LANGUAGE ACQUISITION DATA PROJECT

Early Hearing Detection & Intervention Conference

March 17-19, 2024 • Denver, CO

PRESENTED BY

Kendra Benedict, Ph.D., Director, ASDB-ELP

Laura Hocknull, MS.Ed., Supervisor, ASDB-ELP

Lylis Olsen, M.S., MPH, CCC-A, Coordinator, AzEHDI

Project Goal

- Collect and report data on language outcomes, birth to age three

- Use data for real-time, informed decision-making for parents and providers

- Link screening, diagnosis, Part C, Part B, and post-school outcome data

Project Timeline

4/2021	1/2022	6/2022	9/2023
Arizona S.B. 1092	LATF established	LATF report	Supplemental HRSA grant

Arizona Senate Bill 1092

- On April 23, 2021, the Arizona Legislature passed Senate Bill 1092, designating the Arizona Commission for the Deaf and the Hard of Hearing (ACDHH) as a bureau of information for the deaf/hard of hearing and deafblind; state agencies and institutions; local agencies of government; and other public or private community agencies and programs.

Language Acquisition Task Force

- ACDHH was tasked to establish a task force composed of diverse community members and partnering agencies to advise and assist with the implementation of SB 1092.

Background

- Arizona S.B. 1092

- Language Acquisition Task Force – Three Subcommittees

- Data and Demographics Subcommittee
  - Preliminary Findings
    - Scarcity and accessibility of data
    - Validity and reliability of data
    - Lack of action/follow-up
  - Recommendations
    - Create a central repository of longitudinal data
    - Increase data sharing
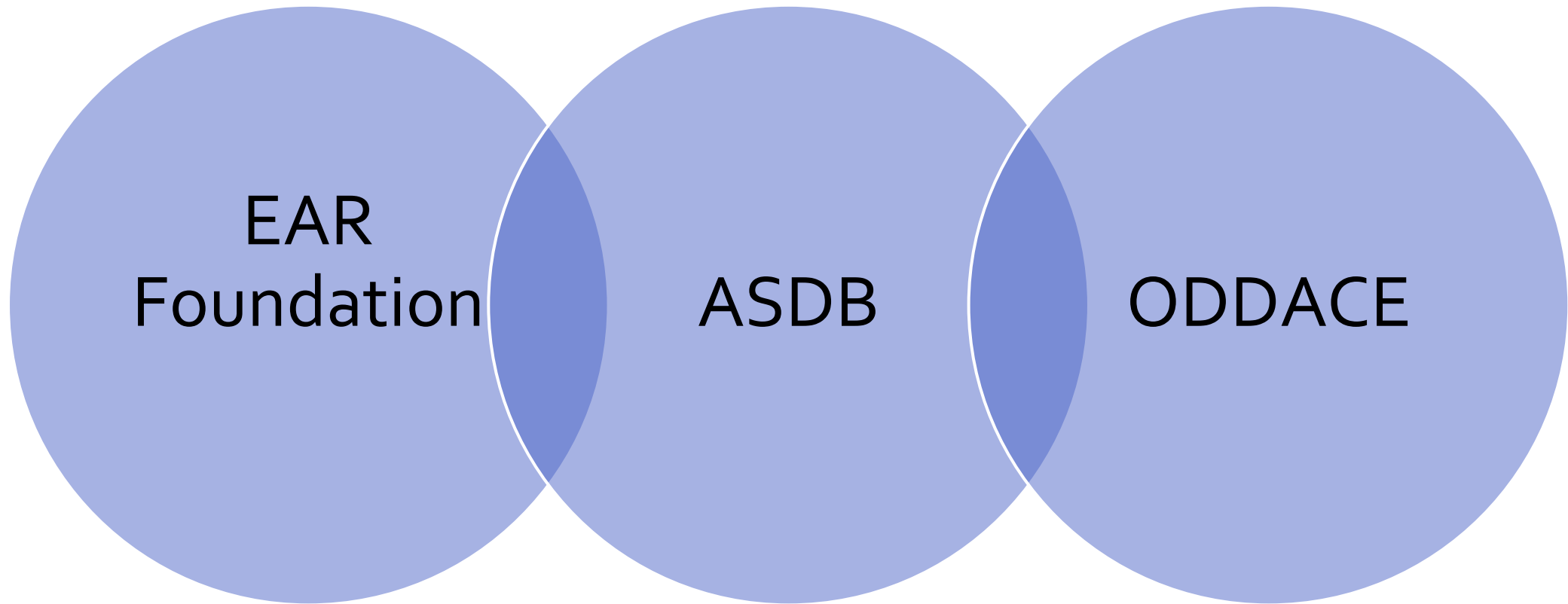
EAR Foundation of Arizona

