



**2024**

**Montana Language Development  
Advisory Committee  
Summary Report**

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## Introduction

The Center for Technical Assistance for Excellence in Special Education (TAESE) at Utah State University contracted with the Montana Department of Public Health and Human Services (DPHHS) to provide project management for the Montana Language Development Advisory Committee. The goal for the contract was to provide project management for the Committee including effectively planning, organizing, and facilitating a minimum of four virtual meetings. These meetings will allow the Committee to advise DPHHS and the Montana Office of Public Instruction (OPI) on a selection of language developmental milestones, to make recommendations on the selection and administration of provider or educator tools and assessments, to advise DPHHS and OPI on correlations between the assessment instruments and language development, and to provide recommendations on parent resources.

Activities to be completed by TAESE staff to successfully provide the deliverables included:

1. Complete planning meetings with DPHHS and OPI to organize at least four virtual Committee meetings. As part of the planning process, TAESE staff will work with DPHHS and OPI staff to develop a timeline for deliverables and meetings.
2. Organize and provide communication to Committee members, additional stakeholders, and families regarding Committee meetings and activities.
3. Provide management support for all Committee meetings. TAESE staff will provide and host the virtual platform (Zoom) for each Committee meeting and assist DPHHS and OPI staff in using this platform. TAESE staff will also assist the Committee with drafting and disseminating the agenda for each Committee meeting. As needed, TAESE staff will provide facilitation for Committee meetings.
4. Organize the development and dissemination of parent resources recommended by the Committee.
5. At the conclusion of all Committee meetings, develop a summary report for DPHHS and OPI detailing the proceedings of each Committee meeting and recommendations made by the Committee.

Proposed outcomes included:

1. Project management will be provided for the Language Development Advisory Committee that will facilitate their selection of language developmental milestones, enhance their ability to make recommendations on the selection and administration of provider or educator tools and assessments, facilitate their ability to advise DPHHS and OPI on correlations between the assessment instruments and language development, and enhance their ability to provide recommendations on parent resources.
2. DPHHS and OPI will have a comprehensive summary report of the work of the Committee to assist them with considering and implementing the recommendations of the Committee.

TAESE staff who worked on the project management activities and outcomes were: Brenda Smith, Alex Langevin, and Kristen Perez-Rickels. The DPHHS contact for the work was Joshua Kendrick. In addition to the activities and outcomes described in the contract, TAESE also provided live captioning for each virtual Committee meeting.

## Committee Members

House Bill 619 (HB 619) outlined the required membership of the Language Development Advisory Committee. According to HB 619, the Committee needed to consist of at least 10, but no more than 15, volunteers selected collaboratively by the DPHHS Director and the Superintendent of Public Instruction. Between two and six members of the Committee were required to be individuals who were deaf or hard of hearing with membership balanced among people who personally, professionally, or parentally use dual languages of ASL and English and members who personally, professionally, or parentally use only spoken English. Required membership on the Committee included:

- A parent of a child who is deaf or hard of hearing and uses both American Sign Language (ASL) and English.
- A parent of a child who is deaf or hard of hearing and uses only spoken English, with or without visual supplements.
- A parent of a child who is deaf or hard of hearing and has one or more co-occurring disabilities.
- A representative of the Montana School for the Deaf and Blind who provides outreach and is fluent in both ASL and English.
- A representative of DPHHS.
- A representative of OPI.
- At least four members from among the following:
  - An expert who researches language outcomes for deaf and hard of hearing children who use ASL and English.
  - A credentialed teacher of deaf and hard of hearing students with expertise in curriculum and instruction in spoken English.
  - A credentialed teacher of deaf and hard of hearing students with expertise in curriculum and instruction in spoken English, with or without visual supplements.
  - An advocate from a statewide association that represents the deaf who advocates for teaching using both ASL and English.
  - An early intervention specialist who works with deaf and hard of hearing infants and toddlers using both ASL and English.
  - A credentialed teacher of deaf and hard of hearing students with expertise in ASL and English language assessments.
  - A representative from a parent training information center.
  - A representative from an association of interpreters who provide services to support the communication needs of deaf and hard of hearing students in educational settings.
  - A psychologist with expertise in assessing deaf and hard of hearing children who is fluent in ASL and English.
  - A speech-language pathologist.
  - A pediatric audiologist.

The Language Development Advisory Committee members, collaboratively approved by the Director of DPHHS and the Superintendent of Public Instruction, included:

- Vena Dagnall, a parent of a child who is deaf or hard of hearing and uses both ASL and English
- Kayla Lee, a parent of a child who is deaf or hard of hearing and uses only spoken English with or without visual supplements
- Moriah Cochran, a parent of a child who is deaf or hard of hearing and has one or more co-occurring disabilities
- Mikhael Rosenberg, an adult who uses ASL
- Miranda Reddig, a representative of DPHHS
- Lucy Beltz, a representative of OPI
- Caitlin Giammona, a speech language pathologist
- Kathy Johnson, a pediatric audiologist
- Cecily Whitworth, an expert who researches language outcomes for deaf and hard of hearing children who use ASL and English
- Jessteene Clifford, a credentialed teacher of deaf and hard of hearing students with expertise in curriculum and instruction in ASL and English
- Shawn Tulloch, an advocate from a statewide association that represents the deaf who advocates for teaching using both ASL and English
- Sarah White, an early intervention specialist who works with deaf and hard of hearing infants and toddlers using both ASL and English
- Brandy Reinhardt, a representative from an association of interpreters who provide services to support the communication needs of deaf and hard of hearing students in educational settings
- Katie James, a representative of the Montana School for the Deaf and the Blind who provides outreach and is fluent in both ASL and English

## Meeting Schedule

TAESE staff held a planning meeting with DPHHS and OPI staff on March 5, 2024 to establish the proposed timeline of virtual meetings and draft the agenda for the first Committee meeting. At that time, the first four meetings were scheduled. Two additional meetings were planned later after it was determined the Committee needed additional time to formulate their recommendations. All meetings were held virtually via Zoom. Connection information and the meeting agendas were sent to Committee members and identified stakeholders in advance by TAESE and posted publicly by DPHHS. ASL and live captions were available for each meeting. Below is the list of all meeting dates held by the Committee. Please reference the appendix for agendas and minutes from each Committee meeting to see what occurred and who attended.

- March 26, 2024, 5:00-7:00 pm MDT
- April 16, 2024, 5:00-7:00 pm MDT
- April 23, 2024, 5:00-7:00 pm MDT

- May 7, 2024, 5:00-7:00 pm MDT
- May 16, 6:00-8:00 pm MDT
- May 21, 2024, 5:00-7:00 pm MDT

## **Language Developmental Milestones Recommendations**

Montana Code 52-2-904 tasked the Montana Language Development Advisory Committee with advising the DPHHS and the OPI on the selection of language developmental milestones for children who are deaf or hard of hearing that are equivalent to milestones for children who are not deaf or hard of hearing. The selected milestones will be included in the parent resource developed collaboratively by DPHHS and OPI, pursuant to 52-2-903.

In developing these recommendations, the Montana Language Development Advisory Committee reviewed existing infant, toddler, and preschool guidelines from DPHHS and OPI; the Montana state standards in English language arts; and existing instruments used to assess the development of children with disabilities. Additionally, the Committee reviewed similar milestones from the states of California, Indiana, Kansas, Oregon, and Utah, as well as from reputable organizations serving children who are deaf or hard of hearing, including the Gallaudet University Laurent Clerc National Deaf Education Center and the Boston Children's Hospital Deaf and Hard of Hearing Program.

The following pages include the Committee's recommendations for this item, including relevant definitions.

# Montana Language Developmental Milestones for Deaf and Hard of Hearing Children

This document was developed by the Language Development Advisory Committee which was enacted by [Montana Code §52-2-904](#). Milestones within this document have been identified through research and Committee members' professional expertise. It is important to note the *age ranges for each language skill are approximate and based on population norms*. All children will develop at a unique and diverse pace. If you are concerned about your child's language development, please work with your child's IFSP/IEP Team and case manager to request additional or new language assessment.

## Definitions

**Receptive language** is the ability to understand words and language. It involves gaining information and meaning from body language and facial expressions, words (spoken and/or signed), grammar, and concepts such as size, shapes, colors, and time.

**Expressive language** refers to the ability to express wants, needs, and ideas using a language or elements of a language.

**Social language** is how and why people use language to interact with other people. It supports a person's ability to make decisions about communication based on where a person is, who is around, and why someone is communicating.

*Each set of skills (receptive language, expressive language, and social language) may be developed at different times and different rates.*

**American Sign Language (ASL)** means visual American Sign Language, tactile American Sign Language, or protactile American Sign Language, as defined in [Montana 52-2-902](#). ASL is a visual language of the Deaf community adhering to its own unique grammatical rules and syntax.

**English**, as defined in [Montana 52-2-902](#), means spoken English, written English, or English with or without the use of visual supplements, cued speech, or manually coded English. These English modalities are represented within the header title "Spoken English & English." Please note, spoken articulation milestones located within the "Spoken English & English" sections may not apply for children using cued speech or manually coded English.

## Birth to 1 Year

### 0-3 months

#### Receptive:

This is language your child understands.

- Looks around and is attentive to people's faces.

ASL	Spoken English & English
<ul style="list-style-type: none"><li><input type="checkbox"/> Looks at the visual environment with alertness.</li><li><input type="checkbox"/> Startles to sudden lighting changes, movements, or vibrations.</li><li><input type="checkbox"/> Responds to signing by quietening, smiling, or looking at the signer.</li><li><input type="checkbox"/> Discriminates different facial expressions, hand movements, and emotions.</li><li><input type="checkbox"/> Searches for the source of a change in lighting or vibration.</li><li><input type="checkbox"/> Begins "tracking," or following objects with their eyes.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Startles to sudden noises.</li><li><input type="checkbox"/> Responds to talking by quietening or smiling.</li><li><input type="checkbox"/> Discriminates different voices, sounds, and emotions.</li><li><input type="checkbox"/> Searches for the source of a sound.</li></ul>

#### Expressive:

These are behaviors or skills your child uses to communicate and express thoughts, feelings, wants, and needs.

- Cries to express hunger and anger.
- Coos, gurgles, laughs, and smiles.
- Smiles to express pleasure.
- Brings hands to mouth.

ASL	Spoken English & English
<ul style="list-style-type: none"><li><input type="checkbox"/> Begins to explore using hands and fingers for early ASL babbling.</li><li><input type="checkbox"/> Looks in the direction of movements to express interest.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Occasionally vocalizes in response to a voice.</li><li><input type="checkbox"/> Begins to vocalize to express pleasure.</li></ul>

#### Social:

These are behaviors or skills your child uses to engage with others and play.

- Smiles when they see parents/caregivers.
- Maintains brief eye contact.



## 4-6 months

### Receptive:

This is language your child understands.

- Responds to changes in the tone of your voice and/or changes in your facial expressions.

ASL	Spoken English & English
<ul style="list-style-type: none"><li><input type="checkbox"/> Begins to attend to signs that have repetitions and exaggerated movement.</li><li><input type="checkbox"/> Begins to follow the eye gaze of the signer and movement with alertness.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Localizes the sound source with a head or eye turn.</li><li><input type="checkbox"/> Occasionally responds to own name.</li><li><input type="checkbox"/> Usually stops crying in response to a voice.</li></ul>

### Expressive:

These are behaviors or skills your child uses to communicate and express thoughts, feelings, wants, and needs.

- Begins to babble with hands and/or voice. May use babbling to get your attention.
- Begins to laugh when fingers approach to tickle.
- Begins to express excitement and displeasure.
- Expresses feelings by cooing, gurgling, and crying when alone or when playing with you.
- Blows raspberries, coos, yells.

ASL	Spoken English & English
<ul style="list-style-type: none"><li><input type="checkbox"/> Copies your movements involving arms, head, hands, and face.</li><li><input type="checkbox"/> Hand babbling emerges - opens and closes hands, wiggles fingers, twist wrists.</li><li><input type="checkbox"/> Begins to turn head in response to a hand wave or tapping.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Vocalizes for needs and wants in response to others and with self.</li><li><input type="checkbox"/> Babbles with a variety of vocalization, vowels, and consonants.</li><li><input type="checkbox"/> Tries to imitate sounds.</li></ul>

### Social:

These are behaviors or skills your child uses to engage with others and play.

