

REPORT TO THE TWENTY-NINTH LEGISLATURE
STATE OF HAWAII
2018

PURSUANT TO ACT 177, SESSION LAWS OF HAWAII, 2016:
RELATING TO HEALTH

2017 Report of Findings and Recommendations
Of the Early Language Working Group to Support
Age-Appropriate Language Development
For Children from Birth to Age Five Years
Who are Deaf, Hard of Hearing, or Deaf-Blind

SUBMITTED BY:

EARLY LANGUAGE WORKING GROUP

CONVENED BY:

State of Hawaii
Department of Health
Department of Education
Executive Office on Early Learning

JANUARY 2018

EXECUTIVE SUMMARY

Act 177 of the 2016 State Legislature established the Early Language Working Group. The purpose of the Working Group is to make recommendations to the legislature on issues related to supporting age-appropriate language development for children age 0-5 years who are deaf, hard of hearing, or deaf-blind (D/HH/DB).

Seventeen (17) members of the Working Group were selected according to the requirements of Act 177 and were appointed by the Director of Health.

Two meetings in October and November 2016 focused on interim findings related to the resource guide for parents of children who are D/HH/DB. The Working Group continued to meet with 11 meetings from January 2017 to January 2018. The members determined there were significant gaps within all systems across the State of Hawaii and provided recommendations that attempted to review the following:

- Current practices, processes, and resources available;
- Methods in which information is distributed and explained;
- Qualifications of those who implement these processes; and
- Additional resources information and standardization of processes to fill the gaps.

These discussions enabled the working group to provide recommendations on the tasks assigned by the legislature: identify a resource guide for parents; identify tools used to assess and plan language development services; assess data availability; identify improvements to services, and improvements for transition from the Department of Health (DOH) to Department of Education (DOE).

While the Working Group met throughout the year, it is their strong recommendation that it continue beyond the June 2018 sunset date and end in June 2019. This additional year will allow the sub-working groups to continue to discuss some of the systemic challenges to address the needs of children who are D/HH/DB.

Per the legislation and tasks identified, the recommendations are as follows:

1. Resource Guide for parents of children who are D/HH/DB:
 - A. Implement and maintain an accessible statewide directory of comprehensive resources for families with D/HH/DB children ages 0-5 to include events, personnel, programs, agencies, etc.
 - B. Implement a comprehensive, culturally appropriate, family-centered resource to support families with D/HH/DB children ages 0-5 accessible via the internet, telecommunication, and in person.
 - C. Establish a parent-to-parent support network
 - D. Develop and initiate a “positive public campaign” on early language and literacy development for D/HH/DB via social media, public service announcements (PSAs), seminars, workshops, etc.
 - E. Provide language milestones to families with D/HH/DB children up to age 5 years at Newborn Hearing Screening Program (NHSP) diagnostic evaluations, Early Intervention (EI) program enrollment, Individual Family Support Plan (IFSP) meetings, special education eligibility meetings, Individualized Education Program

- (IEP) meetings, and at preschool enrollment for public pre-kindergarten programs.
- F. Implement a web-based portal designed primarily for families to access information on a variety of communication modes and balanced resources on the array of communication modes and technology options, which would also include positive testimonials from Hawaii families.
2. Tools used to assess and plan language development services for children ages 0-5 years who are D/HH/DB.
 - A. Convene a working group amongst DOH, DOE and other qualified personnel to determine language evaluation tools to be made available for use by DOH and DOE.
 - i. The working group would review existing State approved tools that would be appropriate and adequate in addressing language development services for children ages 0-5.
 - ii. The working group would also explore assessment tools and data that are in practices in other states relevant to D/HH/DB children ages 0-5.
 3. Data and availability of data on language and literacy development for children age 0-5 years who are D/HH/DB:
 - A. Implement a statewide data-sharing system between DOH's Newborn Hearing Screening Program, Children and Youth with Special Health Needs Section, Early Intervention Section (EIS) and Home Visiting Program, and DOE.
 - B. Request the DOH to amend the newborn hearing statute to include follow up evaluation reporting requirements.
 - C. Convene a working group to create standardization of data collected, shared and measured that would appropriate for D/HH/DB children.
 4. Improvements concerning the statewide system of services that support age-appropriate language development for children age 0-5 who are D/HH/DB:
 - A. Explore how DOH and DOE can collaboratively develop and implement ongoing professional development opportunities on a broad range of topics relevant to D/HH/DB children and their families.
 - B. Develop a network of specialized service providers in DOH to provide early intervention services for children who are D/HH/DB.
 - C. Explore how to implement exemptions for D/HH/DB children from geographic providers and allow for referral to D/HH/DB specialized statewide service providers (for Early Intervention).
 - D. Strengthen the network of specialized service providers within the DOE for children who are D/HH/DB.
 - E. Implement a Deaf Mentor program to support families with children who are D/HH/DB across systems to include different communication modes, use of technology, and opportunities, etc.
 - F. Provide a professional development program to train and certify professionals who work with children who are D/HH/DB.
 - G. Reinstate funding for the systematic DOH Hearing and Vision Program in the schools.
 - H. Require hearing screening for all children identified with a speech-language delay,

- age birth to kindergarten entry.
- I. Establish an opt-out referral system that will provide direct referral for support services after a child is identified as D/HH/DB.
5. Improvements concerning the transition of children age 3 years from the DOH Early Intervention (EI) services to DOE services:
- A. Implement a standardized protocol for transition meetings from EI to DOE for D/HH/DB children, which would include a facilitator(s) who is knowledgeable in working with children who are D/HH/DB. After eligibility for special education and related services is determined, the IEP team meets to review the student's strengths and needs and: 1) discusses all communication modes; 2) discusses the continuum of placements and examples where some of the programs are located, and 3) includes representation from the home school and individual(s) knowledgeable about the various communication modes in the DOE with parental approval.
 - B. Convene workshops for families on "what to expect" for transition planning from EI for D/HH/DB children.

REPORT

EARLY LANGUAGE WORKING GROUP

Act 177 of the 2016 State Legislature established the Early Language Working Group. The purpose of the Working Group is to make recommendations to the legislature on issues related to supporting age-appropriate language development for children age 0-5 years who are deaf, hard of hearing, or deaf-blind (D/HH/DB). The Working Group's responsibilities are to examine, research, and make recommendations for the following:

- 1) Resource guide for parents of children who are D/HH/DB that may include milestones of age-appropriate language development, websites related to deafness and hearing loss, national and state organizations and resources for families, terms and definitions related to deafness and hearing loss, and communication modes.
- 2) Tools used to assess and plan language development services for children age 0-5 years who are D/HH/DB.
- 3) Data and availability of data on language and literacy development for children age 0-5 years who are D/HH/DB.
- 4) Improvements related to the statewide system of services that support age-appropriate language development for children age 0-5 years who are D/HH/DB.
- 5) Improvements related to the transition of children age 3 years from the Department of Health (DOH) early intervention services to Department of Education (DOE) services.

These are the requirements specified by Act 177 for Working Group members:

- One member is in each of 17 categories specified by Act 177
- Majority of the non-parent members are D/HH/DB
- At least one member represents Hawaii County, Maui County, or Kauai County
- At least one parent member is D/HH/DB
- Two parent members have children who are D/HH/DB and under age six years at the time of appointment to the Working Group

Attachment A lists the 17 current members of the Working Group appointed by the Director of Health.

As required by Act 177, the Working Group was convened by the DOH, DOE, and EOEL, with facilitation provided by Ms. Leolinda Parlin, President of Hilopa'a Family to Family, Inc.

FINDINGS

TASK 1: RESOURCE GUIDE FOR PARENTS OF CHILDREN WHO ARE D/HH/DB THAT MAY INCLUDE MILESTONES OF AGE-APPROPRIATE LANGUAGE DEVELOPMENT, WEBSITES RELATED TO DEAFNESS AND HEARING LOSS, NATIONAL AND STATE ORGANIZATIONS AND RESOURCES FOR FAMILIES, TERMS AND DEFINITIONS RELATED TO DEAFNESS AND HEARING LOSS, AND COMMUNICATION MODES.

To address the directive in Task 1, it was necessary to break down the review and recommendation process into distinct subtasks, as follows.

SUBTASK 1: RESOURCE GUIDE FOR PARENTS OF CHILDREN WHO ARE D/HH/DB

The Working Group reflected that a consistent workflow and “welcome” for families of newly diagnosed children was needed. From the initial hearing screen until kindergarten entry, there is a myriad of potential touch points and interfaces between the medical community, DOH, DOE, and families. The wide range of interactions and interests of some professionals, a lack of consistent or limited, information may be provided to parents.

In clarifying the interests of the families, it was consistently expressed that a system of support for families needs to be strengthened to help shepherd families. This needs to happen at various points: 1) navigating the medical service delivery system, 2) the acquisition of skills and knowledge to communicate with their child, 3) supporting the needs that come with changes in development, experience and transitions across settings, 4) the process of determining a communication mode for their child, 5) providing resources to assist in effectively communicating, and 6) navigating the health and education systems.

