

Kansas' Language Assessment Program for Children who are Deaf/Hard of Hearing

EHDI 2019

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LEAD-K Initiative

- Grassroots campaign
- K.S.A. 75-5397e (formerly SB 323)



Purpose of K.S.A. 75-5397e

- To assess, monitor, and track language milestones of children who are deaf/hard of hearing ages birth-eight
- To provide annual language assessments in ASL and/or English
- To provide annual report of data collected

Intended Outcomes

- Gaps/delays in language will be identified
- Children who are deaf/hard of hearing will have commensurate language levels
- Children will meet state standards and be kindergarten ready

Advisory Committee

- Coordinated by the Kansas Commission of the Deaf and Hard of Hearing (KCDHH)
- 16-member advisory committee
- Meetings began October 2016; Final Report submitted January 31, 2018
- Implementation began July 1, 2018

K.S.A. 75-5397e Report and Recommendations

THE LANGUAGE ASSESSMENT OF CHILDREN WHO ARE DEAF/HARD OF HEARING AGES BIRTH THROUGH 8 YEARS

A Report with Recommendations from
the Advisory Committee

Appointed by the Governor in response
to K.S.A. 75-5397e

Submitted to the Office of the Governor
and the
Kansas State Legislature

January 31, 2018

Language Milestones/Assessments

- Created a document that identifies the relevant language milestones from birth-eight
- Determined a list of recommended assessments that best identify the child's language level and any delays
- Determined a protocol to provide at a minimum annual assessments in both ASL and/or English

RECEPTIVE

Items common to both languages

EXPRESSIVE

Items common to both languages

SOCIAL COMMUNICATION

Items common to both languages

ASL

Language specific items

English

Language specific items

ASL

Language specific items

English

Language specific items

ASL

Language specific items

English

Language specific items

Assessments

- MacArthur CDI English
- Visual Communication and Sign Language Checklist (VCSL)
- Cottage Acquisition Scales for Listening, Language, Speech (CASLLS)
- Expressive Vocabulary Test (EVT)
- Peabody Picture Vocabulary Test (PPVT)
- Language Samples
- Kendall Conversational Proficiency Levels (P-Levels)
- Bracken Basic Concepts Scale
- ASL Assessment Instrument (ASLAI)
- Language Processing Test-3 (LPT-3)
- Structured Photographic Expressive Language Test-3 (SPELT-3)
- Communication Matrix

Birth-Three Assessment Protocol

Timeline	Assessment
Initial IFSP	VCSL
	CASLLS
	MacArthur
6-month Reviews	Progress Monitoring (via ASL-English Language Milestones Document)
Annual Review	VCSL
	CASLLS
	MacArthur

Transition from Birth-3 (Part C) to 3-5 (Part B) for Initial IEP/504:

Team	Assessment
Part C Team	Update VCSL
	Update CASLLS
	Update MacArthur
Part B Team	Review/Update VCSL
	Review/Update CASLLS
	Review/Update MacArthur
	Observation
	Curriculum-based assessment (done by Part B team for educational team planning)

Ages 3-5

Timeline	Assessment
Annual IEP/504 Review	VCSL
	CASLLS
	EVT (ASL-Form A and English-Form B)
	PPVT (ASL-Form A and English-Form B)
	MacArthur may be used in replacement for EVT/PPVT depending on the language level of the child
6-month Progress Monitoring	Progress monitoring via ASL-English Language Milestones document
	Language Sample
	Kendall P-Levels

Annual IEP/504 review prior to transition to kindergarten

Timeline	Assessment
Annual IEP/504 Review	VCSL
	CASLLS
	EVT (ASL-Form A and English-Form B)
	PPVT (ASL-Form A and English-Form B)
	Bracken
	MacArthur may be used in replacement for EVT/PPVT depending on the language level of the child

