

THE LANGUAGE ASSESSMENT OF CHILDREN WHO ARE DEAF/HARD OF HEARING AGES BIRTH THROUGH 8 YEARS

A Report with Recommendations from
the Advisory Committee

Appointed by the Governor in response
to K.S.A. 75-5397e

Submitted to the Office of the Governor
and the
Kansas State Legislature

January 31, 2018

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K.S.A. 75-5397e ADVISORY COMMITTEE MEMBERS

The law specifies an advisory committee consisting of seven (7) ex officio members and nine (9) members representing various constituencies. The nature of the representation is noted for each member. The chairperson and vice chairperson were designated by the committee at its first meeting.

Dr. Robert Maile, Chair	Knowledgeable about teaching and using both ASL & English in the education of children who are deaf/hard of hearing
Erin Schuweiler, Vice Chair	Sound START representative (ex officio)
Luanne Barron	Kansas State School for the Deaf (KSSD) seat on KCDHH (ex officio)
Robert Cooper	Kansas Commission for the Deaf and Hard of Hearing (KCDHH) Executive Director (ex officio)
Nancy Defazio	Parent, using spoken English with or without visuals
Janet Goodenow	Teacher of the Deaf, using spoken English with or without visuals
Dr. Petra M. Horn-Marsh	Linguistic background, research on language outcomes
Dr. Joan Houghton	Kansas State Department of Education (KSDE) seat on KCDHH (ex officio)
Joan Macy	Teacher of the Deaf, using both ASL and English during instruction
Robin Olson	Teacher of the Deaf, expertise in curriculum development and instruction of ASL and English
Kristin Pedersen	Speech Language Pathologist, experience with ages birth-8
Liz Schardine	Kansas Department of Health and Environment (KDHE) seat on KCDHH (ex officio)

Heather Staab	Kansas Department of Health and Environment (KDHE), Early Intervention Program/IDEA Part C (ex officio)
Dr. Vera Stroup-Rentier Barbara Dayal Laura Jurgensen	Kansas State Department of Education (KSDE), Early Education Program/IDEA Part B (ex officio)
Angie Walker	Teacher of the Deaf, expertise in assessing language development in both ASL and English
Katie Wise	Parent, using both ASL and English

INTRODUCTION/ORGANIZATION OF THIS REPORT

The Advisory Committee members convened seven times over a period of 15 months to develop the recommendations contained in this report. The business of the committee was formulated via four sub-committees, namely:

- Assessment Instruments and Milestones
- Qualifications and Training
- Database/Reporting Results
- Considerations Related to Implementation

Members of the Advisory Committee selected the sub-committees which best fit their expertise and interests, many serving on multiple committees. The composition of each sub-committee is included with the reports of the committees in the Appendix.

K.S.A. 75-5397e includes 15 mandates to be incorporated into the recommendations of this committee. This report includes:

- the mandates,
- specific responses to each mandate,
- recommendations related to implementation which go beyond the requirements of the law, and
- closing observations and remarks.

More in-depth information related to committee deliberations and recommendations are included in the report of each sub-committee in the Appendix. The Appendix also includes those documents needed to implement the recommendations in this report.

COMMITTEE RECOMMENDATIONS/RESPONSES TO MANDATES

Collaborate with the coordinating council on early childhood developmental services and the Kansas state special education advisory council.

Presentations were made to both of these bodies prior to finalizing recommendations; feedback was solicited and received. In addition, there was a member of each of these two councils on this advisory committee.

Solicit input from professionals trained in the language development and education of children who are deaf or hard of hearing on the selection of specific language developmental milestones.

In addition to the broad expertise represented on the Assessment Instruments/Milestones Subcommittee, responses were solicited and received from the following organizations: Kansas Commission for the Deaf/Hard of Hearing (KCDHH), Kansas Coordinating Council on Early Childhood Developmental Services (SICC), Special Education Advisory Council (SEAC), Professors at the University of Manitoba, Gallaudet University, Tulsa University, Kansas State Department of Education Annual Conference, Kansas Department of Health and Environment (KDHE), Kansas Speech Language Hearing Association (KSHA), and Kansas Instructors for the Deaf (KID).

Review, recommend and monitor the use of existing and available language assessments for children who are deaf or hard of hearing.

An extensive review of existing assessment instruments resulted in the recommendations and protocols contained in Appendix D. Additional information regarding the development of these recommendations is contained in the Report of the Assessment Instruments/Milestones Subcommittee (Appendix B).

The Advisory Committee's charge to monitor the use of language assessments cannot be discharged directly as this committee will cease to exist after June 30, 2018. It is recommended that oversight be provided by the Kansas State School for the Deaf, via agreements with the three state agencies involved, that is, the Kansas Commission for the Deaf and Hard of Hearing, Kansas State Department of Education, and the Kansas State Department of Health and Environment.

Identify and recommend qualifications of language professionals with knowledge of the use of evidence-based best practices in English and American Sign Language who can be available to advocate at IFSP and IEP team meetings.

An advocate in the sense incorporated in this law does not refer to a state appointed individual acting in lieu of the parent. It is meant to be a person who understands the interrelationship between language acquisition and deafness, who can explain the language assessment results and their implications to both parents and education service delivery personnel, as well as provide recommendations to the child's team based on assessment results. It is our recommendation that this advocate be the language assessment evaluator.

Additional details are available in the Report of the Qualifications and Training Subcommittee (Appendix E).

Identify qualifications of language assessment evaluators with knowledge on the use of evidence-based best practices with children who are deaf or hard of hearing and the resources for locating such language assessment evaluators.

Language assessment evaluators must be fluent in the communication mode of the child and must have experience with and/or training in the administration of the requisite assessments. The following professionals possessing experience with, knowledge of and/or training in the education of children who are deaf/hard of hearing and language acquisition would be qualified as a language assessment evaluator: teacher of the deaf, speech/language pathologist, early childhood special educator. Information on the availability of such language assessment evaluators and/or requisite training may be obtained via the Kansas State School for the Deaf. (See Appendix E for more information.)

Identify procedures and methods for communicating information on language acquisition, assessment results, milestones, assessment tools used and progress of the child to the parent or legal guardian of such child, teachers and other professionals involved in the early intervention and education of such child.

All assessment related information will be packaged and conveyed to both parents and professionals in a manner characterized by clear, concise communication. A comprehensive written report provided to parents and the designated service delivery agency, along with the use of a language assessment evaluator serving as an advocate as stipulated in this law, will assure the fulfillment of this mandate.

The mechanics for conveying information to all stakeholders are currently in place with the Kansas State Department of Education (KSDE) and the Kansas Department of Health and Environment (KDHE) for all identified children who are deaf/hard of hearing. The format for a definitive report containing all the requisite information referenced in this mandate will need to be developed by the agencies involved during the first year of implementation.

More specific information is contained in the Report of the Qualifications and Training Subcommittee (Appendix E) and the Report of the Database/Reporting Results Subcommittee (Appendix F).

Language assessments that include data collection and timely tracking of the child's development so as to provide information about the child's receptive and expressive language compared to such child's linguistically age-appropriate peers who are not deaf or hard of hearing.

Language assessments have been previously identified and are noted in Appendix D. Statewide standardized assessment of hearing children does not occur until grade 3 (approximately age 8). At that time children who are deaf/hard of hearing will be taking the same language/reading assessments, enabling a direct comparison in whatever disaggregated manner is desired. However, the English language milestones (see Appendix C) are based on a

normal hearing population in the designated age ranges. A deaf/hard of hearing child's progress through these milestones represents a comparison with hearing peers.

Language assessments conducted in accordance with standardized norms and timelines in order to monitor and track language developmental milestones in receptive, expressive, social and pragmatic language acquisition and developmental stages to show progress in American Sign Language literacy, English literacy, or both, for all children who are deaf or hard of hearing from birth through the age of eight.

Language milestones in both ASL and English are delineated in Appendix C. Progress reports for individual children are to incorporate progress toward meeting milestones.

Language assessments delivered in the child's mode of communication and which have been validated for the specific purposes for which each assessment is used, and appropriately normed.

Language assessments must be administered by language assessment evaluators fluent in the communication mode of the child, whether it be American Sign Language, spoken English or a signed English system.

The chart delineating recommended assessments (Appendix D), also indicates the population on which it was normed. All were normed for the age range stipulated; most were normed with hearing children. Four of the 18 assessments listed were normed with children who are deaf/hard of hearing.

Use of assessment results, in addition to the assessment required by federal law, for guidance on the language developmental discussions by IFSP and IEP teams when assessing the child's progress in language development.

As previously noted, assessment results will be conveyed to parents and professionals, and a language assessment evaluator serving as an advocate for the child will focus on language developmental discussions.

Reporting of assessment results to the parents or legal guardian of the child and the applicable agency.

Results are to be reported in a format to be determined by the agencies involved.

Reporting of assessment results on an aggregated basis to the committees on education of the house of representatives and the senate.

Kansas State Department of Education (KSDE), Kansas Department of Health and Environment (KDHE), Kansas State School for the Deaf (KSSD) and Kansas Commission for the Deaf/Hard of Hearing (KCDHH) have entered into agreements which will enable the appropriate reporting of results to the stipulated committees.

Reporting of assessment results to the members of the child's IFSP or IEP team, which may be used, in addition to the assessment required by federal law, by the IFSP or IEP team, as applicable, to track the child's progress, and to establish or modify the IFSP or IEP.

Assessment results will be shared as previously noted. The language assessment evaluator serving as an advocate will help clarify programming and placement options for best meeting identified needs.

The state department of education, the department of health and environment and the state school for the deaf shall enter into interagency agreements with KCDHH to share aggregate data.

Requisite agreements are currently in the process of being developed and approved by the agencies involved.

On or before January 31, 2019, and each January 31 thereafter, KCDHH shall publish a report that is specific to language and literacy developmental milestones of children who are deaf or hard of hearing for each age from birth through the age of eight, including those who are deaf or hard of hearing and have other disabilities, relative to such children's peers who are not deaf or hard of hearing. Such report shall be based on existing data reported with the federally required state performance plan on pupils with disabilities. KCDHH shall publish the report on its website.

The above referenced report will incorporate existing SPP data as well as the new data obtained via the assessments mandated by this law. It is recommended that the implementation of this law be phased in over a period of five (5) years (explained more thoroughly in the next section); consequently, results reported will not immediately include all children who are deaf/hard of hearing ages birth through 8.

COMMITTEE RECOMMENDATIONS/GOING BEYOND THE MANDATES

While not required as a mandate of this law, it seemed appropriate to consider some issues and possibilities related to its implementation. A timeline for commencing the assessments, a lead agency for organizing and conducting the assessments, various organizational considerations and anticipated costs were a focus of the Considerations Related to Implementation Sub-Committee. Several key recommendations are:

- Phasing in of assessments over a period of five (5) years beginning with the KSSD Sound START (birth-three) population in 2018-2019. Subsequent years would expand assessments to students attending the Kansas State School for the Deaf, all children who are deaf/hard of hearing ages birth-3, all children who are deaf/hard of hearing ages 3-5, and finally all children who are deaf/hard of hearing ages 5-8.
- Designating the Kansas State School for the Deaf as the lead agency for implementation of the assessment program in a partnership with KSDE, KDHE and KCDHH. It was clear to the Advisory Committee that KSSD possesses the greatest concentration of expertise in deaf education, and would be in the best position to coordinate and implement assessment programming.
- An optimal organizational structure with additional positions and a statewide stakeholder's council were envisioned. This is something that could evolve over the 5-year phase-in period.
- Initial costs of implementation for Phases 1 and 2 were estimated at approximately \$200,000. This would include securing materials, training, travel, and additional personnel. Much of this will be absorbed by the agencies involved for the first two years. Budgets for the ensuing years will be developed during the initial phases.

Additional information and details regarding implementation are contained in Appendix G.

CONCLUDING REMARKS/OBSERVATIONS

“The limits of my language are the limits of my world.”

The message conveyed by this observation of Austrian philosopher Ludwig Wittgenstein lends a sense of urgency to the work of this committee. No child’s world should be limited by a diminished access to language and the interaction associated with it.

Early fluent communication is critical and essential to typical cognitive, social and emotional development and should be pursued vigorously by whatever means or mode is effective for any individual child. The whole purpose of K.S.A. 75-5397e is to ascertain and monitor the acquisition of language by young children who are deaf/hard of hearing, providing the data needed to determine whether current interventions are effective and should be continued, or whether alternative interventions should be considered.

This Advisory Committee has made recommendations for the implementation of a language assessment program which we believe represents the best understanding of current knowledge and practices in early intervention and deaf education. It should be viewed as a living document, subject to change as actual implementation leads to additional insights and understandings, with responses to successes and failures providing the impetus for continued positive language acquisition in Kansas’ children who are deaf/hard of hearing resulting in:

Early fluent communication

Data-driven interventions

Language without limits

Deaf/hard of hearing children with age-appropriate language facility

We believe the initiatives represented by this document will result in a significant movement in a positive direction!

