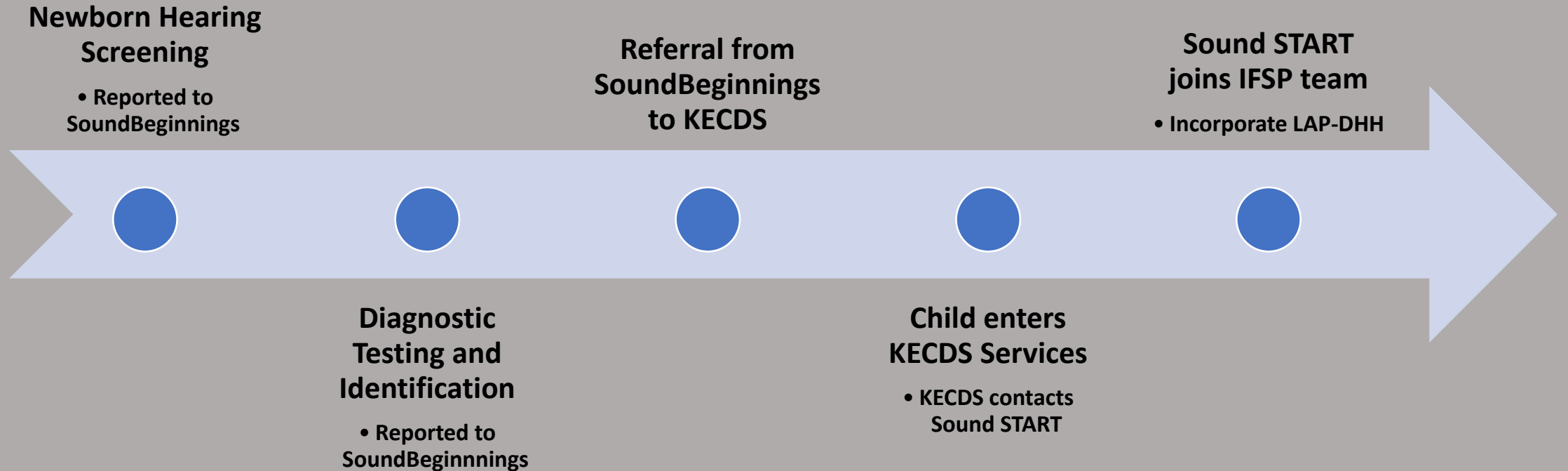


**Applying What We are Learning from  
Language Assessments in our Early  
Intervention Work:  
Insights from the Language Assessment  
Program-Deaf/Hard of Hearing**

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# Timeline for Supports



## **Purpose**

- **Assess, monitor, & track language milestones for all DHH children birth - 8**
- **Assess ASL and/or English annually**

## **Outcomes**

- **Identify gaps/delays**
- **Age-appropriate language**
  - **Kindergarten ready**

# Assessment Tools

## ASL

- Language Samples
- ASL-CDI
- Visual Communication and Sign Language Checklist (VCSL)
- ASL/English Language Milestones document

## English

- Language Samples
- English MCDI
- Cottage Acquisition Scales for Listening, Language, Speech (CASLLS)
- ASL/English Language Milestones document

