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LEAD-K in California

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>> Hi, good afternoon. I'm Michele. I would like to introduce the session you see here, LEAD‑K in California, understanding that the language milestones data.

>> Hi, everyone. Hello. I'm Julie Rems‑Smario, so here as the EHDI state coordinator in California. Also I have a unique role that overlaps, I work with LEAD‑K. Now understand LEAD‑K passed in California, and then I got the job after. So there's no conflict of interest, which is important for me to disclose. But anyway. I'm here to present about both, actually. And now I'm going to turn it over to Sheri.

>> Hello, everyone. My name is Sheri Farinha. I am the center for deaf and hard‑of‑hearing, also the chair of California coordination, associations for the deaf, representing all of our sister agencies. I'm a director for the national campaign for LEAD‑K. And welcome. And I'm happy to have all of you joining us this afternoon. It is a brief, fast run through, overview, blink of California. So are there some other LEAD‑K states with us? Can you please stand? LEAD‑K states? We want to see who are our lead K states. Excellent. Oh, and her too. She just walked in the door. This is a Californian.

 Here is our agenda, what we will briefly cover as fast as humanly possible in 25 minutes.

 SB210, Senate Bill 210, language milestones, what are they? Parent profile, SKI‑HI, language development scales, child reporting forms, what California is currently using in order to collect our data, the California Department of Education, DRDP, so how me out, it's the develop ‑‑ I'm sorry. It's the state assessment profile. It follows the federal reports. This is what we are going to cover. And if there is time left, I'll open it up for Q&A. Good?

 In California, as I'm sure some of you have heard about our recent successes, we have been collaborating, with Alexander Graham Bell association, which should be well‑known to you, and I don't know if there's anyone here representing AG Bell, anyone? I'm sure that some of their members will be arriving after they complete the other workshop that they were attending. Before 2015, we, in California, had already started blazing a trail as we worked with the California options or coordinated options school and the center for early intervention. Laura is actually here, she represents option schools. Can you wave, Laura? She's way in the back. And where is Donna? Could you also stand? She's from CID. So our partners are extremely important, and we want to recognize those ladies that we work. These two organizations have worked with California, coordinating services for Deaf and hard‑of‑hearing persons. The California's association of the deaf, we have Covita is here and also Mark. Who am I missing? Okay. So we all worked together to push the LEAD‑K SB10 was the first bill that was passed. SB210 had some requirements. Language ‑‑ or developmental language milestones. We have an advisory committee, and they recommended those milestones for language development. They developed them, pulling from normed reference assessments and they coordinated that and developed some recommendation s, in addition to assessment tools, in addition to the community state assessment called DRDP. We chose the language development scale, which I will refer to as the LDS, it sounds like a Mormon thing and I promise it's not, language development scale, LDS, to create a parent profile. That's something that the teacher prints out, they receive, they print out the information that parent profile is brought with the family whenever they meet with the family and they show that parent profile during the course of that meeting. Also, the report requires that they report data annually, showing progress, developmental progress. Overall data capturing the growth over time. That data is also posted on our website annually, which should occur in the month of August. So SB210, the language milestones is now posted on the California Department of Education website for all to see. I don't know if this link will be active. But let's try. So there are expressive and receptive language milestones, and there are zero to five milestones there, ages zero to five, so you that, as a parent, can look at your child's educational expectations for language development by ages incrementally zero through five. This can lead you to development some language milestones or goals for ASL and English. Or both. Kindergarten readiness and also English literacy, there are some goals there. How we get to those is by involving the parents and the educator. The department and the state is accountable for overseeing this process to make sure that Deaf children are acquiring language and not falling through the cracks in the system. It's also important to know that teachers and parents are monitoring that child as well, and if there are any cause for concern in the language development before the age of one or earlier, or two, even, if they say ‑‑ he if they see any cause for concern, they can take action to assess for additional disabilities early. It is all meant to be documented. It must be documented that they have not met those milestones so that they can seek alternative solutions for language development.

 Okay. I'm going to leave the webpage now, I hope.

>> Ann, you have the skills? Ann, are you helpful? Somebody, help us. Ann, are you here?

>> Click the PowerPoint on the bottom.

(Laughter)

>> Keep going. Click your PowerPoint. Look at you.

 Again

>> Again, this information is all posted on the CDE website. The Spanish translated version is coming soon.

