Texas Education Agency

TEXAS Health and Human Services | Early Childhood Intervention

STATEWIDE OUTREACH CENTER
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Annual Statewide Report on Language Acquisition for Deaf and Hard of Hearing and Deafblind Students 0-8 Years of Age

August 31, 2021

Contents

Annual Statewide Report on Language Acquisition for DHH and DB Students 0-8 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.

> *It is critical that the language acquisition for children who are DHH and DB is closely monitored from birth through age eight to enable the use of timely interventions that support age-appropriate language skills.*

Therefore, the Texas Legislature passed House Bill (HB) 548 during the 86th Regular Session, 2019 to generate and monitor data on the language acquisition of children to determine if there is evidence of language delay and/or deprivation in DHH and DB students ages 8 years old and younger.

Methodology

HB 548 has charged the Texas Education Agency (TEA), Health and Human Service Commission (HHSC), and Texas School for the Deaf (TSD) to collaboratively gather and monitor data on the language acquisition of DHH and DB students who are 8 years old and younger. Through a memorandum of understanding with the other two state agencies that provides the foundation for fulfilling the requirements of HB 548, TEA has the primary responsibility for data collection.

HB 548 data is being tracked into a data system owned by TEA, the Texas Student Data System (TSDS). This data is referred to as the "Special Education Language Acquisition" (SELA) core collection. Twenty-eight data elements were identified for collection. 19 of which were already being collected in TSDS for student demographic and enrollment reporting. The remaining nine data elements were embedded into the data collection methodology to satisfy the requirements of HB 548 related to a student's preferred home communication method, language acquisition services, hearing amplification devices, and assessment information.

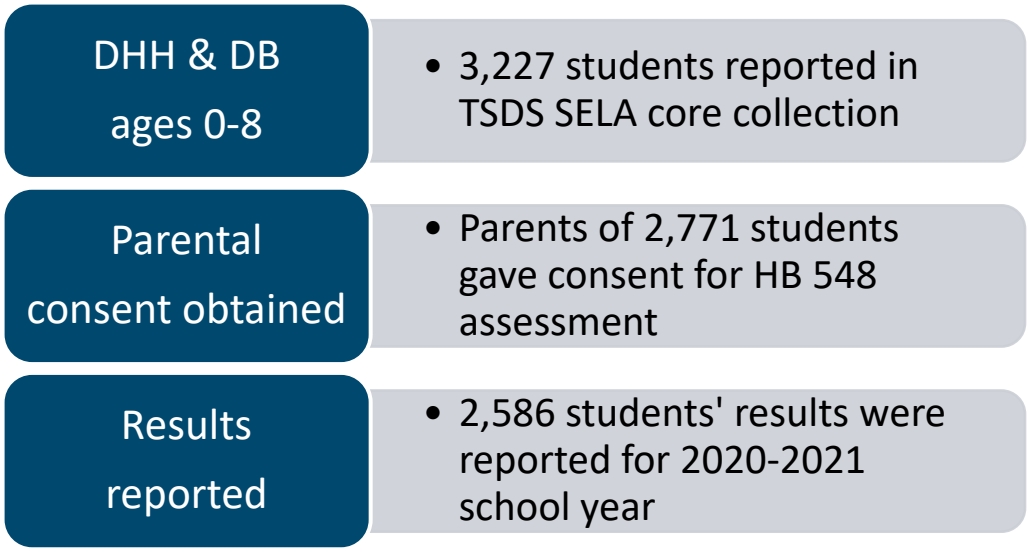
This information was proposed and approved by the Information Task Force, which is comprised of TEA, education service centers (ESCs), and local education agencies (LEAs) during three separate meetings on December 10, 2019; January 14, 2020; and April 7, 2020. The proposals were then approved by the Policy Committee on Public Education Information (PCPEI) and the Data Governance Board (DGB).

