



**Bridging Assessment to Instruction
for Better Preschool thru Kindergarten Outcomes**

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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”

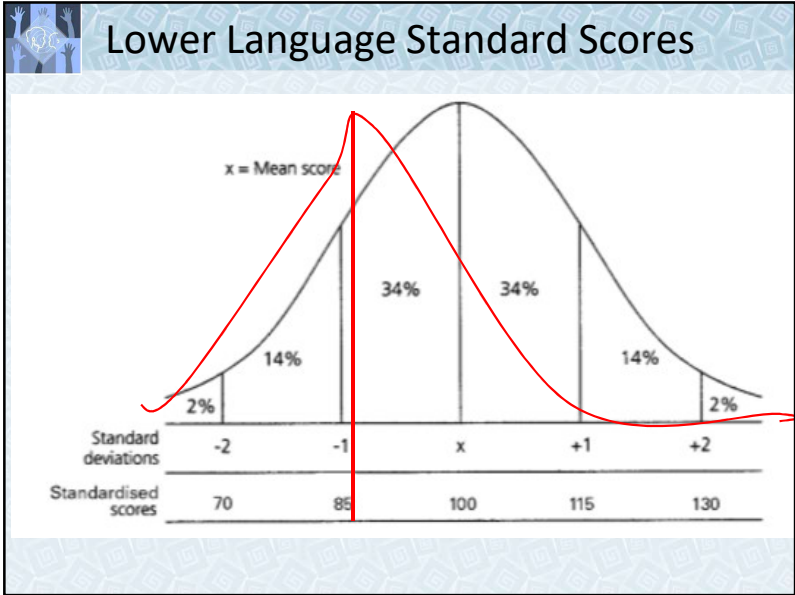
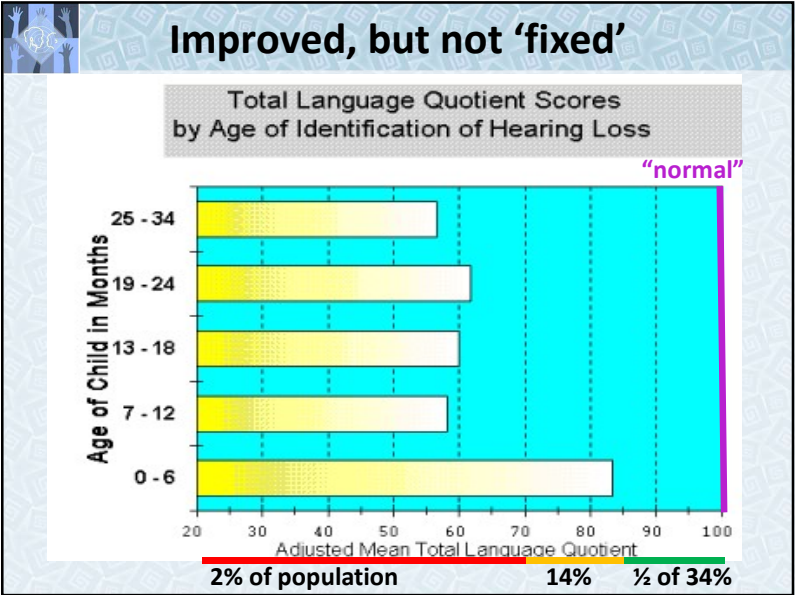
Yoshinaga-Itano 2000 research on impact of EI:
72 Infants with hearing loss identified before 6 months were matched
with 78 infants with hearing loss identified after 6 months for the
following variables:

- 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

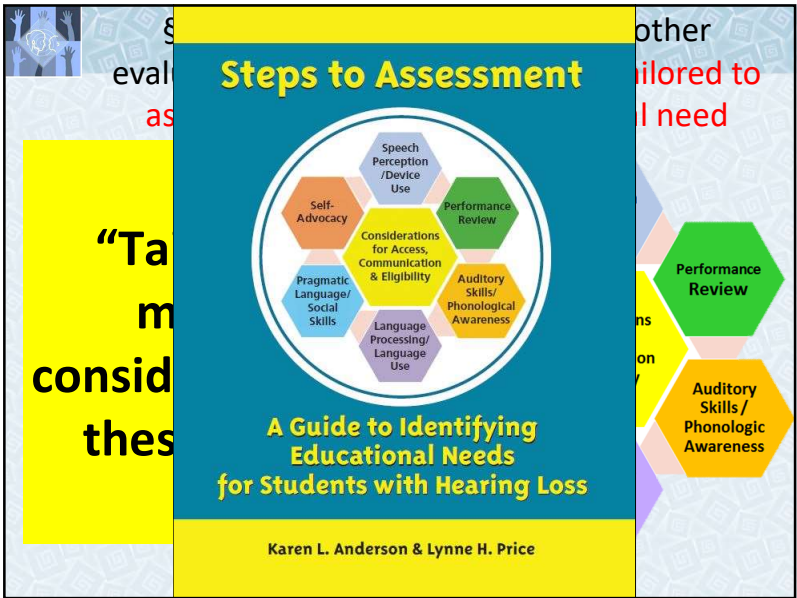
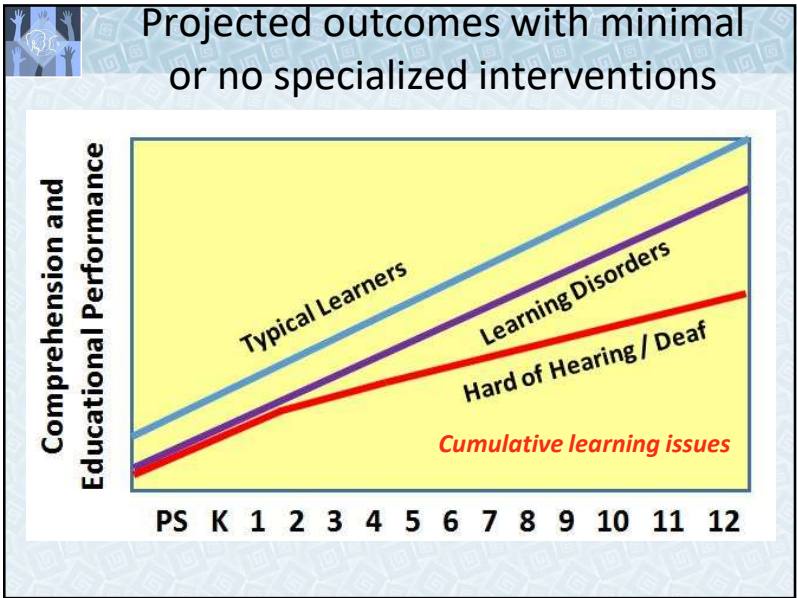
Hearing loss is an ACCESS Issue creating barriers to learning in the typical classroom environment and impacting social interactions.

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)

A smaller version of the 'Steps to Assessment' diagram is located to the right of the text, showing the same seven interconnected hexagons.

