Kansas' Language Assessment Program: Deaf/Hard of Hearing (LAP-DHH): An Update on Our Progress

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Language Assessment Program-Deaf/Hard of Hearing (LAP-DHH)

Objectives

- **Participants will be able to describe the language assessment process for both ASL and English.**
- **Participants will be able to identify outcome data related to the language assessments for both ASL and English.**
- **Participants will be able to identify next steps in our research that will advance the work of language development for children who are deaf/hard of hearing.**

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)
- Kendall P-Levels
- ASL/English Language Milestones document

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

English

- Language Samples
- English MCDI / EVT / PPVT
- Cottage Acquisition Scales for Listening, Language, Speech (CASLLS)
- Structured Photographic Expressive Language Test (SPELT)
- Language Processing Test (LPT)
- ASL/English Language Milestones document

Language Access Profile Tool (LAPT)

ASL/English Milestones Document

ASL and English Milestones Age 24-30 months

Receptive	A	E	Expressive	A	E	Social Communication	A	E
Understands prepositions, *in, on, under*	✓		Expressive vocabulary of 200-300 words	✓	✓	Asks for help using two or more words[1]	✓	✓
Follows two-step related directions	✓	✓	Uses simple descriptors *hot, cold, big, little*			Regularly requests clarification		
Understands the concept of "just one"	✓		Uses phrases to express negation with *no, not, don't*, and/or *can't*[2]			Tells own age	✓	✓
Understands descriptive adjectives (e.g., size, opposites, colors)	✓		Uses two- to three-word phrases frequently		✓	Names a pet, friend, and/or sibling		✓
						Tells stories about present situations		✓
						Uses language to comment/ narrate during play	✓	✓
						Shares toys, cooperates in games	✓	

ASL	English	ASL		English		ASL	English	
		Uses handshapes B, F, O		Uses present progressive -ing			Talks more in play[6]	✓
		Uses descriptive classifiers occasionally CL:F, CL:O, & CL:3		Uses subject + verb + object[4]	✓		Initiates topic & responds with new information	
		Uses non-manual markers, raised eyebrows, squints		Uses subject + copula + complement[5]	✓			
		Uses mouth morphemes occasionally[3]		Asks What + subj. + verb? questions				
				Asks Where + subj. + verb? questions				
				Speech is 50-70% intelligible to unfamiliar listeners	✓			

Rec ASL: ___ /4 = ___% Exp ASL: ___ /8 = ___% SC ASL: ___ /7 = ___%

Rec Eng: ___ /4 = ___% Exp Eng: ___ /10 = ___% SC Eng: ___ /9 = ___%

	A	E
Met		
Not met		

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Follows two-step related directions	✓	✓
Understands the concept of "just one"	✓	
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Expressive	A	E
Expressive vocabulary of 200-300 words	✓	✓
Uses simple descriptors *hot, cold, big, little*		
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Uses two- to three-word phrases frequently		✓

Social Communication	A	E
Asks for help using two or more words[1]	✓	✓
Regularly requests clarification		
Tells own age	✓	✓
Names a pet, friend, and/or sibling		✓
Tells stories about present situations		✓
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ASL	English		
		Talks more in play[6]	✓
		Initiates topic & responds with new information	

Rec ASL: ___ /4 = ___% Exp ASL: ___ /8 = ___% SC ASL: ___ /7 = ___%

Rec Eng: ___ /4 = ___% Exp Eng: ___ /10 = ___% SC Eng: ___ /9 = ___%

	A	E
Met		
Not met		

Child's Name STUDENT'S NAME

Language Milestones

American Sign Language and English

Date	Child's Age	ASL Met? (Y, N, NA)	Level Mastered	Specialist's Initials	English Met? (Y, N, NA)	Level Mastered	Specialist's Initials
11-30-21	06;05	N	30-36	AW	N	4-5	ES