During the 2020-2021 school year, TEA hosted a webinar on the implementation of HB 548 outlining the expectations of the LEAs on student reporting. Annually, LEAs are expected to report the assessment results of eligible students, with parental consent, in the TSDS SELA core collection. Students who are eligible to be assessed for SELA under HB 548 are students who are currently receiving special education services using the eligibility codes of auditory impairment (AI) or deafblind (DB). Students were assessed following specific assessment protocols that included using one or more of the approved assessments as listed on the TEA Sensory Impairment website. Teachers of students who are DHH (TODHHs), teachers of student with visual impairments (TVIs), speech language pathologists (SLPs), educational diagnosticians, and/or special education teachers administered the assessments and analyzed the results.

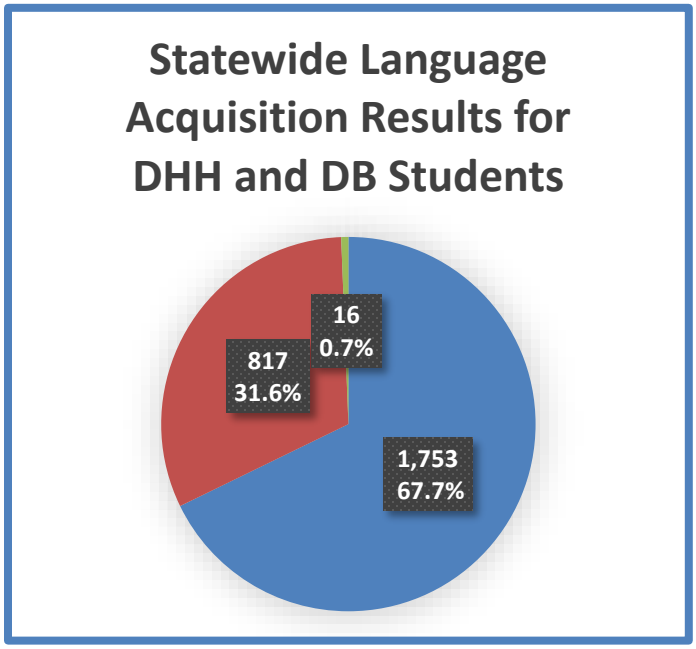
LEAs were given access to the TSDS SELA core collection starting September 14, 2020, and the collection window remained open until June 24, 2021, with some needed extensions, which were granted to ensure all data were captured.

Results

Of the 3,227 students reported in the SELA core collection, 2771 students 8 years old and younger had parental consent for SELA reporting. However, results using the approved list of assessments for HB 548 were reported for only 2,586 students. In addition, 57 students were administered another assessment in addition to the minimum of one assessment required for HB 548.



Of the 2,586 students whose results were reported in the TSDS SELA core collection for the 2020-2021 school year, 1,753 (67.7%) are below expectations in their language acquisition based on chronological age and other determining factors. Results indicate that these children demonstrate some degree of language delay and/or deprivation. 817 students (31.6%) met or exceeded expectations for language acquisition. The remaining 16 students' (0.7%) data reflected taking the assessment but delivered no results.



The 2020 – 2021 school year was a unique year to provide assessments to meet the requirements of HB 548 due to the impact of COVID-19. Some LEAs provided virtual assessments for their eligible students, while others waited until they could provide face-to-face assessments once students returned to the school setting. Results generated from the 2020 – 2021 school year may be skewed due to the absence of in-person instruction and learning loss due to regression of skills from the COVID-19 slide and the limited exposure to language acquisition resources.

Additional data tables and charts can be found in the appendix section of the report.

Conclusion

Students who are DHH or DB and have language delays and/or deprivation may have long-term effects including academic deficits, lack of employment opportunities, difficulties in making and retaining social relationships, the need for mental health services, and preventive health care (Hall et al. 2017).

TEA, in conjunction with HHSC and TSD will continue to evaluate the data received from the 2020 – 2021 school year and compare it with the school years to come. The data will be reviewed by multiple stakeholders to increase awareness of the systematic concerns of language delays and deprivation for children who are DHH and DB. This will allow LEAs to evaluate the efficacy of services and interventions as well as to ensure the continuous growth of language acquisition for DHH and DB students ages 8 years old and younger. Annually, the Language Assessment Committee established by TEA, HHSC, and TSD will review the current list of approved assessments and will make amendments to the list as indicated by data and student need. The data will drive the need for future technical assistance to be provided to LEAs and families and eventually it will be used to identify trends across multiple years of data. It is also important to note the comparative analysis of student performance is compromised by the large number of assessments and/or tools used to collect this data.