Quick short summary of recommended assessments

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

A smaller version of the 'Steps to Assessment' diagram is located to the right of the text, showing the same seven interconnected hexagons.

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

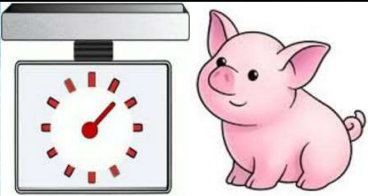
1. To what degree has the child’s learning been impacted by the auditory input?
2. What is the child’s record of technology usage?
3. How does distance and noise impact the student’s ability to perceive speech?
4. Which sounds does the child miss consistently? What impact does this have on classroom participation?
5. What is the estimate of the child’s ability to perceive 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 the current interventions, what indicates that the child needs specially designed instruction?
4. How does the child’s hearing loss impact classroom functioning, access, and participation?
5. What is the benefit of personal amplification or assistive hearing technology in the classroom?
6. Have acoustic needs been accommodated in all classrooms based on setting and activity?

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.**

FROM ASSESSMENT TO SETTING GOALS

Why?

We need to reach all developmental learning levels for teaching children with hearing loss to reach literacy!

HANDOUT

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.

A hearing aid helps a D/HOH child access sounds of speech and **auditory language signals.**

HEARING is the ground floor!



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?

Auditory-Linguistic Learning Tasks

Tracking spoken discourse, and retelling a story

Choosing picture of idea that is described

Following information and targeted elements of directions

Discriminate and identify sounds, words, vocabulary

Detect same/different vowels or syllabic structure in words (yes, no)

Detect presence or absence of speech

Buttery, T.J. (1980); Fessenden (1955)

HIERARCHY OF AUDITORY FUNCTIONS FOR LANGUAGE LEARNING

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UNDERSTANDING (translating sounds and words into meaning)

LISTENING (Discriminating and identifying sounds)

ATTENTION (focusing on what one hears)

HEARING (receiving sound waves)



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... soooo.

... 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!

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.

- 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 Teacher and Special Ed. Support

Audiologist

Deaf / HOH Child

Family

LSL and/or Speech/Language Pathologist

Literate Child with Hearing Loss

Complex and Individualized Auditory Intervention Program

Diagram illustrating the components of a communication assessment:

- Speech Perception / Device Use
- Performance Review
- Auditory Skills / Phonologic Awareness
- Language Processing / Language Use
- Pragmatic Language / Social Skills
- Self-Advocacy
- Considerations for Access, Communication & Eligibility

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

EXCELLENCE IN TEACHING: APPLYING AND INTEGRATING SCIENCE, LANGUAGE, AND LITERACY: ASSESSMENT FOR TEACHERS IN CLASSROOMS OF CHILDREN WITH HEARING LOSS

by Tracy M. Remmel, M.Ed., Associate Professor, Department of Special Education, University of Utah, Salt Lake City, UT

Developed for the Texas A&M University for the Deaf and Hard of Hearing Conference (1993/94)

*This checklist was used informally to determine if science, language, and listening development are integrated into classroom teaching and learning where it is stated that regular or greater emphasis is on communication using an auditory model. It is to be informal use only, but the statements are based on evidence based research on the use of sign and spoken language development.

*Teacher in this checklist refers to any faculty, assistant, administrator, clinician or professional interacting with the child in the educational setting.

SCHOOL				GRADE	YEAR
DATE: _____	DATE: _____	DATE: _____	1. CONVERSATIONAL BEHAVIORS (adapted from Cole, 1992)		
V. ____	V. ____	V. ____	V. ____		

A. Responding to the Child

- Does the teacher/clinician/professional recognize the child's communicative attempts.
- Does the teacher/clinician/professional respond to the child's communicative attempts?
- Does the teacher/clinician/professional initiate the child's productions to promote verbalization and turn-taking
- Does the teacher/clinician/professional provide child with the words appropriate to what he/she apparently wants to express?

B. Establishing Shared Attention

- Does the teacher talk about what the child is experiencing, feeling, looking at, and doing other than in instructional time.
- Does the teacher use voice first to attract child's attention to objects, events, and self?
- Does the teacher use body movement, gestures, touch appropriately in attracting the child's attention to objects or events?

C. General Spoken Language Stimulation

- Does the teacher use phrases and sentences of appropriate length and complexity?
- Does the teacher pause expectantly after speaking to encourage the child to respond?
- Does the teacher speak to the child with appropriate rate, intensity, and pitch?
- Does the teacher use interesting and animated voice?
- Does the teacher use normal, unexaggerated mouth movements?
- Does the teacher use audition-maximizing techniques?
- 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

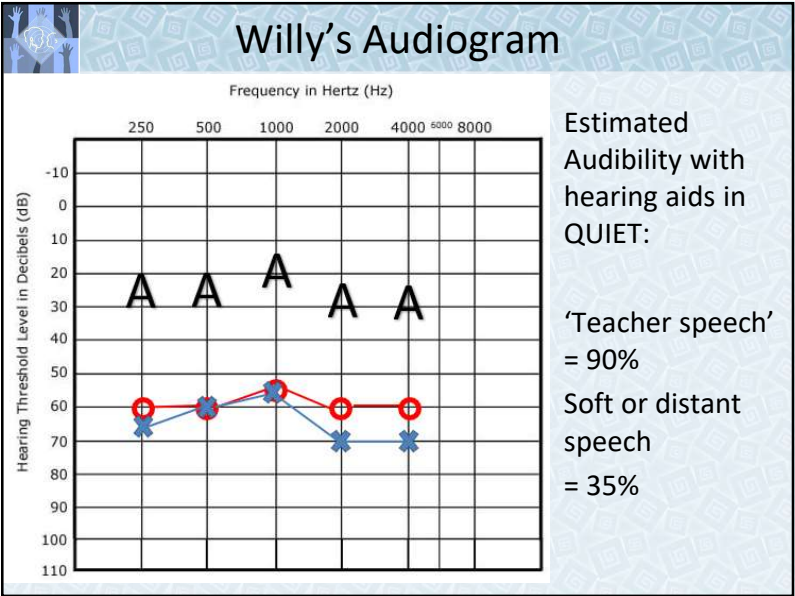


CASE EXAMPLES THROUGHOUT



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



Ling Sound Listening Bubble Checklist For Young Children

Involve families to find the "Listening Bubble" size

Willy

Listening to Ling Sounds at Different Distances

Ling Sound	NOISE □ Source		AMPLIFICATION Hearing Aids (Age 35 m, HAge 29 m)		
	15 FEET Next Room	10 FEET	6 FEET	3 FEET	1 FOOT
OO	N	Y			
AW	N	Y	Yes!	Yes!	Yes!
EE	N	Y			
M	N	M	Y		
SH	N	M	Y		
S	N	N	N	Y	
VOICELESS TH	N	N	N	N	Y

