Success in the Fast-Paced Classroom: Building Skills to Optimize Achievement for Students with Hearing Loss

Karen L. Anderson, PhD

Butte Publications, 2011
Today’s Agenda

9:00 – 10:45   Introduction & Evaluation
10:50 – 12:00 Access – Auditory/Instructional
12:00 – 12:45 LUNCH
12:45 – 1:45   Social and Self–Concept
1:50 – 3:00 Communication Repair/Self–Advocacy

Three Turn–and–Talks per section
Group discussion of questions/material
Also includes Downloadable Files

- Almost 50 downloadable files are included in the purchase price
- About 30 original works
- Most of these forms have been designed to be fillable, to increase convenience of use with electronic media
- About 20 additional files mentioned elsewhere in the book have been included for convenience
- Additional packets of downloadable ‘fillable’ files soon to be available for purchase
Our cheese has moved!

- Response to national emphasis on expanded core curriculum (e.g., IA ECC)
- Lack of easy-to-use materials that target expanded core curricular skills
- Emphasis on standards-based IEPs
## Changes to Population Served 2008 annual OSEP report

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Percent – Deaf/Hard of Hearing</td>
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<tr>
<td>High school completion</td>
<td>74%</td>
<td>87%</td>
<td>+13%</td>
</tr>
<tr>
<td>Graduate with regular diploma</td>
<td>62%</td>
<td>69%</td>
<td>+7%</td>
</tr>
<tr>
<td>Percent of population age 6-21</td>
<td>0.1%</td>
<td>0.1%</td>
<td>--</td>
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<tr>
<td>Time inside regular classroom 80%+</td>
<td>39%</td>
<td>49%</td>
<td>+10%</td>
</tr>
<tr>
<td>Time inside regular classroom 40-79%</td>
<td>19%</td>
<td>18%</td>
<td>-1%</td>
</tr>
<tr>
<td>Time inside regular classroom &lt;40%</td>
<td>25%</td>
<td>20%</td>
<td>-5%</td>
</tr>
<tr>
<td>Other environments</td>
<td>17%</td>
<td>14%</td>
<td>-3%</td>
</tr>
</tbody>
</table>

Almost 2/3 spend most of their day in reg. ed. classrooms in 2008 – likely more now!

http://www2.ed.gov/about/reports/annual/osep/2008/parts-b-c/index.html
Percent of the number of schools serving students with hearing loss by number per school

- Schools with less than 3 DHH students: 20%
- Schools with more than 3 DHH students: 80%

Percent of total student population with hearing loss by number at each school

- Population at schools with 1 DHH student: 19%
- Population at schools with 2–3 DHH students: 27%
- Population at schools with >3 DHH students: 41%

Who are these students?

Numbers per degree of hearing loss
Even conservatively there should be twice the number of children with mild loss served compared to the total of all other qualifying degrees of loss.
Growth of Cochlear Implants for Children in the US

1987 first child implanted

2002 Total 10,000 kids

2010 Total 28,400 kids
Including 1600 bilateral

1 out of 10 deaf children implanted in 2000
1 out of every 2–3 deaf children implanted by end of 2010
Relative Prevalence by Potential Functionality of Hearing Loss

Severe – Profound

Moderate

Mild

Simulation of listening with a cochlear implant – on SSCHL website – Demonstrations 1, 4, 8, 12 and 20 channel cochlear implant simulations for speech and music
So – there are:
More students in mainstream for more of the day in their neighborhood schools

Services to support these children must COME TO the least restrictive environment. They must be FOCUSED on helping the student keep pace in the regular education setting. Is it working?
Data from Christi Yoshinaga-Itano (Oct 2012)

- Language growth of 135 children age 4–7
- Children were cognitively normal from English speaking families with hearing parents
- Assessed 3–4 times from 48–84 months of age
- Median age of ID – 3 months, EI start – 8 months
- Both cochlear implant users and hearing aid users (mild – severe/profound)
- Results: children fell into one of 4 groups
Language Learning during age 4–7 years

Result of inadequate access or support

Desired outcome

(version of chart showing combined students pg xx)
Our cheese has moved!