- Leader in AzEHDI efforts since 1996

- HRSA grantee

- Programs
  - HEAR for Kids
  - Universal Newborn Hearing Screening

- Long-time ASDB-ELP partner

Arizona State Schools for the Deaf and the Blind (ASDB)

- State agency designated to provide education for Arizonans who are deaf/hard of hearing, blind/visually impaired, and deafblind

- One of six state agencies that make up the Arizona Early Intervention Program (AzEIP)

- ASDB-Early Learning Program (ELP) - designated to provide IDEA Part C services

- Long-time EAR Foundation partner

ODDACE

- Allison Sedey, University of Colorado

- Public health surveillance project

- Supported by the CDC cooperative agreement

- Language outcome data collected on children who are D/HH, birth to 6 years

- Data collected from 9/1/2020 to 12/31/23 (ongoing in AZ with grant funding)

- Data obtained from 16 different programs in 15 different states

- www.colorado.edu/center/oddace

ODDACE

OUTCOMES & DEVELOPMENTAL DATA

ASSISTANCE CENTER FOR EHDI PROGRAMS

Birth to Three Outcomes

AzEIP – Subjective assessment, not standardized

- Parent survey
- Outcome Indicators/ (developing knowledge and using skills, cognition, self-help, adaptive)

ODDACE (National Early Childhood Assessment Project)

- Developmental Assessment of Young Children – Second Edition (DAYC-2)
- MacArthur-Bates Communicative Development Inventories

ASDB-ELP

- Developmental Assessment of Young Children – Second Edition (DAYC-2)
- MacArthur-Bates Communicative Development Inventories
- SKI-HI Language Development Scale
- Visual Communication and Sign Language Checklist (VCSL)

AzEIP Parent Survey

B. Routines and Activities

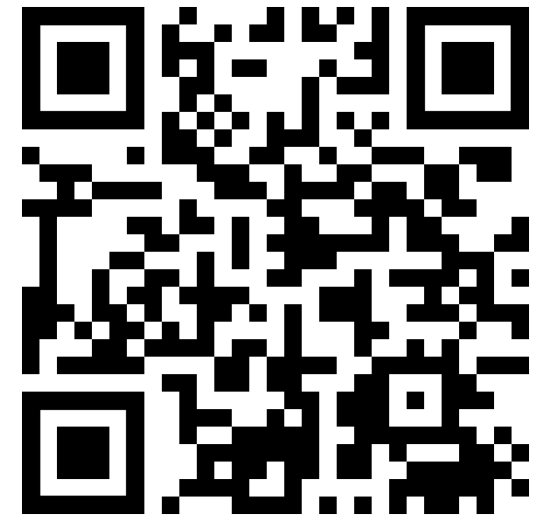| Over the past year, Early Intervention services have helped me and/or my family:	Completely Disagree	Mostly Disagree	Slightly Disagree	Slightly Agree	Mostly Agree	Completely Agree
6. Improve my family's quality of life.	☐	☐	☐	☐	☐	☐
7. Feel that my efforts are helping my child.	☐	☐	☐	☐	☐	☐
8. Do things with and for my child that are good for my child's development.	☐	☐	☐	☐	☐	☐
9. My family's daily routines were considered when planning for my child's services.	☐	☐	☐	☐	☐	☐

C. Child Development

Over the past year, Early Intervention services have helped me and/or my family:	Completely Disagree	Mostly Disagree	Slightly Disagree	Slightly Agree	Mostly Agree	Completely Agree
10. Understand my child's special needs.	☐	☐	☐	☐	☐	☐
11. My family was given information about how most children develop and learn.	☐	☐	☐	☐	☐	☐
12. I was given choices concerning my family's services and supports.	☐	☐	☐	☐	☐	☐
13. My family was given information about the evaluation process (how my child's abilities and needs are determined).	☐	☐	☐	☐	☐	☐

AzEIP Child Outcome Summary

- Federally required at entry into and exit from early intervention for all children who may have an IFSP for six (6) months or longer.

- Ensures holistic support is provided to a child and family

- Measures how the early intervention supports, and services help the child progress developmentally across all domains and affects his/her participation and engagement in:
  - positive social and emotional development, including relationships
  - acquisition and use of knowledge and skills
  - use of appropriate behavior to meet his/her needs.

