



**NATIONAL
BEACON**
C E N T E R
AT GALLAUDET UNIVERSITY

UNDERSTANDING LANGUAGE ASSESSMENT TOOLS:
ENHANCING OUTCOMES FOR DEAF AND HARD OF HEARING CHILDREN

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HI!



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OBJECTIVES

By the end of the session, you will be able to:

1. Compare types of results received from assessment tools
2. Examine how language assessment results inform intervention decisions
3. Describe at least three commercially available assessment tools



APPLYING LANGUAGE ASSESSMENT INSIGHTS ACROSS EHDI SYSTEMS

1. Providers

- Select assessments based on purpose, audience, and data needs
- Use results to guide intervention decisions

2. EHDI Programs

- Understand language assessment tools used by providers
- Support informed discussions on language acquisition trends

3. Public Health Impact

- Language acquisition data supports EHDI system evaluation and improvement



IMPORTANCE OF LANGUAGE ASSESSMENT

- Role of Early Intervention in ensuring language access and acquisition
- Monitoring language development in deaf and hard-of-hearing children
- Guiding intervention decisions based on assessment results
- Useful public health indicator for evaluating state/territory EHDI systems.

WHAT IS ASSESSMENT?



PURPOSE OF ASSESSMENT

- Eligibility (Part C-at-risk includes hearing, but for transition)
- Parent education/information
- Goal setting
- Progress monitoring
- EHDI, Part C reporting mandates
- Communication to language

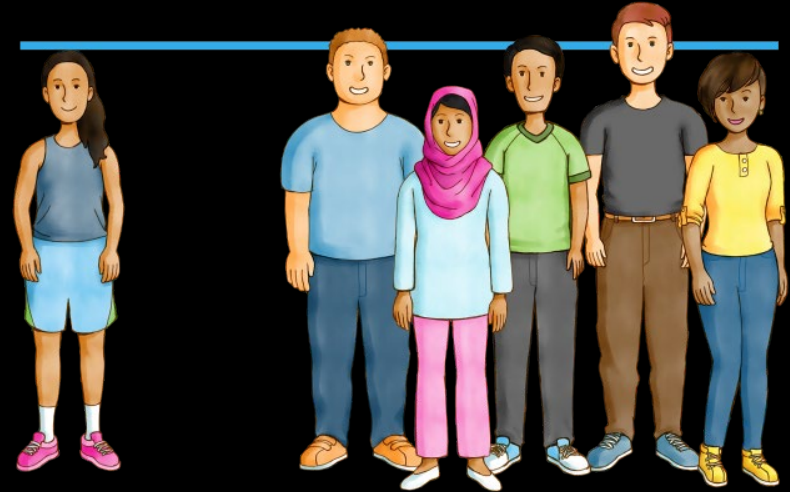


TYPES OF ASSESSMENT

CRITERION REFERENCED



NORM-REFERENCED





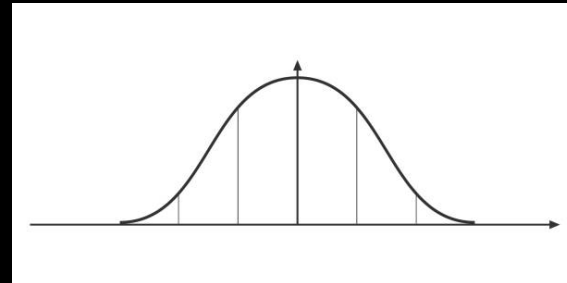
NORM-REFERENCED

PROS

- Objectivity in results
 - Standard administration
 - Shared metric
- Psychometric properties well described
- Efficient for multiple areas

CONS

- Potential cultural bias
- Do not necessarily direct intervention decisions
- Items may be selected for absence/presence of delay rather than function
- Standardization sample





CRITERION REFERENCED



PROS

- Compare to an established metric
- Objective
- Efficient
- May be able to individualize administration to child
- May provide therapy- direction

CONS

- Does not compare to peers
- Procedures may vary between examiners
- Confounding presentations of linguistic stimuli