- Response to national emphasis on expanded core curriculum (e.g., IA ECC)
- Lack of easy-to-use materials that target expanded core curricular skills
- Emphasis on standards-based IEPs
Purpose of Book

- To provide resources that will assist students with hearing loss in optimizing their achievement through improved access and self-advocacy (expanded core curriculum)
- To offer tools for addressing eligibility and developing PLAAFPs
Contents

- Sec 1 Introduction
- Sec 1 Chapter 1: Evaluation
- Sec 2 Chapter 2: Understanding the Effects of Hearing Loss on Speech Perception and Auditory Skill Development
- Sec 3 Chapter 3: Social and Conversational Competence
- Sec 4 Chapter 4: Communication Repair: SCRIPT
- Sec 3 Chapter 5: Self-Concept Development
- Sec 4 Chapter 6: Self-Advocacy
- Sec 2 Chapter 7: Accessing the General Education Curriculum
Introduction

- Chapter Format
  - Chapter Introduction
  - Background Information
  - Developing the IEP
  - List of Resources (each includes a suggested age range for optimal use)
  - Evaluation Tools
  - Student Worksheets/Materials
  - Family Activities
  - References
Introduction

- **Building Skills** is not intended to be a step-by-step approach to teaching in specific contexts.
- Not a curriculum -> categories of resources
- Provides options for evaluating and instructing in the frequently overlooked areas (ECC) that impact students’ abilities to make progress in the general education curriculum:
  - Social interaction and conversational skills
  - Communication repair
  - Self-concept
  - Self-advocacy skills
  - Classroom access
# Three Students: Three Ways to Incorporate Resources in this Book

<table>
<thead>
<tr>
<th>Student: (Degree of Hearing Loss), Grade. Presenting Issues.</th>
<th>Social Interaction and Conversational Skills</th>
<th>Communication Repair</th>
<th>Self-Concept and Self-Advocacy Skills</th>
<th>Classroom Access</th>
<th>Targeted Skill Areas or Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackie (bilateral moderate HL), grade 3. Not demonstrating the expected gains in core content areas.</td>
<td>Stage of Conversational Development; Social Interaction Skills Checklist</td>
<td>SCRIPT Inventory; Student Advocacy &amp; Independence Development (SAID)</td>
<td>Listening Inventory For Education (Revised) – Student Appraisal</td>
<td>Access to Instruction Checklist; ATCAT; Functional Listening Evaluation; Speech Perception Breakdown Checklist</td>
<td>New IEP will reflect objectives related to listening and questions forms (written and oral); trial FM use will be implemented. The SCRIPT program, self-advocacy skills and work to strengthen self-concept and socialization skills will be targeted.</td>
</tr>
<tr>
<td>Results of Evaluation:</td>
<td>Age appropriate conversational skills; social immaturity</td>
<td>Limited communication repair repertoire</td>
<td>Six specific situations identified for communication breakdown</td>
<td>72% access to instructional language</td>
<td></td>
</tr>
<tr>
<td>Jamie (bilateral mild HL, newly amplified), grade 1. Immature language, conversation, social skills. Dependent on others to recognize when he does not understand.</td>
<td>Stages of Conversational Development; Social Interaction Skills Check Sheet</td>
<td>SCRIPT Inventory</td>
<td>Student Advocacy &amp; Independence Development (SAID Checklist)</td>
<td>Informal observation; ATCAT</td>
<td>Results of the evaluation indicate that Jamie needs to develop communication repair strategies, as well as problem-solving skills in social situations. He also needs to develop amplification self-management skills. Helpful student resources: The &quot;Hearing and listening your best is YOUR responsibility&quot;; When do YOU need to advocate for YOURSELF?; SCRIPT – Learning About Communication Repair Strategies; How To Make a Friendship Sandwich-Home Activity. IEP goals should include those focused on self-advocacy, conversation/social skills and communication repair.</td>
</tr>
</tbody>
</table>
Pre-referral:
- To determine if additional evaluation is warranted, i.e., special education evaluation
- To determine if a 504 plan would address needs
- To determine if interventions, adaptations and/or modifications would address needs (UDL appropriate?)
<table>
<thead>
<tr>
<th>All Students</th>
<th>Deaf and Hard of Hearing Students</th>
<th>Support Examples by Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intensive/Individualized Level (1-5%)</strong>&lt;br&gt;• Individual students&lt;br&gt;• Individualized supports&lt;br&gt;• Frequent assessment&lt;br&gt;• Evidenced-based practices&lt;br&gt;• Intensive interventions&lt;br&gt;• Longer duration</td>
<td><strong>Intensive/Individualized Level (5-10%)</strong>&lt;br&gt;• Performance more than 2 years delayed&lt;br&gt;• Individualized instruction required – usually by TDHH&lt;br&gt;• Accommodations</td>
<td>• Core and expanded core curriculum&lt;br&gt;• Specialized instruction and training&lt;br&gt;• Related services (speech-language, counseling, interpreting)&lt;br&gt;• Team meetings, collaboration&lt;br&gt;• In-service regarding service providers and their roles&lt;br&gt;• Resources for specialized assessments/consultation</td>
</tr>
<tr>
<td><strong>Targeted Level (5-10%)</strong>&lt;br&gt;• At-risk students who fail to make adequate progress in general education&lt;br&gt;• Individual and group supports&lt;br&gt;• Evidenced-based practices&lt;br&gt;• Frequent assessments</td>
<td><strong>Targeted Level (25-35%)</strong>&lt;br&gt;• Performance within 1-2 years of grade level&lt;br&gt;• Special instruction and services, often by TDHH with push-in model&lt;br&gt;• Accommodations</td>
<td>• In-service and on-going support for staff and students regarding implications of hearing loss&lt;br&gt;• Specialized assessments for hearing loss&lt;br&gt;• Communication Plans to identify access needs&lt;br&gt;• Assistive Technology &amp; Services&lt;br&gt;• Targeted accommodations&lt;br&gt;• Increased predictability and redundancy (pre-teach/post-teach)&lt;br&gt;• Progress monitoring</td>
</tr>
<tr>
<td><strong>Universal Level (80-90%)</strong>&lt;br&gt;• All students&lt;br&gt;• Preventative. Proactive&lt;br&gt;• Evidenced-based practices&lt;br&gt;• Frequent assessments</td>
<td><strong>Universal Level (55-70%)</strong>&lt;br&gt;• Performing at or above grade level&lt;br&gt;• Consultation/monitoring support from TDHH, educational audiologist, or SLP&lt;br&gt;• Accommodations</td>
<td>• Awareness of signs of hearing &amp; listening problems&lt;br&gt;• Screening for hearing loss&lt;br&gt;• Hearing loss prevention education&lt;br&gt;• Classroom acoustic standards&lt;br&gt;• Lighting&lt;br&gt;• Reduction of visual/auditory distractions&lt;br&gt;• Wide area sound distribution system&lt;br&gt;• Evidenced-based reading strategies&lt;br&gt;• Frequent checks for comprehension&lt;br&gt;• Experiential education practices&lt;br&gt;• Predictable, structured routine&lt;br&gt;• Graphic organizers&lt;br&gt;• Outlines/structured procedures&lt;br&gt;• Differentiated instruction&lt;br&gt;• Link to prior knowledge</td>
</tr>
</tbody>
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Addressing State Criteria For Special Education Services

