

Launching LEAD-K: Language Equality and Acquisition for Deaf Kids From Policy to Practice

MAASE Summer Institute 2025

Michigan Department of Education Resource for Deaf/Hard of Hearing



Objectives

- Gain an understanding of the background of the LEAD-K campaign and the key components of Michigan's LEAD-K legislation (Public Act 256).
- Identify the respective responsibilities of the Department and local entities as outlined in Public Act 256.
- Examine the core components of the initiative, including the parent resource website, language development milestones, recommended assessments, and the requirements of the annual report.

A Nationwide Campaign



LEAD-K® *INDERGARTEN READY*
LIFETIME SUCCESS
LANGUAGE EQUALITY & ACQUISITION **FOR** DEAF KIDS

LEAD-K = LEADing to Kindergarten

- LEAD-K addresses the critical issue of language deprivation through equipping families with **comprehensive information and resources** about language and communication opportunities and development.
- Language milestones, assessments to measure language development, and statewide data collection to inform improving language outcomes are big pieces of this work to lead DHH kids to kindergarten readiness.

Making Decisions Without All the Information

- Read and note

* stands out

! I agree

? I have not previously considered this

<https://language1st.org/essays/making-decisions-without-all-the-information>

- Discuss (in groups of 2-3)

What is a message you might want to bring back to your teams from this article to encourage personal reflection?

MI LEAD-K

PA 256 (MI LEAD-K legislation) applies to **ALL** children who are both

- Deaf or hard of hearing
- Age 5 or younger

Seeks to ensure that **ALL** children who are deaf or hard of hearing:

- Achieve critical language milestones
- Have a strong language foundation
- Are kindergarten-ready



MI LEAD-K Legislative Requirements

Responsibilities of the Department as outlined in the law:

- Develop a **parent resource**
- Adopt **tools/assessments** to be used by local school districts, ISDs, public school academies, and the Michigan School for the Deaf
- Produce an **annual report** specific to language and literacy development of DHH children aged 5 or younger

MI LEAD-K Legislative Requirements

Responsibilities of schools* as outlined in the law:

- Implement and administer the **tools/assessments** to track development of language and literacy
- Follow the **process** required under the *Individuals with Disabilities Education Act*, 20 USC 1400 to 1482, if a child does not meet the developmental milestones or demonstrate progress

*Local and intermediate school districts, public school academies, and the Michigan School for the Deaf

Parent Resource Website

- Supporting **families** on the journey from identification to kindergarten
- Supporting **providers** in their work with families and children



Parent Resource Website



Getting Started



Language Milestones



The Importance of Early Intervention



Family Stories



Your Child's Hearing



Your Child's Language and Communication



Your Child's Team



Resources

MI Language Milestones for DHH

Highlighting typical language development

- Receptive language
- Expressive language
- Pre-literacy

0-3 mos
3-6 mos
6-9 mos
9-12 mos

12-18 mos
18-24 mos

2-3 years

3-4 years

4-5 years

Language Milestones Example: 9-12 Months

Receptive

- Understands about 50 words (e.g., common objects, family names).
- Follows a simple command (e.g., give me the ____, put that down).
- Turns and looks in response to attention-getting behaviors (e.g., waving, using their name, turning lights on and off, toys, foot stomping, changes in vocalizations).

