

# ETHICAL AND ACCURATE PSYCHOLOGICAL ASSESSMENTS OF DEAF AND HARD OF HEARING CHILDREN



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- ❖ Language deprivation occurs due to a chronic lack of full access to a natural language during the critical period of language acquisition (when there is an elevated neurological sensitivity for language development), approximately the first 5 years of a child's life.

## Language Deprivation

- ❖ Long-term neurological impact
- ❖ Negatively impacts child's ability to develop fluent language to support learning
- ❖ Early deprivation leads to dysfluency later
- ❖ CIs and HAs show significantly variable results when ASL is not used
- ❖ CIs and HAs alone are not sufficient to support language development

# Language Deprivation

- ❖ A disruption of the rules and structures of a given language
- ❖ In Deaf children may show limited vocabulary, lack of time markers, inaccurate spatial organization, and a lack of syntax



# Language Dysfluency

- ❖ Gaps in knowledge due to accumulated lack of environmental information or incidental learning.
- ❖ Result of a lack of access.
- ❖ Can have long term impact on physical, mental and social health.



# Fund of Knowledge

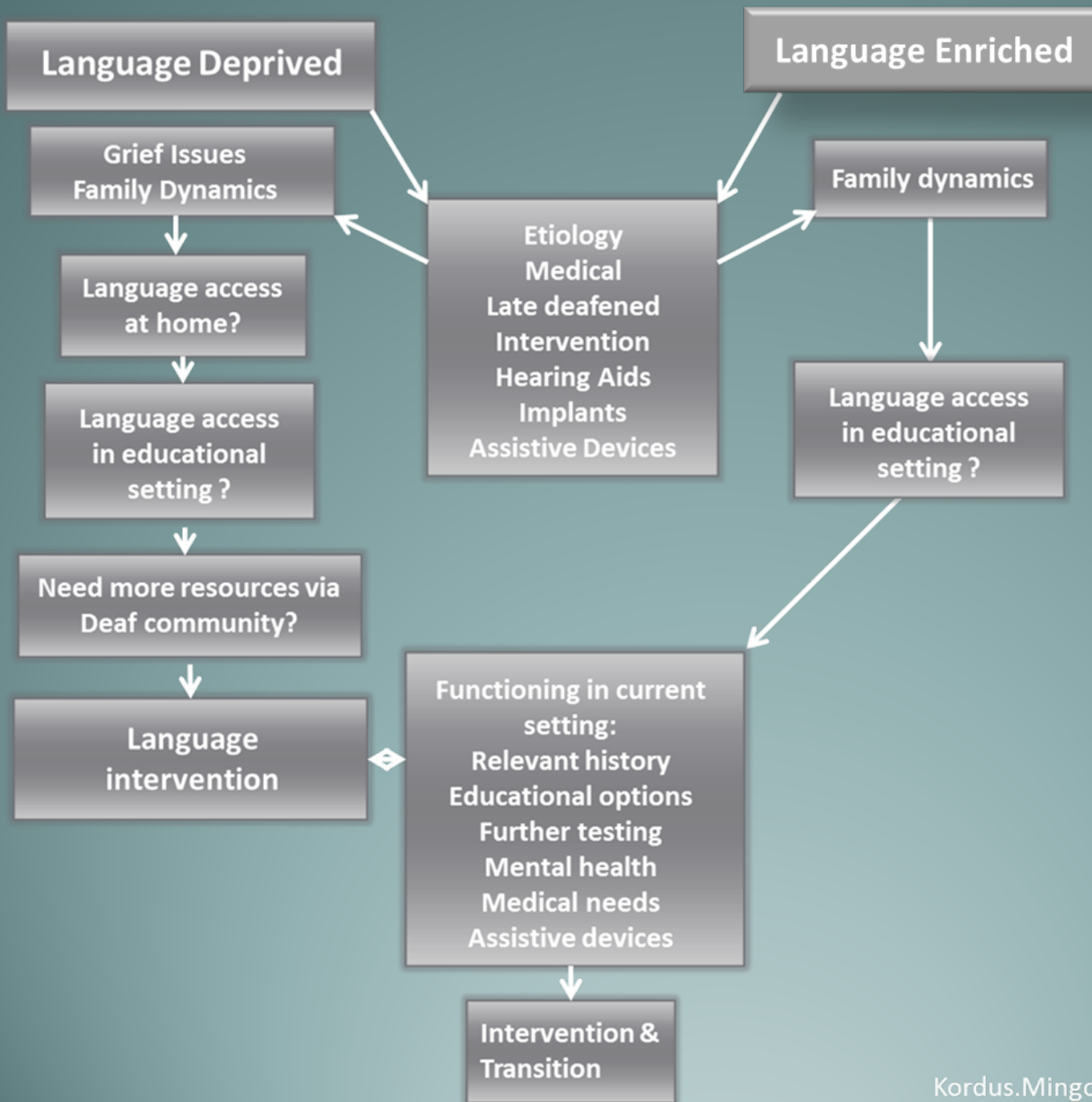
- ❖ No current tests normed on the deaf
- ❖ Be aware of the child's entire environment
- ❖ If language deprivation occurred, be cautious in interpretation!
- ❖ Careful not to interpret results from a "hearing culture" perspective.
- ❖ Be knowledgeable about child's culture and daily struggles.

