</div> <div><div><input type="radio"/> Follow your local school's vision screening procedure</div></div>
<div>SOCIAL, EMOTIONAL, AND BEHAVIORAL DEVELOPMENT (COMPLETE EACH ITEM)</div> <div><div><input type="radio"/> Observation report</div><div><input type="radio"/> The Pragmatics Checklist</div></div>	<div>SELF-DETERMINATION/SELF-ADVOCACY (SELECT AT LEAST ONE)</div> <div><div><input type="radio"/> Audiology Self-Advocacy Checklist</div><div><input type="radio"/> SEAM for School Success</div><div><input type="radio"/> Guide to Self-Advocacy Skill Development</div></div>
<div>COGNITIVE/DEVELOPMENTAL PERFORMANCE (SELECT ONE)</div> <div><div><input type="radio"/> Special education teacher completes developmental assessment</div><div><input type="radio"/> Developmental Assessment of Young Children-Second Edition (DAYC-2)</div><div><input type="radio"/> Bayley Scales of Infant Development-Fourth Edition (Bayley-4)</div><div><input type="radio"/> Other: _____</div></div>	<div>SPEECH (COMPLETE EACH ITEM)</div> <div><div><input type="radio"/> SLP administers norm-referenced articulation assessment</div><div><input type="radio"/> Intelligibility checklist from at least one familiar and one unfamiliar listener</div><div><input type="radio"/> Intelligibility rating using sample collected for language sample analysis <div>Percent Intelligibility = # of fully intelligible utterances / total # of utterances</div></div></div>

SPOKEN LANGUAGE

Vocabulary

- ☐ MacArthur-Bates Communicative Development Inventory - III (CDI III)
- ☐ Receptive One Word Picture Vocabulary Test-4th Edition (ROWPVT-4)*
- ☐ Expressive One Word Picture Vocabulary Test-4th Edition (EOWPVT-4)*

*If using single word identification and naming tests alone, clarify that these scores demonstrate single word understanding and use and do not reflect the child's ability to understand and use words in more naturalistic, age appropriate preschool contexts.

Receptive and Expressive Language

- ☐ Language Sample Analysis (required)
- ☐ Preschool Language Scale-5th Edition (PLS-5)*
- ☐ Other _____

*When determining eligibility, PLS-5 scores are only appropriate for children who are D/HH using LSL with limited functional communication. When determining whether the child can meet the language demands of the preschool classroom, the PLS-5 should only be used qualitatively. Items 35, 39, 46, and 52 may be more sensitive to morphosyntactic errors made due to lack of acoustic access in kids who are D/HH.

Language Sample Analysis for 30 to 36 Month Olds Who Are D/HH Using LSL

Context

Each factor contributes to the analysis reflecting the child's language abilities during age-appropriate activities in the preschool setting. If not achieved, it is important to indicate that the analysis may be an overestimate of the child's language abilities in naturalistic contexts.

- ☐ The sample was collected in an environment that mirrors the listening demands of the preschool classroom.
- ☐ The toys/manipulatives the child engaged in were consistent with novel, age-appropriate activities occurring in the general preschool setting.
- ☐ The child's communication partner(s) were consistent with the communication partners present during age-appropriate activities in the preschool setting (i.e. peers, teachers/therapists).

Collection

Each factor contributes to the analysis reflecting the child's language abilities during age-appropriate activities in the preschool setting. If not achieved, it is important to indicate that the analysis may be an overestimate of the child's language abilities in naturalistic contexts.

- ☐ The sample only includes the child's **spontaneous utterances**.
- ☐ The sample reflects the child's **typical** language (i.e. all utterances, not just the best ones in the sample).
- ☐ All communication repair strategies used by the communication partner, such as repeating, rephrasing or requesting repetition, are noted within the sample.

Analysis

Age-appropriate Language Development

- ☐ The child used a variety of words.
- ☐ A variety of word classes are represented, including nouns, pronouns, verbs, and adjectives.
- ☐ The child used a variety of word combinations and/or sentence structures.
- ☐ The child's utterances contain subjects and verbs (i.e. complete sentence structure).
- ☐ The child consistently used present progressive "-ing," "in," "on," and regular plural "-s" when appropriate.
- ☐ One or more of the following grammatical markers are at least emerging: irregular past tense, possessive "-s," and the uncontractible form of *be* as a main verb.

Adverse Effects of D/HH on Language Development*

- ☐ The child did not use a variety of words.
- ☐ A variety of word classes are not represented.
- ☐ The child used a few combinations or structures repeatedly (ex. "I want.." or "I got...").
- ☐ The child's utterances do not consistently contain a subject and a verb.
- ☐ The child used grammatical markers with syllabic cueing and/or lower frequency energy (ex. "in," "on," present progressive "-ing") but not high frequency, low energy grammatical markers (ex. "-s" to mark plurality) as a result of lack of acoustic access rather than developmental delay.
- ☐ None of the following grammatical markers are at least emerging: irregular past tense, possessive "-s," and the uncontractible form of *be* as a main verb.

*Checking even one of these items would be a demonstration of the adverse effects of D/HH on the development of the language/communication skills necessary for equitable access to age-appropriate activities in the general preschool setting.