

# **Annual Report on Language and Literacy Development in Deaf and Hard of Hearing Children and Supplemental Evaluation Instrument Data**





DEPARTMENT OF  
**PUBLIC HEALTH &  
HUMAN SERVICES**

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## Background

Montana's Annual Report for the language and literacy development in deaf and hard of hearing children, as required by Montana House Bill 328 of the 67<sup>th</sup> Legislature, includes the infants and toddlers, birth to three years of age, enrolled in Montana Milestones Part C Early Intervention Program during the performance reporting period: July 1, 2024, through June 30, 2025. Montana Part C is expanding this report to include child data in each of the three Global Child Outcomes:

1. Positive Social Emotional Relationships
2. Acquisition and Use of Knowledge and Skills
3. Taking Appropriate Action to Meet Needs

Additional reporting was required by Section 5(7)(a) of HB 619 of the 68<sup>th</sup> Montana Legislature regarding the language development of deaf and hard of hearing children and the use of required supplemental evaluation instruments. As required, this report was prepared using existing data that is reported in compliance with federal requirements. Therefore, if data is not collected for federal reporting purposes, those data may not be available for inclusion in this report. See the HB 619 section below for specific information about data not collected for federal reporting.

## HB 328 Child Outcome Data

### Global Child Outcomes Background

**Baseline Rating:** Every child who is at least 6 months of age receives a baseline Child Outcomes Summary. This summary measures child functioning in each of the three global child outcomes:

1. Positive Social Emotional Relationships
2. Acquisition and Use of Knowledge and Skills
3. Taking Appropriate Action to Meet Needs

Montana Milestones Part C Early Intervention Program uses the following sources to determine the Child Outcome Summary Rating:

- MEISR© age anchoring tool
- Child Outcomes Summary Process
- Approved developmental evaluation instruments.
- Family member(s) input describing the child's functioning across situations and settings

- Family Support Specialist observations across settings.
- Specialists involved with the family and their assessments and observations.
- Data collected from one or more of the following supplemental evaluation instruments:
  - American Sign Language Evaluation Instruments:
    - Visual Communication Sign Language (VCSL) Checklist
      - Montana is currently providing training for proctors of this assessment
    - American Sign Language Communicative Developmental Inventory
      - Currently in Beta Testing
  - English Evaluation Instruments:
    - MacArthur Bates Communicative Development Inventory
    - Preschool Language Scales 5 (PLS 5)
    - Rosetti Infant-Toddler Language Scale
    - SKI-HI Language Development Scale
    - Cottage Acquisition Scales for Listening Language & Speech
    - REEL-4: Receptive-Expressive Emergent Language

**Baseline Child Outcome Summary Data**

Number of children who are deaf or hard or hearing with an Individualized Family Services Plan = **21**

Number of children who are deaf or hard of hearing with an Individualized Family Services Plan and a baseline Child Outcome Summary Rating = **21**

Number of children who are deaf or hard of hearing with an Individualized Family Services Plan who enrolled in the Program at age two years and nine months or greater and did not complete a baseline Child Outcomes Summary rating = **0**

Baseline Rating			
Child Outcomes Summary Rating Definition	Number of children functioning at each rating for Outcome 1: Positive Social Emotional Relationships	Number of children functioning at each rating for Outcome 2: Acquisition and Use of Knowledge and Skills	Number of children functioning at each rating for Outcome 3: Taking Appropriate Action to Meet Needs
Rating 1: Child does not yet show functioning expected of a	2	3	3

child his or her age in any situation. The child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. Child's functioning reflects skills that developmentally come before immediate foundational skills. The child's functioning might be described as like that of a much younger child.			
<b>Rating 2:</b> Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.	2	3	4
<b>Rating 3:</b> Child does not yet show functioning expected of a child of his or her age in any situation. Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. Functioning might be described as like that of a younger child.	2	4	4
<b>Rating 4:</b> Child shows occasional age-appropriate	10	6	6

functioning across settings and situations. More functioning is not age-appropriate than age appropriate.			
<b>Rating 5:</b> Child shows functioning for his or her age some of the time and/or in some settings and situations. Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills. Child's functioning might be described as like that of a slightly younger child	4	2	2
<b>Rating 6:</b> Child's functioning generally is considered appropriate for his or her age but there are some significant concerns about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.	0	2	2
<b>Rating 7:</b> Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for his or her	1	1	1