It was further clarified that a resource person would be more beneficial to support the community and family than a “hardcopy guide”. The phrase “Resource Guide” as established in the legislation was clarified to represent a process that would provide not only written, collateral materials, but also education and personal support.

SUBTASK 2: MILESTONES OF AGE-APPROPRIATE LANGUAGE DEVELOPMENT

The Working Group curated materials of age-appropriate infant and toddler speech and language milestones for children who are D/HH/DB. The listing is found in Attachment B.

In addition, a subgroup was formed to review currently available checklists designed for families to better support their understanding of the progression of communication milestones for children who are D/HH/DB. The subgroup discussed the differences between milestones and an assessment. Milestones are general guidelines for use by parents and community members. Assessments are formal tests to be used by professionals in assessing the child to determine eligibility and appropriate services. The subgroup recommended providing links and/or copies of the following milestones:

- a) California Department of Education milestones
<https://www.cde.ca.gov/sp/ss/dh/sb210langmilestones.asp>
- b) Ontario Infant Hearing Program
Developmental milestones in American Sign Language and Developmental milestones in spoken language
http://www.children.gov.on.ca/htdocs/English/earlychildhood/hearing/brochure_services.aspx
0-30 month’s speech and language milestones:
http://www.children.gov.on.ca/htdocs/English/documents/earlychildhood/speech/Sp_eech-EN.pdf
Preschool speech and language:
<http://www.children.gov.on.ca/htdocs/English/documents/earlychildhood/preschool/Preschool-EN.pdf>

- c) ASL Stages of Development, California School for the Deaf
<http://successforkidswithhearingloss.com/wp-content/uploads/2011/12/ASL-Stages-of-Development-Assmt.pdf>
- d) Hawaii Newborn Hearing Screening Program
http://health.hawaii.gov/genetics/files/2013/04/2013_Hearing_Brochure_Hagadone1.pdf

SUBTASK 3: WEBSITES RELATED TO DEAFNESS AND HEARING LOSS, NATIONAL AND STATE ORGANIZATIONS AND RESOURCES FOR FAMILIES

The Working Group also curated a listing of national and local resources as well as established criteria for inclusion in the listing. The listing is found in Attachment C.

SUBTASK 4: TERMS AND DEFINITIONS RELATED TO DEAFNESS AND HEARING LOSS, AND COMMUNICATION MODES

The Working Group emphasized the importance of the distinctive nuances within the array of communication modes that require each pathway to not only stand alone in its definition, but also in its reporting.

There is a variety of communication modes available for a child who is D/HH/DB. The following are some of the methods available:¹

- Oral Method – utilizes speechreading (lipreading) and the maximal use of a child’s residual hearing for the development and production of speech.
- Manual Communication Methods – utilizes a child’s ability to communicate through visual stimuli such as fingerspelling and sign languages. Some examples of manual communication methods are:
 - American Sign Language (ASL) is composed of positions and gestures made with the hands, body, and facial expressions to convey abstract concepts as with any spoken language. ASL has a distinct grammatical structure that is dissimilar to English.
 - Manual English uses many of the traditional ASL signs while maintaining the English word order and grammar to develop a child’s ability to read and write English.
 - Fingerspelling augments most sign language systems by using handshapes to code the letters of the alphabets as well as numbers.
 - Hawaii Sign Language is also known as Old Hawaii Sign Language and Pidgin Sign Language, is an indigenous sign language used in Hawaii.²
 - Cued Speech Method – is a visual mode of communication that uses handshapes and placements in combination with the mouth movements of speech to make the phonemes of a spoken language look different from each other.
- Spoken Language Bilingual – generally combines sign language and spoken language as complementary strategies for encouraging language development.
- Total Communication – is an approach to Deaf education that aims to make use of several

¹ Includes definitions and terms from California Department of Social Services website
http://www.cdss.ca.gov/cdssweb/entres/pdf/ODA/CommunicationOptionsDHOH_Child.pdf

² <https://www.ethnologue.com/language/hps>

modes of communication such as signed, oral, auditory, written, and visual aids, depending on the needs and abilities of the child.

After a child has been diagnosed with a hearing loss, important decisions will need to be made about the child's education, technology, and communication modes. Materials provided to the families should be objective in order to support the family in making choices that best meet their child's needs.

Families want a resource that will provide: 1) objective information about the continuum of communication and technology options, 2) access to Deaf mentors, 3) individuals knowledgeable about D/HH/DB to teach parents how to engage and communicate with their child, and 4) related resource materials.

TASK 2: TOOLS USED TO ASSESS AND PLAN LANGUAGE DEVELOPMENT SERVICES FOR CHILDREN AGE 0-5 YEARS WHO ARE D/HH/DB

The Working Group established through its review and investigation that there is no appropriate standardized assessment tool that is a stand alone instrument to track language development for infants and toddlers across the various communication modalities. The existing tools used to evaluate speech and language of infants and toddlers who are D/HH/DB are not normed on D/HH/DB children. Clinicians typically use a battery of language samples, existing tools and clinical judgement to help formulate general impressions. Clinicians have, over time, acquired a number of tools which they have adapted to assist in assessment, intervention planning, and monitoring of progress. The lack of appropriate instruments for D/HH/DB children under 5 years of age leads the Working Group to believe that children are underassessed.

It was clarified that for families and professionals alike, they are seeking ways to: 1) assess the child's speech and language levels, 2) develop goals and objectives for speech and language development, and 3) measure and track progress for speech and language development.

The Working Group has assembled an inventory of tools, both formal and informal, and checklists which is found in Attachment D.

TASK 3: DATA AND AVAILABILITY OF DATA ON LANGUAGE AND LITERACY DEVELOPMENT FOR CHILDREN AGE 0-5 YEARS WHO ARE D/HH/DB

The Working Group validated that current data systems within the DOH and DOE do not have readily available information on the number of children with hearing loss by type and degree, nor does it have information on the communication modes these children are employing.

The DOH and DOE are able to report the numbers of children who meet the federal eligibility category criteria of deaf, hard of hearing and deaf-blind, but are unable to report the number of children with hearing loss whose primary eligibility is in another eligibility category e.g., developmental delay, autism, other health impairment, etc. As a result, data below on the current number of children who are D/HH/DB may be higher than the actual number of children are reported as having a hearing loss. The numbers also do not reflect relation of other developmental delays due to deprivation of language acquisition.

The data that was presented includes the following:

2015 Number of children born who are D/HH/DB

# births	18,392
# screened	18,235
# not pass screening	245
# diagnostic evaluations	205
# confirmed permanent hearing loss	74 (0.4%)
# enrolled in EI services	40

Information provided by DOH Newborn Hearing Screening Program

2016 Number of children ages 0-3 who are D/HH/DB receiving DOH services

# Service Plans	103
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Information provided by DOH

DOH is unable to provide specific data on language development and literacy development. This information is maintained in individual records of each child and is not easily retrievable.

2015-2016 Number of children ages 3-5 who are eligible for DOE special education services in related categories

Deaf-blindness	0
Hearing Disability*	34**

*Information retrieved from USDOE/OSEP. *Hearing Disability refers to all students with eligibility categories of Deaf or Hard of Hearing. **Due to the low incidence of this population, data may not be included to maintain the confidentiality of individuals.*

The numbers reported to Office of Special Education Programs (OSEP) includes 69 children in this reporting period under “multiple disabilities”. DOE was unable to determine what subset of children have a hearing loss. Similarly, this information is maintained in individual student files and is not easily accessible.

2015-2016 Number of children ages 3-5 who are served in EOEL Public Pre-kindergarten Program classrooms who are D/HH/DB

D/HH/DB	0
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Information provided by EOEL

TASK 4: IMPROVEMENTS CONCERNING THE STATEWIDE SYSTEM OF SERVICES THAT SUPPORT AGE-APPROPRIATE LANGUAGE DEVELOPMENT FOR CHILDREN AGE 0-5 YEARS WHO ARE D/HH/DB.

In a review of system challenges, the Working Group established that there continues to be a need for qualified deaf educators in DOH and DOE to service children and families statewide in all modes of communication. Even with utilizing national recruitment vehicles, the challenge remains to fill positions. As it relates to building family capacity to communicate with their child, it was conveyed that access to American Sign Language (ASL) classes are not easily and conveniently available statewide.

In addition, as the Working Group established the need to support different communication modes in different settings across the state, and particularly on the neighbor islands. Limited

opportunities are discussed with families, noting a need to increase the variety of educational placements that support the various modes of communication to meet the student's needs. The district and geographical restrictions, along with inconsistent servicing teams, creates additional barriers for families to provide language acquisition to their D/HH/DB child(ren).

TASK 5: IMPROVEMENTS RELATED TO THE TRANSITION OF CHILDREN AGE 3 YEARS FROM THE DEPARTMENT OF HEALTH (DOH) EARLY INTERVENTION SERVICES TO DEPARTMENT OF EDUCATION (DOE) SERVICES.

The Working Group reflected on challenges that families experience as their children move across settings from DOH's family-centered services to the DOE's/Individuals with Disabilities Education Act (IDEA) student-centered model. Having continuity in curriculum, personnel, and level of family support were of significant concern.