- Given the lack of reliable evaluation tools for students with hearing loss, IEP teams often use informal measures to document students’ needs and thus their eligibility for special education services under the category, “Deaf/Hard of Hearing”

- It is the responsibility of the Evaluation Team to determine if the tools address the intent of the criteria
Support for IEP Writing

- Provides a large volume of data for generating PLAAPFS, including but not limited to:
  - Core content standards: checklists for evaluating progress toward mastery;
  - Examples of how to incorporate compensatory skills, etc. into standards–based IEPs
- Provides a IEP planning guide re: those key components specific to students with hearing loss (e.g., speech audibility; communication repair; access to instruction, etc.
- Suggests specialized instructional support
Materials Included:

- Background information presenting key concepts, the foundation of each chapter
- Originally designed student and instructor materials specifically matched to content
- Existing checklists and evaluations used with authors’ permission (often reformatted)
- Materials designed to be shared with parents
Terminology

- “Students with hearing loss” avoids a cultural context and reference to specific degrees of loss
- Gender-neutral language: difficult to implement
- “Teacher/therapist”: anyone responsible for supporting access and/or academic and language development
- “Hearing technology” covers wide range of devices
Early identification/intervention increases potential for typical early development; leads to improved skill levels at school entry; IDEA requires equal access to instruction. Technology – improves access but not a ‘fix’. Academic success is directly linked to communication access, which is enhanced by self-advocacy. DHH personnel (Ts + Ed Auds) need to support the student attaining full access.
Education builds understanding and critical thinking skills day by day, hour by hour and minute by minute through information presented in school, formally, incidentally, and in all social situations.