Appendix A: Text of K.S.A. 75-5397e

K.S.A. 75-5397e

AN ACT concerning education; relating to capital improvement state aid; creating a language assessment program for children who are deaf or hard of hearing; creating the Jason Flatt act; requiring suicide prevention training for school district personnel; amending K.S.A. 2015 Supp. 75-2319 and repealing the existing section.

Be it enacted by the Legislature of the State of Kansas:

New Sec. 2.

(a) There is hereby established a language assessment program to be coordinated by the Kansas commission for the deaf and hard of hearing. The purpose of the program is to assess, monitor and track the language developmental milestones of children who are deaf or hard of hearing from birth through the age of eight. The recognized languages used in the education of children who are deaf and hard of hearing are English and American sign language. The scope of the program includes children who may use one or more communication modes in American sign language, English literacy and, if applicable, spoken English and visual supplements.

(b) On and after July 1, 2018, an annual language assessment shall be given to each child who is deaf or hard of hearing and who is less than nine years of age. Language assessments shall be provided either through early intervention services administered by the Kansas department of health and environment, or if the child is three years of age or older, through the school district in which the child is enrolled. Such language assessments shall be provided in accordance with the provisions of this section and any recommendations adopted pursuant to this section.

(c) There is hereby established within KCDHH an advisory committee on the language assessment program. The advisory committee shall consist of 16 members as follows:

(1) Nine members of the advisory committee shall be appointed by the governor as follows:

(A) One member shall be a credentialed teacher of the deaf who uses both ASL and English during instruction;

(B) one member shall be a credentialed teacher of the deaf who uses spoken English with or without visual supplements during instruction;

(C) one member shall be a credentialed teacher of the deaf who has expertise in curriculum development and instruction of ASL and English;

(D) one member shall be a credentialed teacher of the deaf who has expertise in assessing language development in both ASL and English;

(E) one member shall be a speech language pathologist who has experience working with children from birth through the age of eight;

(F) one member shall be a professional with a linguistic background who conducts research on language outcomes of children who are deaf or hard of hearing and use ASL and English;

- (G) one member shall be a parent of a child who is deaf or hard of hearing and who uses both ASL and English;
- (H) one member shall be a parent of a child who is deaf or hard of hearing and who uses spoken English with or without visual supplements; and
- (I) one member who is knowledgeable about teaching and using both ASL and English in the education of children who are deaf and hard of hearing; and
- (2) seven members of the advisory committee shall be ex officio members as follows:
 - (A) One member shall be the executive director of KCDHH;
 - (B) one member shall be the coordinator of the sound start program, or such coordinator's designee;
 - (C) one member shall be the KCDHH commission member representing the state school for the deaf, or such commission member's designee;
 - (D) one member shall be the KCDHH commission member representing the department of health and environment, or such commission member's designee;
 - (E) one member shall be the KCDHH commission member representing the state board of education, or such commission member's designee;
 - (F) one member shall be the coordinator of the early intervention program administered by the department of health and environment, or such coordinator's designee; and
 - (G) one member shall be the coordinator of the early education program administered by the department of education, or such coordinator's designee.

(d) The executive director of KCDHH shall call an organizational meeting of the advisory committee on or before August 1, 2016. At such organizational meeting, the members shall elect a chairperson and vice-chairperson from the membership of the advisory committee. The advisory committee may meet at any time and at any place within the state on the call of the chairperson. A quorum of the advisory committee shall be nine members. All actions of the advisory committee shall be by motion adopted by a majority of those members present when there is a quorum. Any vacancy on the committee shall be filled in accordance with subsection (c).

(e) On or before January 31, 2018, the advisory committee shall develop specific action plans and make recommendations necessary to fully implement the language assessment program. In carrying out its charge under this section, the committee shall:

- (1) Collaborate with the coordinating council on early childhood developmental services and the Kansas state special education advisory council;
- (2) solicit input from professionals trained in the language development and education of children who are deaf or hard of hearing on the selection of specific language developmental milestones;
- (3) review, recommend and monitor the use of existing and available language assessments for children who are deaf or hard of hearing;

- (4) identify and recommend qualifications of language professionals with knowledge of the use of evidence-based, best practices in English and American sign language who can be available to advocate at IFSP or IEP team meetings;
- (5) identify qualifications of language assessment evaluators with knowledge on the use of evidence-based, best practices with children who are deaf or hard of hearing and the resources for locating such evaluators; and
- (6) identify procedures and methods for communicating information on language acquisition, assessment results, milestones, assessment tools used and progress of the child to the parent or legal guardian of such child, teachers and other professionals involved in the early intervention and education of such child.

(f) The specific action plans and recommendations developed by the advisory committee shall include, but are not limited to, the following:

- (1) Language assessments that include data collection and timely tracking of the child's development so as to provide information about the child's receptive and expressive language compared to such child's linguistically age-appropriate peers who are not deaf or hard of hearing;
- (2) language assessments conducted in accordance with standardized norms and timelines in order to monitor and track language developmental milestones in receptive, expressive, social and pragmatic language acquisition and developmental stages to show progress in American sign language literacy, English literacy, or both, for all children who are deaf or hard of hearing from birth through the age of eight;
- (3) language assessments delivered in the child's mode of communication and which have been validated for the specific purposes for which each assessment is used, and appropriately normed;
- (4) language assessments administered by individuals who are proficient in ASL for ASL assessments and English for English assessments;
- (5) use of assessment results, in addition to the assessment required by federal law, for guidance on the language developmental discussions by IFSP and IEP teams when assessing the child's progress in language development;
- (6) reporting of assessment results to the parents or legal guardian of the child and the applicable agency;
- (7) reporting of assessment results on an aggregated basis to the committees on education of the house of representatives and the senate; and
- (8) reporting of assessment results to the members of the child's IFSP or IEP team, which may be used, in addition to the assessment required by federal law, by the child's IFSP or IEP team, as applicable, to track the child's progress, and to establish or modify the IFSP or IEP.

(g) The state department of education, the department of health and environment and the state school for the deaf shall enter into interagency agreements with KCDHH to share statewide aggregate data.

(h) On or before January 31, 2019, and each January 31 thereafter, KCDHH shall publish a report that is specific to language and literacy developmental milestones of children who are deaf or hard of hearing for each age from birth through the age of eight, including those who are deaf or hard of hearing and have other disabilities, relative to such children's peers who are not deaf or hard of hearing. Such report shall be based on existing data reported in compliance with the federally required state performance plan on pupils with disabilities. KCDHH shall publish the report on its website.

(i) The advisory committee shall cease to exist from and after July 1, 2018.

(j) As used in this section:

- (1) "ASL" means American sign language.
- (2) "English" means English literacy, spoken English, signing exact English and morphemic system of signs, CASE, cued speech and any other visual supplements.
- (3) "IEP" means individualized education program.
- (4) "IFSP" means individualized family service plan.
- (5) "KCDHH" means the Kansas commission for the deaf and hard of hearing.
- (6) "Language" means a complex and dynamic system of conventional symbols that is used in various modes for thought and communication.
- (7) "Literacy" includes the developmental stages of literacy, including pre-emergent, emergent and novice levels, as necessary beginning stages to master a language.

Appendix B: Report of Assessment Instruments/ Milestones Sub-Committee

K.S.A. 75-5397e
Assessments/Milestones Sub-Committee
Final Report

Sub-Committee Members:

Erin Schuweiler (Chair)	Dr. Petra M. Horn-Marsh (Vice-chair)	Robin Olson (Secretary)
Janet Goodenow	Joan Macy	Kris Pedersen
Angie Walker	Dr. Vera Stroup-Rentier	Barbara Dayal

Topics Addressed:

- Decide on terminology to use when discussing/assessing/reporting levels of language use—milestones or benchmarks
- Define which parts of language to assess
- Discuss milestone timeline and frequency of reporting
- Develop a milestone tracking document
- Research assessments/protocol
- Identify assessments for American Sign Language (ASL) and English
- Develop recommended assessment protocol

Issues Considered and Perspectives Shared:

- Philosophical Foundation:
 - Different languages develop in a similar manner and follow similar developmental milestones. Each language has individual discrete skills that are unique to their language.
 - All assessment of children should be evidence-based and the information gathered should be based on observations of individual children.
- Considerations for developing milestones:
 - The term “milestones” was selected over benchmarks as it depicts a child’s current state of language development, and it is a naturally occurring progression of development whereas benchmarks imply a set of steps to meet a goal. A delay in meeting milestones can lead to outcome/goal/benchmark development for an individual child’s Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP).
 - Information was gathered from a variety of sources including assessments, professionals in the field, and developmental checklists.
- All children up to age 5 who are on an IFSP or IEP are required to have developmentally appropriate curriculum-based assessments. The assessments chosen for the language assessment program are not intended to replace the curriculum-based assessments but rather to complement them.

- Instead of assessing cognitive skills as part of this protocol, information about cognition will be gathered from infant/toddler assessments and/or other information gained from the school district and cognitive skills will be assumed to be average unless otherwise noted.
- It was determined that semantics (meaning of words) and pragmatics (social use of language) were the most critical areas of development that need to be assessed. Therefore, receptive language, expressive language, and pragmatics were selected as the milestones that would be tracked.
- Speech/Sign Intelligibility becomes important around 2.5 years of age and needs to be assessed as it relates to pragmatic and expressive language. This was chosen over assessing phonology as speech/sign intelligibility identifies the child's ability to initiate/continue a conversation that is understandable to unfamiliar people. Phonology would only really address the child's ability to make specific speech sounds/ASL handshapes in isolation.
- Specific listening skills for spoken English will be embedded into the receptive portions of the milestones and the assessments.
- It was determined that the committee would focus on assessments that addressed a child's ability to verbally respond (ASL, spoken English, and/or other visual supplements) as written assessments added an additional layer of skills that need to be developed.
- Due to the limited assessments currently available in ASL, administration of English assessments may need to be modified, which may impact reporting of the results. Administration may also need to be modified for children using other visual supplements. During implementation, these modifications will need to be addressed.
- Language samples in both ASL and English were determined to be important to include in the assessment protocol. It was determined that the Systematic Analysis for Language Transcription (SALT) would be the most effective analysis to use. During implementation, further decisions will be needed in the following areas:
 - Mechanism for obtaining and analyzing language samples
 - Ensuring fidelity in the recording, transcription, and analysis
 - Coding system for ASL as there is not currently a system in place (in progress)
 - Age at which language samples become too complex to analyze
- There were several worthy assessments that were determined to be appropriate, but due to a concern for excessive testing, were moved to the "Additional Tools" section to be considered when more information is needed for a particular child. The assessments that were considered are listed at the end of this document. While the assessments used for the language assessment program are specifically defined, tiny-k programs and

school districts are not limited to using only these specific assessments when gathering their own information.

Conclusions and Recommendations:

- The **American Sign Language and English Milestones** document was created to track the developmental milestones of all children who are deaf/hard of hearing ages birth through eight in both ASL and English. (See Appendix C.)
- The **Assessments Recommended** document provides information on the tools that were selected for the language assessment program. Additional tools are included and can be utilized if the language assessment evaluator feels more information is needed. Tiny-k programs and school district providers may give other additional assessments, as appropriate. As new assessments become available, this list will need to be reviewed and modified. (See Appendix D.)
- The **Assessment Protocol** document provides a recommended schedule for assessments to be given to children who are deaf/hard of hearing ages birth through eight. The language assessment evaluator may need to choose different assessments that better assess the child's needs, but they should come from the list of recommended assessments. This assessment protocol may need to be modified during implementation. (See Appendix D.)
 - It was determined that an important piece of the assessment protocol is analyzing the access to language. This committee feels that a language accessibility checklist which includes items such as number of communication partners at home and school, consistency of accessible language, accessibility of incidental language, accessibility of language in the community needs to be developed and included as part of the protocol.
 - Observation will be included as part of the assessment. The language assessment program will determine appropriate checklists to be completed to determine language accessibility and/or classroom functioning.