- Engages in communicative play like peek-a-boo.
- Begins to enjoy finger plays and games.
- Smiles when a familiar person is present.
- Imitates facial expressions.
- Shares joint attention.
- Maintains eye contact.

ASL	Spoken English & English
<ul style="list-style-type: none"><li><input type="checkbox"/> Fixates on the face and hands for longer periods of time.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Takes the initiative in vocalizing to engage with others.</li><li><input type="checkbox"/> Produces different vocalizations for social reasons.</li><li><input type="checkbox"/> Engages in vocal turn-taking.</li></ul>

## 7-12 months

### Receptive:

This is language your child understands.

- Begins to show attention to storytelling and signing of stories.
- Uses joint reference (parent and child looking at the same object).
- Responds to “no” most of the time.
- Responds with gestures to such words as up, high, bye bye (e.g., raising arms to be picked up when asked “up”; waving in response to “bye bye”).
- Occasionally gives toys/objects on request.
- Occasionally follows simple commands (put that down).
- Can tell what different facial expressions mean.
- Understands words for common items (e.g., cup, shoe, juice) and family names.
- Looks at familiar objects or people when named.
- Begins to show interactions to greetings.
- Turns their head and looks in response to sounds or attention-getting behaviors (e.g., hand waving, lights on/off, foot stomping).
- Understands about 50 signs and/or words.

ASL	Spoken English & English
<ul style="list-style-type: none"> <li><input type="checkbox"/> Follows eye gaze of the signer with alertness.</li> <li><input type="checkbox"/> Naturally looks at the visual environment with alertness.</li> <li><input type="checkbox"/> Begins to recognize own name sign.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Enjoys listening to music.</li> </ul>

### Expressive:

These are behaviors or skills your child uses to communicate and express thoughts, feelings, wants, and needs.

- Points to self and to things.
- Imitates and expresses their first words or signs, such as mine, more, milk, mommy, daddy.
- Vocalizes or gestures to request or protest.
- Uses some gestures to communicate appropriately (shakes head for no).
- Uses language to note the disappearance of objects (e.g., all gone).
- Interacts with objects by holding, pointing, and looking at them.
- Smiles, makes eye contact, and laughs.
- Shows they are excited or upset.
- Begins to use first words (bye or mama).
- By 12 months of age, your baby has 1-3 signs and/or words.

ASL	Spoken English & English
<ul style="list-style-type: none"> <li><input type="checkbox"/> Hand babbles with basic hand shapes, like closed fists, index fingers, or flat spread hands.</li> <li><input type="checkbox"/> Imitates and/or expresses some basic signs (mine, more, milk, mommy, daddy).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Makes onomatopoeia (sound) words such as choo choo, swish, and buzz.</li> <li><input type="checkbox"/> Babbles with intonation: jargon of sentence-like structures without true words.</li> <li><input type="checkbox"/> Uses sounds to gain attention or initiate games.</li> <li><input type="checkbox"/> Imitates inflections and rhythms by vocalizing.</li> <li><input type="checkbox"/> Repeats consonant-vowel syllables (e.g., pa pa).</li> </ul>

**Social:**

These are behaviors or skills your child uses to engage with others and play.

- Expresses a variety of emotions.
- Smiles, initiates eye contact, laughs.
- Smiles when seeing a familiar person.
- Attempts to initiate turn-taking.
- Engages in more social games like pat-a-cake.
- Responds to activities by laughter or repeating an action.
- Begins to direct others by tugging, pushing, or hitting.
- Nods, waves, claps.
- Shows a desire to interact with people.
- Asks, protests, comments by reaching/pointing.
- Looks at books with adults.
- Enjoys being read to with or without story signing for short periods of time.

ASL	Spoken English & English
<input type="checkbox"/> Imitates the movements of others. <input type="checkbox"/> Fixates on the face and hands.	

## 1-2 Years

### Receptive:

This is language your child understands.

#### 12-15 Months

- Recognizes their own name when it is spoken or signed.
- Points to self and objects in the environment.
- Finds familiar objects not in sight.
- Follows one-step directions.
- Answers "where" and "what" questions about items within the immediate environment.
- Identifies some body parts when requested.
- Points to pictures named on a page.
- Attends to simple stories.
- Understands names of family members (signed or spoken).
- Understands new words each week.
- Searches for objects named that are not present.
- Identifies an object from a group.

#### 16-18 Months

- Identifies objects in the immediate physical context on request.
- Responds to yes/no questions with a head shake or "no".
- Identifies some clothing, toys, and food.
- Understands 50 words.
- Identifies two familiar objects from a group of three to five.
- Responds to simple requests for clarification.
- Develops category vocabulary (e.g., dishes, toys).

#### 19-24 Months

- Understands personal pronouns (mine, yours, me).
- Chooses two familiar objects.
- Answers basic where and what questions by pointing or words.
- Responds to simple commands (sit down).
- By 24 months understands 250-300 words.

ASL	Spoken English & English
<b>12-15 Months</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Recognizes own sign name with ease.</li><li><input type="checkbox"/> Recognizes name signs of other familiar people (e.g., siblings).</li></ul>	

### Expressive:

These are behaviors or skills your child uses to communicate and express thoughts, feelings, wants, and needs.

#### 12-15 Months


- Uses single words consistently.
- Continues to use jargon and babbling with more true words developing.
- Imitates, repeats, and approximates new words.

## 16-18 Months

- Vocabulary of 10+ meaningful words.
- Identifies objects and actions in pictures.
- Uses functional words like no, more, and mine.
- Combines words or signs with gestures for requests (WHERE 'mommy?').
- Imitates more words spoken or signed.
- Uses single words or signs + a gesture.

## 19-24 Months

- Uses personal pronouns appropriately (me, my, mine).
- Attempts to tell stories about experiences.
- May ask 'what' and 'where' questions.
- Uses new words regularly.
- Uses single words/signs to express negation (no, all gone, gone).
- Uses at least two pronouns (it, I, you, mine).
- By 24 months uses 2-word phrases with nouns and some verbs and adjectives.
- Has an expressive vocabulary of 50+ words by age 2.

ASL	Spoken English & English
<p><b>12-15 Months</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> First ASL signs using simple handshapes C, A, S, 1, and/or 5.</li> </ul>  <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses/approximates name signs to refer to others.</li> <li><input type="checkbox"/> Communicates wants (SLEEPY, FOOD, MILK).</li> <li><input type="checkbox"/> Begins to use gestures to communicate (COME HERE).</li> </ul> <p><b>16-18 Months</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begins to form 2-word phrases (EAT MORE).</li> <li><input type="checkbox"/> Gestures begin to become more consistent with ASL.</li> </ul>	<p><b>12-15 Months</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses exclamatory expressions (uh-oh, no-no).</li> <li><input type="checkbox"/> Uses a handful of spoken words consistently.</li> <li><input type="checkbox"/> Incorporates pausing and intonation into jargon.</li> <li><input type="checkbox"/> Produces early consonants, /b/, /m/, /n/, /t/, /d/, and /w/.</li> </ul> <p><b>16-18 Months</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> May decrease the use of gestures and begin more consistent use of verbal words to communicate.</li> <li><input type="checkbox"/> Verbally requests and protests.</li> </ul> <p><b>19-24 Months</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engages in word and sound play with adults.</li> <li><input type="checkbox"/> Speech is 50% intelligible to unfamiliar listeners.</li> <li><input type="checkbox"/> Asks yes/no questions with rising intonation.</li> <li><input type="checkbox"/> Sometimes uses the word endings -ing and -s.</li> <li><input type="checkbox"/> Uses the words in, on, and up.</li> </ul>

**Social:**

These are behaviors or skills your child uses to engage with others and play.

**12-24 Months**

- Involves others by showing things during play.
- Naturally takes 1-2 turns in a conversation as language develops.
- Recognizes his/her favorite book by its cover.
- Pretends to “read” books.
- Begins to understand how books are used (e.g., turns several pages at a time, holds book right side up).
- Uses pointing, reaching, and single words to request.
- Begins to use signs/words to request a turn (my-turn, “mine”).

**16-18 Months**

- Initiates a signed/verbal interaction.
- Responds to simple requests for clarification.
- Prefers to be with familiar people.
- Shows caution with strangers.
- Imitates other children.
- Uses language to get attention.

**19-24 Months**

- Uses language to request help.
- Initiates pretend play.
- Requests information (What’s this?).
- Expresses feelings (mad, happy, sad, scared).
- Tells about past events and future actions.

ASL	Spoken English & English
<ul style="list-style-type: none"><li><input type="checkbox"/> Begins to use name signs to refer to others.</li><li><input type="checkbox"/> Repeats what others sign.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Uses intonation, pointing, and single words to make requests.</li><li><input type="checkbox"/> Verbally requests and protests.</li><li><input type="checkbox"/> Initiates verbal interaction.</li><li><input type="checkbox"/> Responds to simple requests for clarification.</li><li><input type="checkbox"/> Enjoys simple stories and rhymes.</li><li><input type="checkbox"/> Repeats the last word used by an adult.</li></ul>

## 2-3 Years

### Receptive:

This is language your child understands.

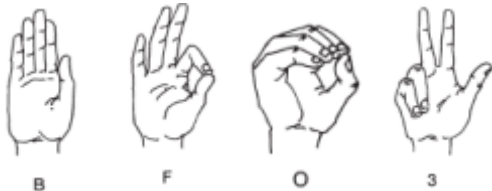
- Understands prepositions (in, on, under).
- Follows 2-step directions (Sit down and read the book).
- Comprehends action phrases.
- Begins to understand the concepts of past, present, and future and time phrases (e.g., yesterday, today).
- Understands quantity (one, all).
- Understands size differences (big/little).
- Identifies parts of an object.
- Notices (e.g., points, gets excited) sights or sounds like the videophone or doorbell flashing/ringing.
- Responds appropriately to a location description (under, on, in).
- Names pictures of objects and people when requested.
- Identifies objects by their functions.

ASL	Spoken English & English
<ul style="list-style-type: none"><li><input type="checkbox"/> Begins to recognize own name when fingerspelled.</li><li><input type="checkbox"/> Understands familiar, simple, fingerspelled words.</li><li><input type="checkbox"/> Begins to point to common areas in the house when asked a where question (WHERE MOMMY?).</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Understands 250-300 spoken words.</li><li><input type="checkbox"/> Repeats a 4-5-word sentence.</li><li><input type="checkbox"/> Repeats 3 numbers in a sequence, and/or a sentence of 6-7 words.</li></ul>

### Expressive:

These are behaviors or skills your child uses to communicate and express thoughts, feelings, wants, and needs.

- Uses simple describing words (hot, cold, fat).
- Uses phrases to express negation with no, not, don't, and/or can't.
- Uses two- to three-word phrases frequently.
- Uses early possessive pronouns (I, you, mine).
- Refers to self as "I" or "me."
- Asks what and where questions.
- Answers wh questions.
- Names objects, animals, and people in pictures.
- Says or signs full name on request.
- Attempts to tell "stories" about experiences.
- Requests help when needed.
- Uses prepositions (in, on, under, off of, through) to describe pictures and answer questions.
- Expresses emotions like happy, sad, mad with signs or spoken words.
- Uses the sign or word "and."
- Uses general words for categories (dog for all animals).
- By 2.5 years answers yes/no questions.
- Asks 'why' and 'who' questions.
- Names at least three colors.

ASL	Spoken English & English
<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses facial expressions grammatically (e.g., raised eyebrows to mark questions or puckered lips to mark small size).</li> <li><input type="checkbox"/> Uses simple handshapes like B, F, O in signs such as “elephant,” “cat,” “owl”.</li> <li><input type="checkbox"/> Occasionally uses handshapes F, O, and 3 as classifiers (e.g., to describe polka dots, the size of a stick, or the movement of a car).</li> </ul> <div style="text-align: center;">  <p style="text-align: center;">B                  F                  O                  3</p> </div> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates an expressive vocabulary of 250-350 signs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses present progressive -ing.</li> <li><input type="checkbox"/> Uses possessive – s.</li> <li><input type="checkbox"/> Recites a few short nursery rhymes.</li> <li><input type="checkbox"/> Uses singular/plural noun-verb agreement (boy walks, boys walk).</li> <li><input type="checkbox"/> Uses past tense in sentences (Mommy cooked).</li> <li><input type="checkbox"/> Uses number + noun sentences (two doggies).</li> <li><input type="checkbox"/> Speech is 50-70% intelligible to unfamiliar listeners.</li> </ul>

**Social:**

These are behaviors or skills your child uses to engage with others and play.

