The Part C Form versus The Narrative

Basic Student Profile: Ruth is an eight year old student, enrolled in the third grade at Dreamfield Elementary. She has a moderately severe hearing loss and uses a combination of listening and spoken language and signs to communicate. She receives special education services through the Regional Day School Program for the Deaf (RDSPD).

Part C Form (excerpt)

<table>
<thead>
<tr>
<th>AREA</th>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speechreading</td>
<td>Ruth can speechread single words, phrases and short sentences when speaker is in close proximity.</td>
<td>She doesn’t always remember to look for visual cues to enhance her understanding of a spoken message.</td>
</tr>
</tbody>
</table>

Narrative (excerpt)

Speechreading: The Auditory Discrimination and Lip Reading Skills Inventory (ADLR) was administered by the SLP on April 1, 2015 to determine Ruth’s ability to speechread. It should be noted that the ADLR is administered with pictures in single word, short phrase and sentence levels. This assessment does not evaluate lip reading in connected speech or during classroom oral presentations. Ruth wore her bilateral hearing aids during this assessment and this assessment was administered in a quiet environment as an Auditory Discrimination task paired with lip reading. The evaluating SLP sat 3 feet in front of Ruth and looked at Ruth when speaking the test items. The evaluating SLP only presented the target words as opposed to both test items. Gestures and signs were not used for these tasks. Overall, Ruth is able to lip read successfully at least 70% of the time (single words, phrases and short sentences) spoken messages when paired with lip reading in a quiet environment when a person is seated 3 feet in front of her. She required reminders between each subtest to look at the evaluating SLP when she spoke. Speechreading is a functional skill for Ruth that she uses to acquire information that may be otherwise missed through audition alone.
**Narrative (excerpt)**

**Functional Listening:** On February 24, 2015, the RDSPD Audiologist conducted the Functional Listening Evaluation (FLE). The purpose of this evaluation is to determine how listening abilities are affected by noise, distance, and visual input in an individual’s natural listening environment. This evaluation was conducted in Ruth’s deaf education classroom with other students and staff present in the room. Ruth wore both hearing aids at the time of this evaluation. A sound level meter was used to measure sound levels in the room. The occupied ambient noise level of the classroom was measured to vary between 60dB and 75dB. During close conditions, the Audiologist stood 3 feet from Ruth. During distant conditions, the Audiologist stood 12 feet from Ruth. During quiet conditions, only the occupied ambient noise was present. During noise conditions, the noise source (a laptop playing noise) was placed 3 feet from Ruth and the sound level of the noise was measured at a steady 60dB at Ruth’s ear. Results were as follows.

Functional Listening Scores with hearing aids:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Auditory-Visual</th>
<th>Auditory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close in Quiet</td>
<td>80%</td>
<td>75%</td>
</tr>
<tr>
<td>Close with Noise</td>
<td>70%</td>
<td>65%</td>
</tr>
<tr>
<td>Distant in Quiet</td>
<td>70%</td>
<td>55%</td>
</tr>
<tr>
<td>Distant with Noise</td>
<td>60%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Noise results (all conditions quiet versus all conditions with noise) show that Ruth’s average success repeating spoken phrases in all quiet conditions was 70% accuracy. In the same conditions with additional noise presented, she achieved 61.25% average of accuracy. Distance results (all conditions close versus all conditions at a distance) show Ruth’s average success repeating spoken phrases in all close conditions was 72.5% accuracy. When the Audiologist moved from 3 feet distance to 12 feet distance from Ruth, her average across all conditions decreased to 58.75% accuracy. Visual input results (all conditions with auditory-visual provided versus auditory only) showed that when Ruth was provided auditory and visual messages (spoken and lipreading) in all conditions, she achieved an average of 70% accuracy. When she was given auditory only and the lipreading was not provided, she achieved a 61.25%.

Overall results indicate that Ruth can repeat auditory only messages with the greatest accuracy when she is in close proximity (within 3 feet) to the speaker without background noise (only classroom noise). She has the most difficulty when the message is auditory only without visual support and presented at a distance of 12 feet. Ruth’s consistent use of her hearing aids across all academic settings will assist her in the functional use of her listening skills. Due to Ruth’s moderately severe hearing loss, the Functional Listening Evaluation was not conducted without amplification.
### Part C Form (excerpt)

