

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher: \_\_\_\_\_

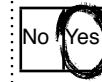
Support staff: \_\_\_\_\_

**Your student's speech....**

1. intelligible (speech is understandable) to you?	No	Yes
2. intelligible to a substitute teacher?	No	Yes
3. intelligible to a new student?	No	Yes
4. intelligible to peers?	No	Yes
5. intelligible to familiar listeners?	No	Yes

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

Speech



**Instructions:** Complete items that seem to make sense for your student by circling one of the 2 choices for each appropriate test item. The instrument's purpose is to document your student's access to the school curriculum. Feel free to comment below.

**My student....**

1. attends to teacher.	No	Yes
2. attends to classroom support.	No	Yes
3. participates in activities.	No	Yes
4. volunteers in class.	No	Yes
5. attends to classroom activities.	No	Yes
6. can follow classroom instructions.	No	Yes
7. takes cues from student actions to gain information (putting things away, lining up, getting out a book...)		
8. seems to understand lessons.	No	Yes
9. asks when confused or not understanding.	No	Yes
10. asks me to repeat information.	No	Yes
11. attends to other students as they contribute in class.	No	Yes
12. works independently after lesson/instruction.	No	Yes
13. attends to project instructions and finishes the assignment, but with minimal guidance.	No	Yes
14. can listen to project instructions and finish the assignment, but with help to get started.	No	Yes
15. can listen to project instructions and finish the assignment independently.	No	Yes
16. raises hand to volunteer, but contribution is not "on target".	No	Yes
17. raises hand to volunteer, and contribution is "on target" approximately the same as peers.	No	Yes
18. appropriately knows when support is and is not needed.	No	Yes

Observed classroom participation

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

Special Education Support-page 2

**Instructions:** Complete items that seem to make sense for your student by circling one of the 2 choices for each appropriate test item. The instrument's purpose is to document your student's access to the school curriculum. Feel free to comment below.

Student:

Communication

1. tries to communicate with peers.	No	Yes
2. has language to state manners (please, thank you...).	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 turn-taking when communicating with others.	No	Yes
9. listens to others as they are communicating.	No	Yes
10. answers when asked a question.	No	Yes
11. stays on topic with their contribution to conversation.	No	Yes
12. is able to change topic of conversation.	No	Yes
13. greets others with a "hi" or "good morning", ...	No	Yes
14. has an effective plan when not understanding others.	No	Yes
15. has an effective plan when not understood.	No	Yes
16. asks peers to repeat when not understanding.	No	Yes
17. asks adults to repeat when not understanding.	No	Yes
18. can accurately sequence and retell events.	No	Yes
19. will chit-chat with others.	No	Yes
20. uses and understands jargon.	No	Yes
21. can understand a joke.	No	Yes
22. has communication skills that compare to their peers.	No	Yes

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

Jolando, Fall 2014  
Diane Joseph  
Sherry Landrud  
Jane Dorn

Student....

Educational programming

1. has access to overhead, SMARTboard, Powerpoints,....	No	Yes
2. reads and understands closed captioning when used in class.	No	Yes
3. needs extra reinforcement to learn classroom skills compared to peers.	No	Yes
4. needs the same practice to learn classroom skills as peers.	No	Yes
5. is intelligible to familiar listeners.	No	Yes
6. is intelligible to unfamiliar peer listeners.	No	Yes
7. uses hearing aid, cochlear implant, Dynavox, ...sound field, and/or FM system.	No	Yes
8. needs listening breaks.	No	Yes
9. needs extra time to complete work.	No	Yes
10. needs extra time to complete tests.	No	Yes
11. attends grade level classroom and special classroom instruction.	No	Yes
12. spends most of school time in the general education grade level classroom.	No	Yes

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

**Instructions:** Complete items that seem to make sense for your student by circling one of the 2 choices for each appropriate test item. The instrument's purpose is to document your student's access to the school curriculum. Feel free to comment below.

**Listening in my classroom:**

1. I wear a microphone and my voice is louder for the entire class.	No	Yes
2. I wear a microphone, but my DHH student is the only one who hears my voice louder.	No	Yes
3. I make sure the microphone is about a hands-width away from my mouth.	No	Yes
4. I pass the microphone to students, as they are speaking in class.	No	Yes
5. I remember to turn off the microphone when working with students who do not need the microphone.	No	Yes
6. I encourage all the students to speak loud enough for all to hear.	No	Yes
7. I remind students to talk slowly and not too quickly.	No	Yes
8. I remind students to look at the students as they speak.	No	Yes
9. I encourage all students to talk to everyone, and make sure to not leave anyone out.	No	Yes
10. I remember to give the students enough wait time to answer questions.	No	Yes
11. I call on students with a hearing loss after I know they understand what is expected of them.	No	Yes
12. I include all students in discussions.	No	Yes
13. I repeat oral contributions from students to make sure all understand and hear.	No	Yes
14. DHH student needs adult support with FM equipment and hearing aids, cochlear...	No	Yes
15. DHH student needs practice with listening skills--in quiet and in noise.	No	Yes
16. DHH uses a computer patch cable when working on computer.	No	Yes

Listening and amplification in the classroom

Educational status

**My student's status....**

1. test results compare with daily work.	No	Yes
2. test-taking skills compare with peers.	No	Yes
3. student normally understands what needs to be done.	No	Yes
4. student asks for clarification.	No	Yes
5. grades compare with their peers.	No	Yes
6. test scores compare with their peers.	No	Yes
7. student races through work.	No	Yes
8. work is consistently of good quality.	No	Yes
9. takes advantage of extra minutes during the day to finish work.	No	Yes
11. needs extra practice with spelling.	No	Yes
12. needs extra help to learn new vocabulary and expand knowledge base.	No	Yes
13. needs previewing prior to class time.	No	Yes
14. needs reviewing after class time.	No	Yes
15. needs review of material that is especially difficult to hear in class.	No	Yes

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

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