



Bridging Assessment to Instruction
for Better Preschool thru Kindergarten Outcomes

Laura N. Peterson, EdD & Karen L. Anderson, PhD
Supporting Success for Children with Hearing Loss
2017 Conference



Objectives:

- ▶ 1. To be able to state a rationale for using assessment data to provide individualized goals in a program for pre-school children with hearing loss.
- ▶ 2. To understand the relationships between results in each area of the Assessment Wheel (*Steps to Assessment*) and specific goals
- ▶ 3. Provide objectives and sample activities for case study results in each area.



Identification and intervention may decrease the effects of hearing loss on development, but they do not eliminate them.

Standard scores of approximately 80-88 are typical



“Language within age expectations”

Yoshinaga-Itano 2000 research on impact of EI:

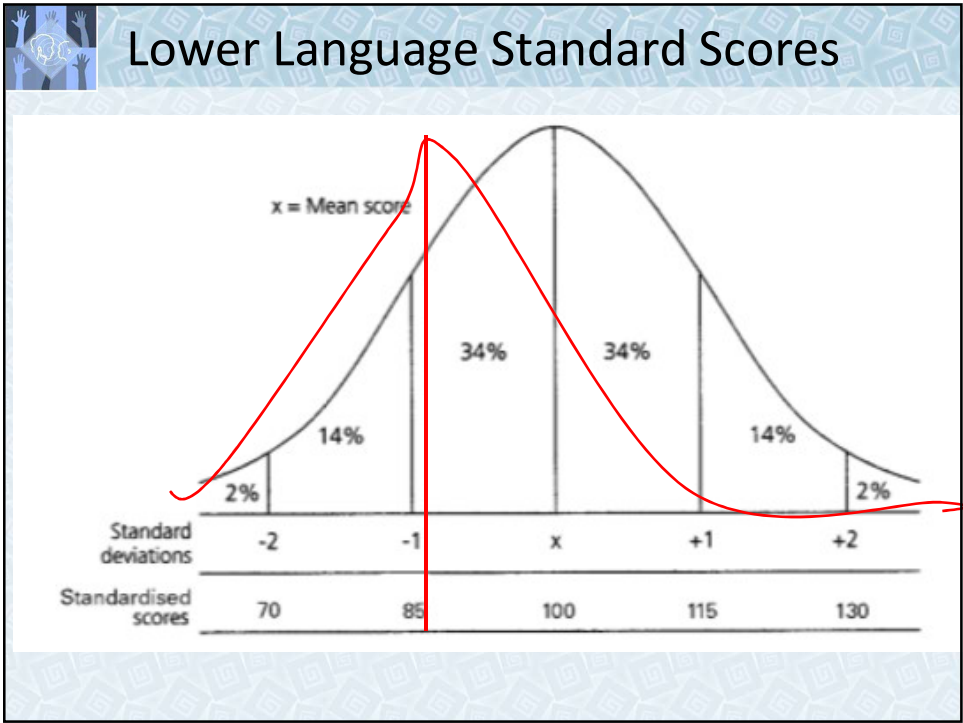
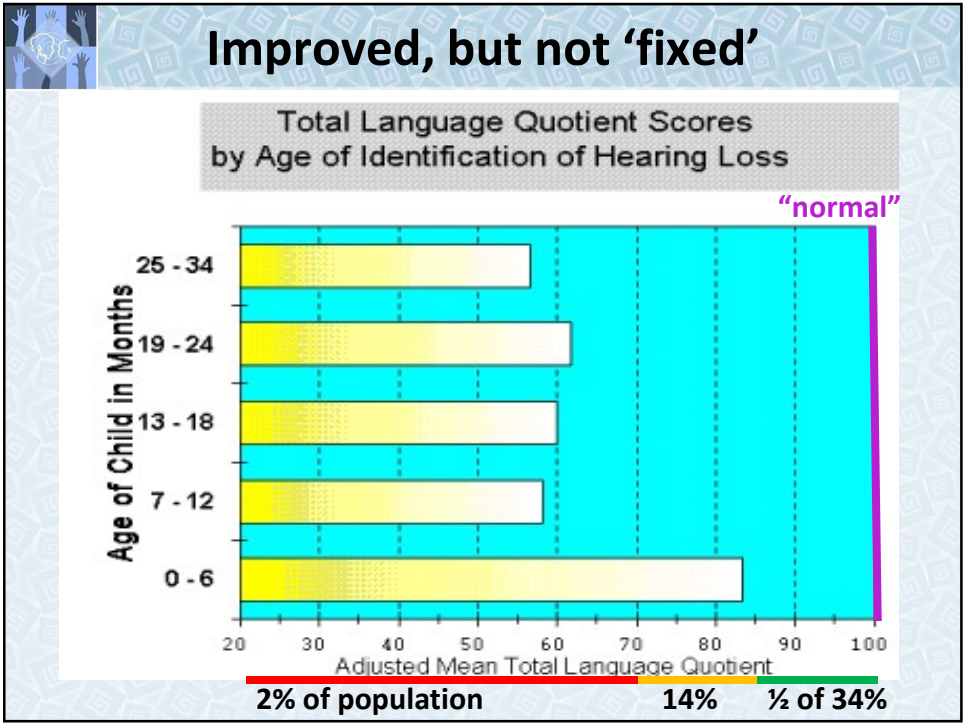
72 Infants with hearing loss identified before 6 months were matched with 78 infants with hearing loss identified after 6 months for the following variables:

- Gender
- Ethnicity
- Degree of HL
- Mode of communication
- Cognitive ability (<CQ 80 or >CQ 80)



Age at Data Collection

- | | |
|----------------|--------------|
| – 13-18 months | 25-30 months |
| – 19-24 months | 31-36 months |





Research by Susan Nittrour, PhD

- extensive and sensitive test instruments
- on measures of auditory comprehension, children with hearing loss who had EI averaged 86-88, or about -1SD
- finding of 'low average' has been documented in a variety of research studies. (*Marshark & Spencer; Evidence-Based Practice*)
- a lot of language learning occurs after starting school including development of phonological awareness skills until age 12 and syntactic learning from ages 5-10.
- consistent finding across research is that hearing loss causes no learning 'disorder' – cognition is fine.
- sensory input issues that impact memory/storage which delays development of phonological, grammatical, working memory, expressive vocabulary skills, pragmatics and listening and reading comprehension.



Hearing Loss is not the same as other Special Education populations

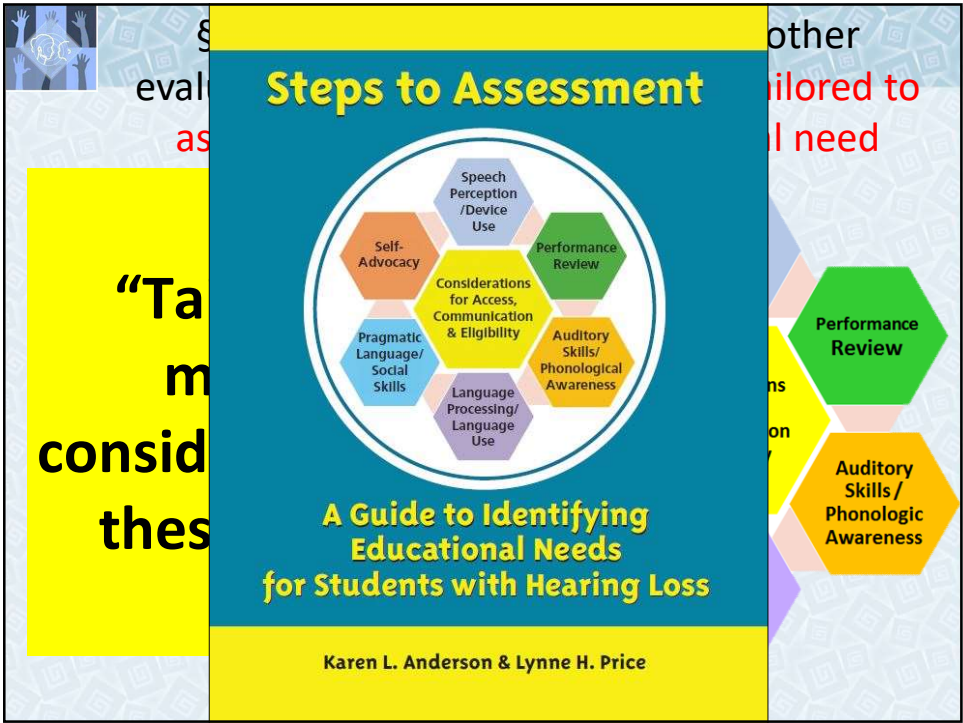
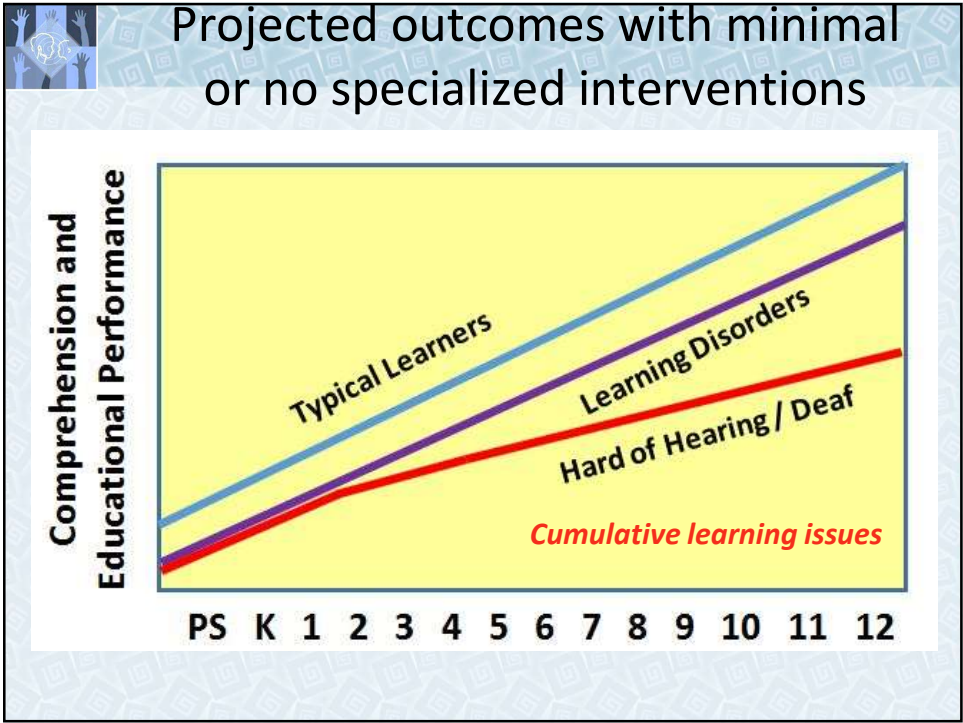
Hearing loss is an **ACCESS Issue** creating barriers to learning in the typical classroom environment and impacting social interactions.

This *invisible* barrier is **why it is necessary to consider functional performance** in the classroom across situations

CUMULATIVE learning gaps due to incidental learning/overhearing deficits

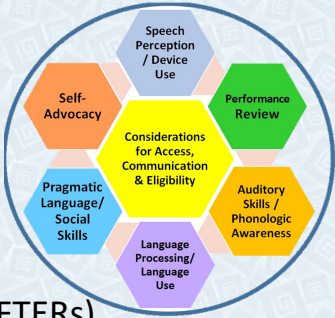


The unique needs of hard of hearing students are often minimized because they are not 'Deaf enough'



Quick short summary of recommended assessments

- Speech Perception:
 - ELFLing
 - Functional Listening Evaluation
 - Iowa Medial Consonant Test
- Performance Review:
 - Preschool SIFTER (Elem and Sec SIFTERS)
 - PARC
 - Classroom observation
 - (LIFE-R)



Quick short summary of recommended assessments

- Auditory Skills:
 - LittleEars Questionnaire
 - FAPI –Compass Test
 - APT-HI –CAST
 - Cottage (CASLLS) –DTAP (6+)
- Phonological Awareness:
 - Test Of Preschool Emerging Literacy (TOPEL)
 - Phonological Awareness Test (PAT)
 - Classroom observation
 - Test of Auditory Processing Skills – TAPS (6+)



Quick short summary of recommended assessments

- Language Use/Processing:
 - PLS-5 -MCDI -TACL
 - TASL -TAGS -CELF-5
 - ROWPVT -PPVT-4
 - Listening Comprehension Test
- Social/Pragmatics Skills:
 - TOMI -The Pragmatics Checklist
 - PLSI (5+) -PLOS (8+)
 - Social Language Development Test (SLDT) (6+)
 - CELF-5 subtest
 - Social skills checklists



Quick short summary of recommended assessments

- Self-Advocacy:
 - SEAM – Student Expectations for Advocacy & Monitoring Hearing Tech
 - Hearing Aid Independence & Self-Advocacy Skill Expectations Checklist
 - Functional Assessment of Hearing Device Independence Skills
 - LIFE-R Student Appraisal (8+) Teacher Appraisal (K+)
 - Social skills checklists

THIS IS NOT AN EXHAUSTIVE LIST! EXAMPLES ONLY.
Speech and language assessment not addressed enough!
We assume that the DHHT and SLP will be collaborating!





Guiding Questions for Assessment

Steps to Assessment – Guiding Questions

Speech Perception

1. To what degree has the child’s learning been impacted by the auditory input?”
2. What is the child’s record of technology usage?
3. How does distance and noise impact the student’s ability to perceive speech?
4. Which sounds does the child miss consistently that impact speech perception accuracy?
5. What is the estimate of the child’s ability in typical classroom conditions?
6. Does the child have a complete understanding of his ability to perceive in different situations?

Performance Review

1. What is the academic achievement of the child compared to typical cognitive peers? (initial placement)
2. Is the child continuing to progress in the identified areas of educational need or do additional interventions need to be implemented to assure goal attainment? (re-evaluation)
3. Other than hearing loss, does the child need specially designed instruction?
4. How does the hearing loss impact classroom functioning, access, and participation?
5. What is the benefit from personal amplification or assistive hearing technology in the classroom?
6. Have acoustic needs been accommodated in all classrooms based on setting and activity?



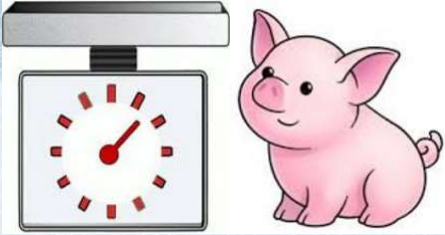
NOW ON TO BRIDGING!



From Assessment to Goal Setting

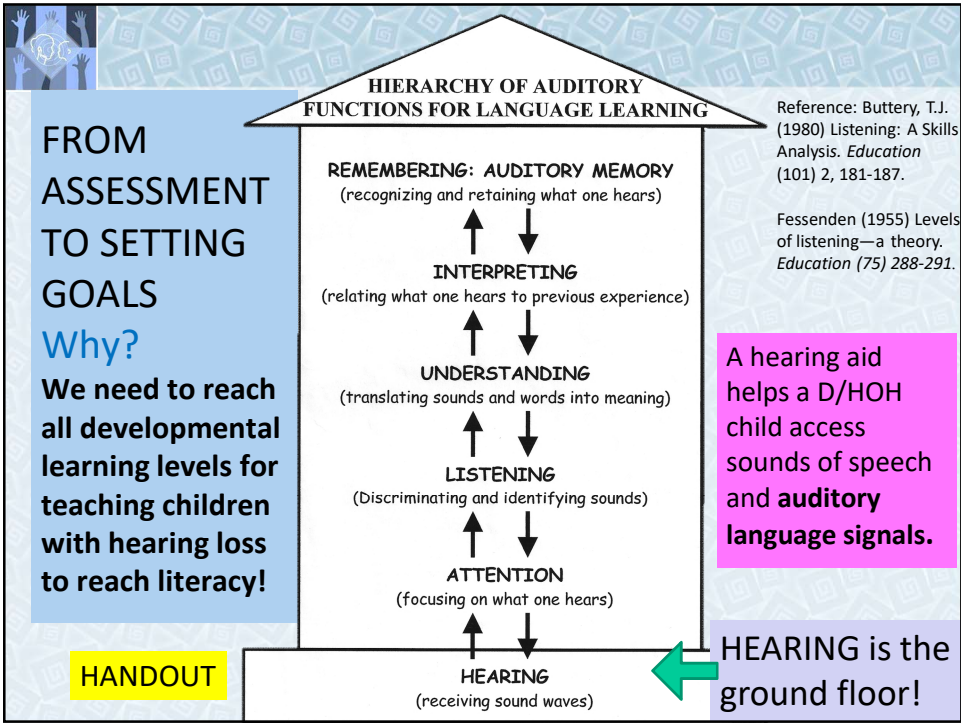
Why is this important?





**Weighing the hog, does not
improve the taste of the pork.**

**Assessing student abilities is not just
for eligibility. It provides the
information needed to know **WHAT**
to work on and **WHERE** to start.**

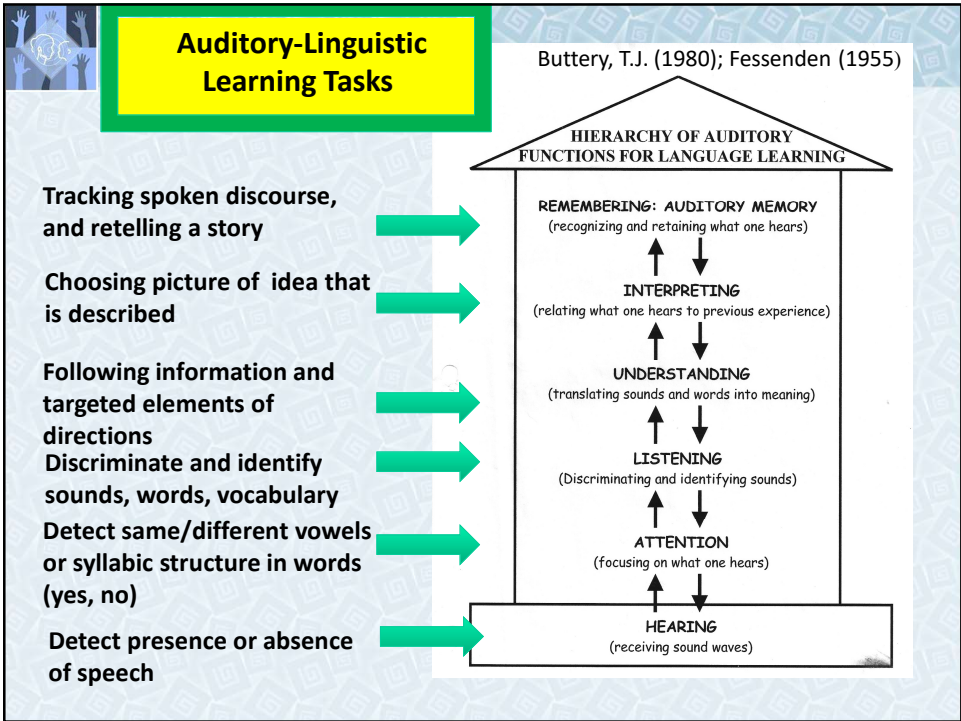




Isn't Access to *Hearing* Enough?

“Good technology and consistent use is a critical factor in the natural development of auditory skills, but cannot guarantee progress of skill development without specific auditory intervention.” (Anderson, K. and others....)

No...We need access to *AUDITORY LEARNING* and individualized intervention.. WHAT?





WHAT CONTROVERSY?

- The question of assessment is not to **label the child visual or auditory or both---** but to ask what is the child **ABLE** to dowith appropriate objectivesin appropriate supported instruction ... to scaffold them to highest level of comprehension as their *hearing peers*..... to become *independent* in their social and home community... sooooo.
- . . . Be wary of CONTINUUMS that are dichotomous
“Two Dimensional” CLASSIFICATION SCHEMES and/or
“WE DO IT ALL” CLASSROOM SCHEMES.



CAUTION * FLAG

The “Auditory Learning Continuum”



AUDITORY	AUDITORY	AUDITORY-VISUAL	VISUAL	VISUAL:
Does not require clarification of instruction visually.	with support for clarification	Equal need for auditory and visual supports	with auditory identification of some words and phrases	Does not understand spoken words and phrases
“A”	Av	AV	Va	“V”

(Robbins, 2001; Nussbaum, et al, 2004; Brennan, 2014)

*** BE SURE your support IS FLUID and BASED ON ASSESSMENT OF AUDITORY PROCESSING and NOT based on PRE-EXISTING LABELS, OPINIONS, OR SCHOOL PROGRAM.**



TO BRIDGE TO PRE-SCHOOL LEARNING:

**Teaching is not “Black,” “White”,
“Dark Gray” or “Light Gray”**

Our teaching should depend on the individual comprehensive assessment by qualified providers, competent in the family’s choice of communication, not upon the program in which you find the child.

A child with multiple learning issues and special class placement needs careful assessment by qualified providers to determine use of visual supports when needed in instructional activities.



ANALOGOUS EXAMPLE: CHILDREN w/HEARING LOSS:

What kind of progress is this?



It all looks good but it is not helping either the “teacher” or the “listener.”



What if a child is a “visual learner?”

NEWS FLASH: <http://www.urbanchildinstitute.org/why-0-3/baby-and-brain>

All 3 year old children are “visual learners” by reason of brain development because they typically achieve full binocular vision maturity by **12 months old**.

Pre-Schoolers (2’s and 3’s) access/respond to sight sooner because auditory cortical development continues to consolidate in the first three years. We teach listening to stimulate their auditory brain to develop fully!

Herschkowitz N. Neurological bases of behavioral development in infancy. Brain & Development. 2000;22:411-416; Knickmeyer RC, Gouttard S, Kang C, et al. A structural MRI study of human brain development from birth to 2 years. Journal of Neuroscience. 2008;28(47):12176-12182.



What if a child has visual language support *already* in his special program and truly does not understand instruction auditorily?

This is *exactly* why you do...

- **COMPREHENSIVE** assessments of communication; including development of auditory, language, speech perception and advocacy skills.
- **DO SPECIFIC TESTING** to understand learning needs in different contexts
- **WRITE OBJECTIVES** based on individual results and needs that lead to communication access of this child to his hearing peers and his community!



SUPPORT for *Individual* Students

- Children with hearing loss are a heterogeneous complex group of learners. **40% may:**

BE GENERALLY DEVELOPMENTALLY DELAYED CHILD- Cognitive delay in non-verbal areas; not adaptive

BE DIFFERENTLY LEARNING CHILD: Language/communication issues in context of social communication, autism spectrum

HAVE SENSORY- MOTOR AND NEUROLOGIC DISABILITIES: Sensory- impaired, Central Processing, Motor development, syndromic

HAVE ATTENTIONAL AND INTELLECTUAL DIFFERENCES: Deficits of Attention/Persistence; Gifted, Executive Function issues



SUPPORT for *Individual* Students

60% have only hearing loss due to a variety of factors, mostly genetic, congenital, or hereditarily related, potentially complicated by

- AGE of DIAGNOSIS
- AGE OF FITTING
- AGE OF INTERVENTION
- AGE OF ACCESS TO APPROPRIATE PERSONNEL

.....BUT ALL CHILDREN WITH HEARING LOSS WILL BENEFIT IF WE HAVE THE HIGHEST EXPECTATIONS!

