



Quarterly Report

Data from April-June 2026

**Center for Deaf and
Hard of Hearing Education**



Aug. 1, 2026

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Mission and Vision

Indiana Department of Health Vision

Every Hoosier reaches optimal health regardless of where they live, learn, work or play.

Indiana Department of Health Mission

To promote, protect and improve the health and safety of all Hoosiers.

Center for Deaf and Hard of Hearing Education Statement of Purpose

To promote positive outcomes through information, services and education so that all deaf and hard of hearing children in Indiana will have the resources and support to reach their full potential.

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



Memorandum of Understanding

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
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. 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)
- 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 the April to June 2026 timeframe, 46 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: 0.9 months – 31.8 months	Range: 0.9 months – 33.0 months	Range: 0 – 37 days	Range: 0 – 37 days
Median: 3.7 months	Median: 3.7 months	Median: 2 days	Median: 4 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 46 DAE forms received during this reporting period, 43 referrals were made to First Steps. The Center was already in connection with First Steps regarding the additional three children for whom a DAE form was received, so referrals were not warranted.

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

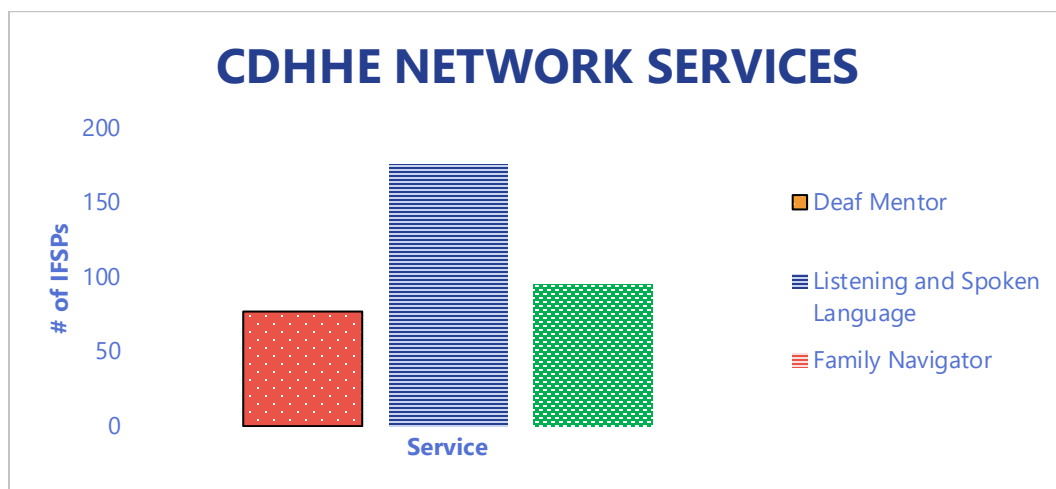


Within this reporting period, of the 43 referrals made to First Steps, 20 referrals to the CDHHE Network were received, 14 IFSPs were in place at the end of this reporting period, all those IFSPs include at least one service from the CDHHE Network. One additional referral was still in process, three families declined, and 26 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 with CDHHE Network service(s)	Number of days between referral to FS and IFSP with CDHHE Network service
Range: 0.9 – 33 months	Range: 1.5 – 32.5 months	Range: 0 – 50 days	Range: 2.1 – 32.9 months	Range: 5 to 50 days
Median: 4.1 months	Median: 3.8 months	Median: 21 days	Median: 4.1 months	Median: 35 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, 34% included deaf mentor services, 42% included family navigator services, and 78% included listening and spoken language services.



Audiology Services

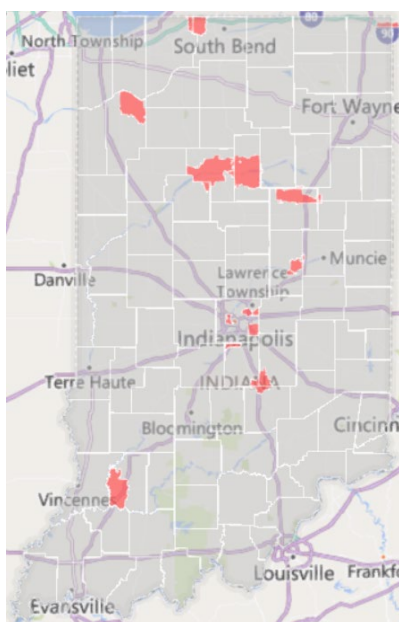
Center audiology services include comprehensive diagnostic hearing assessments, newborn hearing screenings, behavioral hearing assessments, First Steps managing audiology services, educationally relevant hearing assessments, hearing aid and DM system consultation and verification, functional listening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

General audiology appointments- outside of First Steps and HAAPI management	First Steps audiology appointments - evaluations, hearing aid fittings, management	Hearing Aid Assistance Program of Indiana (HAAPI) Appointments – evaluations, hearing aid fittings, annual follow-up
65	26	43

Educational Audiology Outreach

Center audiologists saw 30 students on-site in eight school districts, as shown on the map below. The primary role was to complete audiologic testing to verify hearing levels. Twenty-six percent of students who received audiologic testing were newly identified as being deaf or hard of hearing. The team also provided HAAPI hearing technology, fittings and consultation.

Locations of Educational Audiology Outreach



CDHHE Network Administration

The CDHHE Network administrative team is comprised of staff from the Center, the Indiana School for the Deaf and St Joseph Hearing + Speech. During this reporting period, this team continued the creation of an FAQ document for families of newly identified deaf and hard of hearing infants and toddlers to support their understanding of the importance of intervention and support services and how to engage those opportunities.