Developed by the KSA 75-5397e Advisory Committee

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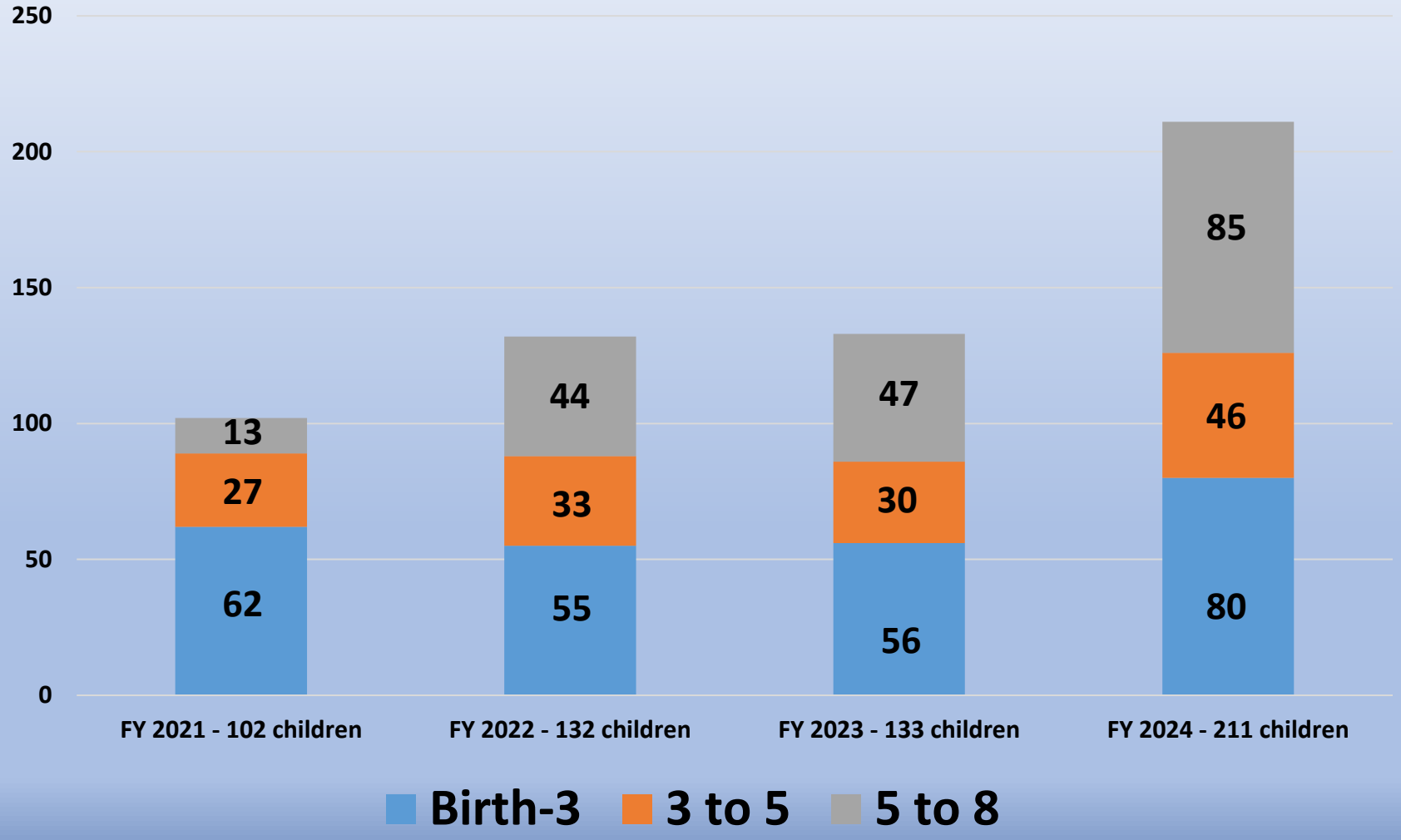
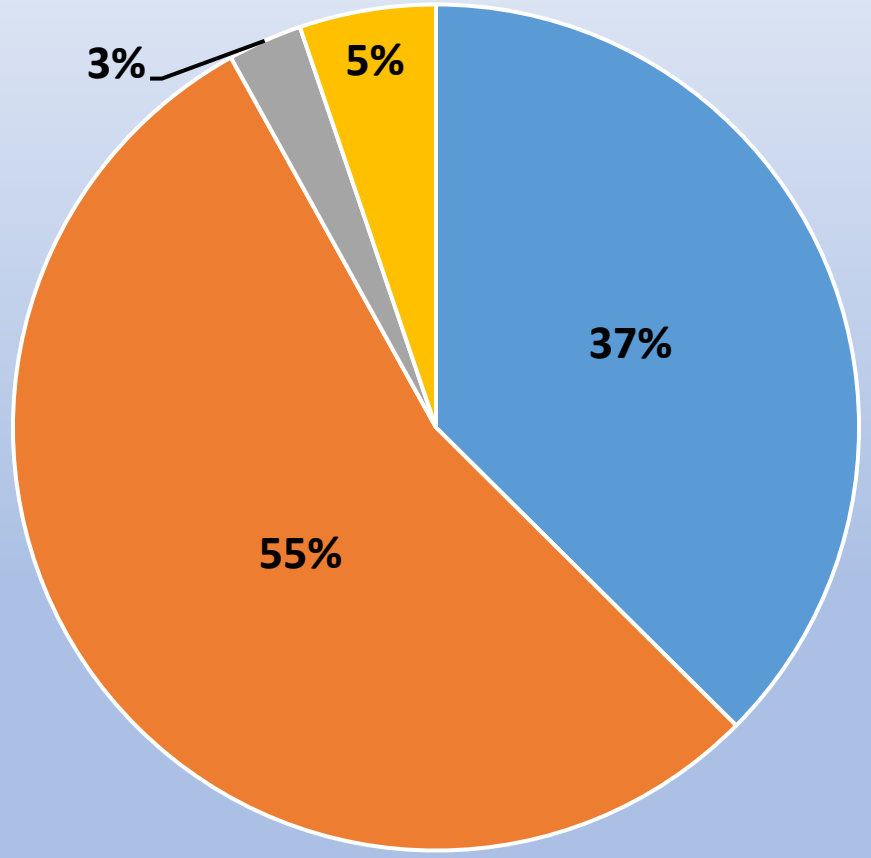
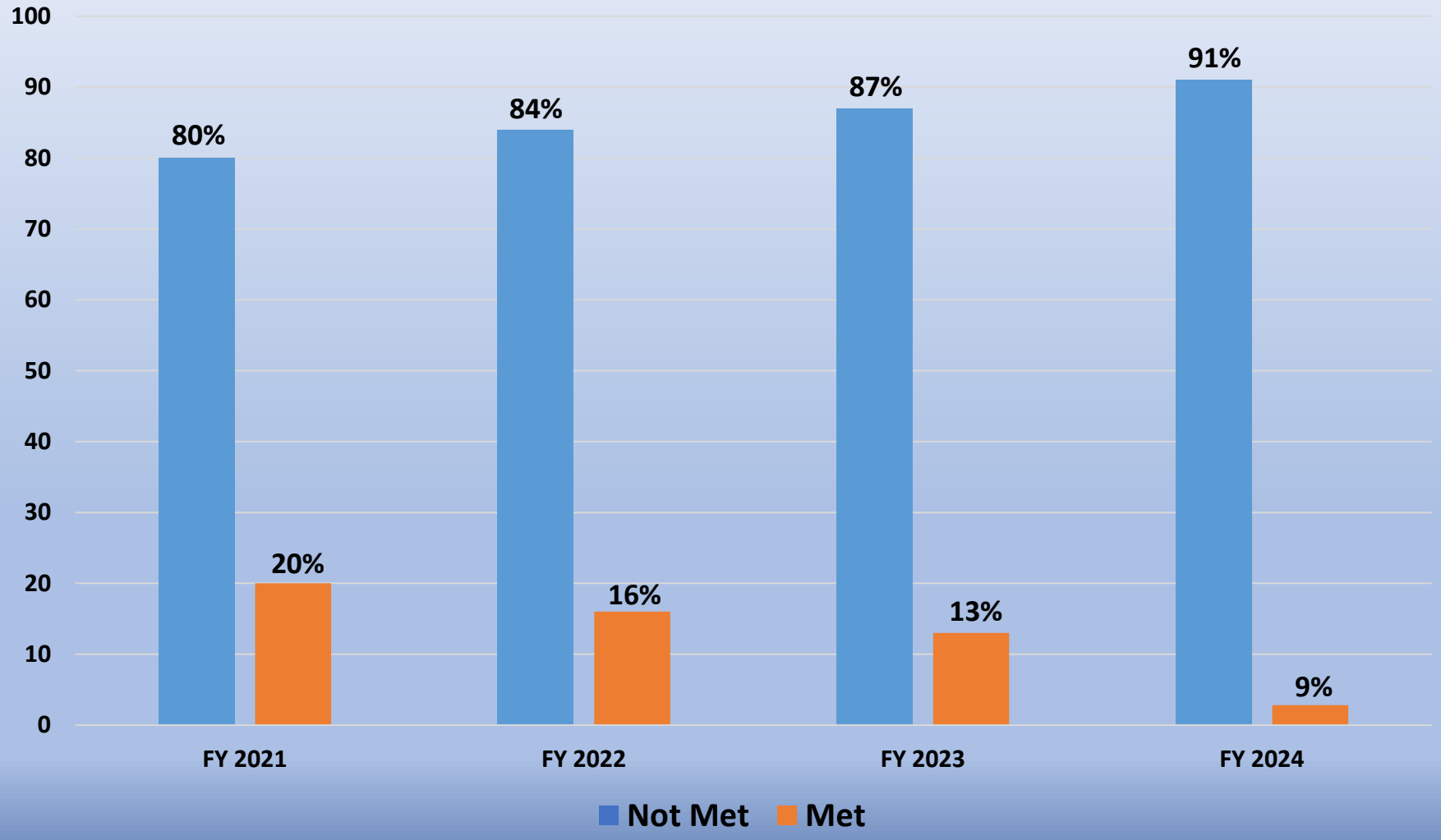
Children by Age Groups Across Years



