

Student Language and Communication Profile Summary

Student Name: _____ D.O.B.: _____

Teacher/Class: _____ Date: _____

Parents: Mother: Deaf Hard of Hearing Hearing
 Father: Deaf Hard of Hearing Hearing
 Siblings: Brother(s)____(indicate #) Deaf Hard of Hearing Hearing
 Sister(s)____(indicate #) Deaf Hard of Hearing Hearing

Language(s) used in the home: ASL English Other: _____

Kendall Conversational Proficiency Level: ASL_____ Spoken English_____

Receptive and Expressive Communication: (Continuum Rating):

Receptive: _____ Expressive: _____

Recommendations

Additional Assessment:

- ASL _____
- Speech-Language _____
- Other (please indicate)_____

Supports:

- ASL Services _____
- Auditory and Speech-Language Services _____
- Audiologic Services _____
- Interpreter _____
- Family ASL Classes _____

Name: _____

Kendall Conversational Proficiency Level (P-Level)

Date: _____

Observe and engage with the student in several conversational situations over a reasonable time and determine the student's conversational proficiency level. Check the chart below for summaries of each P- Levels. Indicate the proficiency level (P-Level) for each language being rated.

P-Level	0+	1	1+	2	2+	3	3+	4	4+	5	5+	6	6+	7
ASL														
Spoken English														

P-Level 0+ The child is able to determine what another person is talking about by looking in the same direction as the other person. The child communicates non-verbally about his own comfort, pleasure, and distress. The child responds attentively to turn-taking activities (such as peek-a-boo) but does not initiate the activity. The child points to things in the environment.

P-Level 1 The child refers to objects by holding, looking at, pointing to, and touching them. The child initiates peek-a-book and participates in other turn-taking activities. The child imitates the movement of others. The child uses non-verbal means to call attention to physical needs and to express personal reaction. The child imitates signs produced by others, although the sign production (handshape, movement, location and palm orientation) may be imperfect. The child may produce a few meaningful signs.

P-Level 2 The child produces single words or signs to talk about actions and things around him. He uses language to greet people, get their attention, asks for something and to protest (when things are present, not present and brought back). The child signs more but not as explicitly. The child does this by pointing, looking, and touching to identify what he is talking about. Mostly, the child leaves it up to others to figure what he left unsaid.

P-Level 3 The child manages to communicate more than what he signs/says, using phrases and short sentences. The child refers to non physical context more than at P-2. The child knows (understands) more signs/words than others can keep track of easily. The child talks more and can ask about different things. The child can identify many actions, things in pictures. The child talks about where things are, and where they are going. The child can use short phrases/sentences.

P-Level 4 The child talks about things that are present what he plans to do or has in mind. The child talks about other people that do not have anything to do with him. He uses language to create make-believe conditions. The child can understand familiar friends/adults and they can understand him, too. The child leaves a few things unsaid that need to be expressed.

P-Level 5 The child tells complicated stories about things that happened in the past or may happen in the future. Even a stranger can understand the child easily and vice versa. The child can say about his own knowledge of things, can say about how things relate to each other, how things happen, how things contrast. The child uses language to find out what's happening, who is doing what, and why. The child can carry on conversation successfully, sticks to the point, and is able to retell what others say.

