



## The Vermont Parent Infant Program (PIP) Experience With Language Assessments For Deaf, Hard of Hearing and DeafBlind Children Birth to 3 Years of Age

Nell Rosenberg CCC-SLP, LSLS Cert AVT

Allison Harvie CCC-SLP

Linda Hazard EdD, CCC-A

VTEHDI and Vermont Parent Infant Program

Vermont Department of Health/University of  
Vermont Medical Center (UVMHC)

# VTEHDI and the Parent Infant Program

Part C Program in Vermont: All children who are Deaf, Hard of Hearing or DeafBlind qualify for services.

Providers: Qualified, specialized and licensed

- Teachers of the Deaf and Hard of Hearing
- Speech Language Pathologists
- Educational Audiologists



# Partnering with ELO at the University of Colorado

Training: Allison Sedey trained all providers June 2021 and April 2023

Language Assessments:

- SKI-HI Language Development Scale (LDS)
- MacArthur-Bates Communicative Development Inventories (MB-CDI)
- Developmental Assessment of Young Children (DAYC-2)

Timing of Assessments in Vermont:

- 8 months of age
- 14 months of age
- 20 months of age
- 26 months of age
- 32 months of age



# Vermont Long Term Goals For Language Assessments

01

Analyze language/developmental milestone data. (eg., by region, race/ethnicity, gender, SES, parent education)

02

Identify services to enhance and improve language acquisition: Results shared with families.

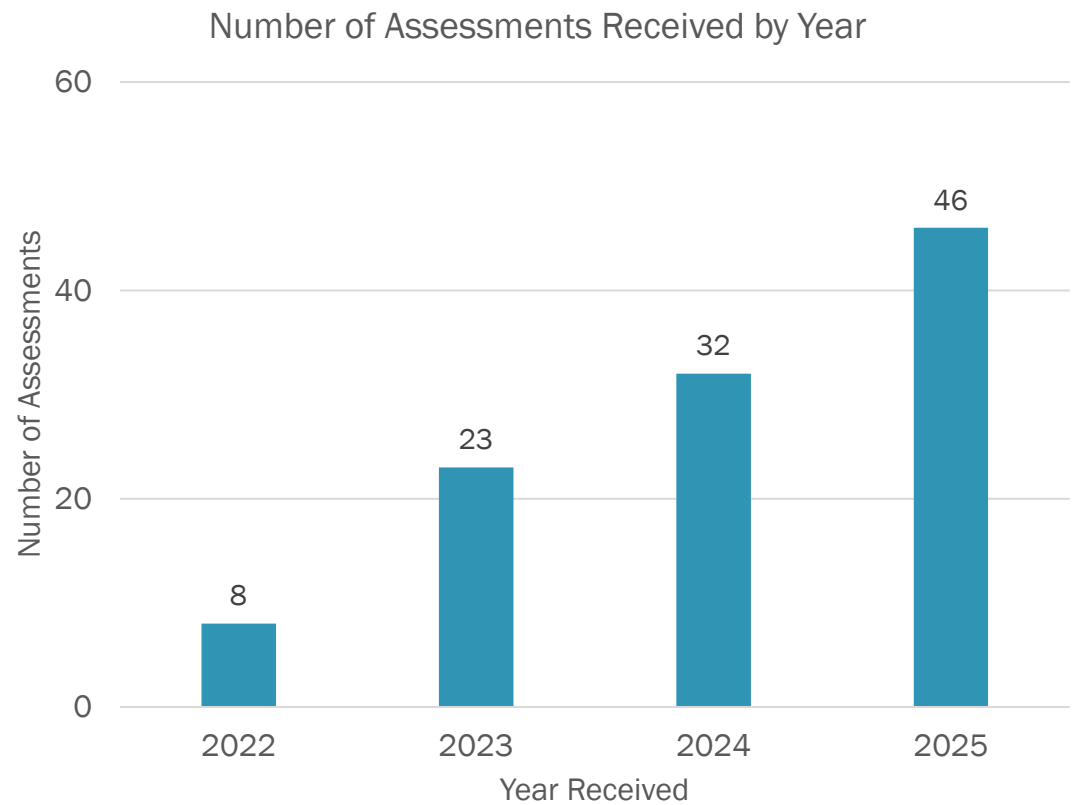
03

Identify EHDI-IS database enhancements.

