

# *SB 210 Report*

*For the 2024-2025 Academic Year*

**Prepared by the Desired Results Access Project**

*October 08, 2025*



## **Introduction**

Senate Bill 210 requires the California Department of Education (CDE) to select existing tools or assessments for educators to use to measure the language and literacy development of deaf or hard of hearing (DHH) children, birth to five years of age, and report on their progress annually. The goal of Senate Bill 210 is to promote language rich environments for DHH children and prevent language deprivation. When DHH children enter kindergarten with underdeveloped language skills, they face greater challenges in catching up academically, although not impossible. DHH children often struggle to meet grade-level academic expectations due to the effects of language deprivation syndrome. The CDE requires the use of the Desired Results Developmental Profile 2015 [DRDP] assessment for all children, birth to five years of age, enrolled in its programs. DHH children in CDE funded programs receive services across a number of settings including home, preschool (PS), Transitional Kindergarten (TK), Kindergarten (K), special day classes, and special schools. The CDE, Special Education Division (SED), also uses the DRDP assessment results to fulfill federal reporting requirements under the Individuals with Disabilities Education Act (IDEA, 2004). This report, developed by the Desired Results Access Project (the Project), provides information on the language and literacy progress of DHH children who were assessed using the DRDP during the 2024-25 academic year.

## **Overview of the DRDP**

The CDE's Early Education Division (EED) and SED jointly developed the DRDP to measure the developmental and learning progress of all young children participating in their early care and education programs. This includes infants and toddlers with Individualized Family Service Plans (IFSPs) and children three to five with Individualized Education Programs (IEPs). The DRDP aligns with the CDE's Early Learning and Development Foundations and provides information

about children’s status and progress across multiple domains, including language and literacy. Special educators and other related services personnel supporting young children with IFSPs and IEPs administer the DRDP twice annually through systematic observations of children in their typical settings and activities, including observations from family members and others who know the child well. The DRDP was developed using the principles of universal design and includes a system of adaptations to accommodate children with IFSPs or IEPs who might need additional supports (e.g., ear amplification/devices) to demonstrate their knowledge and skills. For more information about the DRDP review the [technical report](https://www.draccess.org/DRDP2015TechnicalReport.html) (DRDP Collaborative Research Group; 2018): <https://www.draccess.org/DRDP2015TechnicalReport.html>

## Defining Child Status Relative to Age-Expectations

### *Reference Group Sample*

The calibration of the DRDP was updated in January 2024 using DRDP data from the fall 2019 submission period. As shown in Table 1, the updated calibration sample consisted of 220,128 infants, toddlers, and children three to five participating in CDE-funded early care and education programs, including 47,777 children with IFSPs and IEPs.

**Table 1. Calibration Sample Counts**

<b>Children / Program</b>	<b>Infants and Toddlers</b>	<b>Children Three to Five</b>	<b>Total Children in Calibration Sample</b>
Children <i>without</i> IFSPs and IEPs	19,708	152,643	<b>172,351</b>
Children <i>with</i> IFSPs and IEPs	5,295	42,482	<b>47,777</b>
<b>Total Children in Calibration Sample</b>	<b>25,003</b>	<b>195,125</b>	<b>220,128</b>

### ***Determination of “age expectation” categories***

The calibration sample was used as the reference group to define three levels of development for each domain: **at age expectation, close to age expectation, and below age expectation**. To establish these categories, children in the calibration sample were grouped according to age into intervals of one year (birth to one-year olds, one-year olds, two-year-olds, three-year olds, four-year-olds, and five-year-olds). DRDP assessment scores for children were compared to the mean and standard deviation of the age expectation category. The definitions of the age expectation categories are:

- **At age expectation:** a score that was above -1.2 Standard Deviation (SD) units from the age matched mean score of the calibration sample.
- **Close to age expectation:** a score between -1.2 SD to -2.0 SD units below the age matched mean of the calibration sample.
- **Below age expectation:** a score below -2.0 SD units below the age-matched mean score of the calibration sample.