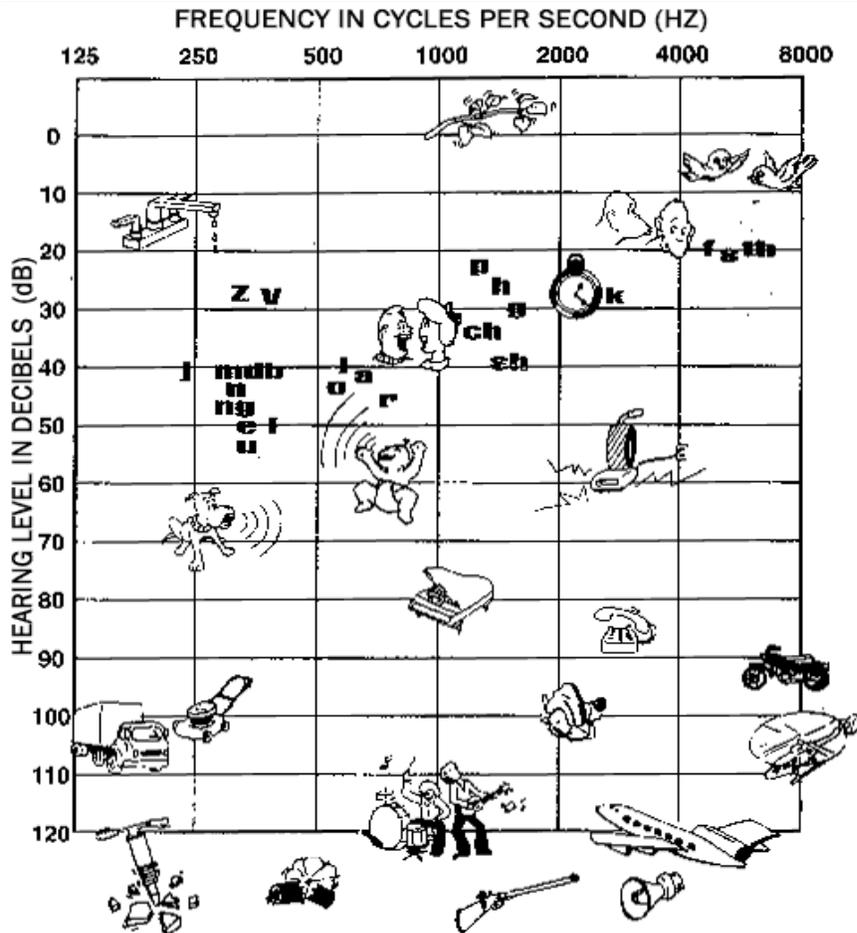
P-Level 6 The child communicates successfully with anybody about things done and experienced. He can carry long and complicated conversations with strangers. In group, the child can follow what others say and can keep up with the flow of conversation. The child uses language to influence thinking and opinions. The child can discuss what ifs.

P-Level 7 The child can explain clearly what he has in mind. He can provide enough background so others won't get lost when talking about abstract things like the rules of games, how the gears of a 10-speed bicycle work. The child can follow group discussion and engage in debates successfully. He can use language to influence people and can rephrase to explain the same thing for others to understand. When unclear, the child can pinpoint the information he needs

Student Name: _____

D.O.B.: _____

Unaided and Aided Hearing Levels (Date of Evaluation: _____):



*Audiogram of Familiar Sounds taken from American Academy of Audiology (www.audiology.org)

Not Amplified: _____ Loaner HA: _____ HAE: _____ In CI Process: _____

Amplification	Manufacturer	Settings
Hearing Aid	RE: LE:	
CI Speech Processor RE _____ LE _____		

Consistency of Use:

____ All Day ____ Intermittent Use ____ Rarely ____ Never

*completed by school audiologist

Date: _____
Parent-Infant-Program (PIP)
Ages 0-24 months
ASL Skills Checklist

Child's Name: _____ D.O.B: _____

Age: _____ Corrected Age (if premature): _____

Preferred hand of signing: **Left** **Right** **Both**

Using the following scale, rate the student's skills in each area: 0=skill not observed;
 1=Emerging; 2=Developing; 3=Mastered/Age Appropriate

Code 1	0 - 12 mos	12-24 mos	Preverbal Communication Intentions:	Skill:
1.0			Uses eye contact to initiate/regulate social interaction	
1.2			Responds to attention getting techniques	
1.2			Responds to or greets others by smiling, laughing, or waving	
1.3			Communicates displeasure to others by protesting or rejecting	
1.4			Points at object, person, or place	
1.5			Looks in the direction in which the signer is pointing	
1.6			Follows the eye gaze of the signer	
1.7			Observes conversation between two or more people	
1.8			Imitates simple actions and facial expressions of others	
1.9			Uses attention getting techniques	

