

Teacher of the Deaf and Hard of
Hearing—page 1

Student: _____

Date: _____

School: _____

Type of amplification: _____

No	<input checked="" type="radio"/> Yes
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Instructions: Complete items that makes the most sense for your student by circling one of the 2 choices for each appropriate item. The instrument's purpose is to inventory your child's access to the school curriculum. Know that your comments in each section is vital to the data collected with this instrument.

Your student's speech....

Speech

1. intelligible to you (you understand clearly what the student said)?	No	Yes
3. intelligible to the classroom teacher?	No	Yes
4. intelligible to peers?	No	Yes
5. intelligible to familiar listeners?	No	Yes
6. intelligible to unfamiliar listeners?	No	Yes

Comments (feel free to continue on back of form):

My student....

Hearing

1. has amplification (cochlear implant, BAHA, or hearing aid).	No	Yes
2. wears amplification during our sessions.	No	Yes
3. reminds you to use amplification (ex, FM microphone).	No	Yes
4. remembers to use personal amplification for our sessions.	No	Yes
5. has sessions in quiet listening environments.	No	Yes
6. has a working space is carpeted to help listening.	No	Yes
7. has a classroom that allows for student to see classmate faces.	No	Yes
8. asks for a quieter environment with me for better listening.	No	Yes
9. depends on me to arrange a quiet listening environment.	No	Yes
10. often says "what" when others are talking.	No	Yes
11. chooses to sit so my face and lips can be seen.	No	Yes
12. chooses to sit so can see the other students' faces.	No	Yes
13. often asks for people to repeat what they said.	No	Yes
14. misunderstands what is said during our sessions.	No	Yes
15. gets frustrated when not understanding.	No	Yes
16. hears others accurately.	No	Yes
17. seems self conscious about hearing issues.	No	Yes
18. takes good care of the amplification.	No	Yes
19. frequently loses amplification components.	No	Yes

Comments (feel free to continue on back of form):

No	Yes
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My student....

1. has advocated for a quieter setting.	No	Yes	N/A
2. has asked teacher to wear microphone.	No	Yes	N/A
3. has given the teacher the microphone to wear.	No	Yes	N/A
4. has given a student the microphone to use..	No	Yes	N/A
5. remembers to wear personal amplification.	No	Yes	N/A
6. remembers to attach FM system before going to class.	No	Yes	N/A
7. remembers to turn FM system on.	No	Yes	N/A
8. has asked to move up closer to hear and see better.	No	Yes	N/A
9. moves up to the front when needed to see and hear better.	No	Yes	N/A
10. requests move into a quieter location to work in small group.	No	Yes	N/A
11. asks to work with students who are easier to hear.	No	Yes	N/A
12. asks to sit in the front during assemblies and programs.	No	Yes	N/A
13. has asked teacher for a printed copy of material presented.	No	Yes	N/A
14. double checks the date due and assignment.	No	Yes	N/A
15. asks for help, when it is needed.	No	Yes	N/A
16. keeps a list of what is needed.	No	Yes	N/A
17. maintains an accurate and updated list of homework.	No	Yes	N/A
18. brings home everything needed for an assignment.	No	Yes	N/A
19. makes sure to understand assignment before going home.	No	Yes	N/A
20. arranges time to complete work at a timely manner at home.	No	Yes	N/A
21. brings back homework on time.	No	Yes	N/A
22. uses free time to work on assignment in class.	No	Yes	N/A
23. talks to teacher informing them of their hearing needs.	No	Yes	N/A
24. attends and seems to know what is happening in the classroom.	No	Yes	N/A
25. uses peers appropriately to assist or clarify when unsure.	No	Yes	N/A

Advocates

Comments (feel free to continue on back of form):

Jolando, Fall 2014
 Diane Joseph
 Sherry Landrud
 Jane Dorn

My student....

