

Michigan Department of Education Low Incidence Outreach

Are you ready for LEAD-K?
(Public Act 256)



Low Incidence Outreach
702 W. Kalamazoo St.
Lansing, MI 48915
www.mdelio.org

Introductions

Natalie Grupido, Teacher of the Deaf/HH
Roseville Community Schools
grupidon@yahoo.com

Kristin O'Mara, Parent of D/HH & TC-
D/HH
Ottawa Area ISD
omarak0516@yahoo.com

Sara Sibble, Teacher Consultant D/HH
Ottawa Area ISD
ssibble@oaisd.org



Poll

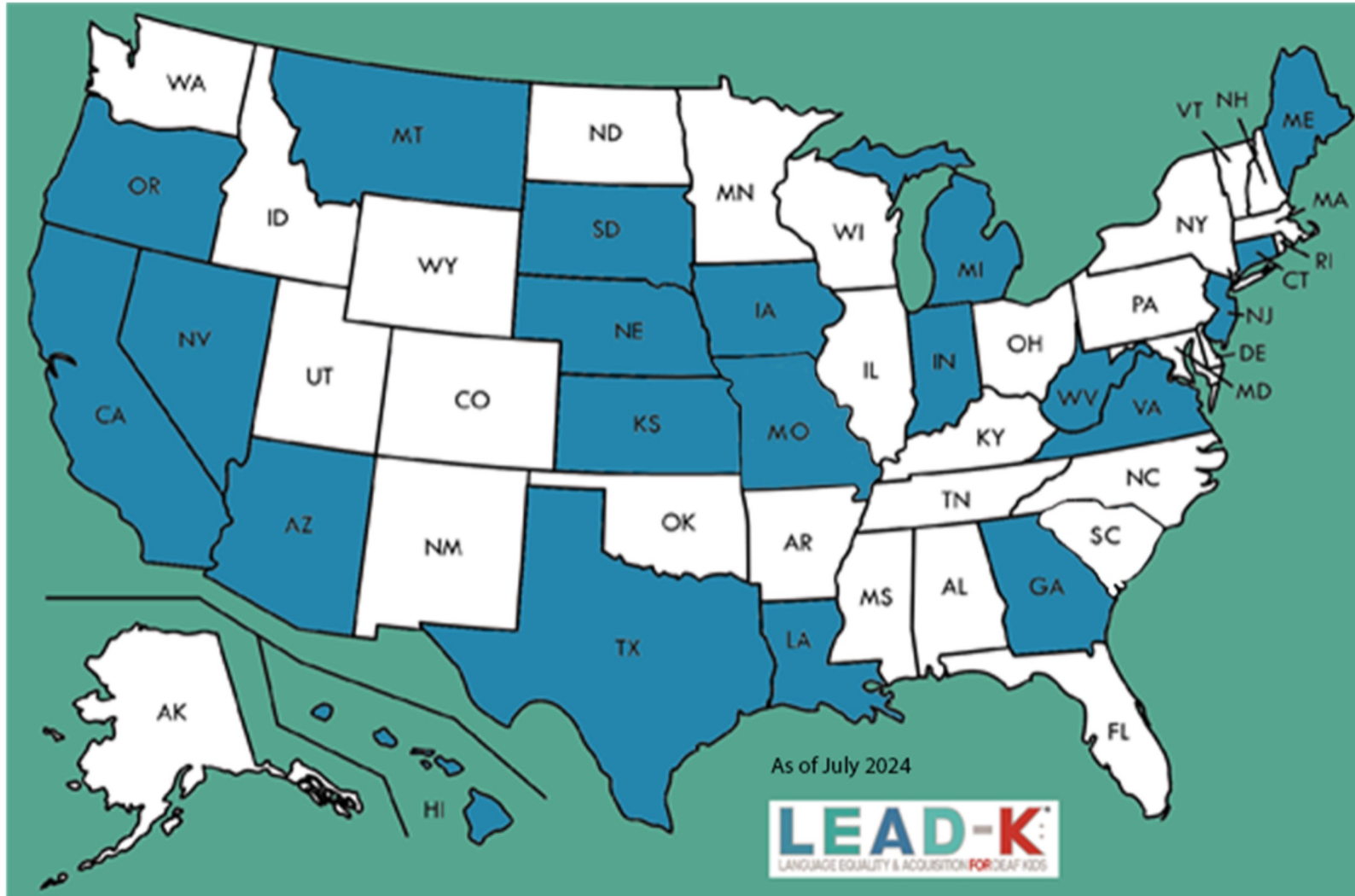
What do you already know about LEAD-K?



What is LEAD-K?