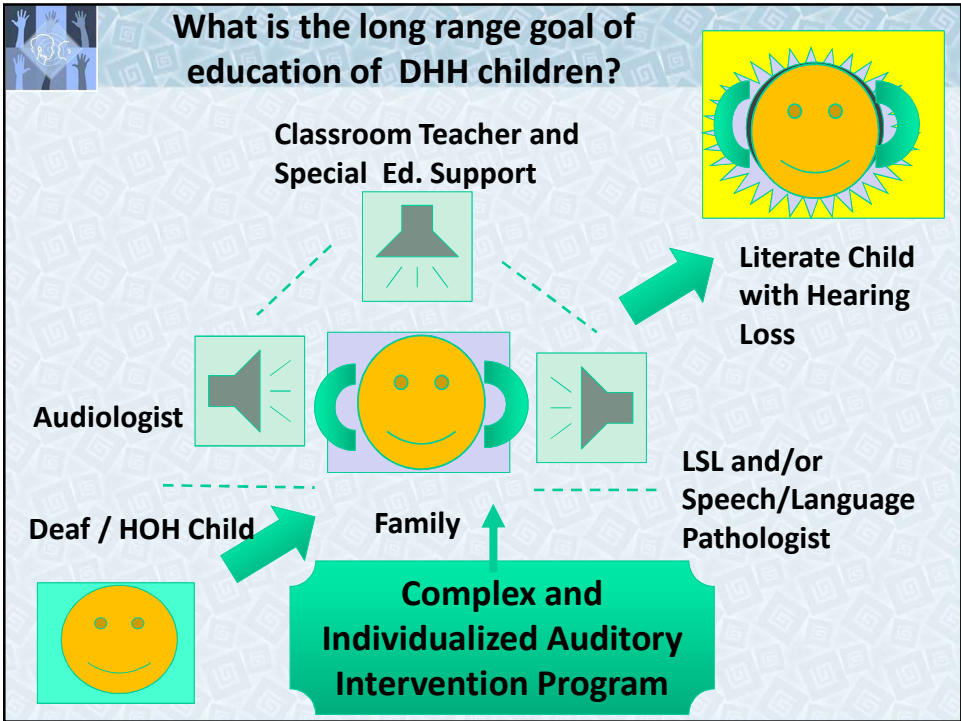


Establish **CONDITIONS** in objectives:

Every child has potential ...start with long term goals, your objectives at their level, stimulate one level above and know how to achieve your long term goals. As a teacher we have awesome responsibilities.

- **COGNITIVE COMPLEXITY:** auditory memory; level of familiarity: routine/review v. unfamiliar, academic v. social/personal
- **ACC** And remember to set 80%- 90% accuracy for skill to be learned!
- **LANGUAGE COMPLEXITY:** Content: vocabulary; Form: syntax, morphology; Function: conversation,

REMEMBER TO LOOK AT ALL TEST RESULTS to get a BIG picture of how this child is learning .. get input from several team members including VERY importantly... the FAMILY !





CLASSROOM SELF-ASSESSMENT

Excellence in Teaching:
Applying and Integrating
Speech, Language, and
Listening Assessment for
Teachers in Classrooms
of Children with Hearing
Loss (Peterson, 1993)

HANDOUT

EXCELLENCE IN TEACHING: APPLYING AND INTEGRATING SPEECH, LANGUAGE, AND LISTENING- ASSESSMENT FOR TEACHERS IN CLASSROOMS OF CHILDREN WITH HEARING LOSS

By Laura N. Peterson, Ed.D., CCC/SP, CED (Int.), LSLS Cert. AVT
Developed for Texas AG BELL Association for the Deaf and Hard of Hearing Conference (1993)*

*This checklist may be used informally to determine if speech, language, and listening development are integrated into classroom teaching and learning where it is stated that equal or greater emphasis is on communication using an auditory modality. It is for informal use only, but the statements are based on evidence-based behaviors for promoting listening and spoken language development. "Teacher" in this checklist refers to any faculty, assistant, administrator, clinician or professional interacting with child in the educational setting.

SCHOOL: _____ GRADE: _____ YEAR: _____

DATE: V, * -	DATE: V, * -	DATE: V, * -	I. CONVERSATIONAL BEHAVIORS (adapted from Cole, 1992)
A. Responding to the Child			
			1. Does the teacher/clinician/professional recognize the child's communicative attempts?
			2. Does the teacher/clinician/professional respond to the child's communicative attempts?
			3. Does the teacher/clinician/professional imitate the child's productions to promote verbalization and turn-taking?
			4. Does the teacher/clinician/professional provide child with the words appropriate to what he/she apparently wants to express?
B. Establishing Shared Attention			
			1. Does the teacher talk about what the child is experiencing, feeling, looking at, and doing other than in instructional time?
			2. Does the teacher use voice first to attract child's attention to objects, events, and self?
			3. Does the teacher use body movement, gestures, touch appropriately in attracting the child's attention to objects and events?
C. General Spoken Language Stimulation			
			1. Does the teacher use phrases and sentences of appropriate length and complexity?
			2. Does the teacher pause expectantly after speaking to encourage the child to respond?
			3. Does the teacher speak to the child with appropriate reate, intensity, and pitch?
			4. Does the teacher use interesting and animated voice?
			5. Does the teacher use normal, unexaggerated mouth movements?
			6. Does the teacher use audition-maximizing techniques?
			7. Does the teacher use appropriate gesture?



How we will cover today's material

Karen will present assessment results about
Willy and Elise



Laura will present the
BRIDGE to strategies
and instruction examples



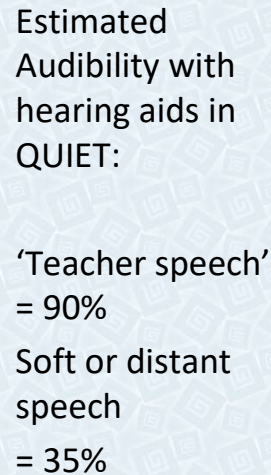


CASE EXAMPLES THROUGHOUT



Willy

- Age 36 months. 55-70dB bilateral loss.
- Transitioned from EI to first Preschool class
- 20-30 dB aided hearing levels.
- Age of initial hearing aid fitting - 5 months
- Began using aids at 6 months, wearing 4-6 hours per day until 18 months with wear gradually increasing to 10 hours, or most waking hours/day.
- No additional disability issues identified



<http://successforkidswithhearingloss.com/tests>



ELFLing Results

- At a distance of 6 feet, typical of being preferentially seated in a classroom, Willy responds *only* to loudest and lowest pitch sounds ([u] oo, [i] ee, [ɔ] aw, m, + [S] sh) in quiet.
- Although he *detects* speech at 6 feet in noise (you ‘see’ that he hears you) the signal is not clear enough for consistent *understanding*.
- At further teaching distances (i.e., 10-15 feet), Willy’s detection of speech is very inconsistent.
- Thus, his “listening bubble” for optimal speech perception, and therefore language learning, is from 1-3 feet in quiet or noise. Therefore FM use is necessary and he will have significant difficulty understanding peers. So....

SPEECH PERCEPTION- ELFLING

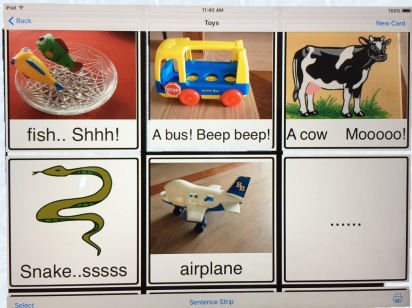
Detection of Ling Speech Sounds

**STRATEGY:**

Willy is not attending to sounds at a distance that he CAN hear in quiet up to 6 feet so he needs to be *taught to attend to sound* possibly with other technology, further amplification, and *practice* listening. If he can hear vowels and “sh” and “th,” he can *learn to detect* frication of “s” sound at 3 to 6 feet *in quiet*.

**ACTIVITY:**

Willy needs a listening check routine such as by the “Picture Card” i-Pad APP: (Demonstration available)”





Listening Hierarchy Assessment

HANDOUT

A Listening Hierarchy Speech Discrimination Tool- Adapted from David Sindrey (1997). *Listening for Littles*.

STEP	CONTENT: The child will discriminate words from small, medium, and large closed sets, bridge sets, and identify from open sets.	EXAMPLES
1	Differences of supra-segmentals: duration, intensity, pitch	"Weeee" v. "down"; v. 1,2,3....Go! Puh puh puh puh puh (boat) v. Oohooohooohoooh
2	Words with different number of syllables	Hippopotamus v. Bird v. Baby Santa Claus v. hat v. doggie
3	Words with same number of syllables but different consonants and different vowels	Ball v. shoe v. dog
4	Words with same initial consonants but with different vowels.	Ball, belt, bird, bed
5	Words with initial consonants that differ by manner of production (nasal, fricative, plosives, stops, liquids) with same vowels	No (nasal) v. show (fricative) v. toe (plosives) Nip v. ship v. tip
6	Words with final consonants that differ by manner of production: (nasal, fricative, plosives, stops, liquids) with same vowels	Arm (nasal) v. "Art" (fricative) v. Art (plosives)
7	Words with final consonants that differ by voicing, same vowels	Mad v. mat Lid v. lit Tag v. tack wag v. wack Hiss v. His lose v. loose gaze v. ice
8	Words with initial consonants that differ by voicing, same vowels	Toes v. does tick v. Dick Tent v. dent Sue v. zoo Pet v. bet Jane v. chain
9	Words with initial consonants that differ by place of production, same vowels	doe v. go same vowels tool v. cool pie v. high
10	Words with final consonants that differ by place of production same vowels	Lob v. log Beat v. beak sick v. sit Cap v. cat

ASSESSMENT:
Check speech discrimination at lowest level: **STEP 1** (closed set) does he understand differences in speech when give both duration and intonation cues. ✓

If so, assess Level 2: discrimination of words with different number of syllables. ✓ = (7/10)

Willy's results: 



SPEECH PERCEPTION Results: **WILLY**

Listening Hierarchy Level 1 and Level 2

Associate onomatopaeia [animal sound] (toy) with verbal stimulus, e.g. "aaahaaahaaa" v. "hop hop"

Pattern Perception

"aaahh" v. "hop hop" = 70%

1 v. 2 Syllable "ball" v. "bathtub" = 70%

2 v. 3 syllable "baby" v. "ice cream cone" = 70% *

***70% is NOT mastery!**

EARLY SPEECH PERCEPTION TEST (ESPT)

Monosyllabic Words = 60%

Spondees = 60%



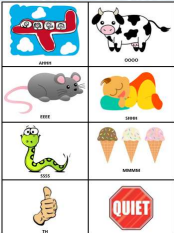


SPEECH PERCEPTION Assessment: **WILLY**

Auditory Listening Hierarchy Level 1 or Similar

**STRATEGY:**

Practice responding and turns w/ Learning to Listen Sounds until at least 6 syllables/ words are discriminated correctly in closed sets.



**ACTIVITY:**

Use fuzzy rabbit for “hop hop” and “airplane” for “ahhh.” Singsong voice for an airplane song and/or use I-pad app (Record your voice and take photos of your toys for *Picture Card*). Model the hop hop action of the rabbit and let the child take a turn. Then model the airplane while singing “ahhahhaahhaahaah” and child takes a turn to respond.



SPEECH PERCEPTION: **WILLY**

EARLY SPEECH PERCEPTION TEST (ESPT)

Pattern Perception (Low-Verbal)

- “aaahaahaa” v. “hop hop hop” = 90%

- One v. 3 syllables = 70%
- Two v. 3 syllables = 70%
- Monosyllabic Words = 60%
- Spondees (hotdog v. toothbrush) = 60%

Child is listening to words by *intonation patterns*, *still NOT* discriminating well by sounds in words!

Listening Hierarchy Assessment

STEP	CONTENT: The child will discriminate words from small, medium, and large closed sets, bridge sets, and identify from open sets.	EXAMPLES
1	Differences of supra-segmentals: duration, intensity, pitch	"Weeee~" v. "down," v. "1,2,3....Go!" Puh puh puh puh puh (boat) v. Oohooohooohoooh
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10	Words with final consonants that differ by place of production same vowels	Lob v. log Beat v. beak sick v. sit Cap v. cat

ACTIVITY:

Willy will do better with *real objects*, associated pictures, and active involvement.

- Put together collection of toys to show one, two, and three syllable words; take toys' pictures for Picture Card APP!
- Try Compass Cards, but separate the pictures and associate with actual objects.

Glendonald Auditory Screening Procedure (Erber, 1982)

STIMULUS-RESPONSE MODEL

	Speech Elements	Syllables	Words	Phrases	Sentences	Connected Discourse
RESPONSE TASK	1 Detection					
	Discrimination					
	Identification		2			
	Comprehension				3	

1 Phoneme Detection
2 Word Identification
3 Sentence-Question Comprehension



Glendonald Auditory Screening Procedure

GLENDONALD
AUDITORY
SCREENING
PROCEDURE
I

GASP I

Child: _____
Teacher: _____
Tester: _____
Date: _____

How was child tested?
HA _____
FM _____
Vis _____

L Bin R

I. PHONEME DETECTION—Place dot(s) in the yes/no box(es) to indicate child's response(s).

	beet	bit	bet	bat	pot	bought	book	boot	but	bird	no sound	nas.	lat.	voiced fricative	unvoiced fricative					
	i	ɪ	e	æ	ɑ	ɔ	u	ʊ	ʌ	ɜ		m	n	l	z	v	ð	s	f	θ
yes																				
no																				

GLENDONALD
AUDITORY
SCREENING
PROCEDURE
I

WILLY

Child: _____
Teacher: _____
Tester: _____
Date: _____

How was child tested?
HA _____
FM _____
Vis _____

L Bin R

I. PHONEME DETECTION—Place dot(s) in the yes/no box(es) to indicate child's response(s).

	beet	bit	bet	bat	pot	bought	book	boot	but	bird	no sound	nas.	lat.	voiced fricative	unvoiced fricative					
	i	ɪ	e	æ	ɑ	ɔ	u	ʊ	ʌ	ɜ		m	n	l	z	v	ð	s	f	θ
yes	3	6																		
no																				

Adapted from Erber (1982). Auditory Training. Washington, DC: A-G Bell Association

HANDOUT



GASP I ---VOWELS Results for Willy

Willy detects (YES, "I hear it!") three ELFLING vowels (3 ft, 6 ft):[a] [u] [i] ("ah" "ooh" "eee")

GASP I: He *hears* 10/10 vowels (Yes, "I hear it!")
[a] [u] [i] [ɪ] [ʌ] [E] [ɔ] [ʊ] [Er] or [ɜʹ] [æ]

.....BUT....

He hears them *all the same way*. HE DOES NOT consistently DISCRIMINATE one from another or from "short u" [ʌ].

He REALLY discriminates 5/10 or 50% of all vowels..

He needs a goal for this (auditory perceptual) 

GASP I ----CONSONANTS RESULTS Willy

Willy DETECTS all consonants (GASP I) INCLUDING all fricatives and liquids, and also voiced/voiceless plosives [b] [p] [t] [d] [k] [g], stops, and affricate sounds...BUT

....wait.... how does he hear them?

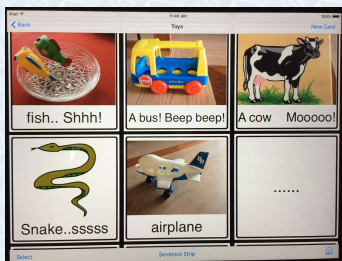
GASP I- **Willy** hears (DETECTS) all consonants but only discriminates nasals versus affricates. *He hears nasals [m] [n] the same way, liquids [l] [r] the same way, and fricatives [s][ʃ] [f] [z] as the same sound.*

He needs a goal for this. →

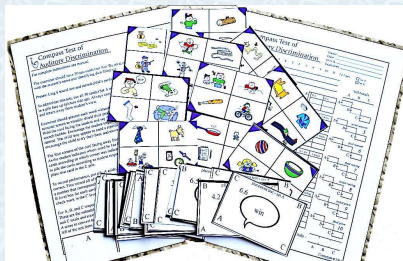
SPEECH PERCEPTION ACTIVITY- Willy

ACTIVITY:

Picture Card (APP) with Recorded Voice— You may customize your photos to match toys your student loves! Record your voice and others' familiar voices to label the speech sounds.



ACTIVITY: If Willy does *not* do well, try structured objectives of DASL curriculum: Patterning of CV syllables pp. 67- 75
better for Elise:



DASL overview

Auditory Comprehension

1. Listen for new information, ask sound questions
2. Follow directions using an open set
3. Ask questions about functions of a topic with picture support
4. Follow a story in a book while read by the teacher
5. Listen for new information
6. Answer a previously unknown word from context
7. Identify main characters
8. Identify main events
9. Identify main setting
10. Identify main problem
11. Identify main solution
12. Identify main conclusion
13. Identify main moral
14. Identify main theme
15. Identify main message
16. Identify main purpose
17. Identify main audience
18. Identify main tone
19. Identify main mood
20. Identify main style
21. Identify main genre
22. Identify main type
23. Identify main form
24. Identify main format
25. Identify main structure
26. Identify main organization
27. Identify main layout
28. Identify main design
29. Identify main appearance
30. Identify main look
31. Identify main feel
32. Identify main sound
33. Identify main taste
34. Identify main smell
35. Identify main texture
36. Identify main color
37. Identify main shape
38. Identify main size
39. Identify main weight
40. Identify main length
41. Identify main width
42. Identify main height
43. Identify main depth
44. Identify main volume
45. Identify main intensity
46. Identify main quality
47. Identify main quantity
48. Identify main frequency
49. Identify main duration
50. Identify main speed
51. Identify main direction
52. Identify main position
53. Identify main location
54. Identify main area
55. Identify main volume
56. Identify main length
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94. Identify main depth
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96. Identify main length
97. Identify main width
98. Identify main height
99. Identify main depth
100. Identify main volume

Auditory Subskills

Phonetic Listening

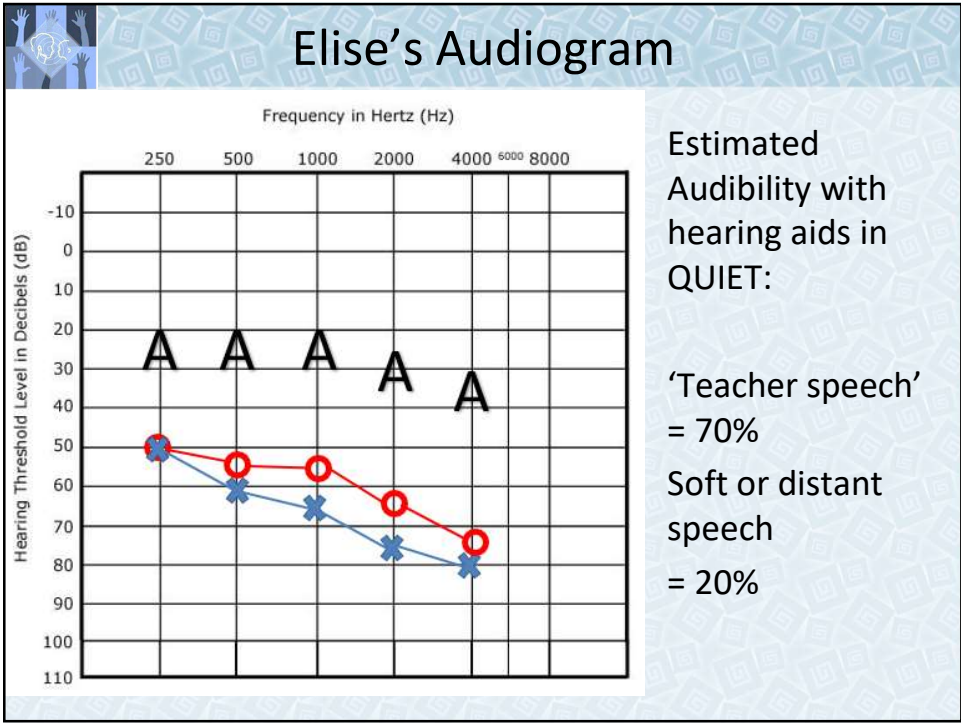
1. Listen for the sound of a word
2. Listen for the sound of a syllable
3. Listen for the sound of a letter
4. Listen for the sound of a vowel
5. Listen for the sound of a consonant
6. Listen for the sound of a digraph
7. Listen for the sound of a trigraph
8. Listen for the sound of a quadrigraph
9. Listen for the sound of a quintagraph
10. Listen for the sound of a sextagraph
11. Listen for the sound of a septagraph
12. Listen for the sound of an octagraph
13. Listen for the sound of a nonagraph
14. Listen for the sound of a decagraph
15. Listen for the sound of an undecagraph
16. Listen for the sound of a duodecagraph
17. Listen for the sound of a tridecagraph
18. Listen for the sound of a quadridecagraph
19. Listen for the sound of a quinquidecagraph
20. Listen for the sound of a sexdecagraph
21. Listen for the sound of a septendecagraph
22. Listen for the sound of an octodecagraph
23. Listen for the sound of a nonadecagraph
24. Listen for the sound of a vigintidecagraph
25. Listen for the sound of a trigintidecagraph
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100. Listen for the sound of a centidecagraph

Our Second CASE EXAMPLE



Elise

- Age 73 months (6y1m) About a 1-year Language delay
- Transitioning from 3 years of Pre-K to Kindergarten
- Hearing Loss 50 dB to 80 dB; 25-35 dB aided hearing levels
- Age of initial hearing aid fitting - 11 months
- Began using aids at 11 months, wearing 4-6 hours per day until 3 years. Uses hearing aids and FM at school.
- Inconsistent use of amplification at home (i.e., often not on weekends)





What is Elise's listening bubble size?

Listening to Ling Sounds at Different Distances					
Based on the child's responses to sound, place Y (Yes), M (Maybe/Inconsistent), or N (No) in the boxes.					
QUIET ☐	NOISE ☐ Source		AMPLIFICATION ☐ hearing aids		
Ling Sound	15 FEET Next Room	10 FEET	6 FEET	3 FEET	1 FOOT
OO	N	N	Y		
AW	N	N	Y	Yes!	Yes!
EE	N	N	Y		
M	N	N	Y		
SH	N	N	N	Y	
S	N	N	N	N	Y

Comment:

QUIET ☐	NOISE ☐ Source, recorded classroom noise		AMPLIFICATION ☐ hearing aids		
Ling Sound	15 FEET Next Room	10 FEET	6 FEET	3 FEET	1 FOOT
OO	N	N	M	Y	
AW	N	N	M	Y	Yes!
EE	N	N	N	Y	
M	N	N	M	Y	
SH	N	N	N	N	Y
S	N	N	N	N	N



Precision Listening - Iowa Medial Consonant Test

Elise repeated VCV at 3 feet in quiet, no visual cues.

Expectations are 100% for early identified HL + well-fit amplification.

Of the 58 VCV presented, Elise repeated 37 (64%) correctly. She was obviously frustrated and guessing some answers.

Items missed:
t, p, f, sh, ch, s

Speech Sound	3 ft a-a			3 ft e-e			10 ft a-a			10 ft e-e		
	R	L	B	R	L	B	R	L	B	R	L	B
U												
V												
W												
M												
G												
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THE IOWA MEDIAL CONSONANT TEST

Name: _____

Date: _____

Technology: _____

Why perform this test? The Ling Sounds and standard word discrimination testing do not provide specific information on how a child perceives each consonant, which are the most essential elements for understanding speech clearly. A child who does not perceive all of the consonant sounds clearly will have increased difficulty comprehending speech.