04

Annual Report: Aggregate data including demographics to be shared with key partners.

# Vermont Assessment Completion



# Demographic Characteristics

- All assessments from Vermont submitted by 3/5/2026 are included in this presentation
- Comparison data are from 2,660 families in programs outside Vermont participating in ĒLO.
- For children with multiple assessments, this summary relies on data from the child's most recent evaluation.

Chronological age at most recent assessment	UVMC	ĒLO
Mean	25.1 months	25.8 months
Range	7 to 35 months	7 to 35 months

# Similarities Compared to Other ELO Programs



Vermont Department of Health and UVMHC

Chronological age

Sex

Additional disabilities present

Bilateral: Hearing levels

Presence of ANSD

Communication approach

Age received hearing technology

Identification by 3 months

Intervention by 6 months

Meeting EHDI 1-3-6 guidelines

Primary caregiver's level of education

# Demographic Differences Compared to Other Programs

Demographic Characteristic	Vermont	ĒLO
Hispanic ethnicity	9%	38%
White race	93%	83%
English is the primary language of the home	100%	85%
Eligible for WIC	55%	39%
Laterality (percent bilateral)	75%	67%
Passed newborn hearing screening	22%	8%
Acquired loss	15%	4%
Deaf/hh adult(s) in the home use sign language	0%	28%
Mean number of min of indiv intervention per month	378	257

# Additional Disabilities and Audiology Variables

Additional disabilities thought to interfere with speech/language development	Vermont	ĒLO
No additional disabilities	71%	75%
Has additional disabilities	29%	25%

Laterality	Vermont	ĒLO
Bilateral	75%	67%
Unilateral	25%	33%

Onset of hearing difference	Vermont	ĒLO
Congenital	73%	90%
Acquired	15%	4%
Unknown	13%	6%

# EHDI Guidelines

EHDI guidelines state that all children who are deaf or hard of hearing should be identified by 3 months of age and in intervention by 6 months of age (commonly referred to as the 1-3-6 guidelines). The following table presents the percentage of children meeting the guidelines in these two categories.

EHDI guideline categories	Vermont	ĒLO
Identification by 3 months	72%	71%
Intervention by 6 months	57%	55%
Meets 1-3-6	51%	48%