- Asks for help with 2 or more words.
- Requests information.
- Tells own age.
- Shares toys, cooperates in games.
- Requests help when needed.
- Answers most questions.
- Initiates pretend play.
- Will parallel play.
- Takes turns in conversations.
- Enjoys signed or spoken stories and imitates the actions/facial expressions of characters in the story.
- Begins to narrate past events and refers to future actions.
- Tells stories about present situations.
- Talks while playing.
- Initiates spoken conversation and responds with new information.

ASL	Spoken English & English
<ul style="list-style-type: none"> <li><input type="checkbox"/> Enjoys signed stories and imitates the actions/facial expressions of characters in the story.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pretends to have a conversation on the phone.</li> </ul>



## 3-4 Years

### Receptive:

This is language your child understands.

- Understands most of what is communicated to him/her.
- Gives you objects as you request them by name.
- Answers more complex questions (how many, who, whose, which, where, what doing, and what for?).
- Understands prepositions like between, in front, next to, beside, behind, around.
- Points to or places objects on top/bottom, up/down at your request.
- Points to pictures that depict a variety of action verbs when named.
- Carries out simple, unrelated, two-step directions (sit down and eat your lunch).
- Understands adjectives of quality, texture, and quantity.
- Understands 'same/different'.
- Understands the concepts of 'day/night'.
- Understands singular and plural.
- Points to common objects by function.
- Identifies missing objects in a scene when asked "what is missing?".
- Attends to a 10-15 minute story.
- Begins to understand 'full, empty, some'.
- Begins to understand comparatives (I am taller).
- Makes comparisons of speed/weight (Point to the fast/slow....).
- Correctly answers questions about a message just signed/spoken.
- Understands the difference between past, present, and future.
- Carries out 3 simple, related, three-step directions in order.
- Recognizes language absurdities (e.g., there's an elephant on your head).

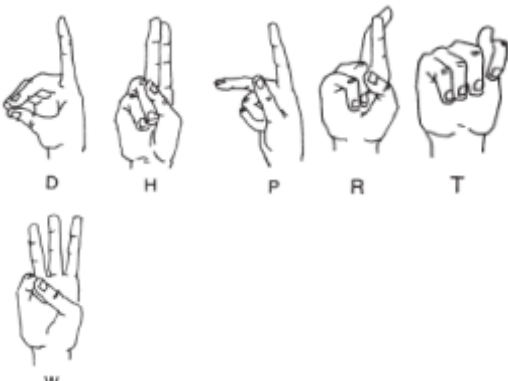
ASL	Spoken English & English
<ul style="list-style-type: none"><li><input type="checkbox"/> Begins to understand part to whole relationships (ARM-BODY, WHEEL-CAR).</li><li><input type="checkbox"/> Uses WHAT and WHY questions.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Answers final word analogies (e.g., cow is to farm as giraffe is to...).</li></ul>

### Expressive:

These are behaviors or skills your child uses to communicate and express thoughts, feelings, wants, and needs.

- Communicates fluently, clearly, and is easily understood by family and familiar adults.
- Answers questions logically.
- Carries on simple conversations, staying on topic through 3-4 turns.
- Converses using many grammatical structures: plurals, possession, pronouns, prepositions, adjectives.
- Uses when, how many, and who questions.
- Begins to ask "How much?" and "How?" questions.
- Describes what objects can be used for.
- Identifies what does not belong and why.
- Passes on a message (e.g., telling a friend it's snack time).
- Uses 3-4 word combinations.
- Uses comparisons.
- Uses some basic qualitative (wet, dry, hot, cold) and quantitative (more, less, empty, full) adjectives.
- Provides a label when given a child-friendly definition of a familiar word (What is round and bounces? a ball).

- Tells a word that associates with another word.
- Begins to make inferences.
- Talks about things that have happened at school or with friends.
- Discusses storybooks that are read to him/her.
- Describes action in pictures.
- Uses possessives (mine, yours, his, hers).
- Repeats simple rhymes.
- Makes attempts to read and write.
- Combines two events in a narrative.
- Uses words or phrases used by conversation partner (“Do you want a cookie?”, “Yes, I want a cookie.”).
- Uses TWO-OF-US, THREE-OF-US.
- By age four (4), uses 800-1500 words.

ASL	Spoken English & English
<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses more classifiers in more complex and descriptive ways (e.g., to show how things move, relative positions, sizes, shapes, and more).</li> <li><input type="checkbox"/> Accurately produces handshapes that require greater fine motor control, including D, H, P, R, T, and W.</li> </ul>  <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to fingerspell own name on request (may skip or invert letters, and/or use inaccurate handshapes).</li> <li><input type="checkbox"/> Uses sentences that include subject, verb, and object (e.g., Mama like[s] coffee, John has [a] bike).</li> <li><input type="checkbox"/> Begins to change the way verbs are produced to show different types of movement (walking, walking quickly, stomping, tiptoeing).</li> <li><input type="checkbox"/> Begins to use topicalization (POPCORN, I LIKE).</li> <li><input type="checkbox"/> Begins to use rhetorical questions in conversations (asking and answering the same question - Daddy go where? Work).</li> <li><input type="checkbox"/> Creates sentences combining classifiers and lexical (regular) signs to describe the</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses be + present progressive (-ing).</li> <li><input type="checkbox"/> Uses articles (a, the).</li> <li><input type="checkbox"/> Uses past modals 'could, would, should, must, might'.</li> <li><input type="checkbox"/> Uses “do” to ask 'yes/no' questions.</li> <li><input type="checkbox"/> Spoken language is 75-90% intelligible to unfamiliar listeners.</li> <li><input type="checkbox"/> Combines sentences using 'and, but, and because'.</li> <li><input type="checkbox"/> Uses regular and irregular past tense.</li> <li><input type="checkbox"/> Uses third person singular 's'.</li> <li><input type="checkbox"/> Uses some five-word sentences.</li> <li><input type="checkbox"/> Uses possessive -'s.</li> <li><input type="checkbox"/> Uses plural -s.</li> <li><input type="checkbox"/> Uses possessive pronouns (his, her).</li> </ul>

same scenario - car drive fast, [vehicle classifier moving fast].	
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**Social:**

These are behaviors or skills your child uses to engage with others and play.

- Continues a conversation through 3 or more turns.
- Shows understanding of the feelings of others.
- Acts out whole scenes in dramatic play/make-believe.
- Repairs conversations, like repeating a word if not understood or using gestures to clarify a point.
- Uses language for different communicative intent (obtaining information, giving information, expressing needs/feelings, bargaining).
- Responds to requests made from others.
- Asks questions for clarification or responds to requests for clarification.
- Begins contributing details or comments in a conversation without changing the subject.
- Adapts to changes of topic.
- Works in a small group for 5-10 minutes.
- Creates and maintains worlds of make-believe.
- Usually understands friends and familiar adults, and they usually understand the child.

ASL	Spoken English & English
<input type="checkbox"/> Increases the use of facial expressions and body position to participate in conversations (squinting to show confusion, matching facial expressions, nodding to show understanding).	

## 4-5 Years

### Receptive:

This is language your child understands.

- Follows directions using a variety of advanced prepositions.
- Sequences smallest to largest, shortest to tallest.
- Understands time concepts (morning, afternoon, night) and seasons of the year.
- Understands parts (half, whole, some).
- Groups assorted objects/pictures into categories (things that fly, things you eat, things you wear).
- Identifies items that don't belong.
- Answers "What happened?" and "Why?".
- Comprehends complex directions about pictures (point to the little girl with red hair and no shoes).
- Understands most of what is said or signed at home and school.
- Enjoys stories and can understand simple questions.
- Carries out 4 simple related commands in order.
- Understands words that rhyme in ASL or English.
- Points to places or objects before, after, above, below something when asked.
- Understands words for order (e.g., first, next, last).

ASL	Spoken English & English
<ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguishes double movement nouns from single movement verbs (CHAIR-SIT, AIRPLANE, FLYING).</li> <li><input type="checkbox"/> Understands number distribution (e.g., LEAVES, FALL-singular; LEAVES, FALL-plural).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Comprehends irreversible passives (The ball was kicked by a boy.).</li> <li><input type="checkbox"/> Comprehends verb tense (e.g., kicked/kick, ran/run).</li> </ul>

### Expressive:

These are behaviors or skills your child uses to communicate and express thoughts, feelings, wants, and needs.

- Signs or speaks with between 75-90% intelligibility.
- Shows the ability to think about and comment on language.
- Uses expanded sentences involving two traits (Mother bear - big, mean).
- Tells a story including a beginning, middle, and end.
- Begins to ask the meanings of words.
- Uses 5+ word sentences with details.
- Uses 2,500+ signs/words.
- Asks 'why,' 'do,' and 'whose' questions.
- Asks 'who,' 'what,' 'where,' 'why,' and 'how' questions.
- Can tell made-up stories that stay on topic.
- Uses rhyming in words or signs.
- Uses when, but, because, if, and so to conjoin clauses.
- Uses before and after.
- Answers 'how' and 'why' questions.
- Speaks or signs with emotion and body language when describing an event or action.
- Ends conversations appropriately.
- Uses many common prepositions (to, from, in, out, on, off, for, of, by, with).
- Uses 'before' and 'after'.
- Names categories of items.

- Uses comparative adjectives (small-smaller).
- Uses grammatically correct sentences.
- Names 5+ items in 2+ categories w/o visual cues (animals, food).
- Uses long and detailed sentences.
- Uses past and future tense.

ASL	Spoken English & English
<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses body shift and eye-gaze.</li> <li><input type="checkbox"/> Uses time indicators (FINISH, NOT-YET).</li> <li><input type="checkbox"/> Storytelling includes setting up people and objects in space that are not present.</li> <li><input type="checkbox"/> Uses noun modification to indicate spatial agreement.</li> <li><input type="checkbox"/> Uses the AGENT sign (FARM-ER, TEACH-ER).</li> <li><input type="checkbox"/> Uses topic continuation (holds a sign with one hand and continues signing with the other).</li> <li><input type="checkbox"/> Uses conditional sentences (SUPPOSE TEACHER SICK - CLASS NONE).</li> <li><input type="checkbox"/> Repeats WH-word expressions at the beginning and end of a question (WHO GO WHO) [WH-bracketing].</li> <li><input type="checkbox"/> Uses space as part of storytelling.</li> <li><input type="checkbox"/> By 5 years old, produces most signs in standard adult forms, including appropriate handshape, palm orientation, location, movement, and facial expression.</li> <li><input type="checkbox"/> Uses number distribution (Ex: talking about leaves falling - ONE LEAF FALLS, MANY LEAVES FALL, LEAVES FALL RANDOMLY FROM TIME TO TIME).</li> <li><input type="checkbox"/> Uses space to describe spatial concepts and relationship to objects (The cat was under the table. The ball is in front of the chair.)</li> <li><input type="checkbox"/> Adverb and adjective modifications show intensity and distribution.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> By age five (5), most sounds are pronounced correctly though the child may have difficulty with 'r,' 'v,' and 'th'.</li> <li><input type="checkbox"/> Uses clauses (because, when, if, and so).</li> <li><input type="checkbox"/> Uses many frequently occurring prepositions (to, from, in, out, an, off, for, of, by, and with).</li> <li><input type="checkbox"/> Uses irregular third person verbs (e.g., is, am, and are).</li> <li><input type="checkbox"/> Asks negative tag questions (We got that, didn't we?).</li> <li><input type="checkbox"/> Uses 'if/then' sentences.</li> <li><input type="checkbox"/> Uses past and future tense.</li> </ul>

### Social:

These are behaviors or skills your child uses to engage with others and play.

