

Reaching Individual Potential through Personal Language Experience



Mandy Longo, M.S. CCC-SLP



RIPPLE



Katherine Robinson, B.A. NIC

RIPPLE provides support
for families and professionals
to help their deaf children

Reach their **I**ndividual **P**otential through **P**ersonal **L**anguage **E**xperiences.



Direct
Services



Products
&
Materials



Professional
Development



The Ripple Effect.

When you truly love life and

live it every day, you change the world.

It's not about the things you do, it's about the things you are.

When you truly love life and live it every day, you change the world.

It's not about the things you do, it's about the things you are.

When you truly love life and live it every day, you change the world.

It's not about the things you do, it's about the things you are.

When you truly love life and live it every day, you change the world.

It's not about the things you do, it's about the things you are.

When you truly love life and live it every day, you change the world.

It's not about the things you do, it's about the things you are.

love life and live it every day, you change the world.

It's not about the things you do, it's about the things you are.

When you truly love life and live it every day, you change the world.

It's not about the things you do, it's about the things you are.

When you truly love life and live it every day, you change the world.

It's not about the things you do, it's about the things you are.

When you truly love life and live it every day, you change the world.

It's not about the things you do, it's about the things you are.

When you truly love life and live it every day, you change the world.

It's not about the things you do, it's about the things you are.

you start

a ripple effect

that changes

the world.

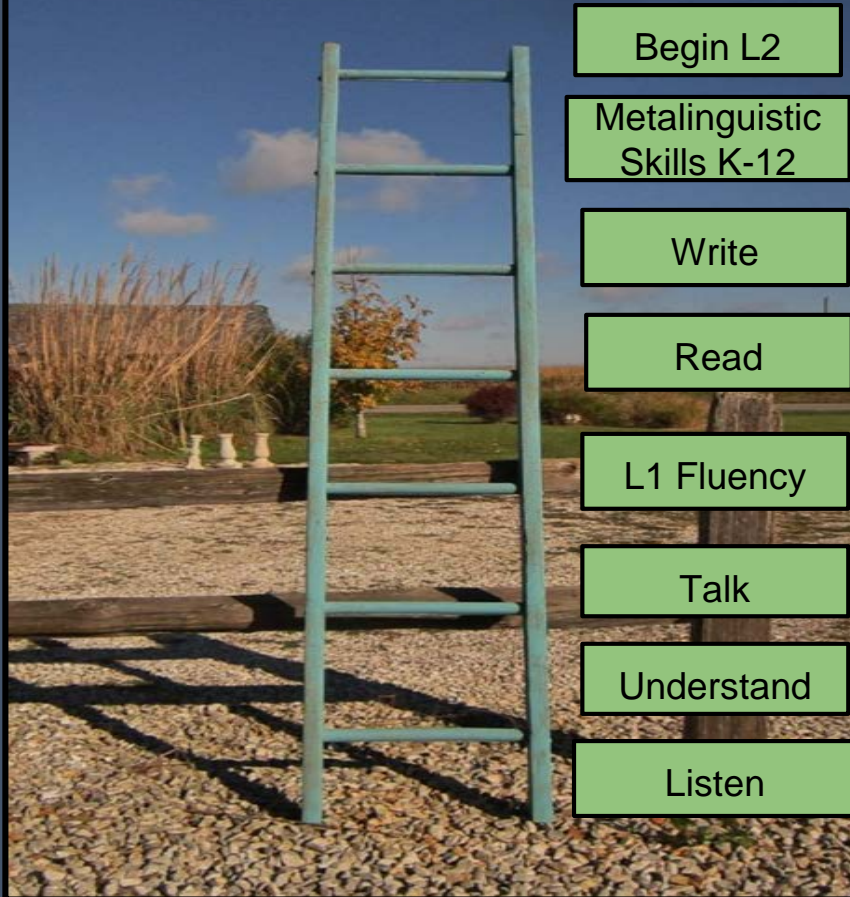
#StartTheRIPPLE

What's the best reading curriculum for deaf students?

Yaxshi tilsiz o'qish oson emas.

It's complicated to read without a fluent language.

Hearing Child



Deaf Child



Language acquisition has long been recognized as the central difficulty facing deaf/hard of hearing children.

(Marschark, et al, 2002; Moores, 2001)



(VL2 Research Brief #9, 2013)