States with LEAD-K Legislation



MI LEAD-K (Public Act 256)

Signed by Governor Whitmer in December 2022

- By August 31, 2025, the department shall develop
 - a resource for use by a parent or legal guardian of a child who is deaf or hard of hearing and is age 5 or younger
 - that allows the parent or legal guardian to monitor and track the child's expressive and receptive language acquisition and developmental stages toward English literacy

[Public Act 256](#)

Collaborators

LEAD-K Leadership Committee

LEAD-K Advisory Committee

LEAD-K Steering Committee

Action Teams

Partnerships

[LEAD-K Committee
Members & Partners](#)

Collaborating Organizations/Affiliations



Michigan Early Hearing Detection
and Intervention Program



Collaborating Organizations/Affiliations Continued



Low Incidence
Outreach



Division on Deaf, DeafBlind and
Hard of Hearing



Intermediate and Local School District Collaborators

- Bloomfield Hills Schools
- Copper ISD
- Kalamazoo RESA
- Kent ISD
- Muskegon ISD
- Oakland Schools
- Ottawa Area ISD
- Roseville Community Schools
- Trenton Public Schools
- Wayne RESA

Creating the Vision Part 1

- Parent/Family Involvement
 - Unbiased, comprehensive & accessible parent resources, support and tool(s) that can be easily interpreted & understood in various languages
- Training & Implementation
 - Qualified & trained professionals, stakeholders, and groups to assist and support children and their families to meet language milestones with fidelity

Creating the Vision Part 2

- High Quality Assessments & Outcomes
 - All counties/districts trained in and using quality, standardized language assessments to measure language development of both English and ASL (receptive, expressive, comprehension, and SEL)
- Knowledge, Awareness, & Support
 - Superintendents, program supervisors, and ALL staff to be aware, trained, and prepared to support the tools/assessments needed for DHH children

Creating the Vision Part 3

- Positive Outcomes for Children
 - DHH children in Michigan have access to **L**anguage **R**ich **E**nvironments & are kindergarten ready (socially, emotionally, pre-academically, linguistically, culturally, & in self-advocacy) and demonstrate a higher literacy rate in 12-13 years

LEAD-K Timeline

Jan 1, 2025

**Advisory
Committee
Developed**

by May 1, 2025

**Language
Development
Milestones
Recommended**

by Aug 31, 2025

**Family
Resource
Developed**

by Sept 1, 2025

**School Districts
and ISDs
Implement
Tools &
Assessments**

Dec 31, 2025

**Advisory
Committee
Dissolved**

Language Milestones (ASL & English)

- Expressive and receptive (signed, spoken, written, combination)
- Vocabulary
- Processing/Comprehension
- Social Language/Pragmatics
- Phonemic Awareness (ASL & English)
- And more!



Child's name:	DOB:
24-30 Months	
Developmental Skills:	Date Observed:
American Sign Language Skills	
Your child will recognize own name when fingerspelled.	
Your child will answer questions by combining an object and a verb (e.g., FROG JUMP).	
Your child will use NOT-YET.	
Your child will use descriptive classifiers (CL) (e.g., CL:O, CL:3).	
Your child will use handshapes: B, F, O.	
Your child will use pronouns and possessives (e.g., HE, SHE, IT, MY, YOUR, HIS, HERS).	
Your child will begin using non-manual facial adverbs MM REG., DRIVE.	
Your child will begin using 3-4 sign sentences.	
Your child will begin to count 1-5.	
Your child will begin to tell stories about present situations.	
Your child will use non-manual markers, raised eyebrows, and squints.	
English Skills (Expressive and Receptive Language)	
Your child will use words to describe pictures or objects (e.g., big book, three cookies).	
Your child will use -ing verbs and possessive -s.	
Your child will use prepositions in and on.	
Your child will identify objects by their functions.	
Your child will repeat a 4-5-word sentence. (i.e. My name is Susie).	
Your child will understand big and little.	
Your child will understand present and future (e.g., today, tomorrow).	
Your child will understand quantity (e.g., one, all).	
Your child will understand connected language.	
Your child will begin to understand prepositions, in, on, under.	
Your child will name pictures of objects, animals, people on req.	
Your child points to objects and gives labels.	
Your child follows 2 step related directions.	
Your child begins to understand complex language.	
Your child comprehends more complex action phrases.	
Your child will use 2-3-word phrases consistently.	

Parent Resource

- Track and monitor the child's expressive and receptive language acquisition and developmental stages toward English literacy
- Promoting a Language Rich Environment



Your Deaf Child's Early Language Acquisition Journey

Check off the milestones your child has reached and share your child's progress at every IFSP & IEP meeting

This Parent Profile is designed to help you track your child's language growth. You and your Early Start or preschool teacher should discuss whether your child is meeting each of these milestones and is making age-appropriate language growth. Check off each milestone as your child meets it. Be an active observer of your child in the exciting journey towards being language ready for kindergarten at age 5.

