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Annual Statewide Report on Language Acquisition for Students who are Deaf or Hard of Hearing and Deafblind 08 Years of Age

Introduction

Children who are deaf or hard of hearing (DHH) or deafblind (DB) are often at risk for language delay or deprivation. Research indicates that there is limited success in addressing these issues after the child is past the optimal period for language acquisition.

Therefore, the Texas Legislature passed HB 548 during the Regular Session 2019 to generate and monitor data on the language acquisition of children ages 8 years old and younger who are DHH and DB.

Methodology

DHH or DB (e)-(a)-0.9 (a)-2.4001 c 0Tc EC) 1077w 5.079.220 [(3) 18] to get H 3(u)H 3(u)SC 3(u),.

For the 2021-2022 school year, the LAC added



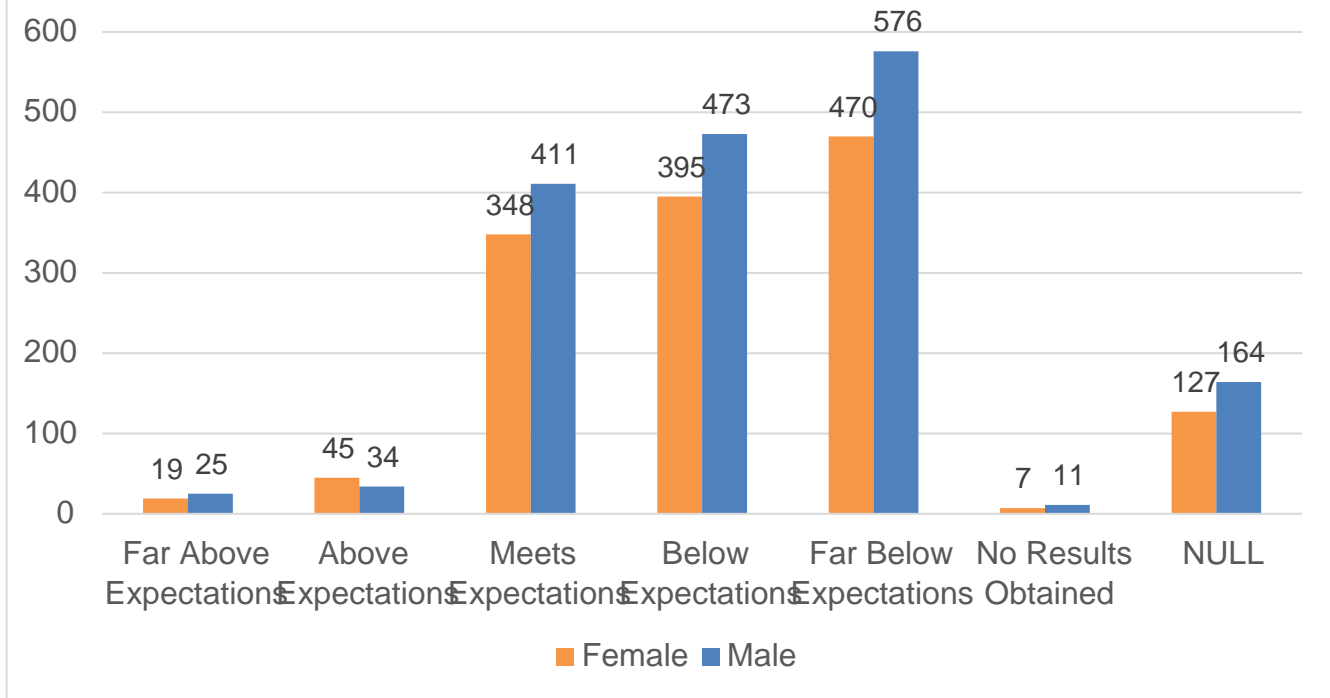
The statewide results have been expanded to include the three types of assessments administered: achievement, diagnostic, or proficiency. LEAs, with family input, decide on which assessments would be the best fit for a student for the purpose of tracking his or her language acquisition skills.

Please note to comply with the Family Educational Rights and Privacy Act (FERPA), SELA core collection data is due to a small number of students reported to protect the privacy of the student's information (indicated with an asterisk)

The bar graph outlines these results and shows that a majority of the students took a diagnostic assessment, which is a norm-referenced assessment. Norm-referenced assessments require the assessor to have some familiarity with the assessment for administration, scoring, and interpretation.