9-12 Months

Expressive

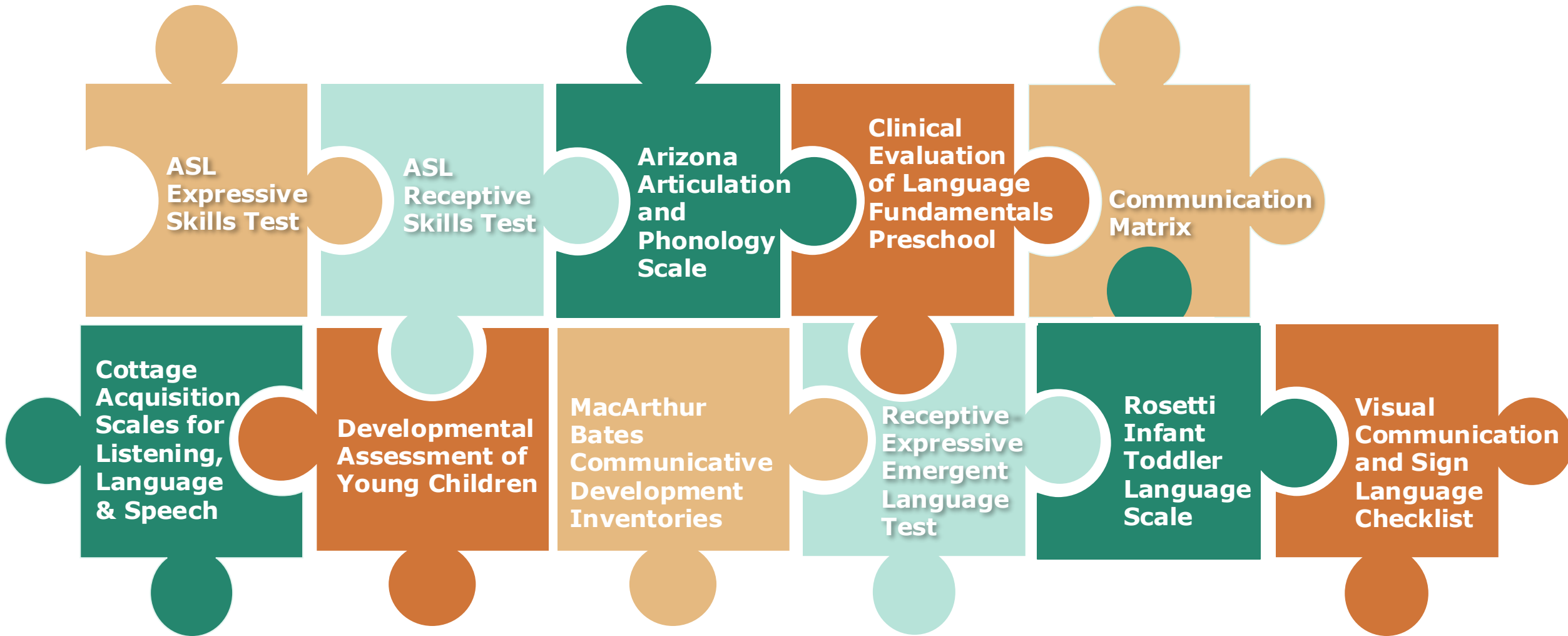
- Waves hi/goodbye. Blows kisses, plays peek-a-boo.
- Points to self and points, shows or give objects.
- Uses first words (e.g., more, milk, dada, mama).
- Uses jargon (e.g., **strings of hand babbling with facial expressions** and/or *strings of sound babbling with inflections*).
- Imitates facial expressions (e.g., frown, surprise).

9-12 Months

Pre-Literacy

- Looks at books on their own.
- Shows interest in re-reading a familiar story or book.
- Attends to songs and rhymes.
- Uses a crayon to make marks on paper.