Access and communication skills are a gateway to educational life.
Language included to help you justify your roles and services:

“Access Denied Is Opportunity Denied.”

Allocation of appropriate technology, accurate identification of student skills and habilitation re: communication repair issues, student-focused advocacy and instructional access to assure needs are addressed are critical if true access to the general education curriculum is to be achieved. (pg xxi)

This is what DHH professionals DO that is different from SLPs or LD teachers!
Chapter One: Evaluation

- Not a “Use these Tests” section
- Provides guidance and materials on how to perform informative classroom observations
- Guidance on establishing levels of functional classroom performance compared to typically hearing peers
- Materials for identifying challenging listening situations
- Focus on self-advocacy and determining level of independence with amplification
- Helps pinpoint communication repairs skills
- Evaluation materials are in each chapter
Through the deaf lens...

DHH professionals need to be a part of team assessments
Lenses of classroom communication, participation, curriculum, and social language competencies

Communication Lens
- How much instruction does the student understand?
- What is the student’s level of classroom interaction?

Participation and Social Language Lens
- Is the student participating at a rate similar to peers?
- What strategies or compensatory skills does the student utilize?
- What does the student do when there are learning breakdowns?
- How does the student understand and utilize social language in the integrated setting?
- Are the student’s use and understanding of social language developing appropriately?
Lenses of classroom communication, participation, curriculum, and social language competencies

Curriculum Lens:

- What strengths and gaps in access were observed when the teacher delivered the instruction?
- What strengths and gaps in access were observed when the peers contributed to the instructional delivery?
- How did the student access the general education curriculum when technology was utilized?
- Did the student demonstrate appropriate progress in the general education curriculum?

The focus of our assessment that is different from other school staff

(pg13)
Common Core Educational Standards

- Nationally recommended standards
- Age and topic categories
- Primarily academic core areas

- Areas especially vulnerable to progress delays due to hearing loss
  - Speaking & listening, language
  - Reading fundamentals (secondary to speech perception issues)

- In terms of developmental effects secondary to hearing loss, the focus is on grades 1–6

- I’m presenting the core standards first so you can keep them in mind as we discuss gathering evidence of (continuing) adverse educational effect throughout this presentation
### COMMON CORE EDUCATIONAL STANDARDS:
Selected for Vulnerability to Progress Delays Due to Hearing Loss

<table>
<thead>
<tr>
<th>GRADE</th>
<th><strong>Speaking &amp; Listening, Language</strong></th>
<th><strong>NOTE:</strong> these skills should also be age appropriate when a child is listening in the presence of typical classroom noise and across distances during class discussion.</th>
<th><strong>Communication Interaction</strong></th>
<th><strong>Communication Access</strong></th>
<th><strong>Ability Rating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). [via age appropriate vocabulary]</td>
<td>X</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Continue a conversation through multiple exchanges.</td>
<td>X</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Ask(answer) questions to seek help, get information, or clarify something not understood.</td>
<td>X</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Speak audibly and express thoughts, feelings, and ideas clearly.</td>
<td>X X</td>
<td>1 2 3 4 5</td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [deficits in general knowledge may interfere]</td>
<td>X</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics under discussion).</td>
<td>X X</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</td>
<td>X</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</td>
<td>X</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Follow rules for discussions, set specific goals/deadlines, define individual roles as needed.</td>
<td>X X</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</td>
<td>X</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Interpret information presented in diverse media and formats (e.g., visually, orally, quantitatively) and explain how it contributes to a topic, text, or issue under study.</td>
<td>X X</td>
<td>1 2 3 4 5</td>
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**Ability Rating:**
- 5 - exceptional
- 4 - above average
- 3 - average
- 2 - less than average
- 1 - much lower
Most reading standards are speech perception related

