

Quarterly Report



Indiana
Department
of
Health



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Center for Deaf and Hard of Hearing Education

Vision

Deaf and hard of hearing children will have the resources and support to reach their full potential.

Mission

To promote positive outcomes for all deaf and hard of hearing children through information, services, and education.

Values

- Families as decision-makers
- Self-advocacy
- Unlimited potential
- Collaborative relationships
- Quality services

Guiding Principles

The Center for Deaf and Hard of Hearing Education will:

1. Provide information regarding all communication opportunities to support parents in making informed decisions based on the child/student's unique needs and their family's priorities and values
2. Honor the child/student as an integral part of any decision-making process
3. Respect, welcome and support children and their families across geographic locations, communication preferences, languages and cultures
4. Honor each child's right to acquire optimal language skills and academic abilities
5. Demonstrate a seamless collaborative model when working with families, schools, other agencies and providers including the deaf, hard of hearing and hearing communities
6. Provide comprehensive, evidence-based, and objective information, resources, and services for auditory, visual, and instructional best practices to all deaf and hard of hearing children, families, professionals, and programs
7. Provide expert leaders who embrace and practice the tenets of cultural and linguistic diversity
8. Manage the use of tracking and monitoring systems for individual child/student and program performance to guide state, local, and individual services, programs, resources and professional training as a priority of the Center

Observe and Follow

IC 20-35-11-4 (1) Observe and follow children who are deaf and hard of hearing from:

- (A) Birth through three (3) years of age, in collaboration with the early hearing detection and intervention program and the office of the secretary of family and social services; and
- (B) Three (3) years of age through twenty-one (21) years of age and who are enrolled or preparing to enroll in early intervention services, preschool, elementary, or secondary school, in collaboration with the department



Memorandum of Understanding

The Indiana Department of Health's Center for Deaf and Hard of Hearing Education (Center) has Memoranda of Understanding in place with the following state agencies/programs which includes data sharing in accordance with the Health Insurance Portability and Accountability Act (HIPAA)/Federal Educational Rights and Privacy Act (FERPA):

- Indiana Department of Education – Office of Special Education
- Indiana Department of Health – Early Hearing Detection and Intervention (EHDI) program
- Indiana Family and Social Services Administration – First Steps
- Indiana School for the Deaf

The Center maintains a database to collect and analyze information regarding identification, intervention and outcomes for deaf and hard of hearing children as a guide for Center programming and initiatives.



Family Support

IC 20-35-11-4 (2) Provide family support from birth through twenty-one (21) years of age by any of the following:

- (A) Connecting families to existing public and private resources for information and services, which may include any of the following:
- First Steps agencies
 - Deaf mentors
 - Interpreting agencies
 - Hearing health care professionals
 - Educational professionals

Diagnostic Audiology Evaluations (DAE) Referral and Follow-Up

Per our data sharing agreement, Indiana Early Hearing Detection and Intervention (EHDI) program provides DAE forms for all children to the Center to support timely support and services. During April and May 2025, 31 DAE forms were received by the Center from EHDI.

Age at DAE	Age when Center received the DAE	Number of days between DAE and Center receipt	Number of days between DAE date and Center referral to First Steps
Range: 1 months – 23 months	Range: 1 months – 23 months	Range: 0-42 days	Range: 0-43 days
Median: 2.6 months	Median: 3 months	Median: two days	Median: five days

First Steps Referrals

When notice of an infant or toddler who is deaf or hard of hearing in Indiana is received, typically through a DAE form, the Center refers that child and family to Indiana's First Steps early intervention program. Of the 31 DAE forms received during this reporting period, 29 referrals were made to First Steps. The Center was already in connection with First Steps regarding the additional two children for whom a DAE form was received, so referrals were not warranted.

As part of their referral processing, First Steps system points of entry (SPOEs) reach back to the Center to refer families to the CDHHE Network and referrals are processed by the CDHHE Network administration team, including Center and St. Joseph Hearing + Speech staff. The CDHHE Network Roles & Service form is shared with the SPOE to support a family's awareness and understanding of all CDHHE Network services and additional supports specifically for families of deaf and hard of hearing infants and toddlers.