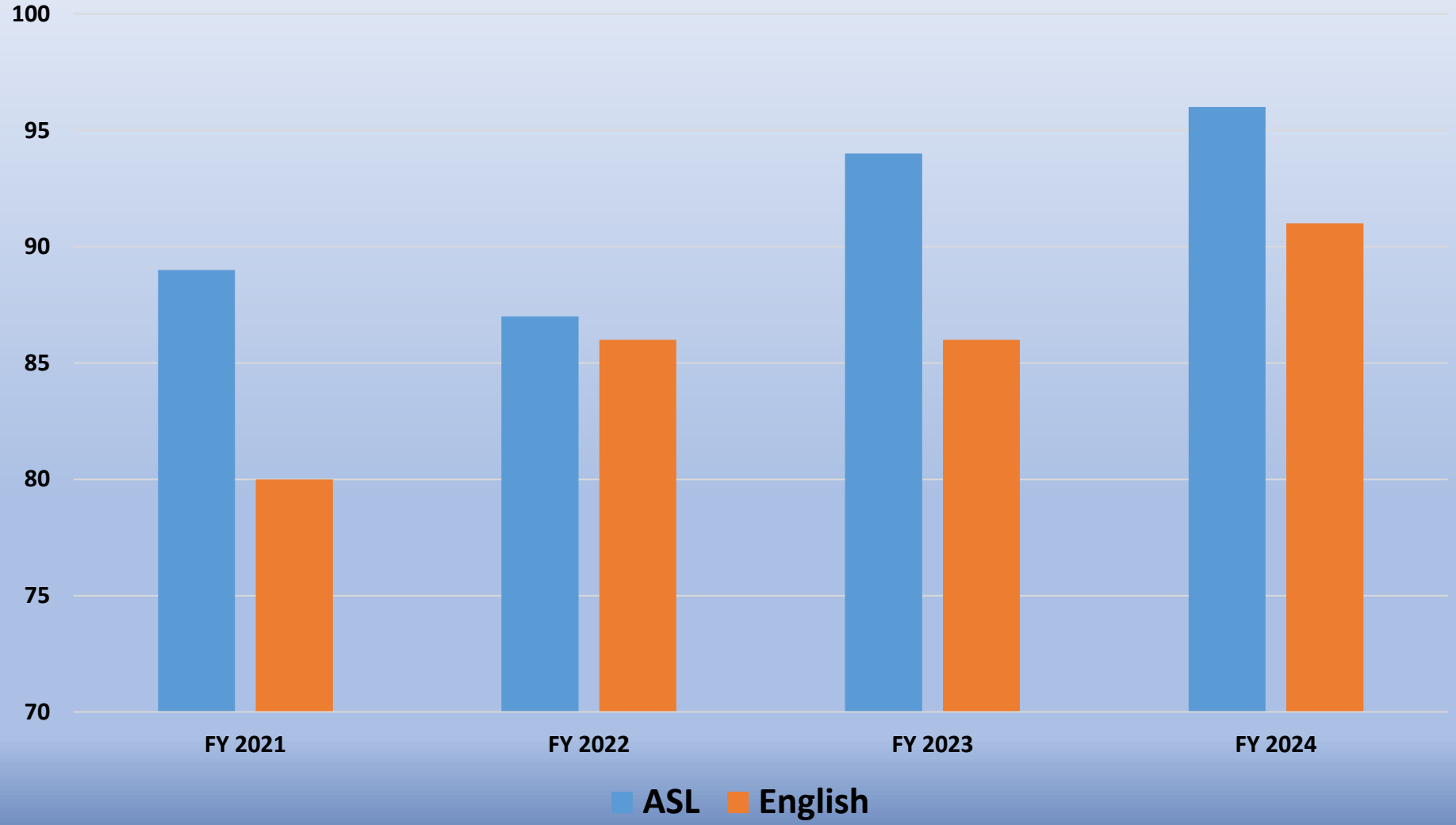
Number of Children Receiving Specialized Services