ASL and English Language Assessments Reviewed

<u>ASL</u>	<u>English</u>
MacArthur CDI: ASL (Infants-Preschool) <ul style="list-style-type: none"> Vocabulary 	MacArthur CDI: English (Birth-30months) <ul style="list-style-type: none"> Vocabulary
Communication Matrix <ul style="list-style-type: none"> For children with multiple disabilities and students with limited language Caregiver Interview/Reporting 	Communication Matrix <ul style="list-style-type: none"> For children with multiple disabilities and students with limited language Caregiver Interview/Reporting
Systematic Analysis of Language Transcripts (SALT)/Language Sample <ul style="list-style-type: none"> No software for analysis Global language 	Systematic Analysis of Language Transcripts (SALT)/Language Sample <ul style="list-style-type: none"> Software available for analysis Global language
Kendall Conversational Proficiency (P-Level) (Preschool-Elementary) <ul style="list-style-type: none"> Informal Social Language Academic Language Functions Language Neutral 	SKI*HI Language Development Scale (Birth-5) * <ul style="list-style-type: none"> Receptive and Expressive Language Checklist
CPVT (Preschool-Elementary) <ul style="list-style-type: none"> Vocabulary Standardized 	Peabody Picture Vocabulary Test (PPVT) (2;6-90) <ul style="list-style-type: none"> Receptive Vocabulary
American Sign Language-Receptive Skills Test (ASL-RT) (4-13) <ul style="list-style-type: none"> Receptive syntax of ASL 	Receptive One Word Picture Vocabulary Test (ROWPVT) (2;0-18;11) <ul style="list-style-type: none"> Receptive Vocabulary
Visual Language Assessment Tool (VLAT) (1 st -9 th grade) (Proprietary to KSD) <ul style="list-style-type: none"> Expressive/Receptive Language Comprehension 	Expressive One Word Picture Vocabulary Test (EOWPVT) (2;0-18;11) <ul style="list-style-type: none"> Expressive vocabulary
ASL Phonological Awareness Test (ASL-PAT) (4-8) <ul style="list-style-type: none"> Phonology 	Expressive Vocabulary Test (EVT)-(2-90) <ul style="list-style-type: none"> Expressive vocabulary
American Sign Language Assessment Instrument (ASLAI) <ul style="list-style-type: none"> Receptive Language 	Preschool Language Scale-5 (Birth-6;11) <ul style="list-style-type: none"> Auditory Comprehension and Expressive Language

ASL and English Language Assessments Reviewed

<u>ASL</u>	<u>English</u>
Visual Communication and Sign Language Checklist (VCSL) <ul style="list-style-type: none"> Expressive/Receptive Language 	Clinical Evaluation of Language Fundamentals (CELF) (3-21) <ul style="list-style-type: none"> Overall language skills, expressive and receptive
	Cottage Acquisition Scales for Listening Language Speech (CASLLS) (Birth-8) * <ul style="list-style-type: none"> Receptive/expressive language, speech production, social language, linguistic meaning, syntax
	Goldman-Fristoe (2-21) <ul style="list-style-type: none"> Speech Production
	Arizona <ul style="list-style-type: none"> Speech Production
	SPINE <ul style="list-style-type: none"> Speech Intelligibility
	CSIM (Out of Print) <ul style="list-style-type: none"> Speech Intelligibility
	Early Speech Perception (ESP) <ul style="list-style-type: none"> Receptive Language
	Bracken Basic Concepts Scale (3;0-6;11) <ul style="list-style-type: none"> Expressive Concepts Receptive Concepts
	Test of Relational Concepts (5-13) * <ul style="list-style-type: none"> Comprehension of basic concepts
	Oral and Written Language Scales (OWLS) (3-21) <ul style="list-style-type: none"> Listening Comprehension Oral Expression
	Grammatical Analysis of Elicited Language (GAEL) (3-12) * <ul style="list-style-type: none"> Spoken/Signed English Expressive Language

ASL and English Language Assessments Reviewed

<u>ASL</u>	<u>English</u>
	Rhode Island Test of Language Structure (3;0-5;6) * <ul style="list-style-type: none"> • Receptive test for spoken and signed syntax (English)
	Assessment of Children's Language Comprehension (ACLC) (3;6-6;0) <ul style="list-style-type: none"> • Comprehension of Critical Elements of Increasing Length
	Language Processing Test (5-12) <ul style="list-style-type: none"> • Language processing skills • Used for semantic skills
	The Rossetti Infant-Toddler Language Scale (Birth-36 months) <ul style="list-style-type: none"> • Global Language
	Structured Photographic Expressive Language Test (SPELT) (3;0-9;11) <ul style="list-style-type: none"> • Expressive morphology and syntax
	Test of Problem Solving (6;0-12;11) <ul style="list-style-type: none"> • Language based critical thinking skills
	Test of Semantic Skills (TOSS) (4-13) <ul style="list-style-type: none"> • Standardized • Receptive and Expressive Semantic Skills
	Token Test for Children (TOKEN) (3;0-12;5) <ul style="list-style-type: none"> • Receptive Test • Following commands
	The WORD Test (6-18) <ul style="list-style-type: none"> • Expressive semantics
	Integrated Scales of Development (Birth-48 months) * <ul style="list-style-type: none"> • Milestones chart: Listening, Receptive, Expressive, Speech, Cognition, Social Language

ASL and English Language Assessments Reviewed

<u>ASL</u>	<u>English</u>
	Test of Narrative Language-2 nd Edition (TNL-2) <ul style="list-style-type: none">• Expressive Language
	Receptive-Expressive Emergent Language Test-Third Edition (REEL-3) (Birth-3 years) <ul style="list-style-type: none">• Receptive/Expressive language

*Normed/Developed for Deaf/Hard of Hearing

Appendix C: Language Milestones



Language Milestones

American Sign Language and English

Developed by the K.S.A. 75-5397e Advisory Committee
2018

Glossary

Language: Language is the comprehension and/or use of a spoken (i.e., listening and speaking), signed (i.e., signing and observing), and written (i.e., reading and writing) systems. Language can be classified as receptive and expressive. In some cases, augmentative/alternative communication may be required for individuals demonstrating impairments in gestural, spoken, and/or written modalities.

Language Milestones: “...development of language use which is methodical, orderly and timed; it goes through a gradient that can be divided into orderly sequences which can follow each other with such regularity that they are in the main predictable.” Gesell, 1947

American Sign Language (ASL): A naturally evolving, rule-governed complete language that is expressed through signing combined with facial expressions and postures of the body and perceived through the visual channel. American Sign Language has grammatical features including use of space, verb directionality, temporal aspect, lexicalized fingerspelling, classifiers, non-manual markers, among others, which are not found in spoken language.

English: A naturally occurring, rule-governed complete language that is expressed through speaking and is perceived through auditory channels. English means English literacy*, spoken English, and other visual supplements including, but not limited to, Signing Exact English and morphemic system of signs, Conceptually Accurate Signed English (CASE), and Cued Speech.

Expressive language: How a person communicates their wants and needs. It encompasses verbal and nonverbal communication skills and how an individual uses language. Expressive language skills include: facial expressions, gestures, intentionality, vocabulary, semantics (word/sentence meaning), morphology, and syntax (grammar rules).

Receptive language: The comprehension of language. Comprehension involves attention, listening (auditorily and visually), and processing the message to gain information. Areas of receptive language skills include: attention, receptive vocabulary, following directions, and understanding questions.

Social Communication: The way a person uses language in social contexts and to interact with others. Incorporating verbal and nonverbal communication, social (also known as pragmatic) skills are the essence of communication. Each culture has its own social/pragmatic use of language including idioms, jokes, slang, affect, and tone of voice/use of facial expression.

**While English literacy is an integral part of English competency, this document is intentionally focused on spoken English, therefore reading and writing skills are not included.*

This is a living document that will be revised periodically as more knowledge about language development in young deaf and hard of hearing children is discovered. It is intended to be used by professionals to monitor American Sign Language and/or English development in deaf and hard of hearing children from birth through age 8. Because young children have varying levels of access to sound, it is important to monitor their language development to identify possible language issues as early as possible and implement interventions. Some children will have access to spoken English and/or visual supplements and will develop English competency at approximately the same rate as their peers with typical hearing. Other children will have varying access to sound and will develop American Sign Language as their primary language. If a child is meeting milestones in either language, their development can be considered age appropriate. If a child is not meeting milestones in either language, intervention will be crucial to prevent further delays and to assist the child in developing foundational language competency needed to thrive academically, socially, and personally.

How to use this document:

Charts are organized by age and include Receptive Language skills, Expressive Language skills, and Social Communication skills. Each chart includes general language competencies plus specific skills found in each language. **General Language Competencies are in blue. These are skills that emerge at the same time in American Sign Language and English and are common to both languages.** A=ASL E=English: check A or E to notate in which language a skill is demonstrated by the child. If the skills are demonstrated in both languages, check both A and E. In addition to the general skills, **skills specifically found in ASL are in pink** and skills specifically found in English are in black.

This sample chart is for young children age 0-3 months.

Receptive -Responds to person's face/looks attentively at person's face (by 3 months) A <input type="checkbox"/> E <input type="checkbox"/>		Expressive -Cries to express hunger and anger A <input type="checkbox"/> E <input type="checkbox"/> -Brings hands to mouth A <input type="checkbox"/> E <input type="checkbox"/> -Coos, gurgles, laughs, and smiles A <input type="checkbox"/> E <input type="checkbox"/> -Expresses basic emotions and needs A <input type="checkbox"/> E <input type="checkbox"/>		Social Communication -Smiles/responds to mother/caregiver <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> -Has brief eye contact but by 3 months regularly looks directly at speaker's face, localizes speaker with eyes <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/>	
ASL -Begins to look at the visual environment with alertness	English -Startles to sudden noises -Responds to talking by quietening or smiling -Discriminates different voices, sounds, & emotions -Searches for sound source	ASL -Begins to play with hands and fingers -Smiles to express pleasure -Occasionally looks in direction of movements to express interest in movements	English -Begins to vocalize to express pleasure -Occasionally vocalizes in response to voice-like sounds	ASL -Begins to enjoy holding and cuddling -Begins to fixate on the face and hands -Looks in direction to which the signer is pointing	English -Responds to speaker with smiles/eye contact -True social smile/coos in response to familiar face -Begins to imitate facial movements

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ASL and English Milestones 0-3 months

Receptive -Responds to person's face/looks attentively at person's face (by 3 months) A <input type="checkbox"/> E <input type="checkbox"/>		Expressive -Cries to express hunger and anger A <input type="checkbox"/> E <input type="checkbox"/> -Brings hands to mouth A <input type="checkbox"/> E <input type="checkbox"/> -Coos, gurgles, laughs, and smiles A <input type="checkbox"/> E <input type="checkbox"/> -Expresses basic emotions and needs A <input type="checkbox"/> E <input type="checkbox"/>		Social Communication -Smiles/responds to mother/caregiver <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> -Has brief eye contact but by 3 months regularly looks directly at speaker's face, localizes speaker with eyes <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/>	
ASL -Begins to look at the visual environment with alertness	English -Startles to sudden noises -Responds to talking by quietening or smiling -Quiets with familiar voice -Discriminates different voices, sounds, & emotions -Searches for sound source	ASL -Begins to play with hands and fingers -Smiles to express pleasure -Occasionally looks in direction of movements to express interest in movements	English -Begins to vocalize to express pleasure -Occasionally vocalizes in response to voice-like sounds	ASL -Begins to enjoy holding and cuddling -Begins to fixate on the face and hands -Looks in direction to which the signer is pointing	English -Responds to speaker with smiles/eye contact -True social smile/coos in response to familiar face -Begins to imitate facial movements

ASL and English Milestones Age 4-6 months

Receptive -Discriminates between angry and friendly tones/facial expressions, cries in response to an angry voice/expression A <input type="checkbox"/> E <input type="checkbox"/>		Expressive -Blows raspberries, coos, yells A <input type="checkbox"/> E <input type="checkbox"/> -Uses non-verbal means to call attention to physical needs, toileting, hunger A <input type="checkbox"/> E <input type="checkbox"/> -Uses non-verbal means to express personal reactions, curiosity, surprise, reluctance A <input type="checkbox"/> E <input type="checkbox"/>		Social Communication -Engages in communicative play, peek-a-boo A <input type="checkbox"/> E <input type="checkbox"/> -Begins to enjoy finger-plays/finger-games A <input type="checkbox"/> E <input type="checkbox"/> -Imitates facial expressions A <input type="checkbox"/> E <input type="checkbox"/> -Shares joint attention A <input type="checkbox"/> E <input type="checkbox"/>	
ASL -Begins to attend to signed motherese-sign with slow tempo, repetitions, and exaggerated movements -Begins to track/follow eye gaze of the signer and movement with alertness	English -Localizes sound source with head or eye turn -Occasionally responds to own name -Usually stops crying in response to voice	ASL -Hand babbling emerges-opens and closes hands, wiggles fingers, twists wrists -Begins to copy physical movements involving the arms, hands, head and face -Begins to smile when sees a familiar person -Begins to laugh when seeing fingers approach to tickle -Begins to express excitement and displeasure -Begins to turn head in response to attention getting behaviors	English -Vocalizes for needs and wants, in response to others, and when alone -Babbles with a variety of vocalizations, vowels and consonants -Tries to imitate sounds	ASL -Enjoys holding and cuddling -Fixates on the face and hands for longer periods of time	English -Maintains eye contact -Produces different vocalizations for different reasons, to socialize, object -Takes the initiative in vocalizing and engages adult in interaction -Starts to understand vocal turn taking, vocalizes in response to adult vocal input