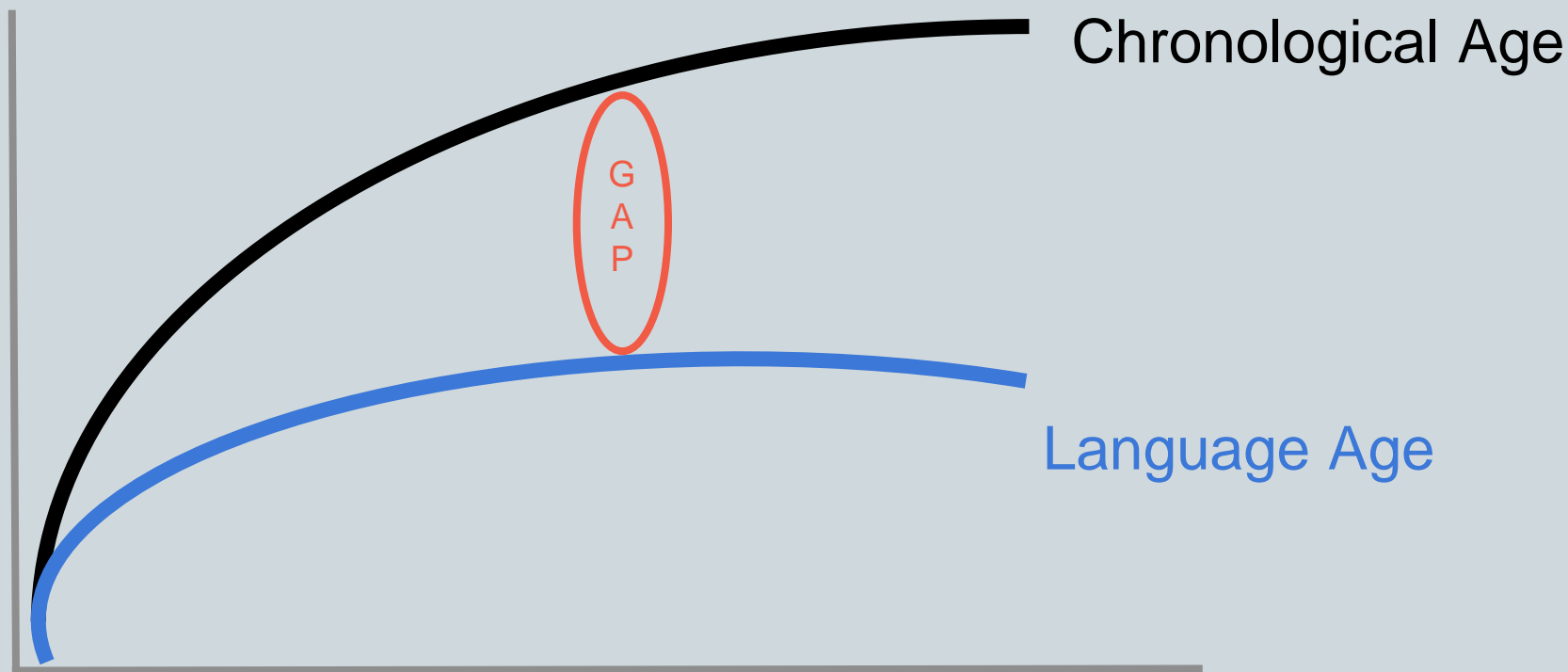
#starttheripple

Closing the Gap

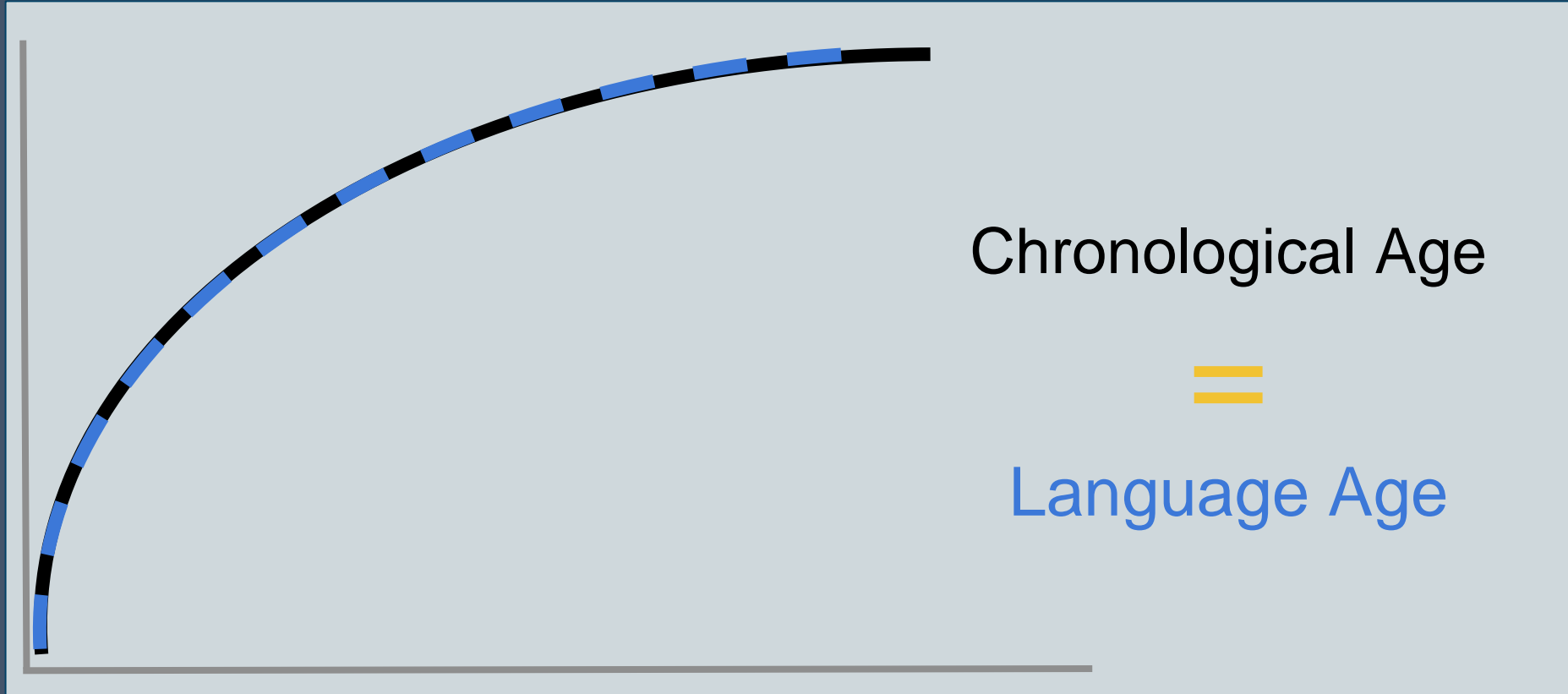
Chronological Age (CA)

