

Initial and Annual Language Assessment Program Implementation Guidance



Once a child has been identified as a child who is deaf or hard of hearing:

a. NAC 92 51-006.04F

To qualify for special education services in the category of Hearing Impairment, a child must have an impairment in hearing which:

1. Is so severe that the child is impaired in processing linguistic information through hearing with or without amplification, or
2. Is permanent or fluctuating; and
3. Adversely affects the child's educational performance

b. NAC 92 52-006.04A and 006.05B2

To qualify for early intervention services in the category of developmental delay, the child shall have either:

1. A diagnosed physical or mental condition that has a high probability of resulting in a substantial developmental delay in the areas described in 92 NAC 52-006.04A2; and includes conditions such as chromosomal abnormalities; genetic or congenital disorders, sensory impairments; inborn errors of metabolism; disorders reflecting disturbances of the development of the nervous system; congenital infections; severe attachment disorders; and disorders secondary to exposure to toxic substances, including fetal alcohol syndrome; or
2. A significant developmental delay as defined in 92 NAC 52-006.04B and as measured by appropriate diagnostic instruments and procedures, in function in one or more of the following areas and by reason thereof, needs early intervention services:
 - i. Cognitive development;
 - ii. Physical development, including vision and hearing;
 - iii. Communication development;
 - iv. Social or emotional development; or
 - v. Adaptive development.
3. Qualified personnel must use informed clinical opinion when conducting an evaluation and assessment of the child. In addition, the school district or approved cooperative shall ensure that informed clinical opinion may be used as an independent basis to establish a child's eligibility even when other instruments do not establish eligibility.

Initial & Annual Language Assessment	TS GOLD	Initial and Annual IFSP/IEP	Requirements for Implementation
<p>Service providers conduct initial and annual assessment of child’s language progress and development using the Advisory Committee’s Assessment Tool Recommendations based on Developmental Area and/or Communication Modality</p> <ul style="list-style-type: none"> a. See Table 1 and 2 (pages 7-8) https://www.education.ne.gov/sped/lead-k/ b. Nebraska DHH Regional Program Staff will review implementation quarterly. 	<p>Each language assessment tool can be utilized to inform Teaching Strategies GOLD data collection at required checkpoints</p> <ul style="list-style-type: none"> a. Part C — infant/toddler’s entry into and exit from Early Intervention b. Part B — Fall and Spring checkpoints 	<p>At initial and annual IFSP/IEP meeting, team members include:</p> <ul style="list-style-type: none"> a. Required <ol style="list-style-type: none"> 1. Current/existing IFSP/IEP Team members b. Recommended <ol style="list-style-type: none"> 1. Language Assessment Evaluator 2. ASL Professional c. Parents can invite outside agency / advocate. <p>For further information, please refer to pages 9-10 https://www.education.ne.gov/sped/lead-k/</p>	<p>For Part C:</p> <ul style="list-style-type: none"> a. Provide written notice and obtain written parental consent prior to conducting evaluations and assessments <ol style="list-style-type: none"> 1. Include language assessment b. Evaluations/assessments conducted by qualified personnel. c. EDN Services Coordinator should disseminate information related to the language assessment program and Part C procedural safeguards to parents.