For the 2021-2022 school year, the SELA core collection collected two weight data elements for each student. Each of the elements is compared to the assessment results stated in the language of TEC §29.316. At this time, a piece of data that cannot be collected is to "...compare progress in English literacy made by children who are deaf or hard of hearing in the subject made by children of the same age who are not deaf or hard of hearing by appropriate" (d99 0 T9S(e)-1 (r)5 age)-1 (s)2 (ac)-1(g)

Comparison of Gender and Assessment Results

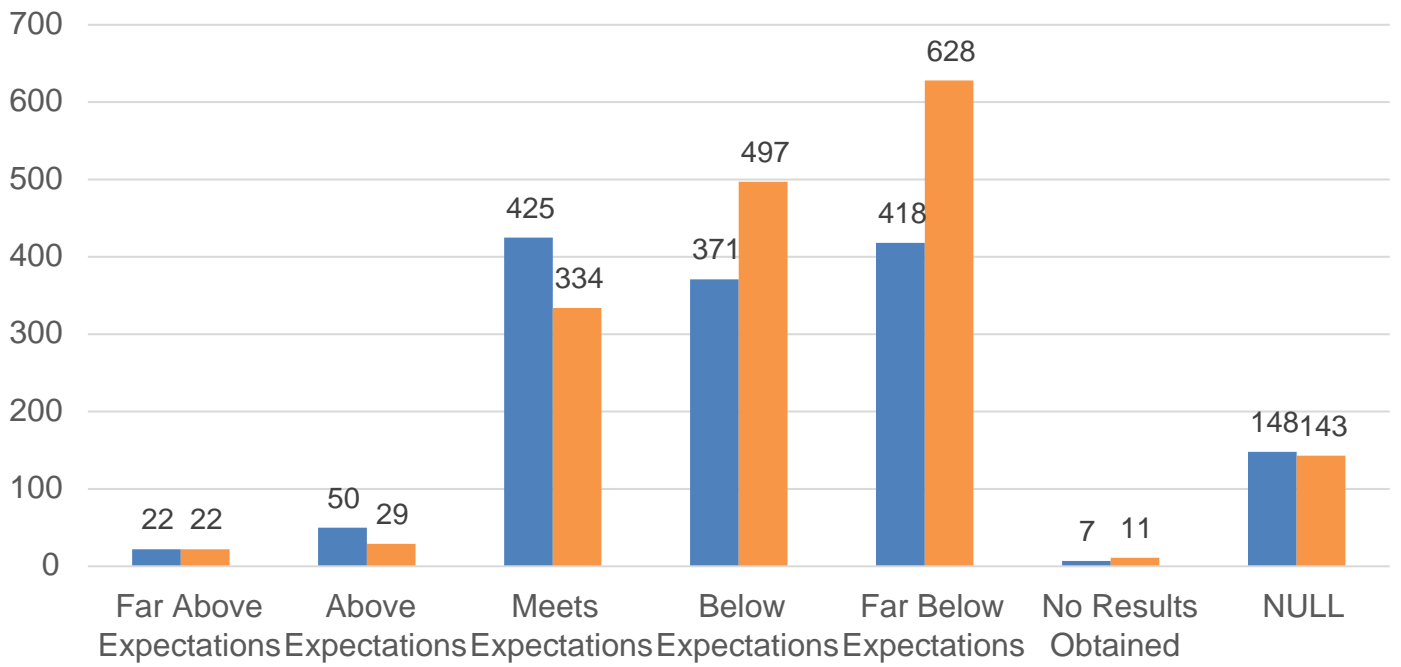


This bar graph describes the assessment results obtained for gender. There were more male students that participated in the data collection. 27% of male students reported either met or exceeded expectations, 62% were below expectations, 11% reported as either no results obtained or were not assessed. The data defines "NULL" as those students whose families chose not to participate in the language assessments. 29% of female students met or exceeded expectations and 61% of female students reported below expectations. Ten percent of female students either reported no results or were not assessed.