Ling Sound	NOISE √ Source TV on low volume 6 ft		AMPLIFICATION Hearing aids		
	15 FEET Next Room	10 FEET	6 FEET	3 FEET	1 FOOT
OO	N	N	Y		
AW	N	N	M	Y	
EE	N	N	M	Y	
M	N	N	N	M	Y
SH	N	N	N	N	Y
S	N	N	N	N	M
VOICELESS TH	N	N	N	N	N

<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

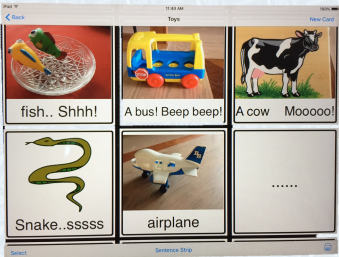
Detection of Ling Speech Sounds

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

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 (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	Am (nasal) v. "Ah" (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 His v. His lose v. loose eyes v. lips
8	Words with initial consonants that differ by voicing, same vowels	Toes v. does tick v. Dick Tent v. dent Sue v. zoo Pat v. bet Jane v. chain
9	Words with initial consonants that differ by place of production, same vowels	die v. go same vowels tool v. cool pie v. high
10	Words with final consonants that differ by place of production same vowels	Lab 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 onomatopoeia [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**

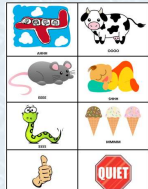
Auditory Listening Hierarchy Level 1 or Similar

**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 “ahhahhaahhaah” 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

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!
2	Words with different number of syllables	Puh puh puh puh (boat) v. 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)
6	Words with final consonants that differ by manner of production (nasal, fricative, plosives, stops, liquids) with same vowels	Nip v. ship v. tip
7	Words with final consonants that differ by voicing, same vowels	Arm (nasal) v. *Art* (fricative) v. Art (plosives)
8	Words with initial consonants that differ by voicing, same vowels	Mad v. mat Lid v. lit Tag v. tack wag v. wack His v. His lose v. loose
9	Words with initial consonants that differ by place of production, same vowels	egg v. ice Toes v. does tick v. Dick Tent v. dent Sue v. zoo Pet v. bet Jane v. chain
10	Words with final consonants that differ by place of production same vowels	doe v. go same vowels tool v. cool pie v. high



ACTIVITY:

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

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



Glendonald Auditory Screening Procedure (Erber, 1982)

STIMULUS-RESPONSE MODEL

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





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 [ɜʳ] [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) 

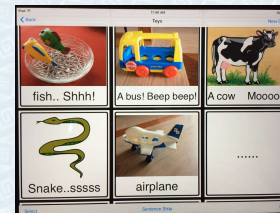
Willy DETECTS all consonants (GASP I) INCLUDING all fricatives and liquids, and also voiced/voiceless plosives [b] [p] [t] [d] [k] [g], stops, and affricate sounds...BUT

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. 

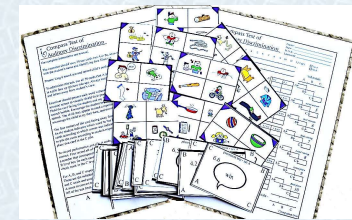
ACTIVITY:

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

Student: _____

DASL
Developmental Approach to Successful Listening

HANDOUT

Progress Review

From _____ To _____

From _____ To _____

From _____ To _____

From _____ To _____

Key

☐

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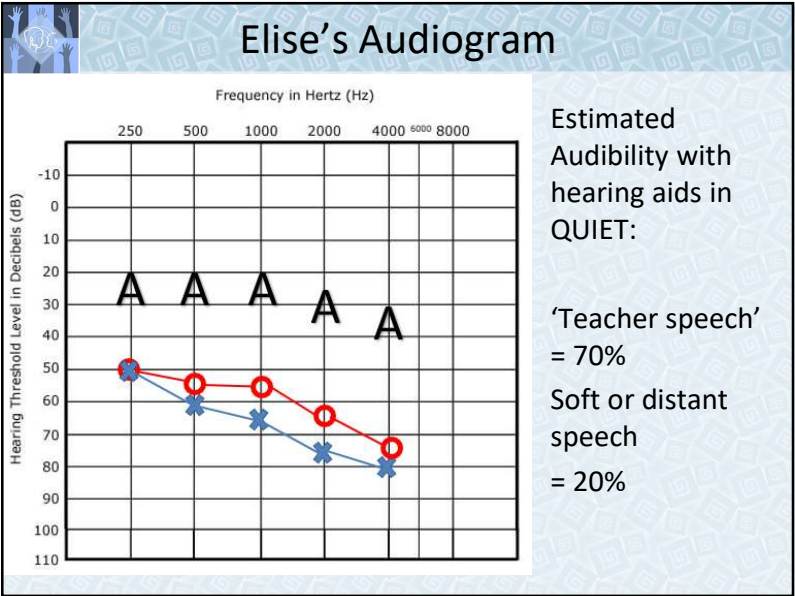
We will refer to the DASL again later

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 X	NOISE X 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

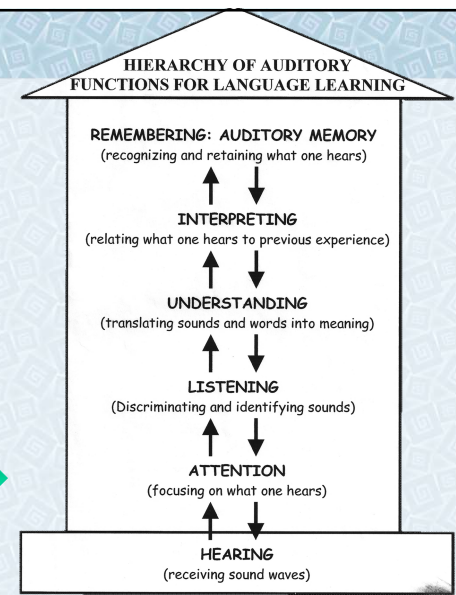
Comment:

QUIET X	NOISE X 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

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

GLENDONALD AUDITORY SCREENING PROCEDURE I	Child: Teacher: <u>Elise</u> Date: _____		How was child tested? <u>V15</u>	L <u>/</u>	Bin <u>/</u>	R <u>/</u>										
	I. PHONEME DETECTION—Place dot(s) in the yes/no box(es) to indicate child's response(s).															
	best	bit	bet	bat	pot	bought	book	boot	but	bird	no sound	nas.	lat.	vowels fricative	unvoiced fricative	
yes	<u>3</u>	<u>•</u>	<u>•</u>	<u>•</u>	<u>•</u>	<u>•</u>	<u>•</u>	<u>•</u>	<u>•</u>	<u>•</u>	<u>•</u>	<u>•</u>	<u>•</u>	<u>•</u>	<u>•</u>	<u>•</u>
no																

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





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 (CAP)	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