Children demonstrating consonant perception errors need to have their hearing technology settings changed.

Test conditions: With the hearing device worn, test each ear separately and then both ears together (R, L, B). Test at 3 feet and again at 10-15 feet (R, L, B).

Presenting the consonants: Say all of the consonants embedded in the an sound: ate ate ate ate. Say all of the consonants embedded in the ee sound: eee eee eee eee. Alternate. Present the consonants in isolation but be careful to present at a natural volume, not emphasizing the consonant. Thus, the /u/ and /i/ sounds will be considerably quieter than the /a/ and /e/ sounds. If you make them equally loud when you say them, you will not know how the sound is heard in normal conversation.

Recording: As the child repeats the sounds, mark the box for each correct sound. Write in substitutions when an error occurs. For example, if the child was presented ate and produced aye, you would write ay in the box. Repeat to be sure that errors are consistent. Errors may be different R, L, B.

Scoring: Desired score is 100%.

Revised by Janet Nadeau, PhD
Revised by Traci St. George, PhD, Leanne W. Hsu
The Iowa Center for Hearing and Speech, Iowa City, University of Iowa, 1992.

Teacher Tools



GASP I Glendonald Auditory Screening Procedure – Vowels and Consonant Detection

GLENDONALD AUDITORY SCREENING PROCEDURE I

Child: _____
Teacher: _____
Tester: _____
Date: _____

How was child tested?
HA _____
FM _____
VIS _____

L Bln R

I. PHONEME DETECTION—Place dot(s) in the yes/no box(es) to indicate child's response(s).

	beet	bit	bet	bat	pot	bought	book	boot	but	bird	no sound	nas.	lat.	voiced fricative	unvoiced fricative
yes															
no															

TABLE 4-1. A form on which to record a child's responses to GASP I Subtest 1 (Phoneme Detection).

GLENDONALD AUDITORY SCREENING PROCEDURE I

Child: **Elise**
Teacher: _____
Tester: _____
Date: _____

How was child tested?
HA _____
FM _____
VIS _____

L Bln R

I. PHONEME DETECTION—Place dot(s) in the yes/no box(es) to indicate child's response(s).

	beet	bit	bet	bat	pot	bought	book	boot	but	bird	no sound	nas.	lat.	voiced fricative	unvoiced fricative
yes															
no															

Adapted from Erber (1992). Auditory Training. Washington, DC: A-G Bell Association.

NO AUDITORY ABILITIES



SPEECH PERCEPTION GASP VOWELS Elise

RESULT:

- Detects 10/10 vowels BUT
- Does NOT discriminate or identify 10 vowels accurately when repeating, only 60%
- Substitutes [ɛ] (short vowel “e”) for [ɪ], [ɪ] for [ɛ], [a] [ɑ] for [ɔ] (“saw”) and [U] for [ʌ], with conditioned response dropping block in bucket.

WHAT TO DO:

1. Check equipment status first to be sure working properly.
2. Model responses to sound in repeated syllables to indicate *deliberate attention to these vowels or phonemes missed.*

We need a goal for this!





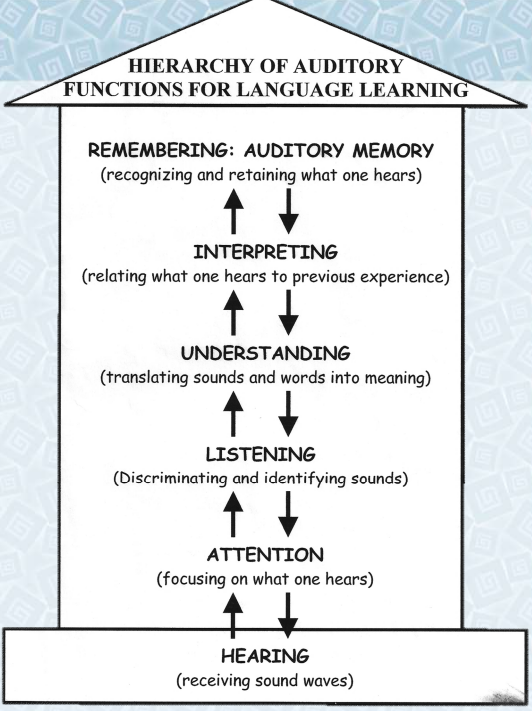
Willy and Elise

GOAL #1:
Speech Perception

Willy/Elise will develop attention to what they hear!



HIERARCHY OF AUDITORY FUNCTIONS FOR LANGUAGE LEARNING



REMEMBERING: AUDITORY MEMORY
(recognizing and retaining what one hears)

INTERPRETING
(relating what one hears to previous experience)

UNDERSTANDING
(translating sounds and words into meaning)

LISTENING
(Discriminating and identifying sounds)

ATTENTION
(focusing on what one hears)

HEARING
(receiving sound waves)

Reference: Buttery, T.J. (1980) Listening: A Skills Analysis. *Education* (101) 2, 181-187.

Fessenden (1955) Levels of listening—a theory. *Education* (75) 288-291.



GASP I CONSONANTS Elise

Elise hears medial consonants on **Iowa Medial Consonant Test**, INCLUDING voiced and voiceless plosives and affricate sounds... **hears most of** the fricatives, nasals, and liquids on the GASP I test of Detection at 3 ft.

BUT– How does she *perceive* them?

Elise discriminates groups (manner): nasals v. affricates v. liquids. She **hears nasals [m] [n] same way**, liquids **interchangeably**, confuses voicing of fricatives.



Developmental Test of Auditory Performance – Elise

Auditory Perception Indexes	Percentile Rank	Descriptive Term
Language (LAPI)	1	Substantially below average
Nonlanguage (NAPI)	52	Average
Background Noise (BNI)	4	Moderately below average
No Background Noise (NBNI)	27	Average
Composite Index	8	Moderately below average

Auditory Perception Indexes	Raw Score	%ile Rank	Descriptive Term	Index	Difference Score
Language (LAPI)	62	1	Substantially Below Ave.	66	35
Nonlanguage (NAPI)	51	52	Average	101	17
Background Noise (BNI)	38	4	Moderately Below Ave.	74	17
No Background Noise (NBNI)	79	27	Average	91	17
Composite Auditory Perception (CAPI)	113	8	Moderately Below Ave.	79	



Developmental Test of Auditory Performance

DTAP RESULTS→IEP GOAL TO SPECIFIC OBJECTIVE

RATIONALE: Elise discriminates phonemes in isolation substantially below average; not attending to differences within and between words, so she may have difficulty picking out 'rimes', producing rhymes, crucial skills for expanding vocabulary and reading success.

GOAL #2: Speech Perception:
Increase accuracy of **word (consonant)** discrimination

OBJECTIVE: Elise will detect differences in phonemes that she incorrectly hears as the same ...

'rime' = [old] in **bold, cold, mold, sold** (phonemic match)



SPEECH PERCEPTION - ELISE

RESULTS→ GOAL→OBJECTIVE

A Listening Hierarchy Speech Discrimination Tool- Adapted from David Sindrey (1997), <i>Listening for Littles</i> .		
STEP	CONTENT: The child will discriminate words from small, medium, and large closed sets, bridge sets, and identify from open sets.	EXAMPLES
1	Differences of supra-segmentals: duration, intensity, pitch	"Weeee~...down." v. 1,2,3...Go! Puh puh puh puh puh (boat) v. Oohooohooohoooh
2	Words with different number of syllables	Hippopotamus v. Bird v. Baby Santa Claus v. hat v. doggie
3	Words with same number of syllables but different consonants and different vowels	Ball v. shoe v. dog
4	Words with same initial consonants but with different vowels	Ball, belt, bird, bed
5	Words with initial consonants that differ by manner of production (nasal, fricative, plosives, stops, liquids) with same vowels	No (nasal) v. show (fricative) v. toe (plosives) Nip v. ship v. tip
6	Words with final consonants that differ by manner of production: (nasal, fricative, plosives, stops, liquids) with same vowels	Arm (nasal) v. "Arf" (fricative) v. Art (plosives)
7	Words with final consonants that differ by voicing, same vowels	Mad v. mat Lid v. lit Tag v. back wag v. wack Hiss v. His lose v. loose eyes v. ice
8	Words with initial consonants that differ by voicing, same vowels	Toes v. does tick v. Dick Tent v. dent Sue v. zoo Pet v. bet Jane v. chain
9	Words with initial consonants that differ by place of production, same vowels	doe v. go same vowels tool v. cool pie v. high
10	Words with final consonants that differ by place of production same vowels	Lob v. log Beak v. beak sick v. sit Cap v. cat

GOAL #3 SPEECH PERCEPTION
Increase accuracy of **vowel** discrimination

OBJECTIVE #3 :
STEP 3: Elise will discriminate single syllable words with same or similar initial and final consonant and differing vowels.
e.g. "book" v. "Berk"

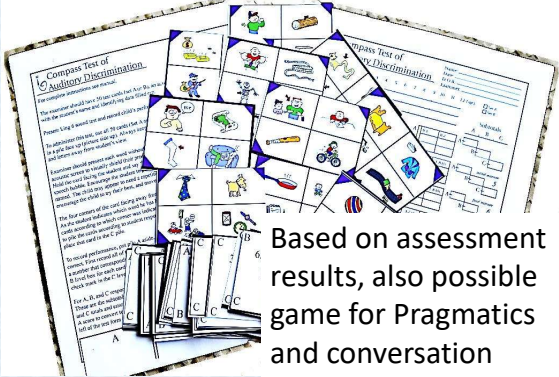


SPEECH PERCEPTION Elise

OBJECTIVE: Elise will detect and discriminate HIERARCHY STEP 4 (single syllable words with **same** beginning consonant and different vowels)

ACTIVITY:

David Sindrey
Compass Pre-Test and Cards (web-site) especially for medium, large sets. Make a word matching games,
OLD MAID. "Do you have a ?" (matching word)

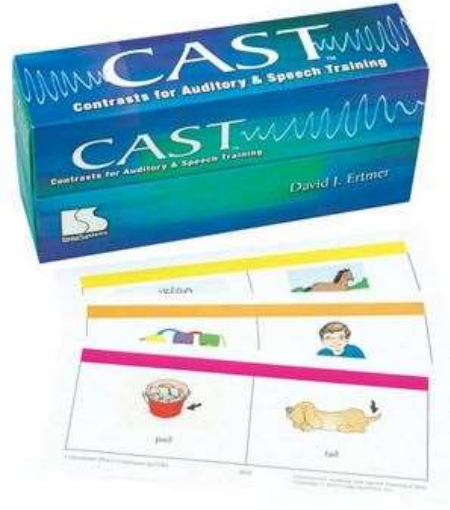


Based on assessment results, also possible game for Pragmatics and conversation



Contrasts for Auditory & Speech Training (CAST)

- 150 double-sided cards; CAST pretest; ages 3-12 years



Available in exhibit hall

SPEECH PERCEPTION- Elise

ACTIVITY: CAST CARD Contrasts for Auditory and Speech Training (Ertmer on web-site) e.g. "Bell v. ball, "Bill v. bell," "neck" v. "Nick," "pen" v. "pin"



neck



Nick

[E] (short "e") v. [I] Short "i")



pen



pin

Narrow Vowel Concepts (e/i) 127 Contrasts for Auditory and Speech Training (CAST) Copyright © 2003 Linguistics, Inc.

Start with small closed sets of two or three pictures.

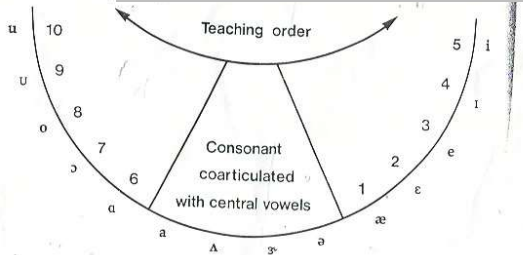
Expand to medium sets of four to six pictures.

Then do large sets of 7 – 10 pictures.

SPEECH PERCEPTION TRAINING: Elise

NOTE:

Sequencing Elise's
Discrimination Learning Tasks

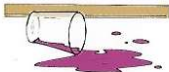


Ling, 1976
Speech for the Hearing
Impaired Child:
Washington DC: AG BELL

ACTIVITIES :

1. Vowel discrimination errors and activities are NOT all alike in level of difficulty. Elise's [i] v [E]; [a] v. [ɔ]; [U] v. [Er] are auditorily close.
2. Pre-published materials may not have *exactly* the pairs of contrasting vowels that need to be practiced.

Elise

 pen	 pin
 neck	 Nick
 spell	 spill

Narrow Vowel Concepts
Narrow Vowel Concepts (e/i)
130
Contrasts for Auditory and Speech Training (CAST)
Copyright © 2003 LinguaSystems, Inc.

SPEECH PERCEPTION- Elise (continued)

Perceptual Error Result:
[a] for [ɔ] “ e.g. “tock” v. “talk”

 walk	 woke
---	---

↓ ↓

Poe	Paw
-----	-----

Perceptual Error: [U] vs [Er] Try: “
“cook” vs “Kirk”; or “look” vs “lurk”

ACTIVITY:
Start with easier
discrimination task

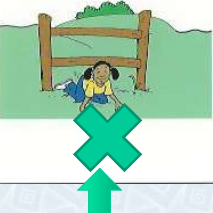
“walk” [ɔ] v. “woke” [o]

OR

“Paw” [ɔ] v. “Poe” [o]

....then proceed to 4
words “tock” v. “talk”
“Pa” v. “paw”

SPEECH PERCEPTION- Elise (continued)

 walk Pa He is "Pa."	 woke "Paw" Her name is "Paw"
 Lurk!	 ..Look

Right pictures hard to find?
Simply assign proper names
"Pa" [a] v. "Paw" [ɔ]
of dolls, animals, characters, etc.
Use these words in comparisons...or..
re-label existing pictures with targeted contrast words.

SPEECH PERCEPTION: INDICATIONS



1. An IEP will need **individualized goals** to access and accurately understand a speech and language auditory signal
2. **Specialized and qualified support services** are necessary to provide instruction and support for accessing speech and language instruction. Work together!
3. **Assistive technology** – will be needed for accessing a speech and language auditory signal

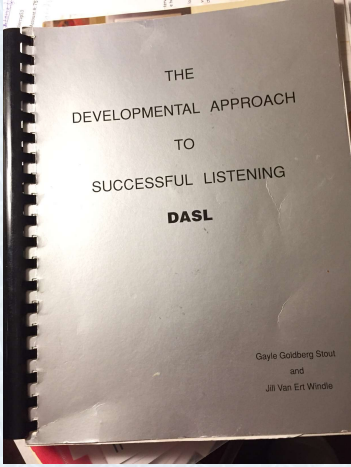
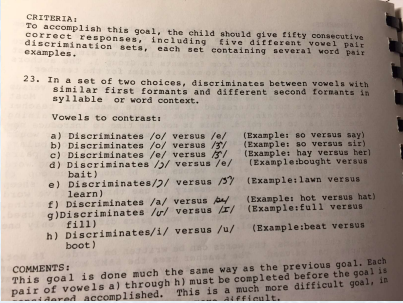


SPEECH PERCEPTION TRAINING:

Willy or Elise

More Structured Activities:

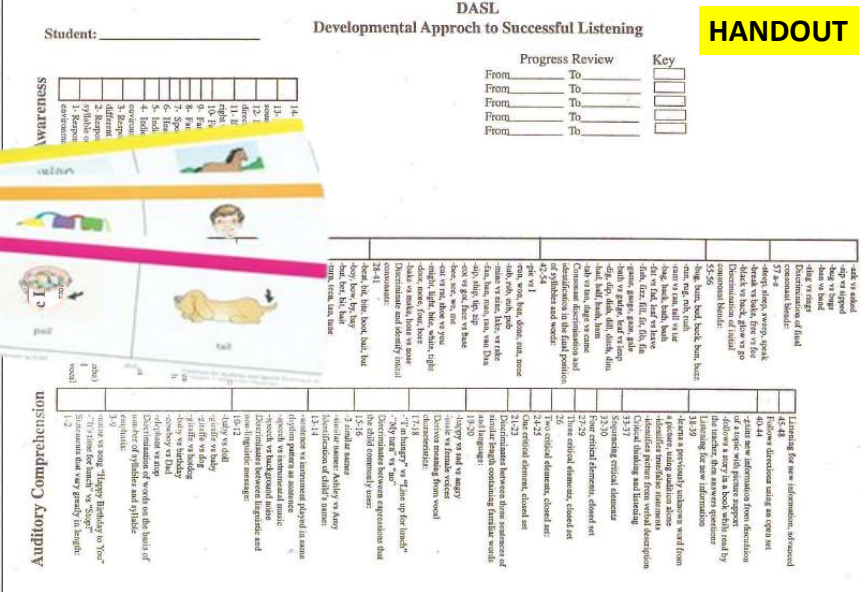
- DASL-2 (pp. 86- 93) Vowel and Diphthong discrimination and identification.



http://www.walkerschools.org/speech/1_6b-d-hh-test-options2.pdf



Activity: DASL + CAST Cards





Phonetic Listening with CAST

ACTIVITY: Use CAST cards but give them different labels. Write a 7 sentence practice story for Elise!



bee



bat





fox



fat



ACTIVITY: Generalize Discrimination from Words to Language



BIG BOOK STORY: “Who has my SHOE?”



bee



bat





fox



fat

Tune in tomorrow afternoon for story comprehension lessons



Auditory Perception in Nursery Rhyme

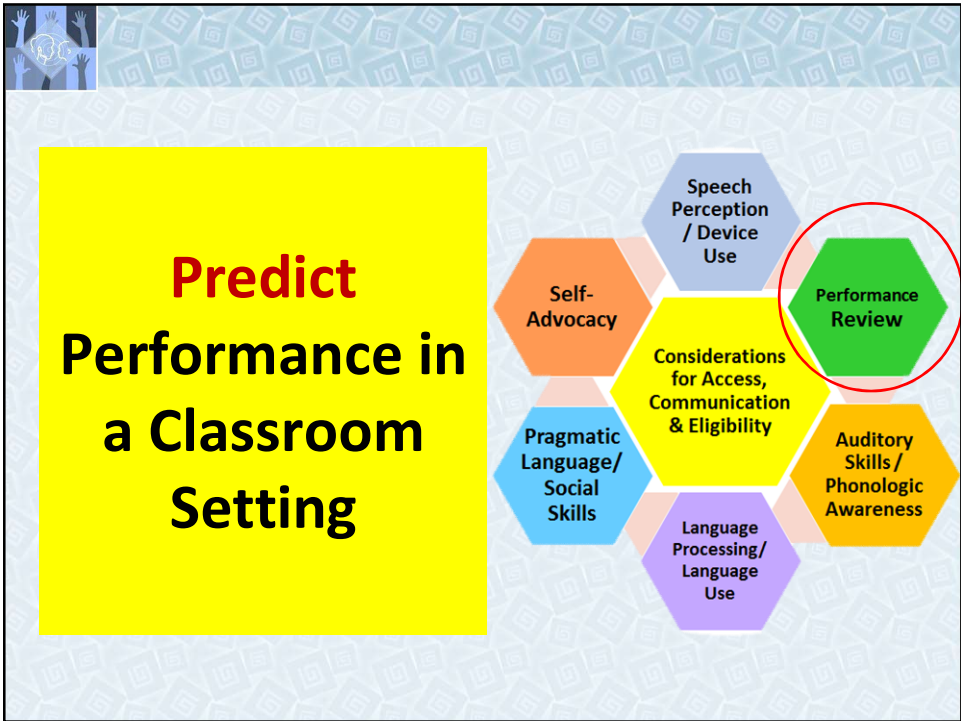
“FIVE LITTLE MONKEYS” (3 –5 choices) (Phonetic Listening: DASL 23-28)

Four Little monkeys jumping on the bed. [Pɔ] [Pɜ] [po] [pa]

LISTEN: [Pɔ] fell off and bumped his head! Mama called the doctor and the doctor said, No more monkeys jumping on the bed! Three little monkeys jumping on the bed.

LISTEN: [Pɜ] fell off and bumped his head. Mama called the doctor and the doctor said,” No more monkeys jumping on the bed. “







II. Classroom Performance Review

- Predict via CHILD results
- Confirm via
 - Preschool SIFTER
 - Classroom Observation
- Preschoolers –
 - Social skills checklists
 - Social interaction (pragmatics)

Discuss these later



Children's Home Inventory for Listening Difficulties (C.H.I.L.D.)
Family Member



Questions for Family Member to Answer

Try the following situations with your child or recall how your child has responded under these various situations. Everyone has some difficulty hearing clearly and understanding in some situations. Choose the level on the Understand-O-Meter you think describes your child's abilities most closely and place this number in the box next to each question. This can be very difficult but try to estimate the child's listening abilities as best as you can.

Child's Name _____ Age _____ Date Completed: _____

Family Member Completing CHILD: _____ Return To: _____

Listening Situations

1. Sit next to your child and look at a book together or talk about something in front of you using familiar words and a normal conversational manner. Talk in a quiet place and sit so your child is not looking at your face as you talk together. How difficult does it seem for your child to hear and understand what you say?
2. Gather your family together for a meal at home or in a fairly quiet restaurant. Sit across the table from your child and ask some questions about a familiar topic or event. How difficult does it seem for your child to hear and understand what you say?
3. When your child is in his or her bedroom playing quietly, walk into the room and tell or ask the child something. Do not say the child's name or try to get his or her attention first. How difficult does it seem for your child to hear and understand what you say?
4. Watch a live-action TV show or movie with your child. Ask questions about what was said or events in the show that were understood by listening to the dialogue. (Show is seen for first time and is not captioned.) How difficult does it seem for your child to hear and understand what people on the TV or movie say?
5. Observe your child playing inside with a friend, brother or sister. Watch for the other child to ask him or her to do something. How difficult does it seem for your child to hear and understand other children when they talk?
6. When your child is watching TV or playing with a noisy toy, walk into the room and talk to him or her without first getting the child's attention. How difficult does it seem for your child to hear and understand you when there is noise from the TV or toy?
7. Call your child's name from another room when he or she is not able to see you. How difficult does it seem for him or her to realize that you are calling?

Understand-O-Meter

8 GREAT
Hear every word, understand everything

7 GOOD
Hear it all, miss part of an occasional word, still understand everything

6 PRETTY GOOD
Hear almost all of the words and usually understand everything

5 OKAY BUT NOT EASY
Hear almost all the words, sometimes misunderstand what was said

4 IT TAKES WORK BUT USUALLY CAN GET IT
Hear most of the words, understand more than half of what was said

3 SOMETIMES GET IT, SOMETIMES DON'T
Hear words but understand less than half of what was said

2 TOUGH GOING
Sometimes don't know right away that someone is talking, miss most of message

1 HUH?
Don't know that someone is talking, miss all of message

CHILD

Children's Home Inventory for Listening Difficulties (C.H.I.L.D.)
Family Member



Family Member Responses to the C.H.I.L.D.