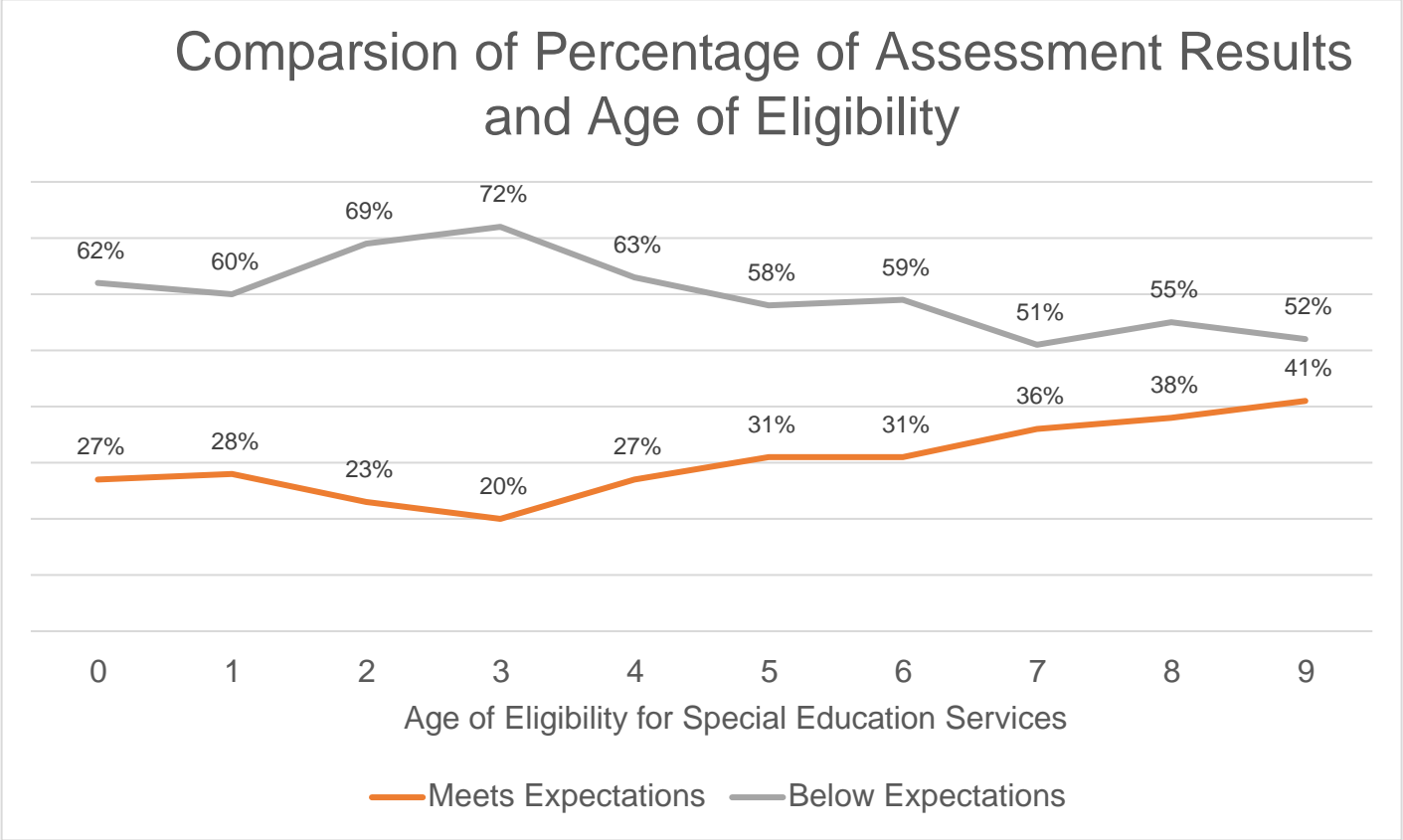
Race and ethnicity were compared with assessment results for each student. Each race has been compared to the assessment results and percentages are given in parenthesis next to the raw data reported. At least 50 percent of students in each category scored below or far below expectations when those results are combined. Students who do not identify as Hispanic/Latino demonstrated a trend of performing better on the language assessments for the core collection.