ASL and English Milestones Age 7-9 months

Receptive -Looks attentively at a person's face A <input type="checkbox"/> E <input type="checkbox"/> -Begins to show attention to storytelling/storysigning* A <input type="checkbox"/> E <input type="checkbox"/> -Responds with gestures to such words as <i>up, high, bye bye</i> A <input type="checkbox"/> E <input type="checkbox"/> *storysigning is translating a story into American Sign Language		Expressive -Repeats CV syllables in babble, <i>pa pa</i> A <input type="checkbox"/> E <input type="checkbox"/> -Vocalizes or gestures to request/protest A <input type="checkbox"/> E <input type="checkbox"/> -Uses some gestures/language appropriately, <i>shakes head for no</i> A <input type="checkbox"/> E <input type="checkbox"/> -Smiles, makes eye contact, laughs A <input type="checkbox"/> E <input type="checkbox"/> -Expresses excitement and displeasure A <input type="checkbox"/> E <input type="checkbox"/> -Smiles when sees a familiar person A <input type="checkbox"/> E <input type="checkbox"/> -Uses language to note the disappearance of objects, <i>all gone</i> A <input type="checkbox"/> E <input type="checkbox"/> -Refers to objects by holding, pointing, looking at A <input type="checkbox"/> E <input type="checkbox"/>		Social Communication -Begins to understand two-way intentional communication A <input type="checkbox"/> E <input type="checkbox"/> -Plays more games, pat-a-cake and vocalizes A <input type="checkbox"/> E <input type="checkbox"/> -Enjoys finger games, finger plays A <input type="checkbox"/> E <input type="checkbox"/> -Responds to social games A <input type="checkbox"/> E <input type="checkbox"/> -Imitates the movements of others A <input type="checkbox"/> E <input type="checkbox"/> -Shows a desire to interact with people A <input type="checkbox"/> E <input type="checkbox"/> -Initiates intentional interactions via gestures and vocalizations A <input type="checkbox"/> E <input type="checkbox"/> -Anticipates activities A <input type="checkbox"/> E <input type="checkbox"/> -Nods, waves, and claps A <input type="checkbox"/> E <input type="checkbox"/> -Asks, protests, comments by reaching/pointing A <input type="checkbox"/> E <input type="checkbox"/> -Begins book sharing with adult A <input type="checkbox"/> E <input type="checkbox"/>	
ASL -Uses eyes to attend to signed motherese -Distinguishes facial expressions, anger, friendliness -Tracks/follows eye gaze of the signer with alertness	English -Uses joint reference -Responds selectively to family names, "no," common objects and own name -Enjoys music or singing -Appears to listen to whole conversation between others	ASL -Hand babbles -Laughs when sees fingers approach to tickle -Turns head in response to attention getting behaviors	English -Appears to "sing" -Calls to get attention	ASL -Fixates on the face and hands	English No additional milestones

ASL and English Milestones Age 10-12 months

Receptive -Occasionally gives toys/objects on request A <input type="checkbox"/> E <input type="checkbox"/> -Occasionally follows simple commands, <i>Put that down.</i> A <input type="checkbox"/> E <input type="checkbox"/> -Begins to show interaction and understand greetings A <input type="checkbox"/> E <input type="checkbox"/>		Expressive -Begins to use first words, <i>bye bye, mama</i> A <input type="checkbox"/> E <input type="checkbox"/> -Begins to label objects (without cueing) A <input type="checkbox"/> E <input type="checkbox"/> -Begins to greet others, <i>hi, goodbye</i> A <input type="checkbox"/> E <input type="checkbox"/>		Social Communication -Continues to develop turn-taking skills A <input type="checkbox"/> E <input type="checkbox"/> -Responds to activities, laughter by repeating action A <input type="checkbox"/> E <input type="checkbox"/> -Indicates desire to change activities A <input type="checkbox"/> E <input type="checkbox"/> -Begins directing others by tugging, pushing A <input type="checkbox"/> E <input type="checkbox"/> -Enjoys games and initiates them A <input type="checkbox"/> E <input type="checkbox"/> -Enjoys storytelling/storysigning A <input type="checkbox"/> E <input type="checkbox"/>	
ASL -Automatically follows eye gaze of the signer -Naturally looks at the visual environment with alertness -Looks attentively at a person's face with a purpose -Begins to recognize own name sign	English -Understands/recognizes some object names -Increased attention to speech for prolonged time -Understands 50 words	ASL -Responds to signed motherese with sign babbles -Finger babbles back to conversations or to self -Copies facial expressions, anger or friendliness -Begins to point to self and objects in his/her environment - Begins to sign wants MILK, WATER, MOM, DAD	English -Babbles with intonation: jargon of 4 + syllables sentence-like structures without true words -Uses sound to gain attention and initiate games -Imitates inflections and rhythms by vocalizing -Produces a variety of CV approximations -Points to or touches item to request and comment	ASL -Turns head in response to attention getting behaviors: hand waving, lights on and off, or foot stomping -Uses facial expression/gestures/signs to protest	English No additional milestones

ASL and English Milestones Age 13-15 months

Receptive -Points to self and objects in environment A <input type="checkbox"/> E <input type="checkbox"/> -Follows one-step directions A <input type="checkbox"/> E <input type="checkbox"/> -Begins to answer <i>where, what</i> questions A <input type="checkbox"/> E <input type="checkbox"/>		Expressive -Continues to use jargon/babbling with more true words developing A <input type="checkbox"/> E <input type="checkbox"/> -Imitates/approximates new words A <input type="checkbox"/> E <input type="checkbox"/> -Uses a single word + a gesture A <input type="checkbox"/> E <input type="checkbox"/>		Social Communication -Imitates actions of others A <input type="checkbox"/> E <input type="checkbox"/> -Takes turns as language develops A <input type="checkbox"/> E <input type="checkbox"/> -Involves others by showing things during play A <input type="checkbox"/> E <input type="checkbox"/>	
ASL -Recognizes own name sign -Begins to recognize name signs of family members -Begins to identify pictures/animals/objects in environment upon request	English -Understands new words each week -Searches for objects named but not present -Identifies object from a group	ASL -First ASL signs using simple handshapes C, A, S, 1, 5 -Begins to use gestures to communicate, COME HERE -Communicates wants, SLEEPY, HUNGRY, THIRSTY -Begins to form 2 word phrases, EAT MORE	English -Uses up to 7 words consistently -Incorporates pausing and intonation into jargon -Produces early consonants: b, m, n, t, d, w	ASL -Begins to use name signs to refer to others -Begins to repeat what others sign	English -Uses intonation, pointing, and single words to request

ASL and English Milestones Age 16-18 months

Receptive -Identifies some body parts A <input type="checkbox"/> E <input type="checkbox"/> -Finds familiar objects not in sight A <input type="checkbox"/> E <input type="checkbox"/> -Identifies some clothing, toys, food A <input type="checkbox"/> E <input type="checkbox"/> -Identifies objects in the immediate physical context on request A <input type="checkbox"/> E <input type="checkbox"/>		Expressive -Responds to simple commands, <i>sit down</i> A <input type="checkbox"/> E <input type="checkbox"/> -Imitates words/signs heard/seen A <input type="checkbox"/> E <input type="checkbox"/> -Vocabulary of 10+ meaningful words A <input type="checkbox"/> E <input type="checkbox"/> -Uses words like <i>no, more, mine</i> A <input type="checkbox"/> E <input type="checkbox"/> -Uses two word phrases A <input type="checkbox"/> E <input type="checkbox"/> -Identifies objects and actions in pictures A <input type="checkbox"/> E <input type="checkbox"/>		Social Communication -Prefers to be with familiar people A <input type="checkbox"/> E <input type="checkbox"/> -Shows caution with strangers A <input type="checkbox"/> E <input type="checkbox"/> -Imitates other children A <input type="checkbox"/> E <input type="checkbox"/> -Begins to repeat what was just said A <input type="checkbox"/> E <input type="checkbox"/> -Uses language to get attention of others A <input type="checkbox"/> E <input type="checkbox"/>	
ASL -Recognizes name signs of family members -Identifies familiar pictures/animals/objects in immediate environment upon request -Answers WHERE, WHAT questions about items within immediate environment	English -Follows single step directions -Develops category vocabulary -Responds to yes/no questions with head no/shake	ASL -Uses gestures to communicate -First ASL signs using simple handshapes C, A, S, 1, 5 more clearly formed	English -Decreases use of gesture –more consistent use of verbal words to communicate -Omits final sounds, uses simple versions of adult word	ASL -Uses name signs to refer to others -Repeats what others sign	English -Verbally requests and protests -Initiates verbal interaction -Responds to simple requests for clarification

ASL and English Milestones Age 19-24 months

Receptive -Completes two requests with one object A <input type="checkbox"/> E <input type="checkbox"/> -Chooses two familiar objects A <input type="checkbox"/> E <input type="checkbox"/> -Comprehends action phrases A <input type="checkbox"/> E <input type="checkbox"/> -Begins to understand personal pronouns, <i>my, mine, you</i> A <input type="checkbox"/> E <input type="checkbox"/>		Expressive -Attempts “stories” to tell about experiences A <input type="checkbox"/> E <input type="checkbox"/> -Occasionally imitates 2 word phrases A <input type="checkbox"/> E <input type="checkbox"/> -Uses early & possessive pronouns, <i>I, you, mine</i> A <input type="checkbox"/> E <input type="checkbox"/> -May ask where and what questions A <input type="checkbox"/> E <input type="checkbox"/> -By 24 months uses 2 word phrases with nouns, some verbs and some adjectives A <input type="checkbox"/> E <input type="checkbox"/> -Uses new words regularly A <input type="checkbox"/> E <input type="checkbox"/> -Expressive vocabulary of 50+ words A <input type="checkbox"/> E <input type="checkbox"/> -Refers to self by name A <input type="checkbox"/> E <input type="checkbox"/>		Social Communication -Increases self-confidence/is happy to be with people A <input type="checkbox"/> E <input type="checkbox"/> -Begins to request help when needed A <input type="checkbox"/> E <input type="checkbox"/> -Initiates pretend play A <input type="checkbox"/> E <input type="checkbox"/> -Responds to requests from adults A <input type="checkbox"/> E <input type="checkbox"/> -Practices adult-like conversation about familiar themes A <input type="checkbox"/> E <input type="checkbox"/> -Uses words to interact A <input type="checkbox"/> E <input type="checkbox"/> -Requests information, <i>What is this?</i> A <input type="checkbox"/> E <input type="checkbox"/> -Takes 1-2 turns in conversation A <input type="checkbox"/> E <input type="checkbox"/> -Begins to narrate past events, refer to future actions A <input type="checkbox"/> E <input type="checkbox"/>	
ASL -Begins to point to common areas in the house when asked a WHERE question WHERE MOMMY	English -Points to over 5 body parts -Responds to <i>what</i> questions -Listens to simple stories -By 24 months understands 250-300 words	ASL -Begins to use descriptive classifiers, F-SPOTS -Begins to use non-manual markers, raised eyebrows, squints -Begins to use pronouns, HE, SHE, IT -Begins to use lexicalized signs BUS, ICE -Begins to use simple handshapes B, C, O, A, S, 1, 5 -Begins to use simple movements, straight forward, up, down -Uses headshake + sign for negation -Questions used include WHAT, WHERE, YES, NO	English -Spoken language is up to 50% intelligible with CVC syllables using early developing sounds	ASL No additional milestones	English -Initiates topic and responds with new information

ASL and English Milestones Age 25-30 months

Receptive -Begins to understand size differences, <i>big/little</i> A <input type="checkbox"/> E <input type="checkbox"/> -Begins to understand prepositions, <i>in, on, under</i> A <input type="checkbox"/> E <input type="checkbox"/> -Begins to understand quantity, <i>one, all</i> A <input type="checkbox"/> E <input type="checkbox"/> -Names pictures of objects, animals, people on req. A <input type="checkbox"/> E <input type="checkbox"/> -Points to objects and gives label A <input type="checkbox"/> E <input type="checkbox"/> -Follows 2 step related directions A <input type="checkbox"/> E <input type="checkbox"/> -Begins to understand present, future, <i>today, tomorrow</i> A <input type="checkbox"/> E <input type="checkbox"/> -Begins to understand complex language A <input type="checkbox"/> E <input type="checkbox"/> -Comprehends more complex action phrases A <input type="checkbox"/> E <input type="checkbox"/>		Expressive -Uses 2-3 word phrases more consistently A <input type="checkbox"/> E <input type="checkbox"/> -Asks for help using two + words, <i>wash hands</i> A <input type="checkbox"/> E <input type="checkbox"/> -Begins to name primary colors A <input type="checkbox"/> E <input type="checkbox"/> -Answers wh- questions, <i>What's? Who?</i> A <input type="checkbox"/> E <input type="checkbox"/> -Uses negation, <i>don't like, don't know, no</i> A <input type="checkbox"/> E <input type="checkbox"/> -Refers to self by pronoun <i>me</i> A <input type="checkbox"/> E <input type="checkbox"/> -Repeats 2 numbers counting A <input type="checkbox"/> E <input type="checkbox"/>		Social Communication -Begins to demonstrate parallel play A <input type="checkbox"/> E <input type="checkbox"/> -Shares toys, cooperates in games A <input type="checkbox"/> E <input type="checkbox"/> -Asks for help using two or more words A <input type="checkbox"/> E <input type="checkbox"/> -Uses longer utterances A <input type="checkbox"/> E <input type="checkbox"/> -Tells own age A <input type="checkbox"/> E <input type="checkbox"/> -Completes actions, <i>Give me five</i> A <input type="checkbox"/> E <input type="checkbox"/> -Sometimes repeats what was just said A <input type="checkbox"/> E <input type="checkbox"/> -Answers questions less than half the time A <input type="checkbox"/> E <input type="checkbox"/>	
ASL -combines object + verb FROG JUMP -Begins to recognize own name when fingerspelled	English -Identifies objects by their functions	ASL -Begins to use descriptive classifiers CL:F, CL:O, & CL:3 -Uses non-manual markers, raised eyebrows, squints -Uses pronouns HE, SHE, IT -Uses handshapes B, F, O -Uses possessives MY, YOUR -Begins using non-manual facial adverbs MM REG., DRIVE -Begins using 3-4 sign sentences -Begins to count 1-5 -Begins to tell stories about present situations -Begins to use NOT-YET -Vocabulary range >150 signs	English -Shares previous experiences -Uses 200-300 words -Uses present progressive--ing -Uses prepositions <i>in</i> and <i>on</i> -Uses possessive--s -Spoken language is 50-70% intelligible to familiar listeners	ASL -Increasingly enjoys signed stories and imitates the actions/facial expressions of characters in the story -Begins to use possessive pronouns HIS, HE	English -Pretends to have a conversation on the phone -Talks more in play

