

Additional EC DHH Questions/ COSF Reporting, 2017 Exit Part C, Part B ECSE

Reporting for all children at exit from Part C (typically as the child turn 3 years of age) and at exit from Part B ECSE (before going to kindergarten)

Child's Name: **MARSS Number**
SEAU No: **District Name:**
Primary Disability:
Date of Birth:

Outcome 1: Positive Social Emotional Skills (including social relationships)

Refers to the way children relate to and get along with other children and adults, solve social problems, interact in group situations, express emotions and learn social rules and expectations.

Rating: (1-7)

B Question: Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the initial COSF rating? ___No ___Yes. Describe:

Outcome 2: Acquisition and use of knowledge and skills (including early language/communication [and early literacy])

Refers to young children's abilities to think, reason, remember, problem solve, and use symbols and language plus knowledge and understanding of the world around them and of early concepts.

Rating: (1-7)

B Question: Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the initial COSF rating? ___No ___Yes. Describe:

Outcome 3: Use of appropriate behaviors to meet their needs.

Refers to children's abilities to take care of themselves in different settings. It also addresses children's integration of motor abilities to complete tasks and interact with their world.

Rating: (1-7)

B Question: Has the child shown any new skills or behaviors related to taking appropriate behavior to meet his/her needs since the initial COSF? ___No ___Yes. Describe:

DHH Additional Questions; Collections 3 and 5 / Developmental Status at Exit from Part C and

ECSE: For each child that meets the criteria for inclusion in these collections, you will be asked these questions.

Does this child have hearing loss: Yes / No

Age at confirmation of hearing loss (in months):

Type of hearing loss reported:

- Sensory/Sensorineural
- Auditory Neuropathy Spectrum Disorder (ANSO)
- Conductive (ex. Atresia, chronic middle ear infections)
- Mixed Sensorineural and Conductive

Is the child's hearing loss Bilateral or Unilateral?

Degree of hearing loss: Identify the child's degree of hearing loss (dB HL) for each ear that most closely reflects his/her most recent audiological evaluation. If you need assistance, please contact the child's educational audiologist. For those children who have a sloping hearing loss, mark the more severe hearing loss category. Example: For a child who has a "moderate sloping to severe" hearing loss, respond "Yes" to "Severe".

Right Ear

- Normal (-10 to 15 dB)
- Slight (16 to 25 dB)
- Mild (26 to 40 dB)
- Moderate (41 to 55 dB)
- Moderate-Severe (56 to 70 dB)
- Severe (71 to 90 dB)
- Profound (90+ dB)

Left Ear

- Normal (-10 to 15 dB)
- Slight (16 to 25 dB)
- Mild (26 to 40 dB)
- Moderate (41 to 55 dB)
- Moderate-Severe (56 to 70 dB)
- Severe (71 to 90 dB)
- Profound (90+ dB)

Has this child been fit with hearing technology? Yes/No

Note: The next two questions are only activated if the child has been fit with hearing technology.

Are these hearing technologies used? Please respond "Yes/No" for each type of hearing technology.

- Hearing Aids
- Cochlear Implants
- Bone Conductive Aids

Child's age in months when first fit with hearing technology?

Does child demonstrate cognitive delay or disability? Yes/No

Communication mode(s) used with the child by the family at home. Please respond to each with a Yes/No.

What is/are the primary communication mode(s) that are used with the child in his/her home environment?

- Listening/Spoken Language(s)
- Spoken Language and supplemental signs
- American Sign Language (ASL)
- Simultaneous spoken and signed language system
- Simultaneous spoken and Cued English/Cued Speech
- Augmentative Communication Technology

Communication mode(s) used in the child's early learning environments. Please respond to each with a Yes/No

What is/are the primary communication mode(s) that are used for instruction and communication in the child's learning environment / educational placement?

- Listening/Spoken Language(s)
- Spoken Language and supplemental signs
- American Sign Language (ASL)
- Simultaneous spoken and signed language system
- Simultaneous spoken and Cued English/Cued Speech
- Augmentative Communication Technology

Describe these aspects of the child's RECEPTIVE language development as at or below age expectations:

Spoken/signed words/phrases (vocabulary)
Grammatical word/sign/sentence forms
Social Language/behaviors during interactions
School readiness concept vocabulary

Describe these aspects of the child's EXPRESSIVE language development as at or below age expectations:

Spoken/signed vocabulary
Grammatical word/sign/sentence forms
Social use of language during interactions
School readiness concept vocabulary

Is child demonstrating early academic skills within age expectations in these domains? Please respond to each with a Yes/No.

Early Literacy
Early Numeracy

Questions? Contact:

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