#### Narrative (excerpt)

**Expressive Language and Communication:**
Ruth’s native language is English. When communicating, she uses a combination of listening and spoken language, and Conceptually Accurate Signed English (sign language). Samples of Ruth’s expressive language and communication skills were collected four times through audio/video by the deaf education teacher. Two times were during small group instruction when discussing a story read by the teacher and answering questions about the story. The third time was in her art class when asked to describe a picture, and the fourth time was in a social situation at lunch when Ruth was talking to her peers. A total of 67 utterances were recorded for the four situations, all of which contained a combination of spoken English and Conceptually Accurate Signed English. Ruth’s utterances ranged in length from 1 to 6 morphemes and her average length of utterance (MLU) was 3.39. The overall number of different words she used was 191. When describing the picture, she used an average of 21 words to describe the pictures. She used 15 words that were nouns, labeling items and people in the picture but used only 2 adjectives as descriptors. She used 12 verbs which included wash, clean, throw, get, put, make, come, eat, say, bring and pull. (“Girl wash hand.” and “Man eat.”) During the reading activities, she was able to answer simple who and what questions 7 out of 10 times on one occasion and 8 out of 10 times on the second occasion. She was unable to answer any questions about the setting, such as where and when the story occurred. (“Play outside.”) During lunch, when visiting with her friends, Ruth tended to use 3 to 4 word utterances, often using nouns and verbs in English order but few descriptors. (“Milk open hard.”)

Those same 67 utterances of Ruth’s expressive language and communication were analyzed by the deaf education teacher and SLP using the Cottage Acquisition Scales for Listening Language and Speech (CASLLS). The CASLLS is a tool that lists the developmental acquisition of listening, language, speech and cognition skills. A student’s performance for each skill is marked with one of the following ratings: Emerging (the behavior has been observed at least once); Mastered (the behavior is used accurately, but perhaps only in class or therapy); or Generalized (the target behavior is used easily and in a wide variety of settings; never or almost never makes an error).

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<tbody>
<tr>
<td>Sign Language Expressive</td>
<td>Ruth uses conceptually accurate signs in English word order. She shakes and nods her head to indicate negation and confirmation when signing. She uses some classifiers to identify basic objects. She also utilizes facial expressions to express meaning. She uses noun modifiers to indicate the size of an object.</td>
<td>When she is tired, Ruth’s signs become less precise and slightly difficult to understand. She tends to omit signs for the words that she has learned to say clearly. Ruth does not utilize body shift when telling a story with more than one character.</td>
</tr>
<tr>
<td>Oral Language Expressive</td>
<td>Ruth uses nouns and verbs in English word order. She is able to answer questions about herself. She uses polite intonation phrases, and asks questions. Her average length utterances is 3.39. She can answer simple who and what questions.</td>
<td>Ruth uses few descriptors. She struggles to have longer and more detailed conversations. Her language levels are below what is developmentally appropriate for her age. She struggles to answer questions about the setting of a story or an event.</td>
</tr>
</tbody>
</table>
Ruth is functioning on the Simple Sentence Level of the CASLLS which covers a developmental age range of 24-48 months. Her recorded skills are as follows.

In the area of **semantics**, Ruth has the following skills: emerging level with answering simple riddles, sequencing 3 critical elements, and answers “What’s a ___ for?”; mastered level with identifying objects by category, and understands comparative –er; and generalized level with answering 3 questions about herself. In the area of **syntax**, Ruth has the following skills: emerging level with using present progressives, and using a few irregular past tense forms of verbs; with the sentence pattern N+V; using plurals, and using first, then. In the area of **pragmatics** Ruth has the following skills: emerging level with having long detailed conversations, consistently using descriptions to clarify, and using pronouns across sentences to mark object; mastered level with correcting others, using language for teasing mastered level with using past tense –ed, using 3rd person singular, and using won’t; generalized level / joking, and using polite intonation patterns; and generalized level with apologizing by saying “I’m sorry,” making requests using yes/no questions, and telling 2 events in correct order. Ruth functions below her developmental age level for expressive levels of language proficiency.

The deaf education teacher also analyzed the video of utterances to determine how Ruth pairs her signs with spoken language. When using simultaneous communication, Ruth’s signs correspond to approximately 98% of what she says with spoken English. Typically the signs she omits are the words she has learned to say clearly. For example, she will say “Mom help me.” while signing “Mom help.” She uses some classifiers to identify basic objects (e.g. “3” for car driving, and “1” for person). She uses head shakes and nods to indicate negation and confirmation. Ruth also incorporates facial expressions into her signed communication to convey meaning. She occasionally uses noun modifiers to indicate size of objects. Ruth does not incorporate body shifting when telling a story with more than one character. When she is tired, her signs become less precise and slightly difficult to understand. Ruth signing skills are within the early intermediate level according to the ASL Scale of Development created by the University of California.

**Preferred Mode of Communication**

**Part C Form (excerpt)**

Based on the data presented in this report, the method of communication recommended for this student is: listening and spoken language with signs (simultaneous communication).