Code 2	Receptive Skills (Comprehension):	Skill:
2.0	Begins to notice signing	
2.1	Shows an interest in conversation between two or more people	
2.1	Imitates words signed to him/her	
2.3	Responds to own name sign	
2.4	Responds to own fingerspelled name	
2.5	Recognizes name signs of others (e.g., Father, doctor, teacher)	
2.6	Understands use of deictic pointing to refer to persons, objects, and places	
2.7	Recognizes signs or NMS that describe feelings	
2.8	Recognizes signs for common objects in the environment	
2.9	Responds to headshakes or signs indicating negation	
2.10	Responds to headnod or signs indicating affirmation	
2.11	Responds to use of non-manual markers in YES/NO questions	
2.12	Recognizes and responds to WH questions	
2.13	Follows simple requests or directions	

Using the following scale, rate the student's skills in each area: 0=skill not observed; 1=Emerging; 2=Developing; 3=Mastered/Age Appropriate

Code 3	0-12 mos	12-24 mos	Expressive Skills (Productive):	Skill:
3.0			Babbles with hands	
3.1			Uses unmarked language	
3.2			Uses marked language (BASCO51)	
3.3			Imitates simple movements and NMS of others	
3.4			Communicates distress by protesting or rejecting	
3.5			Refers to objects by pointing, giving, and showing	
3.6			Displays a range of communicative intentions (express feelings, requesting, labeling, commenting)	
3.7			Uses appropriate NMS (Wh-Q, Y/N)	
3.8			Demonstrates back channeling	
3.9			Uses single sign productions	
3.10			Points to people, objects and places but not self	
3.11			Uses at least 10 signs	
3.12			Begins to use points as pronouns	
3.13			Acquires new signs and marks with inflections NMS	
3.14			Signs reflect basic handshapes with simple movements (straight, forward, up, or down)	
3.15			Combines 2-3 signs including points	
3.16			Begins to distinguish and use non-manual markers (facial grammar)	
3.17			Sign order used to show semantic relations	
3.18			Begins to use classifiers to represent objects (with little or no movement); types limited by the handshapes child can produce	
3.19			Demonstrates negation with headshake or signs "NO"	
3.20			Demonstrates affirmation using headnod alone or headnod with sign	
3.21			Begins to use non-manual markers (raised/squinted eyebrows) for Yes/No and WH questions	
3.22			Produces 10 or more signs	
3.23			Uses two sign productions	
3.24			Uses name signs to refer to others	
3.26			Asks and answers questions	
3.27			Uses possessive pronouns (MY, YOUR)	

Date: _____

**Preschool
Ages 24-48 months
ASL Skills Checklist**

Child's Name: _____

D.O.B: _____

Age: _____

Preferred hand of signing: **Left** **Right** **Both**

Using the following scale, rate the student's skills in each area: 0=skill not observed;
1=Emerging; 2=Developing; 3=Mastered

Code 1	24 - 36 mos	37-48 mos	Receptive Skills (Comprehension):	Skill:
1.0			Responds to own name sign	
1.1			Responds to own fingerspelled name	
1.2			Recognizes name signs of others (e.g., Father, doctor, teacher)	
1.3			Understands use of deictic pointing to refer to persons, objects, and places	
1.4			Recognizes signs or NMS that describe feelings	
1.5			Recognizes signs for common objects in the environment	
1.6			Follows simple requests or directions	
1.7			Responds to headshakes or signs indicating negation	
1.8			Responds to headnod or signs indicating affirmation	
1.9			Responds to use of non-manual markers in YES/NO questions	
1.10			Responds to use of non-manual markers in WH-questions	
1.11			Understands and carries out more complex commands and requests	
1.12			Recognizes commonly used fingerspelled words or lexicalized signs (e.g., BUS, DO, WHAT)	
1.13			Recognizes name or object when fingerspelled	
1.14			Recognizes use of verb agreement (directionality)	
1.15			Understands descriptive classifiers	
1.16			Understands use of locative/spatial classifiers to represent objects in specific places	
1.17			Understands plural classifiers indicating number of non-specific numbers	
1.18			Recognizes difference between noun-verb pairs	
1.19			Understands referencing indicating time line	
1.20			Understands role identification of one or more characters through signer's use of role playing and role shifting	
1.21			Understands numeral incorporation signs (to indicate order, rank, list)	