- Initiates conversations easily.
- Politely interrupts adult conversations.
- Changes topic appropriately.
- Uses language to resolve disputes with peers (may need help from adults).
- States name of own town.
- Tells father's and mother's first and last names.
- Tells month of birth.
- Understands simple jokes.
- Communicates about imaginary conditions (What if... I hope).
- Begins to understand others' points of view.
- Uses words to invite others to play.
- Sequences stories.
- Passes first-order false belief tasks (theory of mind).

## Kindergarten

In this milestones chart, we switch from tracking language development by months/years to grade level, starting at age 5, due to alignment with state educational standards. We recognize not all children begin kindergarten at exactly 5 years old. Therefore, the skills listed under each grade level reflect those typically mastered by the end of that grade, allowing for a broad spectrum of individual growth and development.

### Receptive:

This is language your child understands.

- Answers questions about time sequences (what happened first, second, etc.).
- Classifies objects by material (wood, glass).
- Answers who, what, where, when, why, and how questions from a complete short story w/o visual cues.
- Accurately acts out verbs describing the same general action (walk, march, strut, and prance).
- Follows group instruction and discussions.
- Answers inference questions regarding short stories or hypothetical situations.

ASL	Spoken English & English
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands use of signing space to show categories, possession, relative positions, and speaker identity.</li> <li><input type="checkbox"/> Understands sentences that use facial expressions in complex combinations including grammatical markers, adverbs, sign components, and emotion.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands reversible passive sentences (e.g., That song was sung by my Mom.).</li> <li><input type="checkbox"/> Begins to understand non-literal meanings (e.g., make up your mind).</li> <li><input type="checkbox"/> Identifies whether words rhyme in sets of three to four.</li> <li><input type="checkbox"/> Generates rhyme when given a word.</li> <li><input type="checkbox"/> Follows directions that include ask or tell.</li> <li><input type="checkbox"/> Understands irregular plurals (e.g., men, mice).</li> </ul>

### Expressive:

These are behaviors or skills your child uses to communicate and express thoughts, feelings, wants, and needs.

- Names opposites when asked about frequently occurring verbs, adjectives, and prepositions.
- Gives simple three-step directions.
- Describes familiar people, places, things, and events with relevant details.
- Answers questions to get help, give information, or better explain something.
- Continue a conversation through multiple exchanges.
- Uses pronouns, prepositions, and articles correctly and consistently.
- Uses compound and complex sentences in well-formed narratives.

ASL	Spoken English & English
<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe verbs, people, objects, prepositions, and pluralization w/basic semantic classifiers.</li> <li><input type="checkbox"/> Memorizes and recites ASL poems, rhymes, and folklore with expression.</li> <li><input type="checkbox"/> Changes sign movement or handshapes to make new words.</li> <li><input type="checkbox"/> Use the full range of handshapes.</li> <li><input type="checkbox"/> Use frequently occurring nouns, verbs, and depictions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses regular and irregular nouns (woman/women).</li> <li><input type="checkbox"/> Uses adverbs (e.g., We will go for lunch. I want the yellow shirt instead).</li> <li><input type="checkbox"/> Uses simple grammar correctly (e.g., pronouns, prepositions, and articles).</li> <li><input type="checkbox"/> Uses past and future tense appropriately.</li> <li><input type="checkbox"/> Uses it or that to represent an entire idea (e.g., That's not my fault).</li> <li><input type="checkbox"/> Uses clauses (e.g., as soon as, until, while, before, after).</li> </ul>

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> Form plural nouns by modifying parameters.</li> <li><input type="checkbox"/> Use question signs and non-manual markers (e.g., WHO-Q, WHAT-Q, WHY-Q, WHERE-Q, HOW-Q, WHEN-Q).</li> <li><input type="checkbox"/> Use the most frequently occurring prepositions through referents (e.g., CL: 3 CAR NEXT-TO CL-5 TREE, HURT-ON-TUMMY).</li> <li><input type="checkbox"/> Use non-manual markers and classifiers to produce frequently occurring adjectives and adverbs.</li> <li><input type="checkbox"/> Produce sentences with indicating verbs (e.g., BOY-THERE-TELL-ME).</li> <li><input type="checkbox"/> Use pronouns as spatial referents (e.g., BOTH-OF-US, BOTH-OF-THEM, CL: 1 person).</li> <li><input type="checkbox"/> Use inflection to indicate temporal markers (e.g., movement, non-manual signals).</li> <li><input type="checkbox"/> Use context to identify the meaning of unknown signs, fingerspelled words, and phrases.</li> <li><input type="checkbox"/> Identify new meanings for similar signs and apply them accurately (e.g., SAME vs. LIKE, BUT vs. DIFFERENT).</li> <li><input type="checkbox"/> Use the most frequently occurring inflections (e.g., SIT-FOR-A-LONG-TIME, SHE-GIVES-HIM) as a clue to the meaning of an unknown sign.</li> <li><input type="checkbox"/> Use the most frequently occurring affixes and compound signs (e.g., LAW-PERSON, WOOD+CUT-PERSON, TREE+HOUSE) as a clue to the meaning of an unknown sign.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul> |
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**Social:**

These are behaviors or skills your child uses to engage with others and play.

- Builds on others' talk in conversation by responding to the comments of others (vs. answering questions).
- Asks questions to clear up any confusion about academic topics.
- Participates in 1:1, small group, and large group conversations (different group settings).
- Answers questions to seek help, give information, or clarify something.
- Tells a well-structured, personal story.
- Follows agreed-upon rules for discussions (e.g., attend to others, taking turns).

# 1<sup>st</sup> & 2<sup>nd</sup> Grade

## Receptive:

This is language your child understands.

- Identifies things that don't make sense in a sentence, both in the meaning of words and in the grammar.
- Detects which one of a set of words does not belong.
- Follows 3-4 oral directions in order (e.g., stay in your seat, wait for the bus to stop, and don't forget your backpack).
- Understands reflexives (herself, itself, ourselves).
- Uses context clues to learn the meaning of unknown words.
- Answers questions about a story.

ASL	Spoken English & English
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands fingerspelled words (character names, setting/place names).</li> <li><input type="checkbox"/> Recognizes that inflective changes in signs influence their meanings (e.g., SIT-for a long time, BOOK-give you/me).</li> <li><input type="checkbox"/> Distinguish shades of meaning through non-manual markers (e.g., WORK-LONG-TIME nmm: teeth vs. WORK-LONG-TIME nmm: pursed lips).</li> <li><input type="checkbox"/> With teacher scaffolding, understand and use figurative language vs. literal language using metaphors, similes, and analogies (e.g., EAT-YOUR-WORDS, EYES-POP-OUT).</li> <li><input type="checkbox"/> Decode regularly fingerspelled letter combinations (e.g., wh, th, ph).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has sound-letter correspondence for all consonants and vowels.</li> <li><input type="checkbox"/> Blends and segments words with two or three phonemes.</li> <li><input type="checkbox"/> Phoneme substitution to build new words with simple syllables.</li> <li><input type="checkbox"/> Sound deletion in initial and final positions.</li> <li><input type="checkbox"/> Distinguishes initial, middle, and final sounds in single-syllable words.</li> <li><input type="checkbox"/> Understands words about place and time (e.g., midnight, minute, beneath).</li> <li><input type="checkbox"/> Understands riddles and idioms.</li> </ul>

## Expressive:

These are behaviors or skills your child uses to communicate and express thoughts, feelings, wants, and needs.

- Uses more, less, and most in questions.
- Lists objects of a category and give categories a name.
- Gives category label and lists six to 11 items in a category in one minute.
- Gives and restates multi-step directions.
- Provides a summary of a story after one telling.
- Uses multi-word definitions.
- Uses well-formed narratives.
- Produces full explanations.
- Answers complex yes/no questions (e.g., Was the boy telling the truth when he said he was going to a friend's house?).

ASL	Spoken English & English
<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses complex time indicators (FINISH TOUCH – “visited”, FINISH EAT – “ate”).</li> <li><input type="checkbox"/> Uses the features of a sentence (e.g., eye gaze, body tilt, ending hold).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses passive voice (e.g., The house was built in 1837.).</li> <li><input type="checkbox"/> Uses irregular comparatives/superlatives (better, best, worse).</li> </ul>



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| <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses common conjunctions (e.g., KNOW, MOVE-ON, THAT; head nods, eye gazes).</li> <li><input type="checkbox"/> Manipulates signs (e.g., UNDERSTAND with four fingers to show intensity).</li> <li><input type="checkbox"/> Identify frequently occurring sign families and their inflectional forms (e.g., large circular motion: long duration, brain area: DREAM, THINK, PONDER).</li> <li><input type="checkbox"/> Use knowledge of the meaning of individual signs to predict the meaning of compound signs (e.g., BIRDHOUSE, BOOKSHELF, DINING-ROOM).</li> <li><input type="checkbox"/> Determine meanings of signs based on similar features (e.g., nose/beaks: DUCK, BIRD, EAGLE, PARROT).</li> <li><input type="checkbox"/> Maintain hands in signing frame space.</li> <li><input type="checkbox"/> Use frequently occurring conjunctions (e.g., WHY-Q, WRONG, FINISH, HAPPEN).</li> <li><input type="checkbox"/> Manipulate spatial referents when incorporating frequently occurring prepositions through classifiers, eye gaze, and locative signs (e.g., role shifting, CL: 5 BIG-HOUSE-nearby, CL: 5 BIG-HOUSE-far away).</li> <li><input type="checkbox"/> Produce simple and complex sentences with indicating verbs using plural pronouns as referents. (e.g., I-GIVE-THEM, THEY-TOLD-US).</li> <li><input type="checkbox"/> Produce simple and complex conditional sentences.</li> <li><input type="checkbox"/> Produce rhetorical questions.</li> <li><input type="checkbox"/> Raise hands into signing frame space.</li> <li><input type="checkbox"/> Use frequently occurring conjunctions (e.g., KNOW, MOVE-ON, THAT; head nods, eye gazes).</li> <li><input type="checkbox"/> Understand how referents can be used to indicate determiners, pronouns, conjunctions (e.g., indexing on non-dominant hand).</li> <li><input type="checkbox"/> Produce and expand complete, simple, and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> <li><input type="checkbox"/> Use common, proper, and possessive nouns (e.g., name signs, open palm to demonstrate possessiveness).</li> <li><input type="checkbox"/> Use temporal signs to convey a sense of past, present, and future (e.g., YESTERDAY I EAT, EAT I nms-NOT-YET).</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses present and past perfect tense (e.g., Have you been there before? She had read the book.).</li> <li><input type="checkbox"/> Uses past perfect progressive (had been camping).</li> <li><input type="checkbox"/> Asks have questions with present perfect (Have you been there before?).</li> <li><input type="checkbox"/> Uses common multiple meaning words.</li> <li><input type="checkbox"/> Uses complex verb tenses (e.g., He had been swimming. She might have hidden.).</li> <li><input type="checkbox"/> Correctly uses indefinite pronouns (e.g., Many come here, but some go down the street.).</li> <li><input type="checkbox"/> Uses up to three adjectives in the correct English order in a sentence.</li> </ul> |
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<ul style="list-style-type: none"> <li><input type="checkbox"/> Use frequently occurring descriptive classifiers and other adjectives (e.g., DCL, ECL, SCL, ICL, BCL).</li> <li><input type="checkbox"/> Produce simple sentences with indicating verbs using eye gaze and locative signs.</li> <li><input type="checkbox"/> Use frequently occurring conjunctions (e.g., PLUS, OTHER, THAT, list form, head nod).</li> <li><input type="checkbox"/> Use numerical incorporation.</li> <li><input type="checkbox"/> Use the manipulation of non-manual markers in topicalization.</li> <li><input type="checkbox"/> Use fingerspelled words for emphasis (e.g., #FUN, #WHAT).</li> <li><input type="checkbox"/> Fingerspell longer words and phrases following correct contour as new ASL and English lexicon expands (e.g., fs-G-O-V-E-R-N-M-E-N-T, fs-R-A-I-N-I-N-G C-A-T-S A-N-D D-O-G-S (not sure why this is showing up as crossed out).</li> <li><input type="checkbox"/> Use common, high-frequency, lexicalized, fingerspelling (e.g., #BANK, #CASH, #STYLE).</li> </ul>	
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**Social:**

These are behaviors or skills your child uses to engage with others and play.

