***Attended:*** Anne Thomas, Debbie Smith, and Amy Tyler-Krings

***Absent:*** Cindy Koch, Jonathan Scherling, Todd Luther.

***NDE/NCDHH TA***: Jessica Larrison, Sue C., Heather Pohl

***Interpreter:***  Sharon Sinkler

***Review of Committee Goals:***

* 1. Decide on terminology to use when discussing/assessing/reporting levels of language use—milestones or benchmarks
	2. Define which parts of language to assess
	3. Discuss milestone timeline and frequency of reporting
	4. Develop a milestone tracking document
	5. Research assessments/protocol
	6. Identify assessments for American Sign Language (ASL) and English
	7. Develop recommended assessment protocol
	8. Added Goal: identify what Nebraska is already doing-what assessments are we using to assess children birth to 5, who is providing those assessments, and what is this data? (we want to avoid a duplication of efforts)

***Subcommittee Discussion/Ideas:***

1. When looking at assessments we need to consider all of the modalities that children could use: ASL, English, SEE, AAC, Cued Speech, Other Languages (i.e., Multi-lingual Learners).
2. Milestone tracking document - discussed that depending on the assessments that are recommended this might not be a need as many assessments have milestones included in them.
3. GOLD assessment that is already used in Nebraska - discussed that this assessment just “touches the surface” when it comes to language and communication development and is too broad, but if the GOLD is already being used, we should carefully look at what it is already being assessed so that we do not duplicate it.
4. Researching assessment and protocols - this will be on going and will evolve as the committee discusses potential tools. We again need to look at what we are already doing here in Nebraska and see where the gaps are and focus our efforts on that to help Nebraska enhance. Also need to look into how restrictive or flexible assessments are.
5. 0-3 population: a lot of the supports they have involve teaching the parents and giving them the tools, they need to support their children.
6. We need to look at more than language but also communication; we need to consider speech & language development for auditory-oral, language development for ASL users, listening skills including eyes (manual) and ears(auditory), social communication, gestural development, vocal development, and play development. This can also identify red flags and can lead to an earlier diagnosis.
7. Challenges: discussion about schools refusing or resisting doing more assessments outside of the MDT. Getting schools on board for providing a wide range of assessments to help assess a variety of areas related to language and communication and not being restrictive.
8. Once assessments are chosen to break them up into categories about what areas they assess to help the provider know which one they should choose based on the needs of the child.
9. Try to create a systemic and transparent approach to assessment and data collection so we can have consistency across the state.

**Subcommittee Homework**: Look in the google drive and write pros and cons of the assessments listed. Also add any assessments you feel would be good for us to discuss, if you could also attach a link for people to look at in order to get a better understanding of the assessment.

***Future Meetings:***

April 26th 4-5 PM

May 24th 4-5 PM

June 21st 11-12 PM

July: No meeting this month

August 23rd 4-5PM

September 20th 4-5 PM

October 18th 4-5 PM

November 15th 4-5 PM

December 13th 4-5 PM

***NDE TA guide:*** Presenting on the March 20th full Advisory Board Meeting about what they are currently doing in Nebraska to answer some questions subcommittees are having and to get everyone on the same page.

**NCDHH Reps**: include the members names into the agenda moving forward, organize your google drive. Create a key of commonly used terms and their acronyms.