8. Use a clock radio or alarm when it is time for your child to get up. How difficult does it seem to be for him or her to hear an alarm clock or clock radio go off? If not clock is used, how difficult is it for him or her to hear your voice and wake up without having to be touched or shaken?
9. Observe your child playing with a group of children inside a house. It's noisy (birthday party, cub scouts, etc.). How difficult does it seem to be for your child to understand what the children are saying as they play as a group?
10. A grandparent, family member or friend wants to talk to your child on the phone. How difficult does it seem to be for him or her to hear and understand what is said over the phone?
11. Observe your child playing outside with other children. How difficult is it for him or her to hear and understand what other children are saying when the children are outside and are not standing close to your child?
12. Go to a crowded store or mall with your child. When you are standing behind the child and he or she is looking at something, ask a question. How difficult does it seem to be for your child to hear and understand what you say?
13. Go into a large room with your child and speak to him or her from across the room. How well does he or she seem to hear and understand what you say?
14. Travel in the car with your child in the backseat. From the front seat say something to your child or ask a question. How easy does it seem for him or her to hear and understand what is said in the car?
15. Sit in a quiet place, face your child and have a conversation or ask questions. How difficult does it seem for him or her to hear and understand what you say?

Comments: _____

Listening Situation Breakdown			
Type of Situation	Add together the responses to the following question numbers:	Total	Average
Quiet	1 + 2 + 3 + 15 =	+	+
Noise	6 + 9 + 12 + 14 =	+	+
Mixture	7 + 11 + 13 =	+	+

Understand-O-Meter

8 GREAT
Hear every word, understand everything

7 GOOD
Hear it all, miss part of an occasional word, still understand everything

6 PRETTY GOOD
Hear almost all of the words and usually understand everything

5 OKAY BUT NOT EASY
Hear almost all the words, sometimes misunderstand what was said

4 IT TAKES WORK BUT USUALLY CAN GET IT
Hear most of the words, understand more than half of what was said

3 SOMETIMES GET IT, SOMETIMES DON'T
Hear words but understand less than half of what was said

2 TOUGH GOING
Sometimes don't know right away that someone is talking, miss most of message

1 HUH?
Don't know that someone is talking, miss all of message

<http://successforkidswithhearingloss.com/tests>

CHLD Resists Day are:

Children's Home Inventory for Listening Difficulties (C.H.I.L.D.)

Family Member

Questions for Family Member to Answer

Try the following situations with your child or recall how your child has responded under these various situations. Everyone has some difficulty hearing clearly and understanding in some situations. Choose the level on the Understand-O-Meter you think describes your child's abilities most closely and place this number in the box next to each question. This can be very difficult but try to estimate the child's listening abilities as best as you can.

Child's Name _____

Age _____ Date Completed: _____

Family Member Completing CHLD: _____

Return To: _____

Listening Situations

1. Sit next to your child and look at a book together or talk about something in front of your child using familiar words as a normal conversational manner. Talk in a quiet place as you sit so you are not looking at your child or talking to him or her together. How difficult does it seem for your child to hear and understand what you say?
2. Gather your family together for a meal at home or in a family quiet restaurant. Sit across the table from your child and ask some questions about a familiar topic or event. How difficult does it seem for your child to hear and understand what you say?
3. When your child is in his or her bedroom playing quietly walk into the room and tell or ask the child something. Do not say the child's name or try to get his or her attention first. How difficult does it seem for your child to hear and understand what you say?
4. Watch a two-screen TV show or movie with your child. Ask questions about what was said or events in the show that were understood by listening to the dialogue. (Show is not for first time and is not copyrighted.) How difficult does it seem for your child to hear and understand what you observe on the TV or movie?
5. Observe your child playing inside with a friend, brother or sister. Watch for the other child to ask him or her to do something. How difficult does it seem for your child to hear and understand other children when they talk?
6. When your child is watching TV or playing with a noisy toy, walk into the room and talk to him or her without first getting the child's attention. How difficult does it seem for your child to hear and understand when there is noise from the TV or toy?
7. Call your child's name from another room when he or she is not able to see you. How difficult does it seem for him or her to realize that you are calling?

Understand-O-Meter

8 GREAT

Hear every word, understand everything

7 GOOD

Hear it all, miss part of an occasional word, still understand everything

6 FAIR

Hear almost all of the words and usually understand everything

5 OKAY BUT NOT EASY

Hear almost all the words, sometimes misunderstand what was said

4 IT TAKES WORK BUT USUALLY CAN GET IT

Hear most of the words, understand more than half of what was said

3 SOMETIMES GET IT SOMETIMES DON'T

Hear words but understand less than half of what was said

2 TOUGH GOING

Sometimes don't know right away that someone is talking, miss most of message

1 HUH?

Don't know that someone is talking, miss all of message

Children's Home Inventory for Listening Difficulties (C.H.I.L.D.)

Family Member

Family Member Responses to the C.H.I.L.D.

8. Use a clock radio or alarm when it is time for your child to get up. How difficult does it seem to be for him or her to hear an alarm clock or clock radio go off? If not clock is used, how difficult is it for him or her to hear your voice and wake up without having to be touched or shaken?
9. Observe your child playing with a group of children inside a house. It's noisy (birthday party, cut scouts, etc.). How difficult does it seem to be for your child to understand what the children are saying as they play as a group?
10. A grandparent, family member or friend wants to talk to your child on the phone. How difficult does it seem to be for him or her to hear and understand what is said over the phone?
11. Observe your child playing outside with other children. How difficult is it for him or her to hear and understand what other children are saying when the children are outside and are not standing close to your child?
12. Go to a crowded store or mall with your child. When you are standing behind the child and he or she is looking at something, ask a question. How difficult does it seem to be for your child to hear and understand what you say?
13. Go into a large room with your child and speak to him or her from across the room. How well does he or she seem to hear and understand what you said?
14. Travel in the car with your child in the backseat. From the front seat say something to your child or ask a question. How easy does it seem for him or her to hear and understand what is said in the car?
15. Sit in a quiet place, face your child and have a conversation or ask questions. How difficult does it seem for him or her to hear and understand what you say?

Comments:

Listening Situation Breakdown

Type of situation Add together the responses to the

Type of situation	Add together the responses to the
Quiet	1 + 2 + 3 + 15 = + + +
Noise	6 + 9 + 12 + 14 = + + +
Distance	7 + 11 + 13 = + + +
Social	5 + 9 + 11 = + +
Media	4 =

Understand-O-Meter

8 GREAT

Hear every word, understand everything

7 GOOD

Hear it all, miss part of an occasional word, still understand everything

6 PRETTY GOOD

Hear almost all of the words and usually understand everything

5 OKAY BUT NOT EASY

Hear almost all the words, sometimes misunderstand what was said

4 IT TAKES WORK BUT USUALLY CAN GET IT

Hear most of the words, understand more than half of what was said

3 SOMETIMES GET IT SOMETIMES DON'T

Hear words but understand less than half of what was said

2 TOUGH GOING

Sometimes don't know right away that someone is talking, miss most of message

1 HUH?

Don't know that someone is talking, miss all of message

"7" = Quiet

"3" = Social, Noisy

"2" = Distance, Media

CHILD- PERFORMANCE REVIEW- Willy

SUMMARY of RESULTS

(FOR ONE-TO-ONE LISTENING)*

- Quiet: = “GOOD” (7)- understands everything
- Noise: = “SOMETIMES”(3) - understands less than half
- Media: = “TOUGH” (2) – Misses most of message doesn’t realize someone is talking

STRATEGIES:

- Very small learning groups for learning new or unfamiliar vocabulary and concepts
- Supplementary FM system, reduction of reverberation to auditorily assist ACCESS to language of instruction.
- Needs supplementary access to preview language, captions, and review as needed.

*Numbers are less favorable in group settings



II. Classroom Performance Review

FUNCTIONAL GOALS :

As a result of performance review,
you can note functional
weaknesses on first page of IEP
and add functional performance
objectives as follows

Establish baseline
classroom wearing time
data log from
observation and reports



OBJECTIVES:

Student will:

- (a) increase awareness of
functionality of equipment
and
- (b) Increase wearing time of
assistive (FM) equipment .





PARC General Inclusion Checklist

Placement and Readiness Checklists (PARC): General Education Inclusion Readiness Checklist

Each year during the Individual Education Program (IEP) process, discussion of whether a student is benefiting from, or ready to benefit from, placement in the general education classroom should be based on analysis of pertinent skills as well as the student's academic performance. Reliability and validity data on the General Education Inclusion Readiness Checklist^{1,2}, one component of the PARC, has shown that the items in this scale represent some of the basic critical skills and behaviors that contribute to successful participation and inclusion as well as performance on standardized academic assessments.

Directions: Rate each item using the rubric scale of 1 to 5 that best describes the student's performance.

Interpretation: Students with higher ratings (mostly 4s and 5s) will be able to participate more successfully in the general education classroom. Ratings in the 3-4 range indicate that the skill is emerging but still requires significant support to benefit from the general education setting. Students with lower ratings (mostly 1s and 2s) will likely require specialized instruction from a teacher of the deaf with focus on language, communication, concept, and academic skill development. Participation should be determined on a class by class basis.

Student: _____ Date: _____
School: _____ Grade: _____
Completed by: _____ ☐ TDOH ☐ CDAU ☐ Gen Ed Tch ☐ Spec Ed Tch

1	2	3	4	5	SCORE
1. Knowledge of classroom routines and ability to handle transitions:					
Appears unsure of routine/does not make transitions	Makes transitions with verbal/sign assistance	Makes transitions with verbal/sign prompting	Makes transitions by observing others	Aware of routine/makes transitions independently	
2. Following Directions:					
Does not follow directions	Follows directions with adult assistance	Follows directions verbal/sign prompt	Follows directions by observing others	Follows directions independently	
3. Attention to classroom instruction (as compared to classmates):					
Student is disengaged	Attends less than 25% of the time	Attends 25% of the time	Attends 75% of the time	Attends 100% of the time	
4. Comprehension of classroom instruction:					
Example:					
Does not comprehend	Appears to understand information that is familiar/highly structured	Appears to understand information that is familiar/highly structured and some information that is new or less structured	Appears to understand most information presented	Appears to have complete understanding of all information	

1	2	3	4	5	SCORE
5. Typical behavior when content is not understood:					
Does not engage in irrelevant activity	Facial cues indicate lack of understanding	Looks to another student for assistance	Asks for assistance from teacher	Indicates specific content not understood	
6. Typical response behavior:					
Student is disengaged	Does not respond when called on	Answers when called on but response is not related to topic	Answers when called on with response on topic	Volunteers responses/comment and is on topic	
7. Student's response and comments in lecture/teacher directed activities:					
Example:					
None made	Not related to the topic	Incorrect but related to the topic	Correct and related to the topic	Enriching to the discussion	
8. Student's participation in group discussion and cooperative learning:					
Describe context:					
Student is disengaged	Attentive initially; gives up	Attentive; participation not productive	Attentive; comments appropriately some of the time	Participates constructively	
9. Attends and processes chain of communication:					
Does not acknowledge speaker	Aware of multiple speakers in chain of communication	Follows chain of communication understanding 50% of information or less	Follows chain of communication understanding 75% of information or more	Follows chain of communication understanding 90% of information or more	
10. Independently initiates communication interaction within the classroom or self-initiates a comment:					
Does not initiate	Initiates inappropriately	Initiates appropriately 30-70% of the time	Initiates appropriately 70-90% of the time	Initiates appropriately 90% of the time or more	
11. Academic Performance (reading, writing, math):					
More than 3 years below grade level: ☐ reading ☐ writing ☐ math	2 years below grade level: ☐ reading ☐ writing ☐ math	1 year below grade level: ☐ reading ☐ writing ☐ math	Within 1 year of grade level: ☐ reading ☐ writing ☐ math	At or above grade level: ☐ reading ☐ writing ☐ math	
12. Language Skills:					
More than 3 years below age level: ☐ receptive ☐ expressive	3 years below age level: ☐ receptive ☐ expressive	2 years below age level: ☐ receptive ☐ expressive	Within 1 year of age level: ☐ receptive ☐ expressive	At or above age level: ☐ receptive ☐ expressive	
13. Self-Advocacy Skills:					
Does not know when information is misunderstood; does not know how to ask for assistance	Does not usually know when information is misunderstood; knows how to ask for assistance but manner is not appropriate	Does not usually know when information is misunderstood; knows how to ask for assistance appropriately when needed	Most of the time recognizes when information is misunderstood, how to ask for assistance, and when it is appropriate to ask for repetition	Consistently recognizes when information is misunderstood, how to ask for assistance, and when it is appropriate to ask for repetition	
Subtotal:					
Checklist Average Score					

HANDOUT



Willy's PARC Results

PARC General Inclusion Checklist 13 questions rated 1-5

Knowledge of class routines: 3 by observing others **36/65**

Following directions: 3 with verbal/sign prompt **Average 2.75**

Attention to instruction: 4 attends 75% of instruction time

Comprehension: 3 familiar/structured info + some new

When content not understood: 2 facial cues if not understanding

Typical response behavior: 3 response often not related to topic

Response in teacher directed activities: 3 incorrect but related

Group discussion: 2 Attentive initially, then gives up

Chain of communication: 3 understands 50% or less of info

Initiating communication: 3 initiates appropriately 50-70%

Academic & language performance: 4 within 1 year of gr level

Self-advocacy skills: 3 Does not know when info but asks for help



Elise's PARC Results

PARC General Inclusion Checklist 13 questions rated 1-5

Knowledge of class routines: 2 with adult assistance **28/65**

Following directions: 3 with verbal/sign prompt **Average 2**

Attention to instruction: 3 attends 50% of instruction time

Comprehension: 3 familiar/structured info + some new

When content not understood: 3 looks to another student

Typical response behavior: 2 Does not respond when called on

Response in teacher directed activities: 1 none made

Group discussion: 2 Attentive initially, then gives up

Chain of communication: 2 aware of multiple speakers

Initiating communication: 3 initiates appropriately 50-70%

Academic & language performance: 4 within 1 year of gr level

Self-advocacy skills: 1 Does not know when info is misunderstood



PERFORMANCE REVIEW: Willy & Elise

PARC: General Education Inclusion Readiness Checklist

RESULTS:

Willy: 36/65

Elise: 28/65

Average 2.75

Average 2

Ratings in 2-3 range indicate skill is emerging but *requires significant support to benefit from general education setting.*

Ratings in 1-2 range likely require specialized instruction from a *teacher of the deaf with focus on language, communication, concept, and academic skill development.*

ACTIVITIES:

Teacher In-Service Education and Consult to staff to:

(1) Create reasonable individual expectations and classroom accommodations

(2) Explain academic support system...team members' roles

(3) Explain use of assistive listening equipment



Preschool SIFTER:

Screening Instrument For Targeting Educational Risk

Enter circled response from reverse side for each indicated question.

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

EXPRESSIVE COMMUNICATION

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

SOCIALLY APPROPRIATE COMMUNICATION

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

EXPRESSIVE COMMUNICATION (check one)

PASS (14-30) score range

AT-RISK (6-13) score range

SOCIALLY APPROPRIATE COMMUNICATION (check one)

PASS (12-20) score range

AT-RISK (4-11) score range

SKILLS PROFILE

CONTENT AREA	TOTAL SCORE (out of)	PASS RANGE	AT-RISK RANGE	SCREENING RESULTS (circle)
PREACADEMICS	8	7 - 15	3 - 6	Pass
ATTENTION	5	9 - 15	3 - 8	At-Risk
COMMUNICATION	3	9 - 15	3 - 8	At-Risk
CLASS PARTICIPATION	5	7 - 15	3 - 6	At-Risk
SOCIAL BEHAVIOR	6	9 - 15	3 - 8	Pass

Sum the responses to the 3 questions in each content area from the reverse side. Enter the total score for each content area in the Total Score column above.

Preschool S.I.F.T.E.R.
Screening Instrument For Targeting Educational Risk
In Preschool Children (age 3 through Kindergarten)

Child Elise Age 6 Teacher _____
Date Completed Sept School _____ District _____
The above child is subject for hearing problems or has known permanent hearing loss which may affect his or her ability to listen, pay attention, develop language, follow teacher instruction and learn normally. This rating scale has been designed to sift out children who are at risk for educational delay and who may need further evaluation. Based on your knowledge of this child, circle the number that best represents his or her behavior. If the child is a member of a class that has students with special needs, comparisons need to be made to children learning or developing at a typical rate. Please share additional comments about the child on the reverse side of this form.

1. How well does the child understand basic concepts when compared to classmates (e.g., colors, shapes)?

ABOVE AVERAGE BELOW
5 4 3 2 1
5 4 3 2 1

2. How often is the child able to follow two-part directions?

ABOVE AVERAGE BELOW
5 4 3 2 1
5 4 3 2 1

3. How well does the child participate in group activities when compared to classmates (e.g., calendar, sharing)?

ABOVE AVERAGE BELOW
5 4 3 2 1
5 4 3 2 1

4. How distractible is the child in comparison to his or her classmates during large group activities?

SELDOM OCCASIONAL FREQUENT
5 4 3 2 1
LONGER AVERAGE SHORTER
5 4 3 2 1

5. What is the child's attention span in comparison to classmates?

ABOVE AVERAGE BELOW
5 4 3 2 1
5 4 3 2 1

6. How well does the child pay attention during a small group activity or story time?

ABOVE AVERAGE BELOW
5 4 3 2 1
5 4 3 2 1

7. How does the child's vocabulary and word usage skills compare to classmates?

ABOVE AVERAGE BELOW
5 4 3 2 1
5 4 3 2 1

8. How proficient is the child at relating an event when compared to classmates?

ABOVE AVERAGE BELOW
5 4 3 2 1
5 4 3 2 1

9. How does the child's overall speech intelligibility compare to classmates (i.e., production of speech sounds)?

ABOVE AVERAGE BELOW
5 4 3 2 1
5 4 3 2 1

10. How often does the child answer questions appropriately (verbal, cued or signed)?

ALWAYS FREQUENTLY SELDOM
5 4 3 2 1
5 4 3 2 1

11. How often does the child share information during group discussions?

ALWAYS FREQUENTLY SELDOM
5 4 3 2 1
5 4 3 2 1

12. How often does the child participate with classmates in group activities or group play?

ALWAYS FREQUENTLY SELDOM
5 4 3 2 1
5 4 3 2 1

13. Does the child play in socially acceptable ways (e.g., turn taking, sharing)?

ALWAYS FREQUENTLY SELDOM
5 4 3 2 1
5 4 3 2 1

14. How proficient is the child at using verbal language (or sign language) to communicate effectively with classmates (e.g., asking to play with another child's toy)?

ABOVE AVERAGE BELOW
5 4 3 2 1
NEVER SELDOM FREQUENTLY
5 4 3 2 1

15. How often does the child become frustrated, sometimes to the point of losing emotional control?

ABOVE AVERAGE BELOW
5 4 3 2 1
NEVER SELDOM FREQUENTLY
5 4 3 2 1

Elise was scored at-risk for expressive communication and socially appropriate communication

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Preschool SIFTER: ELISE

Screening Instrument For Targeting Educational Risk

RESULTS:

STRATEGIES:

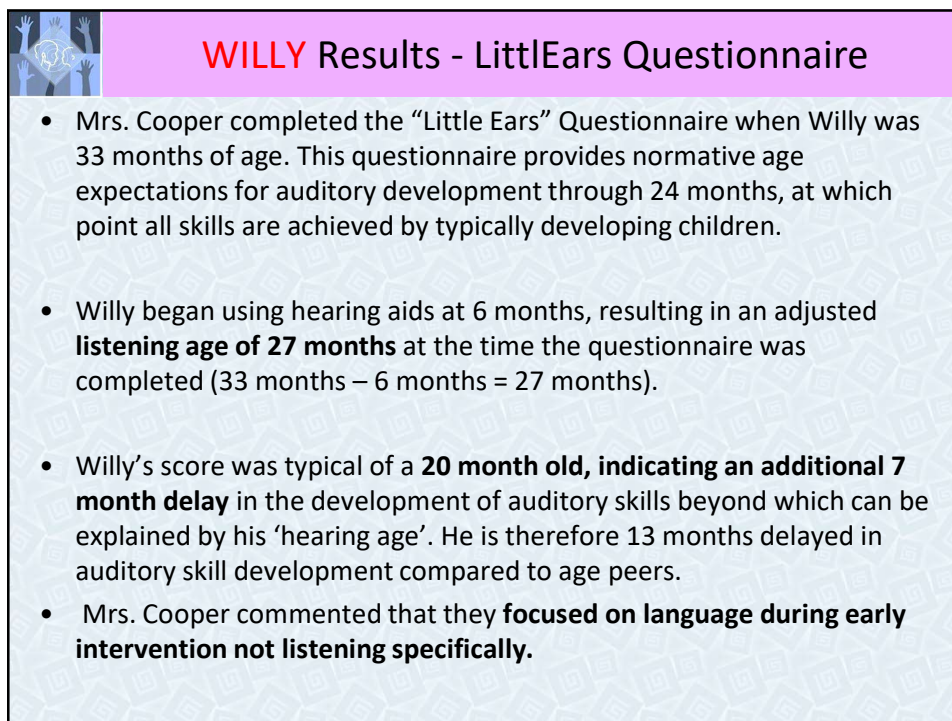
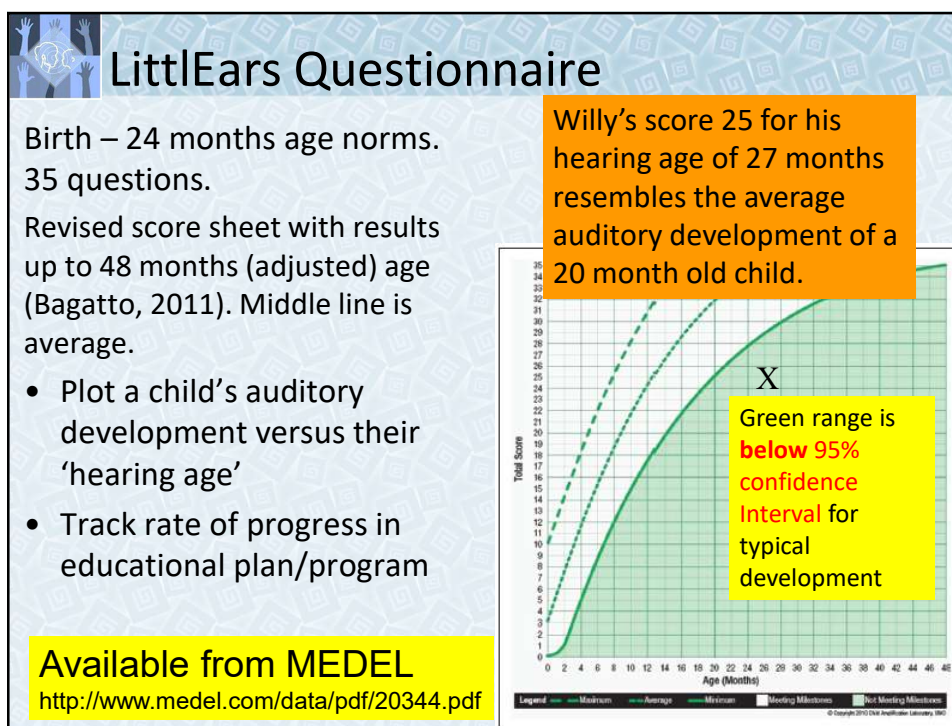
Expressive Communication = “7”
AT RISK: (6-13)

Socially Appropriate Behavior = “8”
AT RISK: (4-11)

Give guidance and suggestions For regular education classroom teacher:

1. Model, repeat and expand spoken language of another student and cue student with hearing loss to listen to name of who is talking.
2. Turn-taking in class is essential for listening and processing.
3. Passing around microphone is essential for attention to language.
4. Clarification of supportive language role of teacher of deaf







TEN LEVELS OF DEVELOPMENT FOR 0-3- Willy

A= Acquired; I = Inconsistent; E= Emerging

AUDITORY SKILLS CHECKLIST

Handout

Child's Name Willy Birth Date: _____ Person Reviewing Skills: _____

Dates Auditory Skills Reviewed: _____

Directions: Skills should be checked-off only if the child responds or has responded using auditory-only clues, without any visual information available. Although these skills are listed in a relatively typical order of development, it is common for children to increase in the depth of their development in previously acquired skills while learning skills at more advanced levels. Work on skills from one or two levels at a time. A child's rate of progression can depend on cognitive ability, the ability to attend for periods of time, vocabulary size, ability to point, etcetera. Every time you monitor auditory skill development, check off changes in the child's ability to respond or perform each skill that is being worked on. Estimates of percent of the time the child is seen to respond are approximations only based on the observation of the parents and others who regularly interact with the child. In subsequent reviews of the child's auditory skill development check off progress made (e.g. add check to E column if child is seen to begin to respond or demonstrate skill).

