



Michigan Early Childhood Planning Guide for Children Who Are Deaf or Hard of Hearing

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Introduction

This document is a data-collection tool to assist educators and parents in monitoring progress and discussing programs to support success for young children who are Deaf or Hard of Hearing (DHH).

The *Michigan Early Childhood Planning Guide* provides a profile page, a family engagement page, and sections to track a child's developmental progress. Educational teams can chart stages of a child's development in receptive and expressive language and ability to access the curriculum. The suggested stages track the progress of a child who is DHH in relation to typically developing peers. Research indicates that expressive/receptive language and access to the curriculum represent valuable skills for students who are DHH (see references).

The *Assessment Resource Guide for Students Who are Deaf or Hard of Hearing* contains tools that may be used to collect relevant data to complete portions of the Early Childhood Planning Guide. The [Assessment Resource Guide \[PDF\]](https://bit.ly/3DJn79d) (bit.ly/3DJn79d) is found on the [MDE-LIO DHH Service Delivery Tools page](https://bit.ly/DHHSserviceDelivery) (bit.ly/DHHSserviceDelivery).

The *Michigan Early Childhood Planning Guide for Children Who Are Deaf or Hard of Hearing* is not a replacement for formal and informal assessments. It is a data-collection tool. It is not a legal document and should not be used or viewed as a diagnostic/assessment evaluation.

Instructions

Use this document to compile data and monitor a young child's progress in expressive/receptive language and access to the curriculum.

Profile

Complete the Profile page to compile an overview of the child's personal and educational details. Use input from parents and current medical, developmental, and audiological information. Educational teams may find the *Michigan Communication Plan for Students Who are Deaf or Hard of Hearing* helpful for considering the child's language and communication needs. The [Michigan Communication Plan \[PDF\]](https://bit.ly/DHHSCommPlan) (bit.ly/DHHSCommPlan) is found on the [MDE-LIO DHH Service Delivery Tools page](https://bit.ly/DHHSserviceDelivery) (bit.ly/DHHSserviceDelivery).

Note: "Educational team" refers to either the individualized family service plan (IFSP) team or the individualized education program (IEP) team.

Family Engagement

Complete the Family Engagement page in collaboration with the child's family, parents, caregivers, and other educational team members as appropriate. Use this page to guide and foster collaboration and communication. The compiled data will follow a family's growth in several areas. Track progress and family growth over time with subsequent uses of the document. The "Notes" section is available to capture ideas, next steps, and any additional supports needed.

Scoring

Score the Expressive/Receptive Language page and the Access to the Curriculum page using typical early childhood development stages.

- Stage 1 benchmarks represent objectives achieved by typically developing 1-2-year-olds.
- Stage 2 benchmarks represent objectives achieved by typically developing 2-3-year-olds.
- Stage 3 benchmarks represent objectives achieved by typically developing 3-4-year-olds.
- Stage 4 benchmarks represent the outcomes for children ready for kindergarten.

The stage identifying the child's current level has the most items marked as mastered. **Mastery can be defined** as 90 percent accuracy or demonstrated proficiency of the skill at least five times over multiple occasions.

Receptive/Expressive Language Milestones and Skills

Acquiring language is critical for every child who is DHH. Use data from assessments, checklists, and observations to document mastery of skills. Track progress through the stages over time with subsequent uses of the document. Educational teams can cross out items that do not apply to the child's language(s) or mode(s) of communication.

Access to the Curriculum

Ability to access the curriculum is a vital indicator of school success. Use parent input, as well as data from assessments, checklists, and observations, to document mastery of skills. Track progress through the stages over time with subsequent uses of the document.

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Profile

Child Information

Child's Name:	Date of Birth:
Intermediate School District/Educational Service Agency:	
District:	
Language(s):	Mode(s) of Communication:
Teacher with DHH Endorsement:	Primary Service Provider:
Person Completing Form:	Date Completed:
Initial IFSP/IEP Date:	Current IFSP/IEP Date:
IFSP/IEP Service Hours/Week:	Age at Identification of Hearing Loss:

Hearing Levels

Side	Mild 25-40dB	Moderate 40-55dB	Moderately Severe 55-70dB	Severe 70-90dB	Profound 90-120dB
Right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Left	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Amplification

Type	Right Side Date	Left Side Date	Model
Hearing Aid Implementation			
Bone Conduction Hearing Device Implementation			
Cochlear Implant Activation			

Note: Educational teams may find the *Michigan Communication Plan for Students Who Are Deaf or Hard of Hearing* helpful when discussing a child's unique language and communication needs.