Resources

Resources have been identified which may be shared for the 2021-2022 school year:

- infographic to encourage families to participate in the SELA core collection
- guidance documents for LEAs to determine the appropriate assessments to administer to collect data on expressive and receptive communication
- additional training to maintain the number of TSDS PEIMS champions to enter data in TSDS SELA core collection

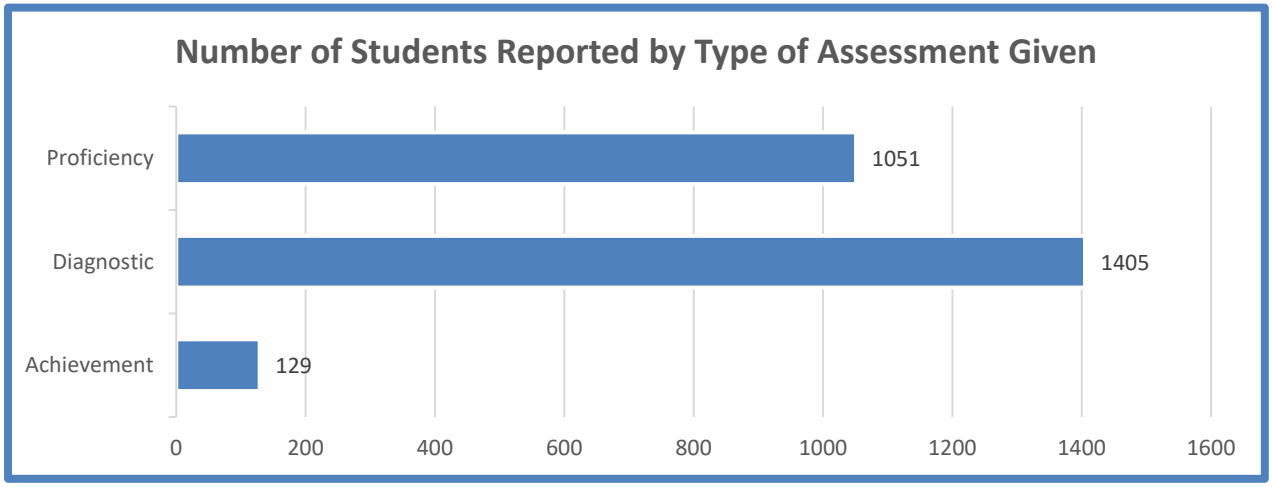
Additional information can be found in the December 2020 report: HB 548 – Language Acquisition for Deaf and Hard of Hearing Students 0-8 Years of Age

For more information about HB 548 language acquisition for DHH and DB students ages 8 years old and younger or TSDS SELA core collection, please contact the SELA mailbox at SELA@tea.texas.gov.

Reference List

Hall, Wyatte C., Leonard L. Levin, and Melissa L. Anderson. "Language deprivation syndrome: A possible neurodevelopmental disorder with sociocultural origins." *Social psychiatry and psychiatric epidemiology* 52, no. 6 (2017): 761-776.

