

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

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Partially developed from Caregiver Interaction Rating Scale by Elizabeth Cole (1992) based on Cole and St. Clair Stokes, (1984). The chart was revised, elaborated, and adapted for Texas AG BELL Association for the Deaf and Hard of Hearing Convention (1993).

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

SCHOOL:

GRADE:

YEAR:

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

DATE/ √, +, -	DATE/ √, +, -	DATE/ √, +, -	II. LEARNING CONTEXTS
A. Organization of Units and Lessons:			
			1. Are units planned to foster auditory comprehension and language learning?
			a. Are units sequenced from familiar to unfamiliar topics
			(1.) Between units of study
			(2.) Within each unit
			b. Do some units provide an opportunity for shared knowledge base by incorporating several subject areas, e.g. use associative learning for teaching, e.g. as in a literature approach?
			2. Are individual lessons planned/organized well enough to foster auditory attention?
			a. Do lessons routinely sequence components of the lesson cycle? (Introduction, Focus, Model/Explanation, Guided Practice, Independent Practice, Check for Mastery)
			3. Is time allotted regularly for <i>individualized</i> learning as well as group?
B. Presentation of Units and Lessons			
			1. Is instruction presented at appropriate language level and is it sensitive to individual differences?
			a. Are administrative directions stated clearly, grammatically, and appropriately for the child's receptive language level?
			b. Is instructional input given at "I + 1" level of language (Krashen, 1978)
			2. Do units foster the relationship among listening, speaking, reading, and writing?
			a. Is a thematic language approach a basis for part of day?
			b. Are listening training activities planned informally or formally for each unit?
			3. Are units and lessons child-centered rather than teacher-directed when possible?
			4. Do lessons foster internalization of spoken language to direct thinking?
			(a) Possible use of phonics (audition) in word decoding aspects of reading whenever reasonable to supplement sight word methods?
			(b) Using a process approach to writing that emphasized individual spoken language conferences and editing (Pre-Write, Rough Draft, Conference, Revise, Publish)?
			5. Does teacher show awareness and appropriately challenge child's developmental level if child is in pre-verbal stages of language ?
			6. Is auditory-oral input provided in sufficient quantity to be a complete representation of English language?
C. Classroom Management			
			1. Are there arrangements for individualized audition, speech, and language teaching in the classroom (See Peterson, 1991)
			2. Student Management:
			a. Are discipline techniques positive-not punitive?
			b. Are cooperative learning behaviors reinforced consistently and appropriately?

			3. Is there a functional, effective, and supportive relationship between the speech language pathologist and the classroom teacher?
			4. Are proficient spoken language models available throughout the day?

DATE/ √, +, -	DATE/ √, +, -	DATE/ √, +, -	III. AUDITORY ACCESS AND PHYSICAL ENVIRONMENT:
A. Audiological Management			
			1. Are audiologic services given by experienced pediatric audiologists who understand the importance of comprehensive testing (including speech perception in quiet and noise)?
			2. Are audiologic services for school age children available more than once every three years?
			3. Are assistive listening devices understood well by the teacher and used appropriately by other teachers in mainstream classes?
			4. Are children taught to be knowledgeable about and advocate for their hearing aids, cochlear implants, assistive listening technology?
			5. Do teachers have a strategy to effectively manage hearing assistive equipment when minor problems arise? (a) Are there backup listening units for malfunctioning equipment? (b) Are some replacement parts such as batteries or cords readily available in the mainstream classroom?
			6. Do audiologists and teachers work mutually supportively and cooperatively to ensure smooth transitions between equipment changes or major adjustments?
B. Classroom Management			
			1. Are classroom teacher aware of potential seating arrangements in each classroom and special assemblies? (a) Does the child have optimal seating for listening and/or speechreading? 1. Circle arrangement of chairs? 2. View of the speaker unobstructed and within good listening range with/without other assistive listening technology?
			3. Well -lit room for speechreading and/or oral interpreting? (b) Does the child have optimal seating in rooms that have built-in induction loops when it is necessary to use them?
			2. Is the signal-noise ratio reasonable for auditory discrimination when no assistive listening technology is used or available? (Data available from Fintizo-Heiber & Tillman, 1978)
			3. Are classrooms (e.g., walls, ceilings) and general purpose rooms acoustically treated to reduce reverberation time?

DATE/ √, +, -	DATE/ √, +, -	DATE/ √, +, -	IV. TEACHER-PARENT-CHILD RELATIONSHIP
A. Counseling Strategies			
			1. Is the teacher an effective listener?
			2. Does the teacher convey an attitude of sincere interest?
B. Facilitation of Parent-Child Relationship			
			1. Is the teacher accessible on a regular basis to respond to questions from parent?
			2. Is the teacher able to convey information without being judgmental?
C. Awareness of Family Tree			
			1. Does the teacher show interest and understand relationships among family members, e.g. who is the primary language teacher in the home environment?

*May be copied for non-profit educational assessment with permission of author and specific acknowledgement of items from original rating scales of Cole (1992) and Cole and St. Clair-Stokes (1984)