CHECK(LIST) YOURSELF: EVIDENCE-BASED EVALUATION PRACTICES FOR YOUNG CHILDREN WHO ARE D/HH DURING THE EI TO PRESCHOOL TRANSITION

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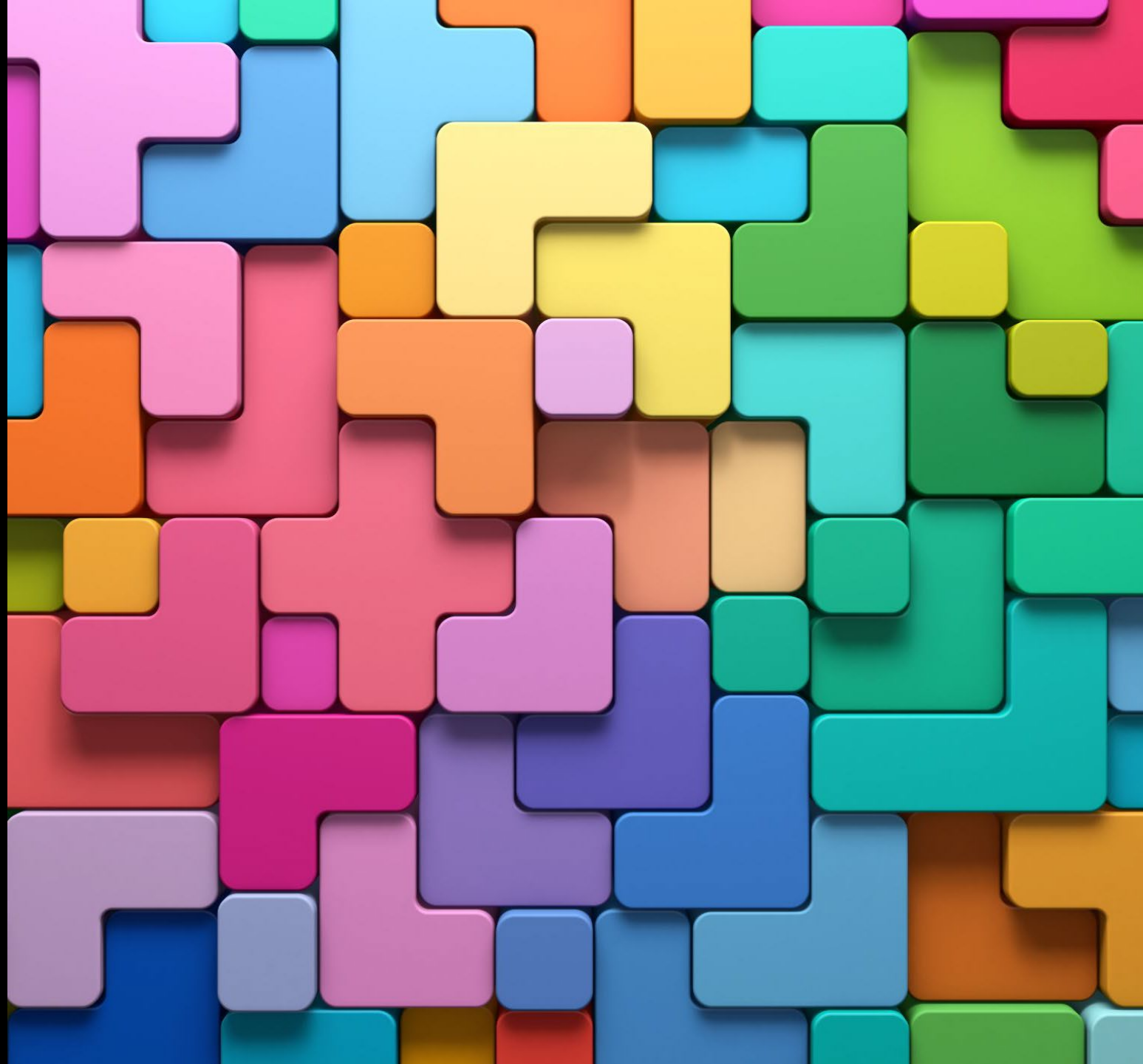


DISCLOSURES

- Financial
  - Kameron – Salary from Samford University
  - Kristina – Salary from Idaho State University
  - Betsy – Salary from The Moog Center for Deaf Education
  - Robin – Salary from The University of Alabama
- Non-financials
  - n/a

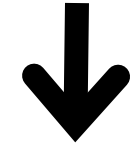
AGENDA

1. Describe the checklist
2. Leverage the checklist
3. Apply the checklist

Current Practices

TRANSITION ELIGIBILITY EVALUATION

Purpose: To ***predict*** whether a child requires specially designed instruction and services to have equitable access to age-appropriate activities in the preschool setting



Eligible: A child's disability ***will have*** an adverse effect on equitable access to age-appropriate activities in the preschool setting which ***will require*** specially designed instruction and services

HOW DO WE DETERMINE THAT?

NORM-REFERENCED ASSESSMENTS

Children who are DHH using LSL often score within the average range on norm-referenced language assessments….

but show language delays and disruptions in more naturalistic contexts.

And yet, we are still relying upon them.

(Betz et al., 2013; Cruckley et al., 2011; Dollaghan & Horner, 2011; Fitzpatrick et al., 2019; Lund & Douglas, 2016; Schiller et al., 2022; Spaulding et al., 2006; Werfel, 2018; Werfel & Douglas, 2017)

WHY?

