

Early Language Working Group

October 24, 2016, 2:30 – 4:30 p.m.

HawaiiUSA Federal Credit Union Conference Room

1126 College Walk, Honolulu Hawaii

Revised MEETING MINUTES

Attendance:

Working Group Members: Nikki Kepo'o, Ed Chevy, Julie Whitaker, Danielle Ledo Glade, Colin Whited, Kari Fillingner, Jennifer Blohm, Gwen Murakami, Jennifer Hokulani Tarnay, Emily Jo Noschese, Amanda Kaahanui, Gwen Palmer, Kristine Takekawa, AuD, and Coleen Momohara

Excused: Colleen Cidade and Angel Ramos, EdD

Facilitation Team: Leolinda Parlin and Tabitha Ganitoen

Observers: Patricia Heu, MD, Dale Matsumoto-Oi, AuD, Charlene Robles, Jeanette Umemura, Matthew Shim

Vacancy: Early Intervention

1. Introductions

Attendees introduced themselves by name, indicated which role they were representing, the reason for participating in the Working Group, and a personal goal for participating.

Concerns were raised about having the proper ratio of Deaf and Hard of Hearing individuals.

2. Sunshine Law

Facilitator Parlin gave a general presentation on the Sunshine Law. Content of the presentation is provided in Attachment A slides 4-13.

3. Act 177

Facilitator Parlin presented the specific tasks in Act 177 for the Working Group, specifically to examine, research, and make recommendations:

- Resource guide for parents
- Tools to assess and plan language development services
- Data and the availability of data on the language and literacy development
- Improvements concerning the statewide system of services
- Improvements concerning the transition of children at age 3 from EIS to DOE

In addition, the Working Group must submit an interim report.

4. Common Terminology

Facilitator Parlin clarified terminology specific to Assessments, Tools, and Milestones, with the use of the word Assessment being used to signify formal instruments which have been developed through research.

5. Resources and Assessments

To insure that adequate time was set aside to discuss all of the components of the law, the following schedule was provided:

Month	Resource Guide for Parents	Tools to Assess and Plan Language Development Services	Data and the Availability of Data on Language and Literacy Development	Improvements concerning Statewide System of Services	Improvements Concerning the Transition of Children at Age 3 from EIS to DOE
October	Discuss	Discuss			
November	Review Draft of Initial Report (activities to establish workgroup & summary of October meeting)				
January	Follow-Up	Follow-Up			
February	Follow-Up	Follow-Up	Present & Discuss		
April	Follow-Up	Follow-Up	Follow-Up	Present & Discuss	
May	Follow-Up	Follow-Up	Follow-Up	Follow-Up	
July	Follow-Up	Follow-Up	Follow-Up	Follow-Up	Present & Discuss
August	Follow-Up	Follow-Up	Follow-Up	Follow-Up	Follow-Up
September	Finalize Recommendations				
October	Review Draft of Final Report				

a. What do we know? What do we know about resource guides that are available for families?

- Materials are not readily available
- Materials available are heavily skewed in favor of oral education and cochlear implants
- Medical practioners (i.e., doctors, specialists, audiologists) are biased towards hearing aids
- Only EI Deaf Educator (Jennifer) offers all kinds of language information
- Not enough EI Deaf Educators for the whole state
- Cochlear implant and hearing screening information is distributed
- Deaf mentor funding was lost
- Newborn Hearing Screening Program provides booklet which does not seem to be biased
- NCHAM, then National Children's Hearing Assessment Management, has a great resource guide
- CDC also has a really super resource guide
- There's also national and local materials
- Newborn Health Screening Program informaion is only provided to families who access Early Intervention Services Deaf Educator Services, a number of families may not choose to access Deaf Educator Services
- Neighbor islands have limited access to Early Intervention Services Deaf Educator Services
- Galludet has fantastic resources
- Families need a person "Guide" to facilitate the journey
- Written materials appeal to a subset of the population

- Traditional EI staff not aware of how to validate the communication milestones for the child to determine proficiency
- Hands and Voices has great info on the national website
- There are about 60 children identified each year with permanent hearing loss
- Jennifer has a case load of 90 children
- Not every district has a Deaf Teacher or Hearing Specialists or Itinerant Teacher
- The Departments have difficulty recruiting specialists
- There is a national shortage of qualified personnel
- Hawai'i does not have a training program

b. What do we need to find out?

- Why are there not more Jennifers?
- How does the state recruit Deaf Educators and therapists?

6. Public Comment

There was no public comment.

7. Next Meeting

The next meeting was scheduled for November 21, 2016 at 2:30-4:30 the location will be confirmed and announced. The agenda for the meeting will be to prepare for the interim report to the legislature.

8. Future Meetings

Future meetings are to be scheduled on the third Friday of the Month from 3:00pm – 5:00pm.

Meeting was adjourned.

