

## RESOURCES

“Unless language levels of deaf children are within 1 or 2 years of the levels of those in the regular class in which they are placed, they are virtually cut off from the entire verbal input process that is basic to educational experiences.”

A. McConkey Robbins,  
Rehabilitation after  
Implantation in CI,  
Principles and Practice  
(2000)

*“You have to know  
where you are if you  
want to draw a map  
to where it is you  
want to go.”*

*Luchner, John, Ed.D and  
Bowen, Sandy, PhD.*

*For more information,  
contact the KSD  
Outreach team at:*

*913-210-8149  
KSDOutreach@kssdb.org*

*450 E. Park Street  
Olathe, KS 66061*

# Deaf Education at a glance...



Kansas School  
for the Deaf  
Outreach

## THE IMPORTANCE OF ADMINISTERING MULTIPLE LANGUAGE ASSESSMENTS

The goal of diagnostic testing is to find what the student can do and then determine the level where the student breaks down. Why give multiple tests? Students who are Deaf/Hard of Hearing typically have gaps due in part to lack of full access to incidental language. One general test will not identify all of the gaps. If only one standardized vocabulary test is administered e.g., the *Peabody Picture Vocabulary Test-4* or the *Expressive Vocabulary Test-2*, it is only possible to verify whether or not a vocabulary delay exists; the results yield no clue as to how to structure remediation. Gaps may be between skills e.g., vocabulary vs. syntax or between a skill area e.g., multiple meaning words vs. synonyms. One test will not identify the gaps. Therefore, administering more tests allows you to get additional detailed information about your student which will then guide you in developing appropriate therapy goals to address the student's needs.

Don't base your evaluation on what instruments are readily available. Prior to testing, it is essential to determine what specific skill area (s) need assessed in order to choose the most appropriate instrument (s) to measure progress on that skill. It is important to understand what you are assessing so you can analyze and use the results correctly to determine the student's area of need.

Possible assessments to utilize with students who are D/HH:

- *Language Processing Test-3*
- *Test of Semantic Skills -Primary/Intermediate*
- *Test of Word Knowledge*
- *The Elementary Word Test-2; The Adolescent Word Test-2*
- *Test of Problem Solving-3/Intermediate-2*

KSD Outreach Mission: To provide the highest quality of services, resources, and support to children ages birth-21 who are deaf/hard of hearing by collaborating with their families, their communities, and the professionals that serve them.