1. tries to communicate with peers.	No	Yes
2. tries to communicate with adults.	No	Yes
3. uses language to gain information.	No	Yes
4. is confident communicating with others.	No	Yes
5. understands what peers say.	No	Yes
6. understands what adults say.	No	Yes
7. communicates information successfully to others.	No	Yes
8. uses English grammar rules while speaking.	No	Yes
9. uses turn taking when communicating with others.	No	Yes
10. listens to others as they are communicating.	No	Yes
11. answers others when asked a question.	No	Yes
12. stays on topic with their contribution to conversation.	No	Yes
13. is able to change topic of conversation.	No	Yes
14. uses language to successfully get information.	No	Yes
15. has language to state manners (ex., says "thank you" when appropriate.	No	Yes
16. greets others with a "hi" or "good morning", etc.	No	Yes
17. has an effective plan when not understanding others.	No	Yes
18. has an effective plan when isn't understood.	No	Yes
19. asks peers to repeat when when not understanding.	No	Yes
20. asks adults to repeat when not understanding.	No	Yes
21. can accurately sequence and retell events.	No	Yes
22. will chit chat with others.	No	Yes
23. uses and understands jargon.	No	Yes
24. can understand a joke.	No	Yes

Communication

Comments (feel free to continue on back of form):

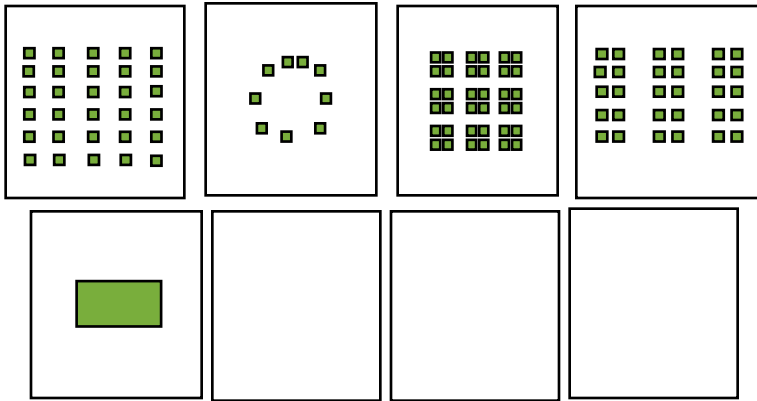
Student: _____

Important Note: This ATCI form should be utilized in conjunction with a thorough classroom observation.

Observation date: _____

**Teacher of the D/HH
Student observation**—page 1

Classroom configuration



Student had difficulty with:

Subject matter terminology?	No	Yes
Class terminology?	No	Yes
Procedures/transitions?	No	Yes
Language of directions?	No	Yes
Examples of peer language?	No	Yes

Comment:

Ask students questions after lecture

Does your student have...

1. visual access to teacher?	No	Yes
2. visual access to peers?	No	Yes
3. access to teacher auditory input?	No	Yes
4. access to peer's auditory input?	No	Yes
5. classroom noise kept to a minimum?	No	Yes
6. quiet large group discussions?	No	Yes
7. quiet small group discussions?	No	Yes
8. a room arrangement conducive for listening?	No	Yes
9. an environment supportive for good listening (lighting, carpeting, absence of glare...)?	No	Yes
10. a time to work independently?	No	Yes
11. a chance to contribute in class?	No	Yes
12. an involvement in discussions?	No	Yes
13. the same curriculum as peers?	No	Yes
14. a curriculum matched to student's level?	No	Yes
15. wait time adequate for student's needs?	No	Yes
16. a teacher repeating student contributions?	No	Yes
17. visual learning opportunities?	No	Yes
18. amplification used correctly?	No	Yes

Observation checklist

Comment:

Teacher of the D/HH
Student observation — page 2

No	<input checked="" type="radio"/> Yes
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Instructions: Complete items that makes the most sense for your student by circling one of the 2 choices for each appropriate item. The instrument's purpose is to inventory your child's access to the school curriculum. Know that your comments in each section is vital to the data collected with this instrument.

Your student....

Observed in class

1. volunteered in class.	No	Yes
2. asked for clarification.	No	Yes
3. attended to support staff when needed.	No	Yes
4. sought out support staff when help was needed.	No	Yes
5. sought out teacher when help was needed.	No	Yes
6. looked to visuals in the room for reference.	No	Yes
7. was disruptive.	No	Yes
8. worked during work time.	No	Yes
9. watched during explanation time.	No	Yes
10. appeared to attend to teacher.	No	Yes
11. asked for help.	No	Yes
12. used the cues of the classroom (ex., other students doing something).	No	Yes
13. used personal amplification.	No	Yes
14. used FM system.	No	Yes
15. chatted with peers, when permitted.	No	Yes

Comments (feel free to continue on back of form):

Student...