ASL and English Milestones Age 31-36 months

Receptive -Understands most common verbs A <input type="checkbox"/> E <input type="checkbox"/> -Understands/responds to more complex language and commands A <input type="checkbox"/> E <input type="checkbox"/> -Carries out 2-3 verbal/signs commands A <input type="checkbox"/> E <input type="checkbox"/> -Understands spatial concepts, <i>in, on, under</i> A <input type="checkbox"/> E <input type="checkbox"/> -Expands concept development A <input type="checkbox"/> E <input type="checkbox"/> -Identifies parts of an object A <input type="checkbox"/> E <input type="checkbox"/> -Understands time concepts, <i>today, yesterday</i> A <input type="checkbox"/> E <input type="checkbox"/> -Understands descriptive words and colors A <input type="checkbox"/> E <input type="checkbox"/> -Identifies/matches colors A <input type="checkbox"/> E <input type="checkbox"/>		Expressive -Converses in 3-4 word simple sentences A <input type="checkbox"/> E <input type="checkbox"/> -Begins using more complex language A <input type="checkbox"/> E <input type="checkbox"/> -Uses questions, <i>yes, no, who, what, where, when</i> A <input type="checkbox"/> E <input type="checkbox"/> -Uses possessive pronouns, <i>his, her</i> A <input type="checkbox"/> E <input type="checkbox"/> -Communicates about who owns what A <input type="checkbox"/> E <input type="checkbox"/> -Uses simple descriptors <i>hot, cold, big, little</i> A <input type="checkbox"/> E <input type="checkbox"/> -Uses commands with two steps A <input type="checkbox"/> E <input type="checkbox"/> -Uses negatives, <i>don't like, don't know, not-yet</i> A <input type="checkbox"/> E <input type="checkbox"/> -Asks 2 word questions, <i>doggie where</i> A <input type="checkbox"/> E <input type="checkbox"/>		Social Communication -Takes turns and shares A <input type="checkbox"/> E <input type="checkbox"/> -Engages in make-believe activities A <input type="checkbox"/> E <input type="checkbox"/> -Expresses feelings <i>mad, happy, sad, scared</i> A <input type="checkbox"/> E <input type="checkbox"/> -Initiates conversation A <input type="checkbox"/> E <input type="checkbox"/> -Understands conversational turn taking A <input type="checkbox"/> E <input type="checkbox"/> -Uses questions for a variety of reasons, <i>to obtain information, to request</i> A <input type="checkbox"/> E <input type="checkbox"/> -Names a pet or friend and sibling A <input type="checkbox"/> E <input type="checkbox"/>	
ASL -Recognizes own name when fingerspelled -Answers/responds to questions WHO, WHICH, FOR-FOR	English -Answers <i>where</i> and <i>what doing</i> questions -Understands categories	ASL -Counts 1-5 -Uses classifier CL:3, CAR DRIVING FORWARD -Uses simple, descriptive classifier CL:O, POLE -Tells stories about present situations -Uses non-manual facial adverbs MM REGULAR-DRIVE -Substitutes simple handshape for more complex handshapes, 5 hand in place of W for WATER -Expressive vocabulary range of 250-350 signs	English -Starts to use "is" -Uses plural—s -Simplifies multi-syllabic words -Spoken language is 75% intelligible	ASL -Enjoys signed stories and imitates the actions/facial expressions of characters -Understands familiar simple fingerspelled words	English -Begins to ask permission of others -Regularly requests clarification

ASL and English Milestones Age 37-42 months

Receptive -Attends to a 10-15 minute story A <input type="checkbox"/> E <input type="checkbox"/> -Comprehends more complex language A <input type="checkbox"/> E <input type="checkbox"/> -Begins to understand <i>full, empty, some</i> A <input type="checkbox"/> E <input type="checkbox"/> -Understands <i>same/different</i> A <input type="checkbox"/> E <input type="checkbox"/> -Understands prepositions, <i>next to</i> A <input type="checkbox"/> E <input type="checkbox"/> -Begins to understand comparatives, <i>I am taller</i> A <input type="checkbox"/> E <input type="checkbox"/> -Points to objects in pictures that depict an action verb named A <input type="checkbox"/> E <input type="checkbox"/> -Understands concept of day/night A <input type="checkbox"/> E <input type="checkbox"/> -Understands quality, texture, quantity A <input type="checkbox"/> E <input type="checkbox"/>		Expressive -Converses using many grammatical structures: plurals, possession, pronouns, prepositions, adjectives A <input type="checkbox"/> E <input type="checkbox"/> -Uses <i>when/how many/who</i> questions A <input type="checkbox"/> E <input type="checkbox"/> -Relays a message A <input type="checkbox"/> E <input type="checkbox"/> -Uses 3-4 word combinations -Describes what objects can be used for A <input type="checkbox"/> E <input type="checkbox"/> -Starts to answer <i>what if?</i> questions A <input type="checkbox"/> E <input type="checkbox"/> -Correctly answers questions about a message just spoken A <input type="checkbox"/> E <input type="checkbox"/> -Answers <i>What is missing?</i> A <input type="checkbox"/> E <input type="checkbox"/> -Identifies which does not belong & answers <i>Why?</i> A <input type="checkbox"/> E <input type="checkbox"/> -Creates and maintains worlds of make believe A <input type="checkbox"/> E <input type="checkbox"/> -Describes physical needs, <i>me hungry</i> A <input type="checkbox"/> E <input type="checkbox"/>		Social Communication -Takes conversational turns A <input type="checkbox"/> E <input type="checkbox"/> -Plays with other children more appropriately A <input type="checkbox"/> E <input type="checkbox"/> -Shows understanding of others' feelings/needs A <input type="checkbox"/> E <input type="checkbox"/> -Interacts through simple conversation A <input type="checkbox"/> E <input type="checkbox"/> -Enjoys role-plays A <input type="checkbox"/> E <input type="checkbox"/>	
ASL -Begins to understand part/whole relationships, ARM/BODY, WHEEL/CAR	English -Follows 2-3 step unrelated instructions -Understands descriptive concepts, <i>hard, soft, rough, smooth</i> -Understands <i>how many, who, and whose</i> questions -Understands about 900 words	ASL -Begins to use plain verbs to connect subject and object, HE LIKE ICE-CREAM -Begins to answer questions HOW, WHY, DO-DO -Begins to use verb modification STROLLING, WALKING QUICKLY -Begins to use rhetorical questions, FATHER GO WHERE? WORK -Attempts to fingerspell own name on request -Begins to use topicalization POPCORN, ME LIKE -Begins to use complex handshapes W, D, P, 3, V, H -Begins to use classifier+action CL:V-MAN CLIMBING A POLE	English -Uses pronouns and possessives -Combines sentences using <i>and, but, because</i> -Uses <i>be</i> + present progressive, <i>ing</i> -Uses past modals <i>could, would, should, must, might</i> -Uses <i>do</i> to ask yes/no questions -Uses hundreds of words	ASL -Begins to use TWO-OF-US, THREE-OF-US	English -Begins to make conversational repairs -Combines two events in a narrative

ASL and English Milestones Age 43-48 months

Receptive -Continues to expand vocabulary comprehension A <input type="checkbox"/> E <input type="checkbox"/> -Understands singular/plural A <input type="checkbox"/> E <input type="checkbox"/> -Understands difference between past/present/future A <input type="checkbox"/> E <input type="checkbox"/> -Makes comparisons of speed/weight A <input type="checkbox"/> E <input type="checkbox"/> -Identifies objects missing from scene A <input type="checkbox"/> E <input type="checkbox"/> -Recognizes language absurdities such as <i>"There's an elephant on your head."</i> A <input type="checkbox"/> E <input type="checkbox"/> -Carries out 3 simple related successive commands in order A <input type="checkbox"/> E <input type="checkbox"/> -Points to common objects by function A <input type="checkbox"/> E <input type="checkbox"/>		Expressive -Talks about pictures/story books A <input type="checkbox"/> E <input type="checkbox"/> -Creates and maintains worlds of make believe A <input type="checkbox"/> E <input type="checkbox"/> -Counts from 5-10 A <input type="checkbox"/> E <input type="checkbox"/> -Uses negatives & modals, <i>shouldn't, won't, can't</i> A <input type="checkbox"/> E <input type="checkbox"/> -Uses comparisons A <input type="checkbox"/> E <input type="checkbox"/> -Begins to make inferences A <input type="checkbox"/> E <input type="checkbox"/> -Begins to use <i>How much? How?</i> questions A <input type="checkbox"/> E <input type="checkbox"/> -Uses more complex language structures A <input type="checkbox"/> E <input type="checkbox"/> -Talks about several coordinated but independent events, <i>I go to the library, get a book, come back to class.</i> A <input type="checkbox"/> E <input type="checkbox"/> -Uses words or phrases used by conversation partner, <i>"Do you want a cookie?"</i> , <i>"Yes, I want a cookie."</i> A <input type="checkbox"/> E <input type="checkbox"/> -Spontaneous utterances are mostly correct A <input type="checkbox"/> E <input type="checkbox"/> -Uses some basic qualitative, <i>wet, dry, hot, cold</i> and quantitative, <i>more, less, empty, full</i> concepts to describe A <input type="checkbox"/> E <input type="checkbox"/> -Provides a label when given a child-friendly definition of a familiar word, <i>what is round and bounces: a ball</i> A <input type="checkbox"/> E <input type="checkbox"/> -Tells a word that associates with another word A <input type="checkbox"/> E <input type="checkbox"/>		Social Communication -Adapts to changes of topic A <input type="checkbox"/> E <input type="checkbox"/> -Uses language for different communicative intent, <i>obtaining information, giving information, expressing needs/feelings, bargaining</i> A <input type="checkbox"/> E <input type="checkbox"/> -Shows frustration if not understood A <input type="checkbox"/> E <input type="checkbox"/> -Asks questions or responds to requests for clarification A <input type="checkbox"/> E <input type="checkbox"/> -Works in a small group for 5-10 minutes A <input type="checkbox"/> E <input type="checkbox"/> -Increases confidence and self-esteem A <input type="checkbox"/> E <input type="checkbox"/> -Responds to requests made from others A <input type="checkbox"/> E <input type="checkbox"/> -Continues a conversation through 3 or more turns A <input type="checkbox"/> E <input type="checkbox"/> -Contributes details or comments in a conversation without changing the subject A <input type="checkbox"/> E <input type="checkbox"/> -Usually understands friends and familiar adults and they usually understand child A <input type="checkbox"/> E <input type="checkbox"/>	
ASL -Understands quantity FULL, EMPTY, SOME -Understands part/whole relationships, ARM/BODY, WHEEL/CAR -Answers questions, HOW, WHY, DO-DO -Fingerspells own name on request	English -Answers final word analogies -Understands 1500-2000 words	ASL -Uses plain verbs to connect subject & object, HE LIKE ICE-CREAM -Increases ability to use verb modification, STROLLING, WALKING QUICKLY -Increases ability to use CL + action -Increases ability to use rhetoricals -Uses complex handshapes W, D, P, 3, V, H, X, R, M, N, T, 8 -Increases use of topicalization	English -Spoken language is intelligible to unfamiliar listeners -Uses regular and irregular past tense -Uses articles <i>a, the</i> -Uses third person singular "s" -Uses 4-5 word sentences -Uses 800-1500 words	ASL -Increases ability to use descriptive Non-Manual Markers	English No additional milestones