STEP	CONTENT: The child will discriminate words from small, medium, and large closed sets, and identify from open sets.	EXAMPLES
1	Differences of supra-segmentals: duration, intensity, pitch	“Weeee” v. “down”; v. 1,2,3... “dot”
2	Words with different number of syllables	Puh puh puh puh (boat) v. 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, bell, bird, bed
5	Words with final 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. lip
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. back wing v. wack Hiss v. His lose v. loose eyes v. ice
8	Words with initial consonants that differ by voicing, same vowels	Tow v. dove 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 foot 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

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

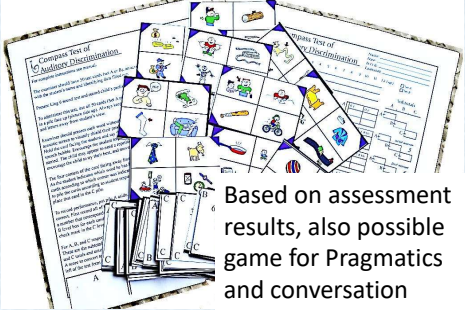
OBJECTIVE #3 :
STEP 3: Elise will discriminate single syllable words with same or similar initial and final consonant and differing vowels. e.g. “**book**” v. “**Berk**”

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)

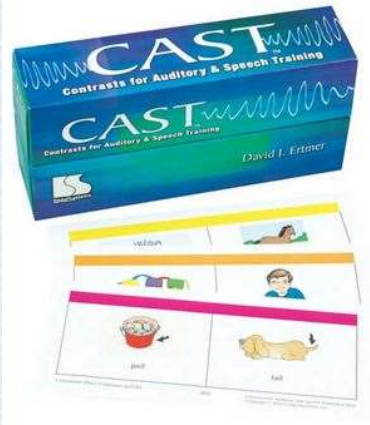
Based on assessment results, also possible game for Pragmatics and conversation



Contrasts for Auditory & Speech Training (CAST)

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

Available in exhibit hall



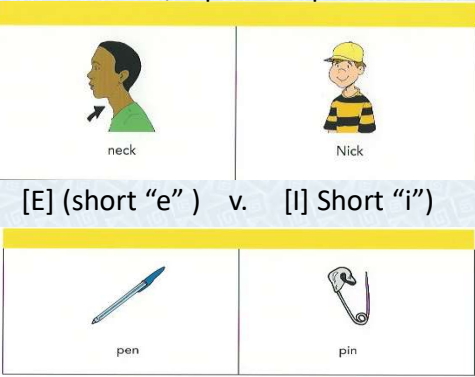
SPEECH PERCEPTION- **Elise**

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”

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.



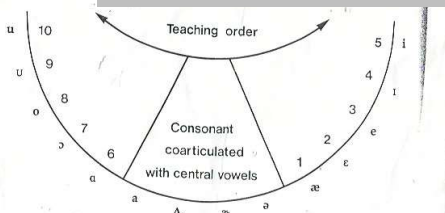
SPEECH PERCEPTION TRAINING: **Elise**

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.





pen



pin



neck



Nick



spell



spill

Elise

Narrow Vowel Concepts (6/9)

130

Continuum for Auditory and Speech Training (C-AST)
Copyright © 2003 Lingua Systems, Inc.



walk



woke



Poe



Paw

SPEECH PERCEPTION- Elise (continued)

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

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”

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



walk



woke



Lurk!



..Look

SPEECH PERCEPTION- Elise (continued)

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.

He is “Pa.”

Her name is “Paw”

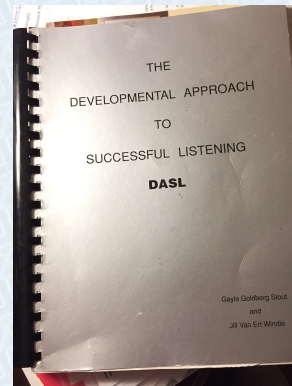


SPEECH PERCEPTION: INDICATIONS

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

Willy or Elise

- 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

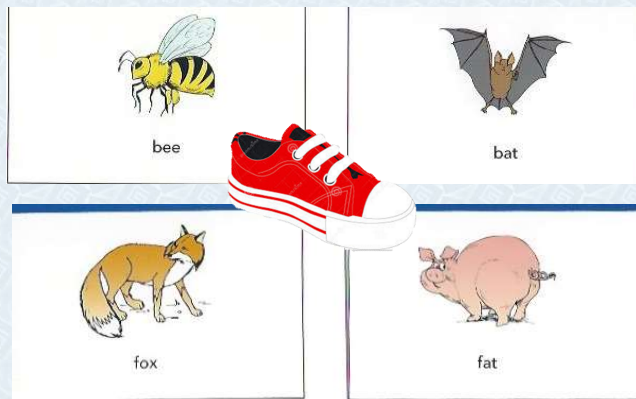
HANDOUT

Progress Review		Key
From _____	To _____	☐
From _____	To _____	☐
From _____	To _____	☐
From _____	To _____	☐
From _____	To _____	☐

[illegible]

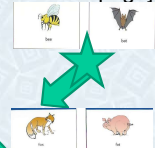
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000
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ACTIVITY: Use CAST cards but give them different labels. Write a 7 sentence practice story for Elise!



BIG BOOK STORY: "Who has my SHOE?"

1. "Mama, Mama, 'Who has my shoe?' " [p. 1, turn page] "
- 2- 5. "Ask [the bee]. His name is [Po]? [Po] [Po] do you have my shoe?"
" No, I *do not have* your shoe!" [Repeat 5 X, different character each page]
6. "Look, Mama, [Paw-character] has my shoe!" [p.6] *
7. "Hooray !!! [Paw-character] found my shoe!!!" [p.7]
- *The End* -----
- 
- 
- 



- CONTRASTS [o] v. [ɔ] ; [U] v. [ɜ]
- CHARACTER CARDS: “Pa” “Poe” “Paw”
“Purr” “Murk” “Mook” “Kirk” “Cook”

* Listening Wheel -reading partner m
in follow up game.

**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. "



Predict Performance in a Classroom Setting



II. Classroom Performance Review

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

Discuss these later



CHILD

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

- 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 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?
- Watch a live-action TV show or movie with your child. Ask questions about what was said or even to the show that were understood by listening to the dialogue. (Show first for first time and not repeated.) How difficult does it seem for your child to hear and understand what people on the TV or movie say?
- 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?
- 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?
- 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 HARD
Don't know that someone is talking, miss all of message

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 =		

Percentages: _____

<http://successforkidswithhearingloss.com/tests>

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

*Numbers are less favorable in group settings

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.

[illegible]



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:

- Create reasonable individual expectations and classroom accommodations
- Explain academic support system...team members' roles
- Explain use of assistive listening equipment



Preschool SIFTER:

Screening Instrument For Targeting Educational Risk

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 instructions 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, caregivers 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.