Social engagement

1. communicates with peers, when permitted.	No	Yes
2. communicates with peers when talking is not permitted.	No	Yes
3. seems to watch other students' actions to get all information.	No	Yes
4. asks friends for clarification.	No	Yes
5. helps other students.	No	Yes
6. gets help from classmates.	No	Yes
7. is included in classmate conversations.	No	Yes
8. is sought out to chit-chat and laugh.	No	Yes
9. seeks other students out to chit-chat and laugh.	No	Yes
10. is included in discussions while working in small groups.	No	Yes
11. includes others when working in small groups.	No	Yes
12. has an effective strategy when not understanding peers.	No	Yes
13. has an effective strategy when peers don't understand them.	No	Yes
14. generally understands peers.	No	Yes

Comments (feel free to continue on back of form):

**Teacher of the D/HH
Student observation** — page 3

No	<input checked="" type="radio"/> Yes
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Instructions: Complete items that makes the most sense for your student by circling one of the 2 choices for each appropriate item. The instrument's purpose is to inventory your child's access to the school curriculum. Know that your comments in each section is vital to the data collected with this instrument.

Observed classroom participation

My student... ..at this percentage of time....

1. can correctly perform 1 step simple directions	25%	50%	75%	100%
2. can correctly perform 2 step directions.	25%	50%	75%	100%
3. can correctly perform multi-step directions.	25%	50%	75%	100%
4. correctly answers questions about mainstream classroom or lectures:	25%	50%	75%	100%
5. correctly answers questions about mainstream classroom with support (interpreter, captionist, support staff):	25%	50%	75%	100%
7. attends to classroom activities.	25%	50%	75%	100%
8. attends to classroom teacher.	25%	50%	75%	100%
9. attends to classroom materials/teaching/tools.	25%	50%	75%	100%
10. attends to other students as they contribute in class.	25%	50%	75%	100%
11. attends to project instructions and finishes the assignment, with guiding help:	25%	50%	75%	100%
12. can listen to project instructions and finish the assignment, with help to get started:	25%	50%	75%	100%
13. can listen to project instructions and finish the assignment, with no extra help:	25%	50%	75%	100%
14. raises hand to volunteer, and contribution is "on target" at least:	25%	50%	75%	100%
15. raises hand to volunteer, and contribution is "on target" approximately the same as peers:	25%	50%	75%	100%

Comments (feel free to continue on back of form):

Jolando, Fall 2014
Diane Joseph
Sherry Landrud
Jane Dorn

Observed classroom skills

My student... ..at this percentage of time....

1. writes own classroom notes, comparable to peers.	25%	50%	75%	100%
2. makes classroom notes of one or two word references only.	25%	50%	75%	100%
3. takes no classroom notes.	25%	50%	75%	100%
4. has support staff who check in on student during work time.	25%	50%	75%	100%
5. asks for help, when it is needed.	25%	50%	75%	100%
6. appears to be "with" the teacher during explanation.	25%	50%	75%	100%
7. is on task during work time.	25%	50%	75%	100%
8. makes use out of free time to work.	25%	50%	75%	100%
9. is ready for class to begin.	25%	50%	75%	100%
10. self selects a good listening seat so can see speaker's lips/face.	25%	50%	75%	100%
11. remembers to use their amplification.	25%	50%	75%	100%
12. finds a group to work with, without assistance, when directed.	25%	50%	75%	100%
13. contributes when working in group, as much as peers.	25%	50%	75%	100%
14. contributes while working with group, "on target" with discussion.	25%	50%	75%	100%
15. communicates with others in group.	25%	50%	75%	100%

Comments (feel free to continue on back of form):

**Teacher of the D/HH
Student observation**—page 4

Student...

Classroom teacher communication

1. seems to understand teacher.	No	Yes
2. has a teacher who clearly articulates.	No	Yes
3. has a teacher who speaks slowly so student understands.	No	Yes
4. has a teacher who speaks loud enough to be heard.	No	Yes
5. has a teacher who gives wait time after questions are asked.	No	Yes
6. has a teacher who includes student in discussions.	No	Yes
7. has a teacher who repeats other student's contributions to discussions.	No	Yes
8. has a teacher who makes learning visual.	No	Yes
9. has a teacher who supports a variety of learning styles.	No	Yes
10. has a teacher who uses amplification.	No	Yes
11. has a teacher who uses mic within a hand-width from mouth.	No	Yes
12. has a teacher who turns off the FM when working with other students.	No	Yes

Comments (feel free to continue on back of form):