- Follows agreed upon rules for discussions (multiple people involved).
- Produces full explanations.
- Tells birthplace by state/town.
- Tells address and phone number.
- Understands/uses jokes, riddles, and idioms (hold your horses).
- Understands what someone else thinks about another person's thoughts. For example, knowing that Sam thinks Emma believes the toy is in the box, even though it's actually under the bed.
- Nicely gains attention and attends to others.
- Has discussions with different people.
- Responds nicely to praise and apologies.
- Gives multistep directions.
- Checks for comprehension.

## 3<sup>rd</sup> Grade

### Receptive:

This is language your child understands.

- Understands what is taught in class.
- Retells, paraphrases, and explains the main ideas and supporting details of a lesson.
- Follows 4-step and higher directions.

ASL	Spoken English & English
<ul style="list-style-type: none"><li><input type="checkbox"/> Determines the meaning of finger-spelled words and signs in context.</li><li><input type="checkbox"/> Decodes unknown signs out of context.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Understands jokes and riddles that have similar-sounding words.</li><li><input type="checkbox"/> Understands direction words (e.g., north, south, longitude).</li></ul>

### Expressive:

These are behaviors or skills your child uses to communicate and express thoughts, feelings, wants, and needs.

- Shares their own ideas and opinions.
- Asks complex questions to gain information.
- Uses words taught in subjects like science, math, and social studies.
- Clearly explains classroom vocabulary.
- Asks and answers questions about information from a speaker.

ASL	Spoken English & English
<ul style="list-style-type: none"><li><input type="checkbox"/> Expresses location through eye gaze and locative signs (e.g., VEHICLE-cl NEXT-TO HOUSE, HURT-ON-TUMMY).</li><li><input type="checkbox"/> Uses descriptive classifiers.</li><li><input type="checkbox"/> Uses linking signs (e.g., CL: 3-LIST, FOR-FOR-Q) to connect opinions and reasons.</li><li><input type="checkbox"/> Uses temporal and inflection verbs to show event order (e.g., WAIT-a-long-time, GIVE-to me/you).</li><li><input type="checkbox"/> Produce compound sentences using negations or as conditionals.</li><li><input type="checkbox"/> Can produce, evaluate, and ensure subject-verb-object agreement.</li><li><input type="checkbox"/> Can fingerspell words as lexical signs (e.g., #WHAT, #BACK, #OK, #MOOD).</li><li><input type="checkbox"/> Use fingerspelling for abbreviations (e.g., #REF, #VP, #E-MAIL, #APT).</li><li><input type="checkbox"/> Fingerspell longer words and phrases following correct contour as new ASL and English lexicon expands.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Uses passive sentences (e.g., Anita was driven to the theater by Carla).</li><li><input type="checkbox"/> Asks and answers factual and inferential questions.</li></ul>

### Social:

These are behaviors or skills your child uses to engage with others and play.

- Uses language to make friends and be part of a group, like joining a game by asking, "Can I play too?" or complimenting a classmate to fit in.
- Understands others' viewpoints.
- Gives background details.

## Recommendations on Assessment Tools and Instruments

From Montana Code 52-2-901, the Montana DPHHS and OPI shall provide a list of tools for qualified personnel and educators to use in evaluating and assessing the language development of deaf and hard of hearing children, to be selected from the list submitted by the Montana Language Development Advisory Committee. The following tools and assessment recommendations have been developed by the Montana Language Development Advisory Committee pursuant to 52-2-904.

### Structural Recommendations

#### **It is recommended that the following language appear on the list of assessments:**

This is a list of tools for qualified personnel and educators to use in evaluating and assessing the language development of deaf and hard of hearing children as part of a comprehensive evaluation. IDEA requires, “a timely, comprehensive, multidisciplinary evaluation of the child.” While it is required that evaluators use **at least** one evaluation from this list, as well as the required supplementary data, comprehensive assessments include multiple assessments, and evaluators should feel encouraged to include other assessment data in their evaluation. “Qualified personnel must use informed clinical opinion when conducting an evaluation and assessment of the child. In addition, the lead agency must ensure that informed clinical opinion may be used as an independent basis to establish a child's eligibility under this part even when other instruments do not establish eligibility; however, in no event may informed clinical opinion be used to negate the results of evaluation instruments used to establish eligibility,” ([§ 303.321](#)). “All evaluations and assessments of the child and family must be conducted by qualified personnel, in a nondiscriminatory manner, and selected and administered so as not to be racially or culturally discriminatory,” ([§ 303.321](#)). Assessment proctors must meet qualifications as established by the producer of the assessment tool.

#### **This additional language was recommended by one Committee member, but the group was unable to review it for consensus:**

“Assessment conducted by a provider who is fluent in the language of the home is known to increase the reliability and validity of the assessment (Caesar & Kohler, 2007). The evaluation should be done by qualified professionals and include an assessment of spoken or signed language development in the child’s dominant language (as chosen by the parents), as well as an assessment of the observable abilities of the child. A primary focus of Part C services is to support families in fostering the communication abilities of their infants and toddlers who are deaf or hard of hearing. Spoken and/or sign language developmental trajectories should be commensurate with the child’s age and cognitive abilities, and should include acquisition of phonologic, morphologic, semantic, syntactic, and pragmatic skills for signed and/or spoken language (Meinzen-Derr, Wiley, Grether, & Choo, 2011). If developmental goals are not being met, timely adjustment in the intervention plan or communication approach needs to be considered,” ([Joint Committee on Infant Hearing \(JCIH\) 2019 Position Statement, 2019](#)).

### Additional Information

**The Committee recommends that, along with the name of each assessment, information is provided regarding:**

1. The age for which each assessment is recommended.
2. The areas of language addressed by each assessment.
3. Any additional notes about the requirements of those administering the assessments (including qualifications or any other pertinent information).

### Required Assessment List Recommendations

ASL:

- [Visual Communication Sign Language \(VCSL\) Checklist](#)
- American Sign Language Receptive Skills Test (ASL-RST) **AND** American Sign Language Expressive Skills Test (ASL-EST) (*These tests must be administered together to qualify*).
- [American Sign Language Assessment](#) (ASLA)
- Recommendation: American Sign Language Certified Deaf Interpreters (ASL-CDI) added once it's out of beta testing at Boston University.

English:

**There is a recommendation for this list to be reviewed by a group of Speech Language Pathologists (SLPs) who are experienced in working with Deaf or Hard of Hearing (D/HH) students as the Committee did not feel they had enough expertise within the group.**

- [Spoken Language Checklist](#) (SLC)
- [Clinical Evaluation of Language Fundamentals: Preschool 3rd Edition](#) (CELF:P-3)
- [Clinical Evaluation of Language Fundamentals: 5th Edition](#) (CELF-5)
- [Cottage Acquisition Scales for Listening, Language, and Speech \(CASLLS\)](#)
- Test of Auditory Comprehension of Language (TACL-4) **AND** Test of Expressive Language (TEXL) (*These tests must be administered together to qualify*)
- [REEL-4: Receptive-Expressive Emergent Language](#)
- [Comprehensive Assessment of Spoken Language, Second Edition \(CASL-2\)](#)
- [Assessment of Literacy and Language \(ALL\)](#)
- Test of Language [Development: Primary 5th Edition (TOLD:P-5)
- [Receptive, Expressive, and Social Communication Assessment – Elementary](#) (RESCA-E)
- Oral and Written Language Scales (OWL)
- [Rosetti Infant-Toddler Language Scale](#)
- Test of Early Language Development 3rd Edition
- Test of Early Language Development 4th Edition
- Test of Narrative Language – Second Edition (TNL-2)

- Speech Perception Instructional Curriculum and Evaluation (SPICE)
- Preschool Language Scales 5 (PLS 5)
- MacArthur Bates Communicative Development Inventory

#### Required Supplementary Data

Required supplementary data is data that must be taken in addition to whichever assessment is chosen from this list and will not meet the assessment requirement on its own. All three areas of supplementary data are required.

Required supplementary data:

1. Family Support Specialist (up to age 3) observations across settings (**comment from one Committee member to add Part B and C equivalent**).
2. Specialists involved with the child and their assessments and observations (**comment from one Committee member to make “specialists” less vague**).
3. Family member(s) input describing the child’s functioning across situations and settings.

#### Additional Recommendations

**It is recommended there be a separate document that gives recommendations on additional informal assessments and helpful tools to aid in a comprehensive evaluation.**

#### Informal Assessment & Helpful Tools

These informal assessments and helpful tools can be used to supplement the data you obtain from the list of formal assessments [linked here], but may not act as your only assessment data.

ASL:

[Kendall P-Levels](#)

[Language First Informal Assessment for Language Deprivation](#)

[Story Grammar Marker Microstructure Analysis for ASL](#)

[ASL Content Standards](#)

English:

Teacher Assessment of Spoken Language (TASL-II)

SKI-HI Language Development Scale (LDS)

Language Use Inventory (LUI)

Children’s Communication Checklist 2nd Edition (CCC-2)

Ling Test (LMH)

Language Samples, Spoken and Written

Test of Auditory Function (TAF) Toddlers to Adults

[Developmental Assessment of Young Children 2nd Edition](#) (DAYC-2)

*It should be noted, the DAYC-2 was the subject of much Committee discussion regarding removal from the submitted list of recommendations. However, the Committee did not come to consensus on its removal.*

## Parent Resource Recommendations

Section 2(4)(d) of HB 619 tasked the Montana Language Development Advisory Committee with the responsibility to provide recommendations on unbiased and comprehensive materials for a parent resource. The DPHHS and the OPI will create the parent resource based on the Committee’s recommendations. The parent resource will include the language developmental milestones created by DPHHS and OPI in response to the language developmental milestones recommended by the Language Development Advisory Committee.

Once published, the Committee recommends DPHHS review the parent resource on an established timeline to ensure the parent resource contains accurate links and directs parents to the most recently available and accurate resources on the identified topics following DPHHS policies for updating published resources. The Committee also recommends the parent resource be available in printed and electronic formats and any printed copies include a QR code for the electronic format of the parent resource.

In addition to the language developmental milestones, the Committee recommends the parent resource include links to the following resources, with a note that some resources may overlap between the section headers.

<p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>● <a href="#">2 Ears 2 Learn</a></li> <li>● <a href="#">Baby Hearing</a></li> <li>● <a href="#">Let Them Hear Foundation</a></li> <li>● <a href="#">MSDB Family Based Services</a></li> <li>● <a href="#">My Deaf Child</a></li> <li>● <a href="#">Supporting Success for Children with Hearing Loss</a></li> <li>● <a href="#">Tips for Raising a Deaf/Hard of Hearing Child in a Rural Community</a></li> </ul>	<p><b>Listening and Spoken Language (LSL) Learning Resources</b></p> <ul style="list-style-type: none"> <li>● <a href="#">AB Babybeats</a></li> <li>● <a href="#">Hear to Learn</a></li> <li>● <a href="#">Hearing First</a></li> <li>● <a href="#">John Tracy Center LSL Resources</a></li> <li>● <a href="#">Listen and Talk</a></li> <li>● <a href="#">Listen Foundation</a></li> <li>● <a href="#">Listening and Spoken Language Strategies</a></li> <li>● <a href="#">The Listening Room</a></li> <li>● <a href="#">The Moog Center for Deaf Education</a></li> <li>● <a href="#">See the Sound</a></li> <li>● <a href="#">Sound Start</a></li> </ul>	<p><b>American Sign Language (ASL) Learning Resources</b></p> <ul style="list-style-type: none"> <li>● <a href="#">ASL at Home</a></li> <li>● <a href="#">ASL University</a></li> <li>● <a href="#">ASL Virtual Academy</a></li> <li>● <a href="#">Language First</a></li> <li>● <a href="#">Gallaudet’s Science of Learning Center on Visual Language and Visual Learning (VL2)</a></li> <li>● <a href="#">Montana Family ASL</a></li> <li>● <a href="#">Sign it! ASL</a></li> <li>● <a href="#">Sign Language Center</a></li> <li>● <a href="#">The Signing SLP</a></li> </ul> <p><b>Cued Speech Resources</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Cue College</a></li> <li>● <a href="#">National Cued Speech Association</a></li> </ul>
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National Organizations	Montana Organizations	Diagnostic Hospitals
<ul style="list-style-type: none"> <li>● <a href="#">Alexander Graham Bell Association for the Deaf</a></li> <li>● <a href="#">American Academy of Audiology</a></li> <li>● <a href="#">American Speech and Language Hearing Association</a></li> <li>● <a href="#">American Society for Deaf Children</a></li> <li>● <a href="#">Center for Childhood Deafness, Language and Learning</a></li> <li>● <a href="#">Hands and Voices</a></li> <li>● <a href="#">Helen Keller Services</a></li> <li>● <a href="#">Laurent Clerc National Deaf Education Center</a></li> <li>● <a href="#">National Association of the Deaf</a></li> <li>● <a href="#">National Cued Speech Association</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Montana Association of the Deaf</a></li> <li>● <a href="#">Montana DeafBlind Project</a></li> <li>● <a href="#">Montana Empowerment Center</a></li> <li>● <a href="#">Montana Hands and Voices</a></li> <li>● <a href="#">Montana School for the Deaf &amp; the Blind</a></li> <li>● <a href="#">Montana Speech Language Hearing Association</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Boys Town National Research Hospital</a></li> <li>● <a href="#">Children’s Hospital Colorado</a></li> <li>● <a href="#">John Tracy Center</a></li> <li>● <a href="#">Primary Children’s Hospital</a></li> <li>● <a href="#">Seattle Children’s Audiology Services</a></li> <li>● <a href="#">Shodair Children’s Hospital</a></li> </ul>