Testing Context

(GuideStar, Moog Center)

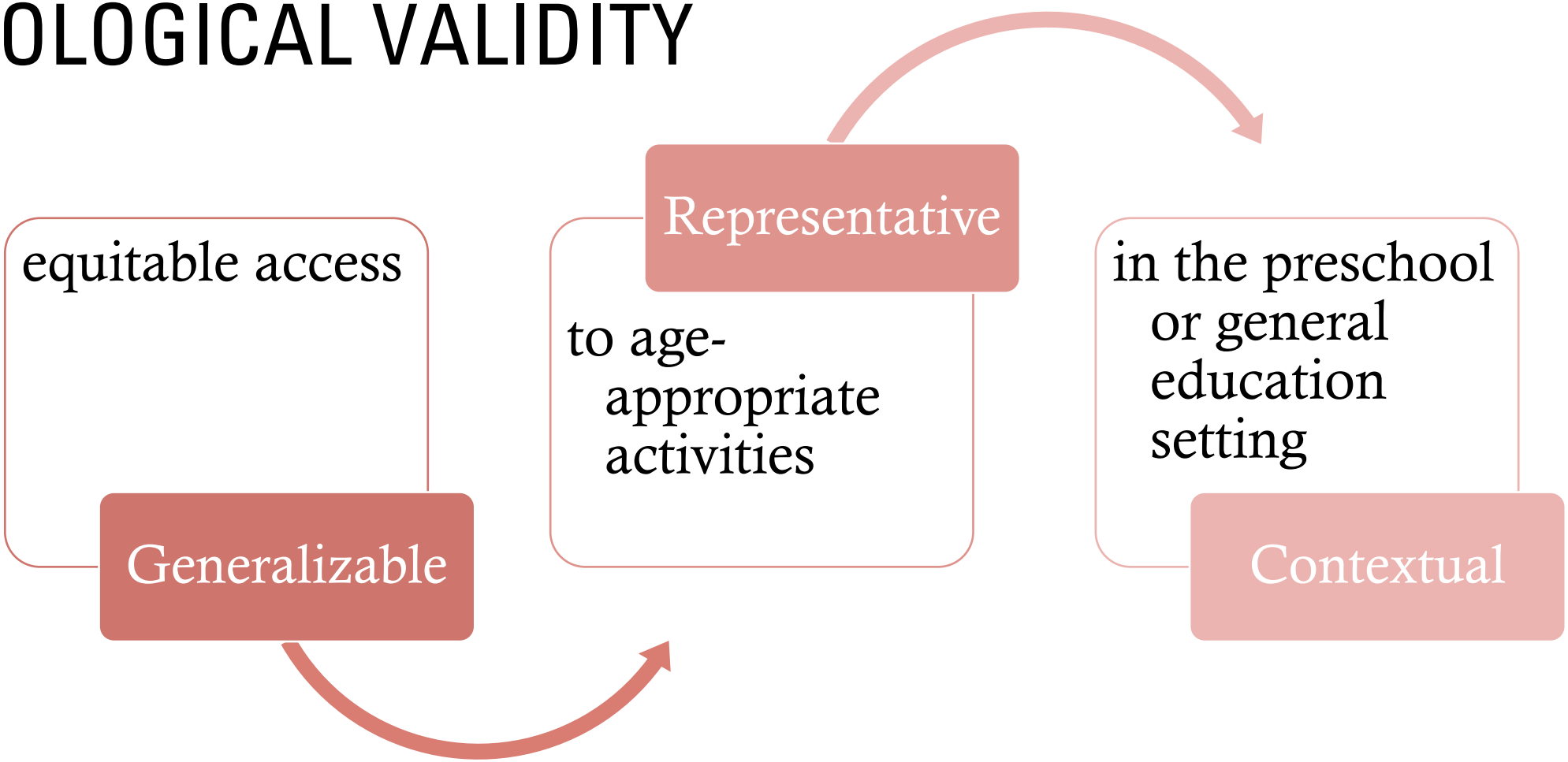
Preschool Context

(Adobe Stock)

ECOLOGICAL VALIDITY

An indicator of how well an assessment captures real world performance

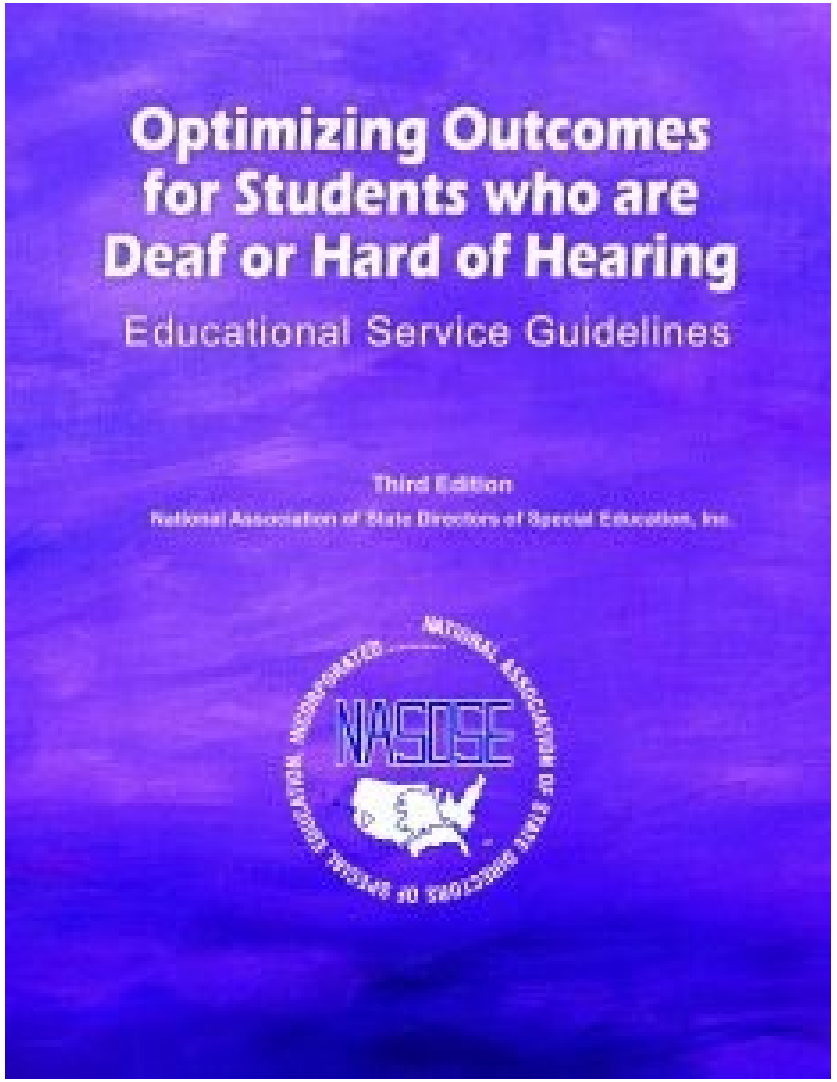
ECOLOGICAL VALIDITY



Evidence-Based Practices Evaluation Checklist

GUIDANCE

1. Evidence-based practice literature
2. NASDSE recommendations



EVALUATION CHECKLIST

ASHA American Speech-Language-Hearing Association

PERSPECTIVES

SIG 9

Tutorial

Evidence-Based Practices for Evaluating Preschoolers Who Are Deaf/Hard of Hearing Using Listening and Spoken Language for Special Education Eligibility