Assessments



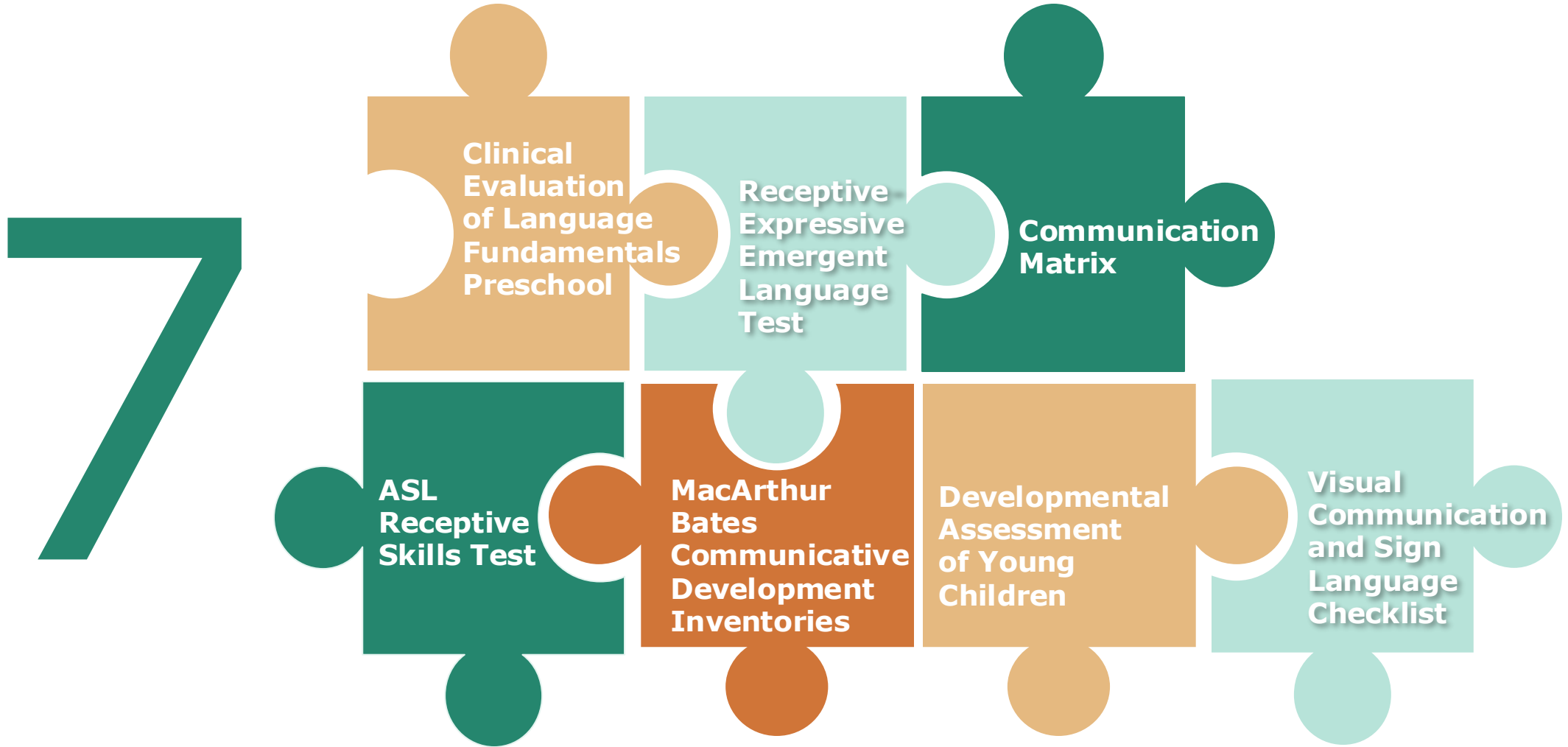
Assessments

- American Sign Language Expressive Skills Test (ASL-EST)
- American Sign Language Receptive Skills Test (ASL-RST)
- Arizona Articulation and Phonology Scale
- Clinical Evaluation of Language Fundamentals - Preschool (CELF-P3)
- Communication Matrix
- Cottage Acquisition Scales for Listening, Language & Speech (CASLLS)

Assessments, Cont.