## Recommendations for Future Research

Section 2(4)(e) of HB 619 tasked the Montana Language Development Advisory Committee with providing recommendations on future research to improve the measurement of the progress of deaf and hard of hearing children in language development. The Committee recommends any research should be mindful of the confidentiality of children who are deaf and hard of hearing and not include any information that could identify an individual child or family. The Committee also recommended a state-funded commission be established with by-laws that can oversee future research and data collection.

Below are the specific, future, topical, research recommendations made by the Committee.

### Oversight

- A council of deaf/hard of hearing individuals, professionals related to services for individuals who are deaf/hard of hearing, and parents of children who are deaf/hard of hearing should be created to help monitor research around improving outcomes and language assessments and to inform legislative items. Several other states have similar councils this can be modeled after. The council should have by-



laws defining membership requirements and establishing membership to be at least 51% of council members being individuals who are deaf/hard of hearing themselves.

- Research should include a hired consultant who can work with a committee to develop better standards for Montana and who can include the issues identified in the January 2023 Office of Special Education Programs (OSEP) monitoring report. Research should be completed on funding opportunities to support the measurement of language development progress for deaf and hard of hearing children.
- Research should be completed on new assessment tools for deaf and hard of hearing students.
- A literature review should be completed, including how other states, cities, and schools are collecting data.
- Research should be completed for milestones of cued speech and signed speech.

#### Parent Surveys and Data

- Parent perceptions of how assessments and the milestones have improved services should be researched.
- Parent reactions to receiving assessment information should be researched.
- Research should include what resources are available to families and what resources families wish they had that aren't available.

#### Data/Baseline and Resources

- Statistics about the number of children evaluated and their progress should be gathered.
- Research should track and monitor language assessments and make the data available to the public.
- For children meeting the milestones, research should measure what interventions and resources these children have at home and school.
- Getting current baseline data on the readiness of students who enter school and tracking their data should be completed.

## Appendix



*Montana Department of Public Health and Human Services*

# Language Assessment Advisory Committee Planning Meeting

March 5, 2024 | 3:30 MST

<https://usu-edu.zoom.us/j/82975328044?pwd=U2ZJTWRERWNIY0VZSkpDVzFnWXAuQT09>

## Purpose

Meet as a planning team to discuss the activities and timeline for the convening of the Language Assessment Advisory Committee per Montana House Bill 619.

## Outcome

Plan a series of Advisory Committee meetings resulting in Committee recommendations for:

- a) The selection of language developmental milestones for children who are deaf or hard of hearing;
- b) The selection and administration of provider or educator tools or assessments;
- c) How existing instruments correlate to assessing language development of deaf or hard of hearing children;
- d) Materials to add to the parent resource; and
- e) Areas of future research to improve the measurement of progress of deaf and hard of hearing children in language development.

These recommendations will support Montana's DPHHS and OPI in their collaboration to develop a Parent Resource for monitoring the language acquisition of deaf and hard of hearing children.

## Agenda

Welcome and Introductions

Review Proposed Meeting Timeline

Shared Work and Resources Logistics

Develop Draft Agenda for First Meeting (March 26, 2024 at 5:00 MST)

Ongoing Stakeholder Input

Next Steps

## Proposed Timeline

<p><b>Meeting 1:</b> Introduction to Committee</p>	<p>March 26, 2024 5:00-7:00 PM MST</p>	<ul style="list-style-type: none"> <li>• Welcome.</li> <li>• Introduction to HB 619 and Committee role.</li> <li>• <i>Section 1(4)(a)(i)</i> - Sharing of relevant information re: language developmental milestones and list of existing language developmental milestones from existing standardized norms.</li> </ul>
<p><b>Meeting 2:</b> Developmental Milestones</p>	<p>April 16, 2024 5:00-7:00 PM MST</p>	<ul style="list-style-type: none"> <li>• <i>Section 1(4)(a)(ii)</i> - Review of DPHHS' and OPI's existing infant, toddler, and preschool guidelines.</li> <li>• <i>Section 1(4)(a)(ii)</i> - Review of state standards in English Language Arts.</li> <li>• <i>Section 2(4)(a)</i> - Recommendation of language developmental milestones for children who are deaf or hard of hearing.</li> </ul>
<p><b>Meeting 3:</b> Assessment Instruments</p>	<p>April 23, 2024 5:00-7:00 PM MST</p>	<ul style="list-style-type: none"> <li>• <i>Section 1(4)(a)(ii)</i> - Review of existing instrument used to assess the development of children with disabilities.</li> <li>• <i>Section 2(4)(b)</i> - Recommendation on the selection and administration of provider or educator tools or assessments.</li> <li>• <i>Section 2(4)(c)</i> - Recommendations on how the content and administration of existing instruments correlates to the assessment of deaf and hard of hearing children.</li> </ul>

<b>Meeting 4:</b> Parent Materials and Future Research	May 7, 2024 5:00-7:00 PM MST	<ul style="list-style-type: none"> <li>• <i>Section 2(4)(d)</i> - Recommendations on materials to add to the Parent Resource.</li> <li>• <i>Section 2(4)(e)</i> - Recommendations regarding future research to improve the measurement of the progress of deaf and hard of hearing children in language development.</li> </ul>
	May 31, 2024	<ul style="list-style-type: none"> <li>• Report of Committee recommendations is submitted by TAESE to DPHHS and OPI with accompanying slideshow overview of recommendations.</li> </ul>
	June 30, 2024	<ul style="list-style-type: none"> <li>• DPHHS and OPI shall inform the Committee of the language developmental milestones selected for inclusion.</li> </ul>
	July 1, 2024- December 31, 2024	<ul style="list-style-type: none"> <li>• Development of the Parent Resource.</li> <li>• Publication of Parent Resource on DPHHS and OPI websites.</li> <li>• Additional Committee meetings as needed.</li> </ul>

**Adjourn**



# Language Development Advisory Committee Meeting #1

March 26, 2024 | 5:00-7:00 PM MST

## Purpose

Meet in accordance with Montana HB 619 to review the legislative requirements, review the role of the Advisory Committee, and begin a review of existing language development milestones for children who are deaf and/or hard of hearing.

## Outcome

Understand the role of the Advisory Committee and generate Committee feedback for recommendations for the adoption of language development milestones for children who are deaf and/or hard of hearing.

## Agenda

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Welcome and Introductions

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Review of House Bill 619

- Committee representation
- Purpose of the Committee

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Meeting Expectations

- Role of the facilitator
- Meeting norms and expectations
- Review meeting dates/times
- Shared folder

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Existing Language Developmental Milestones

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Next Steps

## Adjourn



# Language Development Advisory Committee Meeting #1

March 26, 2024 | 5:00-7:00 PM MST

Meeting Minutes

## Purpose

Meet in accordance with Montana HB 619 to review the legislative requirements, review the role of the Advisory Committee, and begin a review of existing language developmental milestones for children who are deaf and/or hard of hearing.

## Outcome

Understand the role of the Advisory Committee and generate Committee feedback for recommendations for the adoption of language developmental milestones for children who are deaf and/or hard of hearing.

## Minutes

Please see the meeting PowerPoint for the shared materials.

### Welcome and Introductions

Attendees reviewed the meeting agenda and the expectations for Zoom. Each Committee member was invited to introduce themselves and what role that are playing on the Committee. Observers were also asked to introduce themselves and state which agency they represent.

The following Committee members were present for this meeting:

- Brandy Reinhardt
- Cecily Whitworth
- Jessteene Clifford
- Kathy Johnson
- Katie James
- Kayla Lee
- Lucy Beltz
- Mikhael Rosenberg
- Miranda Reddig
- Moriah Cochran
- Sara White
- Shawn Tullock
- Vena Dagnal

The following observers were present for the meeting:

- Tracy Moseman
- Jacqueline Isaly
- Amber Bell
- Joshua Kendrick
- Jill Christensen
- Carol Clayton-Bye

## Meeting Expectations

Everyone reviewed the role of the facilitators and their goals. The goals of the facilitators include:

- Ensuring all goals outlined in HB 619 for the Advisory Committee are met.
- Adhering to the timeline to complete the Advisory Committee’s work and keep the group on track.
- Create an environment where Committee members feel they have the opportunity to meaningfully contribute to the work.

The meeting facilitators outlined the following meeting norms and expectations for all Committee meetings:

- Respect everyone’s time by starting and ending on time.
- Capture off topic items in a “backburner” and agree to discuss them later at a more appropriate time.
- Everyone is responsible for helping to stay on topic. Speak up if you feel a meeting is getting off track.
- Address conflict head on.
- Look ahead to positive action, not back on past mistakes.
- Ask questions for clarification to help avoid making assumptions.
- Make sure everyone’s voice is heard.
- Balance your participation – speak and listen.
- Use **consensus** as our decision-making process.

Consensus was defined as everyone on the Committee being able to live with and support the recommendations made by the Committee.

The following meeting schedule is proposed for the Committee:

### **Meeting 1: *Introduction to Committee*** - March 26, 2024 (5:00-7:00 PM MST)

- Welcome.
- Introduction to HB 619 and Committee role.
- *Section 1(4)(a)(i)* - Sharing of relevant information re: language developmental milestones and a list of existing language developmental milestones from existing standardized norms.

### **Meeting 2: *Developmental Milestones*** - April 16, 2024 (5:00-7:00 PM MST)

- *Section 1(4)(a)(ii)* - Review of DPHHS’ and the Office of Public Instruction’s (OPI’s) existing infant, toddler, and preschool guidelines.
- *Section 1(4)(a)(ii)* - Review of Montana’s state standards in English Language Arts.

- *Section 2(4)(a)* - Recommendation of language developmental milestones for children who are deaf or hard of hearing.

**Meeting 3: *Assessment Instruments*** - April 23, 2024 (5:00-7:00 PM MST)

- *Section 1(4)(a)(ii)* - Review of existing instruments used to assess the development of children with disabilities.
- *Section 2(4)(b)* - Recommendations on the selection and administration of provider or educator tools/assessments.
- *Section 2(4)(c)* - Recommendations on how the content and administration of existing instruments correlates to the assessment of deaf and hard of hearing children.

**Meeting 4: *Parent Materials and Future Research*** - May 7, 2024 (5:00-7:00 PM MST)

- *Section 2(4)(d)* - Recommendations on materials to add to the Parent Resource.
- *Section 2(4)(e)* - Recommendations regarding future research to improve the measurement of the progress of deaf and hard of hearing children in language development.

It was noted several Committee members had a conflict with the April 9<sup>th</sup> meeting date. A meeting poll will be sent to everyone to determine when the second meeting can be scheduled to ensure participation by the most Committee members.