AzEIP 2023 Public Report: Child Outcomes

- https://lookerstudio.google.com/reporting/c3c3f1c3-a0f3-4099-8e2f-4d1082f04f4a/page/UeWVC

ODDACE: Progress Over Time

- Birth to Three

- Unilateral and bilateral

- No additional disabilities

- Two assessments within a given calendar year

Year	Time 1	Time 2	Growth
2021	12.6 months	19.6 months	7.0 months
2022	12.9 months	19.9 months	7.0 months

Average time elapsed = 7 months

ODDACE: Progress Over Time

- Preschool

- Unilateral and bilateral

- No additional disabilities

- Two assessments within a given calendar year

Year	Time 1	Time 2	Growth
2021	33.4 months	43.9 months	10.5 months
2022	34.6 months	40.8 months	6.2 months

Average time elapsed = 7 months

LATF Final Report

Recommendations on the language acquisition and assessment of deaf, hard of hearing, and deafblind children in Arizona.

PRELIMINARY DATA	Entities that Collect and Maintain Various Databases				
	AzDHS/CDC	AzEIP	ASDB	ADOE	Districts
Screening, Diagnostic, & Intervention Data	X				
Hearing Loss Type and Severity	X				
Demographics (maternal factors)	X				
Age of amplification (if applicable)			X		X
Language input (type, frequency)			X		X
Additional diagnoses		X	X	X	X
EI history (age initiated, frequency, duration)		X	X		X
Referred to Part B		X			
Enrolled in Part B (preschool)		X		X	
County/city of residence			X	X	X
Enrolled in Part B (kinder)			X	X	X
LRE – preschool through gr 12			X	X	X
Rate of language acquisition and outcomes			X	X	X
Academic progress and outcomes			X	X	X
Post-School Outcomes				X	

*Data highlighted in gray is not easily accessible. The reliability and validity of the data in italics needs to be examined.

HRSA EHDI Supplemental Funding
Assessing Birth to Three Language Outcomes

- $75000
- September 2023-March 2024
- Started with both2 Agencies and EFAZ
- Final product
- Contract with ODDACE/Allison Sedey
  - Assist in developing data elements, definitions, custom report
  - Continue with ODDACE type data project to bridge the transition
- Supplement Synergy Contract with ASDB
  - Inclusion of the SE (Special Education module)
  - Training and First Year Implementation

Synergy

- Enterprise level education platform
  - ParentVUE, StudentVUE
  - User defined data with custom rules
  - Ad Hoc and customized reporting

