

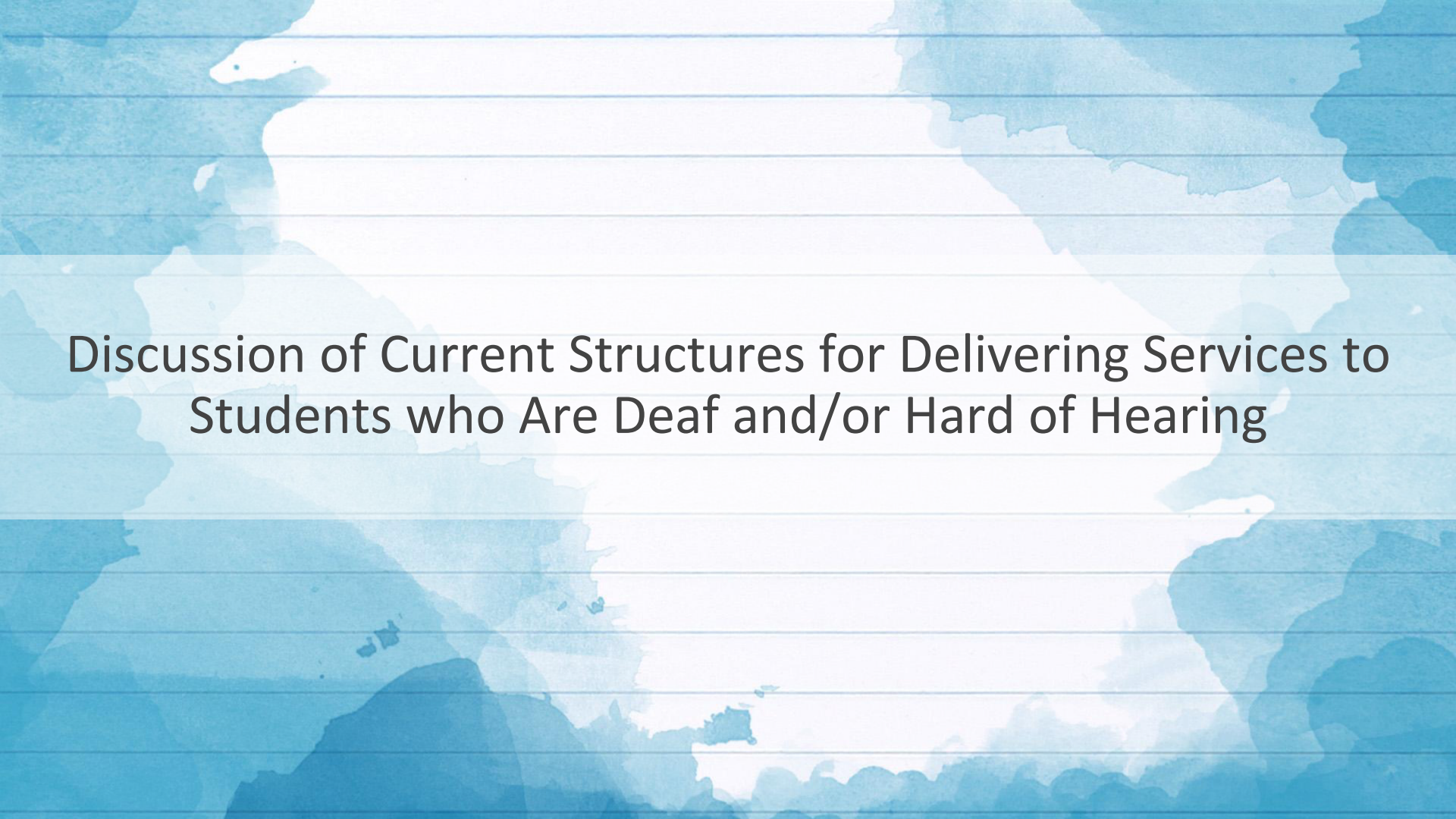
Louisiana Believes

LEAD K Task Force
August 2018

LEAD K Task Force Schedule and Accommodations

LEAD K Task Force meetings will take place on the Louisiana School for the Deaf Campus from 9:30-12:30 on the dates listed below. Four sign language interpreters will be present at all meetings. Any additional accommodations needed by task force members must be submitted at least two weeks prior to each meeting.

Date
August 27, 2018
September 17, 2018
November 5, 2018
December 3, 2018
January 17, 2019



Discussion of Current Structures for Delivering Services to Students who Are Deaf and/or Hard of Hearing

A system of services designed to support families in helping their child progress *developmentally* and to improve their child's *functioning* within the daily routines of the family.