<table>
<thead>
<tr>
<th>Reading Fundamentals</th>
<th>NOTE: these skills should also be age appropriate when the child is listening in the presence of typical classroom noise and across distances during class discussion.</th>
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<tbody>
<tr>
<td><strong>K</strong> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). [Rapidly occurring words are often not heard or misheard]</td>
<td><strong>X</strong></td>
</tr>
<tr>
<td><strong>K</strong> Count, pronounce, blend, and segment syllables in spoken words.</td>
<td><strong>X</strong></td>
</tr>
<tr>
<td><strong>K</strong> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</td>
<td><strong>X</strong></td>
</tr>
<tr>
<td><strong>K</strong> Associate long and short sounds with common spellings for the five major vowels.</td>
<td><strong>X</strong></td>
</tr>
<tr>
<td><strong>1</strong> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). [High frequency sounds that occur very briefly are often not heard or misheard]</td>
<td><strong>X</strong></td>
</tr>
<tr>
<td><strong>1</strong> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home). [High frequency sounds that occur very briefly are often not heard or misheard]</td>
<td><strong>X</strong></td>
</tr>
<tr>
<td><strong>1</strong> Spell untaught words phonetically, drawing on phonemic awareness &amp; spelling conventions.</td>
<td><strong>X</strong></td>
</tr>
<tr>
<td><strong>1</strong> Distinguish long from short vowel sounds in spoken single-syllable words. Isolate and pronounce initial, medial vowel, and final phonemes in single-syllable words. Segment single-syllable words into their complete sequence of individual phonemes.</td>
<td><strong>X</strong></td>
</tr>
<tr>
<td><strong>1</strong> Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final phonemes in three-phoneme (consonant-vowel-consonant) words.</td>
<td><strong>X</strong></td>
</tr>
<tr>
<td><strong>3</strong> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td><strong>X</strong> <strong>X</strong></td>
</tr>
</tbody>
</table>

Insert 1-5 score from each age-appropriate item into a box below. Total the scores in the appropriate grade row for a grade score. Grades 1, 2, 3 and 6 also include performance for lower grade items. NOTE: Some items will be scored for both areas of communication interaction and communication access. Reference for Recommended Core State Standards: http://www.corestandards.org/the-standards.

Pg 80–88 list of K–2 common core standards - TRACK for DHH students
The language of educators....

John’s hearing loss interferes with his ability to completely perceive speech, therefore skills associated with the common core standards for speaking & listening, language and reading fundamentals are delayed or at risk, thus necessitating appropriate accommodation and skill development.

Find the Core Standards at: http://www.corestandards.org/the-standards.
When planning an assessment, what information should be considered?

IEP PLANNING GUIDE FOR STUDENTS WITH HEARING LOSS

Student: ___________________________________________ Grade: ________________

School: ___________________________________________ IEP Due Date: ______________

When discussing the development of an IEP for a student with hearing loss, the following areas should be considered in addition to traditional domains (academic, speech-language, motor, transition, etc.):

- **Speech Audibility:** Under typical classroom conditions, how does the student understand speech in noisy and quiet situations? What accommodations, technology and/or supports does he need to access instruction?

- **Speech Perception and Listening Skills:** What is the student’s range of speech perception under typical classroom listening conditions? What is her level of listening skill development and how does each deficit area impact her academic achievement?

- **Self-Concept:** How would you rate the student’s self-concept? Does he admit to having a hearing loss and can he explain its impact on social situations? What are peer relationships like? For example, is the student passive or assertive in getting his needs met?

- **Self-Advocacy:** Can the student maintain her amplification adequately? Does she transfer the transmitter as needed? Does he use the FM or aid consistently? Can she answer questions about its use? Can she describe her needs for accommodations and strategies she can use to address his hearing needs? Does she seat herself appropriately? Does she use mediated communication services effectively (interpreter, transliterator, notetaker, captionist, etc.)?
What information should be collected and considered?

- **Social and Communicational Competence:** Does the student demonstrate pride in accomplishments? Know how to handle defeat, disciplinary action, negative comments, bullying? Establish friendships? Initiate conversations? Maintain topics? Give-and-take in conversation?

- **Communication Repair:** Does the student recognize when he is missing information? Ask for repetition or clarification when he doesn’t understand? Clarify communication? How does the student’s level of skill development in this area impact achievement?

- **Access to Instruction:** How does the student handle questions posed by the teacher during typical instruction? Does she understand various forms of figurative language, including idiomatic expressions used in conversation, instruction and in grade-level reading materials? Can she follow multi-part directions in both oral and written formats? Does she comprehend the print posted in the classroom and school environment? Can she comprehend grade-level texts adequately enough to access critical content? Is she able to fully participate in classroom rituals and routines? Can she demonstrate knowledge using typical testing procedures?