Appendix A

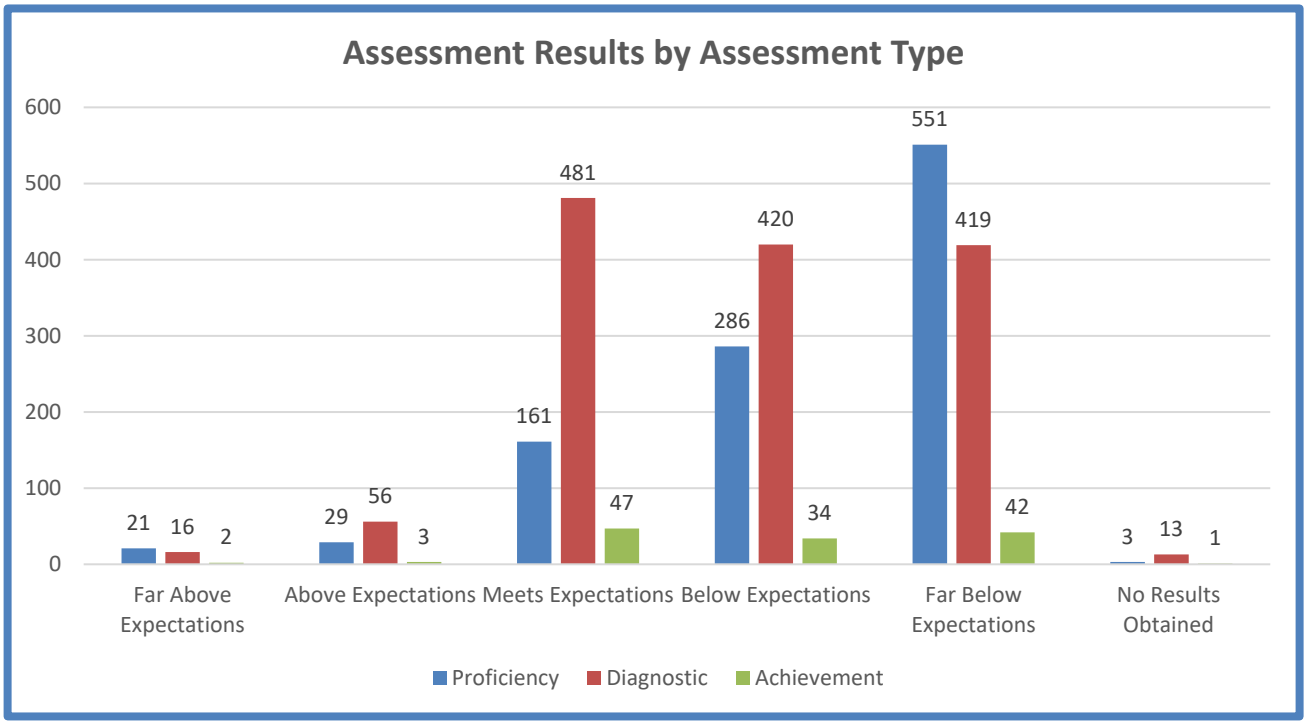


This bar chart demonstrates the number of students reported data using the three types of assessments given: proficiency, diagnostic, and achievement. Proficiency assessments are criterion-referenced assessments, which measure student performance against a fixed set of predetermined criteria (measures students according to test requirements). A total of 1,051 students reported using proficiency assessment tools. Diagnostic is the type of assessments most reported used, with a total 1,405 of students reported. Diagnostic assessments are norm-referenced, which compares and ranks test takers in relation to one another (measures students according to other students of the same age). The final type of assessment is the achievement test, with 129 students reported using that category. Achievement tests are developmental milestones tests, which measure the performance of a student against previous performances from that student (measures student growth compared to previous performance).

