

# LANGUAGE:

It's all about the language.

TEDA 2019

Waco, Texas

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# TERMINOLOGY

## (AND HUMOR)

- Preferred use of Deaf/Hard of Hearing vs AI
- Inclusive term
- Difficulty in discussing these populations as a single group.
- Additional challenges to maintaining confidentiality
- Dry humor meant to liven up discussions/presentations and not offend/demean anyone



# ETHICAL DISCLOSURE

- This presenter's expenses are covered by the TEDA organization. He has no financial conflicts nor receives any financial benefits from any company, material, or instrument discussed.



# CAVEATS & PERSPECTIVES

- Gallaudet University trained.
- Rated as fluent in ASL & conversant in several other signed languages.
- School Psychologist by training and work.
- I consider myself a Vygotskian or social-constructionist.
- Work with all types of D/HH+ students and their families in several different counties.
- Moonlight as a sign language interpreter.
- Test developer, author, researcher, consultant, and expert witness.
- This workshop is geared to promoting practices not particular products.



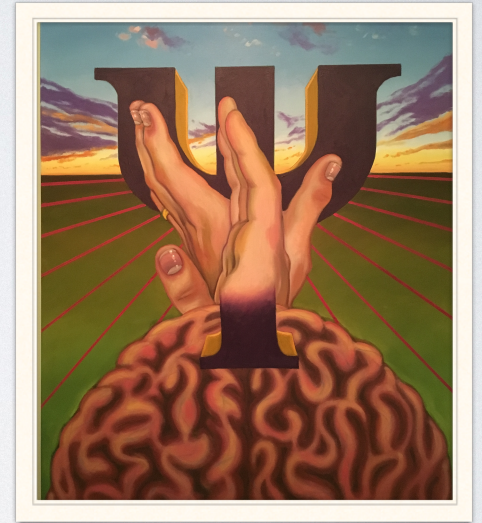
# INTRODUCTIONS

- Name
- Training with D/HH
- Employment
- Experience
- Communication and Language skills
- Questions or concerns



# ASSESSMENTS VS EVALUATIONS

- Type 1 and 2 Errors
- Test scores vs interpretations of those scores
- Purpose(s) of the assessments
- Context(s)
- Instruments and Tools used
- Accommodations vs Modifications





# MAJOR D/HH VARIABLES

- ❖ Etiology
- ❖ Age of Onset
- ❖ Age of Identification (Interventions)
- ❖ Degree, Type, Stability, and Frequencies Impacted in each ear.
- ❖ Preferred Hand Dominance
- ❖ Comorbidities
- ❖ Physical Characteristics/Malformations (if any)
- ❖ Parental and family hearing status/communication skills





# YOU

- Your characteristics, language(s), skills, gender, speech, signs, training, experience, supervision, practice, review & reflection.



# YOUR TOOLS

- On what basis do you select your test or procedure?
- Is it designed for students like your current referral?
- Does the publisher provide information about its use with students like your current one? Clear clinical validity studies?
- Does it require accommodations and/or modifications in administration, scoring, or interpretation of the results?
- Do you have access to the instrument's normative data?
- Specialized norms do not prove validity.
- Does administration to this student modify standardization?
- Listening, speaking, motoric, and timing demands in administration.
- Differential Item Functioning (DIF)
- How well do you document your alterations?