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ARTICLE INFO

Article History:
Received April 3, 2024
Revision received May 24, 2024
Accepted May 31, 2024

Editor-in-Chief: Dawn Konrad-Martin
Editor: Cynthia Richburg

https://doi.org/10.1044/2024_PERSP-24-00081

ABSTRACT

Purpose: Many young children who are deaf/hard of hearing (D/HH) using listening and spoken language (LSL) demonstrate improved spoken language outcomes. Anecdotally, one cascading effect of these improved outcomes is that many children are not qualifying for continued services at the age of 3 years during the Individuals with Disabilities Education Act (IDEA) of 2004 Part C to Part B transition due to norm-referenced language performance within the average range. Although norm-referenced performance is one metric for determining language delay and is heavily relied on by educational teams, these siloed measures do not reflect listening, language, and learning demands of a typical preschool classroom. This tutorial highlights the research-to-practice gap currently existing in school-based contexts when evaluating a young child who is D/HH using LSL for special education services.

Conclusions: An evidence-based framework for ecologically valid, school-based evaluations during the transition period from IDEA (2004) Part C to Part B for young children who are D/HH using LSL between 30 and 35 months of age is presented that balances sensitivity with feasibility. With a particular emphasis on assessment practices for spoken language, the framework connects the purpose of special education eligibility evaluations with evidence-based practice guidance from the literature.

Supplemental Material: https://doi.org/10.23641/asha.26359642

AUDITORY STATUS AND FUNCTION
(COMPLETE EACH ITEM)

- ◯ Obtain most recent audiological evaluation from **caregiver**
- ◯ E**ducational audiologist** completes functional listening evaluation and makes HAT recommendations
- ◯ **TOD** or **SLP** assesses auditory skill development (Cincinnati Auditory Skills Checklist)

VISION
(COMPLETE)

- ◯ Follow your local school's vision screening procedure

SOCIAL, EMOTIONAL, AND BEHAVIORAL DEVELOPMENT

(COMPLETE EACH ITEM)

- ◯ Observation report
- ◯ The Pragmatics Checklist

SELF-DETERMINATION/SELF-ADVOCACY

(SELECT AT LEAST ONE)

- ○ Audiology Self-Advocacy Checklist
- ○ SEAM for School Success
- ○ Guide to Self-Advocacy Skill Development

COGNITIVE/DEVELOPMENTAL PERFORMANCE

(SELECT ONE)

- ◯ **Special education teacher** completes developmental assessment
  - ◯ Developmental Assessment of Young Children-Second Edition (DAYC-2)
  - ◯ Bayley Scales of Infant Development-Fourth Edition (Bayley-4)
  - ◯ Other:_____
    _____

SPEECH

(COMPLETE EACH ITEM)

- ◯ **SLP** administers norm-referenced articulation assessment
- ◯ Intelligibility checklist from at least one familiar and one unfamiliar listener
- ◯ Intelligibility rating using sample collected for language sample analysis

$$\text{Percent Intelligibility} = \frac{\text{\# of fully intelligible utterances}}{\text{total \# of utterances}}$$

SPOKEN LANGUAGE

Vocabulary

- ◯ MacArthur-Bates Communicative Development Inventory - III (CDI III)
- ◯ Receptive One Word Picture Vocabulary Test-4th Edition (ROWPVT-4)*
- ◯ Expressive One Word Picture Vocabulary Test-4th Edition (EOWPVT-4)*

*If using single word identification and naming tests alone, clarify that these scores demonstrate single word understanding and use and do not reflect the child's ability to understand and use words in more naturalistic, age appropriate preschool contexts.

Receptive and Expressive Language

- ◯ Language Sample Analysis (required)
- ◯ Preschool Language Scale-5th Edition (PLS-5)*
- ◯ Other_____

*When determining eligibility, PLS-5 scores are only appropriate for children who are D/HH using LSL with limited functional communication. When determining whether the child can meet the language demands of the preschool classroom, the PLS-5 should only be used qualitatively. Items 35, 39, 46, and 52 may be more sensitive to morphosyntactic errors made due to lack of acoustic access in kids who are D/HH.

Language Sample Analysis for 30 to 36 Month Olds Who Are D/HH Using LSL

Context

Each factor contributes to the analysis reflecting the child's language abilities during age-appropriate activities in the preschool setting. If not achieved, it is important to indicate that the analysis may be an overestimate of the child's language abilities in naturalistic contexts.

- ◯ The sample was collected in an environment that mirrors the listening demands of the preschool classroom.
- ◯ The toys/manipulatives the child engaged in were consistent with novel, age-appropriate activities occurring in the general preschool setting.
- ◯ The child's communication partner(s) were consistent with the communication partners present during age-appropriate activities in the preschool setting (i.e. peers, teachers/therapists).

Collection

Each factor contributes to the analysis reflecting the child's language abilities during age-appropriate activities in the preschool setting. If not achieved, it is important to indicate that the analysis may be an overestimate of the child's language abilities in naturalistic contexts.

- ◯ The sample only includes the child's **spontaneous utterances**.
- ◯ The sample reflects the child's **typical** language (i.e. all utterances, not just the best ones in the sample).
- ◯ All communication repair strategies used by the communication partner, such as repeating, rephrasing or requesting repetition, are noted within the sample.