EarlySteps is a “family education and training program.”

EarlySteps: Who is Eligible

- The child must be age birth to the 3rd birthday.
 - The child must live in Louisiana
 - Qualify in one of two ways:
 - **Medical Conditions:** The child must have a diagnosed *physical or mental condition* that has a high probability of resulting in a developmental delay.
 - *Hearing loss criteria:*
 - Sensorineural loss of 25dB or greater—unilateral or bilateral
 - Conductive hearing loss of 25 dB or greater—unilateral or bilateral
 - Mixed loss
- Includes many of the medical conditions associated with hearing loss

Services:

Assistive Technology

Audiology

Health /Medical

Nursing

Nutrition

OT, PT, Speech Therapy

Psychological

Service Coordination

Social Work

Special Instruction

Vision

Translation/Interpreter

EarlySteps: Who is Eligible

- The child is experiencing *developmental delays as measured by a developmental assessment (Battelle Developmental Inventory-2)* in 2 of the following areas:
 - Physical Development (crawling, walking, seeing, hearing)-*fine or gross motor.*
 - Cognitive Development (learning skills or problem solving)
 - Social and Emotional Development (playing with others, showing feelings)
 - Adaptive Development (feeding, getting dressed)
 - Communication (listening, talking, expressing self)-*receptive or expressive*

What is Child Find?

Identify, locate and evaluate all infants and toddlers who are eligible for EarlySteps services.

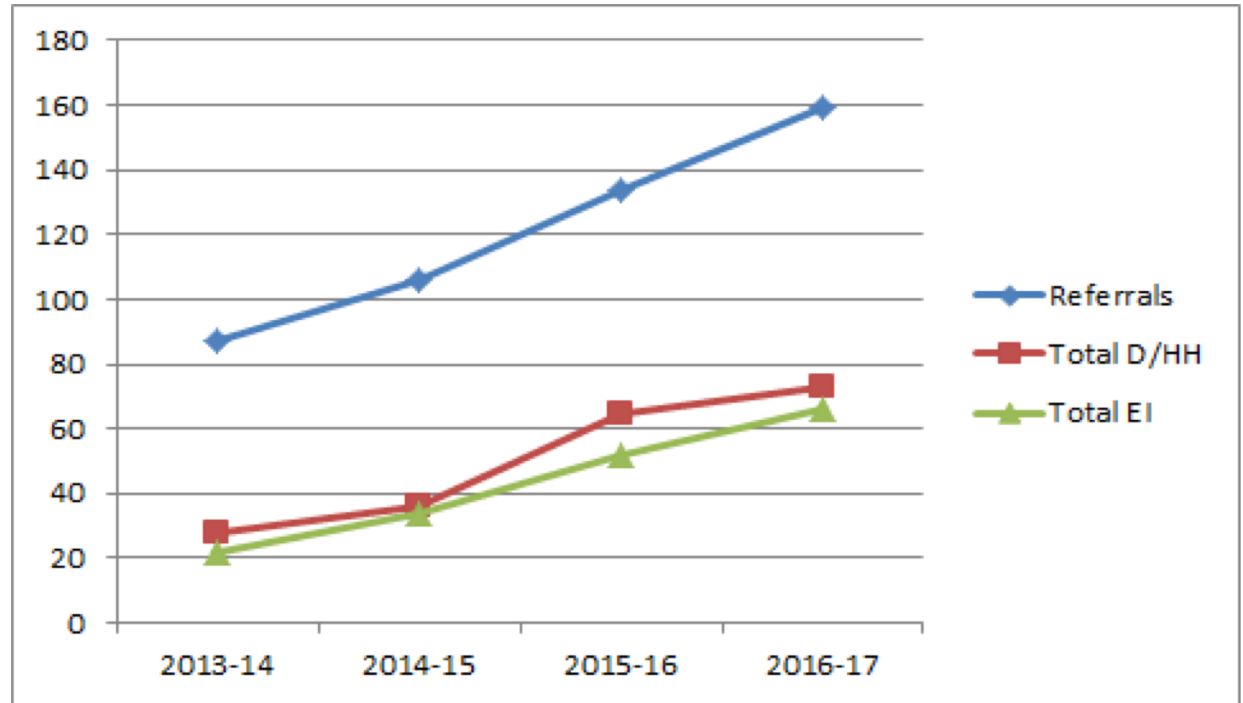
EarlySteps and Child Find

LA supports approx. 2.9% (APR) of the population of infants and toddlers in the state.