# Hearing Technology:

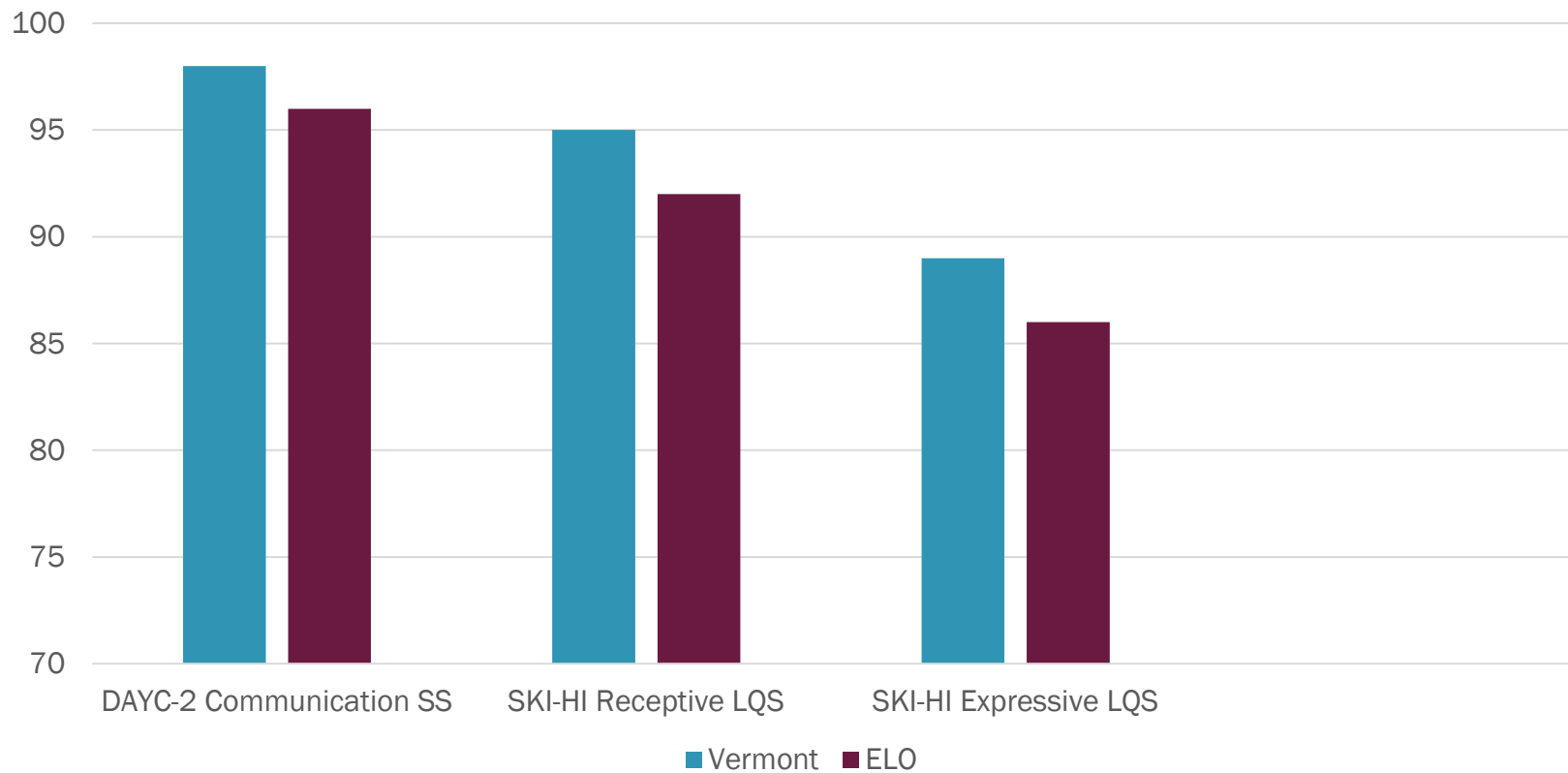
Type of Amplification (bilateral)	Vermont	ĒLO
Hearing aids	44%	64%
Cochlear implant	11%	16%
Cochlear implant + hearing aid	4%	2%
Bone conduction aid	7%	8%
None	33%	10%

# Home Communication Modes of Vermont Families

Mode of Communication Used in Home	UVM	ĒLO
Primarily spoken language	80%	84%
Spoken language only	29%	39%
Spoken language with very occasional sign	51%	45%
Sign + spoken language	20%	15%
Sign language only	0%	1%