- **Additional Considerations (Please note):** The IEP team is required by IDEA to consider special factors related to the child’s language and communication needs, ensuring that the student be provided with opportunities for direct communication with peers and professionals and instruction in his or her communication mode at his or her language and academic level. The need for assistive technology devices and services must also be considered in this context: 
Turn-and-Talk

Who/How in your district assesses or estimates the students’ abilities RE:

- Speech Audibility
- Speech Perception & Listening Skills
- Self-Concept
- Self-Advocacy
- Social & Communication Competence
- Communication Repair
- Access to Instruction
- Opportunities for direct communication

Any “holes”? 
Informal Assessment

- Using checklists is a quick way to obtain specific information in a repeatable manner.

- Can be used to inform the team of possible areas of concern that may need specific assessment (students that ‘look good’).

- Can be used to raise teacher awareness of:
  - behaviors that may be affected by the hearing loss
  - reasonable expectations for the student

- Can be used over time:
  - As an indication of progress in skill development and/or use
  - To monitor classroom function in comparison to peers
What informal assessment do you or your team usually do?

Eligibility assessment?

Periodic monitoring?
This form assists professionals and school teams in considering the communication access and other needs of a student with hearing loss. The measures below all relate to communication access or communication interaction issues for which these students are most vulnerable. Reviewing the results of these measures will assist the school team in determining if unmet needs in skill development and access accommodations that require classroom intervention, special instruction or specialized support services are evident.

### ACCURATE REPETITION OF SINGLE WORDS (no visual input)

<table>
<thead>
<tr>
<th>Functional Listening Evaluation</th>
<th>Poor (&lt; 75%)</th>
<th>Fair (75-84%)</th>
<th>Good (85-94%)</th>
<th>Excellent (95-100%)</th>
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<tbody>
<tr>
<td>Soft speech (35 dB HL) in quiet</td>
<td></td>
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<tr>
<td>Loud speech (50 dB HL) in quiet</td>
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<tr>
<td>Soft speech (35 dB HL) at +5 S/N</td>
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<td>Loud speech (50 dB HL) at +5 S/N</td>
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<tr>
<td>Soft speech with use of FM</td>
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**With visual cues**
| Soft speech (35 dB HL) at +5 S/N |             |               |              |                   |

### WEPMAN AUDITORY DISCRIMINATION TEST

<table>
<thead>
<tr>
<th>Same/Different Word Pair Discrimination</th>
<th>-2 Below Adequacy</th>
<th>-1 Below Average</th>
<th>Average Ability</th>
<th>+1 Above Average</th>
<th>+2 Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normed for age 4 to 9 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student LIFE-R – Listening Inventory For Education

**Gr 3+**

<table>
<thead>
<tr>
<th>Record number per each rating</th>
<th>Always Difficult</th>
<th>Mostly Difficult</th>
<th>Sometimes Difficult</th>
<th>Mostly Easy</th>
<th>Always Easy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Listening Situations using FM system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Listening with HAs/CIs only (no FM)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Listening Situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preschool SIFTER age 3-5</td>
<td>Content Areas Screened</td>
<td>At-Risk</td>
<td>Pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------</td>
<td>---------</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIFTER elementary</td>
<td></td>
<td>Fail</td>
<td>Marginal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary SIFTER</td>
<td>(Pre)Academics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCREENING INSTRUMENT FOR TARGETING EDUCATIONAL RISK (SIFTER)</td>
<td>Attention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children’s Auditory Performance Scale (CHAPS)</td>
<td>School (Social) Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Listening Condition</td>
<td>At-Risk</td>
<td>Normal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMON CORE STANDARDS VULNERABLE TO PROGRESS DELAYS DUE TO HEARING LOSS K-6</th>
<th>TEACHER OBSERVATION</th>
<th>Much Lower</th>
<th>Less than Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comm. Interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comm. Access</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LANGUAGE / LISTENING ASSESSMENT INSTRUMENTS</th>
<th>Percentile Rank</th>
<th>Much Lower -2 SD</th>
<th>Less than Average -1 SD</th>
<th>Average</th>
<th>Above Average +1 SD</th>
<th>Exceptional +2 SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test of Language Competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Assessment of Spoken Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test of Auditory-Perceptual Skills 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening Comprehension Test-2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAGE OF CONVERSATIONAL SKILL DEVELOPMENT</td>
<td>STAGE</td>
<td>STAGE III</td>
<td>STAGE IV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------</td>
<td>-----------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage IV skills typical by end of kindergarten</td>
<td>I</td>
<td>II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEHAVIOR / SELF CONCEPT</th>
<th>Ch 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burk’s Behavior Rating Scales (# of 19 total) Gr 1-12</td>
<td>Very Significant</td>
</tr>
<tr>
<td>Piers-Harris Children’s Self-Concept Scale 7-18 yr</td>
<td>Significant</td>
</tr>
<tr>
<td>Behavior Rating Inventory of Executive Function PS-18 yr</td>
<td>Not Significant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEAM – Student Expectations for Advocacy &amp; Monitoring Listening and Hearing Technology Gr K-6</th>
<th>Ch 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations Unmet</td>
<td>Expectations Some Met</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCRIPT – Student Communication Repair Inventory &amp; Practical Training On Inventory demonstrates:</th>
<th>Ch 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All ages – use of repetition strategies (25-50%).</td>
<td>No Use or Do Not Know</td>
</tr>
<tr>
<td>Gr. 2+ – use of simple addition strategies (25%).</td>
<td>Very Limited Use</td>
</tr>
<tr>
<td>Gr. 5 – use of clarification strategies (33%).</td>
<td>Present Consistently OR Not expected for child’s age/development</td>
</tr>
<tr>
<td>Gr 2+ – teacher observation of appropriate use of repair strategies in classroom situations</td>
<td></td>
</tr>
</tbody>
</table>