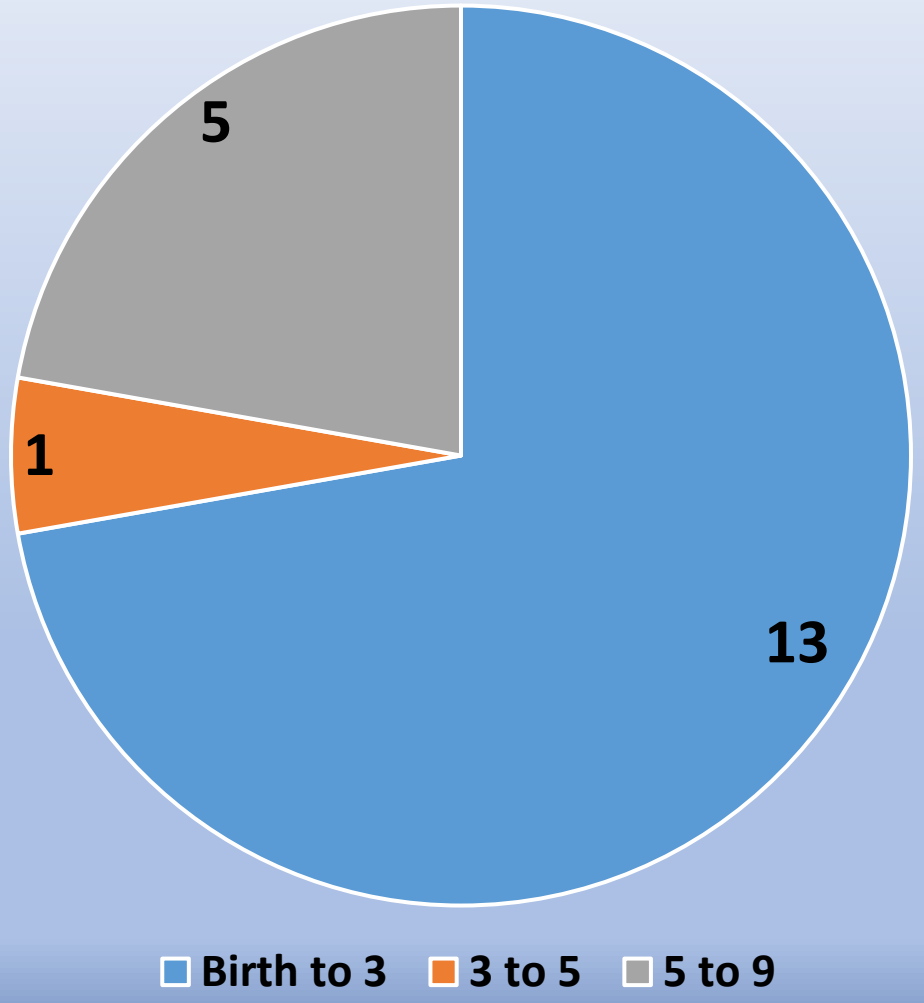
Percentage of DHH Children Who Did Not Meet Milestones in One or More Languages Across Years