NOT PRESENT (0-10%) E = EMERGING (11 – 35%) I = INCONSISTENT (36-79%) A = ACQUIRED (80-100%)

E	I	A	AUDITORY SKILL	EXAMPLE	APPROX DATE ACQUIRED
			LEVEL ONE		
		X	Child wears hearing aids or implant all waking hours	Hearing aids worn at all times except for naps and bathing.	
	X		Awareness to sound: Child nonverbally or verbally indicates the presence or absence of sound.	Child's eyes widen when she hears her mother's voice.	
	X		Attention to sound: Child listens to what he hears for at least a few seconds or longer.	Child pauses to listen to father's voice.	
	X		Searching for the source of sound: Child looks around, but does not necessarily find sound source.	Child glances or moves in search of the sound.	
	X		Auditory localization: Child turns to the source of sound.	Child turns to Mom when she calls her.	
			LEVEL TWO		
X			Auditory feedback: Child uses what he hears of his own voice to modify his speech, so that it more closely matches a speech model.	Parent says ee-oh-ee and child imitates. Parent says woof-woof and child imitates.	
	X		Auditory discrimination of nonlinguistic sounds and suprasegmental aspects of speech: Child perceives differences between sounds or sound qualities, such as loudness, long/short, pitch.	Child indicates which toys from 2 available made a loud sound.	
	X		Distance hearing: Child responds at increasing distances from the source of the sound.	Mother calls child from another room, and she hears her.	
	X		Auditory association of environmental, animal or vehicle sounds, and/or familiar person's voices.	Child identifies dog barking, points to the dog. Child hears Dad's car and smiles because she knows Dad is now home.	

Every red print

<http://successforkidswithhearingloss.com/listening-development/>



LEVELS OF AUDITORY DEVELOPMENT FOR 0-3: SUMMARY →

Willy

E	I	A	AUDITORY SKILL
			LEVEL ONE
		X	Child wears hearing aids or implant all waking hours
	X		Awareness to sound: Child nonverbally or verbally indicates the presence or absence of sound.
	X		Attention to sound: Child listens to what he hears for at least a few seconds or longer.
	X		Searching for the source of sound: Child looks around, but does not necessarily find sound source.
	X		Auditory localization: Child turns to the source of sound.
			LEVEL TWO
X			Auditory feedback: Child uses what he hears of his own voice to modify his speech, so that it more closely matches a speech model.
	X		Auditory discrimination of nonlinguistic sounds and suprasegmental aspects of speech: Child perceives differences between sounds or sound qualities, such as loudness, long/short, pitch.
	X		Distance hearing: Child responds at increasing distances from the source of the sound.
	X		Auditory association of environmental, animal or vehicle sounds, and/or familiar person's voices.

Inconsistently acquired skills in **Level One** and **Level Two** are *not shown by Auditory Perception Checks* (ELFLING, IOWA, GASP I, etc.)
Inconsistency or slowness to process is key, *especially for children with additional developmental delays..*
So you need more task specific goals:

<http://successforkidswithhearingloss.com/listening-development/>



II. AUDITORY SKILLS/PHONOLOGIC AWARENESS

Willy — based on Auditory Skills Checklist

LISTENING OBJECTIVES:
Willy will be able to:

- Responds to name;
- Repeats all vowels (identifies)
- Repeats vowels presented once in quiet
- Repeats vowels presented at a distance of 4-8 feet
- “Counts” (taps) syllables to 4
- Discriminates patterns of syllables in 4 element variations of duration and intensity

**ACTIVITIES:**

HOME: Willy gets to throw a basketball in hoop for responding to name and repeating vowels at 4ft, 6 ft. and 9 ft in quiet.

SCHOOL: DASL CURRICULUM
Phonetic Listening #6:
Taps # of syllables heard
Phonetic Listening #8:
Repeats 4 element patterns of CV syllables e.g. “ba-baaa-baaa-ba”!



AUDITORY SKILLS- Levels 1, 2 Elise

A= Acquired; I = Inconsistent; E= Emerging

AUDITORY SKILLS CHECKLIST

Child's Name Elise Birth Date: _____ Person Reviewing Skills: _____

Dates Auditory Skills Reviewed: _____

Directions: Skills should be checked-off only if the child responds or has responded using auditory-only clues, without any visual information available. Although these skills are listed in a relatively typical order of development, it is common for children to increase in the depth of their development in previously acquired skills while learning skills at more advanced levels. Work on skills from one or two levels at a time. A child's rate of progression can depend on cognitive ability, the ability to attend for periods of time, vocabulary size, ability to point, etcetera. Every time you monitor auditory skill development, check off changes in the child's ability to respond or perform each skill that is being worked on. Estimates of percent of the time the child is seen to respond are approximations only based on the observation of the parents and others who regularly interact with the child. In subsequent reviews of the child's auditory skill development check off progress made (e.g. add check to E column if child is seen to begin to respond or demonstrate skill).

NOT PRESENT (0-10%) E = EMERGING (11 – 35%) I = INCONSISTENT (36-79%) A = ACQUIRED (80-100%)

E	I	A	AUDITORY SKILL	EXAMPLE	APPROX. DATE ACQUIRED
			LEVEL ONE		
		X	Child wears hearing aids or implant all waking hours	Hearing aids worn at all times except for naps and bathing.	
		X	Awareness to sound: Child nonverbally or verbally indicates the presence or absence of sound.	Child's eyes widen when she hears her mother's voice.	
	X		Attention to sound: Child listens to what he hears for at least a few seconds or longer.	Child pauses to listen to father's voice.	
	X		Searching for the source of sound: Child looks around, but does not necessarily find sound source.	Child glances or moves in search of the sound.	
	X		Auditory localization: Child turns to the source of sound.	Child turns to Mom when she calls her.	
			LEVEL TWO		
	X		Auditory feedback: Child uses what he hears of his own voice to modify his speech, so that it more closely matches a speech model.	Parent says ee-oh-ee and child imitates. Parent says woc-woof and child imitates.	
	X		Auditory discrimination of nonlinguistic sounds and suprasegmental aspects of speech: Child perceives differences between sounds or sound qualities, such as loudness, loudness, pitch.	Child indicates which toys from 2 available made a loud sound.	
	X		Distance hearing: Child responds at increasing distances from the source of the sound.	Mother calls child from another room, and she hears her.	
	X		Auditory association of environmental, animal or vehicle sounds, and/or familiar person's voices.	Child identifies dog barking, points to the dog. Child hears Dad's car and smiles because she knows Dad is now home.	

Every child is unique and progresses at his or her own rate. Children may acquire skills out of sequence while progressing through the levels. Remember to periodically check on the presence of skills that were not previously observed. It is also possible for children to occasionally appear to regress in already acquired skills, especially when they have experienced a sudden growth in vocabulary or other skill development.



AUDITORY SKILLS CHECKLIST Levels 3,4, 5

A= Acquired; I = Inconsistent; E= Emerging **Elise**

E	I	A	AUDITORY SKILL	EXAMPLE	APPROX DATE ACQUIRED
			LEVEL THREE		
		X	Auditory identification or association of different-sounding and familiar words and phrases – OBJECTS – closed set	Child has 3 favorite toys on the floor and gives one to the parent when it is named.	
		X	Auditory identification or association of different-sounding and familiar words and phrases – OBJECTS – open set	In the grocery store parent asks child to help find the apples.	
		X	Auditory identification or association of different-sounding and familiar words and phrases – COMMON PHRASES – closed set	Child responds by clapping when parent says "Patty Cake" (no motions) or raises arms when parent says "So Big!"	
		X	Auditory identification or association of different-sounding and familiar words and phrases – SIMPLE DIRECTIONS – closed set	Child is in getting dressed with clothes laid out; parent asks child to give her the socks.	
			LEVEL FOUR		
		X	Auditory identification or association of different-sounding and familiar words and phrases – COMMON PHRASES OR SIMPLE DIRECTIONS – open set	"Where's Daddy?" "Ow! My finger hurts!" "Give mommy a kiss!" Upon entering the bedroom, parent asks child to get his socks.	
	X		Discrimination of words on the basis of segmental features: indicate words with different vowels but the same initial or final consonants	Child can hear the difference between words like bat, bite, boat, bee	
	X		Conditional response to sound (if 18 month or older): Child conditions to respond to the presence of sound.	Child claps when he perceives any or all of Ling's sounds (oo, ah, ee, sh, s, m)	
	X		Discrimination of words on the basis of segmental features: indicate different manner of consonants but same vowels	Child can tell difference between words like see, knee, bee	
			LEVEL FIVE		
	X		Discrimination of words on the basis of segmental features: indicate same vowels, but consonants differ in voicing	Child can tell difference between sue-zoo, cap-cab; curl-girl	
	X		Discrimination of words on the basis of segmental features: indicate words with different manner and place of consonants but same vowel sound	Child can tell difference between words like hill, still, pill	
	X		Auditory recall: Child remembers groups of words that contain TWO CRITICAL ELEMENTS	Child is "helping" to set the table and has big and little spoons and forks. Child can bring a big spoon to the parent.	
	X		Auditory recall: Child remembers groups of words that contain THREE CRITICAL ELEMENTS	Big red ball, little blue car, big red car, little blue ball	



II. AUDITORY DEVELOPMENT: based on Speech Perception, Performance Review, and Auditory Skills

Development Results: **Elise**

GOALS: Elise will be able to:

OBJECTIVES: Elise will.....

- Attend for more than a few seconds to quiet sounds
- Respond at increasing distances
- Use voice feedback to modify listening accuracy and speech
- Discriminate words differing in consonant voicing

- Attend to quiet sounds for 15 mins. in the context of play with high interest speech apps
- Turn to her name with 90% accuracy if called with moderate vocal intensity from across the room to come get her snack
- Correct errors of misperception after hearing spoken model 8/10 times
- Choose picture or word heard in medium closed set of 4 choices**



II. AUDITORY DEVELOPMENT: based on Speech Perception, Performance Review, & Auditory Skills Results

Elise

GOALS*: Elise will:

- Recall groups of words that contain two elements
- Recall groups of words that contain three critical elements

OBJECTIVES: Elise will be able to:

- Recall simple directions with two elements w/90% accuracy
- Follow directions that contain three critical elements with 90% accuracy.**

*Verified also by results of **Sentence Memory Sub-Test** of **TAPS 3-Test of Auditory Processing**. Elise does not include two key elements in short repeated sentences.



II. AUDITORY DEVELOPMENT (cont'd.) **Elise**

OBJECTIVES:

- Attend to quiet sounds for 15 mins. in the context of play with high interest speech apps
- Turn to her name with 90% accuracy when called with moderate intensity from across the room to come get her snack
- Correct errors of misperception after hearing spoken model 8/10 times
- Choose picture or word heard in medium closed set choices

ACTIVITIES:

- READING:** Pre- Recorded Words/Phrases/ Short Stories on Computer or I-Pad to complete assignment for reward of getting to put word on word wall.
- SNACK:** Teacher will call Elise along with each member of group in order to come to the snack table.
- SPEECH:** In 1:1 interaction, Elise self-corrects spoken model heard after speaker repeats her sound, word, or language target correctly.
- STORY: CAST or COMPASS CARDS** chosen for specific target words or from story context.(Talk tomorrow)

Auditory Development & Language- Elise

Cognition/Play

4-4 1/2 years	E	M	G
has concept of "touch & count" (but loses track after 3)			X
reads to adults			
shows concern by helping/comforting			
uses dolls to act out scripts			
continues to be egocentric, causing language errors			

4 1/2 - 5 years

E	M	G
draws unmistakable human with many body parts		
likes cutting/pasting		
copies a triangle		

5-6 years

E	M	G
uses 1:1 correspondence		
demonstrates classification by material (wood, glass...)		
plays games by the rules		
places cooperative sequences of events using props for a theme (trip to outer space, safari safari, etc.)		
demonstrates conservation of number		
names days of week in order		

6-8 years

E	M	G
sorts items by size		
uses conservation of area, with strips, and liquid volume*		
lists objects in a category; gives category label for lists		
thinks simultaneously about whole and parts		
can perform primary addition of classes		
conserves number using reciprocity, negation, & identity questions*		
uses verbal rehearsal to deliberately remember		
names months of the year		
names month for a given holiday		

Discourse

4-4 1/2 years

E	M	G
uses who questions as indirect requests*		
correctly changes reference with <i>this/that, here/there, gone</i>		
uses unelaborated chains for narratives*		
makes conversationalist appropriately		
changes topics appropriately		

4 1/2 - 5 years

E	M	G
uses <i>how</i> as indirect requests*		
uses <i>apostrophe</i> to cue listeners (Mary, my friend's sister...)		
uses <i>this/that/these/those</i> from listener's perspective		
relates orally		
politely interrupts adult conversation		

5-6 years

E	M	G
uses focused chains for narratives*		
gives threats, insults, times promises		
may give praise		
describes toys (10 turns)		
uses pronoun reference as cohesive device*		
self-monitors speech/ language for errors		
negotiates play rules, turns for players, and ending of play		

6-8 years

E	M	G
can give multi-step directions		
uses well-focused narratives*		
uses multiple sentence descriptive language (e.g., <i>viewer</i> , <i>viewer</i> , <i>viewer</i>)		
child describes themselves		
makes and responds appropriately to evaluative comments/correction		
checks listener's comprehension		
produces full explanations		
responds appropriately to compliments		
apologizes and responds to apologies appropriately		

Complex Sentences

Listening

4-4 1/2 years

E	M	G
comprehends irreversible patterns*		
reads fine details from a story/scene		
understands lines of a song, poem, story		
recalls story rhymes		
recalls what happened with all critical points for 3 to 4 sentence paragraphs		

4 1/2 - 5 years

E	M	G
gains new information from TV shows		
can show pictures (Point to a big dog that is not brown)		
shows pictures about		
identifies word that rhymes or doesn't rhyme in set of 3-4		

5-6 years

E	M	G
comprehends reversible patterns*		
comprehends accidently use of pronouns (She found out Sarah was...)		
comprehends unrestricted pronoun reference*		
learns own phone number		
learns some word-letter correspondence		
follows directions with ask, tell		
can provide a word that rhymes with given word		

6-8 years

E	M	G
understands reflexives ("The girl fell herself")		
has word-letter correspondence for all consonants & vowels		
provides a paragraph/summary after oral hearing		
understands difference in "John is easy to please" & "John is easy to please"		
describes scenes with descriptive adjectives in sentences		
detects which one of set of words does not belong		

Pragmatic

Auditory "skills" and Language Comprehension should be coordinated following assessment.

Complex spoken directions require listening, interacting, and recalling critical elements!

Comprehends complex directions about pictures:
Example: "Point to the BIG dog that is NOT BROWN." (3-4 elements)

AUDITORY DEVELOPMENT ACTIVITY

2- 4 minutes timed

HANDOUT – CASLLS results for Elise

DIRECTIONS: Write 3 sentences as a group at your table. Each sentence requires the child to manipulate toys in directions requiring recall of two to four critical elements labeled for you. (e.g. object, color, size, location).

Role play: "Child" manipulates up to two objects and two locations using felt pieces, pictures, or toys on your table.



Auditory Learning DEVELOPMENTAL SKILLS
Support Literacy

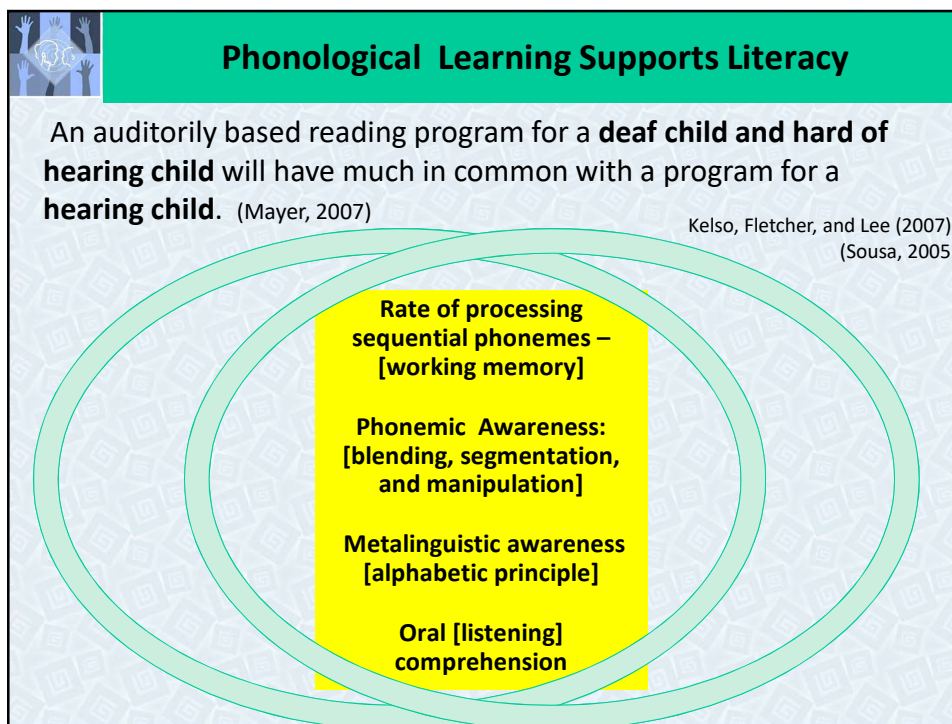
Rate of processing sequential phonemes in memory (affects working memory)

Fluency with phonemic blending, segmentation, and manipulation

Meta-linguistic awareness [alphabetic principle]

Oral [listening] comprehension

Mayer (2007); Kelso, Fletcher and Lee (2007); Sous (2005), Ravchew (2007); Storch and Whitehurst (2002)



Simple to Complex Phonemic Awareness Skills in Words

- Rhyming *
- Identifying Initial Sound and Rimes
- Sound blending *
- Identifying Isolated Sounds in words
- Sound segmentation of words *
- Sound Manipulation and transformation

* More intense FOCUS

Griffith, P. and Olson, M. (2004)

The slide has a green header and a light blue background with a repeating pattern of small, stylized figures.

National Reading Panel, 2000

Phonemic Awareness instruction is most effective when:

- Instruction is focused on 1 or 2 skills rather than a multi-skilled approach. (*Blending* and *Sound Segmenting* are the most powerful Phonemic Awareness skills)
- Children are taught in small groups (although instruction may be done with the whole class)
- Instruction is based on students' needs assessments (i.e., levels of difficulty and specific skills proficiency)
- Children are taught to manipulate phonemes with letters
- Single sessions last no more than 30 minutes (although 15-20 minutes may be more realistic)



Auditory Foundations/Literacy Classroom Resources

Phonemic Awareness (Auditory) Curricula

1. **HearBuilder Phonological Awareness** (2009) Super Duper
www.superduperinc.com

2. **Patricia C. Lindamood & Phyllis D. Lindamood (2011) LiPS-4**
(LiPS: The Lindamood Phoneme Sequencing® Program for Reading, Spelling, Speech - Fourth Edition)

3. **Adams, M. et al. Phonemic Awareness in Young Children** (1998)
Baltimore: Paul H. Brookes Publishing Co ISBN 1-55766-321-1

4. **Michael Haggerty (2013) Spanish and English Phonemic Awareness Complete Curricula**
<http://www.literacyresourcesinc.com>

5. **Reading Rockets WETA (2013)** Washington D.C.
<http://www.readingrockets.org>



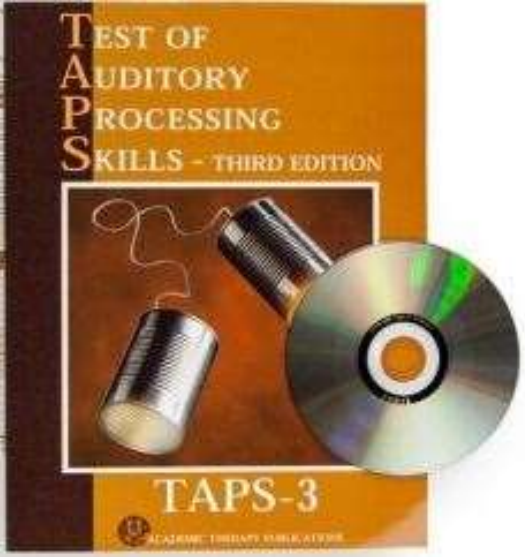
TAPS 3

AGES 4-19 years

Measures:

- **phonologic ability**
 - Word discrimination
 - Segmentation
 - Blending
- **memory**
 - Forward & reversed
 - Word
 - Sentence
- **auditory cohesion**
 - Comprehension
 - Reasoning

Includes higher level functions of understanding spoken language:





TAPS Results- Elise

RESULTS :

Word Discrimination:
9/10 words that are same
8/22 words that are different

Phonological Segmentation: = 5/35
Cannot do any but first 5 items
TRIAL LEARNING: can delete ending syllables in words when put into a melody)

Phonological Blending: = 5/35 Can do a few words for which she is able to discriminate vowels and consonants or is familiar with vocabulary; (cannot hold 4 phonemes in mind required beginning w/Item “9.”