Comparison of

Comparison of Ethnicity and Assessment Result357

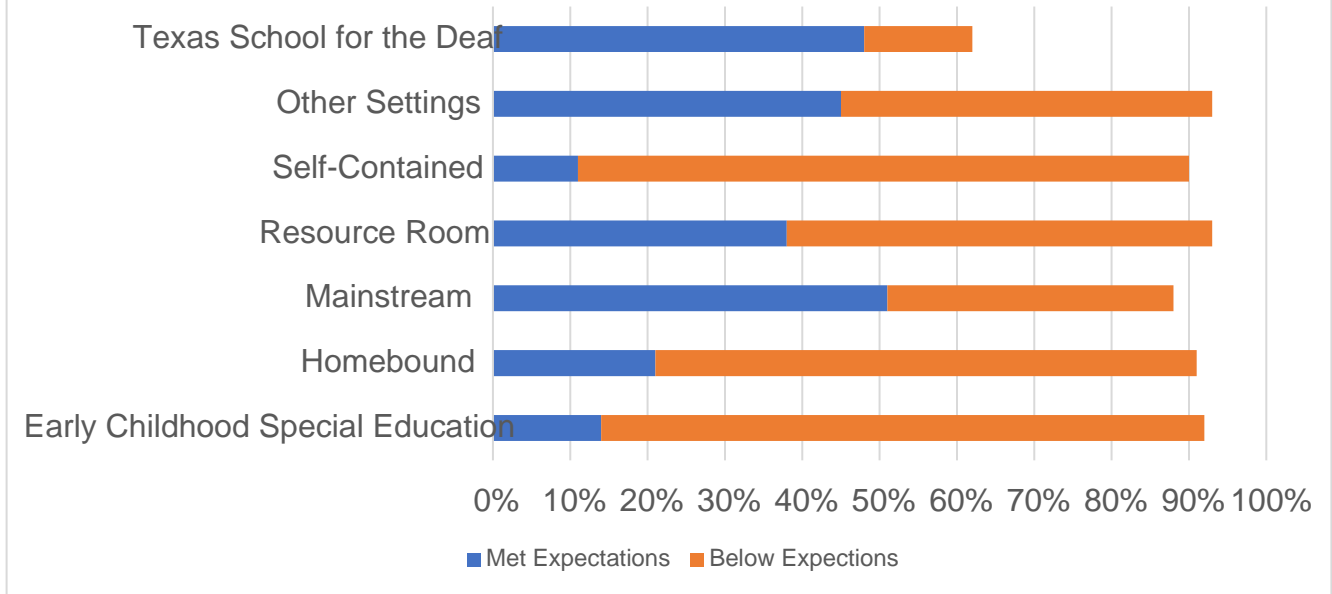


The line graph below represents the comparison of the percentage reported of either meeting or exceeding expectations and below expectations compared to the age of eligibility for special education services. Students born with access to sound and were identified as DHH or DB at a later age performed better on the language acquisition assessments. The graph shows the assessment results improve as the child is identified at a later age, potentially because the child has already had exposure to sound and language. It is important to note early identification is still important and exposure to language begins at birth.



Some students may not only be identified as either DHH or DBQ, but data on students' other disabilities was also collected. Additional disabilities were defined as any one or combination of the following options: autism, ... ut ()]/fTc 0.002 Ttu (d a)b 7.885 75 0 Tedl

