

IDEAL Technical Assistance

RED FLAGS: WHEN ASSESSMENT MAY BE NEEDED

Expectations for Deaf/Hard of Hearing Children

- Child development within expected range following hierarchy with appropriate supports/ services.
- Child's performance on standardized measures results within average range or higher.
- Child making at least one-year progress in one year time similarly to same-age typically developed peers regardless of hearing levels.
- Should not see notable delays, scattered skills, or plateauing in any area; if child is delayed should show accelerated progress to narrow the language gap.



Characteristics that are not Typical for Deaf/Hard of Hearing Children

- Gaps in language (language delays) that are not narrowing or closing with intervention.
- Academic delays that are not responding to typical supports available.
- Behavioral/emotional differences from typical peers.
- Attention deficits.
- Withdrawal or social isolation.
- Marked changes from previous performance in language, academic and/or behavior.
- Have risk factors (e.g., high risk birth history, life changes, neurological diagnosis, etc.).

What to do if **Concerns** are Present

- Review previously available academic history.
- Collect ample data on student behavior and performance.
- Refer the student to the local school's Multi-Tiered System of Supports (MTSS) team.
- Team and/or consult with professionals who specialize in the student's area(s) of need.

When a **Comprehensive Evaluation** may be Needed

- Questions regarding the impact of any additional variables have been presented by the student's team or family requiring further diagnostics from experts.