Percentile Rank	Scaled Score
2	4
5	5
9	6

Phonological Index
Standard Score 75



TAPS Results- Elise

RESULTS :

Number Memory Forward: = 5/16
can recall two and three numbers
but not four numbers beginning
w/Item #5

Number Memory Reversed = 3/16
Tries to recall the first few items,
but cannot recall or reverse four
numbers beginning at Item #5

Word Memory = 5/15 (cannot pass
3 examples of words)

Sentence Memory: = 5/28
correct recall (Her ceiling is 4-word
sentence.. She could do only 3 test
items

Percentile % ile Rank	Scaled Score
<1	2
5	5
<1	2
<1	2

Auditory Memory Index
Standard Score **64**



TAPS Results- Elise

RESULTS:

Auditory
Comprehension:
5/32

Auditory Reasoning:
1/32

**Requires a great deal of
working memory for
longer more complex
sentences, beginning
with Item 5.**

Percentile Rank	Scaled Score
16	5
16	7

Auditory Cohesion Index
Standard Score **80**

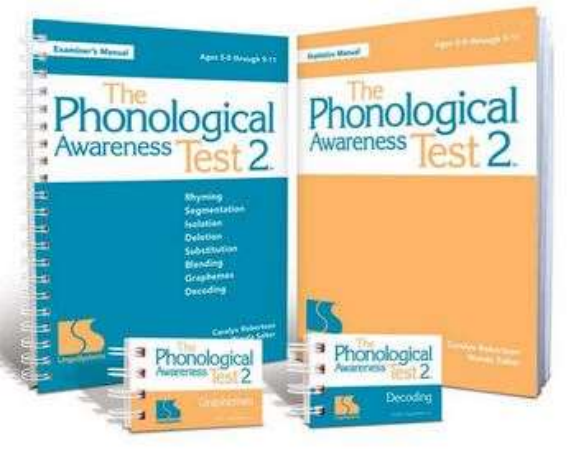


III. PHONEMIC AWARENESS OBJECTIVES –

OBJECTIVES:	Elise	ACTIVITIES:
Elise will be able to:		
1. Blend 3 and 4 sounds into words		1. Phonemic Blending: Build a word with colored blocks for phonemes; build group (class) spider web by adding sounds to build up words e.g., [b] [a] [r] = [bar] + [k] = “bark”
2. Detect and divide words into syllables.		2. Syllable segmentation: “Troll Talk” (“tel-e-phone;” “bi-cy-cle.”)
3. Identify syllables as parts of words		3. Identify Syllables in Words: Clap hands singing word songs and rhymes “ Far-mer in the dell... Far-mer in the dell... Hi-Ho the dairio, the Far-mer in the dell. “Do you know the muf-fin man, the muf-fin man, the muf-fin man...”



Phonological Awareness Test (PAT-2)



Age 5-9 years

- rhyming
- segmentation
- isolation
- deletion
- substitution
- blending
- graphemes
- decoding
- invented spelling



(P.A.T.) Phonological Awareness Test 2-Elise

PAT 2 (Sub-Test):
RHYMING
Discrimination of Words that Rhyme = **20% ile**
(A.E. = 48 mos.)
Production of Words that Rhyme = **10% ile**
(A.E. = 48 mos)

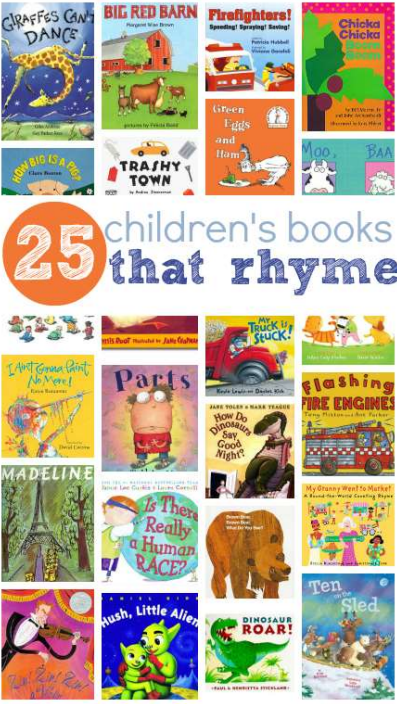
Elise’s language listening experiences, **goals, and objectives need to be more intensive** in order for her to master the phonemic awareness, discrimination, rhyming, blending, and word analysis skills that predict reading success.



Auditory based Rhyming is Integrated into Beginning Reading books for a reason!

↓

Listening Experience facilitates comprehension!





TOPEL Test

Test of Preschool Early Literacy (36-73 months)

- Subtest 1: Print Knowledge** — 36 items; measures alphabet knowledge and early knowledge about written language conventions and form; the child is asked to identify letters and written words, point to specific letters, names specific letters, identify letters associated with specific sounds, and say the sounds associated with specific letters
- Subtest 2: Definitional Vocabulary** — 35 items; measures single-word oral vocabulary and definitional vocabulary (assesses both surface and deep vocabulary knowledge); the child is shown a picture and asked to tell what the picture is, and to describe one of its important features
- Subtest 3: Phonological Awareness** — 27 items; measures word elision and blending abilities; the child is asked to say a word, then say what is left after dropping out specific sounds (elision) for the first 12 items; the child is asked to listen to separate sounds and combine them to form a word (blending) for the remaining 15 items.



Test of Preschool Early Literacy

TOPEL				
Standard Scores	Print Knowledge	Definitional Vocabulary	Phonological Awareness	Early Literacy Index
150	+	+	+	+
145	+	+	+	+
140	+	+	+	+
135	+	+	+	+
130	+	+	+	+
125	+	+	+	+
120	+	+	+	+
115	+	+	+	+
110	+	+	+	+
105	+	+	+	+
100	+	+	+	+
95	+	+	+	+
90	+	+	+	+
85	+	+	+	+
80	+	+	+	+
75	+	+	+	+
70	+	+	+	+
65	+	+	+	+
60	+	+	+	+
55	+	+	+	+

Willy
Average skills for a 3y 2m

Elise
Age 6.1 compared to norms for 5y11m



III. PHONEMIC AWARENESS OBJECTIVES –
(continued) **Elise**

OBJECTIVES:
Elise will be able to:

4. Segment words into phonemes

5. Manipulate syllables in words

ACTIVITIES:

4. **Phonemic Segmentation-**
Use auditory-oral modelling and supplement with **colored lego blocks** to show how words can be taken apart. **Boggle app**.

5. **Phonemic Manipulation-**
(addition, subtraction of word parts) **Look Who’s Listening-game** (SSCHL product)



BRIDGING TEST RESULTS FOR **Willy**

- Although Willy scores in “average range” on the **Test of Preschool Emergent Literacy (TOPEL)**, as a child with hearing loss, he should be *monitored carefully for progress and re-assessed at 3:6 yrs.*

SUGGESTED ACTIVITIES: (“Average” Pre-School 3)

- Exposure to songs, rhymes and finger plays with rhymes and onomatopaeias. RECALL PREVIOUS ACTIVITY
- Sentence completion such as “Hickory Dickory Dock, The mouse ran up the -----!” (“clock”)



BREAK TIME!

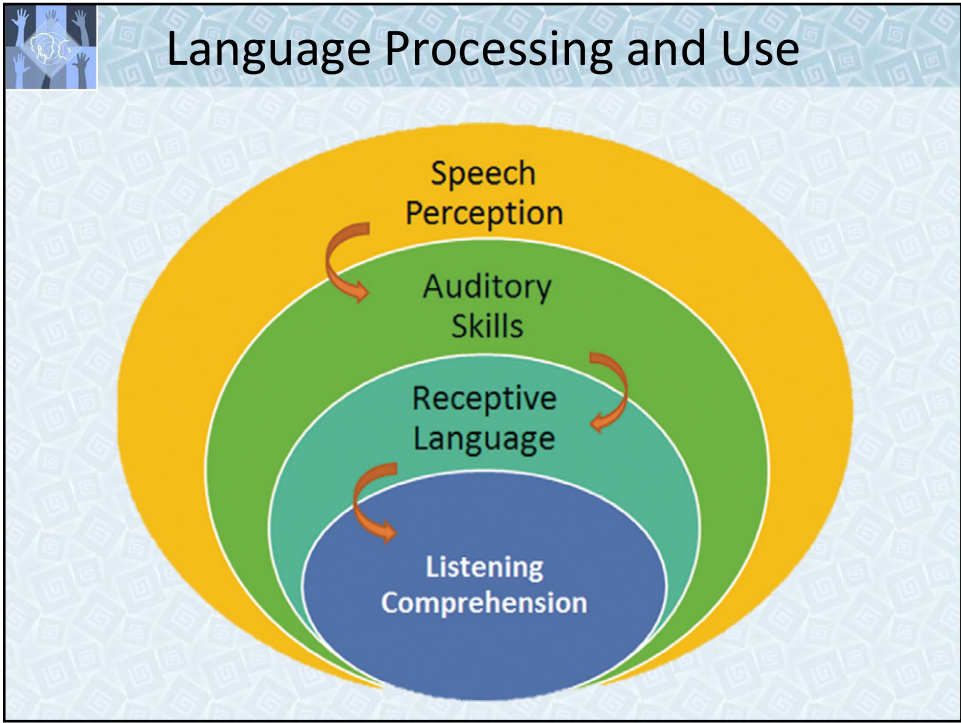






**Language use
and processing**





Assessment Language Processing and Use

Cottage Acquisition Scales for Listening, Language & Speech (CASLLS) -- Criterion referenced assessments for 5 different stages up to 8 yrs.

Detailed view; effective to identify developmental delays in skill areas most impacted by hearing loss

GOOD for monitoring progress over time!

Cottage Acquisition Scales for Listening, Language & Speech

Pre-Sentence Level

developed by Elizabeth M. Wilson, Ph.D., C.E.D., CCC-SLP

Child's Name: _____ DOB: _____

Age at full-time use of amplification: _____

Listening: ☐ Emerging ☐ Moderate to severe impairment ☐ Severe to profound impairment

Language: ☐ Emerging ☐ Moderate to severe impairment ☐ Severe to profound impairment

Speech: ☐ Emerging ☐ Moderate to severe impairment ☐ Severe to profound impairment

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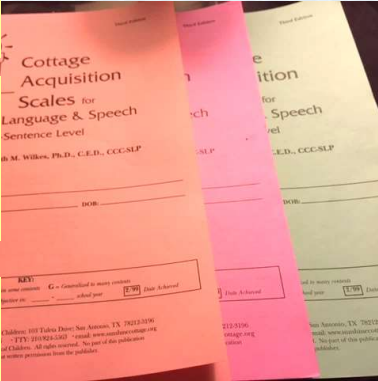
Listening, Language Processing, and Use

- CASLLS- (1999) Cottage Acquisition Scales for Listening, Language & Speech-** Beth Wilkes, Ph.D.

Pre-Verbal Level
(Birth – 12 mos.)

Sounds & Speech
(Duration, Loudness,
Pitch, Vowels &
consonants, IPA)

Pre-Sentence Level:
First Words and
Combinations
(12- 24 months)



Simple Sentence
Level 24-48
Months:

Complex
Sentence:
Includes Pre-
School
Developmental
Expectations



LANGUAGE PROCESSING: CASLLS

Willy (27 mos. Hear Age) Pre-Sentence Level RESULTS

- COGNITION AND PLAY (18-24 mos) = 100%
- LISTENING (21-24 mos) 3/8 = 37%
(24-30 mos) 4/8 = 50%
- LINGUISTIC MEANING (21-24 months) = 100%
- EXPRESSIVE SYNTAX (21-24 mos) 3/6 = 50%



LINGUISTIC PROCESSING- CASLLS

Willy (C.A. = 36 mo*)

“Simple Sentence Level” (*H.A. = 27 mo.s)

RESULTS:

NOUN & NOUN MODIFIERS (30 - 36 mos.) 3/7 = 43%

PREPOSITIONS & PRONOUNS (24-30 mos.) 3/7=43%

VERBS & MODALS (24-30 mos.) 4/7 = 57%

TENSE & NEGATION (24-30 mos). 4/5= 80%



LINGUISTIC PROCESSING

GOAL: Willy will increase comprehension and expression of language concepts by increasing accuracy of vocabulary, syntactic form, including word, phrase, and sentence structures.

PRE-SENTENCE LEVEL:

LISTENING (Auditory)

EXPRESSIVE SYNTAX

SIMPLE SENTENCE LEVEL

NOUNS & NOUN MODIFIERS

PREPOSITIONS & PRONOUNS

VERBS & MODAL

TENSE & NEGATION

EMERGING COMPLEXITY

QUESTIONS



LINGUISTIC PROCESSING- CASLLS

Willy (C.A. 36 mos.) OBJECTIVES: Simple Sentence

NOUN & NOUN MODIFIERS (30 - 36 mos.)

- Many, all, a lot of = quantities
- Definite article “the”
- Indirect object “Give [take, show] x to x.”

PREPOSITIONS & PRONOUNS (24-30 mos.)

- my, your - One, just one

VERBS & MODALS (24-30 mos.)

- NP + be + Location (That boy is here.)
- NP + copula + equivalent (The winner is Johnny. That boy is he.)

TENSE & NEGATION (24-30 mos.)

“-ing” in phrases (w/out and w/auxiliary verb “is/are”)



IV. LANGUAGE PROCESSING GOALS

OBJECTIVES: Willy: Pre-School ACTIVITIES:

LINGUISTIC MEANING: (24- 30 mos.)

Size, Location, Possessive

Activity #1, #2

NOUN & NOUN MODIFIERS (30 - 36 mos.)

- Many, all, a lot of = quantities
- Definite article “the”
- Ind. object “Give [take, show] x to x.”
- Activity #1, # 2

PREPOSITIONS & PRONOUNS (24-30 mos.)

- my, your - One, just one
- Activity #3

1. **Block play:** Model verbal description of “big” and “little pieces”. “There are many **BIG** ones and **many LITTLE** ones, but **NOT many** blue ones. Here is a blue **one!**”

2. **Farm Animal Play:** Follow directions and reciprocate in structured play: “Put **the horse (many animals, a lot of sheep)** in the barn!” “Uh-oh. What’s not here? (**“The horse” “the pig,”** etc.)

3. **Lego Play:** Divide blocks possession by colors. Give the blue block to her. “**This one** is **my** block. Where is **your** red block? Is it **this one?** “



IV. LANGUAGE PROCESSING GOALS

OBJECTIVES:	Willy: Pre-School	ACTIVITIES:
<u>VERBS & MODALS (24-30 mos.)</u> -NP + be + Location (That boy is <i>here</i>.) -NP + copula + equivalent (That boy is <i>he</i>.) <u>TENSE & NEGATION (24-30 mos.)</u> “-ing” in phrases (w/out and w/auxilliary verb “is/are”)	Model sentence structure in context of pictures at show and tell, calendar time, recess, or reading. “The day is Wednesday” or “The winner is Johnny.” Play hidden actions using barrier board, common characters and objects. “Listen...What is Elmo (the boy, baby, etc.) doing?” Give a hint and a model sentence “Elmo is on the bed.” ..Yes, you guessed it. He IS sleeping!” Then role switch.	



LINGUISTIC PROCESSING AND USE - CASLLS

Elise (6 yr. 1 mo.) RESULTS: Complex Sentence Level-

COGNITION/PLAY (48 -60 mos.) $3/7 = 43\%$ ← not pretending with books, not fully engaging or sharing in play requiring taking turns.

DISCOURSE (48- 54mos.) = 0 %not engaging in conversation

LISTENING (4.5 – 5 yrs) = 0%; (5 – 6 yrs.) $3/7 = 43\%$... not attending 3-4 sentence paragraphs, nor answering questions from stories

NOUN, NOUN MODIFIERS, & RELATIVE CLAUSES (4-5 yrs.) $6/9 = 66\%$... emerging not yet mastered; 50% (5-6 years)... Gaps in learning!

PREPOSITIONS & PRONOUNS (4- 5 yrs.) $7/10$ items = 70%

VERBS, ADVERBS, & INFINITIVES (4-5 yrs) $6/7$ items = 86 %; (5-6 yrs) $3/6$ items = 50%

TENSE & NEGATION & MODALS (4.5 – 5 yrs.) $4/6= 66\%$ ↗



Elise's Language RESULTS

Elise (6 yr. 1 mo.) RESULTS: Complex Sentence Level-

COGNITION/PLAY (48-60 mos.) 3/7 =43 % ...not pretending with books, not fully engaging or sharing in play that requires taking turns.

DISCOURSE (48-54mos.) 0 %just not engaging in conversation

LISTENING (4.5 - 5 yrs) = 0%; (5-6 yrs.) 3/7 = 43 %
...not attending to 3-4 sentence paragraph, stories, or answering questions from stories



Set Elise's Possible Language Goals

- **C**OGNITION/PLAY (48-60 mos.) 43 %
- **D**ISCOURSE (48- 54mos.) = 0 %
- **L**ISTENING
(4.5 - 5yrs) = 0%;
(5.0 - 6 yrs.) = 43 %



Set Elise's Language Goals (IF TIME)

Noun, Noun Modifiers, Relative Clauses
(4-5 yrs.) = 66% of items ... emerging not mastered
(5-6 yrs) = 50% of items ... gaps in learning!

PREPOSITIONS & PRONOUNS
(4- 5 yrs.) = 70% of items

VERBS, ADVERBS, & INFINITIVES
(4-5 yrs): 6/7 items = 86 %; (5-6 yrs): 3/6 items = 50%

TENSE & NEGATION & MODALS (4.5 – 5 yrs.)
4/6= 66%



LINGUISTIC PROCESSING- CASLLS - Elise (6:1)

Complex Sentence OBJECTIVES: Elise will be able to:

COGNITION/PLAY 48-60 mos ...Engage in conversation in directed peer role play with rhymes, books and stories

DISCOURSE 48- 54 mos ...Engage in conversation and initiate when prompted in order to introduce topics (ideas)

LISTENING 5 -6 yrs. Recall story details, identify word parts, respond by pointing to favorite story parts

NOUN MODIFIERS, RELATIVE CLAUSES (4-5 yrs.,5-6 yrs.)
Comprehend and use superlative – est, comparatives: better/best, worse/worst

LINGUISTIC PROCESSING- CASLLS - Elise (6:1)

Complex Sentence OBJECTIVES "Elise " will be able to:

PREPOSITIONS & PRONOUNS 4- 5 yrs.

Expand corpus of prepositions (about, along, except, until, before, after, over)

VERBS, ADVERBS, INFINITIVES 4-5 yrs.

Use infinitives in indirect discourse: e.g. "He asked her *to sit down.*"

TENSE, NEGATION & MODALS 4.5 – 5 yrs.

Use "did," "does," "doesn't" with verb, e.g. "She does/doesn't work."

LANGUAGE PROCESSING- CASLLS

Elise (6 yr. 1 mo.) Complex Sentence Level Sample Activities:

1. COGNITION/PLAY (4-5 yrs.)

Engage in conversation in directed peer role play with rhymes, books and stories

2. DISCOURSE (48- 54 mos.)

Engage in conversation and initiate when prompted in order to introduce topics (ideas)

3. LISTENING (5 – 6 yrs.) recall story details

(a) Identify word parts: Syllables, rhymes.

(b) Respond by pointing to favorite story parts: events, pages, pictures

Handout

Read and Role Play: Read aloud and talk about the funny story: "Can I Play Too? (Mo Willems *) Mr. Elephant wants to play Catch with Piggie. Mr. Snake wants to play too. So he says "Excuse me. Can I play too?" Willems, Mo (2010) *Can I Play Too?* NY: Hyperion Books for Children

Model Conversational Turn with props on "stage" in pretend recess setting and then role switch. Teacher: "I want to play catch" Student: " OK." (Role Switch.)**

Talk about snake to model rhyming words: "He tried to catch *but* he had no arms. He did not give up. He laughed. How did he laugh? He said "Hee- hee", not "me-me," and he said "Ha- ha," not "ta ta"). "He did not give up!" He kept trying! Poor snake: The balls went "bonk", bonk ...and maybe "konk, konk." They went "bump" ...and maybe ". thump" They tried a different way. Snake said "wheee" maybe "seeee?" (Repeat and leave off second rhyming word in sentence.)

****Vary game to model other requests in conversational turn**, such as "I want to play blocks"



Elise (6 yr. 1 mo.) Complex Sentence Level Sample Activities:

1. COGNITION/PLAY-

Elise will engage conversationally in directed peer role play

Read and Role Play: Read aloud and talk about the funny story: “Can I Play Too? (Mo Willems) Mr. Elephant wants to play Catch with Piggie. Mr. Snake wants to play too. So he says “Excuse me. Can I play too?”

Willems, Mo (2010) *Can I Play Too?* NY: Hyperion Books for Children

2. DISCOURSE-

Elise will Engage in conversation; initiate when prompted

Model Conversational turn with props on “stage” in pretend recess setting and then role switch. Teacher: “I want to play catch.” Student: “OK.” (Role Switch.) Vary game to model requesting conversational turn, such as “I want to play blocks.”

3. LISTENING

-(a) Identify word rhymes. (b) recall story details (c) Point to story events

Story: *Can I Play Too?* (Elephant and Piggie Series) “He tried to catch *but* he had no arms. He did not give up. He laughed. How did he laugh? He said “*Hee- hee*”, not “*me-me*,” and “*Ha- ha*,” not “*ta ta*”). He kept trying! Poor snake: The balls went “*bonk*”, *bonk* ..“*konk*, ---.” They went “*bump* ---- and “*thump*” ----. They tried a different way. Snake said “*wheee*” and “*seeee?*” (Repeat and leave off second rhyming word in sentence.)



LANGUAGE PROCESSING- CASLLS

Elise (6 yr. 1 mo.) Complex Sentence Level Sample Activities:

4. NOUN MODIFIERS, RELATIVE CLAUSES

4-5 yrs, 5-6 yrs, uses superlative – est, comparatives: “better/best, worse/worst”

5. PREPOSITIONS & PRONOUNS

4- 5 yrs

Use prepositions (“about, along, except, until, before, after, over”)

6. VERBS, ADVERBS, & INFINITIVES

(4-5 yrs)

Indirect discourse of pre-guided questions and answers, retell story (e.g. Elephant and Piggy. (*Three Little Pigs, Three Bears, or Red Riding Hood*, other fairytales– initially may be too complicated, too many characters and actions.)

7. TENSE, NEGATION & MODALS

(4.5 – 5 yrs.)

“did,” “did not” “does,” “doesn’t” + verb, e.g. “ She does/doesn’t work.”

Elephant & Piggie: Can I play too?:

Paraphrase syntax of story plot and model targeted language-- “Elephant felt **badly**, Piggie felt **worse**, but Snake felt **the worst!**”- (because he had no arms). Snake wanted to do **better** so they needed to change the plan!”

--Indirect discourse and Prepositions: “Snake **asked to play** *before* they begin throwing the ball. All the animals have arms **except** Snake! They could not help Snake play with them **until** they decided to throw and catch Snake.”