It was consistently commented by the Working Group that there are concerns related to communication supports within DOE for D/HH/DB children across the state. Stated previously, there continues to be a need to build a variety of communication modes to support children to meet their communication needs in an appropriate setting.

The Working Group noted there were inconsistencies when placement was discussed with DOE D/HH itinerant teachers at the IEP team meeting. There needs to be consistency in facilitation of in-depth discussions of student needs related to the continuum of placements for the IEP team, which includes the family, to consider in order to make an informed decision.

The Working Group further identified additional areas of improvement related to the flow of communication between DOH and DOE. Additionally, families are underprepared during the entire transition process, which are also apparent at other entry points for their education (families moving to Hawaii, families change in communication mode, etc.). This lack of adequate preparation leading up to transition creates confusion within the family and failure to plan the course of action as it relates to their child's placement opportunities based on the child's needs.

RECOMMENDATIONS

1. RESOURCE GUIDE FOR PARENTS OF CHILDREN WHO ARE D/HH/DB:
 - A. **Implement and maintain an accessible statewide directory of comprehensive resources for families with D/HH/DB children ages 0-5 to include events, personnel, programs, agencies, etc.** The Working Group made this recommendation based on discussion regarding the need for a directory that families can access that would include resources on programs and services, as well as local events for children who are D/HH/DB. Not all programs, services, and events may be available in all communities, which is why information needs to be categorized as to what is available statewide, countywide, island-wide, and/or in each community. This directory may include national and local resources.
 - B. **Implement a comprehensive, culturally appropriate, family-centered resource to support families with D/HH/DB children ages 0-5 accessible via the internet, telecommunication, as well as in person.** The Working Group was concerned that not all families have access to the Internet, and some may prefer to talk in person or communicate via the phone. This recommendation assures that information on

different communication modes are available to families to explore. Providing information about these communication modes can also help families who may not have access to transportation.

- C. **Establish a parent-to-parent support network.** Other states have found that parent-to-parent support networks are an important component for parents of children who are D/HH/DB. Parent-to-parent support is described as parents with lived experiences providing support to each other and is recognized as a distinctive and important type of support system. These types of support networks provide positive assistance in sharing strategies and problem-solving challenges as they arise. Hawaii’s Working Group reaffirms this researched finding and recommends that Hawaii establish a parent-to-parent support network as they promote family well-being, networking, and connection to resources for families.
 - D. **Develop and initiate a “positive public campaign” on early language and literacy development for D/HH/DB via social media, PSAs, seminars, workshops, etc.** The target audience is all families (not just families with children who are D/HH/DB), to promote the importance of early language and literacy development. The focus is on promoting language and literacy, therefore, this information is relevant for all families with young children.
 - E. **Provide language milestones to families with D/HH/DB children up to age 5 years at NHSP diagnostic evaluations, EI program enrollment, IFSP meetings, special education eligibility meetings, IEP meetings, and at preschool enrollment for public pre-kindergarten programs.** It is the recommendation of the Working Group that opportunities to share this information on critical milestones should be given to parents at formal entry points in the DOH, DOE and EOEL systems.
 - F. **Implement a web-based portal designed primarily for families to access information on a variety of communication modes and balanced resources on the array of communication modes and technology options, which would also include positive testimonials from Hawaii families.** Other states, such as California, have developed websites for families that provides information on educational programs for D/HH/DB students. The Working Group recommends a website where families in Hawaii can access information on the array of communication and technology options in an impartial and comprehensive manner. This website would include testimonials from families on different types of communication modalities and technology. By having a well-resourced website, parents would be able to explore all modes of communication and technology, and make well-informed decisions that best fit their child.
2. TOOLS USED TO ASSESS AND PLAN LANGUAGE DEVELOPMENT SERVICES FOR CHILDREN AGE 0-5 YEARS WHO ARE D/HH/DB:
- A. **Convene a working group amongst DOH, DOE and other qualified personnel to determine language evaluation tools to be made available for use by DOH and DOE.** The Working Group voted to approve a working group to develop a list of speech and language evaluation tools available to the DOH and DOE to ensure consistency in assessment and evaluation of D/HH/DB children. A listing of language evaluation tool

would help educators and early interventionists assess, plan and provide services to best meet the needs of the child who is D/HH/DB.

- i. The working group would review existing State approved tools that would be appropriate and adequate in addressing language development services for children ages 0-5.
- ii. The working group would also explore assessment tools and data that are in practices in other states relevant to D/HH/DB children ages 0-5.

3. DATA AND AVAILABILITY OF DATA ON LANGUAGE AND LITERACY DEVELOPMENT FOR CHILDREN AGE 0-5 YEARS WHO ARE D/HH/DB:

- A. **Implement a statewide data sharing system between DOH's Newborn Hearing Screening Program, Children and Youth with Special Health Needs Section, Early Intervention Section and Home Visiting Program, and DOE.** The Working Group makes this recommendation with a vision that data on young children who are D/HH/DB will be accessible and shared between DOH and DOE to ensure proper and timely services and that children do not get lost between systems. A universal consent form will need to be designed so parents understand what is being shared and how this sharing will help improve the services for their child.
- B. **Request the DOH to amend the newborn hearing statute to include follow up evaluation reporting requirements.** Currently, the DOH is unable to accurately track or follow-up with infants who are identified with having a hearing because reporting of the data to the DOH is not mandated. The Working Group recommends that the statute for the Newborn Hearing Screening Program be amended to require that audiologists performing diagnostic hearing evaluation of the infant who does not pass screening, or any infant who receives diagnostic hearing evaluation beyond screening, shall report evaluation results to the department. The Working Group also recommends the following changes: 1) define "audiologist", "deaf and hard-of-hearing", and update definition of "management", 2) update references of "hearing impaired" to the more appropriate term of "deaf and hard of hearing", and 3) remove mention of DOE's statewide center for students with hearing or visual impairments due to name change of the school.
- C. **Convene a working group to create standardization of data collected, shared and measured that would be appropriate for D/HH/DB children.** The subgroup will need to address several issues around data collection and tracking, which includes: a) clarification on OSEP definitions, b) under-reporting due to confidentiality issues around low numbers that may lead to identification of individuals, c) data collection on eligibility categories (DOE only allows one category to be identified in the data system with the option of writing in more descriptive information; DOH allows up to 3 categories identified in the ICD-10 codes), and d) review of other states or data sources that are able to capture accurate data on children who are D/HH/DB.

4. IMPROVEMENTS RELATED TO THE STATEWIDE SYSTEM OF SERVICES THAT SUPPORT AGE-APPROPRIATE LANGUAGE DEVELOPMENT FOR CHILDREN AGE 0-5 YEARS WHO ARE D/HH/DB:
- A. **DOH and DOE collaboratively develop and implement ongoing professional learning opportunities on a broad range of topics relevant to D/HH/DB children and their families.** DOH and DOE will provide educational products, online courses, workshops, guided observations and trainings to those who work with children who are D/HH/DB to ensure a comprehensive research-based learning environment. Resources and information will promote effective programming and provision of services, support colleagues and inter-professional collaboration, and provide on-going learning and development. Having the departments work collaboratively to develop the professional learning series on a broad range of topics relevant to D/HH/DB children and their families will provide for better networking and improved quality of services.
 - B. **Develop a network of specialized service providers in DOH to provide early intervention services for children who are D/HH/DB.** The Working Group recognizes that there is a shortage of specialized service providers statewide to service all children birth through age three in the EI system. To address this shortage, the Working Group recommends a network of specialized service providers be created to include ASL specialists, listening and spoken language specialists, Deaf educators, Care Coordinators knowledgeable on D/HH/DB issues and services, and other professional staff knowledgeable in working with D/HH/DB. Currently EIS only has one Deaf and Hard of Hearing Specialist who provides services for all D/HH/DB children statewide.
 - C. **Explore how to allow for exemptions for D/HH/DB children from geographic providers and allow for referral to D/HH/DB specialized statewide service providers (for Early Intervention).** Under the current EIS model, children are assigned to a program based on where they live. The Working Group proposes that exemptions from geographic providers be allowed for D/HH/DB children and their families to receive services from a team (to include ASL specialist, listening and spoken language specialist, Deaf educator, etc.) that specializes in working with D/HH/DB children regardless of their mode of communication or technology needs. Combined with the earlier recommendation, this team of specialists would provide targeted interventions specific to the needs of the D/HH/DB child therefore, helping them to meet their language development needs.
 - D. **Strengthen the network of specialized service providers within the DOE for children who are D/HH/DB.** This may include ASL specialists, spoken language specialists (e.g. Speech/Language Pathologist), cochlear implant specialists, Deaf educators (e.g. hearing itinerant teacher) etc. This recommendation mirrors that of the EIS system, to build capacity within the DOE and support the individualized needs of each child in their educational placement.
 - E. **Implement a Deaf Mentor program to support families with children who are D/HH/DB across systems to include different communication modalities, use of technology, and opportunities, etc.** The Working Group felt it important to ensure consistency across systems and availability statewide to learn about the continuum of communication modes. A Deaf Mentor program is designed to provide families with the opportunities to learn about the different communication modalities and interface with

adults using those modalities. The Working Group recommends that a program such as SKI-HI or a program like it be used to train and certify deaf mentors. SKI-HI is a curriculum that is a comprehensive family-oriented program for children who are D/HH/DB and contains information written in a user-friendly layout for parents. Service providers, families and parents, early interventionists, para-educators, teachers, childcare providers, and early childhood specialists use SKI-HI programs and educational materials.

