

# Louisiana Believes

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LEAD K Task Force  
September 2018

# Discussion of LEAD K Task Force Report Template

# Discussion of Additional Tools

# Task Force Objective

Per Act 455 (2018) the task force is charged with reviewing and making recommendations relative to existing tools or assessments for educators to use to assess the language and literacy development of children who are deaf or hard of hearing. Tools shall be all of the following:

- a.) standardized, norm- referenced, and validated
- b.) able to track such children's expressive and receptive language and cognitive abilities compared to peers who are not deaf or hard of hearing
- c.) able to be used to establish or modify a child's individualized education program (IEP) or individualized family services plan (IFSP).

# Tools for Consideration

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In addition to considering the Ski Hi tool, the task force may want to consider additional resources that can assess communication skills.

## Compilation of Assessment Resources for Young Children Who are Deaf or Hard of Hearing

Norm-Referenced Assessments Tools

Observation/Authentic/Informal Assessment Tools

Birth to Kindergarten

## Questions for Consideration

- Does the tool provide valid information?
- Would this tool be helpful to schools, families, and other providers?
- Does this tool need any additional edits to be applicable to Louisiana?

# Discussion of SKI-HI

National LEADK Director, **Sheri Ann Farinha**, remains actively involved with a multitude of states as they navigate the LEAD-K legislative implementations as well as advocates in California on causes benefiting the Deaf community, including telecommunications rights, civil rights, and language rights (ASL access) for Deaf children.

# SKI-HI Questions via Skype with Sheri Ann Farinha

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1. Does the use of the SKI-HI LDS require any special training? Since it's based on similar assessments, such as the REEL, it looks like a professional, such as a Deaf Educator or a Speech Language Pathologist could certainly administer it based on their expertise without training, but that's a guess by me.
2. The SKI-HI Curriculum does require training, do we know how many persons are trained in the SKI-HI curriculum in Louisiana now?
3. Does the curriculum training require periodic updates for ongoing certification/use of the curriculum?
4. Is the use of the curriculum "flexible" in its approach so that a multi-disciplinary team could address some components based on their discipline? For example an SLP or Deaf Educator might work with the language components and other early interventionists address their specific areas such as social-emotional development for example. In this example, could the SKI-HI trained team member support the other non-trained members with appropriate activities from the SKI-HI curriculum?

# LEAD K Task Force Schedule and Accommodations

LEAD K Task Force meetings will take place on the Louisiana School for the Deaf Campus from 9:30-12:30 on the dates listed below. Four sign language interpreters will be present at all meetings. Any additional accommodations needed by task force members must be submitted at least two weeks prior to each meeting.

Date
August 27, 2018
September 17, 2018
November 5, 2018
December 3, 2018
January 17, 2019