

Language Sample Practices with Children who are Deaf/ Hard-of-Hearing

Kristina Blaiser, PhD, Megan Shannahan, B.S.,
Idaho State University

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Identify commonly used language sample protocols with children who are DHH

Identify how information obtained from language samples are used

Outline common practices and propose a clinical protocol for language sample use

Identify other assessment procedures used with children who are DHH

Methods

- An electronic questionnaire was disseminated via email and anonymous link
 - ASHA SIG 9: Hearing and Hearing Disorders in Childhood
 - Alexander Graham Bell Association for the Deaf and Hard of Hearing – Listening and Spoken Language Knowledge Center directory
 - OPTION schools

Results

- 16.8% response rate (n=168)
- SLP (n=93), Audiologists (n=14), EDHH (n=63)
- Providers take language samples frequently (92%)
- Assess for MLU (85%), use of grammatical morphemes (79%)
- Use language samples informally, rarely use for interprofessional (34%) or determining eligibility (23%)

Summary

- Specialists utilize language samples to supplement norm-referenced assessments
- Development of specific language sample protocols and profiles for children who are DHH can be developed to help
 - Increase interprofessional collaboration and communication
 - IEP teams with eligibility determination
 - Support professionals with less specialization in serving this population