Analysis

Age-appropriate Language Development

- ◯ The child used a variety of words.
- ◯ A variety of word classes are represented, including nouns, pronouns, verbs, and adjectives.
- ◯ The child used a variety of word combinations and/or sentence structures.
- ◯ The child's utterances contain subjects and verbs (i.e. complete sentence structure).
- ◯ The child consistently used present progressive "-ing," "in," "on," and regular plural "-s" when appropriate.
- ◯ One or more of the following grammatical markers are at least emerging: irregular past tense, possessive "-s." and the uncontractible form of *be* as a main verb.

Adverse Effects of D/HH on Language Development*

- ◯ The child did not use a variety of words.
- ◯ A variety of word classes are not represented.
- ◯ The child used a few combinations or structures repeatedly (ex. "I want.." or "I got...").
- ◯ The child's utterances do not consistently contain a subject and a verb.
- ◯ The child used grammatical markers with syllabic cueing and/or lower frequency energy (ex. "in," "on," present progressive "-ing") but not high frequency, low energy grammatical markers (ex. "-s" to mark plurality) as a result of lack of acoustic access rather than developmental delay.
- ◯ None of the following grammatical markers are at least emerging: irregular past tense, possessive "-s." and the uncontractible form of *be* as a main verb.

*Checking even one of these items would be a demonstration of the adverse effects of D/HH on the development of the language/communication skills necessary for equitable access to age-appropriate activities in the general preschool setting.