**Narrative (excerpt)**

Ruth uses a combination of spoken and listening language, and Conceptually Accurate Signed English (simultaneous communication) across all settings. Receptively she understands more through visual/manual information but also comprehends some auditory information. Ruth requires signed communication when learning new content or abstract concepts. Expressively when communicating with communication partners who sign, Ruth signs and speaks simultaneously. When communicating with communication partners who do not sign, Ruth primarily uses spoken language and adds gestures to support her message.
**Essential Elements**
Additional handout detailing the components of each domain and area.

<table>
<thead>
<tr>
<th>Physical</th>
<th>Expressive</th>
<th>Receptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Audiological</td>
<td>• Articulation</td>
<td>• Functional Listening</td>
</tr>
<tr>
<td>• Otological</td>
<td>• Intelligibility</td>
<td>• Auditory Skills</td>
</tr>
<tr>
<td>• Hearing Technology</td>
<td>• Components</td>
<td>• Speechreading</td>
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<td>• Competencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Supports</td>
</tr>
</tbody>
</table>

**Parent Information**

- Home Language
- Preference

**Preferred Mode of Communication**

- Student Specific

**Language Samples**

Tips:
1. take samples across a variety of contexts that are familiar and routine for the student
2. collect 50-100 utterances
3. record (video and audio) language samples
4. transcribe the utterances using notational conventions

**Implementation**

Ideas for how to begin:
1) Sample students’ current FIE or PLAAFPs.
2) Apply Essential Elements to determine what areas are consistently and thoroughly addressed.
3) Fine tune the areas that are mostly complete.
4) Determine a process for collecting information on the areas that are absent.

Tips for a successful process:
1) Determine what skills need to be evaluated and who will evaluate them.
2) Use a variety of tools (informal, criterion referenced, norm referenced).
3) Collect data that is meaningful, understandable, and useful.
4) Apply the data to decision making.
5) Ensure all involved service providers collaborate.
Evaluating Language and Communication Skills

Statewide Conference for Education of the Deaf

San Marcos, Texas

July 2016
Questions to Answer

What are the specific language and communication skills that need to be evaluated?

How can you ensure you’re effectively evaluating those skills?
Ruth

The **Part C Form** versus **The Narrative**

- Speechreading (p. 1)
- Audition (p. 2)
- Expressive Language and Communication (p. 3-4)
- Preferred Mode of Communication (p. 4)
Essential Elements

Physical

- Audiological
- Otological
- Hearing Technology
Essential Elements

Parent Information

- Home Language
- Preference
Essential Elements

Preferred Mode of Communication

• Student Specific
## Communication Continuum

### Expressive

<table>
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<th>S</th>
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<th>Os</th>
<th>O</th>
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<tbody>
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<td>Mostly sign with oral support</td>
<td>Equal use of sign and oral</td>
<td>Mostly oral with sign support</td>
<td>Oral</td>
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### Receptive

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</tr>
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<tbody>
<tr>
<td>Visual</td>
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<td>Equal use of visual and auditory</td>
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Essential Elements

Expressive

- Articulation
- Intelligibility
- Components
- Competencies
## Expressive Language and Communication

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**ASL**
- Manually Coded English
- home signs gestures

**Combined modes**
- Simultaneous Communication (Sim-Com)/ Signed Supported Speech (SSS)
- Simultaneous Communication (Sim-Com)/ Signed Supported Speech (SSS)
- Simultaneous Communication (Sim-Com)/ Signed Supported Speech (SSS)

**Other modes**
- listening
- speaking
- vocalizations
Language Samples

Tips:
• take samples across a variety of contexts that are familiar and routine for the student
• collect 50-100 utterances
• record (video and audio) language samples
• transcribe the utterances using notational conventions
1. The kids are playing.
   THE KIDS ARE PLAYING

2. The parents are at work.
   PARENT WORK

3. My friend is Julia.
   FRIEND  J-U-L-I-A (SN)

4. YESTERDAY I DRIVE HIGHWAY SEE CAR SWERVE
   (CL:3)
Standardized Assessments

• validity
• reliability
• qualitative vs. quantitative
Expressive: Articulation

What is the skill?
- ability to form and produce speech sounds accurately in single words and in connected speech

How can the skill be evaluated?
- standardized articulation tests
- informal data collection

Who can evaluate the skill?
- Speech Language Pathologists
Expressive: Intelligibility

What is the skill?
• how much of the child's spontaneous communication is understood by the listener

How can the skill be evaluated?
• informal language samples
• speech and signs
• various communication partners

Who can evaluate the skill?
• Teachers and Speech Language Pathologists
Expressive: Components

What is the skill?
• **Phonology**: study of the speech sound system of a language, including the rules for combining using phonemes

How can the skill be evaluated?
• informal language samples, phonological skills tests

Who can evaluate the skill?
• Teachers and Speech Language Pathologists
Expressive: Components

What is the skill?