Audiological Factors

Amplification Use Per Day:

- None
 < 1 Hour
 1-3 Hours
 3-8 Hours
 8-10 Hours
 > 10 Hours

Additional Information

Describe any additional diagnoses, conditions, or contributing factors:

Strengths and Interests

Describe the child's strengths and interests:

Family Engagement

Child's Name:	Birth Date:	Parent Name(s):	Date:
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Family Engagement	Not Yet	Somewhat	Confident	Notes
I know the daily use and care routine for my child's hearing device(s).				
I can explain my child's audiogram.				
I understand the impact of my child's hearing level.				
I am aware of the language and communication approach options for my child.				
I use my child's language and communication approach(es).				
I participate during home visits.				
I include language in our daily routines (e.g., mealtime, bath time, bedtime).				
I include language into our family experiences (e.g., going to the store, visiting extended family).				
I advocate for the needs of my child.				
I share meaningfully in program planning and meetings.				
I communicate and feel like a member of my child's educational team.				
I know of opportunities for meeting other families of children who are DHH.				
I know of opportunities for meeting adults who are DHH.				
I know how to access outside resources to support my family when needed.				
I know my family's rights and where to find updated information on DHH-related laws.				
I am comfortable asking my child's medical team questions.				
I understand the schedule of appointments recommended by my child's audiologist and ear, nose, and throat (ENT) doctor.				

Receptive/Expressive Language Milestones and Skills

Note: Cross out items that do not apply to child's unique needs.

Child's Name:	Evaluator:	Date:
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Stage 1	Stage 2	Stage 3	Stage 4
<ul style="list-style-type: none"> <input type="checkbox"/> Has receptive vocabulary between 50-100 words. <input type="checkbox"/> Responds to "where" questions. <input type="checkbox"/> Uses vocal inflection or eyebrows to indicate questions. <input type="checkbox"/> Imitates some signs or spoken words. <input type="checkbox"/> Expresses in approximation and/or one-word/sign utterances. <input type="checkbox"/> Expresses 3-15 or more words/signs. <input type="checkbox"/> Uses negation with a headshake and word/sign "no." <input type="checkbox"/> American Sign Language (ASL): Uses simple handshapes for signs (e.g., C, A, S, 1, 5). 	<ul style="list-style-type: none"> <input type="checkbox"/> Follows two-step related commands. <input type="checkbox"/> Understands categories (e.g., food, clothes, animals). <input type="checkbox"/> Begins to ask questions using what, where, what's that, what do. <input type="checkbox"/> Asks yes/no questions. <input type="checkbox"/> Repeats word/sign approximation to indicate yes to a question. <input type="checkbox"/> Answers simple "where" and "what's that" questions. <input type="checkbox"/> Expresses 2-4 word/sign sentences. <input type="checkbox"/> Uses two or more pronouns. <input type="checkbox"/> Takes two turns in conversation. <input type="checkbox"/> Has an expressive vocabulary of 200-300 words/signs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Follows 2-to-3-step unrelated commands. <input type="checkbox"/> Sits and listens/watches stories for up to 10 minutes. <input type="checkbox"/> Takes two or more conversational turns. <input type="checkbox"/> Understands comparative language sign/spoken (e.g., big, bigger, biggest). <input type="checkbox"/> Asks simple questions using who, what, where, why, when, what color, what doing. <input type="checkbox"/> Answers simple questions using who, what, why, where, how many. <input type="checkbox"/> Uses simple sentences including negatives, imperatives, and questions. <input type="checkbox"/> Expresses 3-4 words/signs in sentences including nouns, verbs, and adjectives. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates understanding a question by using some of the words from the question in his or her response. <input type="checkbox"/> Follows directions involving prepositions. <input type="checkbox"/> Understands category questions (e.g., what jumps?). <input type="checkbox"/> Asks questions using how, when, why, which, what for, and "do you know how to." <input type="checkbox"/> Answers who, what, where, why, what for, how, which, and simple "what if" questions. <input type="checkbox"/> Uses 5-6 words/signs in sentences, including nouns, verbs, adjectives, and adverbs. <input type="checkbox"/> Uses 2-3 different sentence structures. <input type="checkbox"/> Uses time indicators (e.g., always, never, tomorrow, later, yesterday, today).