# LANGUAGE(S)

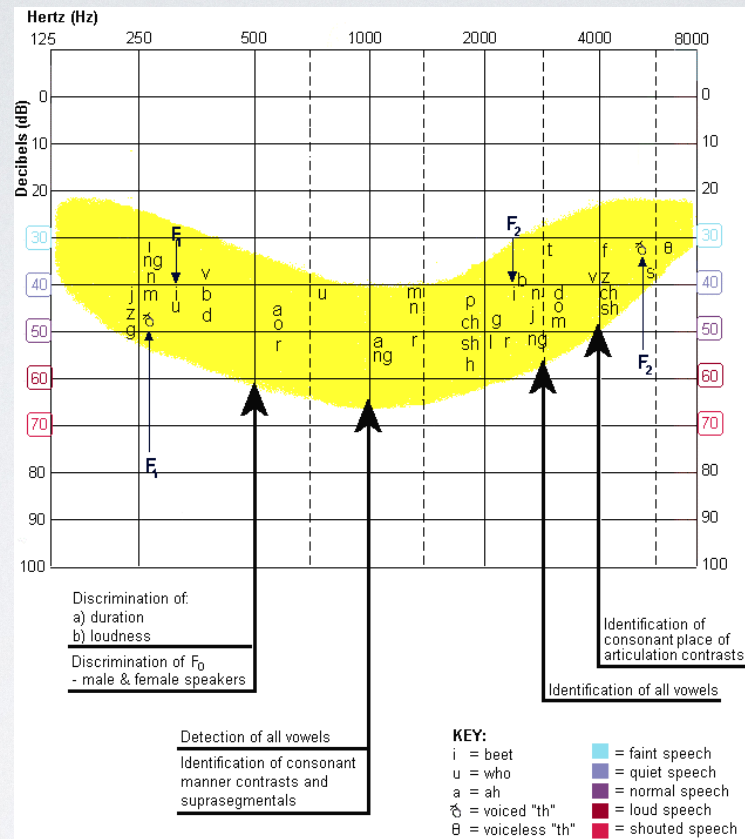
- Receptive and/or Expressive
- Trilingual & Polyglot Issues
- Signed, Gestured, Cued, or Spoken
- Assistive Listening Devices & Assistive Speaking Devices
- Live or Static
- Reading and Writing production
- Tactile, Braille, etc



# VISION

- Screen for both near and far vision
- Visual tracking skills
- Visual attention skills
- Joint attentional abilities
- Environmental lights and ALDs





# THE 'SPEECH BANANA'

PRICELESS NOT \$120,000







# ASL HANDSHAPES

- Handshapes can be classified as being marked or unmarked.
- There are 7 basic handshapes (marked) used in sign languages around the world. (A, I, 5, Bo, C, E, S).
- Different classification systems vary on the number of marked handshapes in ASL from 30-80.





# MAJOR COMPONENTS OF ANY SIGN

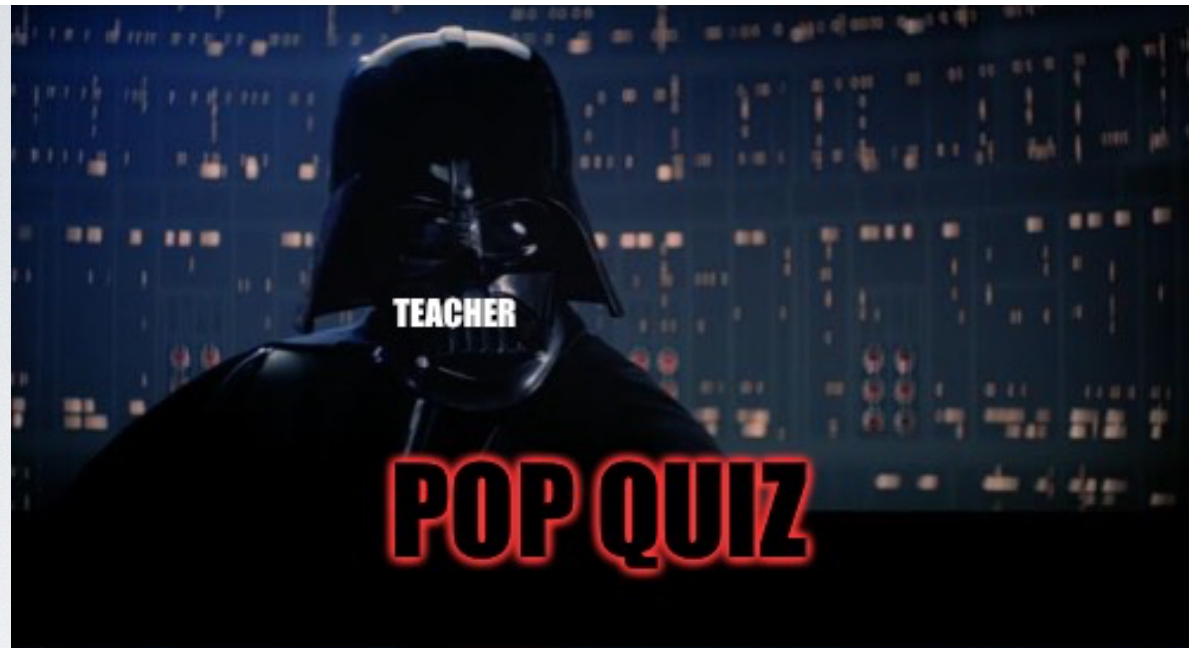
- Handshape-(finger to thumb distance, rubbing/flicking or wiggling of fingers, pinching or grasping, change in handshape within a sign, modification of primary fingers used)
- Orientation-(change in palm orientation, wrist twisting or shaking)
- Location-(face/head/body,non-dominant location, dominant location, relationship between hands, contact type {touch, slap, brush, grab, rub, etc}, eye gaze, reference location(s).
- Movement-(direction(s), speed, size, shape, emphasis, pause(s), repetition(s), bilateral symmetry)
- Non-manual expressions-(head tilt, facial orientation, eyelids, eyebrows, nose, mouth, cheeks, lips, tongue, mouth movements, shoulder, body)