The process used to establish these specific cut scores is consistent with the guidelines suggested by the Early Childhood Outcomes Center (2006).

### **Infants, Toddlers, and Children Three to Five with IEPs or IFSPs Assessed Using DRDP in 2024-2025**

The age expectation categories were used to compute the percent of children who were at, close to, or not at age expectations in the DRDP domains of Language and Literacy. For infants and toddlers, the Project only reports on the Language domain scores because there are not sufficient early literacy measures on the DRDP to generate a score for infants and toddlers. As shown in Tables 2

and 3, in the fall of 2024, a total of 5,001 infants and toddlers with IFSPs and 60,514 children three to five with IEPs were assessed. In the spring of 2025, a total of 4,774 infants and toddlers with IFSPs and 75,363 children three to five with IEPs were assessed. For infants and toddlers, the “All Other” group includes all children enrolled in Part C services through CDE who were not deaf or hard of hearing. The majority of infants and toddlers served by the CDE have solely low incidence disabilities. The majority of infants and toddlers with IFSPs (91%) are served by the California Department of Developmental Services and not included in the “All Other” comparison group.

**Table 2. Fall 2024 Assessment Counts**

<b>Disability Category</b>	<b>Infants and Toddlers</b>	<b>Children Three to Five</b>	<b>Total Children Assessed in Fall 2024</b>
Deaf	260	230	<b>490</b>
Hard of Hearing	1,185	762	<b>1,947</b>
All Other	3,556	59,522	<b>63,078</b>
<b>Total Children Assessed in Fall 2024</b>	<b>5,001</b>	<b>60,514</b>	<b>65,515</b>

**Table 3. Spring 2025 Assessment Counts**

<b>Disability Category</b>	<b>Infants and Toddlers</b>	<b>Children Three to Five</b>	<b>Total Children Assessed in Spring 2025</b>
Deaf	214	288	<b>502</b>
Hard of Hearing	1,012	921	<b>1,933</b>
All Other	3,548	74,154	<b>77,702</b>
<b>Total Children Assessed in Spring 2025</b>	<b>4,774</b>	<b>75,363</b>	<b>80,137</b>

## Data for Deaf and Hard of Hearing Children

Children birth to five included in this report are those receiving early intervention or PTK special education services, identified as deaf or hard of hearing, and assessed with the DRDP in the fall of 2024 and/or the spring of 2025.

- In the fall of 2024, 490 deaf children and 1,947 hard of hearing children were assessed in Language. In the fall of 2024, 230 deaf children and 762 hard of hearing were assessed in Literacy.
- In the spring of 2025, 502 deaf children and 1,933 hard of hearing children were assessed in Language. In the spring of 2025, 288 deaf children and 921 hard of hearing children were assessed in Literacy.

Tables 4 through 6 show the percent not at age expectations, close to age expectations, or at age expectations for DHH infants, toddlers, and children three to five in the Language and Literacy domains in fall 2024. Tables 7 through 9 show the same for spring 2025. The Literacy domain is only measured for children three to five. These tables include results for infants and toddlers with IFSPs enrolled in CDE-funded early intervention programs who were not identified as DHH (All Other) and children three to five with IEPs enrolled in CDE programs who were not identified as DHH (All Other).

**Table 4. Age Expectation Counts and Percentages for *Language Domain* (Fall 2024) for *Infants/Toddlers (Birth to Age 3)***

<b>Infants / Toddlers</b>	<b>Not at Age Expectation</b>	<b>Close to Age Expectation</b>	<b>At Age Expectation</b>	<b>Total</b>
Deaf	8 (3.1%)	27 (10.4%)	225 (86.5%)	<b>260</b>
Hard of Hearing	27 (2.3%)	153 (12.9%)	1,005 (84.8%)	<b>1,185</b>
All Other	215 (6%)	762 (21.4%)	2,579 (72.5%)	<b>3,556</b>