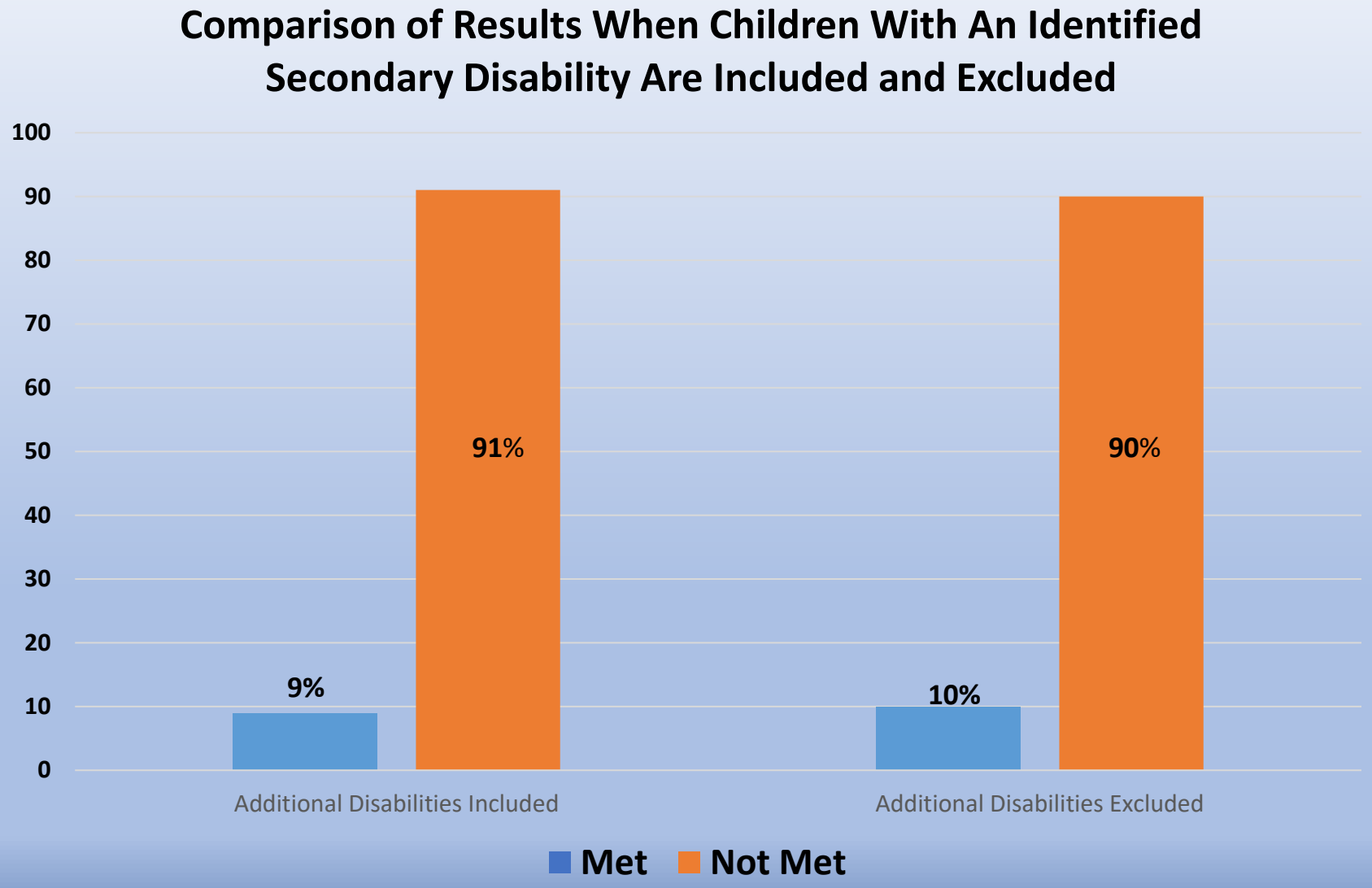


Percentage of Students Not Meeting Milestones by Year & Language



Number of Children Who Met Milestones in Each Age Range




Comparison of Results When Children With An Identified Secondary Disability Are Included and Excluded
100
90
80
70
60
50
40
30
20
10
0
9%
91%
10%
90%
Additional Disabilities Included
Additional Disabilities Excluded
Met
Not Met