 You can see here on this slide, that there are milestones for four to five years which should capture our kindergartners, and the average vocabulary is 2,500 vocabulary words, whether that's in English or in sign language. It is important to understand that this language milestone, all of thieves, stakeholders have agreed that it does not matter if the mode is spoken or signed, the goal remains. And those goals are the same as their hearing peers for language acquisition. For many years, we, in the field of education, had lower expectations for language acquisition, language development, lower than the hearing peers of their age, and now we know that that is false thinking. SKI‑HI LDS, also has a language development scale which is separate from the deaf mentor program, so please do not confuse the two. California selected that assessment because it does both assess spoken language, meaning English, as well as American Sign Language. Please keep in mind when we talk about that zero to five age bracket. So it's a very informal assessment that is in addition to the current state assessment used by, in general, across the state. But it is not a deaf hard‑of‑hearing specific assessment. This SKI‑HI LDS is built for a deaf/hard‑of‑hearing child and takes a look at that deaf/hard‑of‑hearing child's language development milestones. Again, it has an expressive and a receptive component.

 Now, let's talk about what we do with these milestones. Let's say you are a parent. What do I do with this information? Let's say your early teachers, your early interventionists, I'm given the parent profile. It should say on there ASL and English, and it should have a running record of what language it is that the goals that are written for working toward for that child, these goals are agreed upon as milestones that we're working toward. And then a parent can also request that that be written in the IFSP or an IEP. That's not required, certainly. But it is available to them.

 At that time, a parent can also request more information. Let's say they want to learn more about spoken English, or they'd like to learn more about ASL. The early start teacher or the early interventionist can tell the parent, you know, bring a deaf coach that can work with the family, weekly, let's say, and that could be a goal to support the language mile stoned acquisition. There's many services that are available that can make this support happen for the family and can grow those milestones. And the bottom line is that both the parent and the educator serving the family is working on a agreed upon goals together.

 This is an example of a parent profile. It is a brochure style document. We are soon going to be posting it on the CDE website, right, Julie? The California educators for the deaf, it's the teacher's organization in our state, is soon hosting their conference. It's in the month of March, actually. And this information will be distributed during the conference.

 It is parent friendly and it's also kid friendly. Parent friendly meaning they can get a glimpse of their child and it's not complicated, educator language. It's very easy to digest and understand what a parent is working on with their child. As you know, knowledge is power and knowledge empowers our families. Parents, of course, have the right to make choice when is it comes to language modality and/or multiple modalities.

 There are two assessment tools that will we'll be using in California or that we are currently using. The state assessment and also the SKI‑HI LDS. And now I'll turn it over to Julie. High‑five.

>> So I'm very fortunate because my experience from the beginning and then I get the job in California Department of Education, and so now I can handle all of the data. So I know the process that we're going through. When I interviewed for this job, one of the questions they asked me is about what do you know about SB210 and that was the moment that I know that I got the job, because, believe me, I could explain it. So here we go.

 So now let's kind of look at different data. We have 11 superintendent regions that give us a report, all over the state of California. The results show whether they're above or below average in their language chronological can age order we're talking about. So birth through as the milestones.

 And we can actually desegregate by a variety of factors. So we can aggregate the data by ethnicity, hearing levels, age, and what language is used in the home. So preliminary data that we have, we have more, but we did this as 718 children. All over the state of California. I want to caution you that we're using this information now, but we're still in the process of reviewing the data. So there will be a lot more data coming and analysis to come.

 So the LDS teachers, they're required to send us this information, they do the assessment every six months with SKI‑HI LDS. While they're assessing, there's a discussion on during the IFSP, or the IEP meetings, for zero to three IFSP becomes IEP after the age of three. So there's a discussion every six months with the teachers, the family, where the child is at right now where with their language, and their acquisition of language, are they behind plan or at plan, they document that, the goals are documented, so they use that as the milestone. So after they look at that, they send the results to the California Department of Education.

 I'm sorry, yes? Can you hold until the end? It's just in the interest of time, this is very important topic, we only have 25 minutes. Next year we'll have a lot more time and a lot more data to share.

 But here's the results that we've seen so far, with based on age, the age of the child during the assessments, 135, 1, what, 80. Age groups, zero to one, one to two, etc. Becoming three, four, we notice there's a drop, so we have to give an opportunity to find out where that drop is coming from, what's going on. One example of this is the deaf children tend to drop from the IEP and use the 504 so we lose some data. So that is just one example of why we have a drop. We need to analyze that more.

 The form has that is sent out all the teachers receive from us, they fill it out, they send it back to us after the IFSP or IEP meetings and then we have all the sort of questions that we ask. What language is the child using, they can just do the checkbox. What's the child's home language. This shows an interesting about 67 percent out of the 718 children. Are using English. 20% for Spanish, 9% for other, and 5% for American Sign Language, 5%.

 The next question is asked, what communication tool are they using for whatever language it is, what tools do we use to allow the access to the language for the children, whether it be C, signed English, queued speech, manually coded English, etc. So based on the data, most are using, you can see here, signed communication case, MCE, down to cued speech and so these are what we've seen, gestures, pictures, icon graphic information, visual phonics, etc.