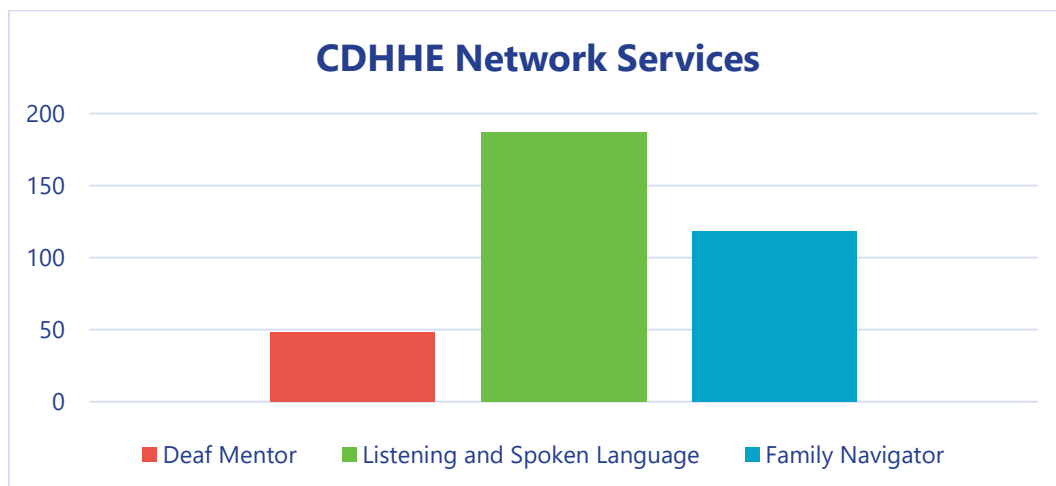


Within this reporting period, of the 42 referrals made to First Steps, 13 referrals to the CDHHE Network were received, 13 IFSPs were in place at the end of this reporting period, all those IFSPs include at least one service from the CDHHE Network. Another 11 referrals are still in process and 18 have not yet contacted the CDHHE Network. The Center follows up with both the First Steps SPOE and Indiana EHDI program for families not referred back to the CDHHE Network.

Age at time of referral to First Steps	Age at First Steps referral to the CDHHE Network	Number of days between referral to FS and referral to CDHHE Network	Age at IFSP date	Number of days between referral to FS and IFSP with CDHHE Network service
Range: 1-23 months	Range: 3-31 months	Range: 0-34 days <i>* 7 referred to CDHHE Network prior to DAE</i>	Range: 1.5 – 32 months	Range: 0 to 34 days <i>* 7 referred to CDHHE Network prior to DAE</i>
Median: 3 months	Median: 3.6 months	Median: five days	Median: 4 months	Median: five days

CDHHE Network services

Services offered through the CDHHE Network during this reporting period include deaf mentor, family navigator, listening and spoken language services. As of the end of this reporting period, at least one CDHHE Network service was included on 225 individual family service plans (IFSPs). Of those IFSPs, 21% included deaf mentor services, 52% included family navigator services, and 83% included listening and spoken language services.



Audiology Services

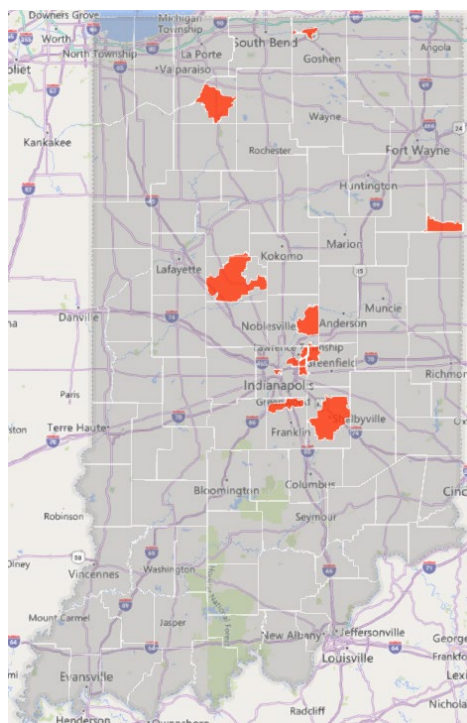
Center audiology services include comprehensive diagnostic hearing assessments, newborn hearing screenings, behavioral hearing assessments, First Steps managing audiology services, educationally relevant hearing assessments, hearing aid and DM system consultation and verification, functional listening assessments and HAAP I audiological management services.

General audiology appointments- outside of First Steps and HAAP I management	First Steps audiology appointments - evaluations, hearing aid fittings, management	Hearing Aid Assistance Program of Indiana (HAAP I) Appointments – evaluations, hearing aid fittings, annual follow-up
47	16	33

Educational Audiology Outreach

Center audiologists saw more than 12 students on-site in four school districts, as shown on the map below. The primary role was to complete audiologic testing to verify hearing levels. 18% of students who received audiologic testing were newly identified as being deaf or hard of hearing. The team also provided HAAP I hearing technology, fittings and consultation.

Locations of Educational Audiology Outreach



At the Ripley County Health Department's Back to School Bash, the Center mobile unit hearing screening team saw 29 students from 15 different families. This was part of the 84 families with 207 children who participated in the event. These communities included Batesville, Friendship, Holton, Milan, Osgood, Rexville and Versailles.