Comparison of Instructional Arrangements and Assessment Results

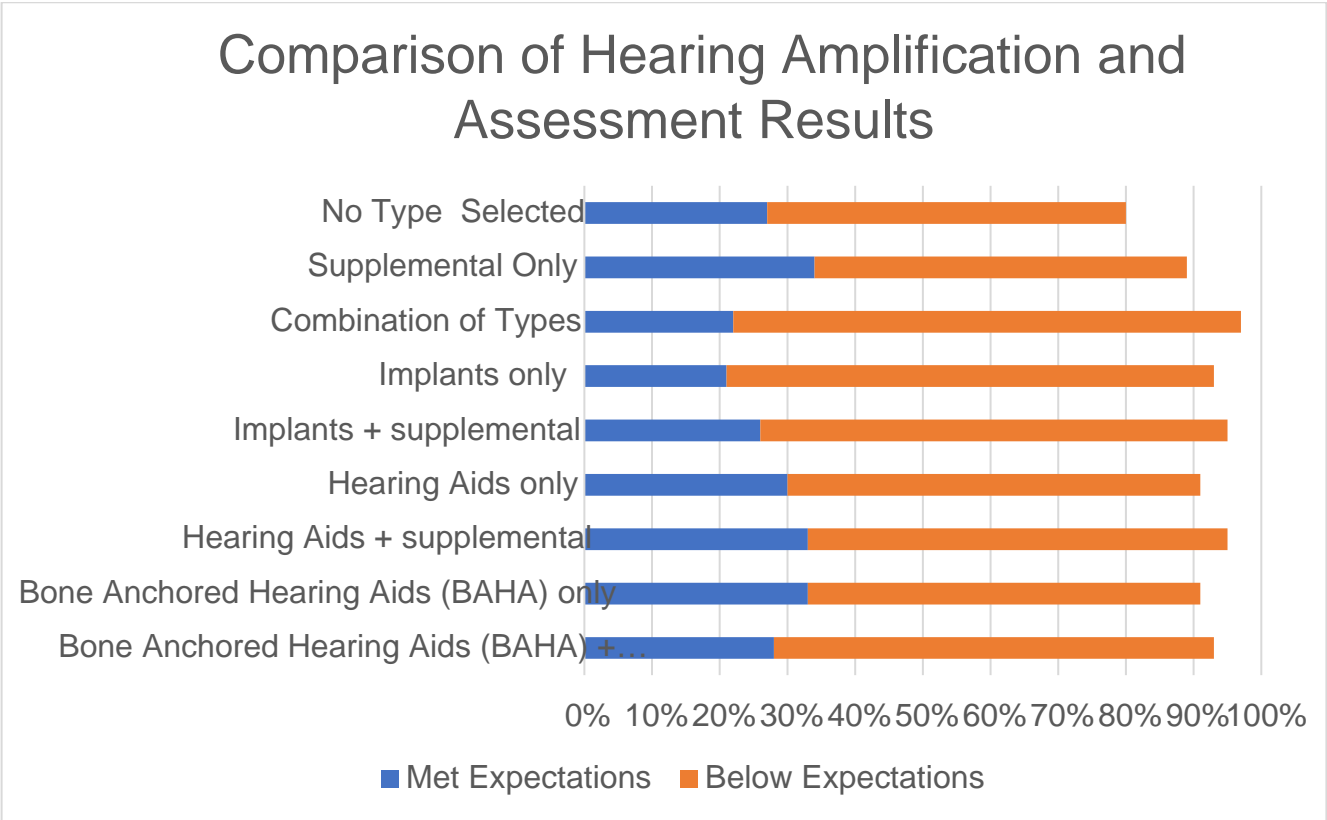


Students receiving self-contained instruction often need the most support. The assessment results reported for students in self-contained settings were the lowest as compared to other instructional arrangements. Self-contained instruction is given by a certified teacher of the Deaf or a certified special education teacher in a small classroom size and utilizes specially designed instruction. Students in the mainstream instructional arrangement scored better and are potentially receiving the least amount of supports. Students in mainstream settings are attending general education classes with possibly a sign language interpreter and/or an inclusion teacher. Students in a mainstream setting also may receive itinerant services from a certified teacher of the Deaf to provide the supports needed in instruction.