=Approximately 5,480 children or 9,747 total for FY 2017-18.

Approximately 115 children with a D/HH diagnosis

Data Trends





Evaluation and Assessment

Evaluation

BDI-2 used for eligibility determination and outcome assessment

BDI-2 is administered at entry, annually and at exit

Assessment/Progress Monitoring

Progress Monitoring tools selected by provider and are discipline specific

Progress monitoring occurs quarterly

Communication Structures for Progress:

Contact Notes for each session, Monthly calls, Quarterly team meetings, annual eligibility evaluation and annual IFSP review--with all team members--e.g. PPEP, LEA.

Transition

The IDEA requires that students receiving services under Part C (EarlySteps) transition to services under Part B (Local LEA) if eligible by their third birthday.

Early Childhood Classrooms

Act 3 (2012) called for the establishment of the Louisiana Early Childhood Care and Education Network to unify the state's early childhood education programs. This statewide network includes every publicly funded Pre-K, child care, and Head Start Program within the state.

- **Student Population:** Ages 0-5
- **Tools used for assessment:** GOLD by Teaching Strategies
- **Frequency of assessment:** three times a year
- **Domains of assessment:** Social- emotional, physical, language, cognitive, literacy, mathematics, science and technology, social studies, arts, English language acquisition

<https://teachingstrategies.com/our-approach/our-38-objectives/>

PPEP is a State Funded- Parent Choice Program that provides Unbiased Information and Support to families of children with a Hearing Diagnosis.

Program Services Include:

*Visits from Teachers who specialize in the education of young children with hearing loss.

*Parent Education and Support

*Support with Audiological Visits

*Language Development Monitoring and Coaching

*Parent Networking Opportunities

*Advocacy Support with IFSPs and IEPs.

Parent Pupil Education Program

- **Student Population:** Any child with a hearing diagnosis. Family and child is served until the child transitions into their LEA. Support available if needed thereafter.
- **Tools used for formal evaluation:** SKI HI Language Development Scale, Kendal Proficiency Scale, AEPS
- **Frequency of formal evaluations:** 2-3 times yearly
- **Tools used to monitor progress:** Developmental Milestone Checklists, Parent report, Therapist/Audiologist reports
- **Frequency of progress monitoring:** Weekly to Monthly depending on the frequency of visits
- **Communication structures for progress:** Collaboration between Parents, IFSP team members, and other Professionals working with the child and family.



Discussion of Tools

Task Force Objective

Per Act 455 (2018) the task force is charged with reviewing and making recommendations relative to existing tools or assessments for educators to use to assess the language and literacy development of children who are deaf or hard of hearing. Tools shall be all of the following:

- a.) standardized, norm- referenced, and validated
- b.) able to track such children's expressive and receptive language and cognitive abilities compared to peers who are not deaf or hard of hearing
- c.) able to be used to establish or modify a child's individualized education program (IEP) or individualized family services plan (IFSP).

Tools for Consideration

Task force members were asked to submit tools for consideration by the full task force. 11 members submitted recommendations for consideration.

Comprehensive Tools

- Battelle Developmental Inventory
- Assessment, Evaluation, and Programming for Infants and Children (AEPS)
- CDC Milestone reference materials
- My IGDIs

Language Specific Tools

- Receptive- Expressive Emergent Language Test (REEL)
- Systematic Analysis for Language Transcription (SALT)
- Visual Communication and Sign Language Checklist
- Kendall Conversational Proficiency Levels
- Peabody Picture Vocabulary Test
- Ski Hi
- Test of Early Language Development (TELD)
- Test of Language Development (TOLD)
- Preschool Language Scales (PLS5)
- Clinical Evaluation of Language Fundamentals- Preschool (CELF-P)
- Expressive Vocabulary Test (EVT)
- Cottage Acquisition Scale of Listening, Language, and Speech (CASLLS)
- Communication and Symbolic Behavior Scales (CSBS)

Tools for Consideration

Task force chairs
recommend the full
committee further
examine Ski Hi and
SALT

Do these tools meet the criteria specified in the law?

- a.) standardized, norm- referenced, and validated
- b.) able to track such children's expressive and receptive language and cognitive abilities compared to peers who are not deaf or hard of hearing
- c.) able to be used to establish or modify a child's individualized education program (IEP) or individualized family services plan (IFSP).

Additional questions to consider:

- Who is able to administer the tool?
- What information does it provide and in what format?
- How could the tool be implemented in the existing structures in the state?



Next Meeting September 17, 2018