- F. **Provide a professional development program to train and certify professionals who work with children who are D/HH/DB.** The Working Group recommends that professionals who work with children who are D/HH/DB receive appropriate training on assessment, provision of services, and tracking of progress, for all modes of communication.
 - G. **Reinstate funding for the Systematic Hearing and Vision Program in the schools.** Current statute (HRS §321-101) mandates that the DOH provide hearing and vision screening in schools; however, the program was eliminated due to funding cuts in 1995. This program provided hearing and vision screening of preschool, elementary, middle and high school children. Children who do not pass hearing or vision screening were then referred for further medical assessment and treatment. Currently, hearing and vision screenings of children are conducted in physicians' offices or during medical visits only. However, not all children see their pediatrician or health care provider on a regular basis. Additionally, not all pediatricians or health care providers have the equipment or knowledge to perform hearing and vision screening in their offices. The Hearing and Vision Program would provide universal, voluntary hearing and vision screening for children to help them meet language and literacy milestones.
 - H. **Require hearing screening for all children ages birth to kindergarten entry who have speech-language delays.** As part of the developmental assessment of the child, it is recommended that a hearing screening be conducted to rule out or treat any concomitant causes of the speech and language delay.
 - I. **Establish an opt-out referral system from all birthing facilities, all hearing evaluation programs, and primary care providers that will provide direct referral for support services after a child is identified as D/HH/DB.** The Working Group recommends that all children identified with a permanent hearing loss be referred to an impartial resource that will help to guide and support the family through the process of obtaining services to meet their needs. This referral will be made automatically, unless a family opts-out in writing.
5. IMPROVEMENTS RELATED TO THE TRANSITION OF CHILDREN AGE 3 YEARS FROM THE DEPARTMENT OF HEALTH (DOH) EARLY INTERVENTION SERVICES TO DEPARTMENT OF EDUCATION (DOE) SERVICES:
- A. **Implement a standardized protocol for transition meetings from EI to DOE for D/HH/DB children that would include facilitator(s) who is knowledgeable in working with children who are D/HH/DB. After eligibility for special education and related services is determined, the IEP team meets to review the student's**

strengths and needs and: 1) discusses all communication modes, 2) discusses the continuum of placements and examples where some of the programs are located, and 3) includes representation from the home school and individual(s) knowledgeable about the various communication modes in the DOE with parental approval. To ensure the best transition for children who are D/HH/DB from EIS to DOE, the Working Group recommends there be consistency in the way in which information is presented during meetings. It is imperative to the IEP team process to always have a knowledgeable facilitator at Student Focus Team (SFT) eligibility, IEP and placement meetings. A review of all communication and placement options should be reviewed as well as representatives from those DOE programs or district specialized service provider knowledgeable about D/HH/DB issues and services.

- B. Convene workshops for families on “what to expect” during the transition from EI to the DOE for D/HH/DB children. Individuals with Disabilities Education Act (IDEA) Part C is focused on the needs of the child and the family. IDEA Part B focuses on the educational needs of the child. The philosophical shift can be unsettling for parents; therefore, it is the recommendation of the Working Group that workshops be made available for families to help explain this difference and what other changes to anticipate for their child.

Proposed sub-working groups: While the Working Group has worked hard this past year, there are still issues that need further development. The following sub-working groups were voted on and approved: Assessment, Personnel, Data and Reporting, and Resource Materials. The following are some of the work that needs to be addressed by each of the groups.

- **Assessment:** There are many tools and assessments available normed on typically developing hearing children, however, there are very few that accurately assess the language and literacy levels of D/HH/DB. This working group will need to:
 - Identify milestones for DB, Cochlear Implant/Hearing Aids; and
 - Identify instruments that may be used by DOH and DOE to assess children who are D/HH/DB.
- **Personnel:** There is a lack of specialized qualified personnel to provide services for children who are D/HH/DB. The working group will need to address the staffing issues, as well as:
 - Develop specific recommendations related to qualified staffing and program equity issues within DOE, particularly on neighbor islands; and
 - Identify professional development system to support ongoing training and supports for those working with children who are D/HH/DB.
- **Data and Reporting:** Without appropriate data collection and tracking of students, it is difficult to plan for resource needs, staffing and education placement options, or provide data tracking. This working group will meet to:
 - Determine requirements on the collection of data on the D/HH/DB and related subpopulations for reporting; and
 - Develop universal consent form for data sharing.
- **Resource Materials:** In order to ensure a system of consistent information and resource sharing with parents, this working group will need to:

- Determine which resources (or develop resources) to be provided to parents of D/HH/DB children at the following touch points.
 - Newborn hearing screenings;
 - Diagnostic audiological evaluations;
 - EIS Intake and enrollment;
 - Each IFSP meeting;
 - Transition Meeting for DOH to DOE at age 3.

ATTACHMENT A
Early Language Working Group Members
As of August 2017

<u>Member Position</u>	<u>Name</u>	<u>Island</u>
Parent	Nikki Kepo'o	Oahu
Parent	Ed Chevy	Oahu
Parent	Julie Whitaker	Oahu
Parent	Danielle Ledo Glade	Oahu
Individual who is D/HH/DB who uses ASL	Colleen Cidade	Oahu
Individual who is D/HH/DB who uses oral language	Colin Whited	Oahu
Credentialed teacher who uses ASL for children under age 6 years who are D/HH/DB	Angel Ramos, EdD	Oahu
Credentialed teacher who uses oral language for children under age 6 years who are D/HH/DB	Kari Fillinger	Maui
Early intervention specialist who works with infants and toddlers using ASL	Jennifer Blohm	Oahu
Early intervention specialist who works with infants and toddlers using oral language	Charlene Robles	Oahu
Audiologist or speech language pathologist with knowledge of language assessment and intervention for children who are D/HH/DB	Jennifer Hokulani Tarnay	Oahu
Representative from English as a second language community	Emily Jo Noschese	Oahu
Representative from Disability and Communication Access Board/Department of Health (DCAB/DOH)	Amanda Kaahanui	Oahu
Representative from Newborn Hearing Screening Program (NHSP/DOH)	Gwen Palmer	Oahu
Representative from Early Intervention Section (EIS/DOH)	Jill Taosaka	Oahu
Representative from Department of Education (DOE)	Carole Duran	Oahu
Representative from Executive Office on Early Learning (EOEL)	Coleen Momohara	Oahu

ATTACHMENT B
A Review of Various Milestones & Tools

	FOCUS	ASL/ SIGNS	AGE GROUPING
Milestones include ASL/signs			
ASL Stages of Development, California School for Deaf http://successforkidswithhearingloss.com/wp-content/uploads/2011/12/ASL-Stages-of-Development-Assmt.pdf	ASL stages of development	YES	2-6, 6-12, 12-18, 18-24 months; 2-3, 3-4, 4-5 years
California Department of Education milestones https://www.cde.ca.gov/sp/ss/dh/sb210langmilestones.asp	Language milestones (from 10 norm referenced resources)	YES	0-3, 4-6, 7-12 months 1-2, 2-3, 4-5 years (items for expressive language, receptive language, vocabulary)
Ontario Infant Hearing Program - Developmental milestones in American Sign Language and Developmental milestones in spoken language http://www.children.gov.on.ca/htdocs/English/earlychildhood/hearing/brochure_services.aspx - 0-30 months speech and language milestones: http://www.children.gov.on.ca/htdocs/English/documents/earlychildhood/speech/Speech-EN.pdf - Preschool speech and language: http://www.children.gov.on.ca/htdocs/English/documents/earlychildhood/preschool/Preschool-EN.pdf	Developmental milestones in ASL	YES	0-3, 3-6, 6-9, 9-12, 12-18, 18-24 months
Newborn Hearing Screening Program - http://health.hawaii.gov/genetics/files/2013/04/2013_Hearing_Brochure_Hagadone1.pdf	Language milestones	NO	0-3, 3-6, 6-9, 9-12, 12-18, 18-24, 24-36 months
Assessment includes ASL/signs			