Family Navigator Services

Early Intervention services provided by the Center have transitioned from Parent Advisor to Family Navigator services. All IFSP with a Parent Advisor on the plan were reviewed and transitioned to Family Navigator or discharged based on outcomes and conversations with families. All families with a Family Navigator on their plan receive a Family Navigator Tool Kit to assist the family in accessing comprehensive resources and information. Topic areas include audiology, communication opportunities, early brain development, early intervention and early language development. A transition tool kit is being created to share resources related to transition from Part C services (First Steps early intervention) to Part B (special education).



Educational Evaluations

IC 20-35-11-4 (3) Develop and ensure comprehensive educational evaluations that:

(A) Consider the full continuum of communication options

(B) Make available the following professionals licensed under IC 25-35.6-3

- i. A speech-language pathologist licensed under IC 25-35.6-3
- ii. A school psychologist licensed under the department
- iii. An occupational therapist licensed under IC 25-23.5
- iv. A physical therapist licensed under IC 25-27
- v. A certified listening and spoken language specialist
- vi. An American Sign Language specialist, as defined by the National Association of State Directors of Special Education
- vii. An audiologist licensed under IC 25-35.6-3
- viii. A deaf educator licensed under IC 20-28-5

Domains Assessed

Domain	Percentage of Center evaluations in this reporting period that include each domain
Academic	70%
Adaptive Behavior	70%
Articulation	80%
Audiology	90%
Cognitive	60%
Developmental	40%
Functional Listening	70%
Motor and Sensory	30%
Emotional/Behavioral	30%
Spoken Communication	80%
Visual Communication	30%
Visual Perceptual	0%



Evaluations by Grade Level

Grade Level	Percentage of Center evaluations of students within each grade level
Pre-Kindergarten	30%
Kindergarten through sixth grade	40%
Seventh grade – high school exit	30%

Referral Sources

Source	Percentage of Center evaluations from each type of referral source
Families	30%
Direct Service Providers	20%
Schools	50%
Not Reported	0%



Educational Assistance and Consultations

IC 20-35-11-4 (4) Assist professionals who provide students with sign language interpreting services.

(5) Provide consultation by qualified professionals concerning students who are deaf and students who are hard of hearing, including classroom accommodations, instruction, acoustics, and other environmental aspects.

Assistance to Sign Language Interpreters

Educational Interpreting Round Table (EIRT) - August 2025

- Professionals in attendance: Twenty-two from eight counties and seven out-of-state; eleven attendees hold RID certification
- Topics: The importance of inservicing. Information was shared in a variety of formats: digital, video and print to meet the needs of the educational team working with a student/interpreter pair.
- Ninety-five percent of participants agreed that this activity was outstanding

EIRT - September 2025

- Professionals in attendance: Eight (four from Indiana counties and four out-of-state). Two attendees hold RID certification
- Topic: Mental health issues and mental health support for students who are deaf or hard of hearing.

Consultations on behalf of DHH Students

N'DEEP meet up

N'DEEP is a professional learning group for new teachers of the deaf and hard of hearing. August's meeting focused on resources to support educators in an itinerant teaching setting.

August 2025

Professionals in attendance: 28

Presenters highlighted several tools and platforms to support itinerant professionals, including the Center for Deaf and Hard of Hearing Education website, the LiveBinder resource hub, and the DHH Itinerant Tool Box. Presenters also shared technical support contacts, such as the Phonak School Help Desk. During the EdAud Minute, attendees explored updates in hearing aid technology, reinforcing our commitment to staying current with assistive advancements. Center staff also promoted upcoming professional development opportunities including the INCODE Conference in September, Hearing First trainings and offerings from The Online Itinerant and the Council for Exceptional Children. Finally, participants were directed to registration links for



upcoming N'DEEP meet-ups and DHH Roundtables to ensure continued collaboration and learning throughout the year.

September 2025

Professionals in attendance: 24

During the September N'DEEP meeting, Center staff focused on critical components of assessment and service eligibility for Deaf and Hard of Hearing (DHH) students. A central theme was the application of Article 7 in determining eligibility, including the tools and documentation needed to support that process. Presenters and attendees also addressed the additional requirements necessary when considering the removal or discontinuation of services, emphasizing the importance of thorough review and compliance.

The team explored the NASDSE guidelines for DHH programs, including the use of review checklists to ensure consistency and quality. Comparisons were drawn between 504 plans and Individual Education Programs (IEP) to determine distinctions in support structures and legal obligations. Resources for writing effective, individualized goals for DHH students were shared to support educators in crafting meaningful plans. Further discussion focused on the role of provision minutes and the importance of accurate reporting to both the Department of Child Services (DCS) and Adult Services, reinforcing that advocacy for students must extend beyond the classroom. A beta version of the Severity of Needs profile was distributed to teachers for trial use, offering a new lens for evaluating student support levels. Finally, presenters spotlighted two valuable resources: DHH Workload calculator from Convention of American Instructors of the Deaf (CAID) and Michigan's Educational Impact workload documents, both of which provide insight into caseload management and service planning.