Language Age (LA)

Language Gap (LG)



Age Appropriate Language





RIPPLE

DRIP

**Diagnostic Record
AND
Intervention Plan**

For Bilingual Language Development
In Children Who are Deaf or Hard of Hearing



**EARLY
YEARS**



DRIP EY

Diagnostic Record AND Intervention Plan

EARLY YEARS

For Bilingual Language Development
In Children Who are Deaf or Hard of Hearing

Child's Name _____

DOB _____

Initial Eval _____

6-mo Review _____

Annual Eval _____

1

Demographic Information

Chronological Age at Initial Eval: _____ Sex: Male Female

Primary Caregiver(s): _____ Setting: _____

Audiometric Information

Age of Diagnosis: _____

Type & Severity – R Ear _____

Type & Severity – L Ear _____

Age & Type of Amplification – R Ear _____

Age & Type of Amplification – L Ear _____

Hearing Age: _____

Language Information

Home Languages: _____

Describe child's use & exposure to:

English: _____

ASL: _____

Other Information

Amplification History: _____

Health History: _____

Other: _____

2

CURRENT YEAR ASSESSMENTS, SCORES AND PROGRESS MONITORING

		Date	Assessment Tool(s)	Age Equivalency Score	On Target	Deficient Sub Skills
Initial Evaluation	ASL				Y / N	<hr/> <hr/> <hr/>
	English				Y / N	<hr/> <hr/> <hr/>

Notes: _____

PROGRESS MONITORING CHART

— CA = Black/Goal Line

● ASL LA = Blue

● English LA = Red

	Last Year	CURRENT YEAR			End of Year Goal
3 Years					
2 Years					
1 Years					
Birth					
		Initial Assessment	6-Month Review	Annual Review	1-Year Goal
		Date _____	Date _____	Date _____	Date _____



Copyright © 2018, RIPPLE Language, LLC.
All Rights Reserved.

#starttheripple



Date

Language Gap Calculation

Goal & Progress

Intervention (Quantity & Quality)

Initial Evaluation

Date

ASL Language Gap

CA _____ – LA _____

= _____
ASL LG

Gap present?

 yes no

English Language Gap

CA _____ – LA _____

= _____
English LG

Gap present?

 yes no

ASL Goal

Reduce LG to

≤ _____

English Goal

Reduce LG to

≤ _____

Quantity: ASL Intervention _____ minutes hours / day
English Intervention _____ minutes hours / day

Quality Considerations:

- Goals are developed based on child's ZPD
- All service providers are trained and/or experienced in working with children who are DHH, OR additional training, support, or staff will be provided
- Intervention services target **each** area of need.

6-Month Review

Date

ASL Language Gap

CA _____ – LA _____

= _____
ASL LG

Gap present?

 yes no

English Language Gap

CA _____ – LA _____

= _____
English LG

Gap present?

 yes no

Progress toward Goal:

Initial ALG _____ – Current ALG _____

= ASL 6-mo progress

Initial ELG _____ – Current ELG _____

= English 6-mo progress

- Adequate progress being made; expect to achieve annual goal.
- A change in Quantity or Quality is necessary to achieve annual goal.

Describe: _____

Annual Review

Date

ASL Language Gap

CA _____ – LA _____

= _____
ASL LG

Gap present?

 yes no

English Language Gap

CA _____ – LA _____

= _____
English LG

Gap present?

 yes no

Progress toward Goal:

Initial ALG _____ – Current ALG _____

= ASL 1-yr progress

Initial ELG _____ – Current ELG _____

= English 1-yr progress

ASL Goal

Did LG close by more than 1 year?

 yes no

Did they meet the goal?

 yes no

Is a gap still present?

 yes no

English Language Goal

Did LG close by more than 1 year?

 yes no

Did they meet the goal?

 yes no

Is a gap still present?

 yes no

Review & Planning

If gap did not close by more than one year in a year's worth of time, what do you recommend for changes in Quantity or Quality for next year if gaps are still present?