TYPES OF SCORES

- Standard Scores
- Percentile Ranks
- Age-Equivalents (from norm-referenced assessments, **caution**)
- Age-Equivalents (from criterion-referenced assessments)
- Skill Inventory
- Skill Level



AREAS TO ASSESS

- IDEA Part C: all developmental domains
- Receptive and Expressive Language
 - Spoken language(s)
 - Signed language(s)
- Auditory Skill Development



LANGUAGE COMPREHENSION

- Language comprehension skills inferred from nonverbal responses
- Easy to overestimate
- Context is important in early childhood
 - Follows direction with & without gestural cue
- Children use comprehension strategies effectively; may appear as they understand more linguistic input than they do
 - Probable event
 - Order of mention



CONSIDERATIONS

- Purpose(s) of assessment
- Time
- Parental Input
- Who is giving the assessment
- Goal of assessment



GUIDANCE FROM JCIH 2019

- Cognitive, social, and emotional development are influenced by language acquisition
- Complete language evaluation should be performed at regular intervals
- Conducted by qualified professionals and include assessment of spoken or signed language in the child's language(s)
- Trajectories compared to child's age and cognitive abilities
- When goals are not met, timely adjustment to the intervention plan

COMMERCIALLY AVAILABLE ASSESSMENT TOOLS



NORM-REFERENCED ASSESSMENTS

MacArthur -Bates
Communicative
Developmental Inventories

- *English*
- *Spanish*
- *ASL 2.0*

REEL-4

PLS-5



CRITERION REFERENCED

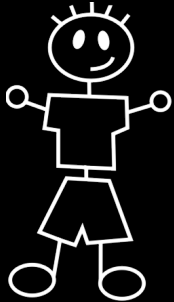
- Rossetti Infant-Toddler Language Scale
 - Measures gesture, interaction-attachment, pragmatics separate from rec/exp language
 - Early skills include some that are not well documented in sign
- Ski*Hi Language Development Scale
 - Includes both spoken and signed language (e.g., child says and/or signs 50 words)



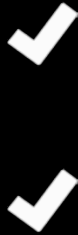
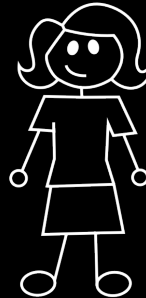
VISUAL COMMUNICATION AND SIGNED LANGUAGE CHECKLIST

- Visual Communication and Signed Language Checklist
- Age-equivalents may not be sensitive to growth
- Skill acquisition shows language growth

2-3 YEARS OLD



3-4 YEARS OLD





AUDITORY DEVELOPMENT

- Auditory Skills Checklist (ASC)
- CID Early Listening at Home
- Early Listening Function (ELF)
- Functional Auditory Performance Indicators (FAPI)
- Infant Toddler Meaningful Auditory Integration Scale (IT-MAIS)
- LittleEARS Auditory Questionnaire
- Parents' Evaluation of Aural/Oral Performance of Children (PEACH)
- Auditory Learning Guide



DEVELOPMENTAL BATTERIES

- DAY-C
- Battelle Developmental Inventory
- Bayley
- Mullen Scales
- Hawaii Early Learning Profile

