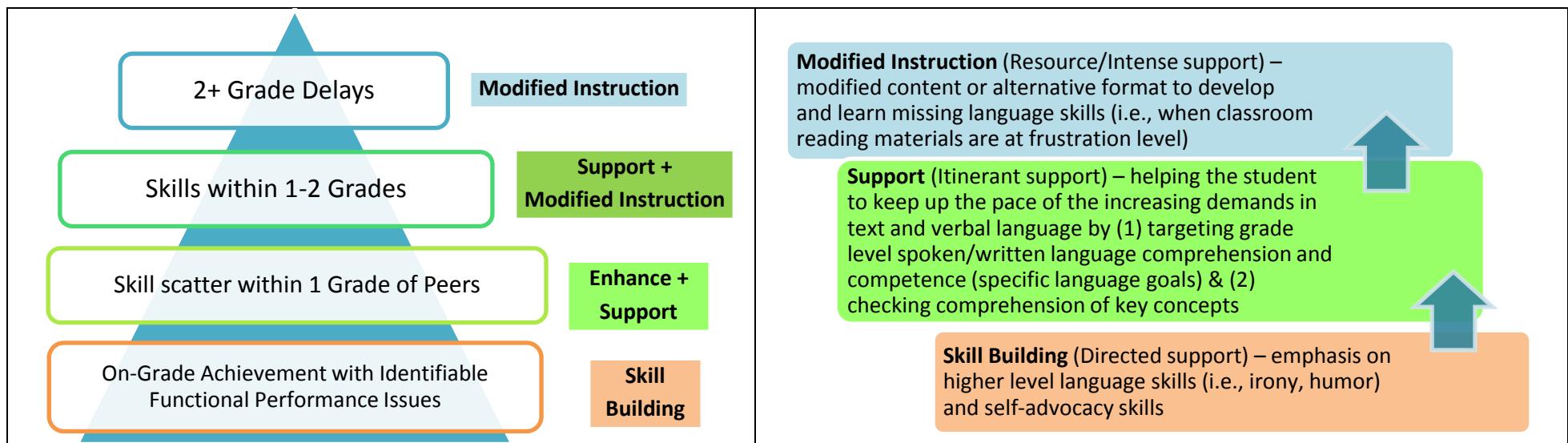


Considerations for Assessment & Service Provision for Children with Hearing Loss

Access Considerations	Expanded Core Curriculum (beyond standard curriculum)	Annual Assessment / Check
<ul style="list-style-type: none"> Auditory access via Audibility/Speech Perception Visual access to communication in class (i.e., sign, text) Level of language of instruction Cognitive capacity (ability to process at rate of instruction) 	<ul style="list-style-type: none"> Self-Advocacy Listening (Auditory Skill Development) Communication Repair Assistive Technology Use and Independence Speech and Language Production Social Skills Transition Skills and Knowledge 	<p>Results of use of these tools should guide further assessment and IEP goals to include Expanded Core Curriculum skill development.</p> <ul style="list-style-type: none"> Screening Instrument For Targeting Educational Risk (SIFTER) Listening Inventory For Education (LIFE-R) (Setting, Situations, Self-Advocacy) Classroom Participation Questionnaire (CPQ) Self Advocacy Competency Checklist (from Guide to Access Planning - GAP) Placement Checklist (from Placement & Readiness Checklists - PARC) Student Expectations for Advocacy and Monitoring (SEAM)