-- Tense, Negation, Modals: “Snake **doesn’t catch** the ball. Snake **doesn’t want** to play anymore. Elephant and Piggy **did not stop**. They thought of another idea! It **did work!**

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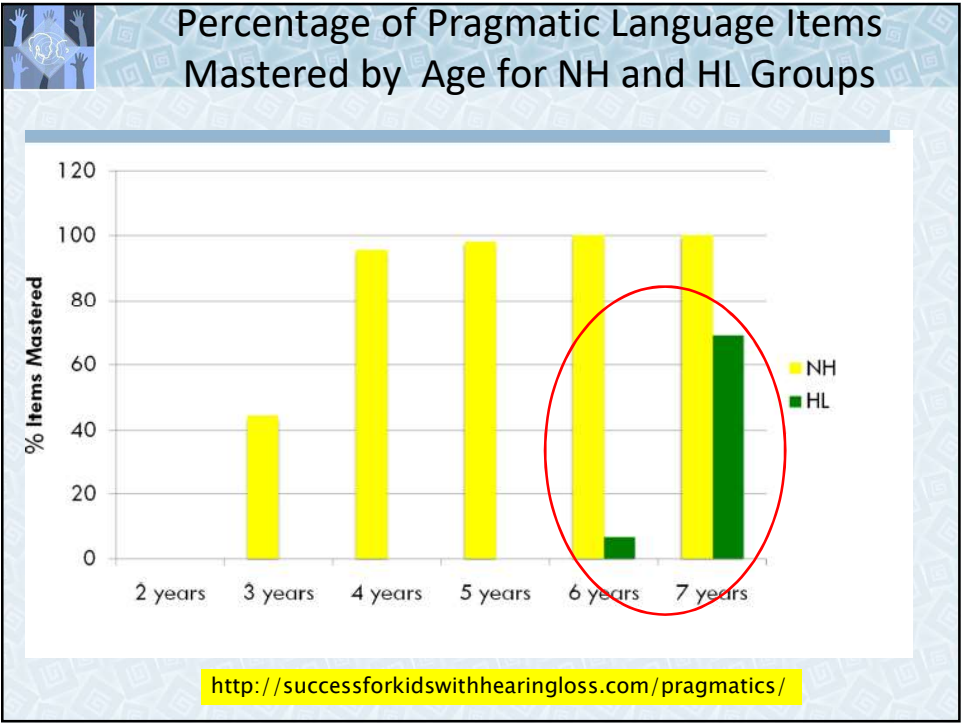


BRIDGING LANGUAGE ASSESSMENT:

SUMMARY:

- Results demonstrate work must be *daily and intense* with **several objectives** for each student!
- **CONSULT WITH THE TEAM:** A few objectives will not help **Willy** make progress for more than a year in one year's time nor help **Elise** catch up one year delay to her hearing peers.
- Objectives can be addressed **throughout the school day** and activities monitored for success.





45 Pragmatics Questions

Typical development:
Uses complex language
for 20 skills by age 3
43 by age 4
44 by age 5
45 by age 6

Example:
Willy, age 35 months,
had **8** items completed
using complex language,
20 using 1-3 words.
Is this an issue?

SOCIAL COMMUNICATION SKILLS – THE PRAGMATICS CHECKLIST

Child's Name: **Willy Cooper** I started by: **Mom**
Parent: **Theresa** (Indicate how you started: "I started by" or "I started with")
Parent's name: **Theresa** (Indicate how you started: "I started by" or "I started with")

	Not Present	Used 1-3 Words (20 items)	Used Complex Language (8 items)
INSTRUMENTAL – States needs (I want...)			
1. Makes polite requests			✓
2. Makes choices			✓
3. Gives description of an object wanted		✓	✓
4. Expresses a specific personal need		✓	✓
5. Requests help		✓	✓
REGULATORY – Gives commands (Do as I tell you...)			
6. Gives directions to play a game	✓		
7. Gives directions to make something	✓		
8. Changes the style of commands or requests depending on who the child is speaking to and what the child wants		✓	
PERSONAL – Expresses feelings			
9. Identifies feelings (I'm happy)			✓
10. Explains feelings (I'm happy because it's my birthday)	✓		✓
11. Provides excuses or reasons	✓	✓	
12. Offers an opinion with support	✓		
13. Complains			✓
14. Blames others			✓
15. Provides pertinent information on request (2 or 3 of the following: name, address, phone, birthday)	✓		
INTERACTIONAL – Ask and Tell			
16. Interacts with others in a polite manner			✓
17. Uses appropriate conversational rules such as greetings, farewells, thank you, getting attention		✓	✓
18. Attends to the speaker		✓	✓
19. Revises/corrects an incomplete message		✓	
20. Initiates a topic of conversation (doesn't just start talking in the middle of a topic)	✓		✓
21. Maintains a conversation (able to keep it going)			✓
22. Ends a conversation (doesn't just walk away)	✓		
23. Interacts appropriately with an established conversation with others	✓		
24. Makes apologies or gives explanations of behavior	✓		✓
25. Requests clarification	✓		✓
26. States a problem	✓		✓
27. Criticizes others			✓
28. Disagrees with others			✓
29. Compliments others	✓		✓
30. Makes promises	✓		✓
WANTS/EXPLANATIONS – Tell me why...			
31. Asks questions to get more information			✓
32. Asks questions to systematically gather information as in "Twenty Questions"			✓
33. Asks questions to clarify a situation			✓
34. Asks questions to problem solve (What should I do? How do I know?)			✓
35. Asks questions to make predictions (What will happen if...?)			✓
IMAGES/KNOWLEDGE & IMAGINATIONS – Tell me something to tell you...			
36. Role plays with different characters			✓
37. Role plays with props (e.g., Barbie as phone)			✓
38. Provides a description of a situation which describes the main events			✓
39. Correctly re-tells a story which has been told to them	✓		
40. Retells the content of a 4-6 frame picture story using correct events for each frame	✓		
41. Creates an original story with a beginning, middle, logical events, and an end	✓		
42. Explains the relationship between two objects, actions or situations			✓
43. Compares and contrasts qualities of two objects, actions or situations			✓
44. Tells a lie			✓
45. Expresses humor/sarcasm			✓
TOTAL FOR EACH COLUMN			
	34	3	20

AUTHOR OF CHECKLIST: Gilman, D. (1998) Pragmatics Checklist (adapted from Brown, C.L. 1996).
Gilman, D., Brown, C.L., Gilman, D., & Gilman, D. (2002). The missing link in language development of deaf and hard of hearing children: Pragmatics Language Development. Seattle: University of Washington. (PDF) <http://www.danbrown.com/missinglink.pdf>
The format of this information was designed by Karen L. Anderson, PhD, 2013, Supporting Success for Children with Hearing Loss <http://successforkidswithhearingloss.com>

Why does Willy not perform well?

- 1. Pragmatic skills require higher than 27 months expressive language development which is his hearing age at this time... Willie is still working on age 24 mos. language goals!
➡ He could be (is) missing *sufficient* development of processing and *expression of social communication*.
- 2. He is not taking an interest in responding
➡ He may need higher *motivational and deliberately structured learning experiences*.



V. SOCIAL LANGUAGE/PRAGMATIC SKILLS

The Pragmatics Checklist

“NOT present” or “MINIMAL” (1-3 words) :

Instrumental and Regulatory

- Gives description of object wanted
- Give directions to play or make something

Personal

- Identifies and explains feelings
- Provides name, address, phone, birthdate

Interactional

- Attends to the speaker
- Revises an incomplete message
- Requests clarification
- States a problem Maintains a conversation

Objectives: Willy will be able to....

Use vocabulary for descriptive language by listening to descriptions and asking questions

1. Express emotions (24 -30 mos.) with language

2. State personal information.

1. Express connection with conversational partner for at least two turns.

2. Request clarification*

3. Clarify by repeating a word, phrase or sentence

*** See ADVOCACY also**

➡

➡

➡

Handout



V. SOCIAL LANGUAGE/PRAGMATIC SKILLS

Pragmatic Weaknesses: NOT present or MINIMAL (1-3 words) Elise

PRAGMATIC GOALS:

WANTS EXPLANATIONS:

- *Asks questions to get more information
- *Asks questions to make predictions

SHARES KNOWLEDGE AND IMAGINATION:

- *Correctly retells story that has been told to her
- *Explains the relationship between two objects, actions, or situation

*Higher level pragmatics works well if you plan the activities in the context of developing syntactic (language) objectives

ACTIVITIES:

1. Ask questions using vocabulary in targeted syntactic form: e.g. "Is it **VERB** ing?" or Is it **ADJ**?" to guess an object in barrier board game. Play "Hedbanz" or "Guess Who?" game with reward for asking questions that predict correct answer.
2. Student is challenged to retell events in story and to compare descriptions of two characters' actions.



PRAGMATIC/SYNTAX ACTIVITY

GOAL: Asks questions to get more information

ACTIVITY: Ask questions of peer using vocabulary in targeted syntactic form: e.g. "Is it **VERB** ing?" or Is it **ADJ**?" to guess an object in barrier board game.





2ND EDITION
HEDBANZ
The QUICK Question Game of "What Am I?"

http://www.hedbanz.com

GAME FOR ELISE AND WILLY

**MODIFIED GUESSING FOR
Three and Four Yrs. Old:**

SYNTACTIC FORM STATEMENTS :

- (1) You are made of ----
- (2) You rhyme with ----
- (3) You are bigger than a --- and smaller than a ----
- (4) You like to ----- and -----.
- (5) It is **VERBing**.
- (6) It is **ADJECTIVE**.

QUESTIONS:

- (1) Do I like to ----?
- (2) Am I bigger than -----?
- (3) Where do I live?
- (4) Does it (grow)?
- (5) Is it **VERB ing**?
- (6) Is it **ADJECTIVE**?



2ND EDITION
HEDBANZ
The QUICK Question Game of "What Am I?"

V. SOCIAL LANGUAGE/PRAGMATIC SKILLS Elise

Pragmatic Language Development Materials:

- GUESS WHO?
- HEDBANZ



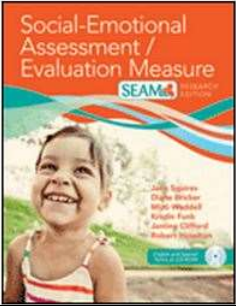
Original





Social-Emotional Assessment/Evaluation Measure (SEAM)

- Psychometrically sound tool for assessing and monitoring functional social-emotional development in infants through preschool.
- Completed by families or the preschool teacher
- Ideally, an integrated part of the EI program so that this info can be considered as part of transition at age 3
- English/Spanish
- Infant, Toddler and Preschool forms
- With ages and without ages specified for each skill
- All materials come on CD





C-2.0 PRESCHOOL-AGE CHILD EXPRESSES A RANGE OF EMOTIONS

2.1 Child smiles and laughs.

Some examples might be

36-66 Laughs when another child makes a funny face

36-66 Smiles when you come to pick her up from child care

36-66 Smiles and laughs when playing with peers

48-66 Laughs at fun books during group time

2.2 Child expresses a range of emotions using a variety of strategies.

Some examples might be

36-66 Laughs, cries, shouts in excitement, shows anger physically (e.g., crossing arms, stomping feet)

36-66 Expresses many feelings (e.g., happy, sad, mad, tired)

48-66 Says, "I'm mad at you," or "I'm scared"

2.3 Child describes emotions of others.

Some examples might be

36-48 Says, "He is sad," when another child cries

36-66 Identifies others' emotions (e.g., says, "You're tired," when teacher yawns)

48-66 Describes others' emotions and reason for the emotion (e.g., "Teacher, you are sad because the kids are noisy and not listening")

2.4 Child identifies own emotions.

Some examples might be

36-66 Says he is mad or upset when angry

36-66 Tells you he is happy when given a toy he wants

48-66 Identifies feelings and why he has them (e.g., "I am mad because I never get to be teacher's helper")

54-66 Identifies some subtle feelings (e.g., frustration, disappointment, surprise)



Summary Form

Toddler

For developmental range: 18-36 months

Child's name: Willy Cooper

Adult/caregiver's name: Barbara Cooper

INSTRUCTIONS: The SEAM (C) and SEAM Family Profile (F) benchmarks and their associated items are listed on the following pages. Beside each item is space to enter the administration date and whether the item has been identified as a strength (i.e., as indicated by checking very true on an item on the SEAM and most of the time on an item on the SEAM Family Profile). There is also space to indicate whether an item is a concern and needs monitoring (i.e., as indicated by a check in the circle in the Concern column) or whether the item has been selected as a focus area (as indicated by a check in the triangle for the Focus area column). The form can be used to enter data from three separate administrations.

	Admin date: <u>2/2/15</u>	Admin date: <u>2/8/15</u>	Admin date: <u>3/5/15</u>
	Strength	Concern	Focus area
SEAM			
Benchmark C-1.0			
Item 1.1	X		
Item 1.2		X	
Item 1.3	X		
Item 1.4		X	
Benchmark C-2.0			
Item 2.1	X		
Item 2.2		X	
Item 2.3		X	
Item 2.4		X	
Benchmark C-3.0			
Item 3.1	X		
Item 3.2		X	
Item 3.3		X	
Benchmark C-4.0			
Item 4.1	X		
Item 4.2		X	
Item 4.3		X	

Social-Emotional Assessment/Evaluation Measure (SEAM™), Research Edition, by Jane Squires, Dana Bricker, Mimi Wadler, Kristin Pinn, Janine Clifford, and Robert Houston. Copyright © 2014 Paul H. Brookes Publishing Co., Inc. All rights reserved.



Social Emotional Assessment Toddler

Example: SEAM (18-36 mos.) →Goal Areas

Willy (age 36 mos.)

Toddler: Item 1.4
Concern- Initiates and responds when you communicate - "Concern"

Toddler: Item 2.3, 2.4
Identifies own emotions with and without help "Concern"-

Long Term Goal: Willy will ask questions in conversational interaction with an adult

Long Term Goal: Willy identifies and expresses emotions using language in the context of conversation. (a) He will learn to identify feelings in facial expressions in classroom interactions; (b) He will identify emotions of characters in stories



Social Skills Checklist - PreK + Elem

3 Areas: Social Play, Emotional Regulation, Communication Skills

SOCIAL SKILLS CHECKLIST (Pre-K/Elementary)

Name of child: _____ Date: _____ Completed by: _____

Instructions: For each question, check if that particular skill occurs Almost Always, Often, Sometimes or Almost Never.

RATING SCALE
Almost Always: the student consistently displays this skill in many settings and with a variety of people
Often: the student displays this skill on a few occasions, settings and with a few people
Sometimes: the student seldom displays this skill but may demonstrate it on infrequent occasions
Almost Never: the student never or rarely exhibits this skill. It is uncommon to see this in their daily routine.

SOCIAL PLAY & EMOTIONAL DEVELOPMENT	Almost Always	Often	Sometimes	Almost Never
1.1 Beginning Play Behaviors				
1. maintains proximity to peer within 3 feet				
2. observes peers to play socially within 3 feet				
3. person play near peers using the same or similar materials				
4. physically initiates peer				
5. verbally initiates peer				
6. takes turns appropriately during simple games				
1.2 Intermediate Play Behaviors				
1. observes and talks about the activity with peers, even if play appears to be different				
2. physically and verbally responds to interaction from peers (accepted toy, questions)				
3. returns and initiates interaction with peers				
4. moves appropriate when playing in the activity with peers				
5. invites others to play				
6. takes turns during structured activities				
7. obeys game rules				
8. requests toy, book and materials from peers				
1.3 Advanced Play Behavior				
1. plays cooperatively with peers during imaginative play				
2. makes comments about what he/she is playing to peers				
3. organizes play (suggests ideas to peers on how to play)				
4. follows peer play plans				
5. takes turns during cooperative activities without a time limit				
6. gives toys, food, and materials to peers				
EMOTIONAL REGULATION				
2.1 Understanding Emotions				
1. identifies likes and dislikes				
2. identifies emotions in self				
3. identifies emotions in others				
4. justifies emotions once identified (feeling because I'm hungry)				
5. demonstrates affection and empathy (hugged peers)				
6. refrains from aggressive behaviors toward peers				
7. refrains from aggressive behaviors toward self				
8. does not exhibit intense fears or phobias				
9. integrates body language				
10. uses different kinds of voice to convey messages				
2.2 Self-Regulation				
1. allows others to comfort him/her if upset or agitated				
2. self-regulates when tense or upset				
3. self-regulates when angry, upset or hurt				
4. does with self before in acceptable way				
5. does with self left out of a group				

EMOTIONAL REGULATION continued	Almost Always	Often	Sometimes	Almost Never
6. accepts not being first in a game or activity				
7. accepts losing in a game without becoming upset/angry				
8. does not in appropriate way to blame for the loss or what to do				
9. accepts losing but without becoming upset/angry				
10. able to say "good-bye"				
11. able to end conversation appropriately				
2.3 Flexibility				
1. accepts making mistakes without becoming upset/angry				
2. accepts consequences of his/her behavior				
3. accepts unexpected change				
4. continues to try when something is difficult				
5. guesses others or situations when it is unclear to do so				
2.4 Problem Solving				
1. identifies/defines problems				
2. generates solutions to problems				
3. carries out solutions by negotiating or compromising				
4. understands impact to be consistent to do so				
COMMUNICATION SKILLS				
3.1 Conversational Skills				
1. initiates conversation when it is appropriate to do so				
2. initiates conversation around specific topics				
3. asks "why" questions				
4. responds to "why" questions				
5. makes a variety of comments, related to the topic during conversation				
6. introduces him/herself to someone new				
7. introduces people to each other				
8. ends conversation appropriately				
3.2 Nonverbal Conversational Skills				
1. maintains appropriate proximity to conversational partner				
2. orients body toward speaker				
3. pays attention to person's nonverbal language, understands what is communicated				
4. waits to respond				
3.3 Compliments				
1. gives appropriate compliments to peers				
2. appropriately receives compliments				
3. asks for a favor appropriately				
4. apologizes independently				
SUMMARY OF SOCIAL SKILLS CHECKLIST				
	Total % Marked Almost Always	Total % Marked Often	Total % Marked Sometimes	Total % Marked Almost Never
1.1 Beginning Play Behaviors				
1.2 Intermediate Play Behaviors				
1.3 Advanced Play Behaviors				
2.1 Understanding Emotions				
2.2 Self-Regulation				
2.3 Flexibility				
2.4 Problem Solving				
3.1 Conversational Skills				
3.2 Nonverbal Conversational Skills				
3.3 Compliments				

Calculator: For each section, total the number of questions checked under each response category (Often, etc.) in the specific section and divide by the total number of questions in the section, then multiply by 100.
Forwarded under 2017's version. Anderson, PhD for Supporting Success for Children with Hearing Loss
Source: <http://www.hearingloss.org/2017/02/16/social-skills-checklist-elementary/>



Social Skills Checklist - Willy

Checklist Behaviors	ALWAYS	OFTEN	SOMETIMES	NEVER
1.1 Beginning Play Behaviors		33%	66%	
1.2 Intermediate Play Behaviors		25%	37.5%	37.5%
1.3 Advanced Play Behaviors			33%	66%
2.1 Understanding Emotions	10%		10%	80%
2.2 Self-Regulation		18%	27%	55%
2.3 Flexibility			60%	40%
2.4 Problem Solving				100%
3.1 Conversational Skills		12.5%	37.5%	50%
3.2 Nonverbal Conversational Skills			25%	75%
3.3 Compliments				100%

General Areas of Development

Social Play & Emotional Development

Emotional Regulation

Communication Skills



VI. Social Skills Checklist - PreK + Elem

1.1 Beginning Play Behaviors
1.2 Intermediate Play Behaviors
1.3 Advanced Play Behaviors
2.1 Understanding Emotions
2.2 Self-Regulation
2.3 Flexibility
2.4 Problem Solving
3.1 Conversational Skills
3.2 Nonverbal Conversational Skills
3.3 Compliments

Relationship among social behaviors categories: Play and cooperation require **verbal mediation**; language “rules,” asking questions, imitation of words

OBJECTIVES Willy will:

Intermediate Play: Use conventional “please”, “thank you” in conversation as rules.

Emotional Regulation: To be able to express greetings, a connection, and identify emotion in self and others with language such as “happy,” “sad,” “surprised.”

Conversational Skills: Express at least two conversational verbal turns in play.



Social Skills Checklist – Elise

Checklist Behaviors	ALWAYS	OFTEN	SOMETIMES	NEVER
1.1 Beginning Play Behaviors	33	33%	16.7%	16.7%
1.2 Intermediate Play Behaviors		16.7%	75%	12.5%
1.3 Advanced Play Behaviors			33%	67%
2.1 Understanding Emotions	10%	40%	40%	10%
2.2 Self-Regulation		37%	37%	26%
2.3 Flexibility		40%	20%	40%
2.4 Problem Solving			25%	75%
3.1 Conversational Skills			12.5%	87.5%
3.2 Nonverbal Conversational Skills		50%	50%	
3.3 Compliments			25%	25%

Numerical score (Percentage %) is the number of responses divided by number of items in each sub-category.



VI. Social Skills Checklist - PreK + Elem

1.1 Beginning Play Behaviors	OBJECTIVES Elise will: Organize play, make comments about what she is doing, follow peer's play plans, and take turns.
1.2 Intermediate Play Behaviors	
1.3 Advanced Play Behaviors	
2.1 Understanding Emotions	Identify a problem and carry out a solution by negotiating or compromising.. Using "if"
2.2 Self-Regulation	
2.3 Flexibility	
2.4 Problem Solving	Ask questions, learn how to politely initiate conversation, and introduce conversation about a specific topic
3.1 Conversational Skills	
3.2 Nonverbal Conversational Skills	
3.3 Compliments	



VI. Social Skills Activities - PreK + Elem

OBJECTIVES: **Willy/ Elise will**

ACTIVITIES:

Intermediate Play: “Willy & Elise:” use conventional “please”, “thank you” in conversation.

Play Center and Snack Time: Structure and model “Please” and “Thank you” language in turns at

Conversational Skills: “Willy:” Express at least two conversational verbal turns in play. “Elise:” Ask questions, learn how to politely initiate conversation, and introduce conversation about a specific topic.

Play: “Willy” - “Where is the ---- ?” game to receive clues to find an object. “Elise:” See previous activities for Language and Pragmatic skills (Guess Who Game; *Can I Play Too ?* (story) to address pre-school discourse objectives.

Problem-Solving “Elise:” Identify a problem, carry out solution by negotiating or compromising.

Story Time: Understand and use “if” in a cause-effect sentence. “*Elephant & Piggie:” series* (Mo Willems) *Can I play too? If* Elephant throws Snake, **then** he can play too!”



Student Name _____		Date _____	Teacher's/Therapist's _____	
STUDENT ADVOCACY & INDEPENDENCE DEVELOPMENT (SAD) Teacher Checklist				
Use this checklist to monitor how well the student integrates important self-advocacy independence activities, and independent repair into every daily classroom task. Select the type of response you have observed the student to use or think that the student is most likely to use.				
BEHAVIORAL COMMUNICATION STYLE:				
PASSIVE (P) may refer to either to voice that is weak, high pitched and/or tone that is flat. It does not understand one's role in the environment or what others expect. They are often fearful of the authority figure during conversations, but they do not speak up for themselves. They lack confidence and require lots of encouragement and support before being able to stand up for themselves and object to continued situations.			AGGRESSIVE (G) can become hostile, angry or belligerent when others discontinue listening others for their misunderstanding; can be insensitive to the feelings of others including his/her own. This aggressive behavior usually occurs for fear of embarrassing or being ridiculed or rejected by the situation.	
Student response when he... (you may choose more than one response)				
Observed or strongly suspected	N/A* or Not Observed			
1. Does not hear all of a homework assignment	P G S	NA*	NO	
2. Is working in a small group with others when it is noisy and difficult for him to understand	P G S	NA	NO	
3. Has 'gotten lost' due to new vocabulary during verbal instruction or in written materials	P G S	NA	NO	
4. Is experiencing problems with his hearing technology not functioning	P G S	NA	NO	
5. Is conversing with a friend in a quiet environment (typical communication style)	P G S	NA	NO	
6. Is conversing with another student when it is noisy, such as during class transition times	P G S	NA	NO	
7. Is not understood and he is asked to repeat or clarify	P G S	NA	NO	
8. Does not understand single or multistep directions when class starts beginning independently	P G S	NA	NO	
9. Has difficulty understanding the presenter in the auditorium or over the intercom	P G S	NA	NO	
10. Does not understand the need to bring an important paper/money from home (due to mishearing)	P G S	NA	NO	
11. Does not hear information provided by another student during class discussion	P G S	NA	NO	
12. Is caught off guard after called upon to answer a question and it is clear that he is 'lost'	P G S	NA	NO	
INFORMATION OF INDEPENDENT FUNCTION				
Indicates if independent function is used				
Categories	Examples			
Asks for repetition	Can you say that again more slowly please?			
Asks for clarification by asking for words in the request	Can you say the page again please? When we are on the main track? Is it the end problem on page 18?			
Seeks help nonverbally	Uses some form of signal that he/she is confused that you have heard about! Looks confused and fidgets eye irritate. Mimics you a note			
COMMUNICATION REPAIR				


Student Advocacy & Independence Development
 SAID Checklist **Willy**

[illegible]



Hearing Aid Independence & Self-Advocacy

GOALS: Willy will determine that his hearing aids are powering on, detecting speech and report malfunctions.