PROGRESS MONITORING CHART

— CA = Black/Goal Line

● ASL LA = Blue

● English LA = Red

	Last Year	CURRENT YEAR			End of Year Goal
3 Years					
2 Years					
1 Years					
Birth					
		Initial Assessment	6-Month Review	Annual Review	1-Year Goal
		Date: 2/14/18	Date: _____	Date: _____	Date: _____



PROGRESS MONITORING CHART

— CA = Black/Goal Line

● ASL LA = Blue

● English LA = Red

	Last Year	CURRENT YEAR			End of Year Goal
3 Years					
2 Years					
1 Years					
Birth					
		Initial Assessment	6-Month Review	Annual Review	1-Year Goal
		Date 2/14/18	Date _____	Date _____	Date 2/14/19

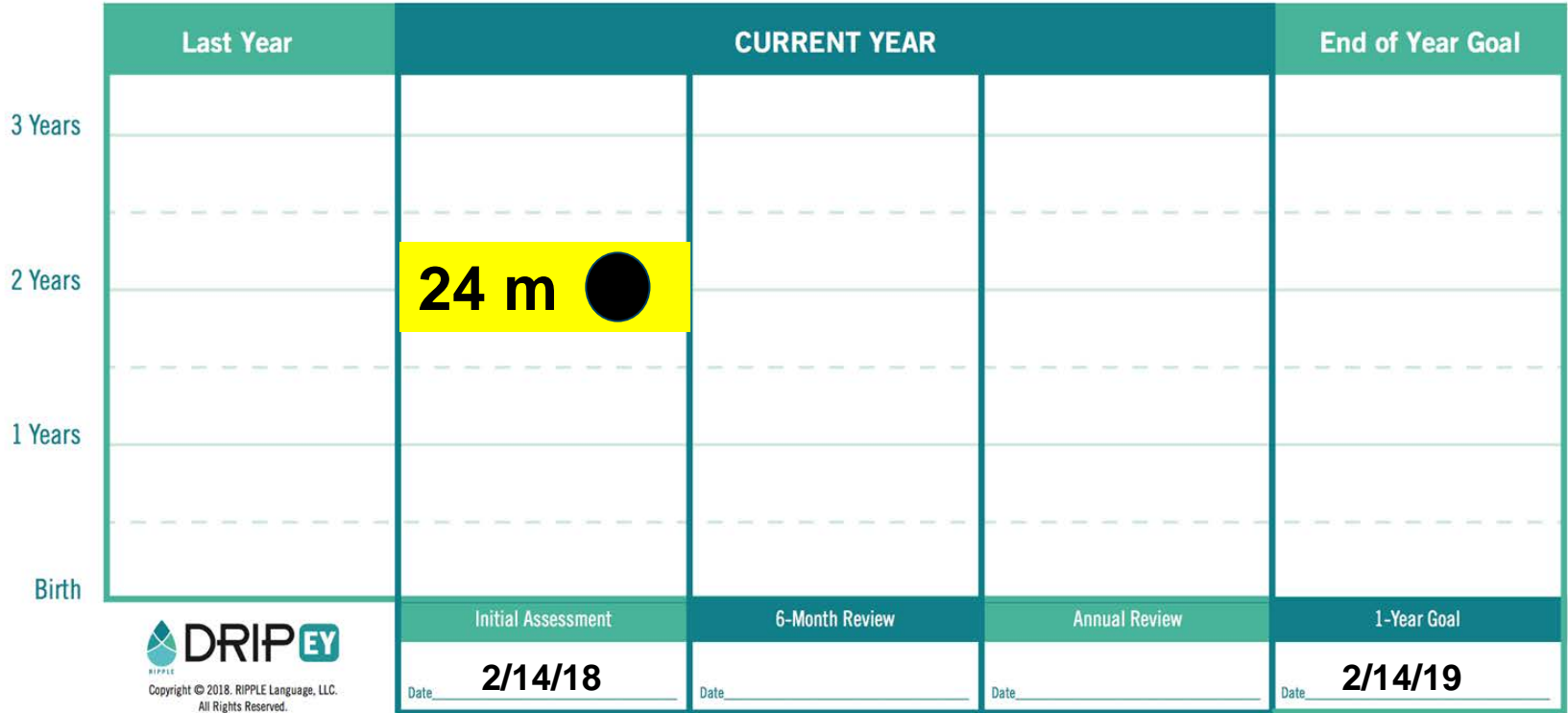


PROGRESS MONITORING CHART

— CA = Black/Goal Line