STUDENT PROFILE: Performance, Service Delivery, and Placement



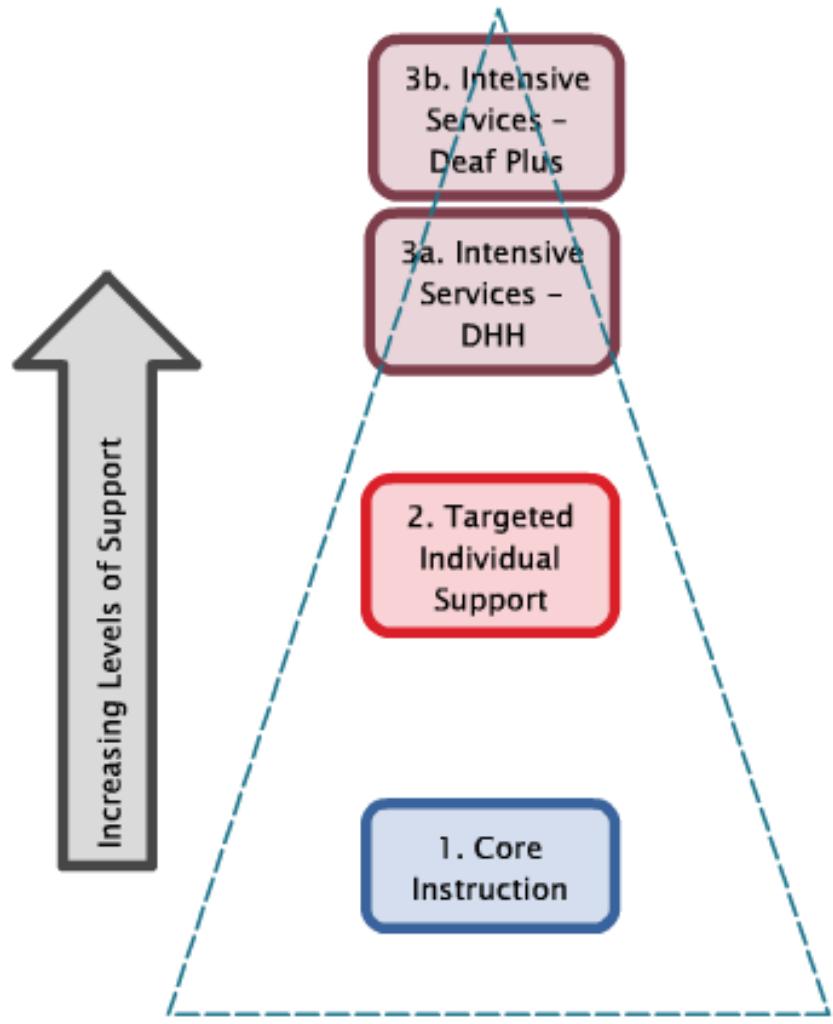
Examples of Assessments

Classroom Acoustics	Academics	Classroom Communication	Language	Listening	Placement	Self-Advocacy	Social
<ul style="list-style-type: none"> -Before LIFE -AAA HAT Supplement B Worksheet 	<ul style="list-style-type: none"> -SIFTERs -Curriculum Based Measures -Formal assessments (i.e. Woodcock Johnson) 	<ul style="list-style-type: none"> -CPQ -LIFE-R Situations -SAID Development SAC-A/SOAC-A -SIFTER -SCRIPT 	<ul style="list-style-type: none"> -AuSpLan -Cottage Acquisition Scales for Listening, Language & Speech (CASLLS) 	<ul style="list-style-type: none"> -FLE/Audibility -Wepman ADT -TAPS -FAPI -CHAPS -CHILD -SIFTER 	<ul style="list-style-type: none"> -Placement And Readiness Checklists (PARC) 	<ul style="list-style-type: none"> -After LIFE -SEAM -GAP 	<ul style="list-style-type: none"> -SIFTER -Children's Peer Relationship Scale -Secondary Survey -SAC-A/SOAC-A -Observation of Social Interaction

SUGGESTED ASSESSMENT MEASURES TO USE WITH STUDENTS WITH HEARING LOSS

NOTE: This should not be considered an all inclusive list of appropriate assessment instruments.