Using the following scale, rate the student's skills in each area: 0=skill not observed;
1=Emerging; 2=Developing; 3=Mastered

Code 2	24-36 mos	37-48 mos	Expressive Skills (Productive):	Skill
2.0			Refers to objects by pointing, giving, and showing	
2.1			Gives consistent visual attention to the signer	
2.1			Shows interest in conversation between two or more people	
2.3			Imitates simple movements and NMS of others	
2.4			Displays a range of communication intentions (express feelings, requesting, labeling, commenting)	
2.5			Uses appropriate Non-Manual Markers (NMS)(Wh-Q, Y/N, puffed mouth, negation)	
2.6			Asks and answers questions	
2.7			Initiates, maintains, and ends conversations appropriately	
2.8			Uses head shake indicating negation	
2.9			Uses signs (NO) indicating negation	
2.10			Uses headnod indicating affirmation	
2.11			Uses signs indicating affirmation (YES)	
2.12			Demonstrates back channeling	
2.13			Uses descriptive classifiers to describe a person or object	
2.14			Begins to use possessive pronouns(your, mine, his, her) and plural (us-two, you-three) pronouns	
2.15			Refers to things around them during conversations and storytelling; may copy the actions and NMS of others in a story	
2.16			Attempts more complex signs but substitutes basic handshapes for the complex handshapes	
2.17			Uses name signs to refer to others	
2.18			Uses non-manual markers to ask YES/NO questions	
2.19			Uses non-manual markers to ask WH-questions	
2.20			Substitutes basic handshapes for complex handshapes	
2.21			"Talks" continually during waking hours; comments on what he/she is doing at that time, even without being asked	
2.22			Begins to use varied inflected verb forms (directional/agreement, dual, temporal aspect)	
2.23			Uses ordinal number signs (1,2,3,4 and 1 st , 2 nd , 3 rd)	
2.24			Uses correct hand position in space for fingerspelling	
2.25			Role playing used more frequently with characters clearly identified but skills to show changes in roles such as body shifts, eye gaze, and facial expression not used consistently	
2.26			Simple sentences are still used but complex sentences including topicalization and rhetorical questions emerging	
2.27			More complex handshapes and movement (wiggling fingers, twisting wrists) used accurately	
2.28			Begins to use noun modifications to show different meaning (i.e., repeating the	

			noun to show plural; plural classifiers)	
2.29			Incorporates negation in signing (i.e., not-know, not-want, not-here, not-me)	

Date: _____

**Pre-Kindergarten
Ages 4-5 year olds
ASL Development Checklist**

Child's Name: _____

D.O.B: _____

Age: _____

Preferred hand of signing: **Left** **Right** **Both**

Using the following scale, rate the student's skills in each area: 0=skill not observed;
1=Emerging; 2=Developing; 3=Mastered

Code 1	Receptive Skills (Comprehension):	Skill:
1.0	Responds to own name sign	
1.1	Responds to own fingerspelled name	
1.2	Recognizes name signs of others (e.g., Father, doctor, teacher)	
1.3	Understands use of deictic pointing to refer to persons, objects, and places	
1.4	Recognizes signs or facial expression that describe feelings	
1.5	Recognizes signs for common objects in the environment	
1.6	Follows simple requests or directions	
1.7	Responds to headshakes or signs indicating negation	
1.8	Responds to headnod or signs indicating affirmation	
1.9	Responds to use of non-manual markers in YES/NO questions	
1.10	Responds to use of non-manual markers in WH-questions	
1.11	Understands and carries out more complex commands and requests	
1.12	Recognizes commonly used fingerspelled words or lexicalized signs (e.g., BUS, DO, WHAT)	
1.13	Recognizes names of familiar people, pets, brand names when fingerspelled	
1.14	Recognizes use of verb agreement (directionality)	
1.15	Understands descriptive classifiers	
1.16	Understands use of locative/spatial classifiers to represent objects in specific places	
1.17	Understands plural classifiers indicating number of non-specific numbers	
1.18	Recognizes difference between noun-verb pairs	
1.19	Understands referencing indicating time line	
1.20	Understands role identification of one or more characters through signer's use of role playing and role shifting	
1.21	Follows more complex directions	