\*Communication Matrix is also used, as is appropriate for the child\*

ASL and English Milestones Age 24-30 months

Receptive		A	E	Expressive		A	E	Social Communication		A	E									
Understands prepositions, <i>in, on, under</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Expressive vocabulary of 200-300 words		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Asks for help using two or more words <sup>1</sup>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
Follows two-step related directions		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Uses simple descriptors <i>hot, cold, big, little</i>		<input type="checkbox"/>	<input type="checkbox"/>	Regularly requests clarification		<input type="checkbox"/>	<input type="checkbox"/>									
Understands the concept of "just one"		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Uses phrases to express negation with <i>no, not, don't, and/or can't</i> <sup>2</sup>		<input type="checkbox"/>	<input type="checkbox"/>	Tells own age		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
Understands descriptive adjectives (e.g., size, opposites, colors)		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Uses two- to three-word phrases frequently		<input type="checkbox"/>	<input checked="" type="checkbox"/>	Names a pet, friend, and/or sibling		<input type="checkbox"/>	<input checked="" type="checkbox"/>									
								Tells stories about present situations		<input type="checkbox"/>	<input checked="" type="checkbox"/>									
								Uses language to comment/ narrate during play		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
								Shares toys, cooperates in games		<input checked="" type="checkbox"/>	<input type="checkbox"/>									
ASL		English		ASL		English		ASL		English										
				Uses handshapes B, F, O		<input type="checkbox"/>	Uses present progressive -ing		<input type="checkbox"/>			Talks more in play <sup>6</sup>		<input checked="" type="checkbox"/>						
				Uses descriptive classifiers occasionally CL:F, CL:O, & CL:3		<input type="checkbox"/>	Uses subject + verb + object <sup>4</sup>		<input checked="" type="checkbox"/>			Initiates topic & responds with new information		<input type="checkbox"/>						
				Uses non-manual markers, raised eyebrows, squints		<input type="checkbox"/>	Uses subject + copula + complement <sup>5</sup>		<input checked="" type="checkbox"/>											
				Uses mouth morphemes occasionally <sup>3</sup>		<input type="checkbox"/>	Asks What + subj. + verb? questions		<input type="checkbox"/>											
		<input type="checkbox"/>	Asks Where + subj. + verb? questions		<input type="checkbox"/>															
Rec ASL: <input type="text"/> / 4 = <input type="text"/> %    Exp ASL: <input type="text"/> / 8 = <input type="text"/> %    SC ASL: <input type="text"/> / 7 = <input type="text"/> % Rec Eng: <input type="text"/> / 4 = <input type="text"/> %    Exp Eng: <input type="text"/> / 10 = <input type="text"/> %    SC Eng: <input type="text"/> / 9 = <input type="text"/> %				Speech is 50-70% intelligible to unfamiliar listeners		<input checked="" type="checkbox"/>	<table border="1"> <tr> <td></td> <td>A</td> <td>E</td> </tr> <tr> <td>Met</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Not met</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>						A	E	Met	<input type="checkbox"/>	<input type="checkbox"/>	Not met	<input type="checkbox"/>	<input type="checkbox"/>
	A	E																		
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Not met	<input type="checkbox"/>	<input type="checkbox"/>																		



# 18 to 24 months

**0.94E1: Expressive vocabulary of 50+ words**

**0.94SC1: Uses one word to request help**

**0.88E2: Uses new words regularly**

0.81R1: Begins to understand personal pronouns, my, mine, you

0.81E6: Imitates two-word phrases

0.81SC5: Listens to/watches simple stories

0.81SC6: Initiates pretend play

0.75R4: Answers basic where and what questions by pointing or words<sup>1</sup>

0.75SC4: Takes one to two turns in conversation

0.69R2: Chooses two familiar objects

0.69R3: Completes two requests with one object

0.69E3: Uses single words/signs to express negation (e.g., no, all gone, gone)

0.69SC3: Expresses feelings mad, happy, sad, scared

0.63E4: Uses at least two pronouns (e.g., it, I, you, mine)

0.63E9: Approximates signs using handshapes F, B, O

**0.56SC2: Requests information, What's this?**

**0.50E7: Uses descriptive classifier CL:F (e.g., tube, stick, polka dots)**

**0.44E5: Asks basic where and what questions**

**0.38E8: Approximates lexicalized signs (e.g., BUS, ICE)**

**0.95SC1: Uses one word to request help**

**0.89E1: Expressive vocabulary of 50+ words**

**0.87R1: Begins to understand personal pronouns, my, mine, you**

**0.85R2: Chooses two familiar objects**

0.84R4: Answers basic where and what questions by pointing or words

0.84E6: Imitates two-word phrases

0.80E3: Uses single words/signs to express negation (e.g., no, all gone, gone)

0.80SC6: Initiates pretend play

0.78E4: Uses at least two pronouns (e.g., it, I, you, mine)

0.78E8: Uses CVC syllables with early developing consonants

0.78SC5: Listens to/watches simple stories

0.76E2: Uses new words regularly

0.76SC2: Requests information, What's this?