Other Professional Development Opportunities

Indiana Conference on Deaf Education (IN-CoDE) 2025

The Annual Indiana Conference on Deaf Education (IN-CoDE), held Sept. 9–10 brought together educators, specialists, and advocates committed to advancing outcomes for students who are deaf and hard of hearing (DHH). Center staff contributed three dynamic and impactful presentations that emphasized data-driven practices, collaborative approaches, and practical tools for interpreting student assessments. Onsite staff also assisted in answering questions at an informational booth and throughout educational sessions.

Data-Driven Instruction and Progress Monitoring in Inclusive Deaf Education: Presented by Kelsey Large, Ph.D., LSLC Cert. AVEd, this session focused on the integration of assessment and continual progress monitoring within listening and spoken language education for DHH students. Dr. Large shared actionable strategies for student evaluation and data tracking across diverse educational settings, with a particular emphasis on itinerant teaching. Attendees gained insight into how consistent data collection can inform instruction and support individualized student growth.



Educational Success for Children who are DHH: A Team Effort

Rebekah Cunningham, Ph.D., and Sarah Shipe, Au.D., led a collaborative session highlighting the essential roles of educational audiologists, teachers of the deaf and hard of hearing (TODHHs), and other professionals to support DHH learners. The presentation covered foundational audiology assessments, amplification technologies (e.g., hearing aids, cochlear implants, bone-anchored hearing devices), and classroom accommodations (e.g., remote microphones, ongoing technology monitoring). Participants engaged in hands-on learning and explored the legal responsibilities tied to serving DHH students, reinforcing the importance of interdisciplinary teamwork.

Test Scores, T-Scores, and Terms, Oh My! Navigating Reports with Confidence

Jacqueline D. Hall-Katter, MS CCC-SLP, BCS-CL, delivered a lively and enlightening to support educator understanding of the complexities within assessment reports. Essential components included understanding standard scores, percentiles, growth values, and subtest interpretation. This presentation equipped attendees with tools to confidently analyze and apply data meaningfully in educational planning. Hall-Katter also addressed common misconceptions (e.g., age equivalencies) and guided participants to a thorough understanding of the bell curve, sensitivity, and specificity in testing.

Each of these sessions reflected the Center's commitment to empowering professionals with the knowledge and tools needed to support DHH students in a variety of educational settings.

Deaf Education Technical Assistance

- Deaf education staff continued to mentor new and aspiring DHH teachers at the local district level
- Center assessment staff conducted several on-site initial eligibility assessments and functional listening evaluations
- A variety of Center staff served as subject matter experts in case conferences
- The Center assisted school districts with beginning-of-school year procedures
- The Center Deaf Education staff taught language, literacy, and math skills to two Amish schoolhouse teachers, teacher assistants, interpreters, and families
- The Center provided an all-school staff in-service for Jay County Schools



Liaison

IC 20-35-11-4 (6) Act as a liaison with all state agencies that provide services to individuals who are deaf and hard of hearing, including the department, the Indiana Department of Health, the Office of the Secretary of Family and Social Services and Indiana School for the Deaf.

Council for DHH Connections

This council was created in early 2025 to bring together organizations within Indiana who support and/or serve deaf and hard of hearing children. The purpose of the council is to:

- **Inform** a wide variety of stakeholders about programs and services
- **Support** seamless and collaborative process in the implementation of support and services
- **Discuss and align** variety of stakeholders with regard to best practices in service and education
- **Collaborate**, share perspectives, identify issues, and provide input
- **Facilitate and disseminate** information about the Center throughout the state

This group of organizations will hold quarterly meetings. While each meeting includes a single representative from each organization, we are seeking ways to have open communication across time among these organizations with the goal of becoming more inclusive of a variety of members of each organization. The vision is to have an open forum for communication and sharing resources and information.

The organizations currently participating in this council are:

- Ball State University
- Butler University
- Center for Deaf and Hard of Hearing Education
- DHH Clinic, Riley Hospital/IU Health
- Deaf and Hard of Hearing Services, FSSA
- Hear Indiana
- Indiana Association of the Deaf
- Indiana Chapter of Registry of Interpreters for the Deaf
- Indiana Council of Administrators in Special Education
- Indiana Deaf-Blind Services Project
- Indiana Department of Education
- Indiana Department of Health – Women, Children, and Families Commission
- Indiana Early Hearing Detection and Intervention
- Indiana First Steps
- Indiana Hands & Voices
- Indiana School for the Deaf
- Indiana University



- PASS Project, Indiana State University
- Purdue University
- St. Joseph Hearing + Speech

Meeting minutes will be placed on the Center's website following each meeting.

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