Stage 1

- Listening and Spoken Language (LSL): Uses varied volume and pitch (e.g. whisper, high/low pitch).
- LSL: Imitates duration patterns (e.g. short vs. long vocalizations, numbers of syllables).

Stage 2

- ASL: Expands use of handshapes to include B, F, O.
- ASL: Begins to use classifiers for objects.
- LSL: Produces sentence-like intonation (jargon).
- LSL: Uses articles (a, the, an).

Stage 3

- Repeats a simple rhyme, song, blessing, or story.
- Asks two-word questions.
- Uses language in symbolic, dramatic, cooperative play.
- Talks/signs about what he/she is doing.
- Requests things.
- Identifies actions.
- Expresses plurals (s, es) and possessives ('s).
- ASL: Uses verb temporal aspect (change movement of the sign, add facial expressions).
- ASL: Begins to use distinctions between noun-verb pairs (e.g., fly/airplane).
- LSL: Uses regular past tense of verbs correctly.
- LSL: Uses has, does, had.

Stage 4

- Uses language to easily relate ideas, stories, problems, and feelings.
- Tells stories mixing real and unreal elements.
- Actively participates in conversations and social interactions with extended discourse.
- Tells a story with introduction, sequence of events, conclusion.
- Uses complex scenarios in play.
- Recites a nursery rhyme, song, blessing, or story from memory without prompting.
- ASL: Verb sign modifications and noun sign modifications are used (intensity, manner, number, and distribution).
- ASL: Adds handshapes and movement in a complex manner (finer and wrist dexterity increase).
- ASL: Begins using rhetorical questions.
- LSL: Uses irregular plurals (e.g., children, mice, feet).

Child's Name:	Evaluator:	Date:
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Stage 1

- Wears personal amplification device consistently.
- Demonstrates detection of sound.
- Demonstrates identification of at least 15 sounds/visual indicators of routines.
- Recognizes that visual information is meaningful.
- Uses single words/signs to request, repeat, and label.
- Demonstrates joint attention.

Stage 2

- Uses amplification. (Goal: 10 hours per day.)
- Identifies familiar sounds and voices.
- Recognizes words/signs have meaning.
- Listens for meaning in a small group.
- Watches multiple familiar speakers for information.
- Follows small group instruction.
- Uses content vocabulary with facial expressions, gestures, and pointing.
- Requests objects and actions.
- Requests help when needed.

Stage 3

- Uses amplification. (Goal: 10 or more hours per day.)
- Tells an adult when amplification is not working properly.
- Listens/follows for meaning in large group conversations.
- Responds to teacher-directed questions.
- Begins to display appropriate attention skills.
- Has beginning knowledge of self-advocacy needs (ask for help).
- Watches multiple speakers for information.
- Uses content vocabulary in meaningful discourse.

Stage 4

- Recognizes he/she needs to wear hearing device(s) to access auditory information.
- Responsible for putting on own hearing device(s).
- Reports problems with hearing device(s).
- Asks for adult permission before removing hearing device(s).
- Knows where and how to access information (watching interpreter or speaker).
- Begins to recognize distance/clear line of vision as a factor in accessing and comprehending information.
- Listens/watches for meaning in a variety of settings.

Stage 1

Stage 2

Stage 3

Stage 4

- Attention span has increased long enough to gain curriculum concepts.
- Participates in small and large group conversations appropriately.
- Uses content vocabulary for information exchange.
- Reports when there is a communication breakdown.
- Volunteers to answer questions.