- How well does the child understand basic concepts when compared to classmates (e.g., colors, shapes)?
- How often is the child able to follow two-part directions?
- How well does the child participate in group activities when compared to classmates (e.g., calendar, sharing)?
- How distractible is the child in comparison to his or her classmates during large group activities?
- What is the child's attention span in comparison to classmates?
- How well does the child pay attention during a small group activity or story time?
- How does the child's vocabulary and word usage skills compare to classmates?
- How proficient is the child at relating an event when compared to classmates?
- How does the child's overall speech intelligibility compare to classmates (e.g., production of speech sounds)?
- How often does the child answer questions appropriately (verbal, cued or signed)?
- How often does the child share information during group discussion?
- How often does the child participate with classmates in group activities or group play?
- Does the child play in socially acceptable ways (e.g., turn taking, sharing)?
- 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)?
- How often does the child become frustrated, sometimes to the point of losing emotional control?

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

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

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.

Total Score (6 questions) 7 Total Score (4 questions) 8

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

Preschool SIFTER: **ELISE**

Screening Instrument For Targeting Educational Risk

RESULTS:

Expressive Communication = "7"

AT RISK: (6-13)

Socially Appropriate Behavior = "8"

AT RISK: (4-11)

STRATEGIES:

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



LittleEars Questionnaire

Birth – 24 months age norms. 35 questions.

Revised score sheet with results up to 48 months (adjusted) age (Bagatto, 2011). Middle line is average.

Plot a child's auditory development versus their 'hearing age'

Track rate of progress in educational plan/program

Willy's score 25 for his hearing age of 27 months resembles the average auditory development of a 20 month old child.

Green range is below 95% confidence interval for typical development

X

Available from MEDEL

<http://www.medel.com/data/pdf/20344.pdf>

WILLY Results - LittleEars Questionnaire

Mrs. Cooper completed the "Little Ears" Questionnaire when Willy was 33 months of age. This questionnaire provides normative age expectations for auditory development through 24 months, at which point all skills are achieved by typically developing children.

Willy began using hearing aids at 6 months, resulting in an adjusted **listening age of 27 months** at the time the questionnaire was completed (33 months – 6 months = 27 months).

Willy's score was typical of a **20 month old, indicating an additional 7 month delay** in the development of auditory skills beyond which can be explained by his 'hearing age'. He is therefore 13 months delayed in auditory skill development compared to age peers.

Mrs. Cooper commented that they **focused on language during early intervention not listening specifically.**

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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 (36-75%) 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 woo-woo 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.	

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

LEVELS OF AUDITORY DEVELOPMENT FOR 0-3: SUMMARY → Willy

E	I	A	AUDITORY SKILL
		X	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:

ACTIVITIES:

- 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

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 (36-75%) A = ACQUIRED (80-100%)

E	I	A	AUDITORY SKILL	EXAMPLE	APPROX DATE ACQUIRED
			LEVEL ONE		
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	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 woo-woo 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 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 regress to earlier levels of 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
	X		Auditory identification or association of different-sounding and familiar words and phrases – OBJECTS – open set
	X		Auditory identification or association of different-sounding and familiar words and phrases – COMMON PHRASES – closed set
	X		Auditory identification or association of different-sounding and familiar words and phrases – SIMPLE DIRECTIONS – closed set
LEVEL FOUR			
	X		Auditory identification or association of different-sounding and familiar words and phrases – COMMON PHRASES OR SIMPLE DIRECTIONS – open set
	X		Discrimination of words on the basis of segmental features: indicate words with different vowels but the same initial or final consonants
	X		Conditional response to sound (if 18 month or older): Child conditions to respond to the presence of sound.
	X		Discrimination of words on the basis of segmental features: indicate different manner of consonants but same vowels
LEVEL FIVE			
	X		Discrimination of words on the basis of segmental features: indicate same vowels, but consonants differ in voicing
	X		Discrimination of words on the basis of segmental features: indicate words with different manner and place of consonants but same vowel sound
	X		Auditory recall: Child remembers groups of words that contain TWO CRITICAL ELEMENTS
	X		Auditory recall: Child remembers groups of words that contain THREE CRITICAL ELEMENTS

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:

OBJECTIVES: Elise will be able to:

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

- 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:

ACTIVITIES:

- 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

- 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	Discourse	Listening
4-4.5 years The language of "back & forth" that later back after 2 "reads" to adults Shows interest in "helping" conversations Uses skills to act out "surprise" reactions to be appropriate, causing language errors	4-4.5 years Uses "back" to indicate "response" Shows interest in "helping" conversations Uses skills to act out "surprise" reactions to be appropriate, causing language errors	4-4.5 years Comprehends irreversible processes Comprehends information from TV shows Comprehends information from TV shows Comprehends information from TV shows
4.5-5 years Shows interest in "helping" conversations Shows interest in "helping" conversations Shows interest in "helping" conversations	4.5-5 years Shows interest in "helping" conversations Shows interest in "helping" conversations Shows interest in "helping" conversations	4.5-5 years Comprehends reversible processes Comprehends information from TV shows Comprehends information from TV shows
5-5.5 years Shows interest in "helping" conversations Shows interest in "helping" conversations Shows interest in "helping" conversations	5-5.5 years Shows interest in "helping" conversations Shows interest in "helping" conversations Shows interest in "helping" conversations	5-5.5 years Comprehends reversible processes Comprehends information from TV shows Comprehends information from TV shows
5.5-6 years Shows interest in "helping" conversations Shows interest in "helping" conversations Shows interest in "helping" conversations	5.5-6 years Shows interest in "helping" conversations Shows interest in "helping" conversations Shows interest in "helping" conversations	5.5-6 years Comprehends reversible processes Comprehends information from TV shows Comprehends information from TV shows
6-6.5 years Shows interest in "helping" conversations Shows interest in "helping" conversations Shows interest in "helping" conversations	6-6.5 years Shows interest in "helping" conversations Shows interest in "helping" conversations Shows interest in "helping" conversations	6-6.5 years Comprehends reversible processes Comprehends information from TV shows Comprehends information from TV shows

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.