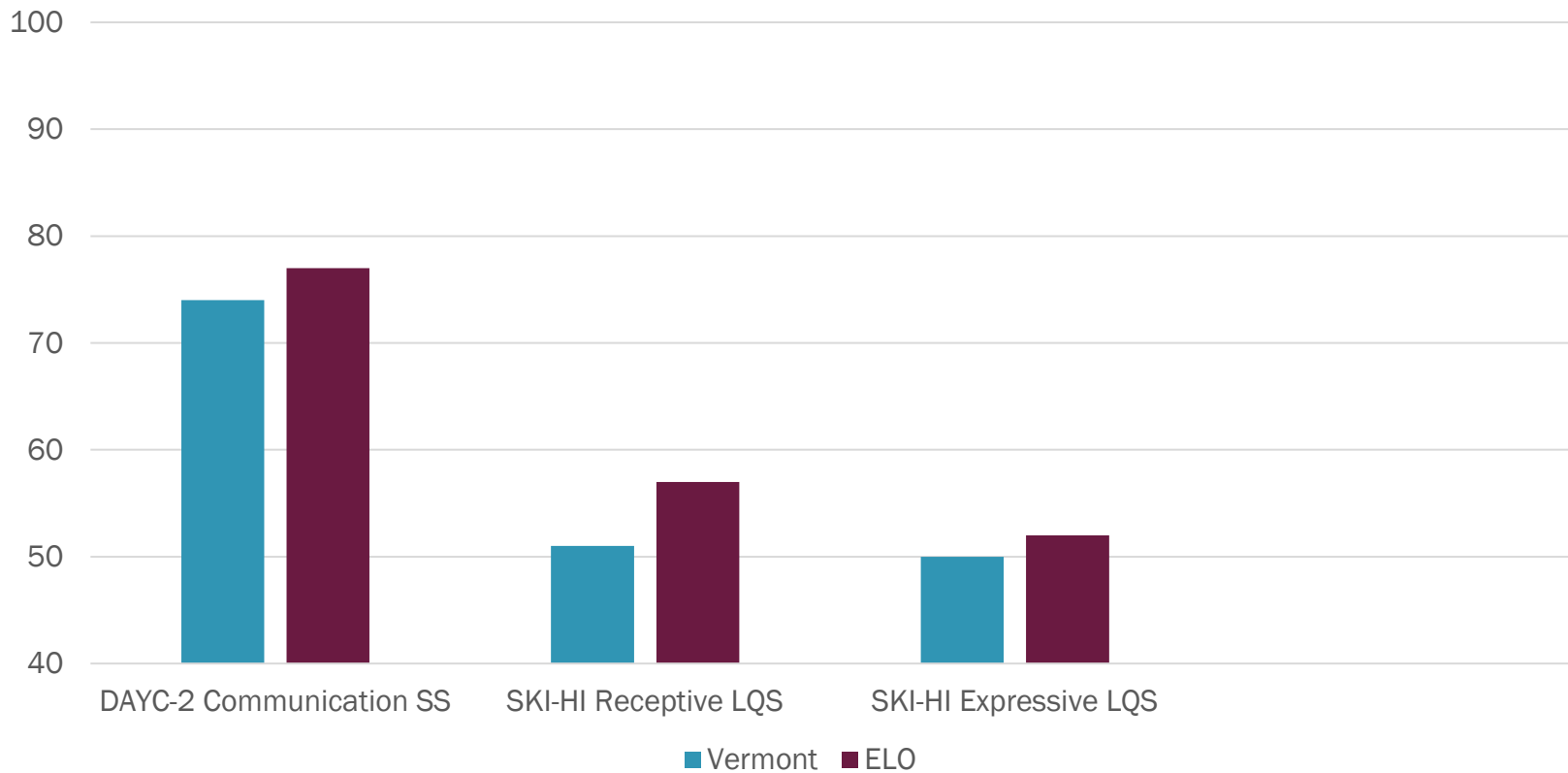
# ELO Assessment Results

Children with no additional disabilities

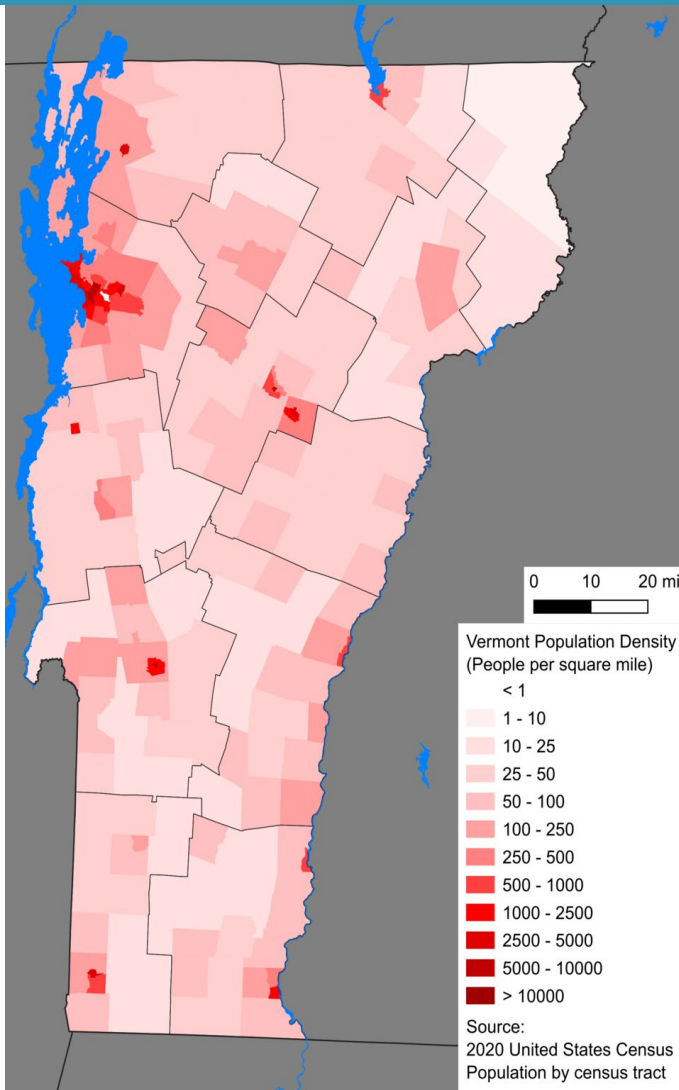


# ELO Assessment Results

Children with additional disabilities



# Key Takeaways: Program-Level



VT kids are performing on-par with peers in other states.