OBJECTIVES: Willy will:

- Repeat Ling Six sounds and “nonsense” words 8/10 times while putting on hearing aids.
- Request teacher to repeat messages containing new words 8/10 opportunities.
- Check/ tell teacher when hearing aid batteries die 8/10 times; know how to insert new ones with supervision.

Willy **ACTIVITIES:**

- Willy plays Six sound test i-pad app: Model: If no sound is presented, shake head “No;” If unfamiliar word is presented Willy says “I don’t know!”
- Play “**telephone game**” With short messages in student’s circle; if Willy does NOT hear it, he says, “Repeat it please!”
- Teacher shows Willy how smiley face battery tester works.



Student Advocacy & Independence Development (SAID) Checklist

Student Name: *Elise* Date: _____ Teacher/Therapist: _____

STUDENT ADVOCACY & INDEPENDENCE DEVELOPMENT (SAID) Teacher Checklist

Use this checklist to monitor how well the student engages in self-advocacy, independence activities, and communication goals over time. Check the box that best describes the student's performance. (P = Passive, G = Generally, S = Sometimes, NA = Not Applicable, NO = Not Observed)

SELF-ADVOCACY COMMUNICATION STYLE:

PASSIVE (P): waits for others to initiate. Does not reach into the box to ask for help. Does not understand what is being said. Does not respond to the teacher's questions. May offer little during conversations. Does not respond to the teacher's questions. Does not respond to the teacher's questions.

AGGRESSIVE (G): can become angry or impatient when others do not understand. Blaming others for his own difficulties. Does not respond to the teacher's questions. Does not respond to the teacher's questions. Does not respond to the teacher's questions.

ASSERTIVE (S): recognizes that he has the right to express needs. Does not respond to the teacher's questions. Does not respond to the teacher's questions. Does not respond to the teacher's questions.

Student response when he...

Student response when he...	Observed or strongly suspected	NA* or Not Observed
1. Does not hear all of a homework assignment	P G S	NA NO
2. Is working in a small group with others when it is noisy and difficult for him to understand	P G S	NA NO
3. Has 'gotten lost' due to new vocabulary during verbal instruction or in written materials	P G S	NA NO
4. Is experiencing problems with his hearing technology not functioning	P G S	NA NO
5. Is conversing with a friend in a quiet environment (typical communication style)	P G S	NA NO
6. Is conversing with another student when it is noisy, such as during class transition times	P G S	NA NO
7. Is not understood and he is asked to repeat or clarify	P G S	NA NO
8. Does not understand single or multistep directions when class starts beginning work independently	P G S	NA NO
9. Has difficulty understanding the presenter in the auditorium or over the intercom	P G S	NA NO
10. Does not understand the need to bring an important paper/money from home (due to mishearing)	P G S	NA NO
11. Does not hear information provided by another student during class discussion	P G S	NA NO
12. Is caught off guard after called upon to answer a question and it is clear that he is 'lost'	P G S	NA NO

INDICATORS OF INDEPENDENT FUNCTION

Indicators of Independent Function	NA	Observed	Occasional	Consistent
1. Using amplification daily (personal device, TAD)	0	1	2	3
2. Changing the necessary hearing aid function	0	1	2	3
3. Properly reporting issues with hearing technology	0	1	2	3
4. Selecting own seating locations (yes, auditorium for best hearing)	0	1	2	3
5. Independently sharing ideas or asking that a note be taken	0	1	2	3
6. Asking for clarification of assignments if needed	0	1	2	3

COMMUNICATION BEHAVIOR

Category	Examples	NA	Observed	Occasional	Consistent
Asks for clarification	Can you say that again more slowly please?	0	1	2	3
Asks for clarification by using key words in the request	Where are we in the math book?	0	1	2	3
Seeks help nonverbally	She was sure of what she said but he didn't understand that you two have agreed on it.	0	1	2	3
Looks confused and hopes you notice	Writes you a note	0	1	2	3

Elise is generally passive, not responding or asking for clarification is she misses information. She generally waits for someone to tell her what to do if she doesn't understand.

Student Name: _____ Date: _____ Teacher/Therapist: _____

STUDENT ACADEMIC & INDEPENDENCE DEVELOPMENT

(SAID) Teacher Checklist

Use this checklist to monitor how well the student integrates independence with academic independence activities, and how you think that the student is doing on these skills.

SELF-EDUCATION COMMUNICATION STYLE

PASSIVE (P) who asks others to make things for him, needs help and cannot do things on his own. If not used and understood, neither will he be able to learn to do things on his own. He may offer little time during conversations to connect with being long but the other expects help for misunderstanding and cannot do things on his own.

AGGRESSIVE (A) can become angry and is not willing to collaborate when he is not understood, blaming others for his behavior. He may not be able to express the feelings of others including being angry. He may not be able to be what may be demanding or very outgoing in an attempt to be aggressive.

ASSERTIVE (N) recognizes that he has the right to express needs, wants but does not expect others to do things for him. He is able to understand people's needs and express in a pleasant way of voice, secure that a misunderstanding is a shared, not mutual responsibility, takes turns and holds his own and if a conversation

Student response when he is _____

(you may choose those more than one...)

	Passive (P) (Aggressive (A))	Assertive (N)	Observed	Expected	Not observed
1. Does not have all of a lesson/assignment	☐	☐	☐	☐	☒
2. Working in a small group with others is not willing and difficult for him to understand	☐	☐	☐	☐	☒
3. Has trouble taking in class work when others are working in a written material	☐	☐	☐	☐	☒
4. Is conversing with his learning technology (not functioning)	☐	☐	☐	☐	☒
5. Experiencing with a friend in a quiet environment, typical communication style	☐	☐	☐	☐	☒
6. Has trouble taking in class work when others are working in a written material	☐	☐	☐	☐	☒
7. Is not understood and he is asked to repeat or clarify	☐	☐	☐	☐	☒
8. Does not understand single or multiple directions when he does not working independently	☐	☐	☐	☐	☒
9. He is difficult understanding the presented in the auditorium or over the internet	☐	☐	☐	☐	☒
10. Does not understand the need to bring an important assignment, then come back to misbehavior	☐	☐	☐	☐	☒
11. Does not have information presented by another student during class discussion	☐	☐	☐	☐	☒
12. Cutoff caught off guard called upon to answer a question and it is clear that he is not	☐	☐	☐	☐	☒

INDEPENDENT FUNCTION AND COMMUNICATION STYLE

Indicator of Independent Function	Not observed	Rare	Occasionally	Sometimes	Consistent
1. Using amplification device (personal alarm, FM)	☐	☐	☐	☐	☒
2. Changing I/M monitoring device, hearing aid	☐	☐	☐	☐	☒
3. Properly reporting issues with hearing technology	☐	☐	☐	☐	☒
4. Using own seating (cushion, chair, auditory aid) for best hearing	☐	☐	☐	☐	☒
5. Independent choice of seating or use of hearing technology as requested	☐	☐	☐	☐	☒
6. Making all decisions independently if needed	☐	☐	☐	☐	☒

COMMUNICATION STYLE

Category	Examples	Rare	Rare	Occasionally	Sometimes	Often
Asks for repetition	Can you say that again more slowly please?	☐	☐	☐	☐	☒
Asks for clarification by asking key words are relevant	Where are we in the math book? Is it in the class or in the 300?	☐	☐	☐	☐	☒
Seeks help nonverbally	Uses some sort of note that he didn't understand that you then you agreed on	☐	☐	☐	☐	☒
Writes you a note		☐	☐	☐	☐	☒

INDEPENDENT FUNCTION					
Indicators of Independent Function	NA/ Not Observed	Rare	Occasional	Consistent	
1. Using amplification daily (personal device, FM)	0	1	2	3	
2. Charging FM, monitoring hearing aid function	0	1	2	3	
3. Promptly reporting issues with hearing technology	0	1	2	3	
4. Selecting own seating (classroom, gym, auditorium) for best hearing	0	1	2	3	
5. Independently closing door or asking that a noise source be stopped	0	1	2	3	
6. Asking for clarification of assignments if needed	0	1	2	3	

Hearing Aid Independence & Self-Advocacy Skill Expectations Checklist	
Student: <u>Elise</u>	Write in date of E = Emerging and M = Mastered or V for all Mastered
E M Date	At Transition to Preschool or Kindergarten
☒	1. When/how to ask an adult before device(s) are removed (through about age 7)
☒	2. How to insert earmolds/hearing aids independently
☒	3. How to participate in the Ling sound listening check from close and far
☒	4. How to do self-test (bah, bah, bah, sh, sh, sh) with each device after it has been turned on
☒	5. When/how to report all issues with hearing changes/ hearing aid malfunctions to an adult
☒	6. Asks for repetition when he did not hear the message
	Kindergarten
☒	7. Explain why it is important to have extra batteries and how to request assistance when a battery is dead
☒	8. How to perform a visual inspection of the hearing aid
☒	9. How to charge the FM daily and explain/demonstrate proper use and careful handling
☒	10. How to appropriately remind teacher to turn on/off the FM transmitter
☒	11. How to appropriately request that the FM microphone be used during group interactions
☒	12. Demonstrates completion of daily monitoring by completion of check-off form (under supervision)
☒	13. Provide at least 3 ways to respond when another person asks about the hearing aids
☒	14. Explain how distance makes it harder/easier to hear speech

From Steps to Assessment book



Hearing Aid Independence & Self-Advocacy

GOALS: Elise will determine that her hearing aids power on fully, detecting speech and report malfunctions.

OBJECTIVES:

Elise

- Elise will say [a] [u] [i] ‘Bah-boo-bee’ and ‘Shh!’ sounds to herself when putting on her hearing aids.
- Elise will ask teacher or speaker to repeat unclear messages 8/10 opportunities in structured sessions.
- Elise will tell the teacher when her hearing aid batteries die and insert new ones.

ACTIVITIES:

- Teach “Elise” that “bah-boo-bee” is the name of the Hearing Aid Elf who is noisy. Tell “Bah-boo-bee” “Shhh” to be quiet!
- Ask Elise to detect “nonsense” word from list of 10 words, then “nonsense phrase(s)” from list of 10 “nonsense” phrases.
- Teach Elise her hearing aid Elf “Bah-boo-bee” needs batteries to feel loved. Tell a short empowering story such as “I’m Deaf and that’s OK!”



Teacher LIFE-R Appraisal of Listening Difficulty

Elise

1. Student's ability to focus on/follow large group verbal instruction (i.e., teacher front of room):	5	4	3	2	1
2. Student's ability to focus on/follow verbal instruction when you are moving about the room:	5	4	3	2	1
3. Student's ability to focus on/understand verbal responses by other students seated across the classroom from him/her: Check one: ☐ With FM mic used by student ☒ Without FM mic	5	4	3	2	1
4. Ability to attend when listening to directions presented to the whole class (focus):	5	4	3	2	1
5. Ease of following directions provided to large group (hesitation before beginning work):	5	4	3	2	1
6. Ability to attend to class activities (distractibility, fidgety, typical level of attention):	5	4	3	2	1
7. Ability to stay on task (re: need for individual redirection):	5	4	3	2	1
8. Level of hesitation when volunteering to answer class questions in relation to peers:	5	4	3	2	1
9. Ability to answer questions appropriately (shows understanding of question and reasonable response):	5	4	3	2	1
10. Ability to understand information presented via instructional media (videos, computer, etc.):	5	4	3	2	1
11. Ability to focus on and understand morning announcements or large group assemblies:	5	4	3	2	1
12. Ability to attend to verbal instruction and understand when noise is present (i.e., transitions):	5	4	3	2	1
13. Ability to focus on/understand peer comments during small group work:	5	4	3	2	1
14. Comfort during social involvement/informal peer conversations in comparison to peers:	5	4	3	2	1
15. Overall rate of listening/learning in comparison to class peers (rate of comprehension):	5	4	3	2	1

Listening Inventory For Education-Revised (LIFE-R)
Teacher Appraisal of Listening Difficulty
By Karen L. Anderson, PhD, Jessica S. Smith, PhD, & Carrie Spangler, AuD
Name: Elise Grade: 3rd School: _____
Teacher: _____ Hearing Aid: ☐ CI ☐ Other _____ Date LIFE Completed: _____
Type of Classroom Hearing Technology: _____

LIFE Classroom Listening Situations
Instructions: Based on your observations, please mark the response that best describes how the student's level of challenge when listening and learning in each of the situations described below. If you have no idea how to answer an item, leave the item blank. Thank you for your assistance.

	No challenge or very little	Occasional challenge	Sometimes challenged	Often challenged	Always challenged
1. Student's ability to focus on/follow large group verbal instruction (i.e., teacher front of room):	5	4	3	2	1
2. Student's ability to focus on/follow verbal instruction when you are moving about the room:	5	4	3	2	1
3. Student's ability to focus on/understand verbal responses by other students seated across the classroom from him/her: Check one: ☐ With FM mic used by student ☒ Without FM mic	5	4	3	2	1
4. Ability to attend when listening to directions presented to the whole class (focus):	5	4	3	2	1
5. Ease of following directions provided to large group (hesitation before beginning work):	5	4	3	2	1
6. Ability to attend to class activities (distractibility, fidgety, typical level of attention):	5	4	3	2	1
7. Ability to stay on task (re: need for individual redirection):	5	4	3	2	1
8. Level of hesitation when volunteering to answer class questions in relation to peers:	5	4	3	2	1
9. Ability to answer questions appropriately shows understanding of question and reasonable response:	5	4	3	2	1
10. Ability to understand information presented via instructional media (videos, computer, etc.):	5	4	3	2	1
11. Ability to focus on and understand morning announcements or large group assemblies:	5	4	3	2	1
12. Ability to attend to verbal instruction and understand when noise is present (i.e., transitions):	5	4	3	2	1
13. Ability to focus on/understand peer comments during small group work:	5	4	3	2	1
14. Comfort during social involvement/informal peer conversations in comparison to peers:	5	4	3	2	1
15. Overall rate of listening/learning in comparison to class peers (rate of comprehension):	5	4	3	2	1

Comments, observations, equipment use problems, etc.: _____

CLASSROOM LISTENING SCORE
Sum of items 1-15 (25 possible) _____
Post test: 33

No listening challenges or very rare Occasional listening challenges Sometimes experiences listening challenges Often or regularly has listening challenges Almost always has listening challenges

75 50 25 0 -25

Teacher LIFE-R Self-Advocacy & Instructional Access

Elise

Student's IEP goals related to self-advocacy:

Elise

	Most opportunities	Often	Sometimes	Rarely	Not observed
1. The student asks for repetition immediately during lecture or meets with you at a later time for clarification of directions, student discussion, lecture material, etc.	5	4	3	2	1
2. The student utilizes strategic seating (changes seats depending on the activity to ensure he has the best acoustic and visual access to information) during classroom instruction.	5	4	3	2	1
3. The student uses the "signal system" that you and s/he developed to let you know if s/he does not understand, needs noise reduction (close door/windows), or to remind you of another hearing accommodation (i.e., turn the FM on; repeat information).	5	4	3	2	1
4. The student takes responsibility for his/her personal hearing aid/C (wears every day, changes batteries when needed, is directly involved in daily monitoring, etc.).	5	4	3	2	1
5. Ease of following directions provided to large group (hesitation before beginning work):	5	4	3	2	1
6. The student self-advocates for his/her listening needs in relation to media and announcements. This may include asking for closed captioning, asking for a script of the announcements, asking for a summary of information from an assembly or lecture.	5	4	3	2	1
7. During cooperative learning groups, the student positions himself for good auditory/visual access, asks his/her peers for repetition, asks group to sit in a circle, asks to move to a less noisy place in the classroom, etc.	5	4	3	2	1
8. When asked about the student's hearing loss needs and accommodations relative to an activity, the student is able to describe two or more communication or technology accommodations (i.e., ask: When there is noise, what will help you?).	5	4	3	2	1
Comments on this student's ability to advocate for his/her own listening and learning needs:					
Total of 40 possible	11/35				
Percent	31%				

Listening Inventory For Education-Revised (L.I.F.E.-R.)

Teacher Checklist: Self-Advocacy and Instructional Access

By Karen L. Anderson, PhD, Joseph J. Smaldino, PhD, & Carrie Spangler, AuD

Name _____ Grade _____ School _____

Teacher(s) completing form _____ Date Started _____ Date Ended _____

Self-advocacy for listening and technological needs for students with hearing loss is fundamental for their success in the classroom and beyond. The purpose of this LIFE-R tool is to help the teacher to identify when the student with hearing loss uses self-advocacy strategies in the classroom. Self-advocacy may also be a goal/objective on the student's IEP, as indicated below by the student's teacher or the deaf/hard of hearing, educational audiologist or other specialist.

Student's IEP goals related to self-advocacy:

Elise

	Most opportunities	Often	Sometimes	Rarely	Not observed
1. The student asks for repetition immediately during lecture or meets with you at a later time for clarification of directions, student discussion, lecture material, etc.	5	4	3	2	1
2. The student utilizes strategic seating (changes seats depending on the activity to ensure he has the best acoustic and visual access to information) during classroom instruction.	5	4	3	2	1
3. The student uses the "signal system" that you and s/he developed to let you know if s/he does not understand, needs noise reduction (close door/windows), or to remind you of another hearing accommodation (i.e., turn the FM on; repeat information).	5	4	3	2	1
4. The student takes responsibility for his/her personal hearing aid/C (wears every day, changes batteries when needed, is directly involved in daily monitoring, etc.).	5	4	3	2	1
5. Ease of following directions provided to large group (hesitation before beginning work):	5	4	3	2	1
6. The student self-advocates for his/her listening needs in relation to media and announcements. This may include asking for closed captioning, asking for a script of the announcements, asking for a summary of information from an assembly or lecture.	5	4	3	2	1
7. During cooperative learning groups, the student positions himself for good auditory/visual access, asks his/her peers for repetition, asks group to sit in a circle, asks to move to a less noisy place in the classroom, etc.	5	4	3	2	1
8. When asked about the student's hearing loss needs and accommodations relative to an activity, the student is able to describe two or more communication or technology accommodations (i.e., ask: When there is noise, what will help you?).	5	4	3	2	1
Comments on this student's ability to advocate for his/her own listening and learning needs:					
Total of 40 possible	11/35				
Percent	31%				

Teacher LIFE-R Self-Advocacy & Instructional Access

Elise

Student's IEP goals related to self-advocacy:

Willy

	Most opportunities	Often	Sometimes	Rarely	Not observed
1. The student asks for repetition immediately during lecture or meets with you at a later time for clarification of directions, student discussion, lecture material, etc.	5	4	3	2	1
2. The student utilizes strategic seating (changes seats depending on the activity to ensure he has the best acoustic and visual access to information) during classroom instruction.	5	4	3	2	1
3. The student uses the "signal system" that you and s/he developed to let you know if s/he does not understand, needs noise reduction (close door/windows), or to remind you of another hearing accommodation (i.e., turn the FM on; repeat information).	5	4	3	2	1
4. The student takes responsibility for his/her personal hearing aid/C (wears every day, changes batteries when needed, is directly involved in daily monitoring, etc.).	5	4	3	2	1
5. Ease of following directions provided to large group (hesitation before beginning work):	5	4	3	2	1
6. The student self-advocates for his/her listening needs in relation to media and announcements. This may include asking for closed captioning, asking for a script of the announcements, asking for a summary of information from an assembly or lecture.	5	4	3	2	1
7. During cooperative learning groups, the student positions himself for good auditory/visual access, asks his/her peers for repetition, asks group to sit in a circle, asks to move to a less noisy place in the classroom, etc.	5	4	3	2	1
8. When asked about the student's hearing loss needs and accommodations relative to an activity, the student is able to describe two or more communication or technology accommodations (i.e., ask: When there is noise, what will help you?).	5	4	3	2	1
Comments on this student's ability to advocate for his/her own listening and learning needs:					
Total of 40 possible	11/35				
Percent	31%				

Listening Inventory For Education-Revised (L.I.F.E.-R.)

Teacher Checklist: Self-Advocacy and Instructional Access

By Karen L. Anderson, PhD, Joseph J. Smaldino, PhD, & Carrie Spangler, AuD

Name _____ Grade _____ School _____

Teacher(s) completing form _____ Date Started _____ Date Ended _____

Self-advocacy for listening and technological needs for students with hearing loss is fundamental for their success in the classroom and beyond. The purpose of this LIFE-R tool is to help the teacher to identify when the student with hearing loss uses self-advocacy strategies in the classroom. Self-advocacy may also be a goal/objective on the student's IEP, as indicated below by the student's teacher or the deaf/hard of hearing, educational audiologist or other specialist.

Student's IEP goals related to self-advocacy:

Willy

	Most opportunities	Often	Sometimes	Rarely	Not observed
1. The student asks for repetition immediately during lecture or meets with you at a later time for clarification of directions, student discussion, lecture material, etc.	5	4	3	2	1
2. The student utilizes strategic seating (changes seats depending on the activity to ensure he has the best acoustic and visual access to information) during classroom instruction.	5	4	3	2	1
3. The student uses the "signal system" that you and s/he developed to let you know if s/he does not understand, needs noise reduction (close door/windows), or to remind you of another hearing accommodation (i.e., turn the FM on; repeat information).	5	4	3	2	1
4. The student takes responsibility for his/her personal hearing aid/C (wears every day, changes batteries when needed, is directly involved in daily monitoring, etc.).	5	4	3	2	1
5. Ease of following directions provided to large group (hesitation before beginning work):	5	4	3	2	1
6. The student self-advocates for his/her listening needs in relation to media and announcements. This may include asking for closed captioning, asking for a script of the announcements, asking for a summary of information from an assembly or lecture.	5	4	3	2	1
7. During cooperative learning groups, the student positions himself for good auditory/visual access, asks his/her peers for repetition, asks group to sit in a circle, asks to move to a less noisy place in the classroom, etc.	5	4	3	2	1
8. When asked about the student's hearing loss needs and accommodations relative to an activity, the student is able to describe two or more communication or technology accommodations (i.e., ask: When there is noise, what will help you?).	5	4	3	2	1
Comments on this student's ability to advocate for his/her own listening and learning needs:					
Total of 40 possible	11/35				
Percent	31%				

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SUMMARY: BRIDGING ADVOCACY

- Advocacy needs to be explicitly taught to some children who have been **inconsistent** in auditory development.
- Advocacy needs to be **written into IEP** as **Goal area**
- Advocacy activities can and should be incorporated into developmentally appropriate games and natural interactions.



Bridging Assessment to Instruction

Requires:

- Valid assessment results to capture the 'whole child'
- Knowledge of child development and how to blend different goals together into activities
- COLLABORATION with other IEP team members!



We THANK YOU for listening & participating!