**Table 5. Age Expectation Counts and Percentages for *Language Domain* (Fall 2024) for *PTK (3-5)***

<b>PTK</b>	<b>Not at Age Expectation</b>	<b>Close to Age Expectation</b>	<b>At Age Expectation</b>	<b>Total</b>
Deaf	19 (8.3%)	26 (11.3%)	185 (80.4%)	<b>230</b>
Hard of Hearing	37 (4.9%)	96 (12.6%)	629 (82.5%)	<b>762</b>
All Other	5,475 (9.2%)	9,715 (16.3%)	44,332 (74.5%)	<b>59,522</b>

**Table 6. Age Expectation Counts and Percentages for *Literacy Domain* (Fall 2024) for *PTK (3-5)***

<b>PTK</b>	<b>Not at Age Expectation</b>	<b>Close to Age Expectation</b>	<b>At Age Expectation</b>	<b>Total</b>
Deaf	16 (7%)	24 (10.4%)	190 (82.6%)	<b>230</b>
Hard of Hearing	46 (6%)	79 (10.4%)	637 (83.6%)	<b>762</b>
All Other	5,380 (9%)	8,905 (15%)	45,237 (76%)	<b>59,522</b>

**Table 7. Age Expectation Counts and Percentages for *Language Domain* (Spring 2025) for *Infants/Toddlers (Birth to Age 3)***

<b>Infants / Toddlers</b>	<b>Not at Age Expectation</b>	<b>Close to Age Expectation</b>	<b>At Age Expectation</b>	<b>Total</b>
Deaf	9 (4.2%)	39 (18.2%)	166 (77.6%)	<b>214</b>
Hard of Hearing	16 (1.6%)	120 (11.9%)	876 (86.6%)	<b>1,012</b>
All Other	212 (6%)	663 (18.7%)	2,673 (75.3%)	<b>3,548</b>

**Table 8. Age Expectation Counts and Percentages for *Language Domain* (Spring 2025) for *PTK (3-5)***

<b>PTK</b>	<b>Not at Age Expectation</b>	<b>Close to Age Expectation</b>	<b>At Age Expectation</b>	<b>Total</b>
Deaf	22 (7.6%)	28 (9.7%)	238 (82.6%)	<b>288</b>
Hard of Hearing	44 (4.8%)	108 (11.7%)	769 (83.5%)	<b>921</b>
All Other	5,520 (7.4%)	10,296 (13.9%)	58,338 (78.7%)	<b>74,154</b>

**Table 9. Age Expectation Counts and Percentages for *Literacy Domain* (Spring 2025) for *PTK (3-5)***

<b>PTK</b>	<b>Not at Age Expectation</b>	<b>Close to Age Expectation</b>	<b>At Age Expectation</b>	<b>Total</b>
Deaf	22 (7.6%)	25 (8.7%)	241 (83.7%)	<b>288</b>
Hard of Hearing	48 (5.2%)	94 (10.2%)	779 (84.6%)	<b>921</b>
All Other	5,507 (7.4%)	9,188 (12.4%)	59,459 (80.2%)	<b>74,154</b>

Tables 10 through 12 show trends across time (fall 2022 through spring 2025) in the counts and percentages of infants and toddlers (birth to age 3) with IFSPs who are deaf, hard of hearing, or not identified as deaf or hard of hearing for the Language domain.

**Table 10. Comparison of Age Expectation Counts and Percentages for the Language Domain (Fall 2022 through Spring 2025) for Deaf Infants/Toddlers (Birth to Age 3)**

<b>Infant/Toddlers Identified as Deaf</b>	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Fall 2023</b>	<b>Spring 2024</b>	<b>Fall 2024</b>	<b>Spring 2025</b>
At Age Expectations	184 (81.4%)	181 (77.7%)	181 (78.7%)	212 (80.6%)	225 (86.5%)	166 (77.6%)
Close to Age Expectations	38 (16.8%)	45 (19.3%)	39 (17%)	39 (14.8%)	27 (10.4%)	39 (18.2%)
Not at Age Expectations	4 (1.8%)	7 (3.0%)	10 (4.3%)	12 (4.6%)	8 (3.1%)	9 (4.2%)