0.75SC4: Takes one to two turns in conversation

0.73R3: Completes two requests with one object

0.71E9: Asks yes/no questions with rising intonation<sup>5</sup>

**0.69E10: Uses agent + action and action + object utterances**

**0.67E7: Speech is 50% intelligible to unfamiliar listener**

**0.65E5: Asks basic where and what questions**

**0.58SC3: Expresses feelings mad, happy, sad, scared**

# 18 to 24 months: Relative strengths

## ASL

- **E1: Expressive vocabulary of 50+ words**
- **SC1: Uses one word to request help**
- E2: Uses new words regularly

## English

- **SC1: Uses one word to request help**
- **E1: Expressive vocabulary of 50+ words**
- R1: Begins to understand personal pronouns: *my, mine, you*
- R2: Chooses two familiar objects



# 18 to 24 months: Relative weaknesses

## ASL

- SC2: Requests information, What's this?
- E7: Uses descriptive classifier CL:F (e.g., tube, stick, polka dots)\*
- **E5: Asks basic where and what questions**
- E8: Approximates lexicalized signs (e.g., #BUS, #ICE)\*

## English

- E10: Uses agent + action and action + object utterances\*
- E7: Speech is 50% intelligible to unfamiliar listener\*
- **E5: Asks basic where and what questions**
- SC3: Expresses feelings mad, happy, sad, scared

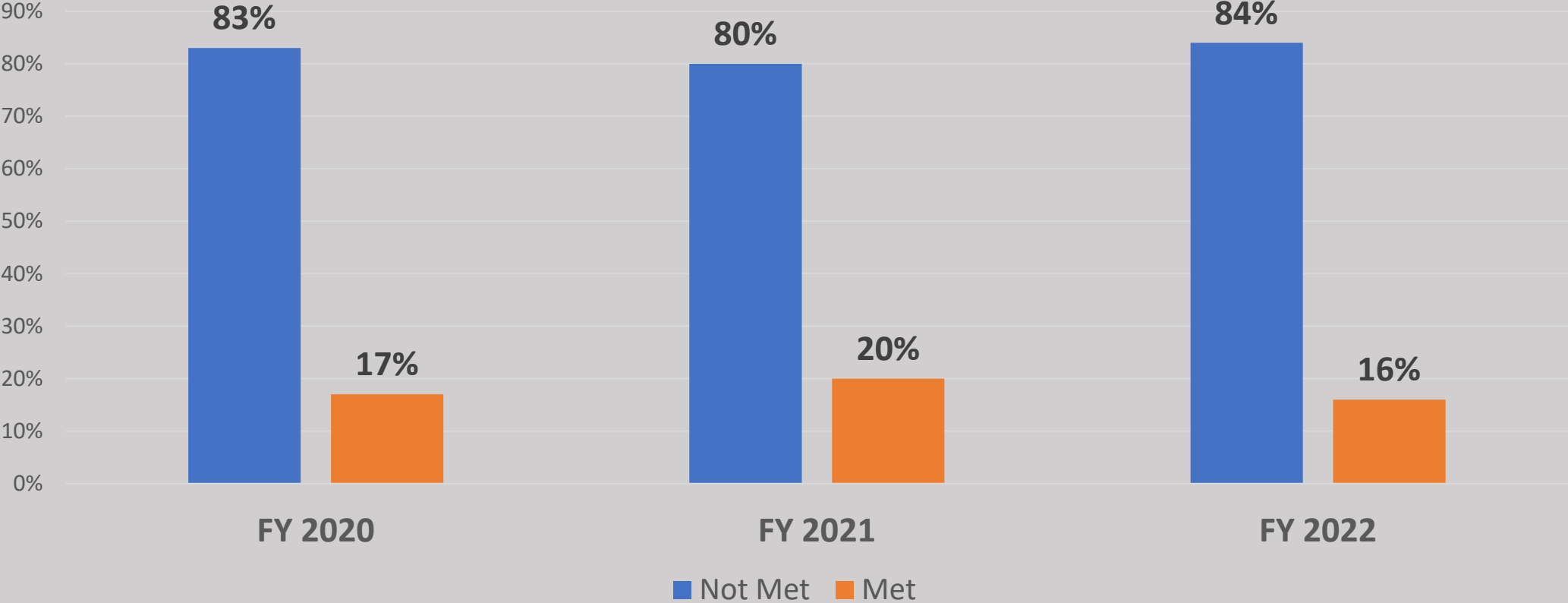
\*Language specific

**FINDING the strengths and  
weaknesses is great!**

**BUT why do we really need  
to do any intervention?**



# Percentage of DHH Children Who Did Not Meet Milestones in One or More Language



# Impact of Gaps

Spiral effect-skills build upon each other.