LEVERAGING THE CHECKLIST*

Educational impacts

Functional impacts

Developmental impacts

*No state requires a cut score for eligibility under DHH, HH, or HI

Case Study

CASE STUDY

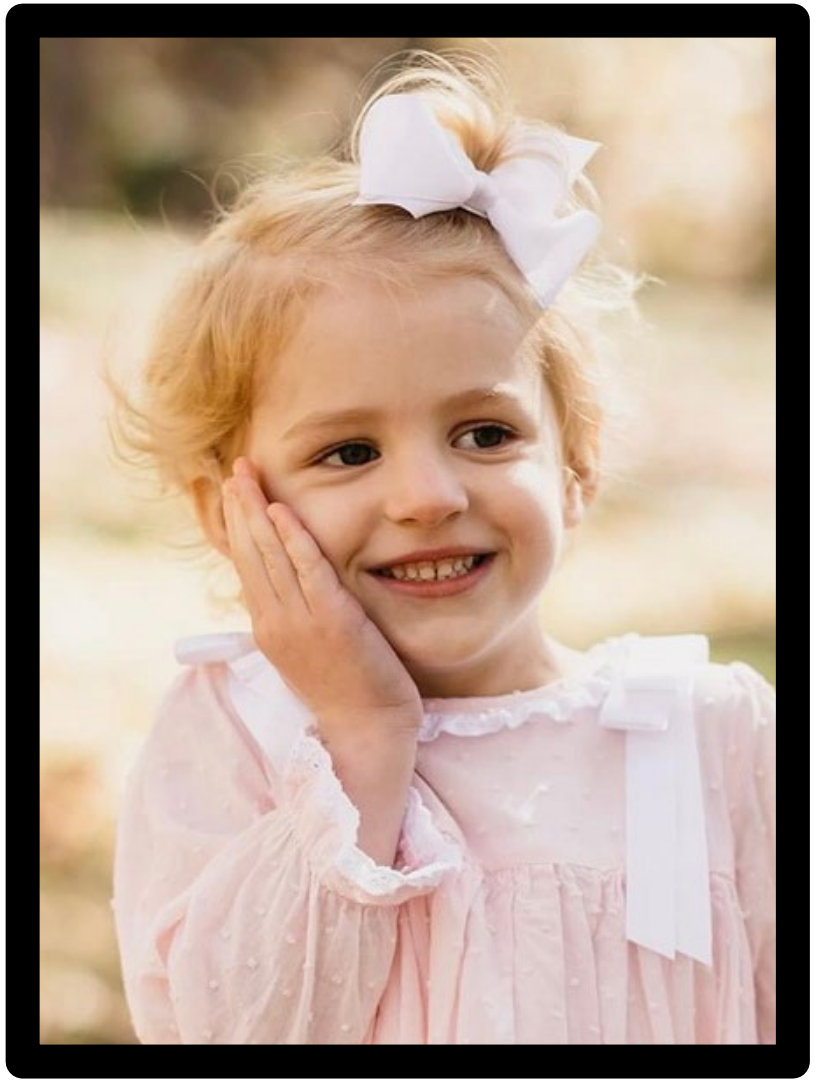
Kilby

2-year-9-month-old girl

binaural mild-to-moderate sensorineural hearing loss at 20 months

BTEs at 21 months

EI 1x week with SLP



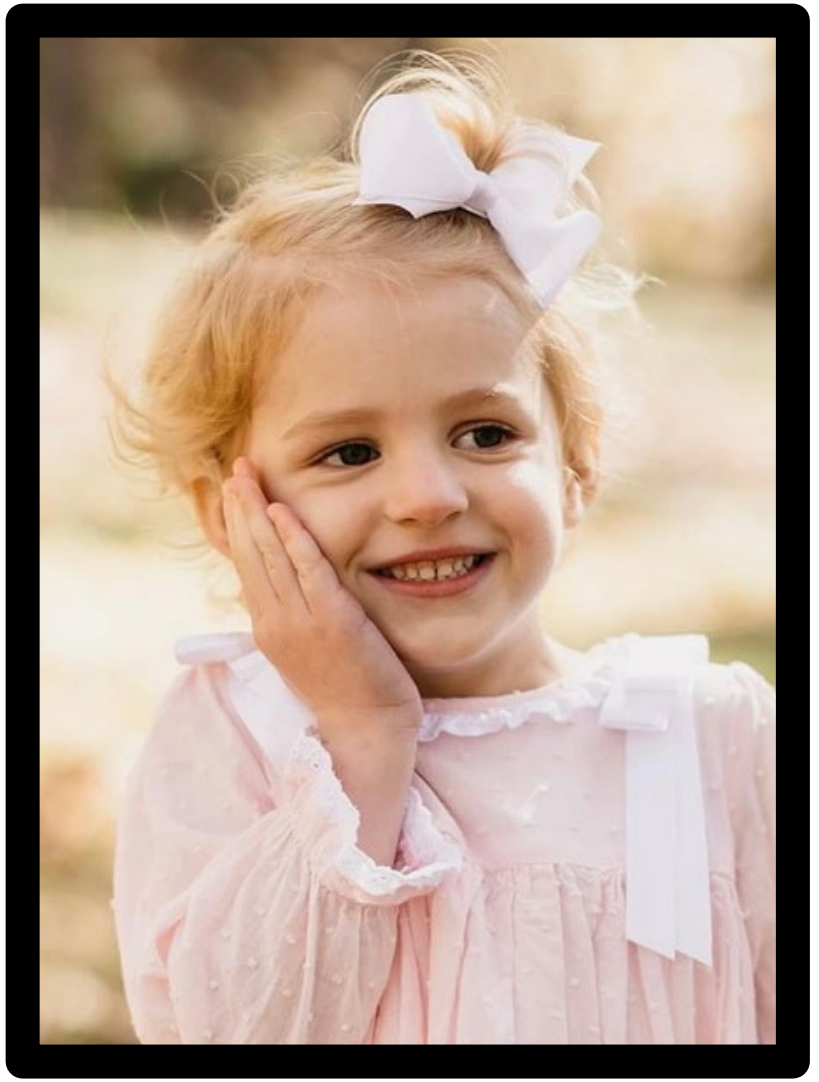
AUDITORY SKILLS

Cincinnati:

- f/d with 2 elements but not 3
- Auditory memory for 3 emerging
- Answers who and where questions only

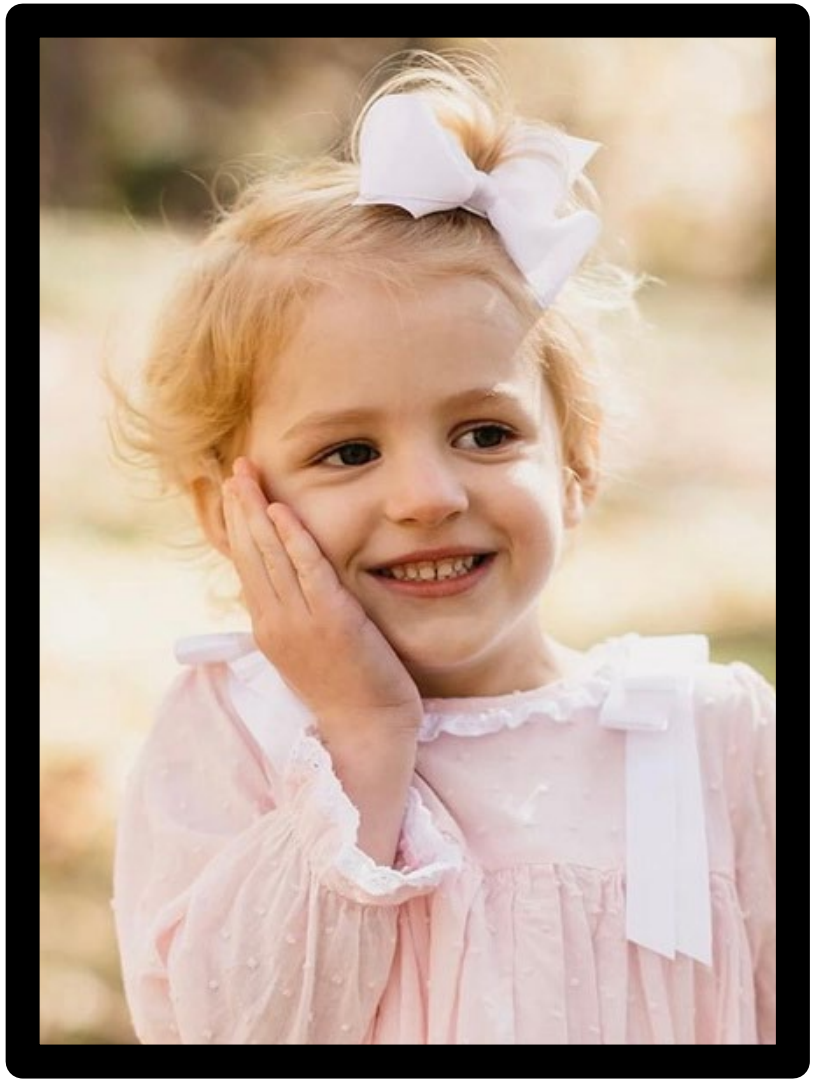
FLE:

- WRS in noise decreased by 32%



VISION

Passed vision screening



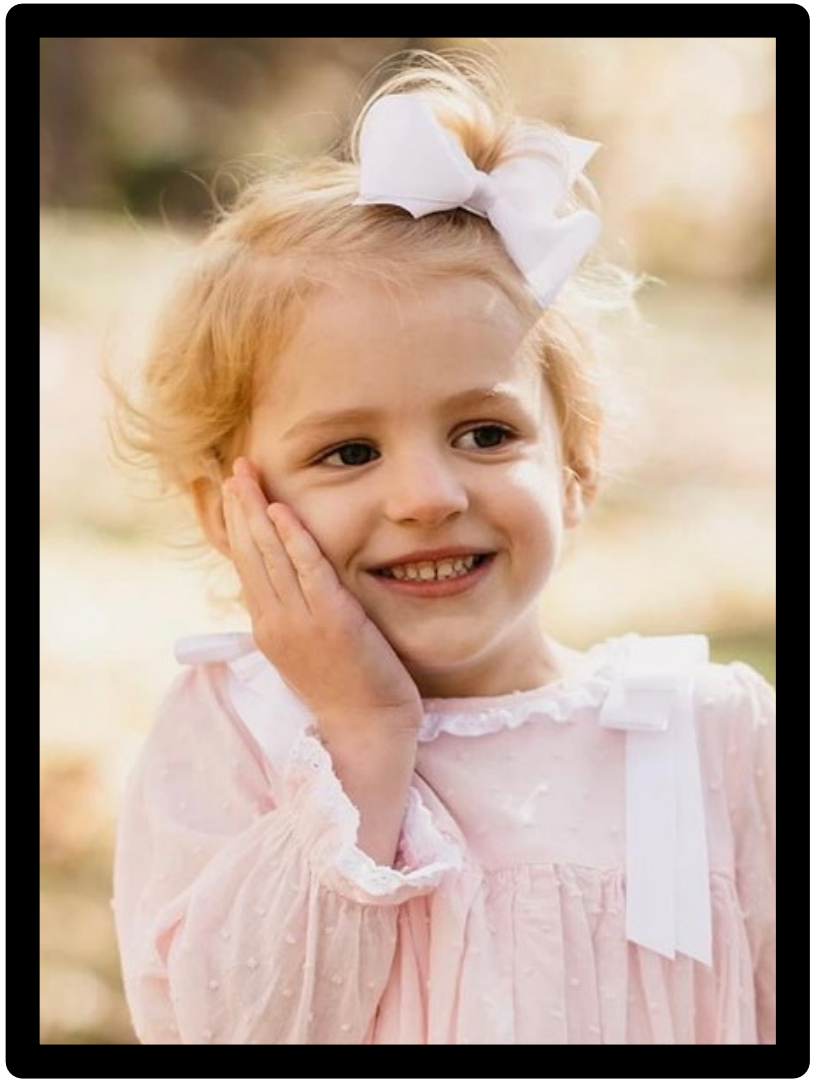
SOCIAL-EMOTIONAL

Observation:

- Played alone on playground for 50% of the time

Pragmatics Skills Checklist:

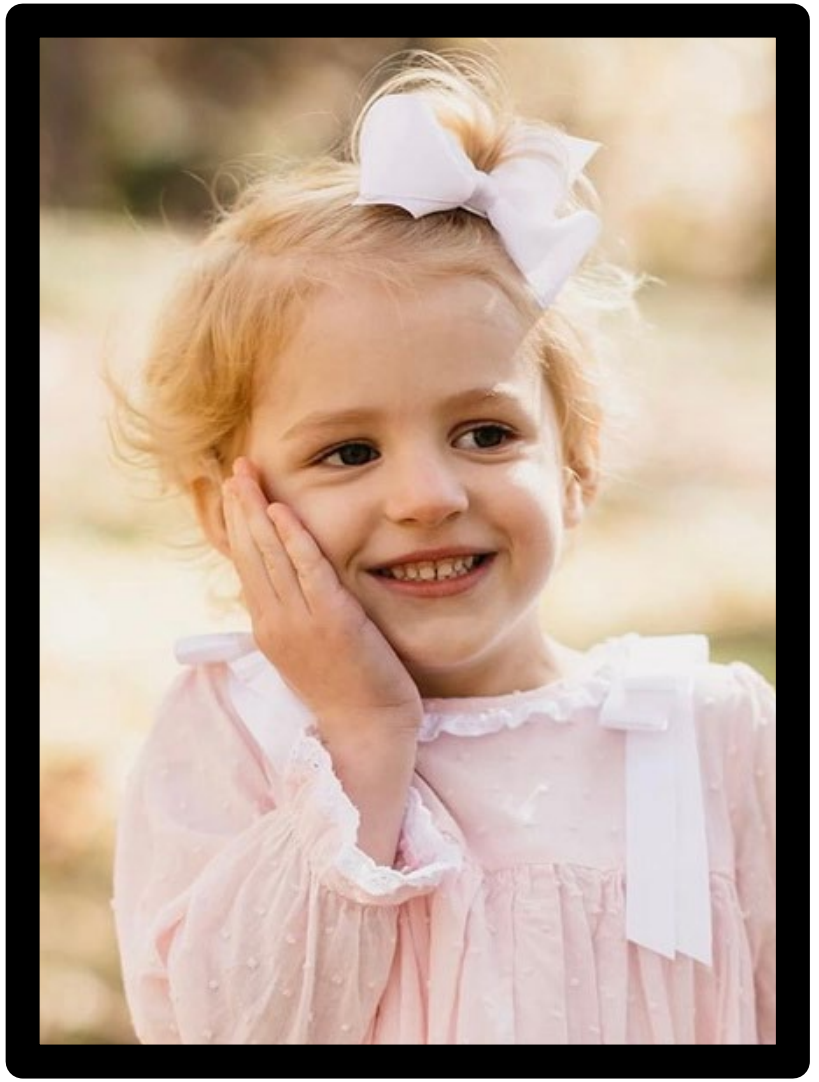
- Using complex language for 1/45 items (benchmark at 36 mo. = 20/45)