Using the following scale, rate the student's skills in each area: 0=skill not observed;
1=Emerging; 2=Developing; 3=Mastered

Code	Expressive Skills (Productive):	Skill:
2		
2.0	Displays a range of communication intentions (express feelings, requesting, labeling, commenting)	
2.1	Uses appropriate NMS	
2.1	Asks and answers questions	
2.3	Initiates, maintains, and ends conversations appropriately	
2.4	Uses appropriate communication strategies when communication is not successful	
2.5	Demonstrates turn-taking behaviors	
2.6	Uses descriptive classifiers to describe a person or object	
2.7	Uses possessive (your, mine) and plural (us-two, you-three) pronouns	
2.8	Refers to things around them during conversations and storytelling; may copy the actions and NMS of others in a story	
2.9	Clear and consistent use of complex handshapes and movements	
2.10	Signs about what they are doing at the time without being asked	
2.11	Begins to use varied inflected verb forms (directional/agreement, dual, temporal aspect)	
2.12	Uses numeral incorporation (i.e., 1,000, time)	
2.13	Understands use of deictic pointing to refer to persons, objects, and places	
2.14	Incorporates negation in signing (i.e., not-know, not-want, not-here, not-me)	
2.15	Role playing used more frequently with characters clearly identified but skills to show changes in roles such as body shifts, eye gaze, and facial expression not used consistently	
2.16	Use of more complex sentences including topicalization and rhetorical questions	
2.17	Begins to use noun modifications to show different meaning (i.e., repeating the noun to show plural)	
2.18	Uses a very slight bounce for double letter (cool, apple)	
2.19	Begins to set up points in space to establish location for people and objects not present in the environment (surrogate)	
2.20	Storytelling becomes more formal (stands in front of audience and signs with clarity) makes frequent self corrections	
2.21	Takes on a variety of roles during conversation and storytelling; changes in roles indicated through facial expression, body shifts, and eye gaze	

Date: _____

Kindergarten
Ages 5-6 year olds
ASL Skills Checklist

Child's Name: _____

D.O.B: _____

Age: _____

Preferred hand of signing: **Left** **Right** **Both**

Using the following scale, rate the student's skills in each area: 0=skill not observed;
1=Emerging; 2=Developing; 3=Mastered

Code	Receptive Skills (Comprehension):	Skill:
1		
1.0	Responds to own name sign	
1.1	Responds to own fingerspelled name	
1.2	Recognizes name signs of others (e.g., Father, doctor, teacher)	
1.3	Understands use of deictic pointing to refer to persons, objects, and places	
1.4	Recognizes signs or NMS that describe feelings	
1.5	Recognizes signs for common objects in the environment	
1.6	Follows simple requests or directions	
1.7	Responds to headshakes or signs indicating negation	
1.8	Responds to headnod or signs indicating affirmation	
1.9	Responds to use of non-manual markers in YES/NO questions	
1.10	Responds to use of non-manual markers in WH-questions	
1.11	Understands and carries out more complex commands and requests	
1.12	Recognizes commonly used fingerspelled words or lexicalized signs (e.g., BUS, DO, WHAT)	
1.13	Recognizes use of verb agreement (directionality)	
1.14	Understands descriptive classifiers	
1.15	Understands use of locative/spatial classifiers to represent objects in specific places	
1.16	Understands plural classifiers indicating number of non-specific numbers	
1.17	Recognizes difference between noun-verb pairs	
1.18	Understands referencing indicating time line	
1.19	Understands role identification of one or more characters through signer's use of role playing and role shifting	
1.20	Follows more complex directions	
1.21		

Using the following scale, rate the student's skills in each area: 0=skill not observed; 1=Emerging; 2=Developing; 3=Mastered

