Thinking Outside the Box:
Assessing Language of Young Deaf and Hard of Hearing Children

● ● ●

Dr. Heidi MacGlaughlin - hmacglaughli@lamar.edu
Dr. Ashley Greene agreene7@lamar.edu
Lamar University
4 March 2021

Objectives:

- Identify and promote knowledge regarding evaluation of the language development of D/HH children who use sign language

- Discuss and enhance current language evaluation protocols for Deaf/HH children

Overview

- Fully accessible and comprehensible language
  - Follows age-appropriate acquisition and developmental milestones

- Continued delays in language lead to early interventionists struggling to find solutions and strategies to 'close the gap.'

- A key factor in closing the gap is effective evaluation
  - Giving professionals data from which interventions can be designed

Language Development

- Home language environment

- The impact that the home language environment has on linguistic and social emotional development

- Average three-year-old Deaf child's language development

- Limited or no access to visual language

- Impact of a fully accessible and comprehensible language

Evaluation Process

- Use of assessments

- Method of assessments

- Language of use in assessments

Data Analysis

- Evaluators

- Assessments used

- What's required for effective evaluations

The "Box" of Evaluations

Static assessments

non-ASL signers

Artificial language environment

Snapshots of one-time incident of language development

The "Box" of Evaluations

Dynamic assessments

ASL signers

Natural language environment

Videos of ongoing communication and language development

Leaving You with This...

If a child cannot learn the way we teach,
maybe we should teach the way they learn.

- Ignacio Estrada

SCAN ME