SELF-DETERMINATION/SELF-ADVOCACY

SEAM

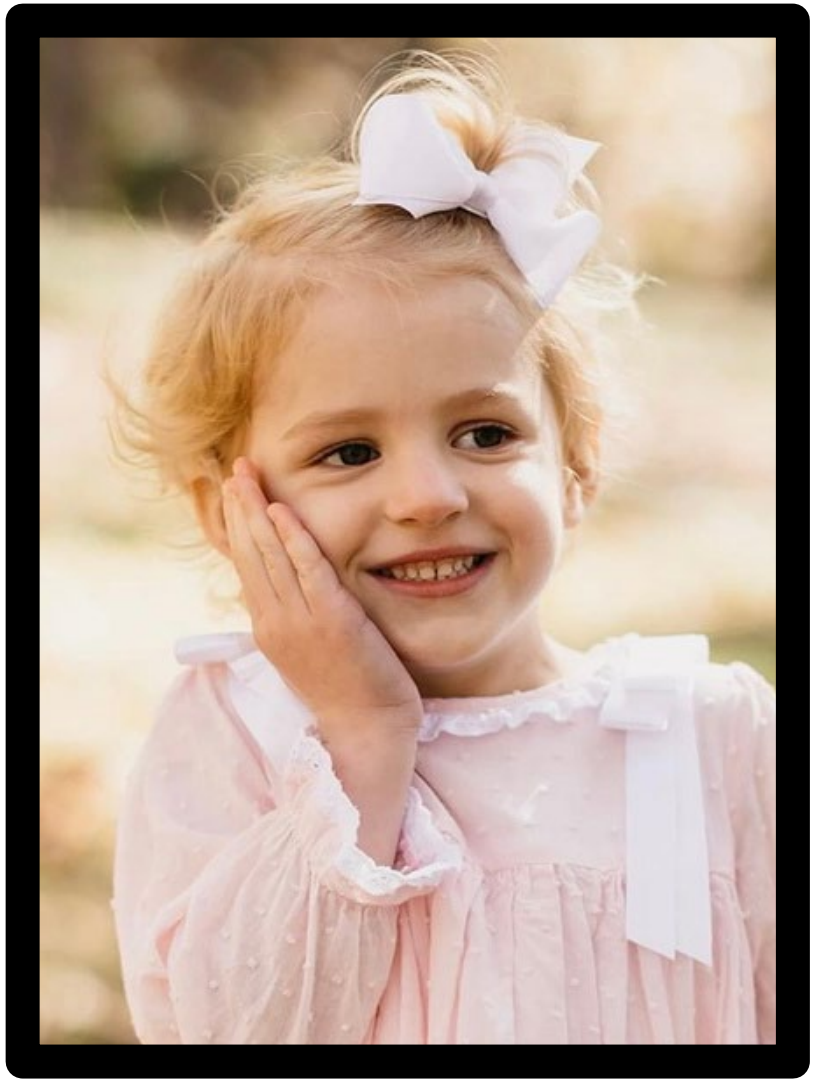
- Age-appropriate skills



COG/DEVELOPMENTAL

DAYC

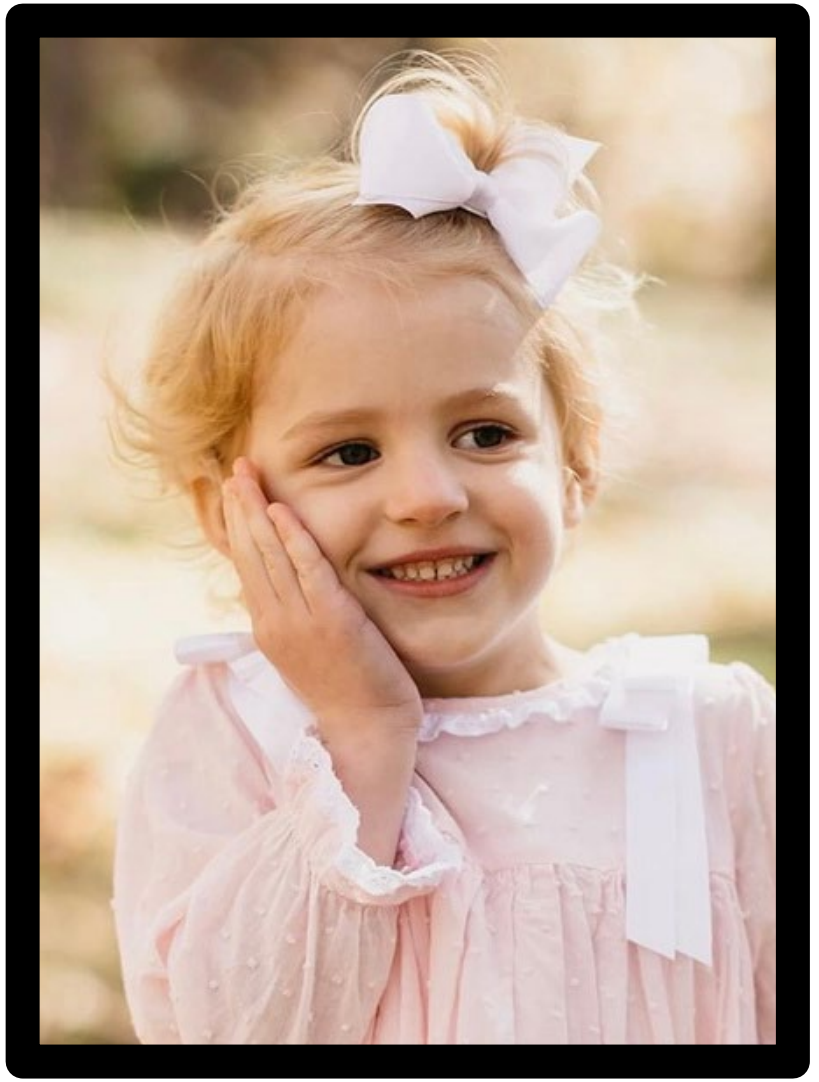
- All scores within average range



SPEECH

Intelligibility Rating

- LSA – 79% intelligible with trained listener
- Teacher report – 50% intelligible