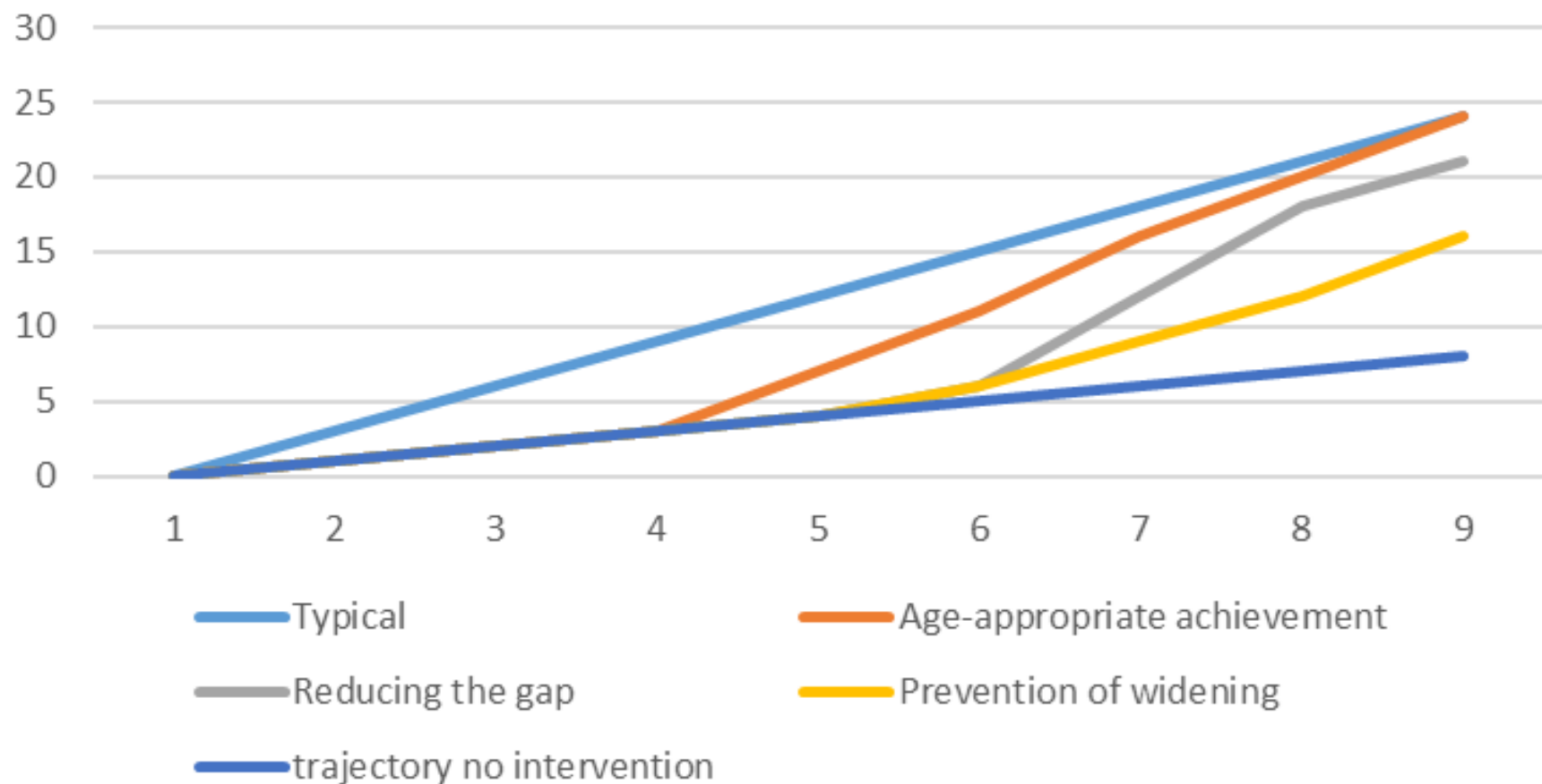
CONCLUSION



USING THE RESULTS

1. Reporting data
2. Informing therapy and learning targets
3. Demonstrating growth or gaps
4. Sharing with families and other professionals
5. Equipping providers with knowledge to select appropriate assessments

Intervention





SUMMARY

- Scores vary and may meet different needs
- Tools focus on specific areas (e.g., auditory skills, signed language acquisition)
- Tools capture language skills across modalities
- Make informed, evidence-based assessment tool choices



THANK YOU



*Please take a few minutes
to share feedback about
our presentation today.*



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Notice of Funding Opportunity 2024

The National Beacon Center works with HRSA and all EHDI stakeholders to ensure that families have access to accurate, comprehensive, up-to-date, and evidence-based information to allow families to make important decisions for their children promptly, including decisions with respect to the full range of assistive hearing technologies and communication modalities.