	FOCUS	ASL/ SIGNS	AGE GROUPING
Laurent Clerc National Deaf Education Center https://texasdeafed.org/uploads/files/general-files/Clerc_Center_Student_Language_and_Communication_Profile_Summary.pdf	Language and communication assessment	YES	0-24, 24-48 months; 4-5 years
SKI-HI Institute	Communication	YES	Items for Receptive and Expressive Ages: 0-2, 2-4, 4-6, 6-8, 8-10, 10-12, 12-14, 14-16, 16-18, 18-20, 20-22, 22-24, 24-28, 28-32, 32-36, 36-40, 40-44, 44-48, 48-54, 54-60 months
Standardized Visual Communication and Sign Language Checklist for Signing Children (Gallaudet University) © Copyright	Visual communication, sign language	YES	0-12 months; 1-2, 2-3, 3-4, 4-5 years
Other milestones/tools			
Ages and Stages Questionnaire © Copyright	Development (communication items)	No	2, 4, 6, 8, 9, 10, 12, 14, 16, 18, 20, 22, 24, 27, 30, 33, 36, 42, 48, 54, 60 months
American Speech-Language-Hearing Association http://www.asha.org/public/speech/development/chart/	Communication	No	0-3, 4-6, 7-12 months 1-2, 2-3, 3-4, 4-5 years
Hawaii Developmental Charts for Families © Copyright	Development (communication items)	No	Items for cognitive-receptive language and expressive language
Hawaii Early Learning and Development Standards (HELDS) (Executive Office on Early Learning) http://earlylearning.hawaii.gov/wp-content/uploads/2014/02/HELDS-continuum-2014.04.01.pdf	English Language Arts and Literacy	No	Items for reading literature, reading informational, reading foundational, writing, speaking and listening, language Ages 0-12, 12-24, 24-36, 36-48 months, 48 months-KE

	FOCUS	ASL/ SIGNS	AGE GROUPING
Head Start https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five	Language and communication	No	0-36 months: Items for attention and understanding, communicating and speaking, vocabulary, emerging literacy Ages: 0-9, 8-18, 16-36 months 36-60 months: Items for attention and understanding, communicating and speaking, vocabulary, phonological awareness, print and alphabet knowledge, comprehension and text structure, writing Ages: 36-48, 48-60 months
National Institute on Deafness and Other Communication Disorders (NIDCD) https://www.nidcd.nih.gov/health/your-babys-hearing-and-communicative-development-checklist	Hearing and Communication	No	0-3, 4-6, 7-12 months
Read is Fundamental http://www.rif.org/literacy-resources/tips-resources/literacy-milestones-birth-to-6/	Literacy	No	0-3, 3-4, 5 years
Teaching Strategies Gold © Copyright	Language	No	Items for: Listens to and understands increasingly complex language; uses language to express thoughts and needs; demonstrates phonological awareness Ages 0-1, 1-2, 2-3 years; Preschool 3 class; Pre-K 4 class

ATTACHMENT C
Community, State, and National Resources (Draft)

Community Resource Listing

The following represents a subset of informal/formal resources in the community as identified by members of the Early Language Working Group. This list is dynamic and is representative of the programs and supports identified in discussion in 2017.

Resource Name	Description	Location	Age	Category	Cost	Contact Info
St. Peter & Paul	Interpreted Mass, Sundays 10am	<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu	All	Religious	\$0	Parish Office sspeterpaul@hawaii.rr.com
New Hope Deaf Group		<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu				https://enewhope.org/ministries/
Jehovah Witness –		<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input type="checkbox"/> O'ahu				
Aloha State Association for Deaf	Advocacy organization serving Deaf, Deaf Blind and hard of hearing.	<input checked="" type="checkbox"/> Hawai'i <input checked="" type="checkbox"/> Kaua'i <input checked="" type="checkbox"/> Lāna'i <input checked="" type="checkbox"/> Maui <input checked="" type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu <input checked="" type="checkbox"/> STATEWIDE	All			http://www.deafaloha.org/
Deaf Starbucks		<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu				http://www.aslhi.com/deaf-events-calendar-hawaii/honolulu-deaf-starbucks-may-2015
Hands and Voices Hawai'i ENDED?		<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input type="checkbox"/> O'ahu	All			https://www.gemcenter.org/
'Ohana Center at the School		<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu				
Hawaii Deaf Surfriders Association		<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu				https://www.facebook.com/hawaiideafsurfridersassociation/

Resource Name	Description	Location	Age	Category	Cost	Contact Info
Hawaii School for the Deaf and Blind (HSDB) Parent Association		<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu				http://www.hsdb.k12.hi.us/parent-association.html
Maui Deaf Friends		<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input checked="" type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input type="checkbox"/> O'ahu				
Big Island Deaf Club		<input checked="" type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input type="checkbox"/> O'ahu				
Molokai Deaf 'Ohana		<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input checked="" type="checkbox"/> Moloka'i <input type="checkbox"/> O'ahu				
Hawaii Disability Rights Center (HDRC) – Carol Young	Client assistance and protection & advocacy for people with disabilities	<input checked="" type="checkbox"/> Hawai'i <input checked="" type="checkbox"/> Kaua'i <input checked="" type="checkbox"/> Lāna'i <input checked="" type="checkbox"/> Maui <input checked="" type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu <input checked="" type="checkbox"/> STATEWIDE	All			http://www.hawaiidisabilityrights.org
Gallaudet Alumni Association		<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu				
Hawaii School for the Deaf and Blind alumni association		<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu				
Hawaii Speech Language Hearing Association (HSHA)		<input checked="" type="checkbox"/> Hawai'i <input checked="" type="checkbox"/> Kaua'i <input checked="" type="checkbox"/> Lāna'i <input checked="" type="checkbox"/> Maui <input checked="" type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu <input checked="" type="checkbox"/> STATEWIDE				https://hsha.wildapricot.org/
Signs of Self ENDED?	Supports independent living services for people who are deaf, hard of hearing, or deaf-blind	<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input type="checkbox"/> O'ahu				http://www.signsofself.org/
GEM – Georgia Ellen Morikawa Center	Education and advocacy in helping individuals who are deaf and hard of hearing	<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu	All			https://www.gemcenter.org/
Hawaii Bowling Club		<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu				
Hawaii Silent Bowlers		<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i				

Resource Name	Description	Location	Age	Category	Cost	Contact Info
		<input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu				
ATRC - Assistive Technology Resource Centers of Hawaii	Provides access to assistive technology for people with disabilities	<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input type="checkbox"/> O'ahu	All			http://www.atrc.org/
Alexander Graham Bell Association for the Deaf and Hard of Hearing – Hawaii Chapter		<input checked="" type="checkbox"/> Hawai'i <input checked="" type="checkbox"/> Kaua'i <input checked="" type="checkbox"/> Lāna'i <input checked="" type="checkbox"/> Maui <input checked="" type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu <input checked="" type="checkbox"/> STATEWIDE	All			HIchapter@agbell.org
Hawaii Association of the Blind		<input checked="" type="checkbox"/> Hawai'i <input checked="" type="checkbox"/> Kaua'i <input checked="" type="checkbox"/> Lāna'i <input checked="" type="checkbox"/> Maui <input checked="" type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu <input checked="" type="checkbox"/> STATEWIDE				http://www.acb.org/hawaii/test/index.php
Isle Interpret	Interpreters	<input checked="" type="checkbox"/> Hawai'i <input checked="" type="checkbox"/> Kaua'i <input checked="" type="checkbox"/> Lāna'i <input checked="" type="checkbox"/> Maui <input checked="" type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu <input checked="" type="checkbox"/> STATEWIDE				https://www.isleinterpret.com/
Island Skill Gathering	Assistive technology	<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu				http://isghawaii.com/
Hawaii Interpreting Services	Interpreters	<input checked="" type="checkbox"/> Hawai'i <input checked="" type="checkbox"/> Kaua'i <input checked="" type="checkbox"/> Lāna'i <input checked="" type="checkbox"/> Maui <input checked="" type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu <input checked="" type="checkbox"/> STATEWIDE				https://www.interpretinghawaii.com/
Leadership in Disabilities and Achievement of Hawaii (LDAH)	Provides information and referral, mentoring and advocacy, and education and training to parents and family members of children with disabilities and the professionals who serve them.	<input checked="" type="checkbox"/> Hawai'i <input checked="" type="checkbox"/> Kaua'i <input checked="" type="checkbox"/> Lāna'i <input checked="" type="checkbox"/> Maui <input checked="" type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu <input checked="" type="checkbox"/> STATEWIDE				http://ldahawaii.org/
Special Olympics Hawaii		<input checked="" type="checkbox"/> Hawai'i <input checked="" type="checkbox"/> Kaua'i <input checked="" type="checkbox"/> Lāna'i <input checked="" type="checkbox"/> Maui <input checked="" type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu <input checked="" type="checkbox"/> STATEWIDE				http://www.specialolympics-hawaii.org/

Resource Name	Description	Location	Age	Category	Cost	Contact Info
Relay Hawai'i 711	Free service that provides full telephone accessibility to people who are deaf, deaf-blind, hard-of-hearing, or speech-disabled	<input checked="" type="checkbox"/> Hawai'i <input checked="" type="checkbox"/> Kaua'i <input checked="" type="checkbox"/> Lāna'i <input checked="" type="checkbox"/> Maui <input checked="" type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu <input checked="" type="checkbox"/> STATEWIDE	All			http://www.relayhawaii.com/
Hilopa'a Family to Family Health Information Center	One-stop for information and referral, technical assistance and training for families of children with special health care needs. Assists families in navigating through the health care system	<input checked="" type="checkbox"/> Hawai'i <input checked="" type="checkbox"/> Kaua'i <input checked="" type="checkbox"/> Lāna'i <input checked="" type="checkbox"/> Maui <input checked="" type="checkbox"/> Moloka'i <input checked="" type="checkbox"/> O'ahu <input checked="" type="checkbox"/> STATEWIDE	All			www.hilopaa.org text messaging: 808-465-5444

Parent to Parent Resource Listing

The following represents a list of families who are willing to informally provide a parent perspective to their families in the community. This list is dynamic and may change depending on the circumstance of the parents identified.