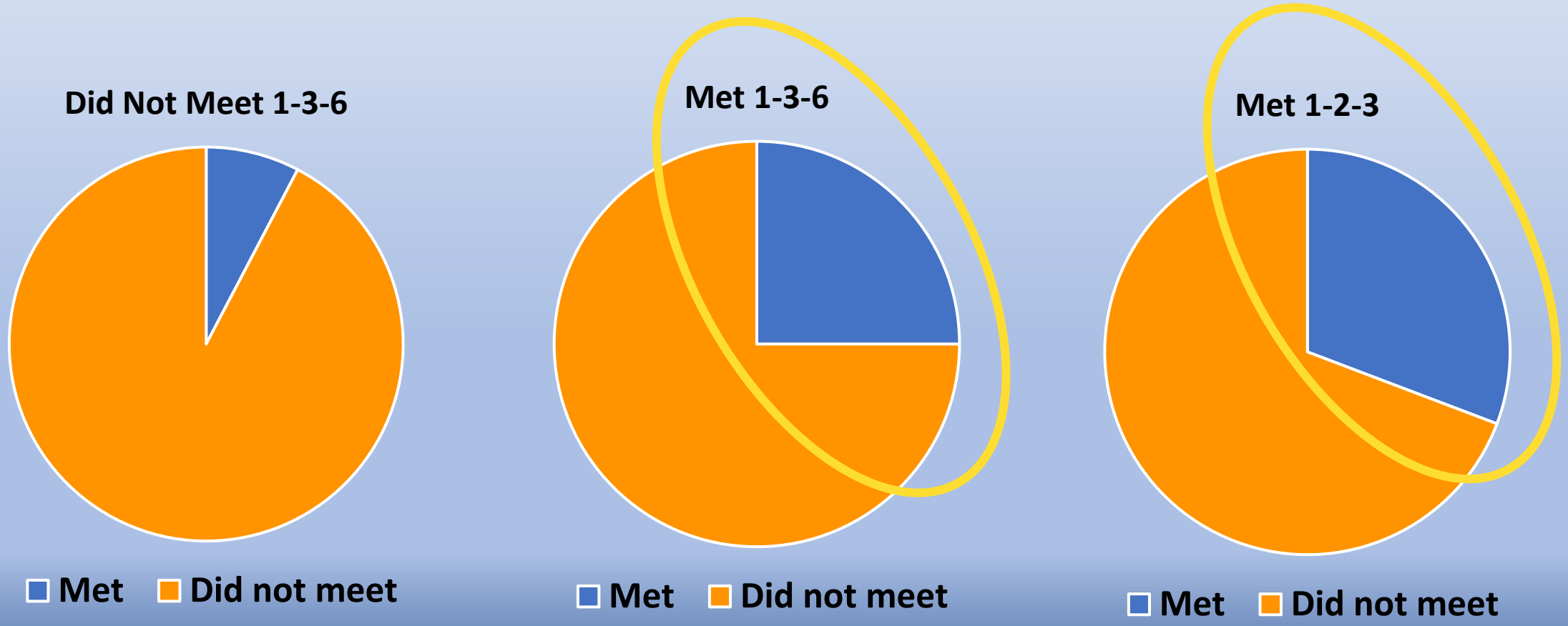
Rate of Language Growth

Figure 1. ***Rates of Language Growth in ASL***

Figure 2. ***Rates of Language Growth in Spoken English***

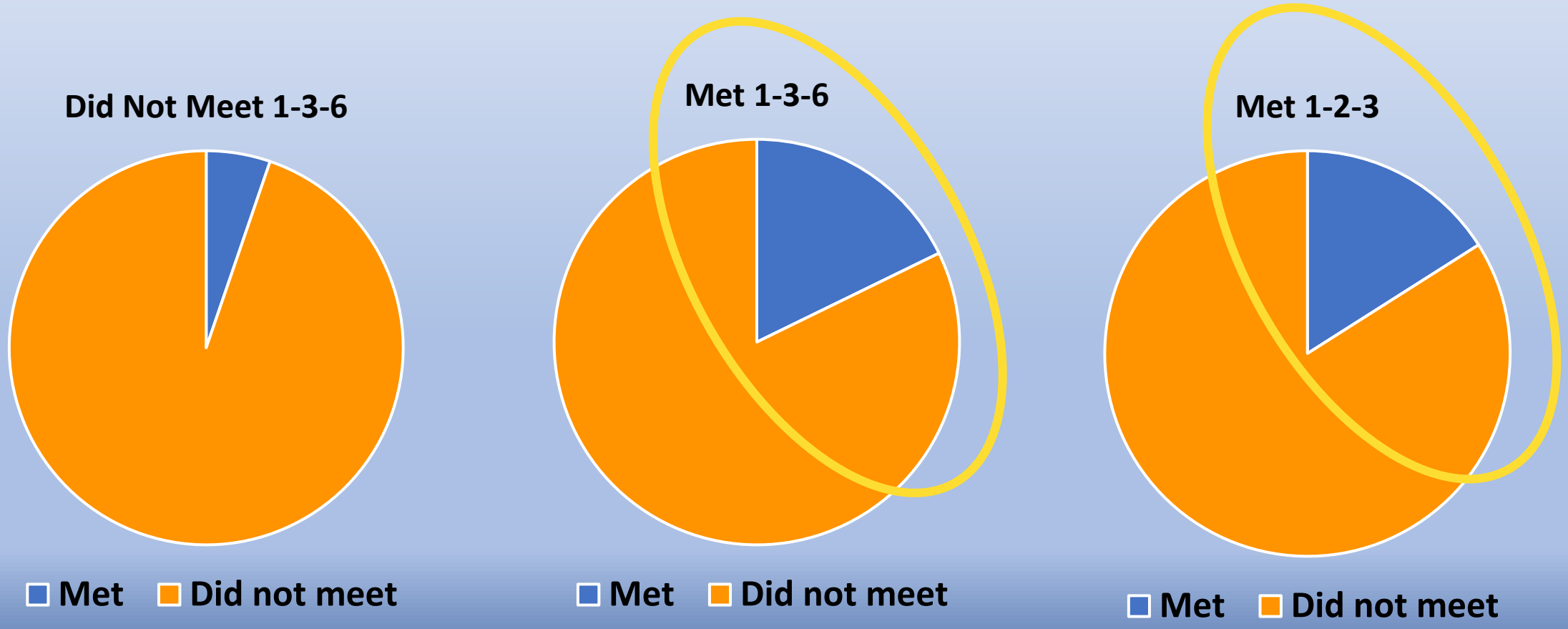
Bright Spots: Early Intervention

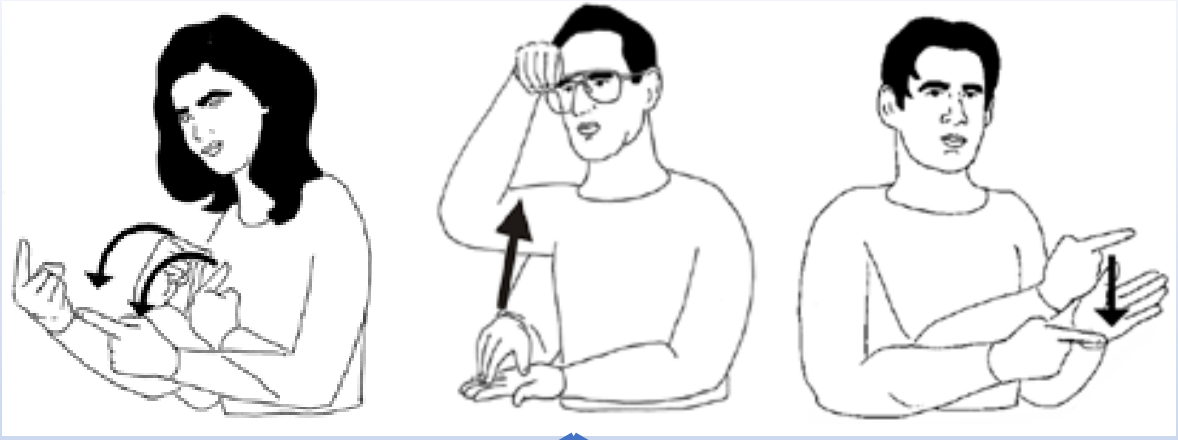