Phonological Awareness

Considerations for Access, Communication & Eligibility

Self-Advocacy

Speech Perception / Device Use

Performance Review

Auditory Skills / Phonologic Awareness

Language Processing / Language Use

Pragmatic Language / Social Skills

Auditory Learning DEVELOPMENTAL SKILLS Support Literacy

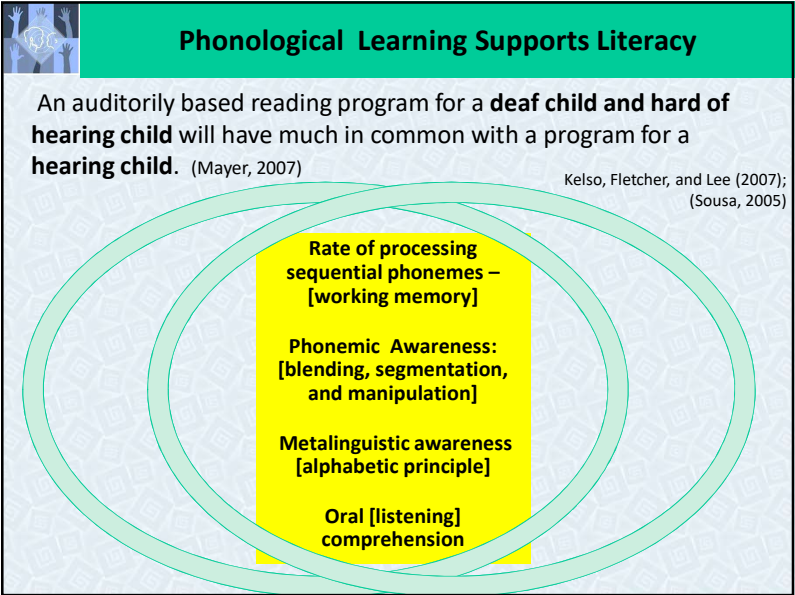
Rate of processing sequential phonemes in memory (affects working memory)

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)

National Reading Panel, 2000

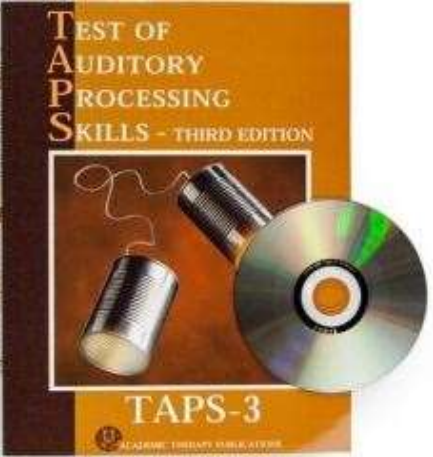
Phonemic Awareness instruction is most effective when:

- 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

Includes higher level functions of understanding spoken language:

- **auditory cohesion**
 - Comprehension
 - Reasoning

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

Phonological Awareness Test (PAT-2)

OBJECTIVES:

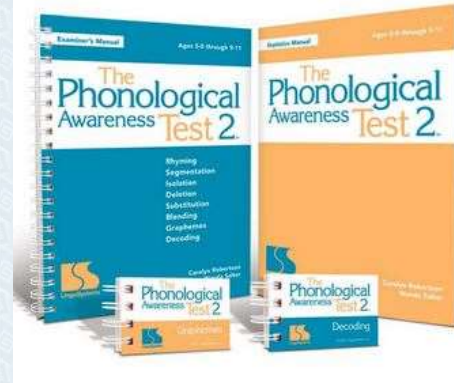
Elise will be able to:

Elise

ACTIVITIES:

1. Blend 3 and 4 sounds into words
2. Detect and divide words into syllables.
3. Identify syllables as parts of 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. Syllable segmentation:** “Troll Talk” (“tel-e-phon-e;” “bi-cy-cle.”)
- 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...”



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)

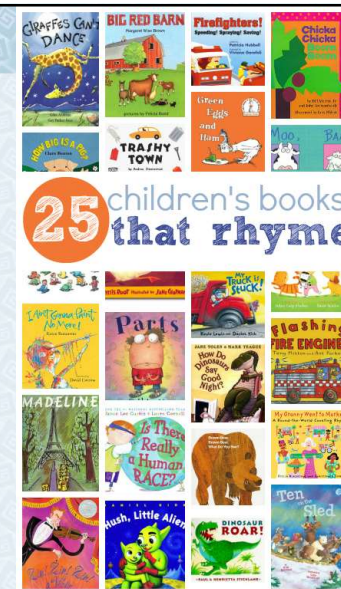
Elise's language listening experiences, ***goals, and objectives need to be more intensive*** in order for her to master the phonemic awareness, discrimination, rhyming, blending, and word analysis skills that predict reading success.



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

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

ACTIVITIES:

4. Segment words into phonemes

5. Manipulate syllables in words

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”)

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29



30 min

BREAK TIME!

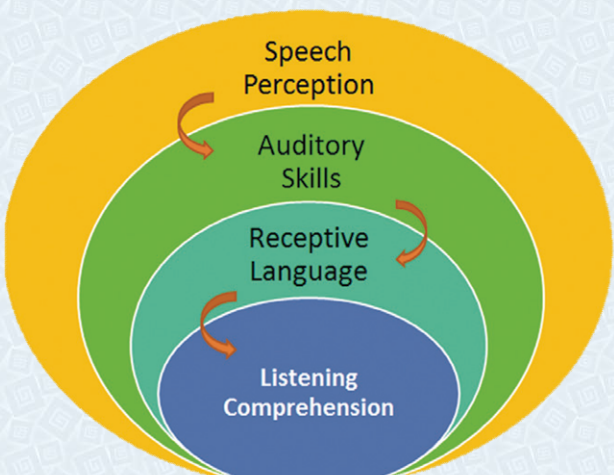


Visit the Exhibits!

Language use and processing

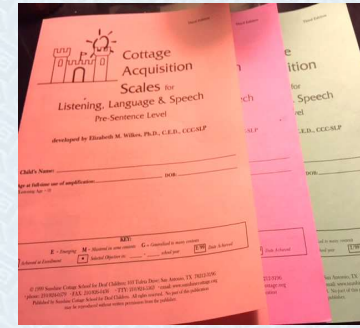


Language Processing and Use



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!

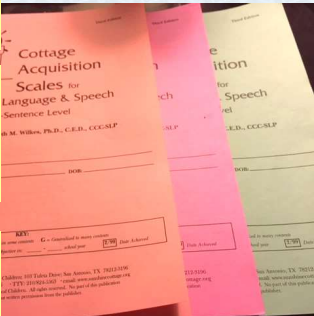
Listening, Language Processing, and Use

- 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:

VERBS & MODALS (24-30 mos.)

- NP + be + Location (That boy is *here*.)
- NP + copula + equivalent (That boy is *he*.)

TENSE & NEGATION (24-30 mos.)

"-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 %

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

- **COGNITION/PLAY** (48-60 mos.) 43 %
- **DISCOURSE** (48- 54mos.) = 0 %
- **LISTENING**
(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

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"

Handout

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 Piggie. (*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!"