Resource Name	Area of Interest	Location	Age Support	Contact Info
	<input type="checkbox"/> Deaf <input type="checkbox"/> Hard of Hearing <input type="checkbox"/> Deaf/Blind <input type="checkbox"/> Cochlear <input type="checkbox"/> Oral <input type="checkbox"/> Cued Speech <input type="checkbox"/> Total Communication <input type="checkbox"/> Sign Language <input type="checkbox"/> ASL Spoken Language Bilingual	<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input type="checkbox"/> O'ahu		
	<input type="checkbox"/> Deaf <input type="checkbox"/> Hard of Hearing <input type="checkbox"/> Deaf/Blind <input type="checkbox"/> Cochlear <input type="checkbox"/> Oral <input type="checkbox"/> Cued Speech <input type="checkbox"/> Total Communication <input type="checkbox"/> Sign Language <input type="checkbox"/> ASL Spoken Language Bilingual	<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input type="checkbox"/> O'ahu		
	<input type="checkbox"/> Deaf <input type="checkbox"/> Hard of Hearing <input type="checkbox"/> Deaf/Blind <input type="checkbox"/> Cochlear <input type="checkbox"/> Oral <input type="checkbox"/> Cued Speech <input type="checkbox"/> Total Communication <input type="checkbox"/> Sign Language	<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input type="checkbox"/> O'ahu		

Resource Name	Area of Interest	Location	Age Support	Contact Info
	<input type="checkbox"/> ASL Spoken Language Bilingual			

Mentor Resource Listing

The following represents a list of Deaf or Hard of Hearing (D/HH) individuals who are willing to informally mentor parents or other D/HH individuals. This list is dynamic and may change depending on the circumstance of the Mentors identified.

Resource Name	Area of Interest	Location	Age Support	Contact Info
	<input type="checkbox"/> Deaf <input type="checkbox"/> Hard of Hearing <input type="checkbox"/> Deaf/Blind <input type="checkbox"/> Cochlear <input type="checkbox"/> Oral <input type="checkbox"/> Cued Speech <input type="checkbox"/> Total Communication <input type="checkbox"/> Sign Language <input type="checkbox"/> ASL Spoken Language Bilingual	<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input type="checkbox"/> O'ahu		
	<input type="checkbox"/> Deaf <input type="checkbox"/> Hard of Hearing <input type="checkbox"/> Deaf/Blind <input type="checkbox"/> Cochlear <input type="checkbox"/> Oral <input type="checkbox"/> Cued Speech <input type="checkbox"/> Total Communication <input type="checkbox"/> Sign Language <input type="checkbox"/> ASL Spoken Language Bilingual	<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input type="checkbox"/> O'ahu		
	<input type="checkbox"/> Deaf <input type="checkbox"/> Hard of Hearing <input type="checkbox"/> Deaf/Blind <input type="checkbox"/> Cochlear <input type="checkbox"/> Oral <input type="checkbox"/> Cued Speech <input type="checkbox"/> Total Communication <input type="checkbox"/> Sign Language <input type="checkbox"/> ASL Spoken Language Bilingual	<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input type="checkbox"/> O'ahu		

Professional Resource Listing

The following represents a list of Hearing Professionals who are willing to answer questions to parents or D/HH individuals. This list is dynamic and may change depending on the circumstance of the Professional identified.

Resource Name	Area of Interest	Location	Area of Interest	Contact Info
Jan Fried	<input type="checkbox"/> Deaf <input type="checkbox"/> Hard of Hearing <input type="checkbox"/> Deaf/Blind <input type="checkbox"/> Cochlear <input type="checkbox"/> Oral <input type="checkbox"/> Cued Speech	<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input type="checkbox"/> O'ahu		

Resource Name	Area of Interest	Location	Area of Interest	Contact Info
	<input type="checkbox"/> Total Communication <input type="checkbox"/> Sign Language <input type="checkbox"/> ASL Spoken Language Bilingual			
Kristine Kakukawa	<input type="checkbox"/> Deaf <input type="checkbox"/> Hard of Hearing <input type="checkbox"/> Deaf/Blind <input type="checkbox"/> Cochlear <input type="checkbox"/> Oral <input type="checkbox"/> Cued Speech <input type="checkbox"/> Total Communication <input type="checkbox"/> Sign Language <input type="checkbox"/> ASL Spoken Language Bilingual	<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input type="checkbox"/> O'ahu		
Jane Woods	<input type="checkbox"/> Deaf <input type="checkbox"/> Hard of Hearing <input type="checkbox"/> Deaf/Blind <input type="checkbox"/> Cochlear <input type="checkbox"/> Oral <input type="checkbox"/> Cued Speech <input type="checkbox"/> Total Communication <input type="checkbox"/> Sign Language <input type="checkbox"/> ASL Spoken Language Bilingual	<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input type="checkbox"/> O'ahu		
Marissa Tomei	<input type="checkbox"/> Deaf <input type="checkbox"/> Hard of Hearing <input type="checkbox"/> Deaf/Blind <input type="checkbox"/> Cochlear <input type="checkbox"/> Oral <input type="checkbox"/> Cued Speech <input type="checkbox"/> Total Communication <input type="checkbox"/> Sign Language <input type="checkbox"/> ASL Spoken Language Bilingual	<input type="checkbox"/> Hawai'i <input type="checkbox"/> Kaua'i <input type="checkbox"/> Lāna'i <input type="checkbox"/> Maui <input type="checkbox"/> Moloka'i <input type="checkbox"/> O'ahu		

State Government Listing

This list of state government programs includes entitlement and discretionary programs that serve the D/HH community and family members.

Hawaii State Department of Education

Special Education

<http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SpecialEducation/>

Special education is specially designed instruction and services to meet the unique needs of students with disabilities. Services are provided under Part B of the Individuals with Disabilities Education Act.

Hawaii School for the Deaf and Blind

<http://www.hawaiipublicschools.org/ParentsAndStudents/EnrollingInSchool/SchoolFinder/Pages/Hawaii-School-for-the-Deaf-and-the-Blind.aspx>

<http://www.hsdb.k12.hi.us/>

All faculty are certified teachers of the deaf and use American Sign Language (ASL) to teach a standards- and research-based curriculum.

SPIN – Special Parent Information Network: Hawaii

<http://spinhawaii.org/>

Resources, support, and information for families with children who have special needs

Hawaii State Department of Health

Newborn Hearing Screening Program

<http://health.hawaii.gov/genetics/programs/nhsp/>

Assures all newborns in the State of Hawaii receive timely screening, diagnosis, and follow-up for hearing loss.

http://health.hawaii.gov/genetics/files/2013/04/Parent_Resource_Guide_FINAL.pdf

Hawaii State Resource Guide for Families of Children with Hearing Loss

Early Intervention Section

<http://health.hawaii.gov/eis/>

Provides early intervention services for eligible children age 0-3 years with developmental delay or at biological risk, as mandated by Part C of the Individuals with Disabilities Education Act.

Children and Youth with Special Health Needs Section

<http://health.hawaii.gov/cshcn/>

Provides service coordination and other services for children with special health needs age 0-21 years. Provides financial assistance for pediatric specialty services (including hearing aids) for eligible children.

Developmental Disabilities Division

<http://health.hawaii.gov/ddd/>

Provides and maintains services for individuals with developmental or intellectual disabilities.

Disability and Communication Access Board

<http://health.hawaii.gov/dcab/>

Advocates and promotes the full integration, independence, equal access, and quality of life for persons with disabilities in society.

<https://health.hawaii.gov/dcab/files/2017/08/CAP-List-W-2.pdf>

List of sign language interpreters

SPIN – Special Parent Information Network: Hawaii

<http://spinhawaii.org/>

Resources, support, and information for families with children who have special needs

Hawaii State Department of Human Services

Division of Vocational Rehabilitation (DVR)

<http://humanservices.hawaii.gov/vocationalrehab/>

State-federal program for individuals with disabilities who require assistance to prepare for, secure, retain or regain employment.

Comprehensive Service Center for People who are Deaf, Hard of Hearing or Deaf-Blind (CSC)

<http://www.csc-hawaii.org/>

State DVR funded program through a contract with CDS that offers a variety of educational classes, summer youth programs, and a one-stop referral service for people who are Deaf, Hard of Hearing and Deaf-Blind

Ho’opono Services for the Blind (DVR)

<http://humanservices.hawaii.gov/vr/hoopono/about/>

Provides comprehensive and specialized services that meet the varied needs of consumers across the State who are blind, both deaf and blind, or visually impaired.

Hawaii State Public Library System – Library for the Blind and Physically Handicapped

<http://www.librarieshawaii.org/branch/library-for-the-blind-and-physically-handicapped/>

Provides talking books, large-print books, and audiocassettes for blind and physically handicapped persons.