Percent Meeting Milestones – ASL



Bright Spots: Early Intervention

Percent Meeting Milestones – English





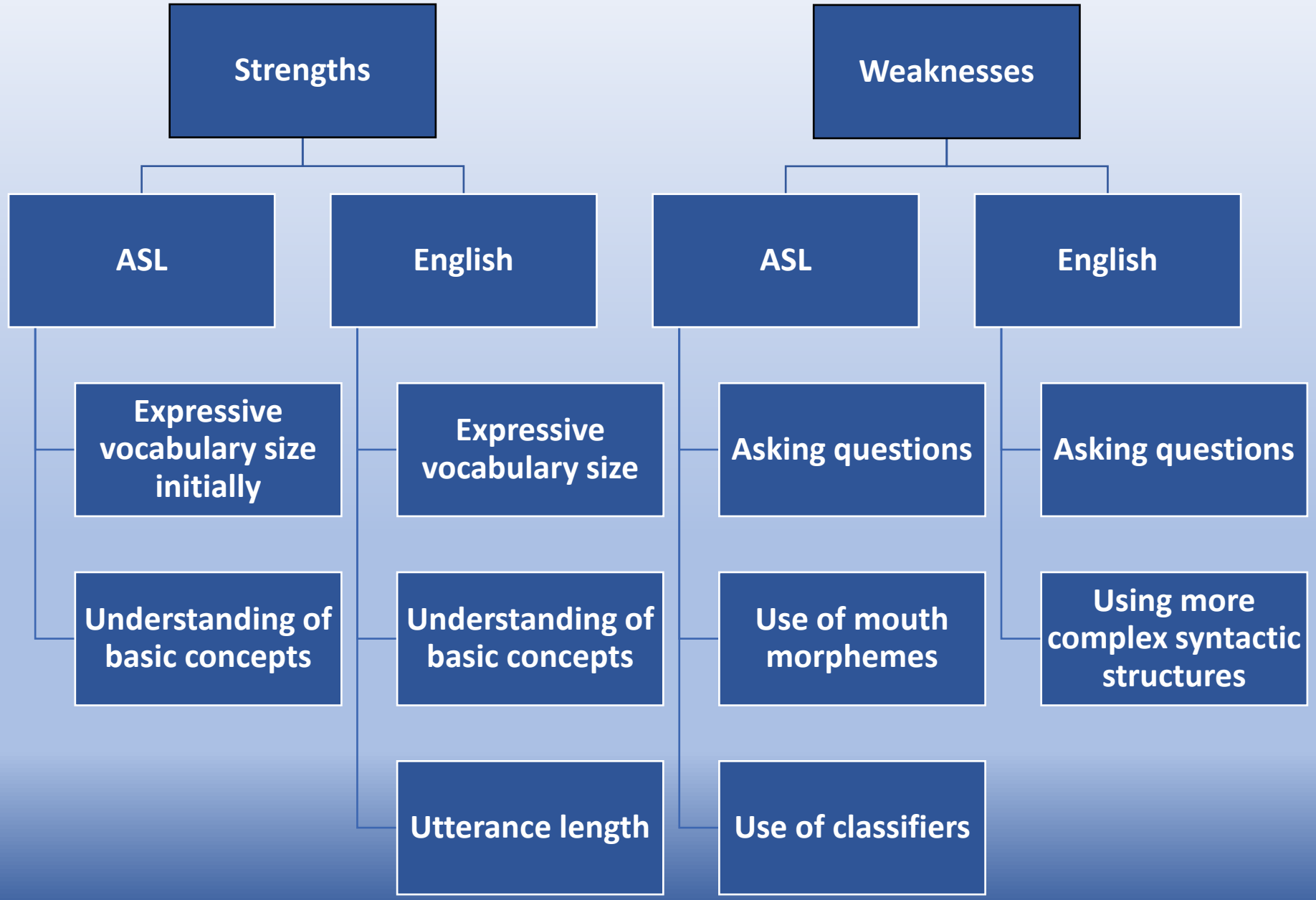
NAME SIGNS

VOCABULARY

CLASSIFIERS & PREPOSITIONS

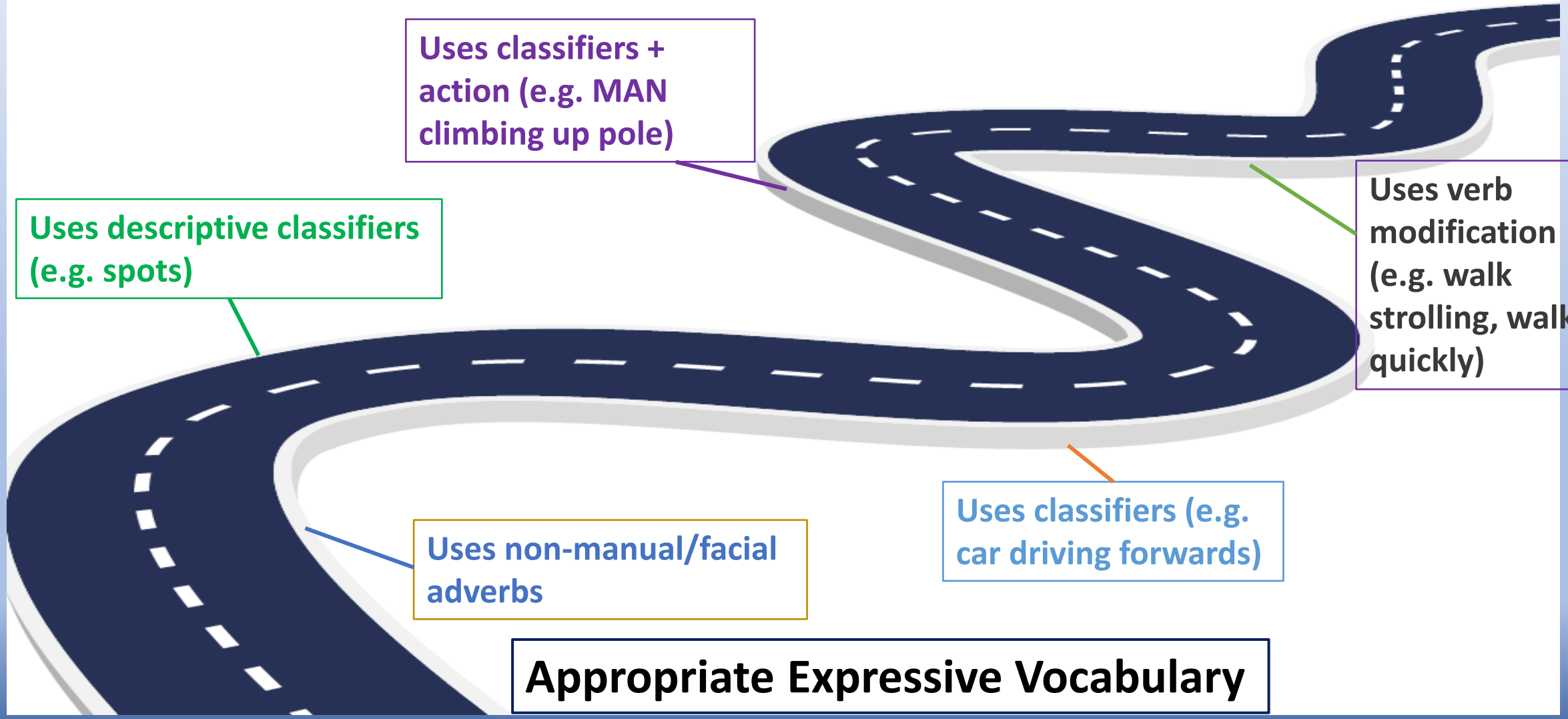
Ongoing analysis to improve intervention strategies