- HIPAA and FERPA Compliant

- Primary focus has been K-12
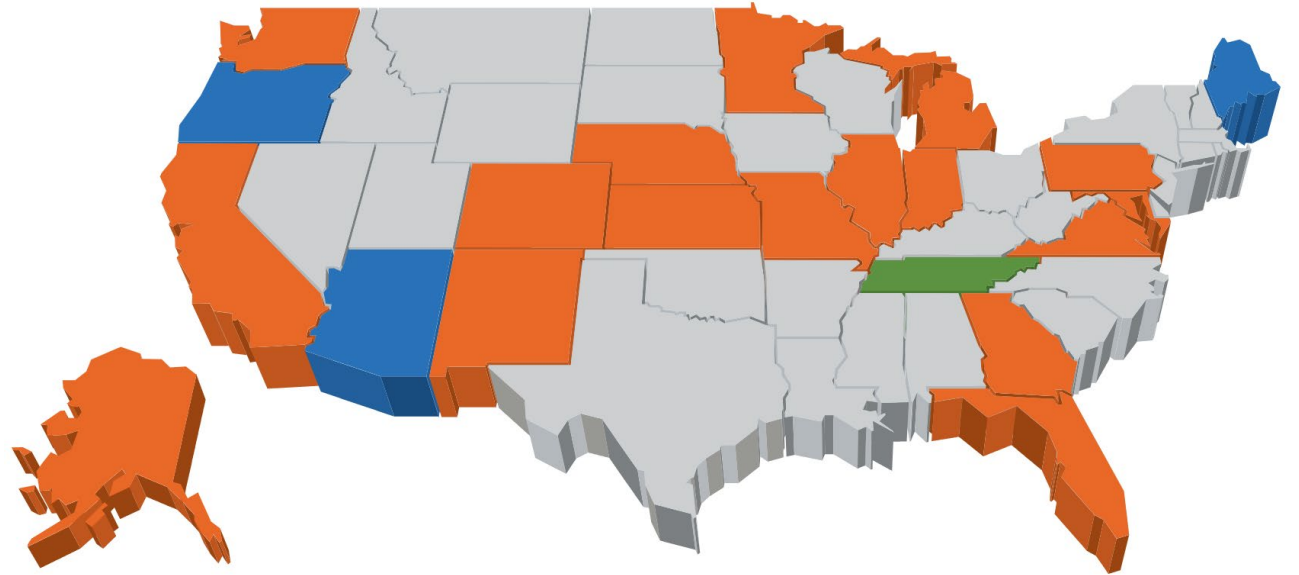
ParentVUE
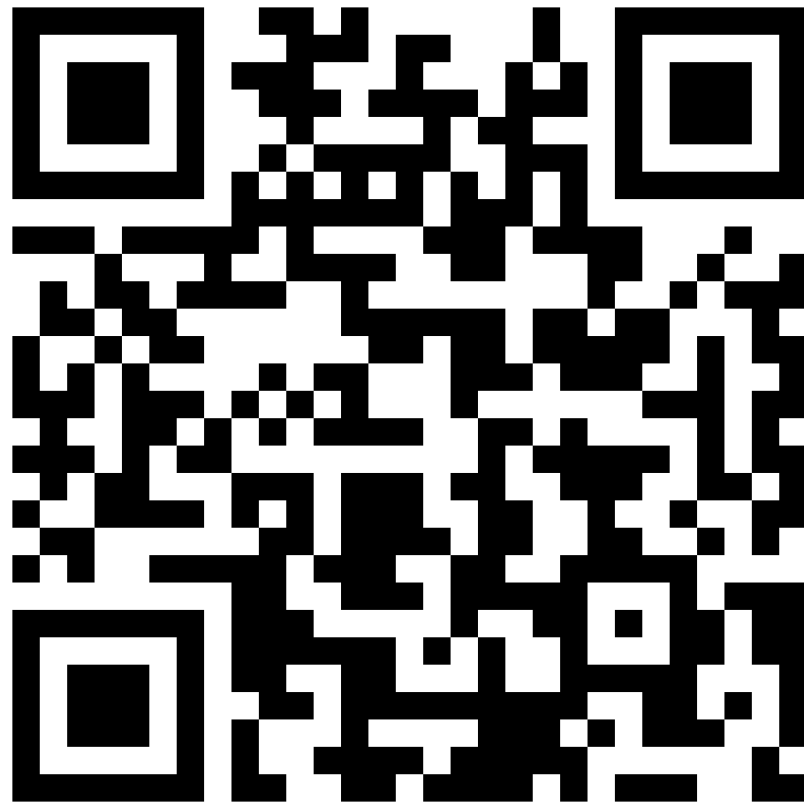
Further Support

- Good, sound educational practice

- Empower parents and providers to make data-driven decisions re: intervention and programming

- Heightened concerns about loss to follow up and tracking referrals and outcomes among stakeholders

- End of CDC grant funding for ODDACE

- Potential for data linking

Child and Family Focused

- Parent access to their own child's data in real time, any time

- Standardized, normed data, appropriate for the age of the child and the communication method

- Allows tracking over time intervals of six months to allow for timely changes in approach if needed and address the expected amount of growth over the amount of time passed

- Allows data to stay with the child, regardless of placement

- Facilitates communication between families and providers

- Moves the locus of control and information access closer to the family and provider and ensure that parents have access to transparent information and opportunities

Benefits to Providers

- Give EI providers the tools to understand the impact of the current work they are doing with families and trends over time

- Allows for and facilitates ongoing analysis through customized and Ad Hoc reports
  - Allow routine reports to be run that allow for ongoing quality improvement
  - Allow customization of reports to pull data on desired parameters
  - Use real time data to address needs for workforce development and deployment

What's Ahead

- Continue data collection, analysis, and reporting

- Customize Synergy SE for ASDB-ELP data collection and reporting
  - develop customized reports

- Provide initial and ongoing training for teaching and support staff

- Ensure accessibility of data

QUESTIONS?

Kendra Benedict, Ph.D.
kendra.benedict@asdb.az.gov

Laura Hocknull, MS.Ed.
Laura.Hocknull@asdb.az.gov

Lylis Olsen, M.S., MPH, CCC-A
lylisolsen@msn.com

Thank You