

HEA1484 - (IDEAL) Indiana Deaf Education and Assessments of Language

List of Tools & Assessments

(Section 15) To be used to assess the spoken English, written English and American Sign Language development of deaf and hard of hearing children who are less than 11 years of age

Center creates & provides list of language developmental milestones to advisory committee (Section 12)

March 1, 2020

American Sign Language & English language milestones, list of supports to acquire language milestones, special education law related to deaf and hard of hearing children

*not a formal assessment tool

Parent Resource (Section 15)

Center will share list of approved tools & assessments with the advisory committee (Section 14(a)(4))

July 1, 2020

Advisory committee provides the Center with recommended list of language developmental milestones and tools & assessments (Section 13(a)(3))

June 1, 2020

FSSA (birth – 3 years of age) and School Corporations (3-11 years of age) may administer assessments annually to deaf and hard of hearing children – at least one of the approved assessments

Assessments (Section 16–18)

Technical Assistance

(Section 19) Assistance provided by Center staff related to use and administration of the approved tools and assessments, including best practices on appropriate use of amplification and visual supports

Center will prepare report of data submitted related to this legislation. (Section 21)

July 1, 2020 August 1, 2020

Center may provide training and technical assistance regarding approved tools and assessments (Section 19)

FSSA and School Corporations to provide the Center results of any approved tools and assessments administered; Center will prepare a report of this data, posting it annually on the Center website

Reporting (Section 20–21)

This bill relates to deaf and hard of hearing children less than 11 years of age in the State of Indiana (Section 1 & 6) Deaf or hard of hearing is defined as a disability that, with or without the use of an amplification device, adversely affects the student's ability to use hearing for developing language and learning, educational performance, developmental progress. Hearing loss may be permanent or fluctuating; mild to profound; unilateral or bilateral. Students may use spoken language, sign language or a combination.