Qualifications and Training Subcommittee

Feb 10th, 2021

6-7PM meeting notes

***Attended:*** Sue Petersen, Cindy Koch, Vicki Steinhauer-Campbell, Jonathan Arteaga, Todd Luther and Margie Propp

***NDE/ NCDHH TA:*** Sue Czaplewski and Jessica Larrison

***Interpreter:*** Sharon Sinkler

***GOALS:***

* 1. Identify qualifications of language professionals with knowledge of the use of evidence- based best practices in American Sign Language (ASL) and English and present reports at Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP) meetings.
  2. Determine if the language assessment evaluator and language professional, as stated in the law, should be the same person.
  3. Define roles of the language assessment evaluator and language professional who can advocate, whether the language assessment evaluator can be an advocate in the process.

***Subcommittee ideas***: The assessment provider has to be a certified teacher; in Nebraska we use Teacher of the deaf or early interventionist to provide the assessments. They decided instead of a group of trained individuals we will do reginal training for the assessment providers. They will be trained in the assessments they can provide based of their fluency in the languages. The group still wants to have a Deaf neutral party present at the assessments and to the families as this can give them their first interactions with a deaf person which can provide massive benefits to the family and child as it provides a role model and also can show the family that Deaf people can be successful. This also provides the child with someone they can identify with regardless if the child will sign or not. It will also allow the family to get comfortable around signing and the Deaf community. This person would be introduced to the family with the rest of the service providers to help create that bond and so the Neutral party doesn’t show up on test days and the child perform different as they are a stranger. The neutral party will observe to make sure the assessment is signed correctly and effetely; they can also help pick up on subtle clues that a child might be doing that the provider might miss and be someone who is not associated with the school district.

Training should happen frequently as tests do change and new test come out, I think ongoing training is going to be needed. Again, they will be trained in the assessments that induvial can provide based off their language fluency. We do not want a person who is not fluent in ASL to provide ASL test.

***Next meeting:*** Wednesday March 10th, 2021 from 6-7 PM

**Information gathering:**

1. gather information for New Mexico infant program and their deaf role model program.
2. NDE can we break up the numbers provided of Deaf and Hard of hearing students into regions?
3. Compare other states assessment used and what their assessment team and training look like.