



Using Assessments and Documentation to Guide Natural Language Opportunities

Presented by
Sarah Honigfeld and Karen Windhorn
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Introductions and Professional Disclosure

Guiding Questions

1. What are **Natural Language Learning Opportunities** for Deaf and hard of hearing children birth to age 3?
2. What **strategies** can be implemented to encourage Natural Language Learning Opportunities for families?
3. How can Natural Language Learning Opportunities be **measured and documented**?

What are
**Natural Language
Learning
Opportunities?**

Natural Language Learning Opportunities are...

" ...experiences and opportunities afforded developing children as part of daily living, child and family routines, family rituals, and family and community celebrations and traditions"
(Dunst et al, 2000)

Natural Language Learning Opportunities...

“provide opportunities for **repetitive learning** in a **natural, enjoyable yet structured way**”
(The Hanen Centre for Communication)

■ Hours of EI per week for a 1-year-old



Strategies for Natural Language Learning Opportunities

Natural Language Learning Opportunities
happen...

— **in daily routines.**

Natural Language Learning Opportunities
happen...

— **across many environments.**

Natural Language Learning Opportunities happen...
during sensory experiences.

Natural Language Learning Opportunities...

can be replications of real life experiences.

Natural Language Learning Opportunities
happen...

— **through rhymes and rhythms.**

Learning doesn't only happen in the classroom!



Using
**Assessments and
Documentation**
to Support
**Natural Language
Learning
Opportunities**

Assessments & Evaluations

- Track growth and development over time
- Gather information about strengths and areas of attention
- Identify skills within child's Zone of Proximal Development
- Inform services and educational approach
- *Your job: Ensure appropriate linguistic and cultural approach of tools you use*

Assessments & Evaluations: Language and Communication Profile

- Background
- Demographics
- Current Language/Modality/Assistive Listening Use
- Additional Considerations
- Assessments/Evaluations Description
- Assessment/Evaluations Results
- Next Steps for Language Development
- Recommendations
- Signatures

Assessments & Evaluations: Tools

Formal ASL Tools

- ASL-AI
- ASL-CDI
- ASL-CIA
- ASL-PTCT
- ASL-RST
- ASL-SRT
- VCSL

Informal ASL Tools

- ASL Content Standards
- Kendall P-Levels
- SKI-HI LDS
- Story Grammar Marker for ASL

Formal Spoken Language Tools

- CASLLS
- PLS-4
- CDI
- EOWPVT
- ROWPVT
- REEL-2
- CELF-P
- OWLS

Informal Spoken Language Tools

- SKI-HI LDS
- SALT

Documentation: Family/Classroom Language Plan

Family Language Plan Template

Child:

DOB:

Today's Date	Child's Age	Language	Persons Involved	Activity	Area of Focus	Date of Review, Comments

Documentation:

Learning Stories



Documentation:

Daily Snapshots



Documentation:

Home Visits



Documentation:

Resources for Families

- Social Media
- School/Program Website
- YouTube
- Other platform for sharing photos and videos (Seesaw)

Learning Objectives Revisited

1. Participants will be able to describe what **natural language learning opportunities** are and why they are important for the deaf or hard of hearing child.
2. Participants will be able to name and implement two different examples of **strategies** to use during a home visit that support natural language learning opportunities for the family.
3. Participants will be able to name **one form of assessment/evaluation and/or documentation** they can implement in their own programs when they return to their states.

Thank you!

Karen Windhorn

kwindhorn@rsdeaf.org

Sarah Honigfeld

sarahhonigfeldllc@gmail.com

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Dunst, C. J., Hamby, D., Trivette, C. M., Raab, M., & Bruder, M. B. (2000). Everyday family and community life and children's naturally occurring learning opportunities. *Journal of Early Intervention*, 23, 151-164.

Sussman, Fern. (2016). The Power of Using Everyday Routines to Promote Young Children's Language and Social Skills. Retrieved from <http://www.hanen.org/helpful-info/articles/power-of-using-everyday-routines.aspx>.