age. No one has any concerns about the child’s functioning in this outcome area.			
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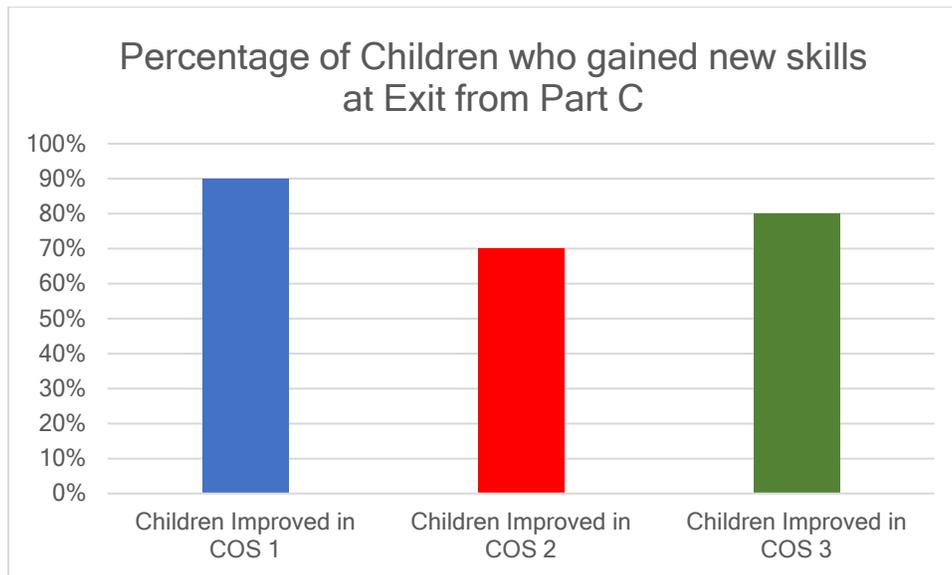
**Child Outcome Summary Exit Data**

Subset of children who are deaf or hard or hearing with an IFSP who exited during the reporting period: **10**

Number of children who exited during the reporting period who gained new skills (reported by outcome):

1. Positive Social Emotional Relationships: **9**
2. Acquisition and Use of Knowledge and Skills: **7**
3. Taking Appropriate Action to Meet Needs: **8**

Percentage of children who gained new skills by outcome



**HB 619:**

**Section 5 (7)(b)(i)**

**Total Number of Children Receiving Part C Services**

Total Children that Received Part C Services FFY2024 (Birth through 2)	1484
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### Section 5 (7)(b)(ii)

#### Total Number of Children Assessed for Language Development

All children receiving Part C services are assessed for language development using a developmental assessment.

Total Children that Received Language Development Assessment FFY2024 (Birth through 2)	1484
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Children who received a supplemental language development assessment as decided by the child’s multidisciplinary team (some children may receive multiple supplemental assessments):

Total Children that Received Supplemental Language Development Assessment FFY2024 (Birth through 2)	18
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### Section 5 (7)(b)(iii)

#### Languages in Which Children Were Assessed and the Number of Children Assessed in Each Language

Supplemental Evaluation Instrument	Total
Visual Communication Sign Language Checklist (ASL)	1
American Sign Language Communicative Development Inventory (ASL)	0
Cottage Acquisition Scales for Listening Language & Speech (English)	2
REEL-4 Receptive -Expressive Emergent Language (English)	9
Rosetti Infant-Toddler Language Scale (English)	2
Preschool Language Scales (PLS-5) (English)	5
MacArthur Bates Communicative Development Inventory 8+ Months (English)	0

### Section 5 (7)(b)(iv)

#### Number of Children who Were and Were Not within Age-Appropriate Development

All children receiving Part C services do not fall within age appropriate development and functioning ranges. The Montana Part C does not federally report on or collect data related to functioning of all children served in each specific developmental domain. Please see HB 328 reporting on Global Child Outcomes on page 3 of this report for information on how Montana Part C collects data related to global child development.

Total Children Who Were Not Within Age Appropriate Development Ranges FFY2024 (Birth through 2)	1484
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**Section 5 (7)(b)(v)**

**Information on How the Ratings Included in the Report Were Developed**

Information included in this report was collected from Montana Part C’s FFY2024 Annual Performance Report. Supplemental Evaluation Instrument information was collected from regional Part C contractors.

**Section 5 (7)(b)(vi)**

**For Each Assessment Conducted, the Tool That was Used for the Assessment**

Montana Part C does not collect or federally report on the number of uses of specific developmental assessment tools used during child evaluations. Examples of developmental assessment tools used include: Developmental Profile (DP3 & DP4), Developmental Assessment of Young Children (DAYC-2), and Battelle Developmental Inventory (BDI-2 & BDI-3).

For specific information related to the administering of ASL and English supplemental language development instruments, please refer to Section 5(7)(b)(iii) on page 8 of this report.

**Section 5 (7)(b)(vii)**

**The Number of Assessment Proctors Whose Qualifications as Established by the Producer of the Assessment Tool Were Verified by Both the Parent or Guardian and the Department**

Montana Part C does not maintain or federally report on a roster of qualified proctors of the approved supplemental language development instruments included in the table under Section 5(b)(iii) on page 8 of this report.

**HB 619 Section 5 (7)(c):**

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