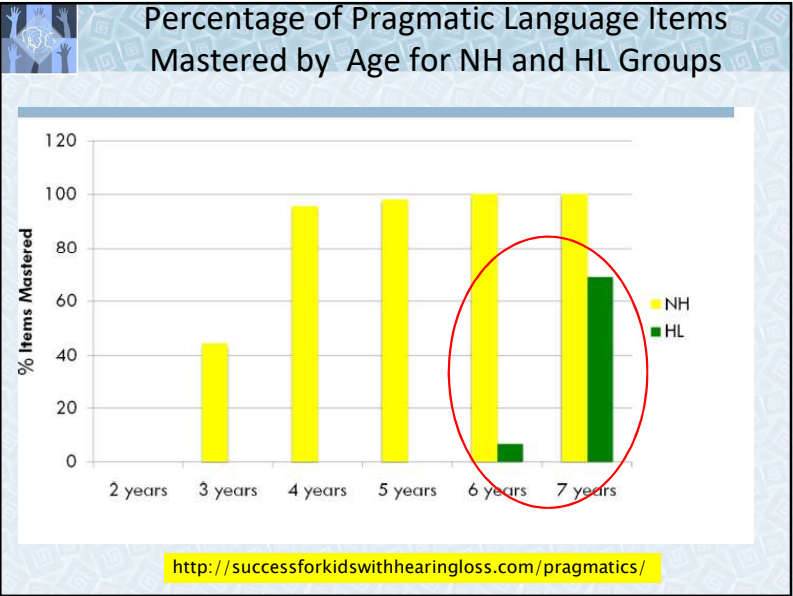
--Indirect discourse and Prepositions: "Snake **asked to play** catch *before* they begin throwing the ball. All the animals have arms **except** Snake! They could not help Snake play with them **until** they decided to throw and catch Snake."

-- 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!**"

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

Parent's Name: Mom

Child's Age: 35 months

Child's Gender: Male

Child's Race: White

Child's Ethnicity: Other

Child's Language: English

1. When asked, requests				
2. When asked, describes				
3. When asked, describes an object				
4. When asked, describes a person				
5. When asked, describes a place				
6. When asked, describes a time				
7. When asked, describes a feeling				
8. When asked, describes a sound				
9. When asked, describes a smell				
10. When asked, describes a taste				
11. When asked, describes a texture				
12. When asked, describes a color				
13. When asked, describes a shape				
14. When asked, describes a size				
15. When asked, describes a weight				
16. When asked, describes a length				
17. When asked, describes a width				
18. When asked, describes a height				
19. When asked, describes a depth				
20. When asked, describes a volume				
21. When asked, describes a temperature				
22. When asked, describes a pressure				
23. When asked, describes a speed				
24. When asked, describes a direction				
25. When asked, describes a distance				
26. When asked, describes a frequency				
27. When asked, describes a duration				
28. When asked, describes a quantity				
29. When asked, describes a quality				
30. When asked, describes a value				
31. When asked, describes a price				
32. When asked, describes a cost				
33. When asked, describes a benefit				
34. When asked, describes a risk				
35. When asked, describes a reward				
36. When asked, describes a punishment				
37. When asked, describes a consequence				
38. When asked, describes a result				
39. When asked, describes an effect				
40. When asked, describes a cause				
41. When asked, describes a condition				
42. When asked, describes a situation				
43. When asked, describes a context				
44. When asked, describes a background				
45. When asked, describes a setting				

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

➡

➡

➡

Handout

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

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?"

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**?

<http://www.hedbanz.com>



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

V. SOCIAL LANGUAGE/PRAGMATIC SKILLS Elise

Pragmatic Language Development Materials:

- GUESS WHO?
- HEDBANZ



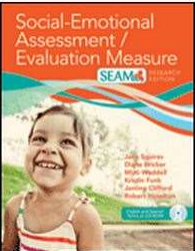
Original





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





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. Studies each item's space to enter the administration date and whether the item has been identified as a strength (i.e., as indicated by checking every row 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 in the Focus area column). The form can be used to enter data from three separate administrations.

	Admin. date: <u>2/21/15</u>	Admin. date: <u>2/28/15</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		

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: Put 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

1.1 Beginning Play Behaviors

1.1.1 Initiates play with peers within a hour

1.1.2 Responds to peers when they initiate play

1.1.3 Initiates play with peers

1.1.4 Responds to peers when they initiate play

1.1.5 Initiates play with peers

1.1.6 Responds to peers when they initiate play

1.2 Intermediate Play Behaviors

1.2.1 Shares toys and materials with peers

1.2.2 Responds to peers when they initiate play

1.2.3 Initiates play with peers

1.2.4 Responds to peers when they initiate play

1.2.5 Initiates play with peers

1.2.6 Responds to peers when they initiate play

1.3 Advanced Play Behaviors

1.3.1 Takes turns with peers during play

1.3.2 Responds to peers when they initiate play

1.3.3 Initiates play with peers

1.3.4 Responds to peers when they initiate play

1.3.5 Initiates play with peers

1.3.6 Responds to peers when they initiate play

EMOTIONAL REGULATION

2.1 Understanding Emotions

2.1.1 Identifies emotions in self

2.1.2 Identifies emotions in others

2.1.3 Identifies emotions in stories

2.1.4 Identifies emotions in pictures

2.1.5 Identifies emotions in video

2.1.6 Identifies emotions in music

2.2 Self-Regulation

2.2.1 Controls emotions when upset

2.2.2 Responds to peers when they initiate play

2.2.3 Initiates play with peers

2.2.4 Responds to peers when they initiate play

2.2.5 Initiates play with peers

2.2.6 Responds to peers when they initiate play

2.3 Flexibility

2.3.1 Responds to peers when they initiate play

2.3.2 Initiates play with peers

2.3.3 Responds to peers when they initiate play

2.3.4 Initiates play with peers

2.3.5 Responds to peers when they initiate play

2.3.6 Initiates play with peers

2.4 Problem Solving

2.4.1 Responds to peers when they initiate play

2.4.2 Initiates play with peers

2.4.3 Responds to peers when they initiate play

2.4.4 Initiates play with peers

2.4.5 Responds to peers when they initiate play

2.4.6 Initiates play with peers

COMMUNICATION SKILLS

3.1 Conversational Skills

3.1.1 Initiates conversation when appropriate

3.1.2 Responds to peers when they initiate play

3.1.3 Initiates play with peers

3.1.4 Responds to peers when they initiate play

3.1.5 Initiates play with peers

3.1.6 Responds to peers when they initiate play

3.2 Nonverbal Conversational Skills

3.2.1 Responds to peers when they initiate play

3.2.2 Initiates play with peers

3.2.3 Responds to peers when they initiate play

3.2.4 Initiates play with peers

3.2.5 Responds to peers when they initiate play

3.2.6 Initiates play with peers

3.3 Compliments

3.3.1 Responds to peers when they initiate play

3.3.2 Initiates play with peers

3.3.3 Responds to peers when they initiate play

3.3.4 Initiates play with peers

3.3.5 Responds to peers when they initiate play

3.3.6 Initiates play with peers

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.

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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

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

OBJECTIVES Elise will:

Organize play, make comments about what she is doing, follow peer's play plans, and take turns.

Identify a problem and carry out a solution by negotiating or compromising.. Using "if"

Ask questions, learn how to politely initiate conversation, and introduce conversation about a specific topic



VI. Social Skills Activities - PreK + Elem

OBJECTIVES: Willy/ Elise will

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

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.

