

SENATE, No. 2045

STATE OF NEW JERSEY 218th LEGISLATURE

INTRODUCED FEBRUARY 26, 2018

Sponsored by:

Senator SHIRLEY K. TURNER

District 15 (Hunterdon and Mercer)

Senator M. TERESA RUIZ

District 29 (Essex)

Co-Sponsored by:

Senator Diegnan

SYNOPSIS

Establishes Working Group on Deaf Education and directs DOE to develop parent resource guide and select early intervention assessments for use in identifying language delays in deaf and hard of hearing children.

CURRENT VERSION OF TEXT

As introduced.



(Sponsorship Updated As Of: 6/15/2018)

1 AN ACT concerning the early language development of deaf and
2 hard of hearing children and supplementing chapter 46 of Title
3 18A of the New Jersey Statutes and P.L.1993, c.309 (C.26:1A-
4 36.6 et seq.).

5
6 **BE IT ENACTED** by the Senate and General Assembly of the State
7 of New Jersey:

8
9 1. a. There is established in the Department of Education a
10 Working Group on Deaf Education for the purpose of making
11 recommendations on issues related to the early linguistic
12 development of children who are deaf or hard of hearing.

13 b. The working group shall consist of 12 members appointed
14 by the Commissioner of Education including:

15 (1) a parent of a child who is deaf or hard of hearing who uses
16 the dual languages of American Sign Language and English;

17 (2) a parent of a child who is deaf or hard of hearing who uses
18 only spoken English, with or without visual supplements;

19 (3) a certified teacher of deaf and hard of hearing students who
20 use the dual languages of American Sign Language and English;

21 (4) a certified teacher of deaf and hard of hearing students
22 employed at a nonpublic school;

23 (5) an expert who researches language outcomes for deaf and
24 hard of hearing children using American Sign Language and
25 English;

26 (6) an expert who researches language outcomes for deaf and
27 hard of hearing children using spoken English, with or without
28 visual supplements;

29 (7) a certified teacher of deaf and hard of hearing students
30 whose expertise is in curriculum and instruction in American Sign
31 Language and English;

32 (8) an advocate for the teaching and use of the dual languages of
33 American Sign Language and English;

34 (9) an advocate for the teaching and use of spoken English, with
35 or without visual supplements;

36 (10) an early intervention specialist who works with deaf and
37 hard of hearing infants and toddlers using the dual languages of
38 American Sign Language and English;

39 (11) a certified teacher of deaf and hard of hearing students
40 whose expertise is in American Sign Language and English
41 language assessment; and

42 (12) a speech pathologist from spoken English, with or without
43 the use of visual supplements.

44 c. Appointments to the working group shall be made within 30
45 days after the effective date of this act. Vacancies in the
46 membership of the working group shall be filled in the same
47 manner as the original appointments were made.

1 2. a. It shall be the duty of the working group to examine,
2 research, and make recommendations to the Department of
3 Education for:

4 (1) the development of a resource guide for parents to monitor
5 and track deaf and hard of hearing children's expressive and
6 receptive language acquisition and developmental stages toward
7 English literacy; and

8 (2) the selection of one or more early intervention assessments
9 to be used by educators to assess the language and literacy
10 development of deaf and hard of hearing children.

11 b. The working group shall issue a report, including its
12 recommendations, no later than one year after the working group
13 organizes.

14

15 3. a. The Department of Education, in an effort to assist deaf
16 and hard of hearing children in becoming linguistically ready for
17 kindergarten and in consultation with the Department of Health,
18 shall develop a parent resource guide for use by parents of deaf and
19 hard of hearing children.

20 The parent resource guide shall:

21 (1) help parents monitor and track deaf and hard of hearing
22 children's expressive and receptive language acquisition and
23 developmental stages toward English literacy by presenting
24 language developmental milestones in terms of typical development
25 of all children, by age range;

26 (2) be appropriate for use, in both content and administration,
27 with deaf and hard of hearing children from birth to five years of
28 age, who use both or one of the languages of American Sign
29 Language and English;

30 (3) be written for clarity and ease of use by parents;

31 (4) be aligned to existing instruments used by school districts to
32 assess the development of children with disabilities pursuant to
33 federal and State law;

34 (5) include a statement that the parent resource guide is not a
35 formal assessment of language and literacy development, and that a
36 parent's observations of his child may differ from formal
37 assessment data collected as part of a professional evaluation; and

38 (6) include a statement that a parent may bring the parent
39 resource to a child study team meeting for purposes of sharing
40 observations about the child's development.