ASL and English Milestones Age 4-5 years

Receptive -Answers questions, “What is a house made of?” A <input type="checkbox"/> E <input type="checkbox"/> -Comprehends complex directions about pictures, <i>point to the big dog that is not brown</i> A <input type="checkbox"/> E <input type="checkbox"/> -Attends to a short story/answers questions A <input type="checkbox"/> E <input type="checkbox"/> -Follows directions using a variety of prepositions A <input type="checkbox"/> E <input type="checkbox"/> -Answers <i>What happened? Why? How?</i> A <input type="checkbox"/> E <input type="checkbox"/> -Answers questions when asked A <input type="checkbox"/> E <input type="checkbox"/> -Creates groups from assorted objects/pictures A <input type="checkbox"/> E <input type="checkbox"/> -Understands similarities, <i>things that fly, things you eat, things you wear</i> A <input type="checkbox"/> E <input type="checkbox"/> -Understands parts, <i>half, whole, some</i> A <input type="checkbox"/> E <input type="checkbox"/> -Understands seasons of the year A <input type="checkbox"/> E <input type="checkbox"/> -Sequences smallest to largest, shortest to longest A <input type="checkbox"/> E <input type="checkbox"/> -Identifies object that does not belong A <input type="checkbox"/> E <input type="checkbox"/>		Expressive -Asks <i>why do</i> and <i>whose</i> questions A <input type="checkbox"/> E <input type="checkbox"/> -Uses grammatically correct sentences A <input type="checkbox"/> E <input type="checkbox"/> -Uses <i>because, when, if, and so</i> in clauses A <input type="checkbox"/> E <input type="checkbox"/> -Uses <i>before</i> and <i>after</i> A <input type="checkbox"/> E <input type="checkbox"/> -Uses comparative adjectives, <i>small-smaller</i> A <input type="checkbox"/> E <input type="checkbox"/> -Categorizes naming items without visual cues, <i>animals, food</i> A <input type="checkbox"/> E <input type="checkbox"/> -Uses some basic spatial concepts to describe, <i>front/back, top/bottom</i> and temporal <i>first/last, before/after, day/night, tomorrow</i> A <input type="checkbox"/> E <input type="checkbox"/> -Uses many frequently occurring prepositions, <i>to, from, in, out, on, off, for, of, by, with</i> A <input type="checkbox"/> E <input type="checkbox"/> -Tells a simple story including a beginning, middle, end A <input type="checkbox"/> E <input type="checkbox"/> -Uses expanded sentences involving two traits, <i>Mother bear, big, mean</i> or <i>The mother bear is big and mean</i> A <input type="checkbox"/> E <input type="checkbox"/> -Asks for word definitions A <input type="checkbox"/> E <input type="checkbox"/>		Social Communication -Changes topics appropriately A <input type="checkbox"/> E <input type="checkbox"/> -Politely interrupts adult conversation A <input type="checkbox"/> E <input type="checkbox"/> -Initiates easily A <input type="checkbox"/> E <input type="checkbox"/> -Communicates about imaginary conditions such as <i>what if or I hope</i> A <input type="checkbox"/> E <input type="checkbox"/> -Uses words to invite others to play A <input type="checkbox"/> E <input type="checkbox"/> -Uses language to resolve disputes with peers-may need adult assistance A <input type="checkbox"/> E <input type="checkbox"/> -States name of own town (by 5) A <input type="checkbox"/> E <input type="checkbox"/> -Tells month of birth (by 5) A <input type="checkbox"/> E <input type="checkbox"/> -Tells father’s/mother’s first and last names (by 5) A <input type="checkbox"/> E <input type="checkbox"/> -Begins to understand humor A <input type="checkbox"/> E <input type="checkbox"/> -Begins to understand others’ points of view A <input type="checkbox"/> E <input type="checkbox"/> -Sequences story A <input type="checkbox"/> E <input type="checkbox"/>	
ASL -Understands time concepts, DAY, NIGHT -Distinguishes nouns (double movement) from verbs (single movement) CHAIR, SIT -Understands handshape categories, F: BUTTON, FOX, CAT -Understands and uses number distribution, <i>topic leaves</i> : FALL SINGULAR, FALL PLURAL, FALL RANDOM	English -Comprehends irreversible passives, <i>The ball was kicked by a boy</i> -Understands 13,000 words	ASL -Uses complex sentence structure and conditionals, SUPPOSE TEACHER SHE SICK? CLASS NONE -Uses body shift and eye gaze -Uses time indicators, FINISH, NOT-YET -Storytelling includes setting up people and objects in space that are not present -Verb modifications show intensity, distribution and temporal aspect -Lists 6 or more items in a category -Uses WH bracketing, WHO GO WHO -Uses noun modification to indicate spatial arrangement -Uses agent, FARM+ER, TEACH+ER -Uses topic continuation	English -Uses <i>does</i> to ask yes/no questions -Uses 6-8 word sentences -Uses irregular third person singular -Asks negative tag questions, <i>We went, didn’t we?</i> -Uses copula and auxiliary forms -Shows ability to think about and comment on language (metalinguistic skills) -Uses 2500 words	ASL -Signs with inflections when describing an event or action, ENTHUSIASM, SURPRISE	English No additional milestones

ASL and English Milestones Age 5-6 years

Receptive -Understands time sequences, <i>what happened first, second, etc.</i> A <input type="checkbox"/> E <input type="checkbox"/> -Demonstrates classification by material, <i>wood, glass</i> A <input type="checkbox"/> E <input type="checkbox"/> -Follows 3-step directions A <input type="checkbox"/> E <input type="checkbox"/> -Distinguishes among verbs describing the same general action, <i>walk, march, strut, and prance</i> , by acting out the meanings A <input type="checkbox"/> E <input type="checkbox"/> -Understands questions, <i>who, what, where, when, why, how</i> A <input type="checkbox"/> E <input type="checkbox"/> -Follows group instructions A <input type="checkbox"/> E <input type="checkbox"/>		Expressive -Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites A <input type="checkbox"/> E <input type="checkbox"/> -Uses pronouns, prepositions, and articles correctly and consistently A <input type="checkbox"/> E <input type="checkbox"/> -Uses compound & complex sentences in well-formed narratives A <input type="checkbox"/> E <input type="checkbox"/> -Describes familiar people, places, things, and events with relevant details A <input type="checkbox"/> E <input type="checkbox"/> -Answers questions to seek help, give information, or clarify something; asks meaning of new words A <input type="checkbox"/> E <input type="checkbox"/> -Adds drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings A <input type="checkbox"/> E <input type="checkbox"/> -Gives and restates simple 1, 2, 3-step directions A <input type="checkbox"/> E <input type="checkbox"/>		Social Communication -Follows agreed-upon rules for discussions, <i>attending to others and taking turns signing/speaking</i> A <input type="checkbox"/> E <input type="checkbox"/> -Participates in conversations with others in one-on-one, small group and large group A <input type="checkbox"/> E <input type="checkbox"/> -Continues a conversation through multiple exchanges A <input type="checkbox"/> E <input type="checkbox"/> -Builds on others' talk in conversation by responding to the comments of others A <input type="checkbox"/> E <input type="checkbox"/> -Asks questions to clear up any confusion about topics A <input type="checkbox"/> E <input type="checkbox"/> -Tells well informed stories A <input type="checkbox"/> E <input type="checkbox"/>	
ASL -Recognizes basic classifier handshape-movement	English -Understands passive sentences -Responds verbally/non-verbally to questions concerning abstract and factual concepts	ASL -Uses basic semantic classifiers to describe verbs, people, objects, prepositions, pluralization -Memorizes and recites ASL poems, rhymes, and folklore with expression	English -Uses past and future tense appropriately -Uses regular and irregular nouns & verbs -Uses all sentence types -Uses 6-8 word sentences -Uses future progressive will be + verb +ing -Identifies new meanings for familiar words and uses them accurately	ASL No additional milestones	English No additional milestones

ASL and English Milestones Age 6-8 years

Receptive -Understands reflexives, <i>the girl fed herself</i> , uses reflexive nouns A <input type="checkbox"/> E <input type="checkbox"/> -Identifies semantic and syntactic absurdities in sentences A <input type="checkbox"/> E <input type="checkbox"/> -Detects which one of a set of words does not belong A <input type="checkbox"/> E <input type="checkbox"/> -Answers questions about a given presentation to clarify meaning A <input type="checkbox"/> E <input type="checkbox"/> -Determines main ideas and supporting details of information presented in diverse media A <input type="checkbox"/> E <input type="checkbox"/> -Follows 3-4 step directions A <input type="checkbox"/> E <input type="checkbox"/>		Expressive -Uses irregular comparatives/superlative: better, best, worse A <input type="checkbox"/> E <input type="checkbox"/> -Uses well-formed narratives A <input type="checkbox"/> E <input type="checkbox"/> -Provides a synopsis/summary after one telling A <input type="checkbox"/> E <input type="checkbox"/> -Gives multi-step directions A <input type="checkbox"/> E <input type="checkbox"/> -Lists objects in a category; gives category label A <input type="checkbox"/> E <input type="checkbox"/> -Uses <i>more, less, most</i> in questions A <input type="checkbox"/> E <input type="checkbox"/> -Begins to use multi-word definitions instead of single-word definitions (7-8 years) A <input type="checkbox"/> E <input type="checkbox"/>		Social Communication -Follows agreed upon rules for discussions, <i>gaining the floor in respectful ways, attending to others, signing/speaking one at a time</i> A <input type="checkbox"/> E <input type="checkbox"/> -Participates in discussions with diverse partners A <input type="checkbox"/> E <input type="checkbox"/> -Tells jokes A <input type="checkbox"/> E <input type="checkbox"/> -Makes and responds appropriately to evaluative comments/correction A <input type="checkbox"/> E <input type="checkbox"/> -Checks listener's comprehension A <input type="checkbox"/> E <input type="checkbox"/> -Begins to produce full explanations A <input type="checkbox"/> E <input type="checkbox"/> -Responds politely to compliments A <input type="checkbox"/> E <input type="checkbox"/> -Responds to apologies appropriately A <input type="checkbox"/> E <input type="checkbox"/> -Tells birthplace by state/town (by 8) A <input type="checkbox"/> E <input type="checkbox"/> -Tells address and phone number (by 8) A <input type="checkbox"/> E <input type="checkbox"/>	
ASL No additional milestones	English No additional milestones	ASL -Builds on conversations by linking own comments to comments of others -Asks for clarification and further explanation of a topic -Engages effectively in a range of collaborative discussions, one-on-one, in groups, teacher-led, with diverse partners	English -Uses past perfect tense, <i>she had read the book</i> -Uses past perfect progressive, <i>had been camping</i> -Asks <i>have</i> questions with present perfect, <i>have you been there before?</i> -MLU: 8+	ASL No additional milestones	English -Understands/uses riddles and idioms, <i>hold your horses</i>

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Appendix D: Assessments and Protocol

Assessments

Recommended Assessments:

Assessment	Normed	Age range	Used for	Format	Availability
MacArthur CDI English -Words and Gestures -Words and Sentences	Yes: Hearing children	Birth-30 months	Vocabulary	Paper—Colorado has modified this for ASL	English-Brookes Publishing ASL-contact Colorado
Visual Communication and Sign Language Checklist (VCSL)	Yes: Deaf/Hard of Hearing	Birth-5.0	ASL development	Paper	Gallaudet University
Cottage Acquisition Scales for Listening, Language, Speech (CASLLS)	Based on spoken English development, developed for deaf/hard of hearing children	Birth-8.0	English development	Paper or electronic, also in Spanish	Sunshine Cottage School for Deaf Children
Bracken Basic Concepts Scale	Yes: Hearing children	3.0-6.11	English development	Paper, electronic, Spanish	Pearson Clinical
Kendall Conversational Proficiency Levels (P-Levels)	Developed for deaf/hard of hearing children	Birth-13.0	language use	Paper	Gallaudet University
Expressive Vocabulary Test (EVT)	Yes: Hearing children	2.6-90+	Expressive Vocabulary	Paper	Pearson Clinical
Peabody Picture Vocabulary Test (PPVT)	Yes: Hearing children	2.6-90+	Receptive Vocabulary	Paper	Pearson Clinical

Assessments

Recommended Assessments:

Assessment	Normed	Age range	Used for	Format	Availability
ASL Assessment Instrument (ASLAI)	Yes: Deaf/Hard of Hearing children	4.0-18+	ASL development	Online	The Learning Center Framingham, MA
Language Processing Test- 3 (LPT-3)	Yes: Hearing children	5.0-11.0	English development	Paper	Linguisticsystems
Structured Photographic Expressive Language Test- 3 (SPELT-3)	Yes: Hearing children	4.0-9.11	English morphology & syntax	Paper	Janelle Publications
Language Samples ASL: needs to be developed English: Systematic Analysis of Language Transcription (SALT)	English: Compared to hearing children	Any	ASL and/or English	Software	English: SALT SOFTWARE
Communication Matrix	Developed for children with multiple disabilities	any	communication	Online	Design to Learn

Assessments

Additional Assessments (as needed):

Assessment	Normed	Age range	Used for	Format	Availability
Preschool Language Scale-5 (PLS-5)	Yes: Hearing Children	Birth-7:11	Auditory Comprehension, Expressive language	Paper	Pearson
Pragmatic Checklist	Yes: Hearing children	24 months-6.0	Language use	Paper	Success for Children with Hearing Loss website
Clinical Evaluation of Language Fundamentals (CELF-P, CELF-5)	Yes: Hearing Children	3.0-21.0	Receptive/Expressive English	Paper	Pearson
Test of Narrative Language-2 nd Edition (TNL-2)	Yes: Hearing Children	5.0-15.11	Expressive language-narrative language, Comprehension	Paper	various
Assessment, Evaluation, and Programming System for Infants and Children (AEPS)	Yes: Hearing children	Birth-3.0 3.0-6.0	Evaluation, progress monitoring, aligns with AEPS curriculum *Use to elicit language samples	Paper or electronic version that interfaces with KS state milestones	Brookes Publishing
Transdisciplinary Play-Based Assessment (TPBA)	Yes: Hearing Children	Birth-6.0	All areas of development *Use to elicit language samples	Paper	Brookes Publishing
INSITE	Developed for children with multiple disabilities	Birth-6.0	All areas of development	Paper	Hope

Assessment Protocol

*For children not receiving Part C/Part B/504, these same assessments will be completed at the same intervals.