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

ACTIVITIES:

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

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.

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 Advocacy & Independence Development (SAID) Checklist

Willy

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

STUDENT ADVOCACY & INDEPENDENCE DEVELOPMENT (SAID) Teacher Checklist

Use this checklist to monitor how well the student using his hearing aid will advocate independence activities, and communication repair when he does not. Select the type of response you have observed the student to use or you think that the student is most likely to use.

INDEPENDENT FUNCTION

INDICATORS (P) will be able to select the type of response that is most appropriate for the situation. (G) will be able to select the type of response that is most appropriate for the situation. (S) will be able to select the type of response that is most appropriate for the situation.

Passive (P), Aggressive (G), Assertive (S)

Student response when he... (you may choose more than one response)	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 begins working 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

COMMUNICATION REPAIR

Category	Examples	Never	Rare	Occasionally	Sometimes	Often
Asks for repetition	Can you say that again more slowly please?	0	1	2	3	4
Asks for clarification by using key words in the request	Where are we in the math book?	0	1	2	3	4
Seeks help nonverbally	Uses some sort of signal that he didn't understand that you two have agreed on	0	1	2	3	4
	Looks confused and hopes you notice	0	1	2	3	4
	Writes you a note	0	1	2	3	4

Willy is passive, either not realizing when he doesn't understand, or waiting for help. When asked to clarify himself or other questions he can respond "I DON'T KNOW" in an angry manner and then seems embarrassed.

Student Advocacy & Independence Development (SAID) Checklist

Willy

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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 begins working independently	P G S	NA NO
9. Has difficulty understanding the presenter in the auditorium or over the intercom	P G S	NA NO
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	Looks confused and hopes you notice	0	1	2	3	4
	Writes you a note	0	1	2	3	4

Willy uses his hearing aids daily but appears to have no real self-advocacy or amplification independence skills.

Hearing Aid Independence & Self-Advocacy

Willy

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

Elise

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

STUDENT ADVOCACY & INDEPENDENCE DEVELOPMENT (SAID) Teacher Checklist

Use this checklist to monitor how well the student using his hearing aid will advocate independence activities, and communication repair when he does not. Select the type of response you have observed the student to use or you think that the student is most likely to use.

INDEPENDENT FUNCTION

INDICATORS (P) will be able to select the type of response that is most appropriate for the situation. (G) will be able to select the type of response that is most appropriate for the situation. (S) will be able to select the type of response that is most appropriate for the situation.

Passive (P), Aggressive (G), Assertive (S)

Student response when he... (you may choose more than one response)	Observed or strongly suspected	NA* or Not Observed
1. Does not hear all of a homework assignment	P G S	NA NO
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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 begins working 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
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Asks for clarification by using key words in the request	Where are we in the math book?	0	1	2	3	4
Seeks help nonverbally	Uses some sort of signal that he didn't understand that you two have agreed on	0	1	2	3	4
	Looks confused and hopes you notice	0	1	2	3	4
	Writes you a note	0	1	2	3	4

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 Advocacy & Independence Development

SAID Checklist **Elise**

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

STUDENT ADVOCACY & INDEPENDENCE DEVELOPMENT
SAID Teacher Checklist

Use this checklist to monitor how well the student integrates important self-advocacy, independence activities, and communication skills into their daily school life. Select the type of response you have observed the student to use in your classroom or other school settings.

SELF-ADVOCACY COMMUNICATION STYLE

ADAPTIVE (A) indicates that the student has the skills, skills, or strategies to use to advocate for themselves. **ADAPTIVE (B)** indicates that the student has the skills, skills, or strategies to use to advocate for themselves. **ADAPTIVE (C)** indicates that the student has the skills, skills, or strategies to use to advocate for themselves. **ADAPTIVE (D)** indicates that the student has the skills, skills, or strategies to use to advocate for themselves. **ADAPTIVE (E)** indicates that the student has the skills, skills, or strategies to use to advocate for themselves.

INDICATORS OF INDEPENDENT FUNCTION

Indicator	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

COMMUNICATION REPAIR

Category	Examples	Never	Rare	Occasionally	Sometimes	Often
Asks for repetition	Can you say that again more slowly please?	0	1	2	3	4
Asks for clarification by using key words in the request	Can you say the page again please? Where are we in the math book? Is it the odd problems on page 38?	0	1	2	3	4
Seeks help nonverbally	Uses some sort of signal that he didn't understand that you two have agreed on. Looks confused and hopes you notice. Writes you a note.	0	1	2	3	4

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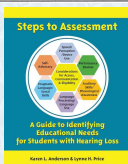
Elise uses hearing aids consistently but rarely requests clarification. May look confused and hopes teacher notices. No real self-advocacy skills noted.

Hearing Aid Independence & Self-Advocacy Skill Expectations Checklist

Student: **Elise** Write in date of E = Emerging and M = Mastered or for all Mastered

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

Elise

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/follow 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 (distraction/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, Joseph J. Cusack, PhD, & Carol Springer, PhD

Student: **Elise** Date: **1/16/17** School: _____

Teacher: _____ Hearing Aid ID: _____ Date LIFE Completed: _____

Type of Classroom Hearing Technology: _____

LIFE-R Classroom Listening Situations

Situation	5	4	3	2	1
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/follow 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
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15. Overall rate of listening/learning in comparison to class peers (rate of comprehension):	5	4	3	2	1

CLASSROOM LISTENING SCORE

Score of 1-5 (1 = lowest, 5 = highest)

Listening challenges: _____

Classroom listening score: **33**

Teacher LIFE-R Self-Advocacy & Instructional Access

Elise

Student's IEP goals related to self-advocacy:

Elise

Listening Inventory for Education-Revised (LIFE-R)
Teacher Checklist: Self-Advocacy and Instructional Access

By Karen L. Anderson, PhD, Joseph J. Smolenski, PhD, & Carrie Springer, AuD

Teacher(s) completing form: _____ Date: _____

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 deafblind of hearing, educational audiologist or other specialist.

Student's IEP goals related to self-advocacy:

Elise

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.

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.

3. The student uses the "signal system" that you and she developed to let you know if she 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).

4. The student takes responsibility for his/her personal hearing aid(s) (wears every day, changes batteries when needed, is directly involved in daily monitoring, etc.).

5. Ease of following directions provided to large group (hesitation before beginning work).

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.

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.

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?).

Comments on this student's ability to advocate for his/her own listening and learning needs:

Most opportunities

Often

Sometimes

Rarely

Never observed

1

2

3

4

5

11/35

31/35

Teacher LIFE-R Self-Advocacy & Instructional Access

Elise

Student's IEP goals related to self-advocacy:

Willy

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Most opportunities

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Sometimes

Rarely

Never observed

1

2

3

4

5

11/35

31/35

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!