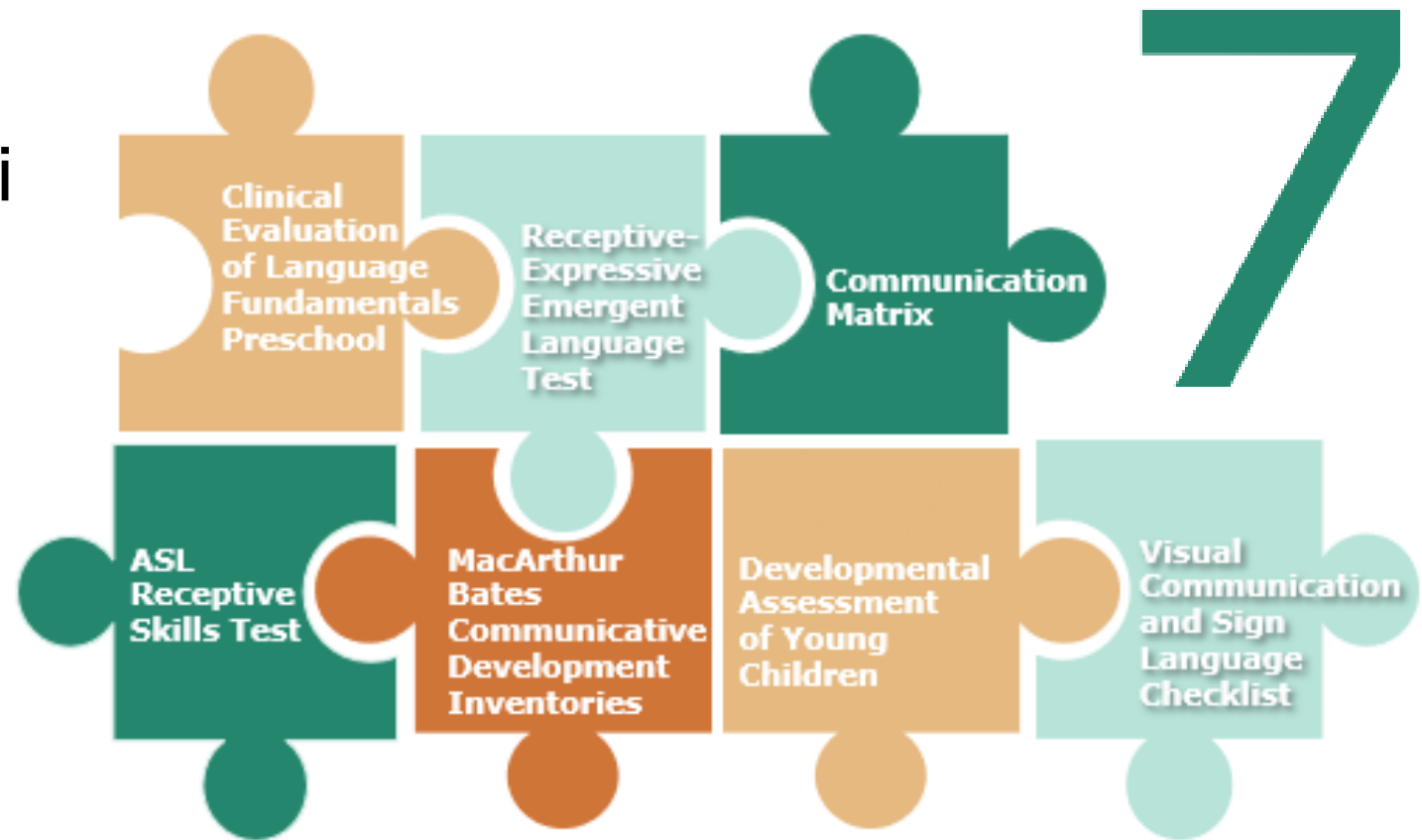
- Developmental Assessment of Young Children (DAYC-2)
- MacArthur Bates Communicative Development Inventories (MB-CDI & ASL-CDI)
- Receptive-Expressive Emergent Language Test (REEL-4)
- Rosetti Infant-Toddler Language Scale
- Visual Communication and Sign Language Checklist (VCSL)

Annual Report



Annual Report

- ASL-RST
- CELF-P3
- Communication Matrix
- DAYC-2
- MB-CDI & ASL-CDI
- REEL-4
- VCSL



Data Collection for Annual Reporting

Data reporting through Early Language Outcomes (ELO)
Lab at University of Colorado-Boulder

Prior to assessment reporting:

- Release and demographic forms are required

Reporting assessment:

- Provider reports data directly to ELO

Scoring assessment:

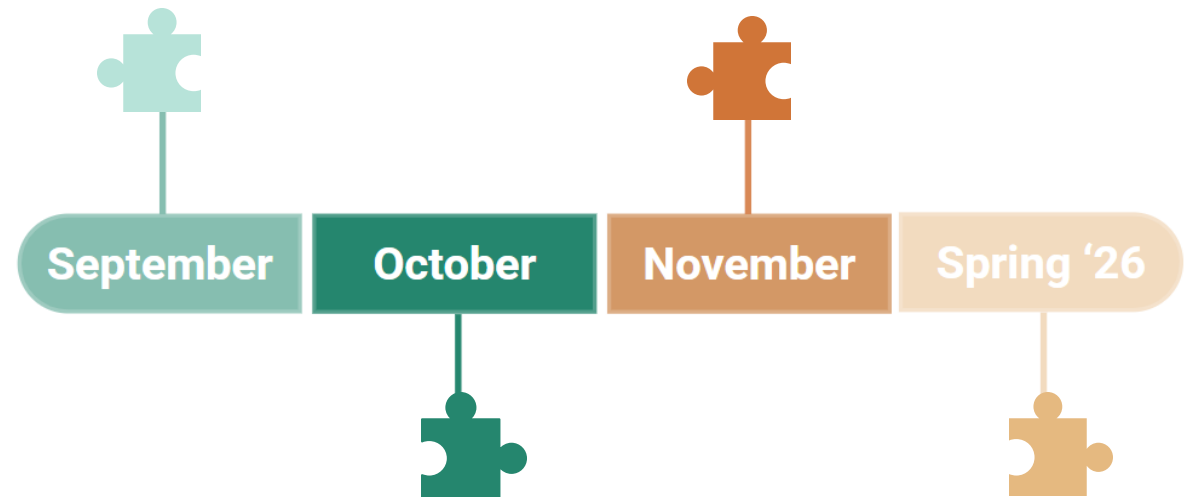
- Scoring with child level report in 1-2 weeks from ELO directly to provider