Code 2	Expressive Skills (Productive):	Skill:
2.0	Uses descriptive classifiers to describe a person or object	
2.1	Uses possessive (your, mine, her, his, theirs) and plural (us-two, you-three, they, our) pronouns	
2.1	Refers to things around them during conversations and storytelling; may copy the actions and NMS of others in a story	
2.3	Clear and consistent use of complex handshapes and movements	
2.4	Substitutes basic handshapes for complex handshapes	
2.5	Fingerspelling is used more	
2.6	Marks noun-verb pairs correctly	
2.7	Maintains flow and rhythm in fingerspelling for readability (holds last letter of word before starting next word)	
2.8	Uses referencing to indicate time line	
2.9	Incorporates negation in signing (i.e., not-know, not-want, not-here, not-me)	
2.10	Uses noun modification (vertical/horizontal sweep)	
2.11	Uses topicalization (topic-comment word order)	
2.12	Uses conditionals (if, then)	
2.13	Uses rhetorical questions (why-comment; how)	
2.14	Uses pointing to people, objects, or places not present in the environment	
2.15	Uses role shift to indicate two or more characters in dialogue	
2.16	Uses appropriate eye gaze while role-playing for character establishment	
2.17	Uses lexicalized fingerspelling (JOB, WHAT)	
2.18	Uses very slight bounce for double letter (cool, apple)	
2.19	Signs about what he/she is doing at that time without being asked	
2.20	Uses varied inflected verb forms (directional/agreement, dual, temporal aspect)	
2.21	Marks adverbs by using neck, jaw, and mouth	
2.22	Marks adjectives by using facial expression	
2.23	Uses deictic pointing to refer to self, people, objects, or places in the environment	
2.24	Uses verb modifications to show intensity, manner, number and distribution	
2.25	Uses sign modification and facial expression appropriately	
2.26	Uses instrument classifiers to describe how objects are handled or how they work	
2.27	Uses locative classifiers to represent an object in a specific place sometimes including movement	
2.28	Uses plural classifiers to indicate number or non-specific number	
2.29	Uses role-playing to assume one character or more during a narrative storytelling	

Date: _____
Early Childhood Education
Preverbal Communication Intentions
&

Spoken English Development Checklist

Child's Name: _____ AGE: _____ DOB: _____
 Teacher/Class: _____

Amplification: None hearing aid cochlear implant

Consistency of Use:
 ___ all day ___ intermittent use ___ rarely ___ never

Preverbal Communication Intentions for Spoken English

Using the following scale, rate the student's skills in each area: 0=Not Applicable; 1=skill not observed; 2=Emerging; 3=Developing; 4=Mastered

Code 1	Preverbal Communication Intentions:	Skill:
1.0	Uses eye contact to initiate/regulate social interaction	
1.2	Responds to appropriate attention-getting techniques	
1.2	Uses appropriate attention-getting techniques	
1.3	Responds to others by smiling, laughing or waving	
1.4	Communicates distress by protesting or rejecting	
1.5	Refers to objects by pointing, giving and showing	
1.6	Demonstrates turn-taking behaviors	
1.7	Gives consistent visual and/or auditory attention to the signer/speaker	
1.8	Shows interest in conversation between two or more people	
1.9	Imitates simple movements and facial expressions of others	
1.10	Communicates with use of gestures	
1.11	Displays a range of communicative intentions (express feelings, requesting, labeling, commenting)	
1.12	Uses appropriate facial expressions	

Date: _____

Spoken English Development Checklist

Using the following scale, rate the student's skills in each area: 0=Not Applicable; 1=skill not observed; 2=Emerging; 3=Developing; 4=Mastered

Code 2	Receptive Skills:	Skill:
2.0	Detects the presence or absence of sound and/or speech	
2.1	Demonstrates an interest in sound and/or speech	
2.1	Indicates when something is heard by pointing to the ear, nodding head, vocalizing or smiling	
2.3	Responds to loud inside environmental sounds when attention is directed to the sound (blender, mixer, vacuum cleaner, TV)	
2.4	Responds to inside/outside environmental sounds or speech without attention being called to the sound	
2.5	Comprehends non-linguistic sounds in the natural environment	
2.6	Demonstrates an awareness that speechreading provides information	
2.7	Maintains appropriate eye contact with the speaker's face	
2.8	Recognizes and interprets common facial expressions and gestures	
2.9	Comprehends words and short phrases in a structured environment (i.e., child's name)	
2.10	Comprehends words and short phrases in the natural environment (i.e., the big red ball)	
2.11	Comprehends and follows spoken directions	
2.12	Participates in spoken conversation interactions with one peer	
2.13	Attends to spoken group conversations	
2.14	Demonstrates incidental auditory learning	

