# KEEPING OUR EYES ON THE FINISH LINE

**EHDI Conference 2025** 

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## Session Objectives:

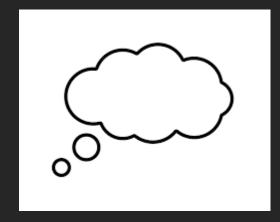
- 1. Learn from a parent's retrospection of the contributing factors to her son's educational success.
- 2. Discuss barriers and facilitators of conducting annual language assessments.
- 3. Identify outcomes of implementing annual language assessments.
- 4. Commitment to one action item you can immediately implement after attending this session.

### The start of the journey...

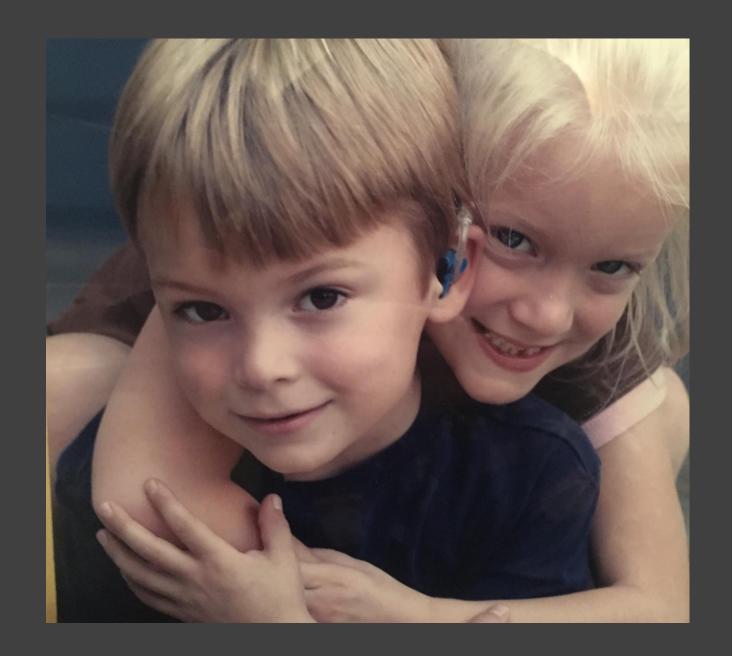


Every family has a story

## EARLY INTERVENTION DOESN'T AUTOMATICALLY MEAN AGE-APPROPRIATE LANGUAGE ACQUISITION



LANGUAGE ACQUISITION ISN'T EASY FOR FAMILIES

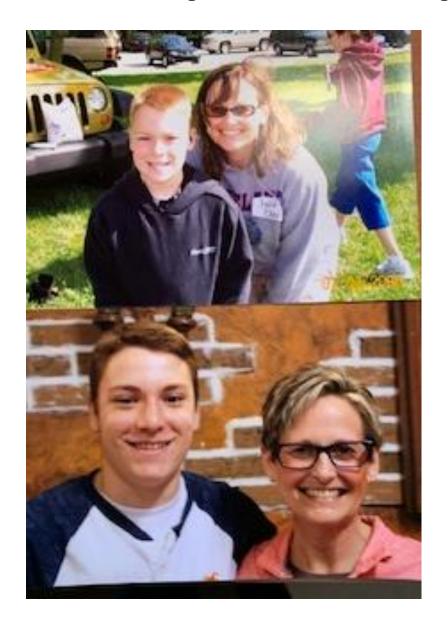




## Contributing Factors to Academic Success!

- Annual Language
   Assessments
- Targeted Goals
- Meaningful Progress
   Monitoring and Data
   Collection
- Parent Advocacy
   Student Self-Advocacy

## It takes partnership



Parent – Professional
 Collaboration: More than just being involved in the classroom – the family and professionals work together in an equally reciprocal relationship that is based on mutual trust and caring.