**Table 11. Comparison of Age Expectation Counts and Percentages for the Language Domain (Fall 2022 through Spring 2025) for Hard of Hearing Infants/Toddlers (Birth to Age 3)**

<b>Infant/Toddlers Identified as Hard of Hearing</b>	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Fall 2023</b>	<b>Spring 2024</b>	<b>Fall 2024</b>	<b>Spring 2025</b>
At Age Expectations	1,107 (87.8%)	1,001 (86.9%)	997 (85.7%)	976 (87.7%)	1,005 (84.8%)	876 (86.6%)
Close to Age Expectations	121 (10.4%)	126 (10.9%)	140 (12%)	117 (10.5%)	153 (12.9%)	120 (11.9%)
Not at Age Expectations	20 (1.7%)	25 (2.2%)	26 (2.2%)	20 (1.8%)	27 (2.3%)	16 (1.6%)

**Table 12. Comparison of Age Expectation Counts and Percentages for the Language Domain (Fall 2022 through Spring 2025) for All Other Children with IFSPs (Birth to Age 3)**

Infant/Toddlers	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
At Age Expectations	2,654 (72.2%)	2,716 (75.4%)	2,435 (73.4%)	2,568 (74.5%)	2,579 (72.5%)	2,673 (75.3%)
Close to Age Expectations	786 (21.4%)	673 (18.7%)	683 (20.6%)	650 (18.9%)	762 (21.4%)	663 (18.7%)
Not at Age Expectations	234 (6.4%)	213 (5.9%)	201 (6.1%)	228 (6.6%)	215 (6%)	212 (6%)

Tables 13 through 15 show trends across time (fall 2022 through spring 2025) in the counts and percentages of children three to five with IEPs who are deaf, hard of hearing, or not deaf or hard of hearing for the Language domain.

**Table 13. Comparison of Age Expectation Counts and Percentages for the Language Domain (Fall 2022 through Spring 2025) for Deaf PTK (3-5)**

PTK Identified as Deaf	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
At Age Expectations	130 (74.7%)	159 (71.0%)	156 (77.6%)	185 (78.1%)	185 (80.4%)	238 (82.6%)
Close to Age Expectations	32 (18.4%)	48 (21.4%)	32 (15.9%)	35 (14.8%)	26 (11.3%)	28 (9.7%)
Not at Age Expectations	12 (6.9%)	17 (7.6%)	13 (6.5%)	17 (7.2%)	19 (8.3%)	22 (7.6%)

**Table 14. Comparison of Age Expectation Counts and Percentages for the Language Domain (Fall 2022 through Spring 2025) for Hard of Hearing PTK (3-5)**

PTK Identified as Hard of Hearing	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
At Age Expectations	533 (83.0%)	673 (84.8%)	496 (82.1%)	623 (85.0%)	629 (82.5%)	769 (83.5%)
Close to Age Expectations	72 (11.2%)	79 (9.9%)	79 (13.1%)	75 (10.2%)	96 (12.6%)	108 (11.7%)
Not at Age Expectations	37 (5.8%)	42 (5.3%)	29 (4.8%)	35 (4.8%)	37 (4.9%)	44 (4.8%)

**Table 15. Comparison of Age Expectation Counts and Percentages for the Language Domain (Fall 2022 through Spring 2025) for All Other PTK (3-5) with IEPs**

Preschoolers/TK/K	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
At Age Expectations	27,610 (75.3%)	40,045 (78.5%)	30,196 (74.5%)	41,900 (77.6%)	44,332 (74.5%)	58,338 (78.7%)
Close to Age Expectations	5,939 (16.2%)	7,318 (14.3%)	6,836 (16.9%)	8,123 (15%)	9,715 (16.3%)	10,296 (13.9%)
Not at Age Expectations	3,131 (8.5%)	3,654 (7.2%)	3,482 (8.6%)	3,958 (7.3%)	5,475 (9.2%)	5,520 (7.4%)

Tables 16 through 18 show trends across time (fall 2022 through spring 2025) in the counts and percentages children birth to five with IEPs or IFSPs who are deaf, hard of hearing, or not deaf or hard of hearing for the Language domain.