● ASL LA = Blue

● English LA = Red

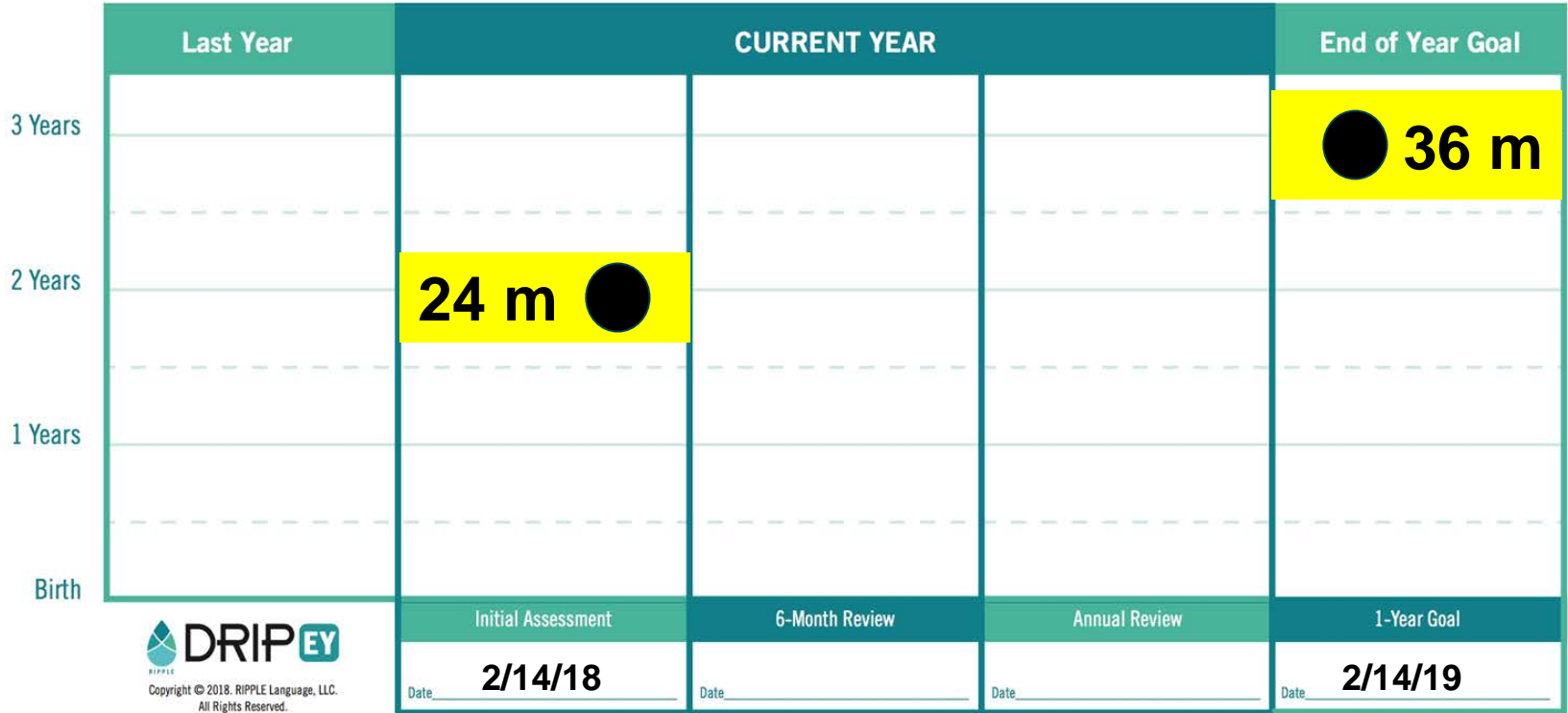


PROGRESS MONITORING CHART

— CA = Black/Goal Line

● ASL LA = Blue

● English LA = Red

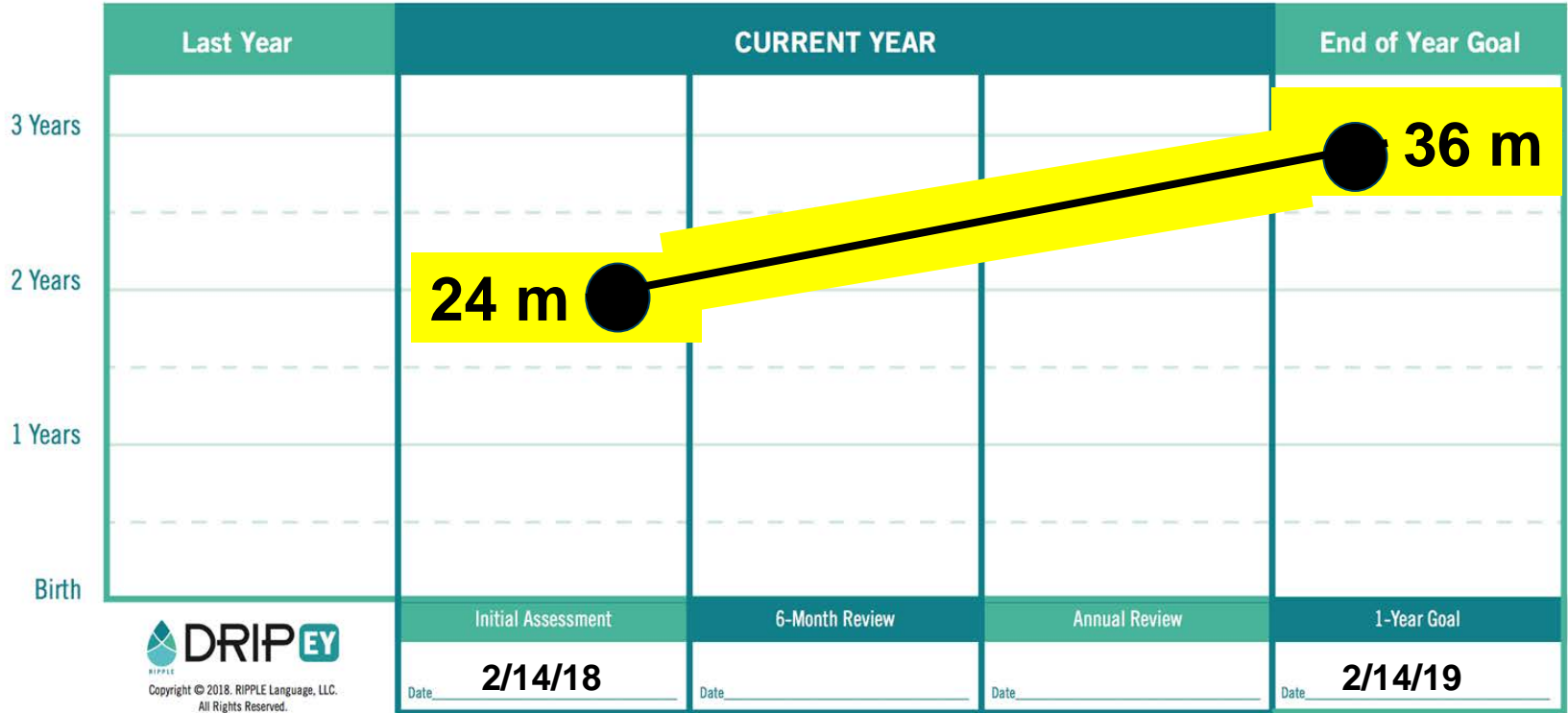


PROGRESS MONITORING CHART

— CA = Black/Goal Line

● ASL LA = Blue

● English LA = Red

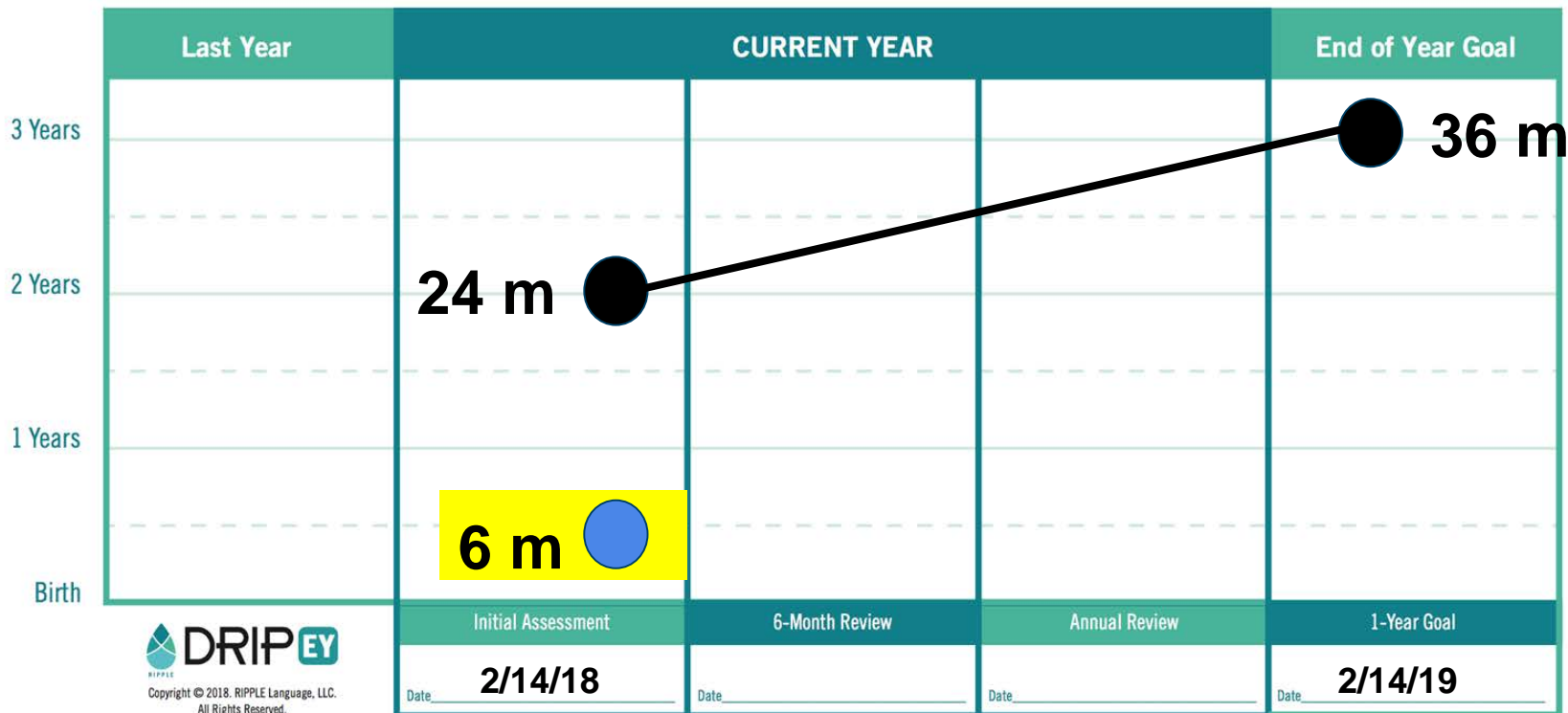