All shared information for the Committee will be housed in a shared Google Drive folder. This folder will contain example language developmental milestones; meeting minutes, agendas, and materials; member information; and HB 619.

**Existing Language Developmental Milestones**

Committee members had an opportunity to review samples of existing language developmental milestones that were distributed before the meeting and recommended by Committee members in small group breakouts and as a whole group. Committee members discussed their initial observations of the samples:

- Milestone examples were all very similar.
- Major differences were in the level of detail and how the milestones were organized.
- Nebraska milestones were not based on age group or categorized by language.
- Nebraska milestones were based on assessments and had a comprehensive list of assessments.
- California has another milestone document that is structured more clearly.
- Consideration of the audience. Milestones are intended for parents, whereas assessment information is for professionals.



- HB 619 covers birth through nine (9), but most milestones do not extend beyond age five (5).
- Oregon provides additional recommendations for families if the child is not meeting milestones.

The small groups also identified priorities and aspects of sample milestones they would like to be kept in Montana's milestones. Based on group discussion, the milestones should be:

- Parent-friendly with resources similar to those of Oregon.
- Organized by age.
- Organized by areas of Receptive, Expressive, and Vocabulary.
- Categorized by language (ASL, spoken English, maybe dual) similar to Utah's milestones.
- Aligned to assessments.
- Demonstrated through language samples.
- Descriptive of the cognitive change for language acquisition after age five (5).
- Extended to include expected skills from age five (5) to nine (9).
- Provided as a list by age and in a format demonstrating skill progression across ages.

Committee members also submitted additional language developmental milestones for the Committee to consider, and these items were added to the Google Drive folder.

It was suggested the Committee start with the most recent sample milestones as a starting draft, as the most recent is likely to have been improved on from other models. The Committee decided they wanted additional time to review the sample milestones before beginning to draft their recommendations.

### **Next Steps**

- A meeting poll was sent to all attendees to determine the next meeting date.
- Committee members will continue to review existing language developmental milestone examples and will come to the next meeting prepared to draft their recommendations.

## **Adjourn**



# Language Development Advisory Committee Meeting #2

April 16, 2024 | 5:00-7:00 PM MST

## Purpose

Meet in accordance with Montana HB 619 to continue reviewing and recommending language developmental milestones for children who are deaf or hard of hearing, review DPHHS' and OPI's existing infant, toddler, and preschool guidelines, and review state standards in English Language Arts.

## Outcome

Generate Committee recommendations for the adoption of language development milestones for children who are deaf and/or hard of hearing and review existing guidelines and standards.

## Agenda

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Welcome and Introductions

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Existing Language Developmental Milestones

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Language Developmental Milestones Recommendations

- Draft recommendations for further Committee review

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Review DPHHS' and OPI's Existing Infant, Toddler, and Preschool Guidelines

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Review State Standards in English Language Arts

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Next Steps

## Adjourn



# Language Development Advisory Committee Meeting #2

April 16, 2024 | 5:00-7:00 PM MST

Meeting Minutes

## Purpose

Meet in accordance with Montana HB 619 to continue reviewing and recommending language developmental milestones for children who are deaf or hard of hearing, review DPHHS' and OPI's existing infant, toddler, and preschool guidelines, and review state standards in English Language Arts.

## Outcome

Generate Committee recommendations for the adoption of language development milestones for children who are deaf and/or hard of hearing and review existing guidelines and standards.

## Minutes

Please see the meeting PowerPoint for the shared materials.

### Welcome and Introductions

Attendees reviewed the meeting agenda, Zoom expectations, and meeting norms. Committee members who missed the first meeting were invited to introduce themselves.

The following Committee members were present for the meeting:

- Caitlin Giammona
- Cecily Whitworth
- Jessteene Clifford
- Kathy Johnson
- Katie James
- Kayla Lee
- Lucy Beltz
- Mickhael Rosenberg
- Miranda Reddig
- Moriah Cochran
- Sarah White
- Shawn Tullock
- Vena Dagnall

The following observers were present for the meeting:

- Joshua Kendrick
- Sandy Cade
- Connie Keogh

### **Review of State Standards in English Language Arts**

The Committee reviewed its requirement under HB 619 *Section 1(4)(a)(ii)* to review Montana’s state standards in English Language Arts (ELA) and ensure their recommendations for language developmental milestones are aligned with the ELA standards. Following small group discussions, Committee members were given grade-level assignments for comparing the ELA standards to the draft milestone recommendations and ensuring the milestones aligned with the standards. Committee members were given until April 22<sup>nd</sup> to complete their comparison of the draft milestones to the ELA standards. Committee members will add notes to the draft regarding needed additions to align the standards.

Committee members assigned to review alignment between the milestones and Kindergarten ELA standards include: Catilin Giammona, Kayla Lee, Mickhael Rosenberg, Sara White, and Vena Dagnall.

Committee members assigned to review alignment between the milestones and grade 1-2 ELA standards include: Cecily Whitworth, Lucy Beltz, Miranda Reddig, and Shawn Tullock.

Committee members assigned to review alignment between the milestones and grade 3 ELA standards include: Jessteene Clifford, Kathy Johnson, Katie James, and Moriah Cochran.

### **Language Development Milestone Recommendations**

The Committee reviewed the draft document for the milestones, which was a compilation of sample milestones. In small groups, Committee members discussed the draft milestones and added notes and edits to the milestones. In particular, Committee members discussed the age range of the milestone recommendations and the best format for presenting the milestones. Overall, the Committee did not want to extend their milestone recommendations past the age of eight (as stipulated in HB 619), but wanted to ensure the milestones included additional links and resources for families to utilize for children past the age of eight. The Committee stressed the formatting of the milestones needs to be family friendly, utilizing charts and visuals. The Committee determined:

- The sample milestones that are similar across multiple states should be used.

- The sample milestones that are unique to individual states should be reviewed by Committee members and a + or a – sign should be noted on the milestone draft to indicate if Committee members felt it a unique milestone should be included.
- Committee members expressed the formatting on the Utah and Indiana sample milestones were family friendly and could be used as examples.
- It was suggested the milestones for each age span should be kept to 1-2 pages.
- It was suggested the milestones for children over the age of five should be separated by grade instead of age because of the varying ages of students in grades.

Committee members were given until April 22<sup>nd</sup> to review the draft milestones individuals. Committee members committed to:

- Continuing to align the ELA standards to the draft milestones and using comments including the ELA standards reference to note where an addition needed to be made.
- Adding +/- signs to the unique milestones to indicate if they felt they should be included or excluded from the milestone recommendations.
- Highlighting any additional information they added to the draft milestones to show where new content was included.

### **Next Steps**

It was noted the next Committee meeting would be on April 23<sup>rd</sup> from 5:00-7:00 MDT. In addition to continuing to add comments and information to the draft milestones, Committee members were invited to start adding suggestions for the Parent Resource document to the Google folder.

### **Adjourn**



# Language Development Advisory Committee Meeting #3

April 23, 2024 | 5:00-7:00 PM MST

## Purpose

Meet in accordance with Montana HB 619 to continue reviewing and recommending language developmental milestones for children who are deaf or hard of hearing and review existing instruments used to assess the development of children with disabilities in order to recommend the selection and administration of provider or educator tools or assessments and how the content and administration of existing instruments correlates to the assessment of deaf and hard of hearing children.

## Outcome

Generate Committee recommendations for the adoption of language development milestones for children who are deaf and/or hard of hearing and recommendations on assessment instruments and tools for children who are deaf and/or hard of hearing.

## Agenda

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Welcome

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Draft Language Developmental Milestones Recommendations

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Review Existing Assessment Instruments

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Recommendations on Assessment Tools and Instruments

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Parent Resource Recommendations

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Next Steps

## Adjourn



# Language Development Advisory Committee Meeting #3

April 23, 2024 | 5:00-7:00 PM MST

Meeting Minutes

## Purpose

Meet in accordance with Montana HB 619 to continue reviewing and recommending language developmental milestones for children who are deaf or hard of hearing and review existing instruments used to assess the development of children with disabilities in order to recommend the selection and administration of provider or educator tools or assessments and how the content and administration of existing instruments correlates to the assessment of deaf and hard of hearing children.

## Outcome

Generate Committee recommendations for the adoption of language development milestones for children who are deaf and/or hard of hearing and recommendations on assessment instruments and tools for children who are deaf and/or hard of hearing.

## Minutes

Please see the meeting PowerPoint for the shared materials.

### Welcome and Introductions

Attendees reviewed the meeting agenda, Zoom expectations, and meeting norms. It was noted the Committee meetings are open to the public and any members of the public who attended would be considered observers. The purpose of Committee meetings are for members to work on the recommendations the Committee was formed to provide and members of the public would not be given an opportunity for input.

The following Committee members were present for the meeting:

- Caitlin Giammona
- Cecily Whitworth
- Jessteene Clifford
- Kathy Johnson
- Katie James
- Kayla Lee
- Lucy Beltz
- Mikhael Rosenberg
- Miranda Reddig
- Moriah Cochran
- Sarah White
- Shawn Tullock
- Vena Dagnall

The following observers were present for the meeting:

- Amber Bell
- Joshua Kendrick

### **Draft Language Developmental Milestones Recommendations**

The Committee reviewed the updated milestones recommendation document. Committee members were encouraged to continue reviewing the document, adding comments, and adding +/- to items they wanted to keep or remove. Committee members were asked to have their next round of comments in the milestone recommendations by April 30<sup>th</sup>.

### **Review Existing Assessment Instruments**

Joshua Kendrick from DPHHS was able to review the current sources the Part C Early Intervention program uses to determine the Child Outcome Summary Rating. It was noted for Part B school age children, school districts make the determination on what assessments to use. It was noted that following the compilation of assessment recommendations by the Committee, OPI would have a list of approved assessments for school districts.

### **Recommendations on Assessment Tools and Instruments**

A draft recommendation document for assessment tools and instruments was shared with the Committee along with several other sample assessment lists. Committee members were moved into two breakout rooms and given time to review the draft and sample assessment recommendations. In the small groups, Committee members discussed the recommendations and added comments to the draft recommendations. A revised recommendation document will be compiled and Committee members will have time to continue adding comments and edits to it before the next Committee meeting. Items of note from the small group discussions include:

- The assessment recommendations table should be prefaced with a statement that tools not on the assessment list can be used, but must be done in conjunction with at least one of the approved assessments on the list.
- The assessment recommendations should be labeled as to who the assessment is normed for, i.e., ASL or spoken English.
- The SKI HI Language Assessment Scale should not be used as a stand-alone assessment and should be listed not as an approved assessment, but as a tool that may be used in addition to an approved assessment.
- The assessment recommendations should be organized by age.
- The recommendations should list approved assessments and also include a list of tools that can supplement, but not supplant, approved assessment tools.

### **Parent Resource Recommendations**

The current submitted recommendations for the parent resource were reviewed. Committee members were asked to consider:

- What does it look like when parents have all the resources they need?
- In order to get parent's all needed resources, what resources are currently missing from the Committee list?



- Are there existing resources that can fill the gaps or do resources need to be created?

Committee members were asked to continue submitting items for the parent resource or noting in the Parent Resource Recommendations document, what is missing before the next meeting.

### **Next Steps**

The next Committee meeting will be on May 7<sup>th</sup> from 5:00-7:00 MDT. Committee members were asked to continue adding comments to the recommendations for developmental milestones, assessment tools, and the parent resource.

### **Adjourn**



# Language Development Advisory Committee Meeting #4

May 7, 2024 | 5:00-7:00 PM MST

## Purpose

Meet in accordance with Montana HB 619 to continue reviewing and recommending language developmental milestones for children who are deaf or hard of hearing, the selection and administration of provider or educator tools or assessments and how the content and administration of existing instruments correlates to the assessment of deaf and hard of hearing children, materials to add to the parent resource, and future research to improve the measurement of the progress of deaf and hard of hearing children in language development.