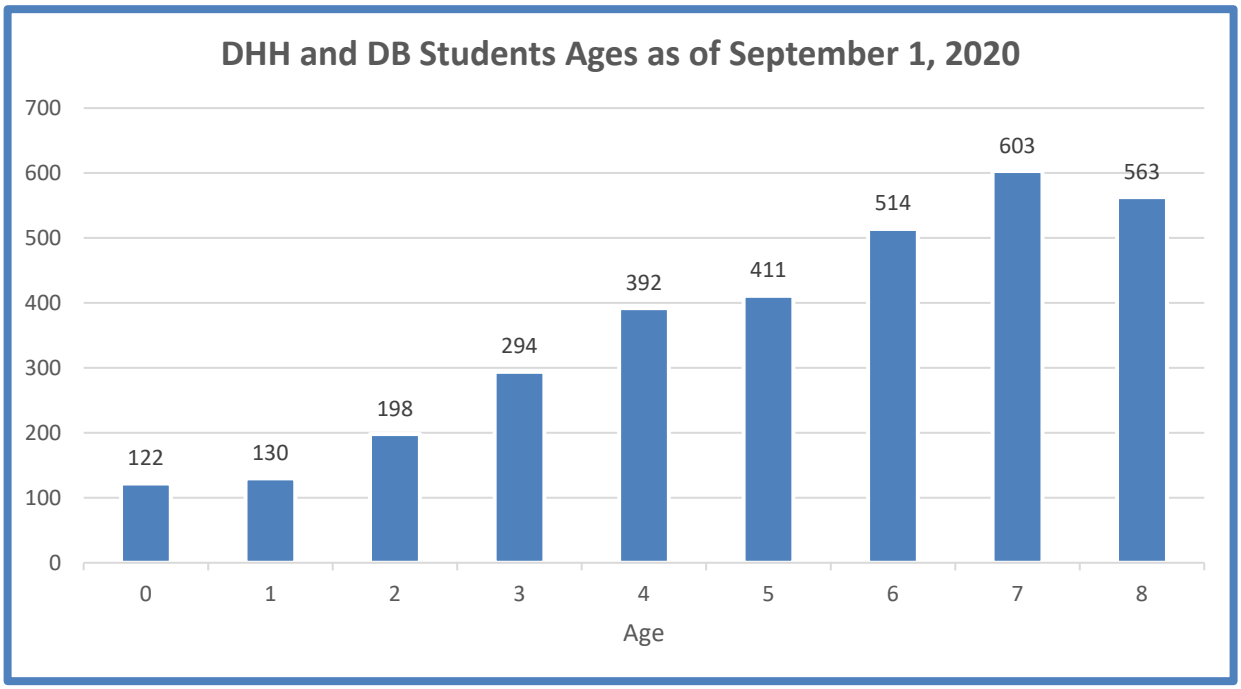
Appendix B

The cluster bar chart below demonstrates the assessment results based on each of the three types of approved assessments given for HB 548 SELA core collection. Global language assessments are not normed for DHH or DB students and it is difficult to compare students who are hearing to students who are either DHH or DB. However, the goal is to strive for age-appropriate language acquisition for each DHH and DB child to ensure a rich learning experience that would put the student on the right track for success and to minimize the language delay and/or deprivation as it naturally exists due to the nature of the disability.

For the proficiency assessment 21 students reported results in the "far above expectations" category, 29 students reported results in the "above expectations" category, 161 students reported results in the "meets expectations" category, 286 students reported results in the "below expectations" category, 551 students reported results in the "far below expectations category, and lastly, 3 students reported no results. For the diagnostic assessment 16 students reported results in the "far above expectations" category, 56 students reported results in the "above expectations" category, 481 students reported results in the "meets expectations" category, 420 students reported results in the "below expectations" category, 419 students reported results in the "far below category", and lastly, 13 students reported no results. For the achievement assessment, 2 students reported results in the "far above expectations" category, 3 students reported results in the "above expectations" category, 47 students reported results in the "meets expectations" category, 34 students reported results in the "below expectations" category, 42 students reported results in the "far below expectations" category, and lastly, 1 student reported no results.