# Assessing Deaf Children

# Goal of Assessment

- ▣ To empower parents with information.
- ▣ To rule out the impact of language deprivation so that the diagnosis will be more clear.
- ▣ To provide information to the IEP team to assess eligibility.





# Our Model



# What makes a good evaluation?



- Detailed background?
- Mention hearing loss?
- Communication addressed?
- Referral question answered?
- Comprehensive?
- MUST understand the complexities of language acquisition and deprivation and to take that into consideration as we *interpret* data.

# Case Examples

- ▣ Alex 17yo, 11<sup>th</sup> gr
- ▣ Dx at 3yo / HAs
- ▣ ASL at 15 yo
- ▣ MIQ 60 (UNIT)
- ▣ RIQ 85
- ▣ SIQ 63
- ▣ NSIQ 82
- ▣ Math 1.8
- ▣ Reading <1.0
- ▣ Passage Comp Pk.4



# Case Examples

- ▣ John 9yo, 4<sup>th</sup> gr
- ▣ Dx at birth
- ▣ ASL from birth
- ▣ VCI 100
- ▣ PRI 121
- ▣ Math 4.5
- ▣ Reading 5.9
- ▣ Passage Comp 3.9



# Research

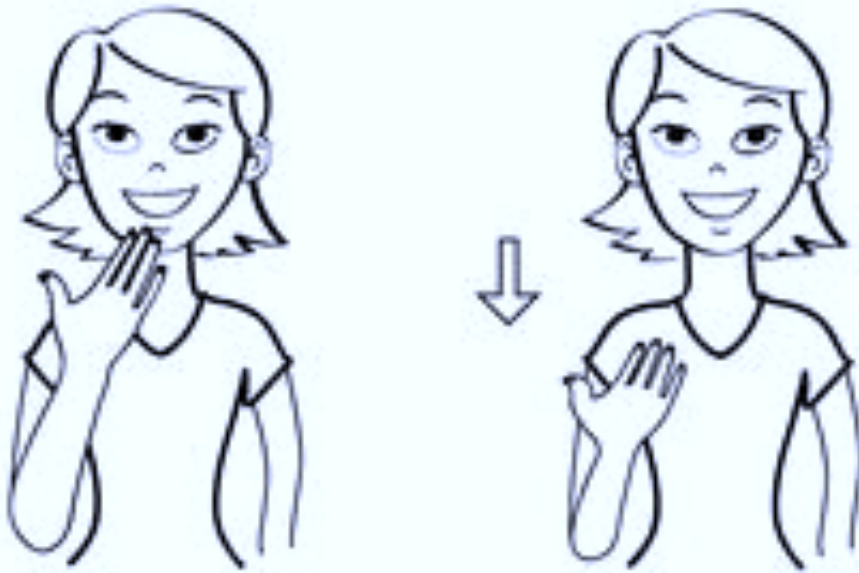
We are Drs. Jon Henner and Dr. M. Natasha Kordus. Dr. Henner is an assistant professor at the University of North Carolina, Greenboro. We are looking for professionals who regularly assess deaf and hard of hearing children for language deprivation or learning disabilities to take a survey. The survey has 73 questions which focus on demographic information, and personal insights about ASL, deaf culture, learning disabilities, and assessment use with deaf and hard of hearing populations. The goal of the survey is to collect information on who, what, and how the field gathers information on deaf and hard of hearing children who may have, or have a learning disability. This survey will take approximately 15 minutes of your time. We really appreciate your time.

To participate in this survey, please go to following link: [https://uncg.qualtrics.com/jfe/form/SV\\_3Wa4SajytBGpsod](https://uncg.qualtrics.com/jfe/form/SV_3Wa4SajytBGpsod)

# Resources Available at:



<https://tinyurl.com/y3arf7q9>



- ❖ [nkordus@cldr-cde.ca.gov](mailto:nkordus@cldr-cde.ca.gov)
- ❖ <http://thrive.cde.ca.gov/>