VOCABULARY

ROWPVT

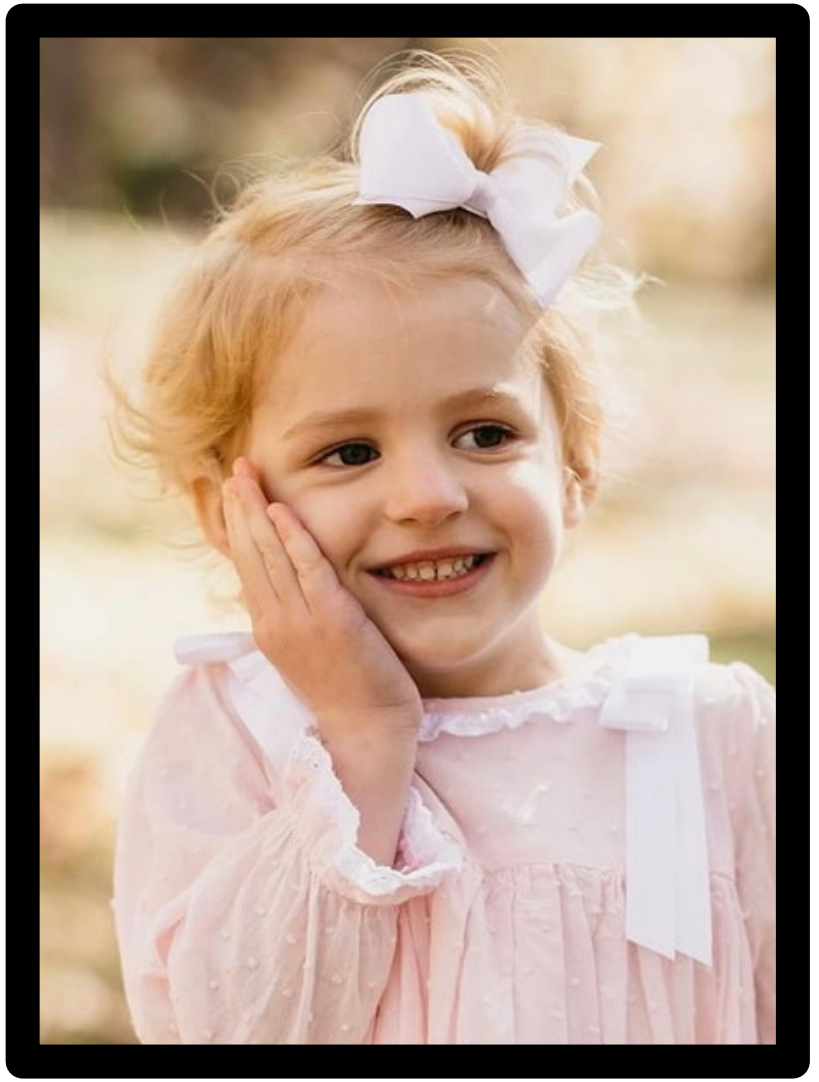
- SS 103

EOWPVT

- SS 101

CDI III

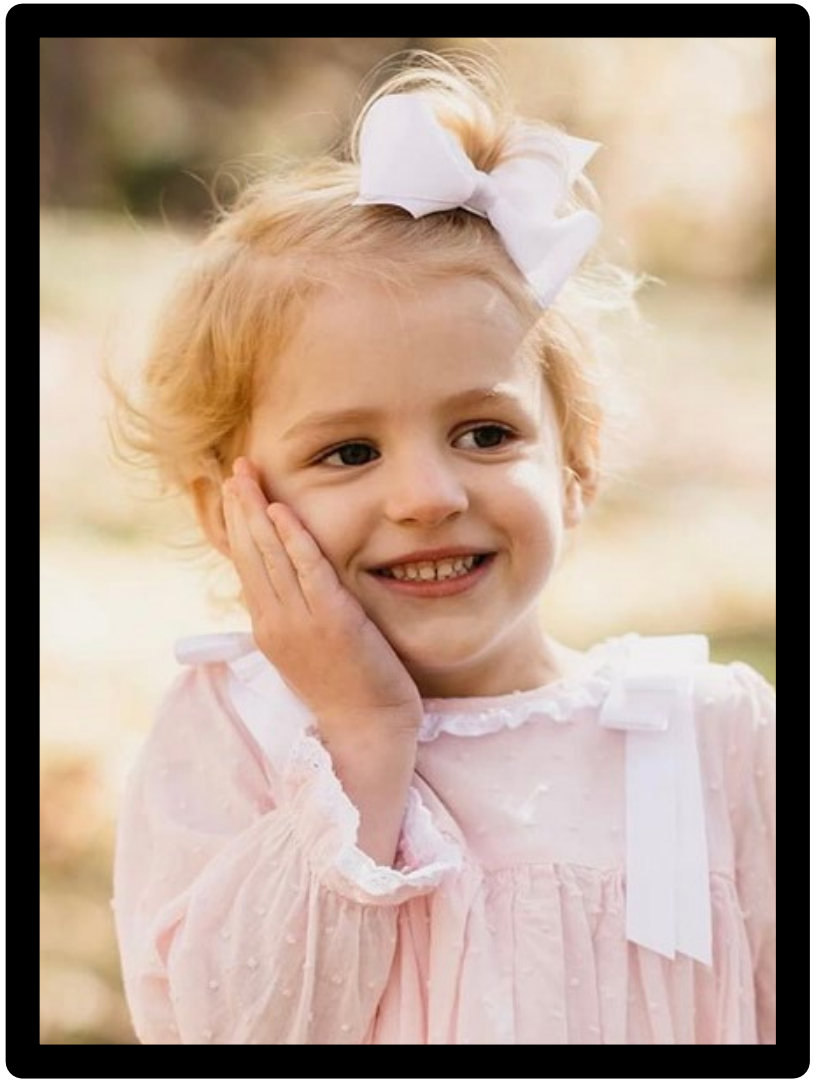
- 5th to 10th percentile



LANGUAGE

PLS5

- TL SS 99
- AC SS 101
- EC SS 97



LANGUAGE SAMPLE RESULTS

Brown's stage	Average age	Morphological sequence of development	Kilby's LSA utterances
Stage II	27–30 months	Present progressive *–ing*	I reading. I eating this.
		Preposition *in*	I put it in my cup.
		Preposition *on*	That mouse on there. Mommy put on (unintelligible). I put (unintelligible) on it. I put on this. I put my diaper on. I put (peanut) butter on.
		Plural /s/	Omitted: I wash hand (hands). Omitted: Open my chip (chips).
Stage III	31–34 months	Irregular past tense	I got dinosaur. I got it. I got a chip.
		Possessive /s/	Omitted: That Emma (Emma's) napkin. Omitted: Where baby (baby's) diaper?
		Uncontractible copula	Omitted: There it (is)!

IS THERE DOCUMENTATION OF ADVERSE EFFECT?

If so, where?

ADVERSE EFFECTS

From a speech perception perspective, these morphosyntactic errors are consistent with lack of appropriate access to sound, especially in the high frequencies, during the first 20 months of life. Kilby's expressive language skills and listening skills are delayed compared to her chronologically age-matched peers with typical hearing, **especially in noisy, naturalistic contexts**. Her expressive language delays secondary to hearing loss **adversely affect her ability to communicate her wants and needs effectively with both familiar and unfamiliar communication partners during age-appropriate activities in the preschool setting**.

QUESTIONS?