

# Early Language Working Group

January 20, 2017, 3:00-5:00 p.m.

HawaiiUSA Federal Credit Union Conference Room  
1126 College Walk, Honolulu Hawai'i

## MEETING MINUTES

### Attendance:

Working Group Members: Gwen Murakami, Coleen Momohara, Kristine Takekawa, AuD, Amanda Kaahanui, Danielle Ledo Glade, Gwen Palmer, Ed Chevy, Colleen Cidade, Julie Whitaker, Jennifer Blohm, Nikki Kepo'o, Jennifer Hokulani Tarnay, and Emily Jo Noschese

Facilitation Team: Leolinda Parlin and Tabitha Ganitoen

Observers: Patricia Heu, MD, Dale Matsumoto-Oi, AuD, Charlene Robles, Po Kwan Wong

### 1. Introductions

Attendees introduced themselves by name and indicated which role they were representing.

### 2. Minutes – 11/21/16 meeting

Will be provided at the next meeting. Parlin had technical issues in retrieving documentation.

### 3. Legislative report submitted to 2017 State Legislature

Will be provided at the next meeting. Parlin had technical issues in retrieving documentation.

### 4. Tools to assess and plan language development services

A facilitated discussion was led to address tools to assess and plan language development services for infants and toddlers across programs. The first half of the discussion answered the question, "What do we know?"

Theme	Comment Summary
How babies learn	<ul style="list-style-type: none"><li>• Starts at day 1, visually</li><li>• Hand over hand signing</li><li>• Deaf mentors</li></ul>
Tools Used	<ul style="list-style-type: none"><li>• Visual Communication and Sign Language Checklist (VCSL)</li><li>• SKIHI Utah</li><li>• McCarthy-Bates Communicative Development Inventory for Words and Gestures</li><li>• McCarthy-Bates, words and sentences, vocabulary and checklist</li><li>• ASL-AI</li><li>• ASL-AI from Boston University testing vocabulary/complexity/analogy comprehension elementary/high school, maybe kindergarten</li><li>• Checklists are used to gauge understanding</li><li>• PLS – Preschool Language Scale most commonly used by DOE</li><li>• Communication and symbolic behavioral scale exists to assess if they child is interacting and engaging appropriately</li></ul>
Tool Use	<ul style="list-style-type: none"><li>• Scores are not reported, general impressions from the findings of the tools are reported</li><li>• Clinical expertise used to adapt existing tools and interpret findings</li><li>• Children who are oral with conchlear can use assessments</li><li>• Children who are Deaf/Blind and or multiple disabilities require different modalities lots of observation and an individualized approach</li><li>• How questions are used with families may generate an inappropriate response</li></ul>

Theme	Comment Summary
Gaps in Tools	<ul style="list-style-type: none"> <li>• There is no assessment tool to measure ASL in toddlers or children under 5</li> <li>• Existing tools are inadequate are children 0-3</li> <li>• General communication and language tools cannot be used as developed as they were not normed on the specific population, which prompts the use of modification and adaptation and a summary of findings, not the generation of scores</li> <li>• Tools need to include parent/family input or part of the validation of the professional's findings</li> </ul>
Gaps in Personnel	<ul style="list-style-type: none"> <li>• Not enough professionals who can accurately use and interpret</li> <li>• Specially trained personnel (SLP) may serve on diagnostic team and not direct service team</li> <li>• Not all children have access to a diagnostic team</li> </ul>
Family Signing	<ul style="list-style-type: none"> <li>• ASL family classes are effective</li> <li>• ASL family classes are not available statewide</li> </ul>
Result of the lack of tools or personnel	<ul style="list-style-type: none"> <li>• Children are under-assessed</li> <li>• Assessments may reflect bias of evaluator</li> <li>• In general, families and professionals have limited ability to determine in children 0-5:               <ul style="list-style-type: none"> <li>○ How much language/communication the child already has (baseline)</li> <li>○ How much language/communication the child has learned (compared to baseline)</li> <li>○ What is the next sequence in acquisition</li> </ul> </li> <li>• Presents a consideration of looking at things in a new and different way, using multiple layers or ways to look at measurement as a continuum, to give a bigger picture look at the child in the context of his/her development</li> </ul>

The second half of the discussion answered the question, "What do we need to know?"

Theme	Comment Summary
What's going on elsewhere?	<ul style="list-style-type: none"> <li>• What are they doing in Seattle?</li> <li>• What resources in the community exist</li> </ul>
Tools	<ul style="list-style-type: none"> <li>• Why are there not assessments for 0-3?</li> <li>• Which assessments are being used where?</li> <li>• Where are the family meetings?</li> <li>• Is there a tool for parents to report from in home</li> </ul>
Capacity	<ul style="list-style-type: none"> <li>• Where and when tests are administered?</li> <li>• What are the assessors skills, competencies?</li> <li>• Who are administering these exams?</li> <li>• How many qualified positions are available in the state?</li> <li>• How is it determined who get diagnostic team?</li> <li>• How are we defining qualified?</li> <li>• How do we connect the right people to the right positions?</li> <li>• What is the training?</li> <li>• How would we train properly the people that we do have?</li> <li>• What's available on the neighbor island?</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>• Why isn't there consistency in the assessment DOE (diagnostic team, vs. local school how is that determine)</li> <li>• Why would EI wait to start SLP services for a Deaf child?</li> <li>• How to address standardization?</li> </ul>

Theme	Comment Summary
	<ul style="list-style-type: none"><li>• How might we transition between DOH and DOE baselines perspective and assumptions – can address transitional issues and seek out supports together</li><li>• How effective are the assessments between the communities</li></ul>

**5. Future meetings in 2017 – 3-5 p.m.**

Next meeting will be February 17, 2017, 3:00-5:00p.m. at the HawaiiUSA Federal Credit Union Conference Room at 1126 College Walk, Honolulu Hawai'i.

Meetiing Adjourned.

