

Montana Milestones Part C Early Intervention Program  
Annual Performance Report: Language and Literacy Development in Deaf and Hard of  
Hearing Children  
February 1, 2022

Montana's Annual Performance Report for the language and literacy development in deaf and hard of hearing children includes the infants and toddlers, birth to three years of age, enrolled in Montana Milestones Part C Early Intervention Program during the initial performance reporting period: October 1, 2021 through January 31, 2022.

Montana Milestones Part C Early Intervention Program uses the following sources to determine the Child Outcome Summary Rating:

- MEISR© age anchoring tool
- Family member(s) input describing the child's functioning across situations and settings
- Family Support Specialist observations across settings.
- Specialists involved with the family and their assessments and observations.
- Data collected from one or more of the following assessment tools:
  - ✓ MacArthur Bates Communicative Development Inventory
  - ✓ Preschool Language Scales 5 (PLS 5)
  - ✓ Rosetti Infant-Toddler Language Scale
  - ✓ Visual Communication Sign Language (VCSL) Checklist
    - The **VCSL Checklist** requires qualified personnel to have American Sign Language Proficiency Interview 4 or above; Master's degree in deaf education, early childhood education, special education or related field; 3 years' experience providing direct services to children and families; and currently employed where the primary role is providing direct services to signing children and families birth to five years of age.)
  - ✓ SKI-HI Language Development Scale
  - ✓ REEL-4: Receptive-Expressive Emergent Language

The five regional providers of the Program submitted the following baseline ratings for language and literacy development:

### Child Outcome #2, Acquisition and Use of Knowledge and Skills

**Baseline Rating:** Acquisition of language to communicate and understand pre-academic literacy.

Number of children who are deaf or hard or hearing with an Individualized Family Services Plan = **23**

Montana Milestones Part C Early Intervention Program

Annual Performance Report: Language and Literacy Development in Deaf and Hard of Hearing Children

February 1, 2022

Number of children who are deaf or hard of hearing with an Individualized Family Services Plan and a baseline Child Outcome #2 Summary Rating = **18**

Number of children who are deaf or hard of hearing with an Individualized Family Services Plan who enrolled in the Program at age two years and nine months or greater and did not complete a baseline Child Outcomes Summary rating = **5**

Baseline Results

<b>Child Outcomes Summary Rating Definition</b>	<b>Number of children meeting the progress category definition based upon information gathered about the child's everyday functioning across a variety of settings and from multiple sources.</b>
<b>Rating 1:</b> Child does not yet show functioning expected of a child his or her age in any situation. The child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. Child's functioning reflects skills that developmentally come before immediate foundational skills. The child's functioning might be described as like that of a much younger child.	1
<b>Rating 2:</b> Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.	5
<b>Rating 3:</b> Child does not yet show functioning expected of a child of his or her age in any situation. Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which	1

Montana Milestones Part C Early Intervention Program  
 Annual Performance Report: Language and Literacy Development in Deaf and Hard of  
 Hearing Children  
 February 1, 2022

<p>to build age-appropriate functioning. Functioning might be described as like that of a younger child.</p>	
<p><b>Rating 4:</b>          Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than age appropriate.</p>	7
<p><b>Rating 5:</b>          Child shows functioning for his or her age some of the time and/or in some settings and situations. Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills. Child's functioning might be described as like that of a slightly younger child</p>	4
<p><b>Rating 6:</b>          Child's functioning generally is considered appropriate for his or her age but there are some significant concerns about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.</p>	0
<p><b>Rating 7:</b>          Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for his or her age. No one has any concerns about the child's functioning in this outcome area.</p>	0