Ages 5-8

Annual IEP/504 Review	Assessment
	ASL AI (ASL Only)
	CASLLS
	EVT (English Only)
	PPVT (English Only)
	LPT
	SPELT (English only)
6-month Progress Monitoring	Bracken (ages 5-6 only)
	Progress monitoring via ASL-English Language Milestones document
	Language Sample
Annual IEP/504 Review	Kendall P-Levels

Qualifications of LAP-DHH Specialists

- Teacher of the Deaf, Speech Language Pathologist, and/or Early Childhood Special Educator
- Knowledge and training in working with children who are deaf/hard of hearing
- For ASL assessments, proficiency in ASL is required
- For other visual supplements (ex. SEE), proficiency is required

LAP-DHH Specialists: Roles and Responsibilities

- Establish collaborative relationships
- Assess language development
- Present and explain results
- Provide comprehensive unbiased information
- Explain the unique educational needs of DHH children and the continuum of services

Reporting

- Following assessments, written report will be developed and shared with parents and the IFSP/IEP/504/SIT team.
 - Assessment results
 - Recommendations
- Summary data will be housed in a database to be reported annually by KCDHH

Stakeholders' Council

- Stakeholders' Council
 - Interested entities
 - Duties

Implementation

- Housed at the Kansas School for the Deaf (KSD)
- LAP-DHH specialists secured and trained by KSD
- Available to every school district and early intervention program within the State of Kansas
- Collaboration with *tiny-k* providers, IEP teams, 504 teams, and SIT teams

Costs

- No cost to *tiny-k* networks or school districts.
- KSD is absorbing the costs for the first 2 years of implementation with the help of a grant from SoundBeginnings.
- KSD is asking for an increase to their budget to continue funding the program.

Estimated Costs: Phase 1 and Phase 2

Category	Description	Totals
Assessment Tools	<ul style="list-style-type: none"> • See assessment sub-committee report 	\$18,372.00
Training	<ul style="list-style-type: none"> • See qualifications sub-committee report 	\$20,478.00
Database	<ul style="list-style-type: none"> • \$12,000 annually - user fees • *\$93,750 (Grant Funded) - Development, maintenance, & growth 	\$24,000.00
Salaries	<ul style="list-style-type: none"> • 1 FTE (New position=\$60,000 annually) • **4 FTE (Existing personnel) 	\$120,000.00
Program Development	<ul style="list-style-type: none"> • Travel • Technology • Interpreters • Education 	\$25,000.00
TOTAL		\$207,850.00

Phases for Implementation

- January-July 2018: Dissemination of information, development of materials (promotional flyers, permission forms), and database development
- July 2018-June 2019: Assessments begin for current Sound START (birth-three) children for the purpose of piloting and gathering baseline data
- July 2019-June 2020: Continue Sound START children and add children who attend KSD (3-8)

Phases for Implementation

- July 2020-June 2021: Continue above and add all children who are deaf/hard of hearing ages birth-three
- July 2021-June 2022: Continue above and add all children who are deaf/hard of hearing ages three-five
- July 2022-June 2023: Continue above and add all children who are deaf/hard of hearing ages five-eight

Collaboration with EHDI (SoundBeginnings)

- Grant from SoundBeginnings to develop database for LAP-DHH
- MOA that establishes data sharing
 - SoundBeginnings will push all identified children to LAP-DHH database
 - LAP-DHH will push language outcome data to SoundBeginnings

Impact for Part C

- Assessments will be done in collaboration with networks we are already working with
- Assessments will be done every 6-months, hopefully in coordination with the annual IFSP and 6-month reviews
- Sound START staff will provide the appropriate permissions, testing protocol, and reach out to the providers to coordinate the assessment and reporting

Impact for Part B

- Begin working with school districts as children transition from Part C to Part B
- Assessments will be done in collaboration with school districts and their IEP/504/SIT teams
- Assessments will be done annually with progress monitoring every 6 months, hopefully in coordination with IEP meetings
- KSD staff will provide the appropriate permissions, testing protocol, and reach out to the providers to coordinate the assessment and reporting