**Table 16. Comparison of Age Expectation Counts and Percentages for the Language Domain (Fall 2022 through Spring 2025) for Deaf Children (Birth through age 5)**

Infant/Toddlers & Preschoolers/TK/K (Birth through Age 5) Identified as Deaf	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
At Age Expectations	314 (78.5%)	340 (74.4%)	337 (78.2%)	397 (79.4%)	410 (83.7%)	404 (80.5%)
Close to Age Expectations	70 (17.5%)	93 (20.4%)	71 (16.5%)	74 (14.8%)	53 (10.8%)	67 (13.3%)
Not at Age Expectations	16 (4.0%)	24 (5.3%)	23 (5.3%)	29 (5.8%)	27 (5.5%)	31 (6.2%)

**Table 17. Comparison of Age Expectation Counts and Percentages for the Language Domain (Fall 2022 through Spring 2025) for Hard of Hearing Children (Birth through age 5)**

Infant/Toddlers & Preschoolers/TK/K (Birth through Age 5) Identified as Hard of Hearing	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
At Age Expectations	1,550 (86.1%)	1,674 (86.0%)	1,493 (84.5%)	1,599 (86.6%)	1,634 (83.9%)	1,645 (85.1%)
Close to Age Expectations	193 (10.7%)	205 (10.5%)	219 (12.4%)	192 (10.4%)	249 (12.8%)	228 (11.8%)
Not at Age Expectations	57 (3.2%)	67 (3.4%)	55 (3.1%)	55 (3%)	64 (3.3%)	60 (3.1%)

**Table 18.** Comparison of Age Expectation Counts and Percentages for the **Language Domain** (Fall 2022 through Spring 2025) for **All Other Children with IFSPs and IEPs (Birth through Age 5)**

Infant/Toddlers & PTK (Birth through Age 5)	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
At Age Expectations	30,264 (75.0%)	42,761 (78.3%)	32,631 (74.4%)	44,468 (77.4%)	46,911 (74.4%)	61,011 (78.5%)
Close to Age Expectations	6,725 (16.7%)	7,991 (14.6%)	7,519 (17.2%)	8,773 (15.3%)	10,477 (16.6%)	10,959 (14.1%)
Not at Age Expectations	3,365 (8.3%)	3,867 (7.1%)	3,683 (8.4%)	4,186 (7.3%)	5,690 (9%)	5,732 (7.4%)

Tables 19 through 21 show trends across time (fall 2022 through spring 2025) in the counts and percentages of children three to five with IEPs who are deaf, hard of hearing, or not deaf or hard of hearing for the Literacy domain.

**Table 19.** Comparison of Age Expectation Counts and Percentages for the **Literacy Domain** for **Deaf PTK (3-5)** (Fall 2022 through Spring 2025)

PTK (3-5) Children Identified as Deaf Only	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
At Age Expectations	134 (77.0%)	168 (75.0%)	155 (77.1%)	195 (82.3%)	190 (82.6%)	241 (83.7%)
Close to Age Expectations	27 (15.5%)	37 (16.5%)	37 (18.4%)	27 (11.4%)	24 (10.4%)	25 (8.7%)
Not at Age Expectations	13 (7.5%)	19 (8.5%)	9 (4.5%)	15 (6.3%)	16 (7%)	22 (7.6%)

**Table 20.** Comparison of Age Expectation Counts and Percentages for the **Literacy Domain** for **Hard of Hearing PTK (3-5)** (Fall 2022 through Spring 2025)

<b>PTK (3-5) Children Identified as Hard of Hearing Only</b>	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Fall 2023</b>	<b>Spring 2024</b>	<b>Fall 2024</b>	<b>Spring 2025</b>
At Age Expectations	538 (83.8%)	682 (85.9%)	503 (83.3%)	624 (85.1%)	637 (83.6%)	779 (84.6%)
Close to Age Expectations	64 (10.0%)	67 (8.4%)	69 (11.4%)	71 (9.7%)	79 (10.4%)	94 (10.2%)
Not at Age Expectations	40 (6.2%)	45 (5.7%)	32 (5.3%)	38 (5.2%)	46 (6%)	48 (5.2%)

