

Result: Students who are Deaf or Hard of Hearing are identified and receiving services by six months of age and continue to receive services, as appropriate, up to age three.

Descriptors

- Comprehensive services for infants and families referred after screening are coordinated between Infant's Medical Home, family, and related professionals with expertise in hearing loss and state and local agencies responsible for the provision of services to children with hearing loss.
- Families of Deaf or Hard of Hearing infant/toddlers receive complete and unbiased information about hearing loss; communication development including auditory and/or visual communication; inclusive of American Sign Language the central relationship between communication development and educational growth; and other matters unique to Deaf or Hard of Hearing individuals, as well as information about all services and programs that provide assistance to them and their children.
- AI/ECI programs facilitate parent involvement as a means of improving services and results for Deaf or Hard of Hearing infants and toddlers, including:
 - Knowledge of parental rights.
 - Effective communication of their child's needs.
 - Ability to help their child develop and learn.

Indicators

- % of infants identified as AI by Universal Newborn Hearing Screening referred to local ECI programs.
- % of AI infants enrolled and receiving services in a family-centered local AI/ECI program before six months of age.
- % of AI infants enrolled and receiving services from AI certified professionals
- % of AI infants using amplification or receiving cochlear implants within one month of confirmed diagnosis
- % of AI infants/toddlers with age-appropriate linguistic (visual and/or auditory), cognitive, and social-emotional skills (MEASURABLE?)

Result: Preschool students who are Deaf or Hard of Hearing demonstrate improved positive social-emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language/communication and early literacy), and use of appropriate behaviors to meet their needs.

Descriptors

- Children are receiving their services in the Least Restrictive Environment that is intricately tied to communication and language in a peer group with similar language/communication skills.
- Children receive their instruction from highly qualified and/or certified professionals knowledgeable in the child's preferred mode of communication.
- Children have access to a developmentally appropriate curriculum that incorporates deaf culture and the social aspects of deafness, hearing loss, and deaf-blind.
- Classrooms are visually and acoustically appropriate.

- Children have access to age-appropriate career exploration
- Children have exposure to a technology-rich environment (e.g., amplification, Video Relay Services (VRS), IP relay, and other forms of assistive technology).
- Children receive curriculum-based direct/deliberate/explicit instruction

Indicators

- % of children with an identified first language by age three.
- % of children with age-appropriate expressive and receptive language skills.
- % of children with age-appropriate social and self-advocacy skills.
- % of children with age-appropriate pragmatic skills

Result: Students who are Deaf or Hard of Hearing participate and perform on statewide assessment on a level comparable with same age peers.

Descriptors

- Students have access to the general curriculum.
- Students have access to early and on-going meaningful language and communication.
- Students have access to teachers and staff who communicate directly in the child's language and communication mode.
- Students have available instructional, informational, and audio logical technologies in the teaching and learning process.
- Summative and formative data will be used to guide instructional decisions.

Indicators: SPP

Result: Students who are Deaf or Hard of Hearing age 16 and above have IEPs that include coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Descriptors

- The instructional setting includes a variety of transition preparation opportunities.
- The IEP goals for the student will include age appropriate social/emotional developmental milestones. [ARD consider]
- The IEP goals for the student will include a life skills component.
- The transition process will include representation among diverse and applicable representatives which will coordinate a variety of services that will enable the student to develop a successful transition plan.

Indicators

- % of students who are Deaf or Hard of Hearing with age appropriate expressive receptive communication and language skills that are commensurate with their hearing peers. [age appropriate English-language skills]
- % of students with age-appropriate self advocacy skills
- % of students that participate in the ARD/ transition planning process.

Result: Students who are Deaf or Hard of Hearing are competitively employed, enrolled in some type of post secondary school or both within one year of leaving high school.

Descriptors

- Students receive appropriate vocational training/career counseling from qualified professionals who communicate in the student's primary communication mode.
- Students receive appropriate vocational assessments from qualified professionals who communicate in the student's primary communication mode.
- Students receive training about independent living skills and information about rights and responsibilities from qualified professionals who communicate in the student's primary communication mode.
- Students receive information about available community resources from qualified professionals who communicate in the student's primary communication mode.
- Students receive information about how to access community interpreters and how to use those services from qualified professionals who communicate in the student's primary communication mode.
- Students have literacy skills to support individual competitive employment or post-secondary studies.

Indicators: [SPP]