### SAID - Student Advocacy & Independence Development

Insert number in each category, do not record items that were NA or Not Observed.

<table>
<thead>
<tr>
<th>Student Advocacy Communication Style</th>
<th>Aggressive/Bossy</th>
<th>Passive/Timid</th>
<th>Assertive/Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators of Independent Function</th>
<th>Rare</th>
<th>Occasional</th>
<th>Consistent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Communication Repair Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### INFORMAL INVENTORY OF INDEPENDENCE & SELF ADVOCACY FOR D/HH STUDENTS

<table>
<thead>
<tr>
<th>Lacks Independence</th>
<th>Some Independence</th>
<th>Growing advocacy &amp; independence</th>
<th>Substantial advocacy &amp; independence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Average response for independence/advocacy**

**Average response for Interpreter Use**

<table>
<thead>
<tr>
<th>Additional measures used by Teacher/Team</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

### AREAS OF NEED (RED/YELLOW) INDICATED BY REVIEW OF ASSESSMENTS:

- Speech perception deficits as compared to class peers (Functional Listening Evaluation, Wepman ADT, Student LIFE)
- Academics/classroom function (vulnerable core education standards, SIFTER, ____________)
- Language (language assessment ____________, stage of conversational skill development)
- Listening (auditory development) skill assessment
- Behavior (behavior scale, self-concept, ____________, SAID - communication style)
- Communication repair skills compared to developmental trend expectations (SCRIPT, SAID, SEAM, ____________)
- Self advocacy/independence (SEAM, SAID, Informal Inventory of Independence & Self-Advocacy Skills, ____________)
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
Systematic classroom observation

- Evaluation results are most meaningful when substantiated by behavior observed in the classroom.
- In the Present Levels of Academic Achievement and Functional Performance section the IEP team is required to describe how the disability affects the student’s involvement and progress in the general education curriculum.
- Systematic classroom observation will assist in gathering objective data to assist the student’s team with educational planning.
Classroom observations can provide critical student data about the following:

- **Access** to general education curriculum
- Utilization of **conversational repair** strategies
- Utilization of **advocacy** or compensatory skills
- Learning and academic **progress** compared to other classroom peers
- **Understanding** of classroom content and whether there is a need to consider an educational interpreter, transliterator, or a notetaker to increase the student’s level of access

For:

- **Eligibility** for special education services according to state criteria (adverse educational affect)
- **Documentation** for Present Level of Academic Achievement and Functional Performance (PLAAFP) statements on the IEP
Decide the specific behaviors you are trying to observe and record

a. To what extent did the student understand the main idea of the lesson?
b. To what extent did the student understand the details of the lesson?
c. How much of the vocabulary and/or language concepts did the student understand?
d. Was the student an engaged and active participant during the lesson?
e. If learning breakdowns occurred, what did the student do?
f. Did the student understand the directions that were given?
g. Did the student understand information presented orally by peers?
h. Did the student understand information presented orally by the teacher?
i. What compensatory strategies did the student utilize?
j. How did the student utilize visual cues available during the lesson?
k. What were the student’s social exchanges with peers?
l. What strategies did the student use to clarify directions/information/assignments?
m. Did the student independently initiate work after an assignment had been given?
It is important for the observer to script everything that is being said by the teacher and peers as quickly as possible.

