

ADDRESSING CHILD LANGUAGE OUTCOMES:
BUILDING & MAINTAINING
A STATEWIDE INITIATIVE

Early Hearing Detection and Intervention Conference

March 18, 2024

PRESENTERS

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LEARNING OBJECTIVES

1. Participants will learn about one state's experience embedding child language outcomes into its EHDl system
2. Participants will learn the value of measuring language outcomes to impact each child's early intervention plan
3. Participants will appreciate the value of measuring language outcomes to impact a state's EHDl system

THE RATIONALE FOR THE F.A.M.I.L.Y. ASSESSMENT

Withstanding the test of time

1980'S

Colorado's JBC
requests objective
documentation of
child outcomes to
justify EI funding

F.A.M.I.L.Y. Assessment

- **Family** completes (with early interventionist)
- **Assessment** (rec & ex language, vocabulary, speech, listening, pre-verbal communication, pragmatics)
- **Multi-disciplinary**
- **Interactional**
- **Learning**
- **Young** child

1990'S

- Video + protocols
- Trial with providers
 - Collect data (no need to score)
 - Train providers to apply results
- 9 months' growth in 9 months' time
- Funding from CSDB, grants, University of Colorado (SLHS)

2000'S

- Determining eligibility for unilateral hearing differences
- Efficacy of early identification/early intervention
 - Yoshinaga-Itano, Sedey, Coulter, & Mehl (1998)
 - Moeller (2000)
 - Vohr, Jodoin-Krauzyk, Tucker, et al. (2011)
 - Meinzen-Derr, Wiley, & Choo (2011)
 - Yoshinaga-Itano, Sedey, Wiggin, & Chung (2017)
- Replication is cumbersome and costly

2010'S – 2020'S

- National Early Childhood Assessment Project (NECAP)
- Outcomes and Developmental Data Assistance Center for EHDI Programs (ODDACE)

2024

- HRSA's NOFO (2024-2029) investigates child language outcomes
- CO EHDI proposes to investigate child language outcomes for specific groups defined by, for example: geographic location, maternal age, race/ethnicity, child's age of identification, child's age at entry into early intervention, and/or hearing acuity levels
- Training of EI providers will reflect identified health disparities & generate opportunities for system improvement

COLLABORATING WITH FAMILIES: COMPLETING AND UTILIZING ASSESSMENT

- Help to fill in the forms
- Learn about age-appropriate developmental levels
- Learn how to observe and evaluate developmental levels
- Learn how to understand assessment results
- Learn how to use these results to create goals and next steps
- Use knowledge and language from assessments to advocate for appropriate educational placements

CREATING A STATEWIDE ASSESSMENT SYSTEM

DOCUMENTING LANGUAGE OUTCOMES STATE-WIDE

- Longstanding, multi-agency commitment to collecting and documenting language outcomes statewide
- Collaboration, collegiality, and financial or in-kind support
 - Colorado School for the Deaf and the Blind (CSDB)
 - Colorado EHDI (CO-EHDI)
 - University of Colorado-Boulder (CU-Boulder)
 - Colorado Department of Early Childhood (Part C)

COLORADO COLLABORATIVE FRAMEWORK

Part C Early Interventionists and CSDB Coordinators facilitate assessment with families

CSDB contracts with CU-Boulder to manage assessment and outcomes database

CSDB funds B to 3 Assessment & Accountability Coordinator

CU-Boulder scores assessments and maintains detailed database

CSDB and CU-Boulder share intervention and outcome data with the EHDI-IS

CO-EHDI supports analysis of language outcomes and health disparities

BENEFITS OF DOCUMENTING LANGUAGE OUTCOMES PROGRAM-WIDE

- Benefits to the Early Intervention program include:
 - Systematic program-wide accountability and evaluation
 - Identifies program strengths and challenges (informing professional personnel preparation needs)
 - Allows programs to examine outcomes across different subgroups of children (determine who is at most risk for language delay)
 - Supplies data to strengthen grant applications

BENEFITS OF DOCUMENTING LANGUAGE OUTCOMES STATE-WIDE

- Benefits to the Colorado EHDI program:
 - Responsive to current HRSA supplement and upcoming HRSA 5-year grant
 - Completes the circle
 - Screening → detection → intervention → outcomes
 - Can examine association of various EHDI benchmarks to child outcomes
 - Identifies health disparities
 - what sub-groups are at most risk for language delays
 - where should we direct additional attention

Sample Database Fields: Language Outcomes

Language Outcomes

Additional disabilities thought to impact speech/language development

Yes No Unknown

Developmental Assessment of Young Children (DAYC-2)

Date Completed:

Chronological Age (months):

Scoring

Category	Cognitive	Communication	Social-Emotional	Physical	Adaptive	Receptive Language	Expressive Language	Gross Motor	Fine Motor	General Development
Age (Months) (Range 0.5 - 72.0)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Percentile (Range 0.05 - 99.95)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

MacArthur CDI: Words Produced

English Form

Spanish Form

Date Completed:

Chronological Age (months):

= Select MacArthur Type =

Percentile
(Range: 4.0 - 99.5)

NA - child not within test norms

Expressive Vocabulary (Months):
(Range 7.0 - 38.0)

NA - child not within test norms

Developmental Quotient

Quotient:

Notes

Cancel

Save Language Outcomes