**NCSET** 

### Example

Hands & Voices
Educational Advocacy
Guidebook
Table 5.3. Sample
Assessment Tracking
Form pg. 63

	DOE: 03/07 CA: 6-9 Dev: Bilateral HAs <i>Score</i>	DOE: 03/08 CA: 7-8 Dev: Bilateral HAs <i>Score</i>	DOE: 03-05/09 CA: 8-8 Dev: Bilatera I HAs <i>Score</i>	DOE: 03-04/10 CA: 9-8 Dev: Bilateral HAs Score
Clinical Evaluation of Language Fundamentals (CELF-4)	(average 8-12)	(average 8-12)	(average 8-12)	(average 8-12)
Concepts and Following Directions	11 (age 7-2)	9 (age 7-2)	10 (age 8-10)	13(age ↑ 12-11)
Formulated Sentences	11 (age 7-3)	12 (age 8-9)	12 (age 9-9)	15 (age 19-3)
Sentence Structure/Assembly	10 (age 6-4)	9 (age 7-3)	11 (age 8-9)	17 (age <b>↑</b> 17-11)
Word Classes - Receptive	12 (age 7-11)	10 (age 7-6)	11 (age 8-10)	8 (age 8-6)
Word Classes - Expressive	14 (age 7-11)	11 (age ↑ 7-11)	14 (age 10-9)	11 (age 10-3)
Words Classes Total	13 (age 7-11)	10 (age 7-10)	9 (age 9-6)	8 (age 9-2)
Expressive Vocabulary	11 (age 7-4)	14 (age ↑ 9-11)	14 (age ↑ 9-11)	15 (age ↑ 9-11)
Recalling Sentences	10 (age 6-8)	8 (age 6-5)	12 (age 9-9)	11 (age 10-3)
Understanding Spoken Paragraphs	11 (no age available)	6 (no age available)	15 (no age available)	13 (no age available)
Word Structure	11 (age 7-1)	12 (age ↑ 8-11)	13 (age ↑ 8-11)	N/A
Number Repetition Forward	8 (age 5-3)	9 (age 11-0)	13 (age 13)	13 (age 16-3)
Number Repetition Backward	8 (age 5-0)	7 (age 6-3)	9 (age 6-9)	9 (age 8-6 )
Number Repetition Total	7 (age 5-8)	10 (age 7-6)	13 (age 9-6)	11 (age 10-6)
Familiar Sequences			8 (age 7-2)	8 (age 8-2)
Total Expressive Language	105	103	114	114
Total Receptive Language	127	96	103	102
Total Language	104	100	111	111

## Switching Roles

The Advocate

- Common advocacy issues:
- ∘ Eligibility DHH
- Availability of providers with DHH experience
- Low expectations
- Refusal of annual language assessments / lack of supporting data to identify current needs

### **Definitions**



### **Evaluation:**

Evaluation means the procedures used by qualified personnel to determine a child's initial and continuing eligibility, under this part, consistent with the definition.

Assessment: Assessment means ongoing procedures used by qualified personnel to identify the child's unique strengths and needs and the intervention services appropriate to meet the needs of the student. This can be for the purpose of progress monitoring and annual IEP planning.

### **Purpose and Need**

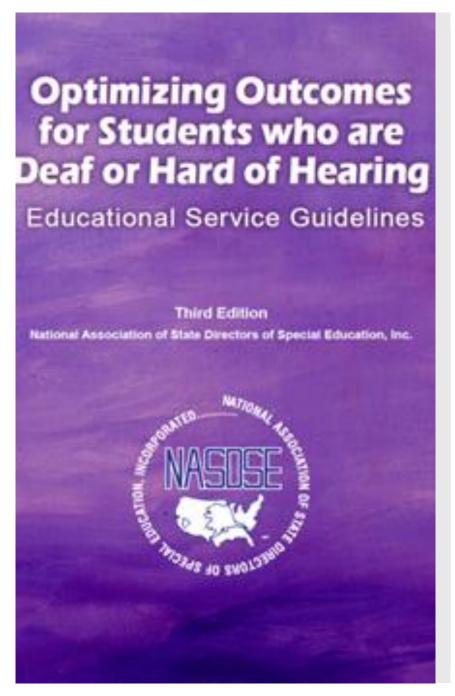
### Why advocate for annual language assessments?