Training Sessions

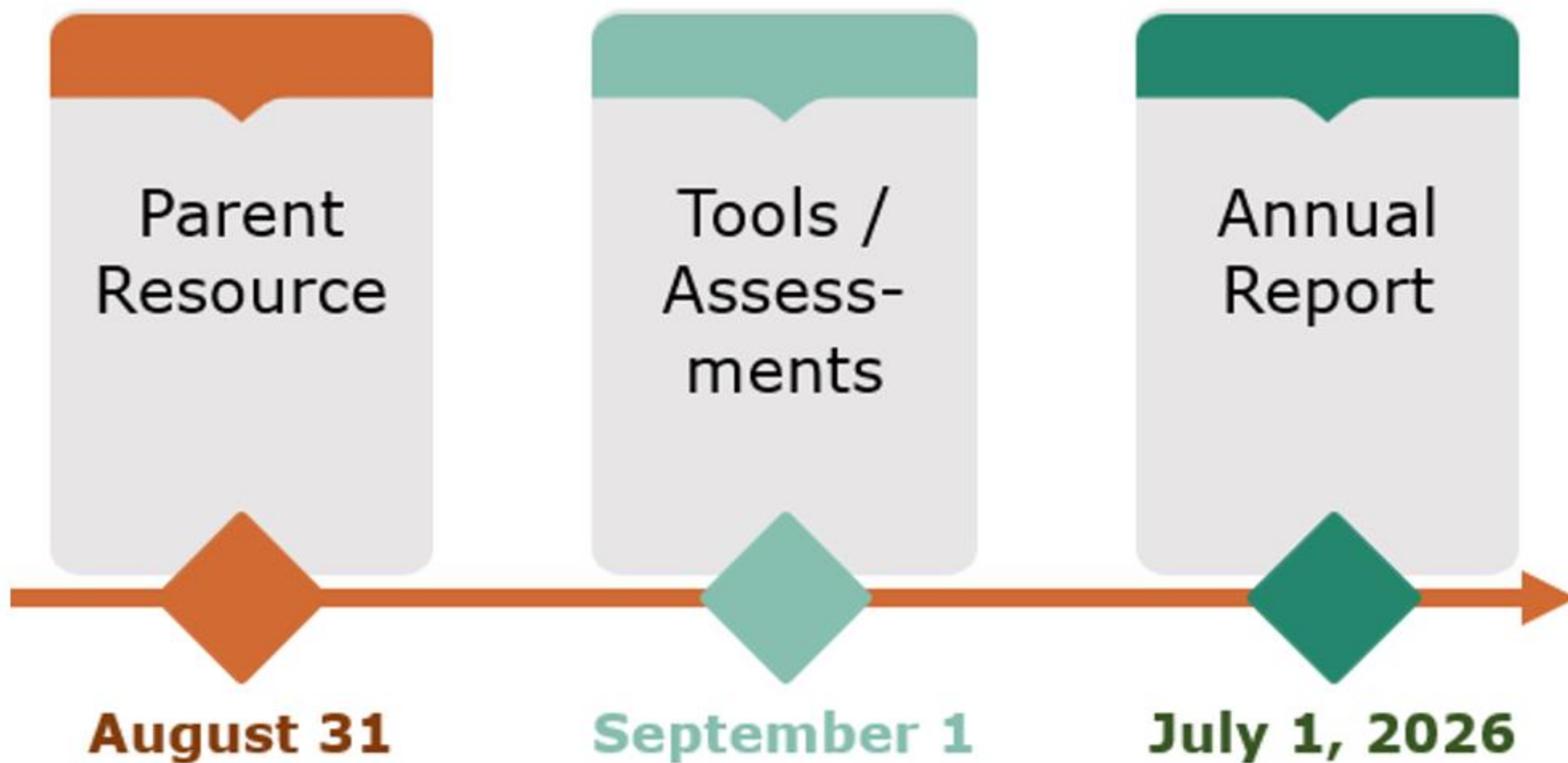
Early Language Outcomes Lab, UC-Boulder

Training on:

- Release and Demographic Forms
- UC-Boulder Protocols
- Assessment Scoring
- Child Level Reports
- Specific Assessments



LEAD-K Timeline



Kindergarten Ready! Life Ready!

Language Equality and Acquisition for Deaf Kids

Leading to Kindergarten



Thank You for Joining Us!

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