**Table 21.** Comparison of Age Expectation Counts and Percentages for the **Literacy Domain** (Fall 2022 through Spring 2025) for **All Other PTK (3-5) with IEPs**

<b>PTK (3-5) Children</b>	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Fall 2023</b>	<b>Spring 2024</b>	<b>Fall 2024</b>	<b>Spring 2025</b>
At Age Expectations	28,164 (76.8%)	40,759 (79.9%)	30,890 (76.2%)	42,700 (79.1%)	45,237 (76%)	59,459 (80.2%)
Close to Age Expectations	5,512 (15.0%)	6,692 (13.1%)	6,241 (15.4%)	7,332 (13.6%)	8,905 (15%)	9,188 (12.4%)
Not at Age Expectations	3,004 (8.2%)	3,566 (7.0%)	3,383 (8.4%)	3,949 (7.3%)	5,380 (9%)	5,507 (7.4%)

## Summary of Results

This report compares status relative to age expectations and progress in language and literacy development between deaf and hard of hearing (DHH) infants and toddlers (ages 0–3) and children three to five (PTK) to their peers in CDE programs with IFSPs and IEPs who were not identified as DHH. It also examines patterns across three school years (2022–23, 2023–24, and

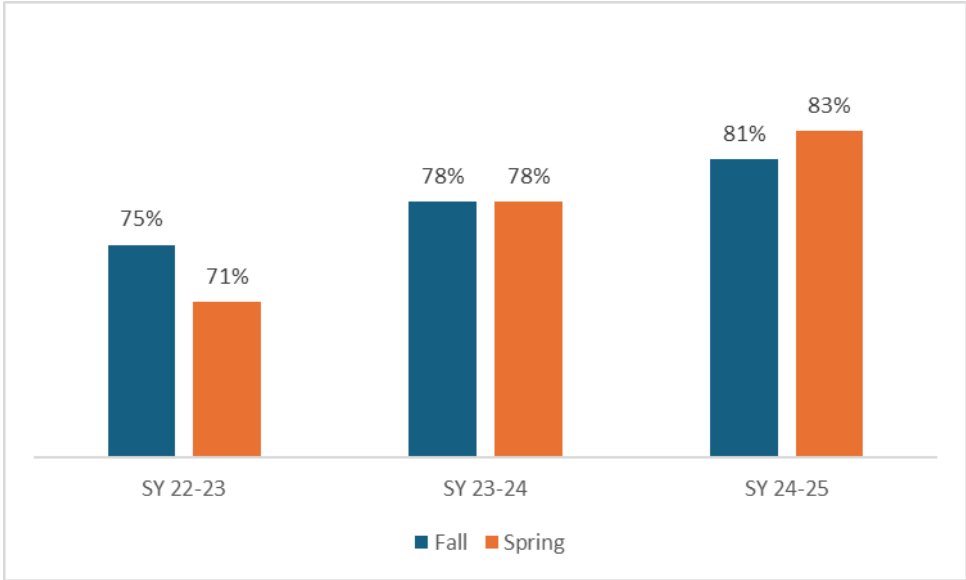
2024–25) to understand how performance has changed over time. Below are some highlights from the results.

Deaf and hard of hearing children, both infants and toddlers and PTK children, are demonstrating strong outcomes in language and literacy, often surpassing their peers with other disabilities. Across the three school years, the percentage of children meeting age expectations in language remains high, with most assessment periods showing 77–81% for deaf infants and toddlers and 80–88% for hard of hearing infants and toddlers. However, the data also highlight an emerging gap between DHH PTK children and DHH infants and toddlers. This suggests that ongoing attention to transition from Part C to Part B and services and supports in PTK settings is critical to sustaining the gains of early intervention.