*For children with multiple disabilities, the Communication Matrix will be used.

Birth-3:

	Assessment
Initial IFSP	VCSL
	CASLLS
	MacArthur
6-month Reviews	Progress Monitoring (via ASL-English Language Milestones Document)
Annual Review	VCSL
	CASLLS
	MacArthur

Transition from Birth-3 (Part C) to 3-5 (Part B) for Initial IEP/504:

	Assessment
Part C Team	Update VCSL
	Update CASLLS
	Update MacArthur
Part B Team	Review/Update VCSL
	Review/Update CASLLS
	Review/Update MacArthur
	Observation
	<i>Curriculum-based assessment (done by Part B team for educational team planning)</i>

Assessment Protocol

Ages 3-5:

	Assessment
Annual IEP/504 Review	VCSL
	CASLLS
	EVT (ASL-Form A and English-Form B)
	PPVT (ASL-Form A and English-Form B)
	<i>MacArthur may be used in replacement for EVT/PPVT depending on the language level of the child</i>
6-month Progress Monitoring	Progress monitoring via ASL-English Language Milestones document
	Language Sample
	Kendall P-Levels

Annual IEP/504 Review Prior to Transition to Kindergarten:

	Assessment
Annual IEP/504 Review	VCSL
	CASLLS
	EVT (ASL-Form A and English-Form B)
	PPVT (ASL-Form A and English-Form B)
	Bracken
	<i>MacArthur may be used in replacement for EVT/PPVT depending on the language level of the child</i>

Assessment Protocol

Ages 5-8:

	Assessment
Annual IEP/504 Review	ASL AI (ASL Only)
	CASLLS
	EVT (English Only)
	PPVT (English Only)
	LPT
	SPELT (English only)
	Bracken (ages 5-6 only)
6-month Progress Monitoring	Progress monitoring via ASL-English Language Milestones document
	Language Sample
	Kendall P-Levels

Appendix E: Report of Qualifications and Training Sub-Committee

K.S.A. 75-5397e
Qualifications and Training Sub-Committee
Final Report

Sub-Committee Members

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Barbara Dayal
Kris Pedersen
Janet Goodenow

Angie Walker (Vice-Chair)
Joan Macy
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Robin Olson (Secretary)
Dr. Petra M. Horn-Marsh
Nancy Defazio

Topics Addressed:

- Identify qualifications of language professionals with knowledge of the use of evidence-based best practices in American Sign Language (ASL) and English and present reports at Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP) meetings.
- Determine if the language assessment evaluator and language professional, as stated in the law, should be the same person.
- Define roles of the language assessment evaluator and language professional who can advocate, whether the language assessment evaluator can be an advocate in the process.

Issues Considered and Perspectives Shared:

- IDEA mandates that each state have a designated parent training and information center. This parent training and information center must provide parents of a child with a disability with training and information at no cost to the parent. In Kansas, Families Together is the designated parent training and information center. Parents, at their discretion, may utilize other advocacy agencies. The committee has determined that the language assessment evaluator, as stipulated in the law, may also serve the role as the language professional providing advocacy and evaluation during the IFSP and IEP meetings.
- All of the assessments should be administered in person, one child at a time. If needed, audio/videotape or even one-way mirror approach could be used if the child is not comfortable being around other peers/staff.
- Seamless service delivery issues will need to be addressed. Currently, SoundBeginnings reports identified infants to the tiny-k programs. May use regions that align with tiny-k programs as the geographic guide for service delivery, identify people in each of the tiny-k regions to hire and train as language assessment evaluators as approved by the designated lead agency.

- If unable to identify language assessment evaluators within the tiny-k regions, develop a pool of language assessment evaluators trained by the designated lead agency to send out as needed to evaluate for Part B and Part C.
- School districts may choose their own language assessment evaluators from within to do the evaluations, as long as they meet the qualifications and training requirements as recommended by the advisory committee.
- One of the intentions of having a language assessment evaluator from the designated lead agency is to avoid a conflict of interest with the school district personnel.

Conclusions and Recommendations:

- It was determined that the language assessment evaluator/language professional can be one person. Language assessment evaluators will administer the assessments using direct communication which means there is no third party person (i.e., interpreters or signing paras) who will administer the assessments. If there are two language assessment evaluators (ASL and English), they should meet to discuss/analyze assessment results.
- A new position of language assessment evaluator is recommended (or the re-designation of an existing position) within the designated lead agency.
- The language assessment evaluator will assess language development in children from birth through age eight who are deaf/hard of hearing. Languages to evaluate are American Sign Language and English. In addition, the language assessment evaluator will present and explain assessment results, present all education options, and give recommendations to local school districts, early intervention providers, and parents during IFSP, IEP, SIT, 504 and/or transition from Part C to Part B meetings. This position may require travel throughout Kansas.
- An appropriate knowledge-base would suggest a professional hold valid licensure as an Early Childhood Special Educator, Teacher of the Deaf, or Speech-Language Pathologist.
- Qualifications focused on knowledge and experience with the assessment instruments, children who are deaf/hard of hearing, and the ability to communicate fluently in the primary communication mode of the child.
- All of the language assessment evaluators must meet the qualifications as outlined in this report.
- The sub-committee developed specific competencies that qualifies the language assessment evaluator to do the assessment. The language assessment evaluators must

be proficient in ASL and/or English. Proficiency in either or both languages must be determined through a formal assessment.

- If a child uses a visual supplement for English, such as Signing Exact English (SEE), he/she will be assessed using the English protocol with a language assessment evaluator qualified to evaluate using the child's visual supplement.
- Experience in Deaf Education and/or child development for children who are deaf/hard of hearing, knowledge of language milestones and language development in ASL and English in children from birth through age 8 are preferred competencies.
- The role of the language assessment evaluator/language professional is primarily to select appropriate assessments based on individual child's level of development, administer assessments, interpret results, and write and present assessment reports. The expectations for the language assessment evaluator is to establish collaborative relationship with parents and children as well as Part B and Part C professionals.
- Recruiting, hiring, and training language assessment evaluators/language professionals, including those proficient in other visual supplements will be managed through the designated lead agency.
- The report will include comprehensive unbiased information to parents and school district personnel concerning educational options. Furthermore, it is expected that the language assessment evaluator understands and explains succinctly the unique educational needs of children who are deaf/hard of hearing, especially relating to Least Restrictive Environment (LRE).
- Language assessment evaluators will obtain parents' consent.
- Training will be provided to the language assessment evaluators as well as tiny-k and school administrators. Minimum training topics (e.g., ASL English Bilingual Education, assessments, working with children with multiple disabilities, and transition from Part C to Part B training) will be determined by the designated lead agency.

Appendix F: Report of Database/Reporting Results Sub-Committee

K.S.A. 75-5397e
Database/Reporting Results Sub-Committee
Final Report

Committee Members:

Angie Walker (Chair)	Luanne Barron (Vice-chair)	Erin Schuweiler (Secretary)
Robert Cooper	Dr. Joan Houghton	Liz Schardine
Barbara Dayal	Laura Jurgensen	Heather Staab
Nancy DeFazio	Joan Macy	Dr. Vera Stroup-Rentier

Topics Addressed:

- The purpose, selection, and management of a database for the language assessment program
- How to report assessment results to parents, tiny-k programs, and school districts
- How to report data to the House and Senate Committees on Education and Kansas Commission for the Deaf and Hard of Hearing (KCDHH)

Issues Considered and Perspectives Shared:

- The Kansas' Newborn Hearing Screening Program (SoundBeginnings) database already collects much of the useful demographic information the language assessment program will need. They also have data on 97% of the children identified as being deaf/hard of hearing in Kansas. It would be a seamless transition if the language assessment program were to tie in with SoundBeginnings' database.
- The Coordinator of SoundBeginnings has been awarded a grant to be used for the purpose of establishing a database for the language assessment program that can tie into the SoundBeginnings database.
- Much discussion ensued about the difficulties in reporting the language assessment scores. Information regarding the best way to share aggregated assessment data was sought out from a psychometrician, school psychologists, speech-language pathologists, an educational diagnostician, and discussion with sub-committee members. Standard scores are the only way to compare various standardized tests with one another; yet, it is not appropriate to use standard scores for tests that are altered in any way, e.g., interpreted from English to American Sign Language (ASL). Currently, there is not a single standardized test that can be done in either language through every age range for all children. While there are potential ways to compare using raw scores, it is not possible at this time. Once data collection accumulates, then it may be possible to use raw scores for comparison.
- To meet the minimum requirements of this law, it was decided to provide data based on the language milestones which can be used for all children, in either language, and can

be compared to hearing peers. Results will be explained in terms of who has/has not met the language milestones using percentages. At the end of each child's evaluation period, the evaluator will consider all of the test results and complete the appropriate language milestones chart. Based on that information, the child will have/have not met his/her milestones. The language assessment program should also include a written explanation of the impact additional disabilities and late access to language have on language acquisition.

- The data that will be collected by the language assessment program and data from the appropriate federally required state performance plan (SPP) do not correlate, which makes it impossible to base the assessment report on SPP data. The SPP data for birth-three and three-five consists of indicators that are reported using Kansas Early Childhood Outcomes ratings, but there is not a specific indicator that targets language only. The indicator that includes early language/communication is combined with "acquisition and use of knowledge and skills," so the results are not commensurable which would make a comparison invalid.
- From birth-five, SPP data are collected only for children on Individual Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) which means the assessment results would not be compared with typical hearing children.
- There is a gap in SPP data collection between the ages five and eight. After age five, SPP data are not collected again until state assessments which occur in the spring of a student's third grade year. The children in the language assessment program may or may not still be eight years old when they take the appropriate state assessment.
- There is a lag in the reporting of SPP results from the state which means the data would not be comparing the same children. The SPP test results will need to be disaggregated for children who are deaf/hard of hearing.
- Although additional reporting is not required by the law, it is the feeling of this sub-committee that additional reporting will be beneficial to analyze the language acquisition of children who are deaf/hard of hearing in Kansas. Such reports may be submitted to the Kansas State Department of Education (KSDE), the Kansas Department of Health and Environment (KDHE), and the Kansas Board of Education. These additional reports may include disaggregating data to analyze the performance of children who are deaf/hard of hearing who receive special education services, those who have early access to a complete language, children's growth by language use (i.e., if they use ASL, English, or both), and additional information per stakeholders' request. Any additional analysis will comply with personally identifiable information requirements.

- The designated lead agency may consider evaluating whether or not parents, networks, and districts are following recommendations and the effectiveness of those recommendations.
- Memoranda of Understanding (MOU) and Data Sharing agreements shall be initiated by the agency that requires the agreement. For example, KCDHH will initiate an agreement with KSSD to supply data for the annual report; KSSD will initiate an agreement with KDHE/SoundBeginnings to acquire deaf/hard of hearing children's demographic information; and KSSD will initiate an agreement with KSDE to acquire SPP data for English Language Arts (ELA).

Conclusions & Recommendations:

- The language assessment program and database will be housed at and operated through the Kansas State School for the Deaf (KSSD).
- Through an MOU, the language assessment program will connect with SoundBeginnings' database. Using that data, the language assessment program will be able to create its own database in order to collect all of the information it requires.
- Each language assessment evaluator will enter his/her information and only have access to his/her caseload. Only the database administrator will have access to the entire database.
- The language assessment program will develop a template for networks and districts to report their test results and to verify they are reporting to the parents should they opt to not use the language assessment program. Reported data will then be entered into the language assessment program's database.
- Information obtained through the language assessment program will be shared with parents every six months (following the assessment protocol) in at least two ways: in a meeting with the evaluator prior to the IFSP/IEP/504/staffing meetings and in a written report to be submitted within 14 school days from the evaluation. The meetings and reports should include a description of the tests that were used and what they assessed, specific test results, the rate of the child's progress using language milestones, and recommendations to guide the IFSP/IEP/504/staff meetings. For those children who do not receive special education or 504 services, the results will be shared annually with the parents and the school's Student Improvement Team using the same procedures/methods as listed above. The test results may lead to recommendation of an IFSP, IEP, or 504.
- The designated lead agency will develop and provide training for the evaluators to ensure standardized and complete explanations are presented in a family-friendly

format.