Code 3	Expressive Skills:	Skill:
3.0	Produces vocalization on demand	
3.1	Produces spontaneous vocalization	
3.2	Produces appropriate vocal quality (i.e., volume, pitch, resonance, voicing) in sounds/syllables/words/phrases/sentences	
3.3	Imitates mouth movements in words/phrases/sentences	
3.4	Uses appropriate mouth movement in words/phrases/sentences	
3.5	Produces the correct number of syllables in words/phrases/sentences	
3.6	Uses speech spontaneously during communication	
3.7	Uses speech with unfamiliar people to get something he/she desires	
3.8	Exhibits the ability to meaningfully communicate using words and phrases in structured settings	
3.9	Exhibits the ability to meaningfully communicate using words and phrases in the natural environment	
3.10	Speech is understood by others who are familiar with him/her	
3.11	Speech is understood by others who are not familiar with him/her	

Code 4	Phonemic Awareness:	Skill:
4.0	Aware that mouth movement is related to print	
4.1	Identifies relationship between letters and mouth movement and/or sounds	
4.2	Produces correct mouth movement for specific sounds associated with a letter or letter combination	
4.3	Uses mouth movement to help with printed word production and/or recognition.	
4.4	Uses phonics based cueing system to assist in reading, spelling, or word pronunciation	

Date: _____

Receptive and Expressive Communication Continuums

Observe the student in each of the communication contexts listed below. Please use the scales to indicate the student's communication (receptive and expressive) in each context by checking the appropriate box.

Receptive Communication

Adapted from McConkey Robbins, 2001

Communication Type	In the Classroom with teacher	In the Classroom with peers	In Social Situations with adults	In Social Situations with hearing peers	In Social Situations with deaf peers	1:1 interaction during assessment/therapy
V Visual Communicator <ul style="list-style-type: none"> Accesses information visually via ASL/signs 						
VA Visual/auditory Communicator <ul style="list-style-type: none"> Accesses most information visually via ASL/signs obtains some benefit from auditory information 						
VA Visual/Auditory Communicator <ul style="list-style-type: none"> Equally able to access information visually via ASL/signs or through listening 						
Av Auditory/visual Communicator <ul style="list-style-type: none"> Accesses most information through spoken English; sometimes needs visual support via signs/visual cues for clarification 						
A Auditory Communicator <ul style="list-style-type: none"> Accesses all information via spoken English 						

McConkey Robbins, A. (2001) Sign of the Times; Cochlear Implants and Total Communication, Loud and Clear; A Cochlear Implant Rehabilitation Newsletter, Advanced Bionics, Vol.4, Issue2

Expressive Communication
(concept developed by Bettie Waddy-Smith)

Communication Preference	In the Classroom with teacher	In the Classroom with peers	In Social Situations with adults	In Social Situations with hearing peers	In Social Situations with deaf peers	1:1 interaction during assessment/therapy
<p style="text-align: center;">S Fully Sign Communicator</p> <ul style="list-style-type: none"> • Uses ASL/Signs Only 						
<p style="text-align: center;">So Mostly Sign Communicator</p> <ul style="list-style-type: none"> • Primarily uses ASL/Signs; uses some oral communication 						
<p style="text-align: center;">SO Sign/Oral Communicator</p> <ul style="list-style-type: none"> • Equally able to use ASL and spoken English 						
<p style="text-align: center;">O_s Mostly Oral Communicator</p> <ul style="list-style-type: none"> • Primarily uses spoken English; uses signs/visual cues for clarification 						
<p style="text-align: center;">O Fully Oral Communicator</p> <ul style="list-style-type: none"> • Uses spoken English only 						