What We Have Learned



It's not just vocabulary!
ASL

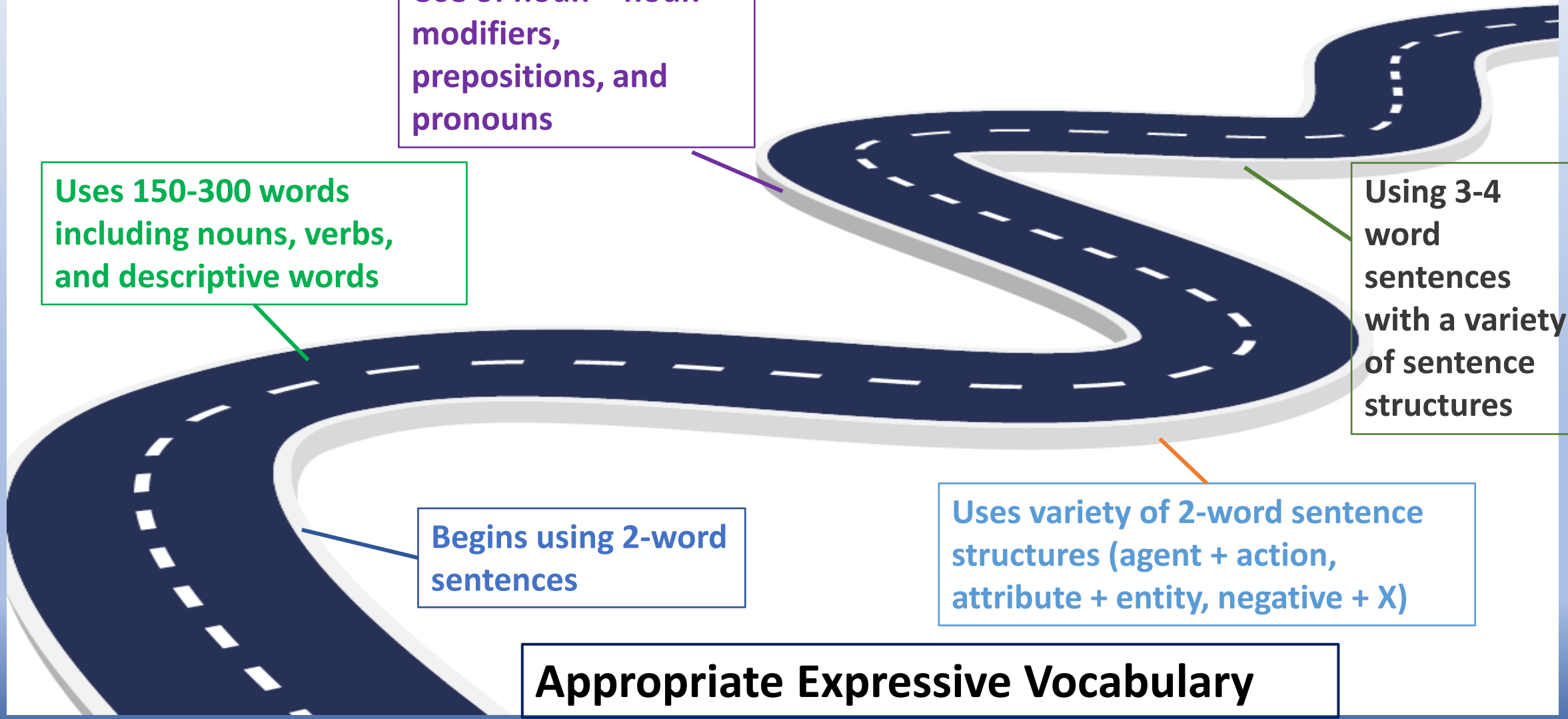
By age 3: child attempts "stories" to tell about experiences



Appropriate Expressive Vocabulary

It's not just vocabulary! English

By age 3: child attempts "stories" to tell about experiences



Use of noun + noun modifiers, prepositions, and pronouns

Uses 150-300 words including nouns, verbs, and descriptive words

Using 3-4 word sentences with a variety of sentence structures

Begins using 2-word sentences

Uses variety of 2-word sentence structures (agent + action, attribute + entity, negative + X)

Appropriate Expressive Vocabulary

What we are working on:

- Collaboration with Kansas EHDI and Vanderbilt (and other research partners) on the EHDI Innovation Grant:
  - Hire ASL Annotators for ASL Language Samples
    - Allow for analyzing ASL language samples and further research based on the analysis
  - Improving data connections with Kansas EHDI
    - Provide Kansas EHDI with language outcome data
    - Utilize Kansas EHDI data to further analyze the data we are collecting

Additional information provided by the CLIMB Lab at Vanderbilt University

Conclusion

- **The ASL/English milestones along with the assessments provide in depth information about a child's language development.**
- **The information we gather drives intervention both at an individual level and a group level.**
- **Looking beyond just vocabulary can support improved language outcomes.**

“The limits of my language are the limits of my world.”
Ludwig Wittgenstein

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