Start here:
Birth -1 year old

- ☐ Your baby smiles when they see you
- ☐ Your baby looks around and is attentive to people's faces.
- ☐ Your baby shows awareness of the environment.
- ☐ By 12 months, your baby has 1-3 signs and/or words.

1-2 years old

- ☐ Your baby recognizes their own name when it is spoken or signed.
- ☐ Your baby uses signed or spoken names to refer to self and others.
- ☐ Your baby takes 1-2 turns in a conversation.
- ☐ Your baby uses exclamatory expressions.

2-3 Years old

- ☐ By 2½ years of age, your child answers questions with yes or no
- ☐ Your child uses intelligible words or signs about 80% of the time.
- ☐ Your child vocalizes or signs for all needs.

3-4 Years old

- ☐ Your child answers questions logically.
- ☐ Your child starts to understand different perspectives.
- ☐ Your child communicates fluently, clearly, and is easily understood by family and familiar adults.

4-5 Years old

- ☐ Your child begins to ask the meanings of words and signs.
- ☐ Your child uses 2,500+ words and/or signs
- ☐ Your child puts sequencing concepts together.

A winding path graphic that starts at the bottom left and moves towards the top right. Along the path are four photos of children: a baby, a toddler, a preschooler, and a young child in a superhero costume.

Assessments

- Document the child's expressive and receptive language acquisition
- Trainings for language assessments already planned for SY24-25
 - [SKI-HI Training](#)
 - [VCSL](#)

DESE Proposed LEAD-K Assessment/Screening/Formal Observation Tools						
Assessment Title (Links to Tool)	Questionnaire/Checklist/ Formal Assessment	Age Administered	Developmental Area	Cost	*Required Implementer (Trained SLP, etc.)	States Utilizing
1. MacArthur-Bates Communicative	Checklist/Screening	3mo- 30mo	Vocabulary	Pricing	Parent report and Observation Qualification C	Nebraska/California/Hawaii/West Virginia/Minnesota/Utah/ New Jersey/ Georgia/ Kansas
2. Peabody Picture Vocabulary Test-Fifth Edition (PPVT-5)	Assessment *Concern sometimes see inflated scores due to interpretation	30mo+	Vocabulary	Pricing	Observation Qualification C	Nebraska/Hawaii/ West Virginia/ Minnesota/ New Jersey/ Georgia/ Kansas
3. Visual Communication and Sign Language checklist	Checklist * Currently used at Missouri Commission for the Deaf and Hard of Hearing (MCDHH)	Birth-5 years	Expressive/ Receptive Language Visual Communication	Pricing	Observation Qualification B	Oregon/Nebraska/California/ Texas/Hawaii/ Minnesota/Utah/New Jersey/ Kansas
4. CASLS Cottage Acquisition Scales for Listening Language and Speech Electronic Version: ECASLS	Checklist *Sunshine Cottage Publisher	Birth-9 years	Expressive/ Receptive Language Cognition/Play Literacy Vocal/Speech/ Articulation Listening/Auditory	250-349 students: 1 year subscription \$3,000 More Pricing	Qualification B	Oregon/Nebraska/Texas/Hawaii/ Minnesota/Utah/ New Jersey/ Kansas

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* Assessment tool criteria may not be normed with deaf and hard of hearing children as part of a normative standardized sample
**Assessment list is not a comprehensive list of all tools used in the state of Missouri

Updated 6/21/24- LEAD K Assessment Tools



Annual Reports

- *(10) By July 1, 2026, and by July 1 of each year thereafter,*
 - *the department shall produce a report, using existing data reported in compliance with the federally required state performance plan, on students with disabilities that is specific to the language and literacy development of children who are deaf and hard of hearing and are age 5 or younger as compared to their peers*
 - *the department shall make this report available on its website homepage* [2022-PA-0256.pdf \(mi.gov\)](#)

Are You Ready?

- What systems do you have for identifying infants and toddlers who are Deaf/Hard of Hearing?
- Do you have a Deaf/Hard of Hearing specialized provider in your ISD?



Tools & Resources

- [Determination of Eligibility for MMSE DHH Guidance](#)
- [MDE-LIO ASL Learning & Standards](#)
- [MDE-LIO Assessment Resource Guide](#)
- [MDE-LIO Early Childhood Resources](#)
- [MDE-LIO Literacy Resources](#)
- [MDE-LIO Local \(Michigan based\) Events](#)
- [MDE-LIO Service Delivery Tools](#)
- [Michigan Hands & Voices](#)
- [MDE-LIO Administrator Tools](#)

Need More Information?

Elizabeth Flores, LEAD-K Program Manager
Michigan Department of Education - Low Incidence Outreach
FloresE2@michigan.gov
(517) 614-9082