VT is providing more intervention time despite rural state challenges.

Increased compliance with 6-month testing Intervals -- data informed decisions -- tailored programming

# Tailored Programming for Children & Families

- Making appropriate referrals
- Counseling with family after each test interval
- Selecting supplemental measures
- Making appropriate referrals.
- Amending treatment plans and Intervention strategies



# Additional Assessments



**Little Ears<sup>®</sup>**  
Auditory  
Questionnaire



## Parents' Evaluation of Aural/Oral Performance of Children (P.E.A.C.H.)

Developed by Teresa Ching & Mandy Hill

Child's Name:		Your Name:	
D.O.B.:		Interviewer:	
Number & Interval:		Date:	

# CAAP-2<sup>®</sup>

## Clinical Assessment of Articulation and Phonology<sup>®</sup>

### Second Edition



Level 1 Pre-Intentional Behaviour	A1 Expresses Discomfort	A2 Expresses Comfort					A3 Expresses Interest in Other People					<input type="checkbox"/> Not Used					
Level 2 Intentional Behaviour	B1 Protests	B2 Continues Action	B3 Obtains More of Something			B4 Attracts Attention					<input type="checkbox"/> Emerging						
Level 3 Unconventional Communication	C1 Refuses/Rejects	C2 Requests More Action	C3 Requests New Action	C4 Requests More Object	C5 Makes Choices	C6 Requests New Object	C8 Requests Attention	C9 Shows Affection				<input type="checkbox"/> Mastered					
Level 4 Conventional Communication	C1 Refuses/Rejects	C2 Requests More Action	C3 Requests New Action	C4 Requests More Object	C5 Makes Choices	C6 Requests New Object	C8 Requests Attention	C9 Shows Affection	C10 Greets People	C11 Offers/Shares	C12 Direct Your Attention	C13 Points Social Forms	C14 Answers Yes/No Questions	C15 Asks Questions	<input type="checkbox"/> Surpassed		
Level 5 Concrete Symbols	C1 Refuses/Rejects	C2 Requests More Action	C3 Requests New Action	C4 Requests More Object	C5 Makes Choices	C6 Requests New Object	C7 Requests Absent Objects	C8 Requests Attention	C9 Shows Affection	C10 Greets People	C11 Offers/Shares	C12 Direct Your Attention	C13 Points Social Forms	C14 Answers Yes/No Questions	C15 Asks Questions	C16 Names Things/People	C17 Makes Comments
Level 6 Abstract Symbols	C1 Refuses/Rejects	C2 Requests More Action	C3 Requests New Action	C4 Requests More Object	C5 Makes Choices	C6 Requests New Object	C7 Requests Absent Objects	C8 Requests Attention	C9 Shows Affection	C10 Greets People	C11 Offers/Shares	C12 Direct Your Attention	C13 Points Social Forms	C14 Answers Yes/No Questions	C15 Asks Questions	C16 Names Things/People	C17 Makes Comments
Level 7 Language	C1 Refuses/Rejects	C2 Requests More Action	C3 Requests New Action	C4 Requests More Object	C5 Makes Choices	C6 Requests New Object	C7 Requests Absent Objects	C8 Requests Attention	C9 Shows Affection	C10 Greets People	C11 Offers/Shares	C12 Direct Your Attention	C13 Points Social Forms	C14 Answers Yes/No Questions	C15 Asks Questions	C16 Names Things/People	C17 Makes Comments
	Refuse	Obtain					Social					Information					

# A SPECIAL THANK YOU

**ALLISON SEDEY**  
**Early Language Outcomes Project (ELO)**  
**UNIVERSITY OF COLORADO**

# Questions....

[Nell.Rosenberg@uvmhealth.org](mailto:Nell.Rosenberg@uvmhealth.org)

[Allison.Harvie@uvmhealth.org](mailto:Allison.Harvie@uvmhealth.org)

[Linda.Hazard@partner.vermont.gov](mailto:Linda.Hazard@partner.vermont.gov)