PROGRESS MONITORING CHART

— CA = Black/Goal Line

● ASL LA = Blue

● English LA = Red

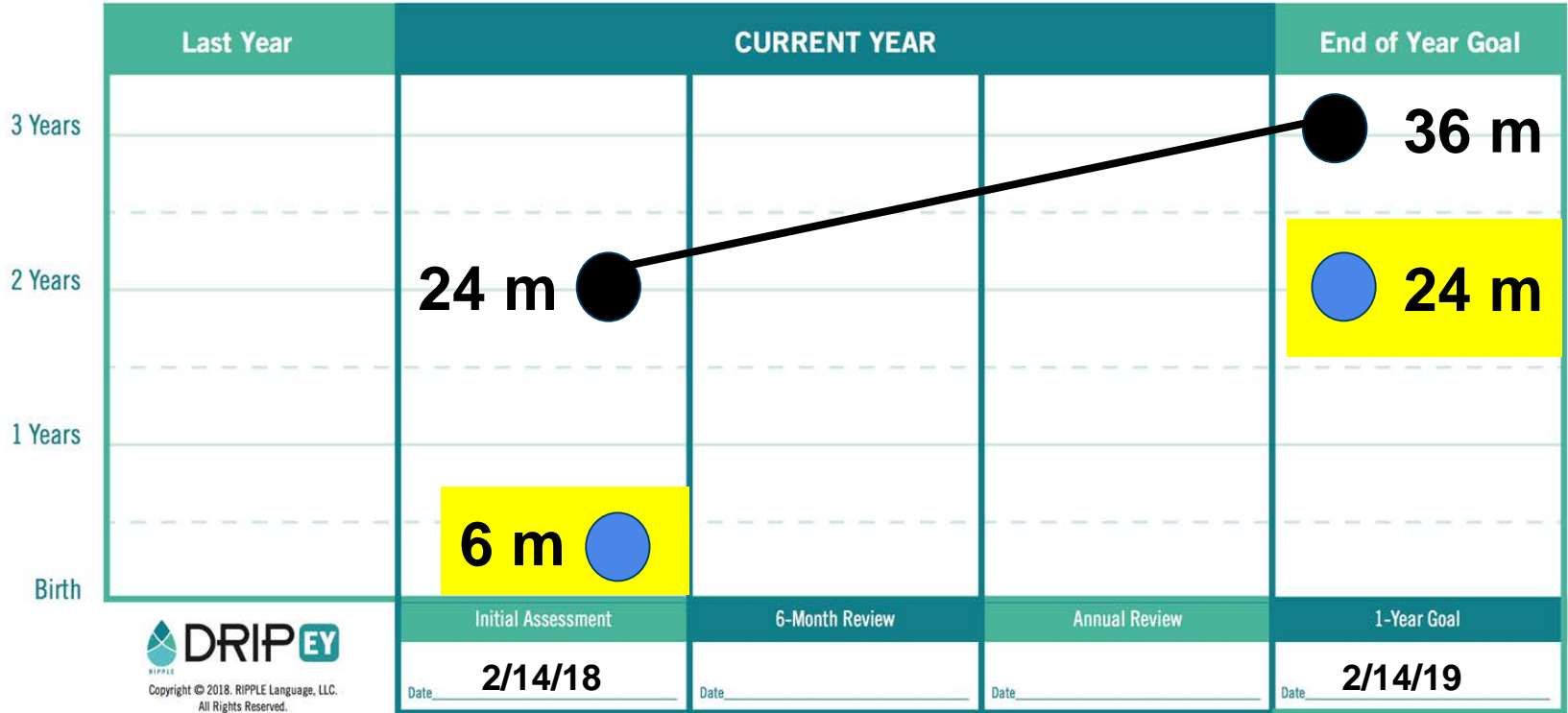


PROGRESS MONITORING CHART

— CA = Black/Goal Line

● ASL LA = Blue

● English LA = Red

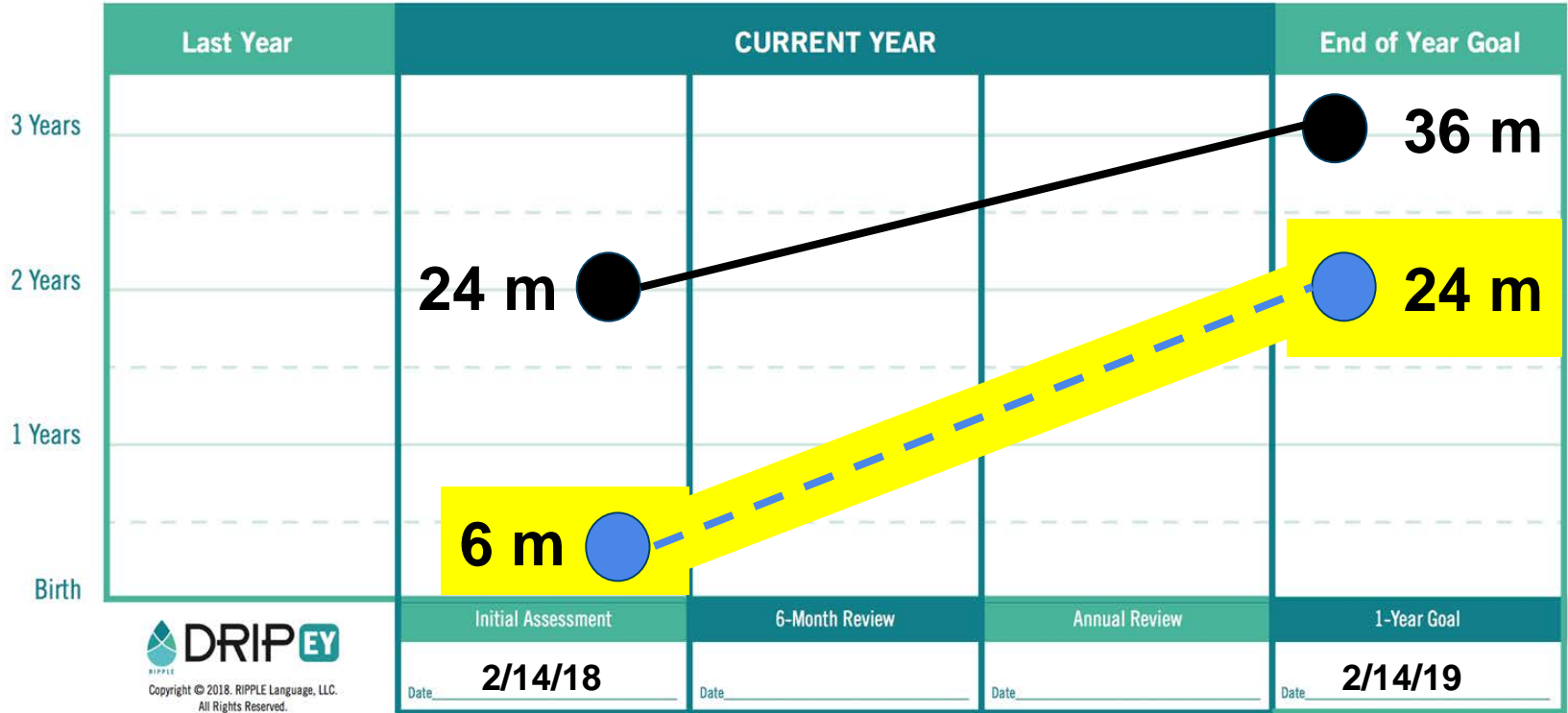


PROGRESS MONITORING CHART

— CA = Black/Goal Line

● ASL LA = Blue