- The designated lead agency will develop a written template for the reports.
- Information obtained through the assessments will be shared with the tiny-k programs and school districts through the appropriate service providers/teachers/case managers every six months (following the assessment protocol) in at least two ways: through discussions with the evaluator throughout the assessment process or at the formal IFSP/IEP/504/staffing meetings and in a written report to be submitted within 14 school days from the evaluation. The report shall be a copy of the report the parents receive.
- The language assessment program report to the House and Senate Committees on Education and KCDHH will answer the following questions: Have the children who are deaf/hard of hearing met the language milestones appropriate for their age? What percentage of those children have an additional disability? As the language assessment program grows and develops, language assessment program staff may develop more and/or alternate ways to report results.
- The language assessment program report will include a copy of the appropriate federally required SPP ELA data on children with disabilities. The report will include a written explanation about the differences between SPP scores and language assessment program scores and the challenges with comparing them.
- It is recommended that the designated lead agency work closely with KSDE to educate school districts about the importance of the language assessment program. Collaboration with Special Education Advisory Council (SEAC), Kansas Association of Special Education Administrators (KASEA), KSDE, KDHE, Families Together, etc. should also be encouraged to promote awareness of the language assessment program and encourage its use.
- It is recommended that the designated lead agency determine how the program can identify deaf/hard of hearing children who are late identified (after three years old), children who move into Kansas after their newborn screening, children who are not on IEPs, and children who do not have Hearing Impaired listed as their primary disability. It is recommended that some type of collaboration/education be set up with audiologists, school nurses, and other professionals throughout the state, and perhaps SoundBeginnings can put information about the language assessment program in its resource guide.

Appendix G:

Report of Considerations Related to Implementation Sub-Committee

K.S.A. 75-5397e
Considerations for Implementation Sub-Committee
Final Report

Sub-Committee Members

Joan Macy (Chair)
Angie Walker
Robert Cooper

Heather Staab (Vice-chair)
Luanne Barron
Laura Jurgensen

Erin Schuweiler (Secretary)
Robin Olson
Dr. Joan Houghton

Topics Addressed:

- Identification of children who are deaf/hard of hearing in Kansas whether served on Individualized Education Plans (IEPs), 504s, or receiving no services
- Information dissemination and communication to stakeholders throughout the state including parents, professionals, tiny-k programs, districts, and stakeholders
- Implementation plan for the language assessment program
- Discussion pertaining to the sustainability and maintenance of the language assessment program
- Determine costs of implementation

Issues Considered and Perspectives Shared:

- Determine the number of children who are deaf/hard of hearing ages birth through eight and ensure all children with hearing loss are identified in Kansas
- Educate parents and professionals about the language assessment requirement and how it will be implemented as well as solicit input/feedback from various stakeholders utilizing existing methods as well as special presentations, emails, and meetings
- Determine who will facilitate and operate the language assessment program
- Develop a plan to address district compliance and parents' rights
- Determine how many staff are required to fully implement the language assessment program and what training is required to ensure knowledge and competency to fulfill the language assessment evaluator mandates
- Draft content needed for memoranda of understanding between collaborating agencies
- Predict costs to fully implement the language assessment program such as assessments, database, training, personnel, and travel
- Establish a realistic timeline for phased implementation
- Determine how the database will be maintained
- Discuss grants and other funding mechanisms available to support the language assessment program

Conclusions & Recommendations:

Program Administration

Kansas State School for the Deaf (KSSD) will establish and administer the language assessment program in compliance with State law. KSSD will be responsible for assessing the language development of children who are deaf/hard of hearing ages birth through eight years old. Assessments for American Sign Language (ASL) and English will be administered as appropriate for each child. KSSD will submit data to the Kansas Commission for the Deaf/Hard of Hearing (KCDHH) once a year to enable KCDHH to make an annual report to Kansas Legislators. As this program evolves and assessments specific for children who are deaf/hard of hearing are developed, the designated lead agency will have the authority to make modifications to the protocol and implementation of the language assessments.

The language assessment program will be led by an evaluator selected by the designated lead agency. This person will be responsible for overseeing the evaluations, data reporting, supervising professionals charged with administering the assessments, and preparing an annual report for KCDHH to present to Kansas legislators. The number of language assessment evaluators will grow as the program expands (see *Timeline of Implementation*).

The language assessment program is designed to ensure compliance with State law for assessing the language development of children who are deaf/hard of hearing. This program will be in compliance with HIPAA and FERPA. This program will be available to every school district and tiny-k program within the State of Kansas; however, if districts wish to utilize their current employees to administer the assessments to measure ASL and English, that person(s) must meet the same qualification standards as language assessment evaluators employed by the designated lead agency. Additionally, the same recommended assessments and timelines for assessment must be followed. Districts will be required to submit assessment results and other pertinent information to the language assessment program for entry into the state-wide database. Parents may submit a written request to opt out of the required assessments. Should a parent opt out, the written request will be kept on file with the designated lead agency program files.

Based on data from SoundBeginnings, it is estimated there are at least 650 children in Kansas with identified hearing loss from birth through age eight. Data sharing agreements will need to be developed between KSSD, Kansas State Department of Education (KSDE), and Kansas Department of Health and Environment (KDHE) to ensure any children who are identified with a hearing loss are included in the language assessment program. Each evaluator will require a minimum of ten hours per year per child to complete the evaluations, write reports, meet with parents, and attend meetings. Utilizing the numbers above, the language assessment program will require a minimum of 6,500 working hours. This estimate does not include travel time.

The Considerations Sub-Committee recommends a minimum of 10 language assessment evaluators be utilized to fully implement the language assessment program. This would have a

minimum total of 650 work hours per language assessment evaluator, not including travel time. Children who manifest additional complexities might require significantly more time than the stated average increasing the number of hours to be worked. Data identifying Kansas children who are deaf/hard of hearing will be utilized to indicate in which county the families live. Language assessment evaluators will travel to those areas at least twice per year to conduct the language assessments.

Stakeholders' Council

The sub-committee recommends the establishment of a Stakeholders' Council to facilitate communication between all interested entities involved in serving or working with Kansas children who are deaf/hard of hearing. This will promote a sharing of all information so stakeholders throughout the State are aware of the current status of the language assessment program. This Council will assist in disseminating information about the program, provide comment as to the strategic priorities and timelines, and provide feedback to the language assessment program Coordinator.

Membership should reflect a 51% majority of people who are deaf/hard of hearing. Recognizing this might not always be a reality, it is the goal of the language assessment program to maintain as many individuals who are deaf/hard of hearing on the Stakeholders' Council as possible. Members of this Council may consist of the following or their designee (17 members):

- Kansas Language Assessment Program Lead Language assessment evaluator (KSSD staff)
- Kansas State School for the Deaf (KSSD) Superintendent
- Kansas Commission for the Deaf/Hard of Hearing (KCDHH) Executive Director
- Kansas Department of Education (KSDE) representative
- Kansas Department of Health and Environment (KDHE) – Part C Director
- Kansas Department of Health and Environment (KDHE) – SoundBeginnings Coordinator
- Kansas State Board of Education representative
- Kansas Association of Special Education Administrators (KASEA) representative
- Kansas Association of School Boards (KASB) representative
- Special Education Advisory Council (SEAC)/Kansas Coordinating Council on Early Childhood Developmental Services (SICC) representative
- Representatives from the Deaf Community (4 members; 1 being from Kansas Association of the Deaf [KAD])
- Parents of children who are deaf/hard of hearing (3; at least 1 deaf/hard of hearing parent)

Feedback Sessions

In order to educate parents, tiny-k programs, school districts, and other stakeholders, we have/will present information and gather feedback through the following forums and presentations.

- KSDE Annual Conference – Oct. 12, 2017
- KCDHH – Oct. 20, 2017

- SEAC – Nov. 14, 2017
- SICC – Dec. 8, 2017
- Legislative presentation(s) – January 2018 or as scheduled by legislative committees
- Kansas Division of Early Childhood Conference (KDEC) – March 2018
- Derby Annual ASL Splash – April 2018
- American/Kansas Speech Language Hearing Association (ASHA/KSHA)
- Community Forums (KAD/KCDHH)
- Families/Parent Support Groups
- Families Together, Inc.
- Kansas Association for the Academy of Pediatrics (KAAP)
- Kansas Association of School Psychologists (KASP)
- Kansas Health Foundation
- Kansas Instructors of the Deaf (KID)
- Parents as Teachers (PAT)
- Pediatric Audiology Clinics in Kansas
- School districts/Cooperatives
- Special Health Care Needs/Area Health Care Education Agencies

Memoranda of Understanding (MOUs)

Instead of developing one MOU, the following agencies will need to develop several MOUs for the implementation of the language assessment program, which will comply with relevant state and federal law. These MOUs should be in place by July 1, 2018 and will be reviewed at least every three (3) years but can be reviewed more frequently if the need arises.

- KSSD & KCDHH – program administration, financial support
- KSSD & KSDE – data sharing
- KSSD & KDHE – data sharing (including SoundBeginnings)

Summary of Costs for Full Implementation

Although training is not specified in K.S.A. 75-5397e, it will be imperative that the language assessment program staff receive professional development to ensure assessment fidelity is maintained, knowledge of bilingual development is acquired and/or reinforced, and skills for working with children with multiple disabilities are developed. Additionally, parents, tiny-k professionals, and administrators must attend trainings to become familiar with the legal mandates and how the statewide program will be implemented.

Based on the Assessment Sub-Committee Report, various assessment tools will need to be purchased to ensure all language assessment program staff have access to resources to fulfill the mandates. In future years, only forms and supplemental items will be needed in order to maintain availability of testing materials. However, start-up costs for this will be higher due to the need to buy manuals, forms, and licenses.

The costs for the first two years will be approximately \$200,000, and those costs will be absorbed by the agencies involved. Subsequent years will require additional funding, including salaries for additional language assessment evaluators and related travel.

Costs for Phase 1 and 2:

Category	Description	Totals
Assessment Tools	<ul style="list-style-type: none"> See assessment sub-committee report 	\$18,372.00
Training	<ul style="list-style-type: none"> See qualifications sub-committee report 	\$20,478.00
Database	<ul style="list-style-type: none"> \$12,000 annually – user fees <i>*\$93,750 (Grant Funded) - Development, maintenance, & growth</i> 	\$24,000.00
Salaries	<ul style="list-style-type: none"> 1 FTE (New position=\$60,000 annually) <i>**4 FTE (Existing personnel)</i> 	\$120,000.00
Program Development	<ul style="list-style-type: none"> Travel Technology Interpreters Education 	\$25,000.00
TOTAL		\$207,850.00

ADDITIONAL FUNDING NEEDED FOR FIRST TWO YEARS: \$0

****The \$93,750 for the development, maintenance, and growth will initially be funded through a grant from SoundBeginnings.***

*****KSSD will utilize some current staff to initially implement Phase 1 and Phase 2.***

Timeline of Implementation

The language assessment program will be implemented in phases for practical reasons. Phases will be implemented pending funding, staffing, and logistics. KSSD will absorb some of the start-up costs in its current budget. A grant has been obtained for database development and maintenance for 3 years. Budget increase requests will occur in future years to cover the remaining costs toward full implementation.

Preparation Phase (January – June, 2018)

- Education, Marketing & Promotion
- Identify 5 language assessment evaluators & provide training
- Order assessments
- Stakeholders Council meeting
- MOUs signed
- Program development

Phase 1 (2018-2019) (50 children)

- Begins July 2018
- Current KSSD Sound START (ages birth-3) children
- Develop training and materials for Phase 2

Phase 2 (2019-2020) (100 children)

- Continue children from Phase 1
- Add KSSD children (ages 3 through 8)
- Add Outreach evaluation children (ages 3 through 8)

Phase 3 (2020-2021) (250 children)

- Continue children from Phase 1 & 2
- Add all children who are deaf/hard of hearing birth through age 3

Phase 4 (2021-2022) (400 children)

- Continue children from Phase 1, 2, & 3
- Add all children who are deaf/hard of hearing ages 3 through 5

Phase 5 (2022-2023) (650 children)

- Continue children from Phase 1, 2, 3, & 4
- Add all children who are deaf/hard of hearing ages 5 through 8

Appendix H: Interagency Agreements/ Memorandums of Understanding

K.S.A. 75-5397e
Interagency Agreements/Memorandums of Understanding

Requisite agreements are currently in the process of being developed and approved by the agencies involved.