# MATHEMATICS POP QUIZ

5 QUESTIONS AND 1 CALCULATION







A-HOW MANY HOURS ARE IN A DAY?



B-HOW MANY DAYS IN A WEEK?



C-HOW MANY WEEKS ARE IN ONE  
YEAR?



D-WHAT WAS YOUR AGE AT BIRTH?



E-WHAT IS A TYPICAL AGE AT  
GRADUATION FROM HIGH SCHOOL?



CALCULATE:

$$A \times B \times C \times (E - D) = H_H$$



NOW FOR A D/HH PERSON IN A  
TYPICAL BUT ACCESSIBLE  
ENVIRONMENT\*



A-HOW MANY HOURS ARE IN A DAY?



B-HOW MANY DAYS IN A WEEK?



C-HOW MANY WEEKS ARE IN ONE  
YEAR?



D-WHAT WAS YOUR AGE AT BIRTH?



E-WHAT IS A TYPICAL AGE AT  
GRADUATION FROM HIGH SCHOOL?



CALCULATE:

$$A^2 \times B^2 \times C^2 \times (E^2 - D^2) = H_D$$



COMPARED  $H_H$  WITH  $H_D$



# REMEMBER

- H gets these hours without any effort or directed attention.
- H gets these hours from various sources simultaneously and sorts it out.
- H gets up to a 9 month head start-prenatally
- D is often limited to adaptive equipment, solo mediator, and limited by the quality and quantity of others.
- D is required to be a more active “listener” to gain minimal access.
- D may use a neurological system that is designed more for simultaneous than sequential processing.



# USE OF INTERPRETERS

- Are an unknown, uncontrolled, inaccessible, and often unsupervised, unregulated, unreviewed, and undocumented confound.
- Skills and training in interpreting vary
- Training in testing and assessments is nearly non-existent
- Training in psychology and mental health is extremely limited.
- Mere presence modifies standardization
- Confidentiality issues-real and perceived



# Sign Language Interpreter



What society thinks I  
do



What my parents think  
I do



What my grandma thinks  
I do



What my clients think  
I do



What I try to do



What I really do



# ACADEMIC ACHIEVEMENT ASSESSMENTS

- Literacy issues
- Visual/working memory vs temporal auditory memory
- Executive Functioning Issues
- Language and Cognition Relationships



# READING AND WRITING

- Phonemic Awareness
- Fluency
- Reading Comprehension
- Vocabulary
- Written Language
- Mathematics



# COMPREHENSIVE ACADEMIC ASSESSMENT BATTERY (FORMAL, INFORMAL, & OBS)

Developmental history

Unique D/HH variables

Documented accommodations and modifications

Broad cognitive assessment

Phonemic/phonological awareness

Memory-short, long, and working

Reading comprehension, fluency, and achievement

Motor skills-fine, gross, and bodily

Vision and visual spatial skills

Executive functioning-planning, organizing, and reviewing

Writing-motoric production to fluency

Mathematical skills



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