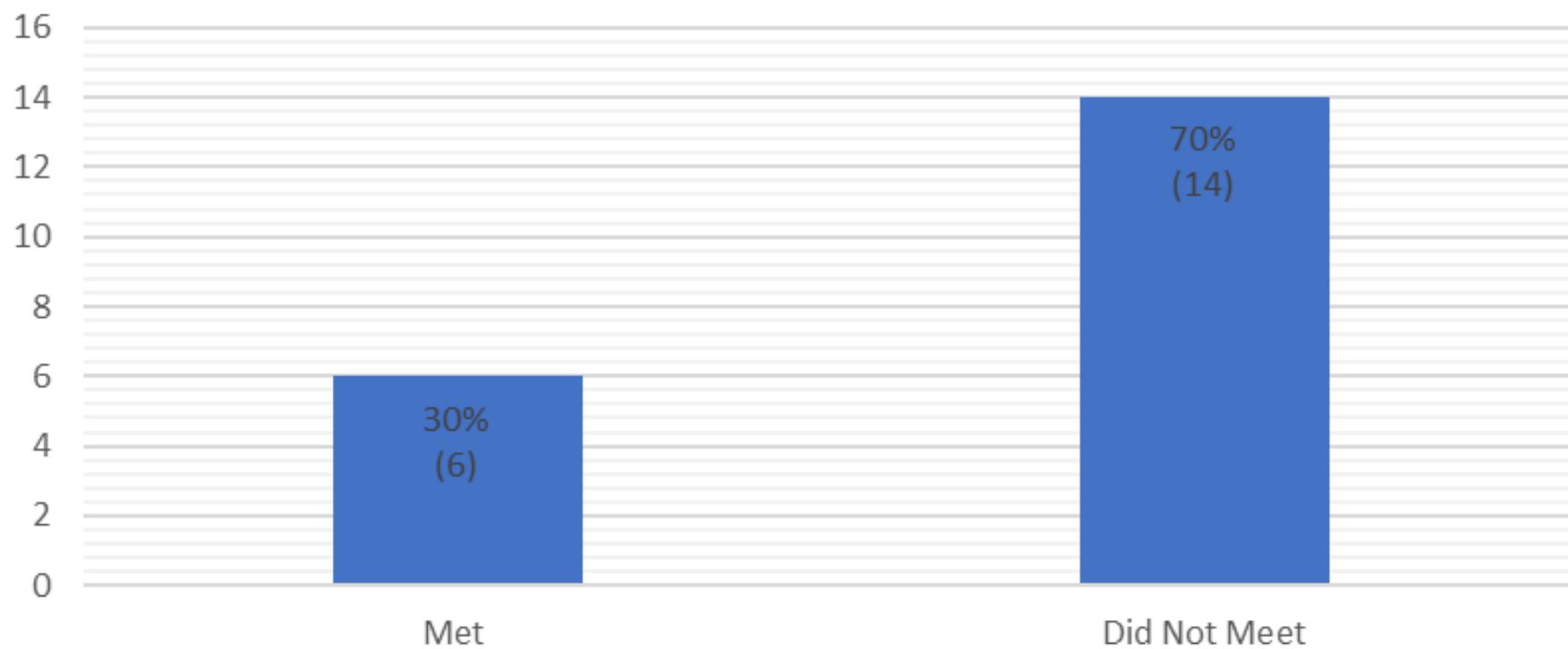
Progress

- 5 LAP specialists
- 2 ½ day training for current LAP specialists
- Stakeholders' Meeting - 15 members present
- Continued marketing of program

January 2019 Report



Percent of Children Who Met Milestones in One or More Language



Observations

- Implementation will be a fluid process that may change over time.
- This is a collaborative process and will continue to fall in line with the evidence-based practices we use in Kansas.
- Communication and collaboration will be essential for this program.

Ultimate Goals

- Early fluent communication
- Data-driven interventions
- Language without limits
- Deaf/hard of hearing children with age-appropriate language

*The limits of my
language are the limits
of my world.*

-Austrian philosopher Ludwig Wittgenstein