Name	Description
AAA Hearing Assistance Technology (HAT) Supplement B Worksheet	Developed by the American Academy of Audiology 2011, pages 12-21 provide a worksheet to guide classroom acoustic measurements. http://www.audiology.org/resources/documentlibrary/Documents/20110926_HAT_GuidelinesSupp_B.pdf
AuSpLan	Summary of a guide to expectations and auditory, speech and language goals for a child with a cochlear implant http://www.advancedbionics.com/content/dam/ab/Global/en_ce/documents/libraries/AssessmentTools/3-01066-D-2_AuSpLan%20Supplement-FNL.pdf
Children's Auditory Performance Scale (CHAPS)	An intense judgment of student attention in 6 easy to challenging listening conditions resulting in a score of normal or at-risk. Age 5+. http://successforkidswithhearingloss.com/tests
Children's Home Inventory of Listening Difficulties	Provides 15 situations typical of home and community listening. Versions for family members and children with hearing loss to complete. Scoring based on judgment of listening difficulty based on an 8-point scale. http://successforkidswithhearingloss.com/tests
Classroom Participation Questionnaire (CPQ)	Designed to be completed by students grades 3 though high school to obtain their views and feelings on communicating in the mainstream classroom. http://essp-ny.org/documents/Questionnaire.pdf
Cottage Acquisition Scales for Listening, Language & Speech	Evaluation and precise, specific developmental curriculum for Pre-verbal, Pre-sentence, Simple Sentence, and Complex Sentence levels. http://www.sunshinecottage.org/Products/CASLLS/Default.aspx
Curriculum Based Measures	Measurement that uses direct observation and recording of a student's performance in the local curriculum as a basis for making instructional decisions.
Functional Auditory Performance Indicators	Assesses the functional auditory skills of children with hearing loss via a hierarchical list of auditory skills in seven categories. http://www.cde.state.co.us/cdesped/download/pdf/FAPI_3-1-04g.pdf
Functional Listening Evaluation	Single word or phrase lists appropriate to child's age or developmental level are presented in various conditions (quiet/noise, close/distance, visual/no visual) to mimic classroom communication. Percent score is obtained for comparison across listening conditions. http://successforkidswithhearingloss.com/tests
Guide to Access Planning (GAP)	High school transition learning guide planning tools for teens, professionals, and parents. http://www.phonakonline.com/MyGap/GapMain.html
Listening Inventory For Education (Revised) (including Before LIFE & After LIFE questions)	The Student LIFE-R presents 10 typical classroom listening situations and 5 additional non-classroom or social situations. Student self-rates his ability to hear and understand in each situation. Grade 3 and above. Before LIFE questions delve into student awareness of the classroom listening setting. After LIFE questions provide a baseline of self-advocacy strategies. http://successforkidswithhearingloss.com/tests
Observation of Social Interaction	Checklist designed for teachers or other observing education staff to rate social ability of children of preschool and kindergarten age. From <i>Building Skills for Success in the Fast-Paced Classroom</i>
Placement and Readiness Checklists (PARC)	PARC is a set of placement and readiness checklists designed to assist IEP teams when making decisions about programming and placement for students who are deaf and hard of hearing (DHH). http://successforkidswithhearingloss.com/tests
Screening Instrument For Targeting Educational Risk	The SIFTERS are norm-referenced comparing teacher's perceptions of classroom function for children with and without hearing loss. Screening measure only. Three versions are available: Preschool (age 3 through kindergarten), Elementary, Secondary. http://successforkidswithhearingloss.com/tests
Significant Other Assessment of Communication - Adolescent	Companion questionnaire to the SAC-A, this asks a peer about their perception of the communication ability and challenges of the child with hearing loss. http://successforkidswithhearingloss.com/tests Also included as part of the GAP.
Stages of Conversational Skill Development	Based on the work of Patrick Stone, language abilities as they relate to competent conversation expectations have been categorized into 4 levels. Level IV skills are representative of a typical child's ability to converse by the end of kindergarten.
Student Advocacy & Independence Development	The SAID checklist identifies a child's (1) typical communication style (passive, aggressive, assertive) (2) performance of some independent function indicators expected on the SEAM, and (3) implementation of communication repair skills in the classroom.
Student Assessment of Communication - Adolescent	This questionnaire asks the student with hearing loss about their perception of their own communication ability and challenges. Companion to the SOC-A. http://successforkidswithhearingloss.com/tests Also included as part of the GAP.
Student Communication Repair Inventory & Practical Training	The SCRIPT Inventory elicits a child's use of communication repair skills when s/he is not understood. The identified skills are compared to developmental trends of use of different repair skills that emerge and become predominant at different ages, as related to a child's level of language sophistication.
Student Expectations for Advocacy & Monitoring (SEAM)	The SEAM is a checklist of expectations for independent care of amplification devices, communication repair and self-advocacy activities based on grade level. http://successforkidswithhearingloss.com/wp-content/uploads/2011/08/SEAM-for-School-Success.pdf
Test of Auditory-Perceptual Skills -3	Measures what a person does with what is heard. Individual subtest scores are combined to derive three cluster scores: Basic Auditory Skills (Word Discrimination, Phonological Segmentation, and Phonological Blending subtests), Auditory Memory (Number Memory Forward, Number Memory Reversed, Word Memory, and Sentence Memory), and Auditory Cohesion (Auditory Comprehension and Auditory Reasoning subtests). Ages 4-18. ProEd.
Wepman's Auditory Discrimination Test	Child indicates if 40 word pairs are the same or different words. Normed on representative samples (ethnicity, geographic, gender, SES) for ages 4 to 9 years. It is assumed that children older than age 8 will perform at age 8 skill levels or better. Western Psychological Services.



Intensive Individualized Services

- Performance more than 2 years delayed
- Individualized academic instruction required for foundation skills and scaffolding
- Access accommodations
- Expanded core curriculum
- Transition planning includes life-skills
- Services usually provided by TOD or in conjunction with a specialist in the student's disability area

Targeted-Individualized Services

- Performance within 1–2 years of grade level
- Individualize instruction supports the general education curriculum (e.g., pre-post teaching & scaffolding)
- May include some expanded core curricula areas
- Special instruction and services, usually by TOD with push-in model
- Access accommodations

Sustaining Performance

- Performing at or above grade level
- Focus on access accommodations and supports
- IEP or 504
- Consultation/monitoring from TOD, educational audiologist, or SLP

Presented by Cheryl D. Johnson during 6/22/12 webinar hosted by the Educational Audiology Association and Audiology Online: *Essentials of Practice Management for Educational Audiologists*.