As gaps develop, this impacts the long term outcomes.



# ASL Receptive Language

## Gaps

- Understands most common verbs
- Understands time concepts (e.g., past, present, & future)
- Answers – What is missing?

## Intervention

- Reduce “just labeling” using noun, incorporate more verbs (e.g., DOG RUN)
- Increase more narrative approach and do include the time concepts. (e.g., TOMORROW, SEE GRANDMA)
- Incorporate more activities where we can play game “what is missing” (e.g., MISS WHAT?)

# English Receptive Language

## Gaps

- **Completes two requests with one object**
- **Follows commands with 2-3 attributes**
- **Attends to 10-15 minute story**

## Intervention

- **Increase intentionality of use of requests, ensure vocabulary is present**
- **Ensure vocabulary is present, use routine activities to practice following commands**
- **Increase the amount of book reading at home/school, large groups may be challenging**

# ASL Expressive Language

## Gaps

- Uses lexicalization (e.g., #BUS, #ICE)
- Ask wh-questions (e.g., WHO/WHERE & WHAT/WHY)
- Converse using many grammatical structures

## Intervention

- Ensure the lexicalization has been taught to the family (e.g., Deaf Mentor)
- Encourage the child to ask the questions more than just a WHERE questions starting with parents being a role model.
- Find a book that has many grammatical features; plurals, prepositions, adjectives and more.

# English Expressive Language

## Gaps

- Uses agent + action and action + object utterances
- Asks What/Where + subject + verb?
- Uses won't

## Intervention

- Increase the exposure to variety of vocabulary
- Increase the variety of sentences we model
- Help family determine routines to explicitly work on these questions
- Adults narrate and model this vocabulary



# ASL Social Language

## Gaps

- Requests information; what's this (THIS WHAT?)
- Asks or help using 2+ words
- Takes four to five turns in conversation

## Intervention

- The child does “point” which define ASL of “what’s this”. Increase actual words, THIS (*point*) WHAT.
- Instead of signing HELP alone, include HELP SHOE TIE, HELP CUP GET.
- Increase full immersion of ASL dialogue (e.g., meal time, car rides, bath time)

# English Social Language

## Gaps

- Expresses feelings mad, happy, sad, and scared
- Regularly requests clarification
- Repairs conversations

## Intervention

- Model/use repetition to label feelings of child and others
- Model how to request clarification from the child and others
- Model ways to repair, encourage the child to use alternative methods beyond repeating

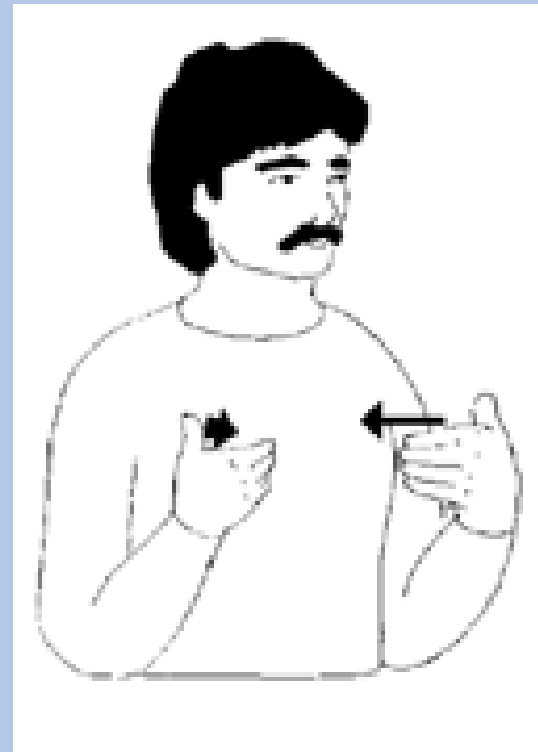
# Approach to Intervention

- **Need to be more explicit in our approach**
- **Identify several ways to help families use these strategies in their daily routines**
- **Educate families on how these all connect to get buy in**

# Reflection

- **What was the most impactful thing you learned today?**
- **What is one thing you could implement in your practice?**

# Questions



# Contact Information

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