- To identify current needs
- To compare year to year look for a minimum of one year of growth in one year's time!
  - If there is a significant language gap, the student needs to make more than one year's growth in one year's time, to be on a trajectory to catch up!
- ∘ To find the "holes" or "gaps"
- 3 years is too long to wait during the critical years of language development
- o Annual language assessments will help identify baseline data and goal areas



#### BARRIERS TO CONDUCTING ANNUAL LANGUAGE ASSESSMENTS

- Philosophy / standard practice"they way we've always done it"
- ° Time
- Knowledge of assessments needed
- Personnel trained to conduct assessments on students who are DHH
- What else



## NASDSE Guidelines – Ten Essential Principles for Effective Education of Students who are Deaf or Hard of Hearing

- 1. Each student is unique
- 2. High expectations drive educational programming and future employment opportunities
- 3. Families are critical partners
- 4. Specially designed instructions is individualized
- 5. Least restrictive environment (LRE) is studentbased

#### Continued...

6. Early language development is critical to cognition, literacy, and academic achievement

- 7. Educational progress must be carefully monitored
- 8. Access to peers and DHH adults is critical
- 9. Qualified providers are critical to a child's success
- 10. State leadership and collaboration is essential

Free download: www.nasdse.org

### 7. Educational progress must be carefully monitored

The Supreme Court reviewed and clarified the IDEA's responsibility in 2017, stating that each child's Individualized Education Program (IEP) "must be appropriately ambitious in light of the child's circumstances" (Endrew F. v. Douglas County School District (137 S.Ct. 988). Language, literacy, academic progress and social-emotional health should be monitored **frequently** and reported according to the same requirements for all students. For most students who are deaf or hard of hearing, goals and services should minimally result in one year's growth in one year based on relevant assessment and progress monitoring tools. If students are not working on grade level, or not making appropriate developmental progress, it may be necessary to evaluate the services students are receiving to intensify or modify them to close gaps between the student's present level of functioning and the level of typically developing peers. (NASDSE Guidelines pg. 3)

### Additional areas to consider for students who are Deaf or Hard of Hearing

Supported by NASDSE Guidelines pg. 24-25

## American Sign Language (ASL)

- Vocabulary
- Fluency
- Phonology
- Semantics
- Syntax
- Morphology
- Pragmatics

### Spoken Language

- Vocabulary
- Fluency
- Phonology
- Semantics
- Syntax
- Morphology
- Pragmatics

### **Executive Function**

- Attention
- Memory
- Organization
- Regulation

### **Auditory Status**

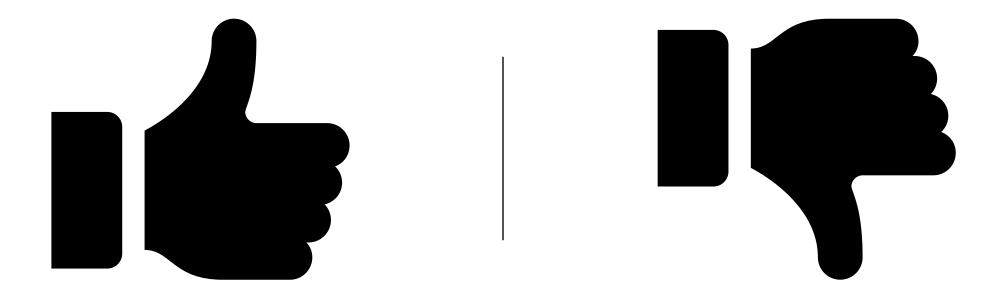
- Acuity
- Speech Discrimination
- Performance and use of HAT
- Auditory Skills Development

Vision Speech

Social-Emotional Self-Advocacy Self-Determination

## Potential Outcomes of implementing annual language assessments for students who are DHH





## POLL

### Hands & Voices ASTra resources

Advocacy Request Form (English and Spanish)

https://www.handsandvoices.org/astra/request-form.html

ASTra Webinar Series (Registration and Recordings)

https://handsandvoices.org/astra/webinars/

ASTra Tools (English and Spanish)

https://www.handsandvoices.org/astra/index.html

Parent Advocacy Quick Tips: Short videos series in Spanish

https://www.handsandvoices.org/astra/spanish/video/index.html



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https://www.handsandvoices.org/astra/index.html