Key Licensure Assessment #8: Knowledge and Skills for Supporting and Enhancing Language Development and Communication Skills of Young Children with Exceptional Learning Needs
Early Childhood Intervention Specialist – EDUC 595

Overview
Advanced Teacher Preparation Program
Educator Preparation Unit
Muskingum University

1. Description of the Assessment and Its Use in the Program

Key Licensure Assessment #8 is an assessment of a candidate’s knowledge and skills for supporting and enhancing the language development and communication skills of young children with exceptional learning needs. Candidates who are assessed through this assessment instrument are seeking initial Ohio licensure as an Early Childhood Intervention Specialist (ECIS).

This key licensure assessment is administered in class as a component of EDUC 595: Young Children with Special Needs. It is graded by the course instructor.

To be admitted into clinical practice at Gateway 2, candidates must complete Key Licensure Assessments #6 - #8 (Assessment Case Study, IFSP/IEP with Transition Plan, and Knowledge and Skills for Supporting and Enhancing Language Development and Communication Skills of Young Children with Exceptional Learning Needs) with at least 80% of the indicators of the initial level CEC standards across the three assessments rated at meets indicator and no indicator rated unacceptable.

2. Description of How the Assessment Aligns with Relevant Indicators of the initial level Council for Exceptional Children (CEC) Standards:

Assessment #8, Knowledge and Skills for Supporting and Enhancing Language Development and Communication Skills of Young Children with Exceptional Learning Needs, is designed to assess the following components of initial level CEC Standard 6: Language.

- understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language
- use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs
- are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs
- match their communication methods to an individual’s language proficiency and cultural and linguistic differences
- provide effective language models
• use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English

3. Analysis of Data Findings

(to be completed upon receipt of Fall 2011 data from EDUC 595)

4. Interpretation of How Data Provide Evidence for Meeting the ECSE Indicators of the CEC Standards:

(to be completed upon receipt of Fall 2011 data from EDUC 595)

5. Assessment Documentation:

Key Licensure Assessment #8: Knowledge and Skills for Supporting and Enhancing Language Development and Communication Skills of Young Children with Exceptional Learning Needs is administered in class as a component of EDUC 595: Young Children with Special Needs. The assessment calls for candidates to respond, in writing, to a series of prompts related to a Case History. A new Case History is used each time the assessment is administered with the same prompts edited to align with the particular child/children noted in the Case History. The following Case History is the one used Fall Semester 2011.

A. Assessment Tool

PART 1: Read the following Case History. You may highlight any portions of the narrative you wish and/or make any notes on the document that you would like.

Billy is a five-year-old male who recently began public school kindergarten. He lives in a flat with his mother and stepfather in urban Chicago. Billy was born at 36 weeks gestation, weighing 4 pounds 13 ounces, via vaginal birth. His mother received little prenatal care.

Billy’s mother is a native Spanish speaker with few English speaking skills. While no father is listed on his birth certificate, Billy’s stepfather speaks English; however, as a truck driver, he has mostly been on the road since Billy’s mother and he married two years ago. While Billy has limited language skills, he uses both English and Spanish in speaking, quite often intermingling the use of both languages without distinguishing one from the other.

According to Billy’s mother, he has had at least 35 known ear infections impacting both ears; all without any medical attention being provided. During the health screening at the time of kindergarten registration, a 35 percent hearing loss was found in his left ear, a 20 percent hearing loss was found in his right ear, 20/30 vision was found in his left eye, and 20/40 vision was found in his right eye.
No extended family members live in the Chicago area and Billy was not engaged in any organized preschool experiences. During the academic screening at the time of kindergarten registration, the following language skills were identified:

1. used and understood why? questions
2. used and understood basic spatial terms (in, on, under, etc.)
3. used present-tense auxiliaries
4. “be” verbs were used inconsistently
5. used over-generalized past-tense forms
6. speech was approximately 75% intelligible
7. produced limited rhyming
8. narratives expressed theme but no plot

No language milestones beyond those stated above were identified.

Furthermore, during the academic screening at the time of kindergarten registration, it was determined that Billy was able to:

1. count from 1 to 5
2. recognize 4 of the 26 letters of the alphabet

He was unable to recognize any words; however, he appeared to understand the concept of a word.

It should be noted that Billy’s academic screening was difficult to administer due to his lack of age-appropriate communication skills.

The paperwork is being finalized to officially identify Billy as having Exceptional Learning Needs.

PART 2: Refer to the above Case History and respond in writing to each of the following prompts.

1. Based on Billy’s chronological age and language skills determined at the time of kindergarten academic screening, identify which skills would be considered typical and which skills would be considered atypical.

2. Describe three ways Billy’s exceptional conditions might interact with (a) his experience with language and (b) his use of language.

3. Describe three individualized strategies that could be used to enhance Billy’s language development.
4. Describe three individualized strategies that could be used to teach Billy communication skills.