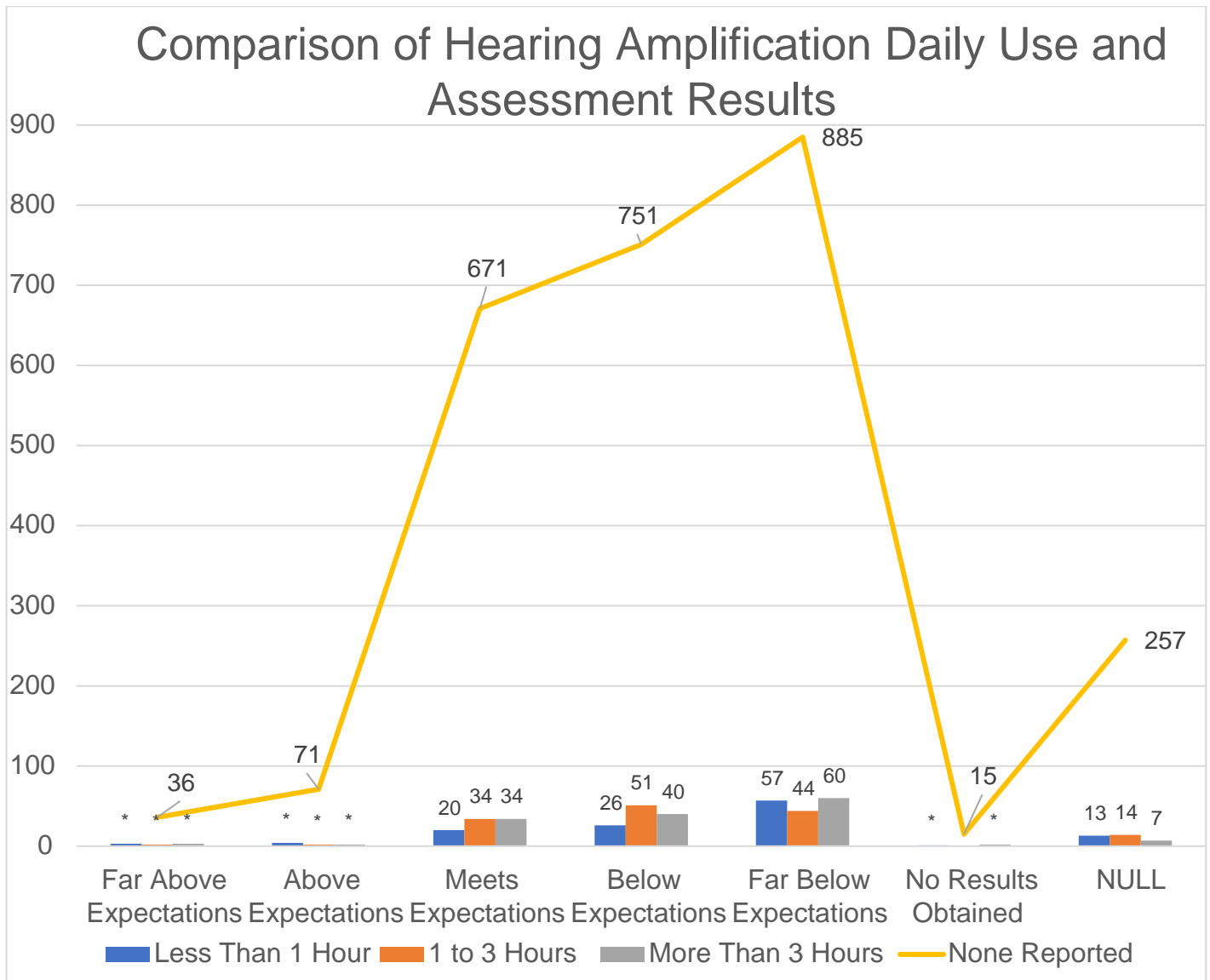
Direct language acquisition services can be taught in various instructional arrangements such as in a self-contained classroom with a teacher of the DHH, in a resource room with a special education teacher, at home with a parent infant advisor and Early Childhood Intervention services or language instruction with an SLP. Direct language instruction includes working with an itinerant (LP) [6 17.1 re W aa<02 (

Hearing amplification is a potential tool for students to utilize if appropriate in the acquisition of language. Not all students benefit from using a hearing aid,

The next bar graph highlights the students' result percentages compared to the amplification used. Students who used implants only scored lower compared to others who used things as hearing aids, hearing aids with supplementals, etc. Research indicates students who have a cochlear or middle ear implant have a more significant learning curve to ~~able~~ ability to comprehend speech sounds and acquire language while using the device compared to students who use hearing aid or BAHA (Pisoni, et al., 2016)



For those students who use hearing amplification devices either full (all) day or partial day, the assessment results were analyzed and displayed in this combination graph. The results show the majority of the students are using hearing amplification daily. The results show many students do not use any type of hearing amplification, often this is a personal preference of the student and their family do not see the benefit of the device. For those students currently using some type of hearing amplification device, their scores are similar to the language assessments given.



*Data reported contains small counts of students and is masked for confidentiality.

Conclusion

Students who are DHH and DB and have language delays and/or deprivation may have strong effects including academic deficits, lack of employment opportunities, difficulties in making and

retaining social relationships, and the need for mental health services and preventive health care (Hall et al. 2017).

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