## Outcomes

Continue generating Committee recommendations for:

- language development milestones for children who are deaf and/or hard of hearing
- assessment instruments and tools for children who are deaf and/or hard of hearing
- materials for the parent resource
- future research to improve the measurement of the progress of deaf and hard of hearing children in language development

## Agenda

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Welcome

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Language Developmental Milestones Recommendations

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Recommendations on Assessment Tools and Instruments

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Parent Resource Recommendations

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Recommendations for Future Research

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Next Steps

## Adjourn



# Language Development Advisory Committee Meeting #4

May 7, 2024 | 5:00-7:00 PM MST

## Meeting Minutes

### Purpose

Meet in accordance with Montana HB 619 to continue reviewing and recommending language developmental milestones for children who are deaf or hard of hearing, the selection and administration of provider or educator tools or assessments and how the content and administration of existing instruments correlates to the assessment of deaf and hard of hearing children, materials to add to the parent resource, and future research to improve the measurement of the progress of deaf and hard of hearing children in language development.

### Outcomes

Continue generating Committee recommendations for:

- language development milestones for children who are deaf and/or hard of hearing
- assessment instruments and tools for children who are deaf and/or hard of hearing
- materials for the parent resource
- future research to improve the measurement of the progress of deaf and hard of hearing children in language development

### Minutes

Please see the meeting PowerPoint for the shared materials.

#### Welcome

Attendees reviewed the meeting agenda, Zoom expectations, and meeting norms. It was noted the Committee meetings are open to the public and any members of the public who attended would be considered observers. The purpose of Committee meetings are for members to work on the recommendations the Committee was formed to provide and members of the public would not be given an opportunity for input.

The following Committee members were present for the meeting:

- Brandy Reinhardt
- Caitlin Giammona
- Cecily Whitworth
- Jessteene Clifford
- Kathy Johnson
- Katie James
- Kayla Lee
- Lucy Beltz
- Miranda Reddig
- Sarah White
- Shawn Tullock

The following observers were present for the meeting:

- Joshua Kendrick
- Sandy Cade
- Connie Keogh

### **Language Developmental Milestones Recommendations**

The Committee reviewed the current draft of the language developmental milestones recommendations. A conversation occurred regarding how to label the milestones for spoken English, written English, cued speech, or manually coded English. The milestone recommendations draft will be edited based on the conversation and posted for Committee members to continue adding comments and suggested edits to.

### **Recommendations on Assessment Tools and Instruments**

Two drafts of recommendations on assessment tools and instruments were reviewed and feedback from the Committee on how the recommendations should be presented was solicited. It was decided the Committee wanted the recommendations to be in list form, allowing DPHHS and OPI to decide how much information to add to the finalized list of tools and instruments they issue for providers. The Committee also stated they would like to see more examples of lists of assessment tools and instruments from other states.

### **Parent Resource Recommendations**

The Committee was provided a draft parent resource recommendations document to discuss and edit. The Committee worked in small breakout groups to add edits and suggested resources to the draft. Following the breakouts, a full Committee discussion occurred where it was recommended that recommendations for parent resources be limited to reputable organizations who maintain up-to-date materials, instead of recommending links to individual resource documents. An updated draft of the parent resource recommendations will be made available to Committee members to continue adding comments and suggested edits to.

### **Recommendations for Future Research**

The Committee ran out of time to discuss recommendations for future research. This agenda item will be prioritized at the next Committee Meeting

### **Next Steps**

It was decided a meeting poll would be sent out to schedule the next Committee meeting. Before the next meeting, Committee members would:

- Continue adding comments to the draft language developmental milestone recommendations.
- Continue adding comments to the draft assessment tools and instruments recommendations.
- Continue adding comments to the draft parent resource recommendations.

## **Adjourn**



# Language Development Advisory Committee Meeting #5

May 16, 2024 | 6:00-8:00 PM MST

## Purpose

Meet in accordance with Montana HB 619 to continue reviewing and recommending language developmental milestones for children who are deaf or hard of hearing, the selection and administration of provider or educator tools or assessments and how the content and administration of existing instruments correlates to the assessment of deaf and hard of hearing children, materials to add to the parent resource, and future research to improve the measurement of the progress of deaf and hard of hearing children in language development.

## Outcomes

Continue generating Committee recommendations for:

- language development milestones for children who are deaf and/or hard of hearing
- assessment instruments and tools for children who are deaf and/or hard of hearing
- materials for the parent resource
- future research to improve the measurement of the progress of deaf and hard of hearing children in language development

## Agenda

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Welcome

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Recommendations for Future Research

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Language Developmental Milestones Recommendations

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Recommendations on Assessment Tools and Instruments

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Parent Resource Recommendations

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Next Steps

## Adjourn



# Language Development Advisory Committee Meeting #5

May 16, 2024 | 6:00-8:00 PM MST

## Meeting Minutes

### **Purpose**

Meet in accordance with Montana HB 619 to continue reviewing and recommending language developmental milestones for children who are deaf or hard of hearing, the selection and administration of provider or educator tools or assessments and how the content and administration of existing instruments correlates to the assessment of deaf and hard of hearing children, materials to add to the parent resource, and future research to improve the measurement of the progress of deaf and hard of hearing children in language development.

### **Outcomes**

Continue generating Committee recommendations for:

- language development milestones for children who are deaf and/or hard of hearing
- assessment instruments and tools for children who are deaf and/or hard of hearing
- materials for the parent resource
- future research to improve the measurement of the progress of deaf and hard of hearing children in language development

### **Minutes**

Please see the meeting PowerPoint for the shared materials.

#### **Welcome**

Attendees reviewed the meeting agenda, Zoom expectations, and meeting norms. It was noted the Committee meetings are open to the public and any members of the public who attended would be considered observers. The purpose of Committee meetings is for members to work on the recommendations the Committee was tasked with providing, and members of the public would not be given an opportunity for input or public comment.

The following Committee members were present for the meeting:

- Brandy Reinhardt
- Cecily Whitworth
- Jessteene Clifford
- Kathy Johnson
- Kayla Lee
- Lucy Beltz
- Moriah Cochran
- Shawn Tulloch

The following observer was present for the meeting:

- Sandy Cade

### **Recommendations for Future Research**

The Committee completed an activity to generate recommendations for future research. Individually, Committee members brainstormed responses to the question “What recommendations do you have for future research to improve the measurement of the progress of deaf and hard of hearing children in language development?”. Committee members then posted their ideas to a shared whiteboard where the recommendations were organized by the group into common themes. The themes for recommendations for future research the Committee developed included:

- Oversight
- Parent Surveys and Data
- Data/Baseline and Resources

The facilitators organized the future research themes and individual ideas into a draft recommendations document for Committee members to continue reviewing.

### **Language Developmental Milestones Recommendations**

The Committee reviewed the draft language developmental milestones recommendations. The facilitators asked the Committee for clarification on some of the comments Committee members had made to the document and consensus was reached on labeling the sections of the milestones (“ASL” and “Spoken English & English”). The Committee agreed that with the changes the Committee recommended during the meeting, the language development milestones recommendations had consensus from the group and were ready to be finalized.

### **Recommendations on Assessment Tools and Instruments**

The Committee reviewed the draft recommendations on assessment tools and instruments. The facilitators asked the Committee for clarification on some of the comments Committee members had made to the document. Committee members were asked to continue adding + or – symbols to the draft to indicate which assessment tools and instruments should remain on the list or be removed. The Committee discussed possibly adding a list of informal assessment tools. The Committee agreed to keep making notes and comments on the draft.



### **Parent Resource Recommendations**

The Committee did not have time to review the draft parent resource recommendations. Committee members will continue to add comments and additional resources to the draft until the next meeting.

### **Next Steps**

The Committee tentatively planned a meeting for May 21<sup>st</sup> from 5:00-7:00pm and the facilitators will send a calendar invite once it is known if interpreters are available for the meeting. Before the next meeting, Committee members will continue to add their comments and edits to the:

- Recommendations on Assessment Tools and Instruments
- Parent Resource Recommendations
- Future Research Recommendations

## **Adjourn**



# Language Development Advisory Committee Meeting #6

May 21, 2024 | 5:00-7:00 PM MST

## Purpose

Meet in accordance with Montana HB 619 to continue reviewing and recommending the selection and administration of provider or educator tools or assessments and how the content and administration of existing instruments correlates to the assessment of deaf and hard of hearing children, materials to add to the parent resource, and future research to improve the measurement of the progress of deaf and hard of hearing children in language development.

## Outcomes

Continue generating Committee recommendations for:

- assessment instruments and tools for children who are deaf and/or hard of hearing
- materials for the parent resource
- future research to improve the measurement of the progress of deaf and hard of hearing children in language development

## Agenda

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Welcome

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Parent Resource Recommendations

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Recommendations for Future Research

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Recommendations on Assessment Tools and Instruments

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Next Steps

## Adjourn



# Language Development Advisory Committee Meeting #6

May 21, 2024 | 5:00-7:00 PM MST

Meeting Minutes

## Purpose

Meet in accordance with Montana HB 619 to continue reviewing and recommending the selection and administration of provider or educator tools or assessments and how the content and administration of existing instruments correlates to the assessment of deaf and hard of hearing children, materials to add to the parent resource, and future research to improve the measurement of the progress of deaf and hard of hearing children in language development.

## Outcomes

Continue generating Committee recommendations for:

- assessment instruments and tools for children who are deaf and/or hard of hearing
- materials for the parent resource
- future research to improve the measurement of the progress of deaf and hard of hearing children in language development

## Minutes

Please see the meeting PowerPoint for the shared materials.

### Welcome

Attendees reviewed the meeting agenda, Zoom expectations, and meeting norms. It was noted the Committee meetings are open to the public and any members of the public who attended would be considered observers. The purpose of Committee meetings is for members to work on the recommendations the Committee was tasked with providing, and members of the public would not be given an opportunity for input or public comment.

The following Committee members were present for the meeting:

- Cecily Whitworth
- Jessteene Clifford
- Kathy Johnson
- Katie James
- Kayla Lee
- Lucy Beltz
- Mikhael Rosenberg
- Miranda Reddig
- Moriah Cochran
- Sarah White
- Shawn Tulloch

The following observers were present for the meeting:

- Amber Bell
- Joshua Kendrick

### **Parent Resource Recommendations**

The Committee reviewed the draft parent resource recommendations and clarified comments Committee members had made on the draft. Of note, the Committee decided to keep the section titles and add an additional section for Diagnostic Hospitals. The Committee also reviewed listed resources and moved a few between categories and added a recommendation that the final parent resource document be available in print and digital form, with the print version having a QR code link to the digital version. The Committee reached consensus on the recommendations for the parent resource.

### **Recommendations for Future Research**

The Committee reviewed the draft recommendations for future research. There were no comments or edits on the draft for the Committee to consider. The Committee discussed the recommendation regarding the establishment of a state council to monitor research around improving outcomes and language assessments and informing legislative items. The Committee decided to add a recommendation that the proposed council include bylaws setting membership with at least 51% of the council members being individuals who are deaf or hard of hearing. The Committee reached consensus on the recommendations for future research.

### **Recommendations on Assessment Tools and Instruments**

The Committee reviewed the draft recommendations on assessment tools and instruments. The Committee decided to make the informal assessment and helpful tools section its own document, separate from their recommendations for required assessments. The Committee reviewed comments members had made on the recommendations and spent time reviewing assessments that had mixed reviews on if they should remain in the recommendations. The Committee decided to request the absent Speech Language Pathologist (SLP) Committee Member provide feedback on the listed English assessments that did not have consensus and the final recommendation include a line that DPHHS should solicit additional feedback on those assessments from additional SLPs. The Committee decided to allow Committee members until

May 28<sup>th</sup> to continue reviewing the draft recommendation on assessment tools and instruments. The facilitators will then review the comments and edits suggested by the Committee and see if further clarification is needed to gain consensus on the recommendations for assessment tools and instruments.

### **Next Steps**

The facilitators will collect any additional input from Committee members who wish to have items noted about the recommendations the Committee reached consensus on (Language Development Milestones, Parent Resource, and Future Research). Committee members will have until May 28<sup>th</sup> to add additional comments and edits to the recommendations on assessment tools and instruments.

### **Adjourn**

*Report compiled by the Center for Technical Assistance for Excellence in Special Education (TAESE), a division of the Institute for Disability Research, Policy & Practice at Utah State University.*

# **T A E S E**

**Technical Assistance for Excellence in Special Education**

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