5. Describe one augmentative technology that could be used to support and enhance Billy’s communication skills.

6. Describe one alternative technology that could be used to support and enhance Billy’s communication skills.

7. Describe one assistive technology that could be used to support and enhance Billy’s communication skills.

8. Considering Billy’s bilingual background, describe three communication methods that his teacher could use in working with Billy, considering his language proficiency and cultural and linguistic differences.

9. Describe three ways Billy’s teacher could provide effective language models for him.

10. Describe three communication strategies and resources Billy’s teacher could use to facilitate Billy’s understanding of subject matter, considering his bilingual background.

B. Scoring Guide

<table>
<thead>
<tr>
<th>Statement of CEC Indicator</th>
<th>Meets Indicator (2)</th>
<th>Developing Indicator (1.5)</th>
<th>Developing Indicator (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDICATOR 1: understand typical and atypical language development</td>
<td>accurately identified all stated Case History language skills according to typical and atypical language development</td>
<td>above 1, but below 2</td>
<td>accurately identified some stated Case History language skills according to typical and atypical language development</td>
<td>above 0, but below 1</td>
</tr>
<tr>
<td>INDICATOR 2: understand the ways in which exceptional conditions can interact with an individual’s experience with and use of language</td>
<td>accurately described three ways in which exceptional conditions can interact with a young ELN child’s experience with and use of language</td>
<td>above 1, but below 2</td>
<td>somewhat accurately described two ways in which exceptional conditions can interact with an individual’s experience with a young ELN child’s experience with and use of language</td>
<td>above 0, but below 1</td>
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<tr>
<td>INDICATOR 3: use individualized strategies to enhance language development of individuals with exceptional learning needs</td>
<td>accurately described the use of three individualized strategies to enhance language development of young children with exceptional learning needs</td>
<td>above 1, but below 2</td>
<td>somewhat accurately described the use of two individualized strategies to enhance language development of young children with exceptional learning needs</td>
<td>above 0, but below 1</td>
</tr>
<tr>
<td>INDICATOR 4: use individualized strategies to teach communication skills to individuals with exceptional learning needs</td>
<td>accurately described the use of three individualized strategies to teach communication skills to young children with exceptional learning needs</td>
<td>above 1, but below 2</td>
<td>somewhat accurately described the use of two individualized strategies to teach communication skills to young children with exceptional learning needs</td>
<td>above 0, but below 1</td>
</tr>
</tbody>
</table>
### INDICATOR 5:
are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs

| accurately described an augmentative technology, an alternative technology, **AND** an assistive technology to support **AND** enhance communication of young children with exceptional learning needs | above 1, but below 2 | somewhat accurately described an augmentative technology, an alternative technology, **OR** an assistive technology to support **OR** enhance communication of young children with exceptional learning needs | above 0, but below 1 | unable to accurately described an augmentative technology, an alternative technology, **AND** an assistive technology to support **AND** enhance communication of young children with exceptional learning needs |

### INDICATOR 6:
match their communication methods to an individual’s language proficiency and cultural and linguistic differences

| accurately described three communication methods that were matched to the child’s language proficiency and cultural **AND** linguistic differences | above 1, but below 2 | somewhat accurately described two communication methods that were somewhat matched to the child’s language proficiency and cultural **OR** linguistic differences | above 0, but below 1 | unable to accurately describe any communication method that could be matched to the child’s language proficiency and cultural **AND** linguistic differences |

### INDICATOR 7:
provide effective language models

| accurately described three ways to provide effective language models to a young child with exceptional learning needs | above 1, but below 2 | somewhat accurately described two ways to provide effective language models to a young child with exceptional learning needs | above 0, but below 1 | unable to accurately describe any ways to provide effective language models to a young child with exceptional learning needs |
INDICATOR 8: use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English

- accurately described three communication strategies and/or resources to facilitate understanding of subject matter for young children with exceptional learning needs whose primary language is not English
- above 1, but below 2
- somewhat accurately described two communication strategies and/or resources to facilitate understanding of subject matter for young children with exceptional learning needs whose primary language is not English
- above 0, but below 1
- unable to accurately describe any communication strategy or resource to facilitate understanding of subject matter for young children with exceptional learning needs whose primary language is not English

C. Data Chart (to be completed upon receipt of Fall 2011 data from EDUC 595)

<table>
<thead>
<tr>
<th>Statement of CEC Indicator</th>
<th>Fall 2011 Mean (Range) N = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDICATOR 1: understand typical and atypical language development</td>
<td></td>
</tr>
<tr>
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<tr>
<td>INDICATOR 6: match their communication methods to an individual’s language proficiency and cultural and linguistic differences</td>
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<td>INDICATOR 7: provide effective language models</td>
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</tr>
<tr>
<td>INDICATOR 8: use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: 2 = meet indicator; 1.5 = above 1, but below 2; 1 = developing indicator; 0.5 = above 0, but below 1 and 0 = unacceptable