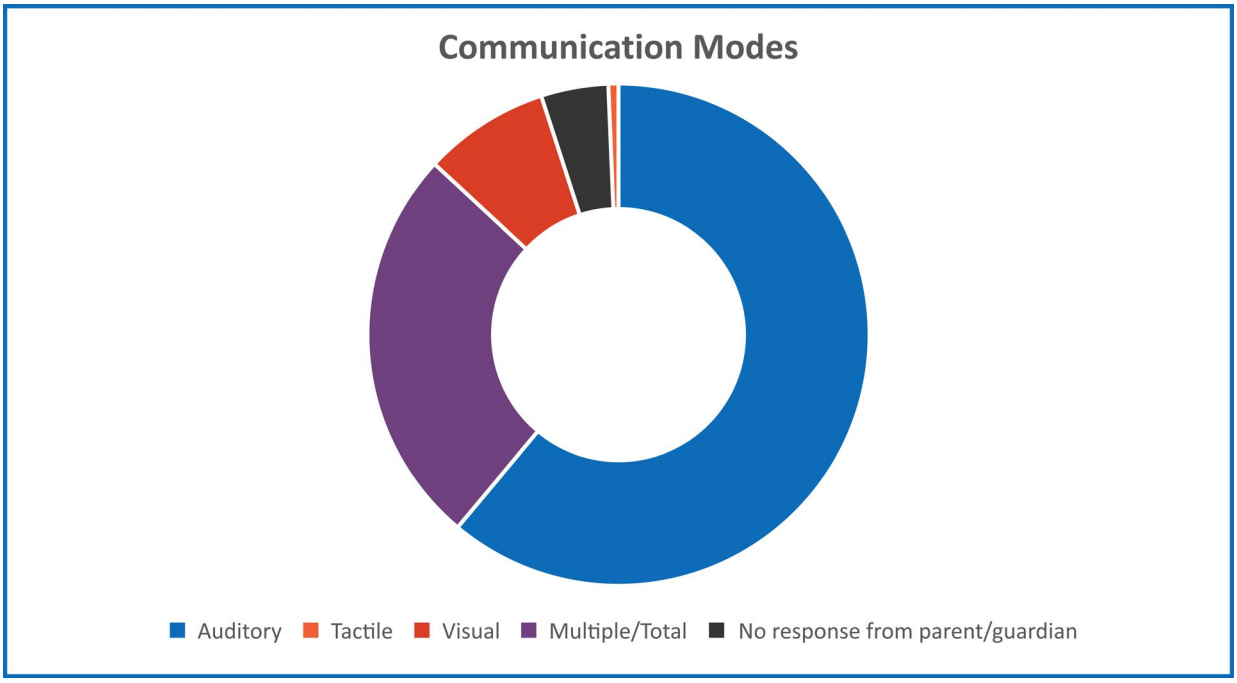


Appendix C



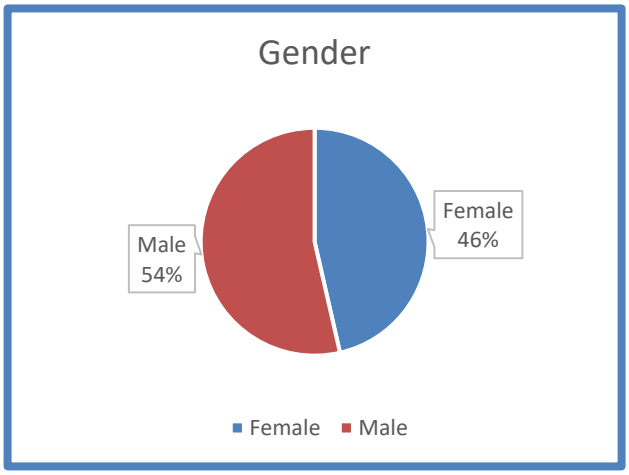
This bar chart reflects the number of students that participated in the SELA core collection. The number of students who participated in the data collection increases as the age increases, with the most students reported in the age 7 range and a slight drop in age 8. This chart shows that 122 students are in the age 0 range, 130 students in the age 1 range, 198 students in the age 2 range which are served through ECI. Students ages 3-5 are being served in the LEA in Early Childhood Special Education (ECSE) and there are 294 students reported in age 3 range, 392 students in age 4 range, and 411 students in age 5 range. Age 6-8 would be early elementary and there are 514 students reported at the age 6 range, 603 students in the age 7 range, and lastly 563 students reported in the age 8 range.