 Now, the ethnicity, the nationality, the check box is African‑American, Native‑American, Alaska, Native, etc. The results that we're seeing so far, 300 Hispanic. Second most is the category Caucasian. Two or more races, ethnicities, Asian, African‑American, Filipino, Pacific islander, and then you can see Native‑American and it goes, well, you can see the numbers decrease significantly. Based on gender, more girls than boys, although it is fairly close. When did the child start their IFSP? How many hours of service per week we gather this information? Is there an other identifying disability with Deafness? Are they getting their services privately through a nonprofit through school? What age of ‑‑ are they able to start expressing language? What age are they receiving their language ‑‑ or receptively understanding the language? This is, again, based on the SKI‑HI LD. So that helps us know and focus how many children with the disability, this slide, looks like 74, just, you know, nothing indicated as opposed to 26%.

 Now, understand you have to look at this little phrase here. The 51% have cognitive disability. 51% of that 26%. So that other 29% might not appropriately categorized yet. We're not sure how to put those down. Maybe Wartenberg's syndrome or Usher's, we don't necessarily know where to categorize this necessarily.

 Cleft pallet, etc., atresia, etc., so it seems like a lot of teachers don't know what's a disability or not a disability, so that's good to recognize this. So with this disclaimer, of that 26%, again, remember, there's other disabilities, 51%, in there.

 The hearing measures, this is if you're interested in audiology things, this is very common. Sensory neuro loss is, you can see, very prevalent.

 62% bilateral, unilateral you can see here, about 31%, about 7% not reported, they weren't, for whatever reason, documented.

 Here's common profiles of hearing levels, if they got their profile. Many were not documented.

 So the assessment that's already been used in California, the DRDP, that data we want to disaggregate that data out of that so that we can look at language and acquisition. So one example, preschool aged children, we look at that data and then during the fall of 2015 based on DRDP, the results, 53.1% of the preschoolers were not meeting their age milestones. When you compare that to the same age children in special ed, meaning hearing children are also in this special ed category, we're not comparing them to hearing children, per se, this is so you see fall of 2015, then when we had the language service provided in the spring of 2016 that went down to 44.6% of children who are not meeting the goals, so there is a bit of improvement. It's not a great number, still, but we have numbers showing improvement.

 It's not the kind of numbers that you will get on your math final, let's say, but it does give us some hope. And I know that the time, we have about two minutes, I've been told, so I think we have about five minutes of questions. This is our contact information, just so you know. It's there on the slide.

>> The statistics that are reported to the state, we have not received 100% report back of this data. I just want to be really clear that we're still awaiting for data.

>> Right. We are still collecting that data. Correct. Okay. Questions. I love California people. Just ‑‑ but. My question, so I've been looking at the kids, zero to five, and noticing that at age three there's a delay in family delay, whatever the reason for the delay. Or do we have to make a plan to modify that? I was told that no, we can continue with spoken English and then the delay gross. So what happens? How do we ‑‑ I mean, they're saying that it's not effective for the child. How can we demand that there's a change if the parent says no, I want to keep this, even though there's a increase in the delays, is there something that we can do?

>> Yeah, I understand your question, and I appreciate that. Please remember a parent works with their IFSP team or IEP team together making decisions and determinations. It's not just a parent. It could be the teacher who is making recommendations and, you know, is noticing that the child is not thriving linguistically or picking up newborn language. They may make a recommendation to change to another solution. Or they may want to just start considering other solutions. So there's a lot of different possibilities.

>> But ultimately, the parents can still decide to continue with a intervention that is not successful?

>> Well, again, it is the IFSP and IEP team that make decisions. They make the decisions as a team together.

>> Okay. Thank you.

>> Okay. So I just wanted to add quickly to this, the one good thing that I'm hoping that all of you take advantage of is with the ASL milestones because of the milestones, that is a way for the parents who are observing their child, they know what to expect or should be expecting for their child, and if they don't see that their child is reaching those milestones and falling behind, then they can hopefully address that issue with their IFSP or TEIP team. Same for the IFSP team members to say, look, the milestones are not being met. We are falling behind. How can we address these? That's where trust and relationships and dialogues become very important to this issue. I think often the parents feel that my child is deaf and, therefore, he will naturally be behind, so we need to actually reframe everything and help them understand that at this point, deaf milestones should be on level with their pierce and that should become a common expectation.

>> So the last slide that you showed, the percentage of children that were not meeting the language milestones, did that include the children with the cognitive impairments as disabilities or was that taking those children out much the statistics? It included them? Okay.

>> Yes, it did include them, yes. It did. And because of that, that's why we have SKI‑HI LDS focussing on that, specifically, we're still collecting the information. We just looked at the data. It will be newer next year. We'll have more data to share with you. This is just newborn, newborn, newborn data. They're telling us, that's it, we got to stop. I apologize for that. However, please do contact us. Here is, if I get to it, oops, sorry. Here is our contact information. Please do contact us, just come up, take a picture. We would love to talk more with you. All right. Thank you for coming. Bye‑bye.