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	77%
Adaptive Behavior	71%
Articulation	53%
Audiology	71%
Cognitive	47%
Developmental	18%
Functional Listening	47%
Motor and Sensory	24%
Emotional/Behavioral	24%
Spoken Communication	59%



Visual Communication	59%
Visual Perceptual	6%

Evaluations by Grade Level

Grade Level	Percentage of Center evaluations of students within each grade level
Pre-Kindergarten	17%
Kindergarten through sixth grade	71%
Seventh grade – high school exit	12%

Referral Sources

Source	Percentage of Center evaluations from each type of referral source
Families	0%
Direct Service Providers	6%
Schools	94%

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)

The purpose of EIRT is to share resources, develop interpreting skills, and reinforce best practices in an online learning environment with educational interpreters. EIRT is a professional learning group for sign language interpreters working in K-12 classrooms.



April 2026

- Professionals in attendance: 11
- Topics: Hands Up Skill Practice; Sign to Voice. Learning objectives included exploring appropriate ways to voice ASL idioms/slang, identifying strategies to prepare for voicing student presentations, and engaging actively in peer-critiqued voicing practice.
- Ninety-three percent of participants rated this activity as outstanding

May 2026

- Professionals in attendance: 13
- Topic: The three Ps of IEPs: Preparation, Presentation, and Participation. Learning objectives included legal and educational rationale for educational interpreter participation in IEP meetings, ways interpreters can assist in documenting progress towards IEP goals, and how to contribute regarding present levels, areas of need and accommodations.
- All attendees rated this activity as outstanding

June 2026

- Professionals in attendance: 15
- Topic: Modern classrooms and modern interpreting. Learning objectives understanding the primary features of modern classrooms and developing strategies to enhance access to teaching with technology for deaf and hard of hearing students.
- All attendees rated this activity as outstanding

Consultations on behalf of DHH Students

N'DEEP meet up

N'DEEP is a professional learning group to discuss pertinent topics for those emerging in the field of deaf education. Participants are Indiana professionals who have recently obtained deaf education licensure, are new to the state, are new to their role, or are working on obtaining deaf education licensure.

April 2026

Professionals in attendance: 23

April's meeting included discussion on end-of-year wrap up, an LSL minute with Dr. Kelsey Large, and upcoming opportunities for professional development during the summer. A list of summer camps and other opportunities for students who are deaf and hard of hearing to engage in like-peer interactions was provided to participants.



DHH Roundtable

The purpose of quarterly DHH Roundtables is to share information and resources for school professionals working with children who are deaf and hard of hearing. Participants are primarily comprised of public-school teachers of the deaf and hard of hearing.

April 2026

Professionals in attendance: 67

During the April DHH Roundtable, Center welcomed guest speakers from HANDS in Autism. The Phonak Territory Manager was also in attendance to share information about Comprehensive Service Plans and share comparisons between the Roger and Auracast.

Attendees of N'DEEP and DHH Roundtable meetings during this fiscal year were provided an opportunity to submit a feedback survey. Sixty-one percent of participants rated these opportunities as extremely helpful, while an additional thirty-two percent rated them as helpful. The make-up of the participants was primarily teachers of the deaf/hard of hearing.

Deaf Education Technical Assistance

- Continued to mentor new and aspiring DHH teachers at the local district level
- Conducted on-site initial eligibility assessments, observations, and functional listening evaluations
- Served as subject matter experts in case conferences
- 5/5 Kelsey M. Large Provided professional Development to Brown County Early Learning Team
- Provided hearing-assistive technology support across numerous districts during this reporting period, including troubleshooting CI headpieces, recommending remote microphone solutions, and providing information on HAAPI and cochlear implants
- Hands on troubleshooting and school-based supports for audiology and access

Professional Development/Training Participation

- Kelsey Large participated in professional development at the Alexander Graham Bell Association for the Deaf/Hard of Hearing Symposium
- Sarah Kiefer attended the NASLECE conference in San Diego and the Statewide Conference Education of the Deaf (SWCED) in Spring, Texas
- Jackie Katter attended the Indiana Speech Language and Hearing Association, April 16-17
- Rebekah Cunningham attended the American Academy of Audiology, April 16-20
- Rebekah Cunningham and Sarah Adkins attended the Phonak Webinar: Little Ears, Big Data, April 28
- Anne Dempsey, Sarah Adkins, and Rebekah Cunningham attended the Oticon Virtual Play Dates: Sparkling with Play S1, Research S1 April 30, and June 16
- Sarah Adkins, Anne Dempsey, and Rebekah Cunningham attended the Oticon Virtual Pediatric Symposium on May 7
- Griffin Engle and Anne Dempsey attended the Indiana Early Intervention Conference June 11-12



Presentations

Jacqueline D. Hall-Katter was a guest presenter on April 20 for Indiana University's undergraduate speech/audiology class. *Beyond the Audiogram: Language Access and Literacy Outcomes* highlighted the importance of incidental learning and access to conversational language and how it connects to literacy.

Rebekah Cunningham, Sarah Adkins, and Annie Dempsey presented at the Public Health Nurses Conference June 9 and conducted a training demonstration on school hearing screenings.

Listening and Spoken Language and Multidisciplinary Evaluation Presented by Kelsey M. Large at Alexander Graham Bell Association for the Deaf/Hard of Hearing Symposium June 4

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 regarding 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 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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