● English LA = Red

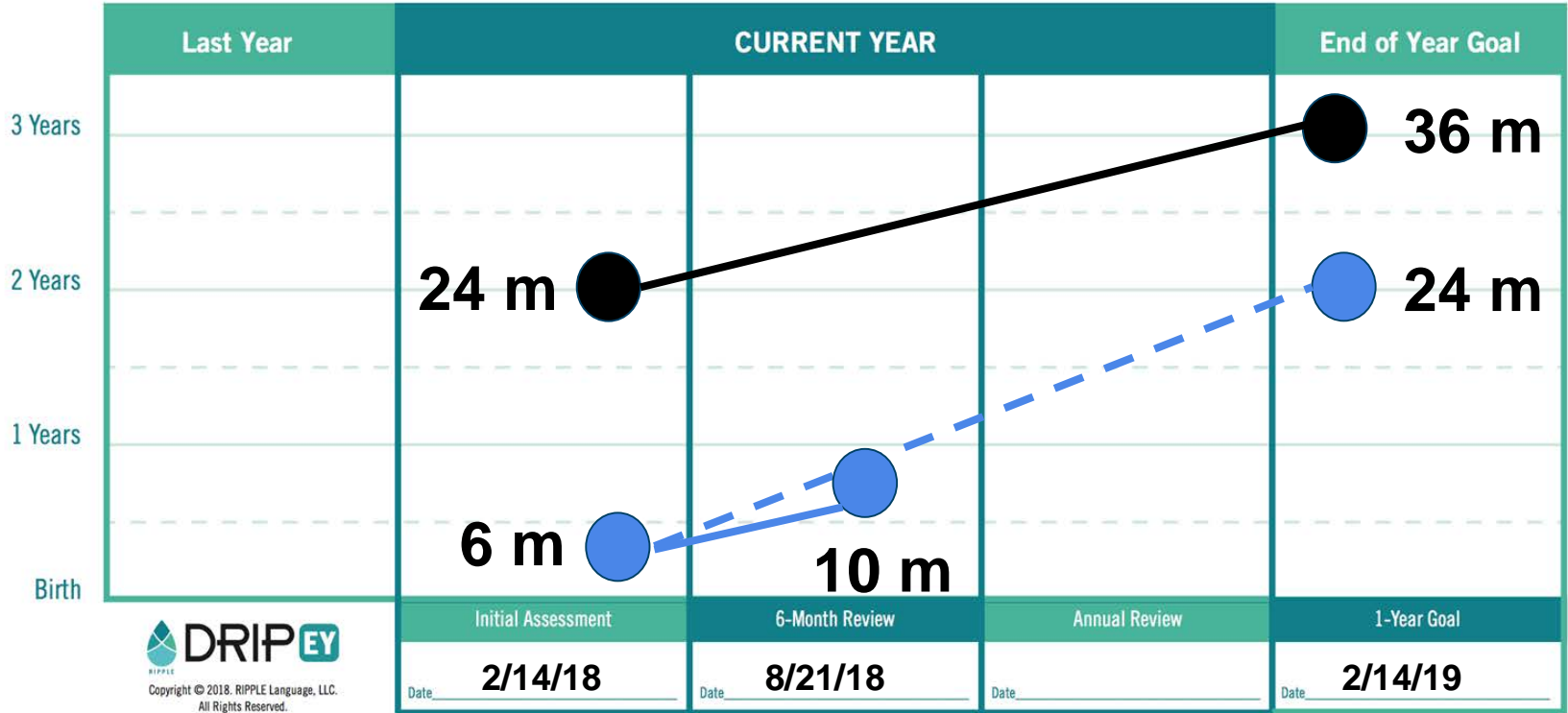


PROGRESS MONITORING CHART

— CA = Black/Goal Line

● ASL LA = Blue

● English LA = Red





Keep in Touch

ripplelanguage.com



RIPPLE



<https://www.facebook.com/RippleLanguage/>



Ripple_Language

mandy.ripplelanguage@gmail.com

katherine.ripplelanguage@gmail.com