

ASHA LEAD-K Model Bill
Modified from LEAD-K/A.G. Bell Model Bill

1/2019

THE PEOPLE OF THE STATE OF _____ DO ENACT AS FOLLOWS:

SECTION 1. Section _____ is added to the Code, to read:

(a) The lead agency shall select language developmental milestones from existing standardized norms, for purposes of developing a resource for use by parents to monitor and track deaf and hard-of-hearing children's expressive and receptive language acquisition. This parent resource shall:

- (1) Include language developmental milestones.
- (2) Include existing tools and assessments to assist deaf and hard-of-hearing children in becoming linguistically ready for kindergarten using one of the chosen language or communication modes.
- (3) Be appropriate for use, in both content and administration, with deaf and hard-of-hearing children from birth to five years of age, inclusive, who use any language or communication mode or combination therein, including, but not limited to: visual/manual languages [e.g., American Sign Language (ASL)], spoken language, cued speech, auditory-oral, auditory-verbal or total communication.ⁱ
- (4) Present the developmental milestones in terms of typical development of all children, by age range.
- (5) Be written for clarity and ease of use by parents.
- (6) Be aligned to the department's existing infant, toddler, and preschool guidelines, pursuant to federal law and state standards.
- (7) Make clear that the parent(s) have the right to select the language(s) or communication mode(s), for their child's language acquisition and developmental milestone tracking.
- (8) Make clear that the parent resource is not a formal assessment of language and literacy development, and that a parent's observations of their children may differ from formal assessment data presented at an individualized family service plan (IFSP) or individualized education program (IEP) meeting.
- (9) Make clear that a parent may bring the parent resource to an IFSP or IEP meeting for purposes of sharing their observations about their child's development.

(10) Make clear that the parent resource includes fair, balanced and comprehensive information about language(s) and communication modes as well as available services and programs.

(11) Make clear that the parent resource is available for any child who is deaf or hard of hearing and their family regardless of whether they have been identified as needing services

(b) The department shall widely disseminate the parent resource to parents and guardians of deaf and hard-of-hearing children, educators and healthcare professionals, and shall make the parent resource available on its Internet Web site.

(c) (1) The lead agency shall as appropriate, solicit input from experts on the selection of language developmental milestones, assessments and educator tools for children who are deaf or hard of hearing for inclusion in the parent resource developed pursuant to subdivision (a).

(d) For the purpose of this section, the term “language developmental milestones” means milestones of development aligned with the existing state instrument used to meet the requirements of federal law for the assessment of children from birth to five years of age, inclusive.

(e) For the purposes of this section, the term “lead agency” means the state agency tasked with the oversight of early intervention/education of children.

(f) For the purposes of developing and using language for a child who is deaf or hard of hearing the following modes of communication may be used as a means for acquiring language including but not limited to: visual/manual languages [e.g., American Sign Language (ASL)]; spoken language; cued speech, auditory-oral; auditory-verbal; or total communication; or a combination thereof.

(g) This section shall apply only to children from birth to five years of age, inclusive.

ⁱ <https://www.cdc.gov/ncbddd/hearingloss/language.html>