Appendix D



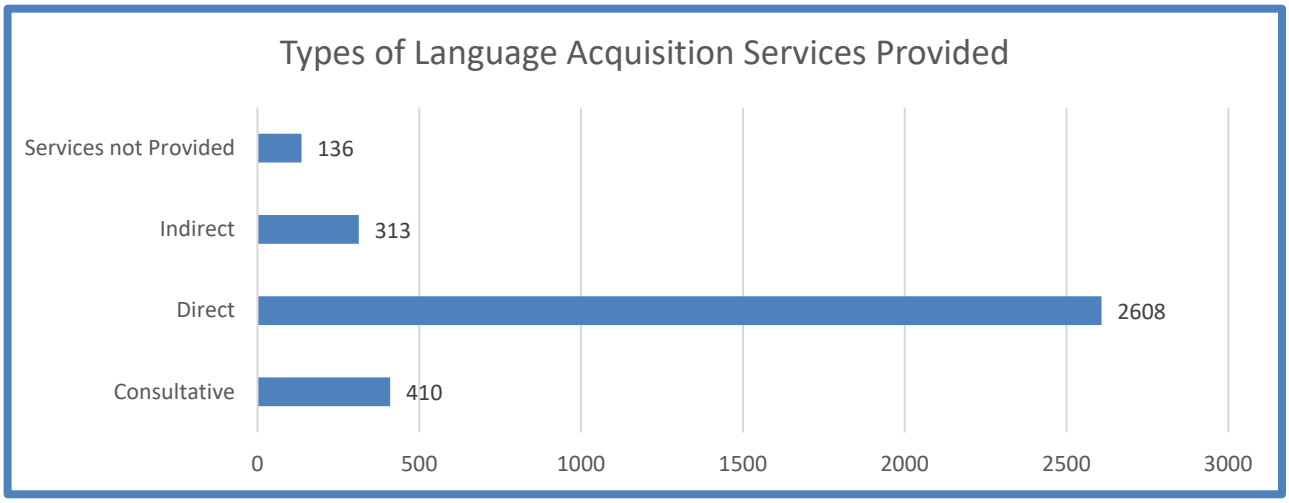
This sunburst chart represents the various communication modes used in the home. 61% of students reported for the 2020-2021 school year in TSDS SELA core collection use auditory means of communication, whereas only 8% of the students use sign language exclusively to communicate. 26% of the students uses a combination of both spoken language and sign language to communicate. A very small percent, 0.6% of the students use tactile signing, which refers to the mode or medium, i.e., signing, using touch. Lastly, 4% of the student's communication modes were documented as a no response from a parent or guardian.

Appendix E



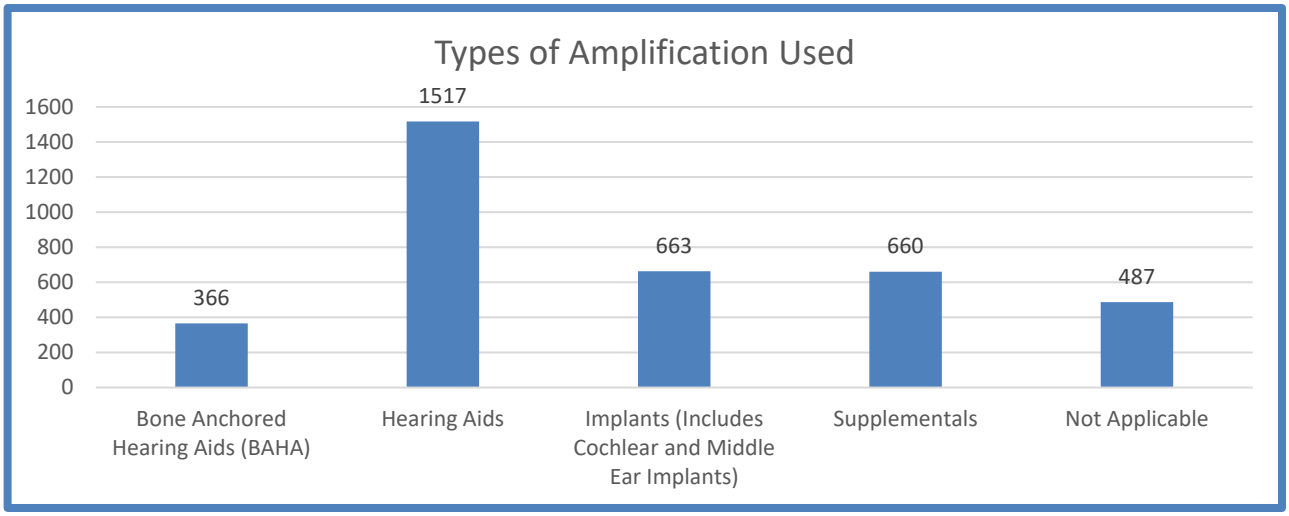
46% (1498 students) of the students participated in HB 548 SELA core collection were female and 54% (1729 students) were male.