University of Hawaii

Center on Disability Studies (CDS)

Hawaii & Pacific Deaf-Blind Project

<http://www.cds.hawaii.edu/cds-projects/hawaii-pacific-deaf-blind-project>

<http://www.pdb.hawaii.edu/>

Provides technical assistance to children and youth who are deaf-blind, birth through 21 years of age, and to their families and service providers.

Kapiolani Community College (KCC)

Kapiolani Deaf Center

<http://kdc.kapiolani.hawaii.edu/>

Provides programs and services for deaf students at KCC, preparation of Deaf Education Paraprofessionals, programs for deaf children and their families.

Comprehensive Service Center for People who are Deaf, Hard of Hearing or Deaf-Blind (CSC)

<http://www.csc-hawaii.org/>

State DVR funded program through a contract with CDS that offers a variety of educational classes, summer youth programs, and a one-stop referral service for people who are Deaf, Hard of Hearing and Deaf-Blind.

Pacific Disabilities Center

<http://pdc.jabsom.hawaii.edu/>

Projects that improve the lives of persons with disabilities

National Organizations

Alexander Graham Bell Association for the Deaf and Hard of Hearing

<http://www.agbell.org/>

Resources and information for parents and individuals who choose to pursue the option and outcome of spoken language.

American Academy of Audiology

<https://www.audiology.org/>

<http://www.howsyourhearing.org/>

Consumer website of the American Academy of Audiology.

American Foundation for the Blind (AFB)

<https://www.afb.org/default.aspx/>

Consumer website of the American Foundation for the Blind.

American Society for Deaf Children

<http://deafchildren.org/>

Resources and information for families with deaf children

American Speech-Language-Hearing Association

<http://www.asha.org/public/>

Resources and information for people with speech, language, and hearing disorders.

Beginnings for Parents of Children who are Deaf or Hard of Hearing

<http://ncbegin.org/>

Resources and information for families with deaf or hard of hearing children

California Department of Education/Deaf & Hard of Hearing – Senate Bill 210

<http://www.cde.ca.gov/sp/ss/dh/>

Language developmental milestones, resource guide for parents of infants/toddlers who are deaf or hard of hearing.

Centers for Disease Control and Prevention

<https://www.cdc.gov/ncbddd/hearingloss/index.html>

CDC website on hearing

Central Institute for the Deaf

<https://cid.edu/>

Resources and information for professionals and families of children who are deaf and hard of hearing

Deafblind International

<http://www.deafblindinternational.org/>

Consumer website for Deafblind International

Gallaudet University

Laurent Clerc National Deaf Education Center

<http://www3.gallaudet.edu/clerc-center.html>

Information, training, and technical assistance for families of and professionals working with deaf or hard of hearing children.

Visual Language and Visual Learning

<http://vl2.gallaudet.edu/>

Resources and information on visual language and learning.

Hands & Voices

<http://www.handsandvoices.org/>

Resources and information to support families of children who are deaf or hard of hearing.

Hearing First

<https://hearingfirst.org/>

Resources and information to support professionals and families of children who are deaf or hard of hearing learn through listening and learning

Hellen Keller Services for the Blind

<https://www.helenkeller.org/>

Resources and information for people with vision loss or combined vision and hearing loss.

[Helen Keller National Center for Deaf-Blind Youths & Adults](#)

<https://www.helenkeller.org/hknc>

Resources and information for deaf-blind youths and adults.

John Tracy Clinic

<http://jtc.org/>

Hearing loss resources.

My Baby's Hearing (Boystown National Research Hospital)

<https://www.babyhearing.org/>

Resources and information for families of babies referred for a second hearing screening test or for follow up hearing testing.

National Association of the Deaf

<https://www.nad.org/>

Resources and information for deaf and hard of hearing individuals.

National Center for Hearing Assessment and Management

<http://www.infanthearing.org/>

National Technical Resource Center for implementation and improvement of Early Hearing Detection and Intervention (EHDI) systems.

<https://www.infanthearing.org/signit/>

With government and private funding, NCHAM offers the Sign It! curriculum at no charge to any parent with a child who deaf or hard of hearing AND is 36 months or younger.

<http://www.infanthearing.org/earlychildhood/index.html>

Early Childhood Hearing Screening and Follow-up (ECHO) Initiative promotes periodic hearing screening for young children

National Center on Deaf-Blindness

<https://nationaldb.org/>

Resources and information for families of children who are deaf-blind.

National Family Association for Deaf-Blind

<http://nfadb.org/>

National network of families focusing on issues surrounding deaf-blindness.

Oberkötter Foundation

<https://oberkotterfoundation.org/>

Resources and information to support professionals and families of children who are deaf or hard of hearing learn through listening and learning

Supporting Success for Children with Hearing Loss

<https://successforkidswithhearingloss.com/>

Resource for teachers of deaf and hard of hearing children

ATTACHMENT D

Tools Used to Assess and Plan Language Development Services For Children Age 0-5 Years who are Deaf, Hard of Hearing, or Deaf-Blind

The following list is a compilation of assessments, checklists, and job aids for professionals who provide clinical advice in the programmatic planning of Deaf, Hard of Hearing, or Deaf Blind children. This list is dynamic and is not exhaustive. Professionals may use one or more of tools, along with observation and professional judgement, to derive recommendations for planning and benchmarks for child development. Familiarity, training, child and family circumstance and needs are drivers in the selection of tools used.

Name	Area of Assessment	Type	Population	Age	User Qualifications (who can administer)	Method (Parent Report, observation, both)	Result Format	Link
Visual Communication and Sign Language Checklist (VCSL)	ASL	Checklist	ASL regardless of level of hearing	0-5	Qualification B	Observation	Skill level	http://vl2.gallaudet.edu/resources/vcsl/ http://vl2.gallaudet.edu/files/9914/2324/5941/14.1.simms.pdf
Laurent Clerc National Deaf Education Center-Student Language Profile <ul style="list-style-type: none"> • Receptive Comm. Continuum • Kendall Conversational Proficiency Level (P-Level) 	ASL	Checklist	Any DHH child: ASL/English	0 - 18yrs	Qualification B	Both	Skill level	https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKEwiK2b3bpqrUAhUJj1QKHV4KAKYQFggnMAE&url=http%3A%2F%2Fwww.asha.org%2FEvents%2Fconvention%2Fhandouts%2F2006%2F0535_Scott_Susanne%2F&usg=AFQjCNGDPyr1fW4PTKvvtTRX2oLvCZTEew https://texasdeafed.org/uploads/files/general-files/Clerc_Center_Student_Language_and_Communication_Profile_Summary.pdf
California School for the Deaf (CSD) ASL Development Tools	ASL	Observation and milestones	DHH who use ASL	3mo -6yrs	Qualification A	Both	Skill level	http://successforkidswithhearingloss.com/wp-content/uploads/2011/12/ASL-Stages-of-Development-Assmt.pdf
VL2 ASL Checklist	ASL	Checklist	ASL regardless of level of hearing	Birth - 5 yrs	Qualification B	Observation		http://vl2.gallaudet.edu/resources/vcsl/ http://vl2.gallaudet.edu/files/3414/9444/7372/VCSL_brochure2017.pdf

Name	Area of Assessment	Type	Population	Age	User Qualifications (who can administer)	Method (Parent Report, observation, both)	Result Format	Link
Auditory Skills Checklist	Listening/ Hearing	Checklist	Any child with hearing loss	Early Intervention : 0-2	Qualification C	Observation	Skill level	http://successforkidswithhearingloss.com/listening-development/
Functional Auditory Performance Indicators (FAPI)	Listening/ Hearing	Assessment	Children with hearing loss	Not specified	Qualification A	Both	Skill level	http://www.tsbvi.edu/attachments/FunctionalAuditoryPerformanceIndicators.pdf
Infant Toddler Meaningful Auditory Integration Scale (IT-MAIS)	Listening/ Hearing	Assessment	Children pre- and post-CI	Birth - 3 yrs	Qualification C	Both: Parent interview tool	Skill level	https://www.advancedbionics.com/content/dam/advancedbionics/Documents/Regional/BR/AB_IT-MAIS_Resource.pdf
Learn to Talk Around the Clock Listening Developmental Profile	Listening/ Hearing/ Speech	Checklist	DHH Children	Birth- 3yrs	Qualification B	Both	Skill level	https://learntotalkaroundtheclock.mykajabi.com/p/65460?preview_theme_id=195087
MED-EL EARS (Evaluation of Auditor Receptors and Speech)	Listening/ Hearing	Assessment	Children pre- and post-CI		Qualification C		Skill level	
Little Ears Auditory Questionnaire	Listening/ Hearing	Evaluate and screen assessment	DHH Children w/ CI and or hearing aids	Birth- 2yrs	Qualification A	Parent Report	Skill level	http://www.medel.com/data/pdf/20344.pdf http://www.hse.ie/eng/services/list/4/audiology/childrens/UsefulResourcesforChildrensAudiology/LittleEars%20Questionnaire.pdf
MED_EL Evaluation of Auditory Responses to Speech (EARS)	Listening/ Hearing	Assessment	Deaf children before and after CI	3-18yrs	Qualification C			http://s3.medel.com/downloadmanager/downloads/bridge_2013/ears_norm/en-GB/983478943.pdf