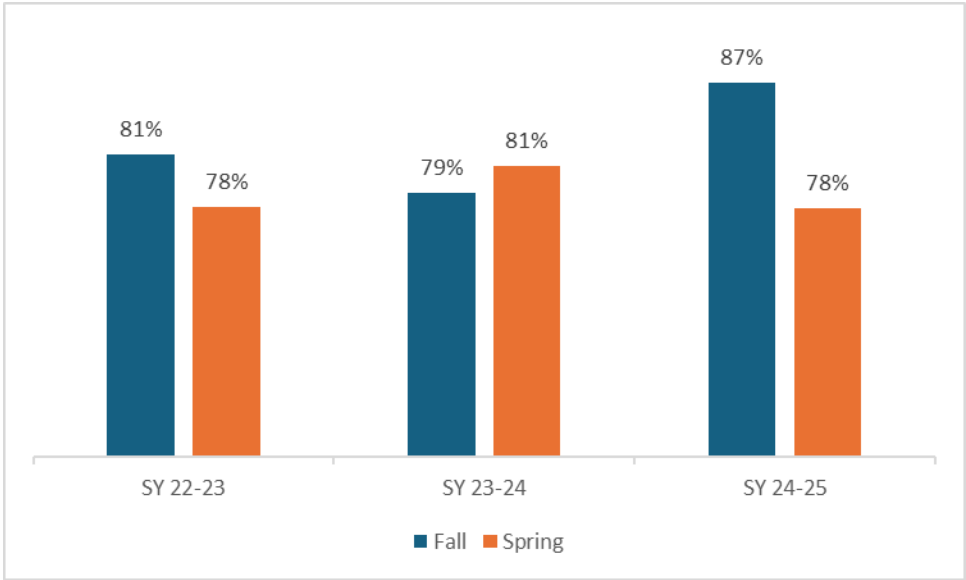
In Spring 2023 we saw fewer deaf PTK children functioning at age expectations than we did in the first half of the school year (fall 2022). This indicates a decline in the cohort's performance after a year of program participation. Since the 2022-2023 school year, we have seen this trend steadily reverse, and we now see more deaf PTK children functioning at age expectation in the spring of 2025 than the fall of 2024.

In contrast, cohorts of deaf infants and toddlers show a more variable pattern, with a high percentage of deaf infants and toddlers at age expectations in the fall followed by a lower percent in the spring. For example, in Fall 2024 87% of deaf infants and toddlers were meeting age expectations and only 78% in spring 2025. Because these spring declines appear only in deaf infants and toddlers and are not observed among hard of hearing infants and toddlers or deaf PTK children the pattern is unlikely to be a simple seasonal artifact and may instead reflect later identification and reduced early language access within this subgroup (Harris et al., 2022).

**Figure 1.** Percent of Deaf PTK Children Functioning at Age Expectations in Language Spring and Fall SY 22-23 to SY 24-25



**Figure 2.** Percent of Deaf Infants and Toddlers Functioning at Age Expectation in Language Spring and Fall SY 22-23 to SY 24-25



Analysis of the 2024–25 data shows that in fall 2024, 3.1% of deaf infants and toddlers were below age expectations in language compared to 8.3% of Deaf PTK children. In Fall 2024, 2.3% of hard of hearing infants and toddlers were below age expectations in language compared to

4.9% of hard of hearing PTK children, meaning hard of hearing PTK children are more likely to be below age expectations compared to hard of hearing infants and toddlers. In Spring 2025, 4.2% of deaf infants and toddlers and 7.6% of deaf PTK children were below age expectations. For hard of hearing children, the gap remained ,1.6% hard of hearing infants and toddlers and 4.8% hard of hearing PTK children were below age expectations meaning hard of hearing PTK children were more likely to be below age expectations compared to hard of hearing infants and toddlers.

Importantly, differences were not limited to IT–PTK comparisons. In Spring 2025, deaf infants and toddlers were more likely than their hard of hearing peers to be functioning below age expectations in language. This within-age-group gap highlights that disparities in language access can emerge early, well before PTK.

Taken together, these findings point to the importance of targeted early intervention and ongoing language support across the birth-to-five continuum, with a focus on preventing early gaps from widening in later years.

## **References**

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