41 b. The department shall incorporate the recommendations
42 provided by the working group established pursuant to section 1 of
43 this act into the parent resource guide.

44 c. The department shall make the parent resource guide
45 developed pursuant to this section publicly available on its website.

46

47 4. a. The Department of Education shall, after consideration
48 of the recommendations provided by the working group established

1 pursuant to section 1 of this act, select one or more early
2 intervention assessments to be used by educators to assess the
3 language and literacy development of deaf and hard of hearing
4 children. The selected assessments shall track the development of
5 deaf and hard of hearing children's expressive and receptive
6 language acquisition and developmental stages toward English
7 literacy, and shall be appropriate for the assessment of children
8 from birth to five years of age.

9 b. The department shall disseminate the assessments selected
10 pursuant to this section to school districts, and shall provide
11 materials and training on their use.

12
13 5. The Department of Education shall annually collect and
14 publicly report data on the language acquisition and developmental
15 progress of children from age two to age five who are deaf or hard
16 of hearing.

17
18 6. The Early Intervention Program in the Department of
19 Health, established pursuant to section 2 of P.L.1993, c.309
20 (C.26:1A-36.7), shall annually collect and publicly report data on
21 the language acquisition and developmental progress of infants and
22 toddlers from birth to age two who are deaf or hard of hearing.

23
24 7. This act shall take effect immediately and the working group
25 shall expire on the 30th day after the submission of its report.

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28 STATEMENT

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30 This bill establishes in the Department of Education a Working
31 Group on Deaf Education for the purpose of making
32 recommendations on issues related to the early linguistic
33 development of children who are deaf or hard of hearing. The
34 working group will consist of 12 members appointed by the
35 Commissioner of Education. It will be the duty of the working
36 group to examine, research, and make recommendations to the
37 Department of Education for:

38 (1) the development of a parent resource guide for parents to
39 monitor and track deaf and hard of hearing children's expressive
40 and receptive language acquisition and developmental stages
41 toward English literacy; and

42 (2) the selection of one or more early intervention assessments
43 to be used by educators to assess the language and literacy
44 development of deaf and hard of hearing children.

45 Under the bill, the working group is required to issue a report,
46 including its recommendations, no later than one year after the
47 working group organizes.

1 The bill also directs the Department of Education, in consultation
2 with the Department of Health, to develop a parent resource guide
3 for use by parents of deaf and hard of hearing children. The parent
4 resource guide will:

5 (1) help parents monitor and track deaf and hard of hearing
6 language acquisition;

7 (2) be appropriate for use, in both content and administration,
8 with deaf and hard of hearing children from birth to age five,

9 (3) be written for clarity and ease of use by parents;

10 (4) be aligned to existing instruments used by school districts to
11 assess the development of children with disabilities;

12 (5) include a statement that the parent resource is not a formal
13 assessment of language and literacy development; and

14 (6) include a statement that a parent may bring the parent
15 resource guide to a child study team meeting for purposes of
16 sharing observations about the child's development.

17 The department is directed to incorporate the recommendations
18 provided by the working group into the parent resource guide. The
19 department must make the parent resource guide publicly available
20 on its website.

21 The bill also directs the department to, after consideration of the
22 recommendations provided by the working group, select one or
23 more early intervention assessments to be used by educators to
24 assess the language and literacy development of deaf and hard of
25 hearing children. The bill directs the department to disseminate the
26 selected assessments to school districts, and provide materials and
27 training on their use.

28 Finally, the bill directs the Department of Education to annually
29 collect and publicly report data on the language acquisition and
30 developmental progress of children from age two to age five who
31 are deaf or hard of hearing and the Early Intervention Program in
32 the Department of Health to annually collect and publicly report
33 such data for infants and toddlers from birth to age two.