Name	Area of Assessment	Type	Population	Age	User Qualifications (who can administer)	Method (Parent Report, observation, both)	Result Format	Link
Expressive One-word Picture Vocabulary Test-4 (EOWPVT-4)	Vocabulary English	Screen Assessment	English/Spanish users	2 - 70+yrs	Qualification C	Observation	Age /Grade level	http://www.proedinc.com/customer/productView.aspx?ID=2166 http://www.pearsonclinical.com/language/products/100000338/expressive-and-receptive-one-word-picture-vocabulary-tests-fourth-edition-rowpvt-4-eowpvt-4.html#tab-details
Receptive One-Word Picture Vocabulary Test-4 (ROWPVT-4)	Vocabulary English	Assessment	All children regardless of level of hearing	2:0 - 70+yrs	Qualification C	Observation	Age/Grade level	http://www.pearsonclinical.com/language/products/100000338/expressive-and-receptive-one-word-picture-vocabulary-tests-fourth-edition-rowpvt-4-eowpvt-4.html http://www.proedinc.com/customer/productView.aspx?ID=2699 http://www.wpspublish.com/store/p/2947/receptive-one-word-picture-vocabulary-test-fourth-edition-rowpvt-4
Peabody Picture Vocabulary Test (PPVT)	Vocabulary English	Screen	All children regardless of level of hearing	2:6 - 90+yrs	Qualification C	Observation	Age/Grade level	http://www.pearsonclinical.com/language/products/100000501/peabody-picture-vocabulary-test-fourth-edition-ppv4.html http://images.pearsonclinical.com/images/Products/PPVT-IV/ppvt4.pdf

Name	Area of Assessment	Type	Population	Age	User Qualifications (who can administer)	Method (Parent Report, observation, both)	Result Format	Link
Preschool Language Scales (PLS-5)	Language English	Assesmmnts, articulation screener and language sample checklist	Children w/ Language delay or disorder	Birth – 7:11	Qualification C	Observation	Age /Grade level	http://www.pearsonclinical.com/language/products/100000233/preschool-language-scales-fifth-edition-pls-5.html?utm_source=Google&utm_medium=Search&utm_content=PLS5&utm_campaign=701b00000006KgP&cmpid=701b00000006KgP&gclid=CjOKEQiA25rFBRC8rfyX1vjeg7YBEiQAFIb3b7e3SGzvr8VZc1ZioCSE7ExQkcTAVn_ebSX7CwumTQaAtxJ8P8HAQ
Clinical Evaluation of Language Fundamentals (CELF-5)	Language English	Evaluation	Any child	5 - 21:11 yrs	Qualification C	Both	Age /Grade level	https://www.pearsonclinical.ca/content/dam/school/global/clinical/canada/programs/celf/CELF-5-objectives-descriptions_cdn_lr.pdf http://www.pearsonclinical.com/language/products/100000705/clinical-evaluation-of-language-fundamentals-fifth-edition-celf-5.html#tab-details
Receptive Expressive Emergent Language Scale-3 (REEL-3)	Language English	Assessment and planning	Children w/ lang. impairments or other Disabilities that effect lang. development	Birth - 3yrs	Qualification C	Both	Age level	http://www.proedinc.com/customer/productView.aspx?ID=1807 https://www.linguisystems.com/products/product/display?itemid=10197
Rossetti Infant Toddler Language Scale	Language English	Assessment	All children regardless of level of hearing	Birth - 3yrs	Qualification C	Both	Age level	https://www.linguisystems.com/products/product/display?itemid=10041#top

Name	Area of Assessment	Type	Population	Age	User Qualifications (who can administer)	Method (Parent Report, observation, both)	Result Format	Link
Utah test of Language Development (UTLD-4)	Language	Assessment	Any child	3-0 through 9-11	Qualification C	Observation	Age /Grade level	http://www.proedinc.com/customer/productView.aspx?ID=4229 https://www.proedaust.com.au/utah-test-of-language-development-utld-4
Rhode Island Test of Language Structure (RITLS)	Language	Screen assessment	All children regardless of level of hearing	DHH Children: 3 -20yrs or Hearing children: 3 - 6 yrs	Qualification C		Skill level	http://www1.appstate.edu/~clarkhm/5661_014/test%20reviews/Rhode_Island.htm https://sites.google.com/site/nicols082/universityofnorthflorida/fall-2010-courses/language-development-for-the-deaf/ritls-review
SKI-HI Language Development Scales (LDS)	Language	Scale (test form)	DHH	0-5 years	Qualification B	Observation	Skill level	https://hopepubl.com/proddetail.php?prod=401 http://www.skihi.org/SKI-HI.html
MacArthur Bates Communicative Development Inventories III (CDI)	Language	Checklist/ Screen assessment	Any child	8-30 months	Qualification C	Both	Age level	http://products.brookespublishing.com/The-MacArthur-Bates-Communicative-Development-Inventory-III-P1004.aspx

Name	Area of Assessment	Type	Population	Age	User Qualifications (who can administer)	Method (Parent Report, observation, both)	Result Format	Link
Carolina Picture Vocabulary Test (CPVT)	Sign Vocabulary	Assessment	DHH who use sign	4 -11:5 yrs	Qualification C	Observation	Age /Grade level	http://www.deafed.net/publisheddocs/sub/li/sa.htm#car http://www.nhdeafed.org/portfolio-items/carolina-picture-vocabulary-test-for-deaf-and-hearing-impaired-children/ https://marketplace.unl.edu/buros/carolina-picture-vocabulary-test-for-deaf-and-hearing-impaired.html
Goldman Fristoe Test of Articulation 2 and now 3 (GFTA-2,3)	Speech	Screen Assessment	Individuals that voice	2:0 - 21:11 yrs	Qualification C	Observation	Age /Grade level	http://www.pearsonclinical.com/language/products/100001202/goldman-fristoe-test-of-articulation-3-gfta-3.html#tab-resources http://images.pearsonclinical.com/images/assets/GFTA-3/GFTA-2-GFTA-3-Comp-FLY.pdf
PLS Articulation Screener	Speech	Screen	All children regardless of level of hearing	Birth - 7:11yrs	Qualification C	Obsevation	Age level	http://www.pearsonclinical.com/language/products/100000212/preschool-language-scales-5-screening-test-pls-5-screening-test.html

Name	Area of Assessment	Type	Population	Age	User Qualifications (who can administer)	Method (Parent Report, observation, both)	Result Format	Link
Functional Communication Profile-Revised (FCP-R)	Communication	Evaluation	All individuals with developmental and acquired delays	3yrs +	Qualification C	Both	Skill level	https://www.linguisystems.com/products/product/display?itemid=10218
Communication Matrix	Communication	Assessment	Any child with DA or in early levels of communicative development	0-2 yrs or older depending on comm. development	Qualification A	Both	Skill level	https://communicationmatrix.org
The Sensory Profile	Communication	Assessment	All children regardless of level of hearing	Birth - 14:11	Qualification C	Observation	Age level	http://www.pearsonclinical.com/therapy/products/100000822/sensory-profile-2.html#tab-scoring http://www.pearsonassess.ca/co

General Developmental Tools	
Ages and Stages	HOPE Profile
Ages and Stages- Social Emotional	Infant Development Inventory
Battelle Developmental inventory	Infant Toddler Developmental Assessment
Brigance Early Development Profile	Leiter-R
Cognitive Assessment of Young Children	Michigan Early Intervention Development Profile
Denver II	Mullen's Scales of Early Learning
Developmental Assessment of Young Children	Typical and Atypical Behavior Scale
Early Learning Accomplishment Profile	Vineland
Hawaii Early Learning Profile (HELP)	Voluntary Family Needs Assessment Questionnaire
TS Gold	

Curriculum Kits: Does assess where child is in auditory/speech development		
Auditory Speech and Language (AuSPlan) Skills Pyramid Levels 1-5	Speech Preception Instructional Curriculum and Evaluation (SPICE)	Cottage Acquisition Scales for Listening Language, & Speech (CASLLS)

Qualification Levels	
A	No degree is required.
B	A bachelor's degree (BA, BS) in psychology, school counseling, occupational therapy, speech-language pathology, social work, education, special education or related field.
C	A Master's degree in psychology, education, occupational therapy, social work, or in a field closely related to the intended use of the assessment, and formal training in the ethical administration, scoring and interpretation of clinical assessments; or certification by or full active membership in a professional organization (such as ASHA, etc.) that requires training and experience in the relevant area of assessment; or a degree or license to practice in the healthcare or allied healthcare field; or training specific to assessing children, or in infant and child development, and formal training in the ethical administration, scoring, and interpretation of clinical assessments.
D	Doctorate degree in psychology, education, or closely related field with formal training in the ethical administration, scoring, and interpretation of clinical assessments related to the intended use of the assessment; or licensure or certification to practice in your state in a field related to the assessment; or certification by or full active membership in a professional organization (such as APA, NASP, NAN, INS) that requires training and experience in the relevant area of assessment.