This provides information immediately following the classroom observation for completing an accompanying comprehension check with the student (and peers).

In addition, a record of the classroom script provides information on the language of instruction, vocabulary utilized in the lesson, peer comments and instructional strategies.
This script of the lesson can later be analyzed to ascertain how the language of instruction matches the linguistic and language competencies of the student with hearing loss.

- Collecting this information also provides information to the IEP team on how the student is generalizing and transferring skills learned in special education settings to the classroom.

- This level of detail may be critical to obtain when justifying (continued) eligibility of services for ‘okay’ students.
Immediately following your observation, ask the student 15 to 20 questions from the preceding lesson. If possible, do the same with a typical classroom peer or two who were recommended by the teacher.

Tally correct answers to obtain a percentage.

70% correct is considered average listening comprehension for a student with normal hearing in grades 1–12.

50% correct is considered average in kdgn.
Interpret the results

a. How much the student understood the teacher.
b. How much the student understood peers.
c. What kind of information was understood.
d. What kind of information was missed (e.g., main idea of the lesson, detailed information, directions, comments from peers, vocabulary concepts?).
e. Compare the student’s results with typical peer.
f. Analyze the results; share them with the team.
g. Determine as a team how you will utilize the data.
FREQUENCY – number of times, or how often a student behavior occurs

- “Tyler turned to watch his peers offering oral responses 2/9 times or 22% of the time.”

- “During the week of March 4 through March 9, from 9:15 to 11AM, Alison stood up and walked away from the instructional activity 26 times. On the average, this was 24 more times than her kindergarten peers.”

pg 30–31
Types of recording methods

DURATION – total amount of time a student is engaged in a specific behavior

“During Marianne’s 45-minute civics class on October 12, she attended to the interpreter 44% of the time. The longest interval of attending was 5 minutes.”

LATENCY – elapsed time between an event and the expected behavioral response

“In the morning it takes William 7 minutes to follow instruction after the teacher gives a direction. In the afternoon it takes William 4 minutes to follow instruction after the teacher gives a direction.”
The ATCAT – Access to Curriculum Assessment Tool

Structure for completing an assessment:

The following resources, all included in this section, make up the ATCAT and provide examples of other materials to consider when conducting classroom observations.

- **Student Access to the General Education Curriculum:**
  - Example of a Primary Grade Student Interview
  - Example of a Intermediate Grade Student Interview
- **ATCAT—Speech & Language Clinician**
- **ATCAT—Teacher of the Deaf/Hard of Hearing**
  - pg 27–41
- **ATCAT—Student Version**
- **ATCAT—General Education Teacher**
- **Definitions and Examples of Systematic Observation Techniques**
- **Observational Record of Behavior of Deaf and Hard of Hearing Students**
- **Sample Written Classroom Observation Report**
# Observational Record of Behavior of Deaf and Hard of Hearing Students

**Student** ____________________________ **School** ____________________________ **Date** __________ **Observer** __________

Observe the student during an interactively-rich time period. Rank as follows:
- 0 – Not observed
- 1 – No/Missed opportunities observed
- 2 – Minimally/some evidence observed
- 3 – Yes/Observed

<table>
<thead>
<tr>
<th>A. How does the student participate in the general education setting when compared to peers? <strong>DOES THE STUDENT…</strong></th>
<th>Rank</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participate in class activities at a rate similar to peers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Use strategies to facilitate access and participation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Advocate for his needs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Respond to directions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Use strategies or accommodations to seek assistance?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. How does the student access information? <strong>DOES THE STUDENT…</strong></th>
<th>Rank</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Respond to directions given by the teacher?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Use accommodations to access auditory information?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Contribute relevant comments during discussion?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Respond to information or comments offered by peers?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. What student and teacher factors influence the student’s academic progress?</th>
<th>Rank</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the language of the lesson accessible to the student?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Does the student use strategies for requesting clarification?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Does the student communicate directly with the teacher?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Does the teacher communicate directly with the student?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Does the teacher repeat/rephrase information?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Does the teacher check for the student’s understanding?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Does the teacher ensure that the student can see and hear optimally?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Does the teacher use visual instructional aids?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Does the teacher understand the role of the educational interpreter/transliterator/notetaker/CART/C-Print?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Look at the ATCAT – pg 27–46

- Are there areas assessed that you or your team do not do now?

- Which of the described techniques can you picture yourself implementing?