Appendix F



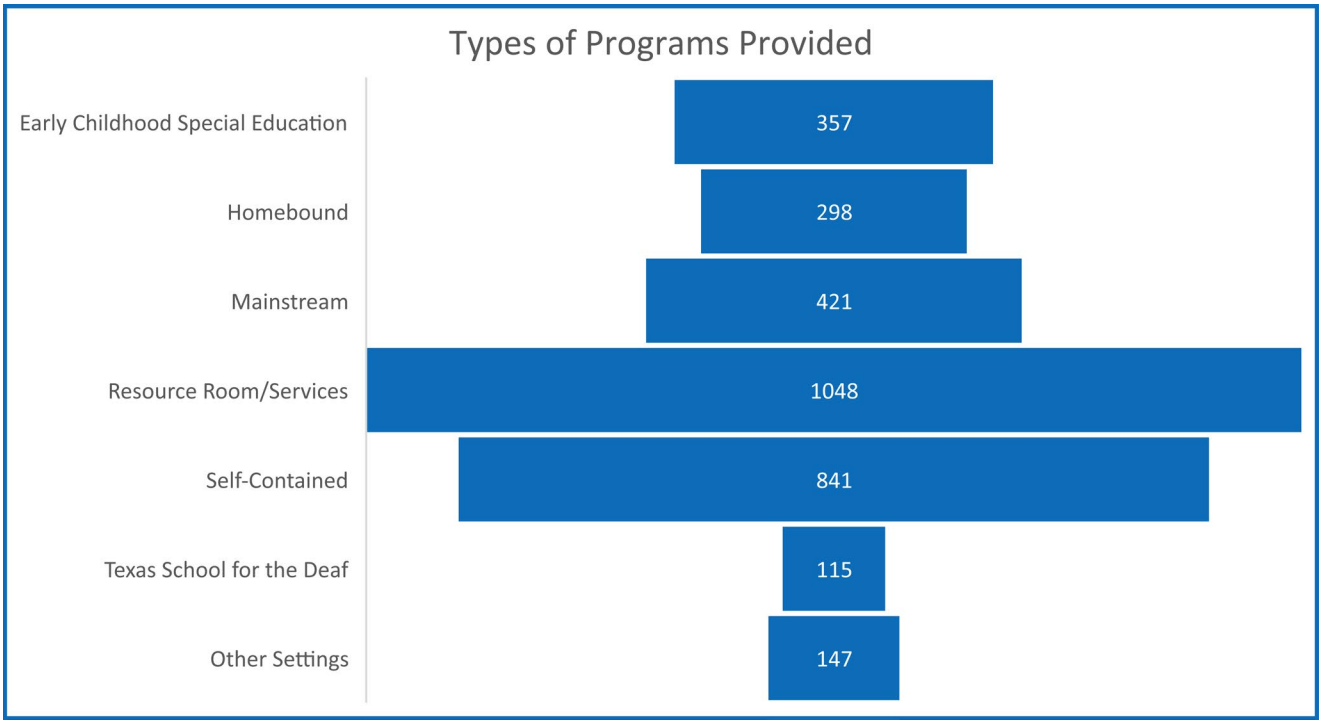
This bar chart represents the types of language acquisition provided for DHH and DB students 8 years of age and younger. 75% of the students are receiving direct services (2,608 students), 11% of the students are receiving consultative services (410 students), 9% are receiving indirect services (313 students) and a small percent, 5% (136 students) are receiving no language acquisition services. Data also reflects that a total of 240 students also receive more than one type of service, for example, a student receives direct services from a TODHH and consultative services from an SLP.

Appendix G



This bar chart represents the various types of amplification(s) used by the students. Majority of the students uses hearing aids (1,517 students). Supplementals, such as FM systems, induction loop systems and infrared systems (660 students) are used in addition to a hearing aid, BAHA, or implants (366 students). A total of 663 students uses implants such as cochlear implants or middle ear implants and 487 students do not use any type of amplification.

Appendix H



This chart demonstrates the various types of programs provided for DHH and DB students ages 8 years of age or younger. Majority of the students are in either resource room/settings (1,048 students) or self-contained classrooms (841 students). There are a total of 357 students in the ECSE program, 298 students are in the homebound setting, 421 students are in the mainstream setting, 115 students are at Texas School for the Deaf and a total of 147 students are in various other settings.