• **Morphology**: study of the rules that govern how morphemes, the minimal meaningful units of language, are used in language

How can the skill be evaluated?

• assessment of morphological skills, language samples

Who can evaluate the skill?

• Teachers and Speech Language Pathologists
Expressive: Components

What is the skill?

• **Semantics**: the *meaning* of words and combinations of words in a language.

How can the skill be evaluated?

• informal language samples
• developmental scales and inventories
• standardized tests

Who can evaluate the skill?

• Teachers and Speech Language Pathologists
Expressive: Components

What is the skill?
• **Syntax**: the rules that pertain to the ways in which words can be combined to form sentences in a language.

How can the skill be evaluated?
• informal language samples, formal and informal assessment

Who can evaluate the skill?
• Teachers and Speech Language Pathologists
Expressive: Components

What is the skill?
- Pragmatics - the rules associated with the use of language in conversation and broader social situations.

How can the skill be evaluated?
- informal language samples, rating scales

Who can evaluate the skill?
- Teachers and Speech Language Pathologists
Expressive: Components

- Spoken
- Fingerspelling
- Signs
Hello. My name is Dennis Davino.

Welcome to the Cypress College Educational Interpreter Training Program.

Look at the classes we are planning.

Our first classes begin the week of Aug 22\textsuperscript{nd}, 2005.

Hope to see you there.
Hello,
My name Dennis Davino

Welcome Cypress College educate interpret train program

Look class class we are plan plan

Our class start week Aug 22\textsuperscript{nd}, 2005

Hope see there
American Sign Language

Hello. Name me what? Dennis last name Davino.

want inform program what? interpreter train

For for? interpret

work where? school all

program where? Cypress College

class class many variety different look can

start when? Week Aug 22, 2005

come on
Expressive: Competencies

- examples of utterances
- different words used, mean length utterance, etc.
- chronological and hearing age
- academic, functional, and developmental
Expressive: Competencies

What are academic language skills?
• language needed by students to do work in school

How can the skill be evaluated?
• informal expressive language samples, classroom data

Who can evaluate the skill?
• Teachers and Speech Language Pathologists
Expressive: Competencies

What are functional language/communication skills?
• forms of behavior that express needs, wants, feelings and preferences that others can understand.

How can the skill be evaluated?
• informal language samples, observation

Who can evaluate the skill?
• Teachers and Speech Language Pathologists
Expressive: Competencies

What are developmental language skills?
- following a natural progression (milestones) for mastering the skills of expressive language

How can the skill be evaluated?
- informal language samples
- developmental checklists
- formal assessment

Who can evaluate the skill?
- Teachers and Speech Language Pathologists
Essential Elements

Receptive

- Functional Listening
- Auditory Skills
- Speechreading
- Components
- Competencies
- Supports
# Receptive Language and Communication

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| ASL | Manually Coded English home signs gestures | Combined modes Simultaneous Communication (Sim-Com)/ Signed Supported Speech (SSS) | Combined modes Simultaneous Communication (Sim-Com)/ Signed Supported Speech (SSS) | Combined modes Simultaneous Communication (Sim-Com)/ Signed Supported Speech (SSS) | listening speaking vocalizations |
Receptive: Functional Listening and Auditory Skills

What is the skill?
- hearing the sounds and perceiving the meaning of the sounds

How can the skill be evaluated?
- audiological evaluations
- functional listening evaluations
- auditory skill tests
- informal data collection

Who can evaluate the skill?
- Audiologists, Teachers, and Speech Language Pathologists
Receptive: Speechreading

What is the skill?
• using what you see on the speaker’s lips as well as facial expressions and gestures to understand language and communication (also known as lipreading)

How can the skill be evaluated?
• formal lipreading tests
• informal assessment

Who can evaluate the skill?
• Teachers and Speech Language Pathologists
Receptive: Components

- Listening
- Signs
- Fingerspelling
Receptive: Competencies

What are the skills?
- Academic
- Functional
- Developmental
- Chronological Age/Hearing Age

How can the skills be evaluated?
- Informal checklists

Who can evaluate the skills?
- Teachers and Speech Language Pathologists
Receptive: Supports

What are the skills?
- use of interpreting services
- use of real time captioning

How can the skills be evaluated?
- observations
- informal checklists

Who can evaluate the skills?
- teacher, interpreters, captionists
Implementation

1. Sample students’ current FIEs or PLAAFPs.
2. Apply *Essential Elements*.
3. Fine tune areas that are mostly complete.
4. Determine a process for collecting information on areas that are absent.

How can I start?
Implementation

Collect data that is meaningful, understandable, and useful.

Determine what skills need to be evaluated and who will evaluate them.

Ensure all involved service providers collaborate.

Use a variety of tools.

Apply the data to decision making.

Ensure all involved service providers collaborate.