Secondary S.I.F.T.E.R. Screening Instrument For Targeting Educational Risk in Secondary Students



			_		_		PPILIPIUL.	***************************************
Student	Grade	Date (Cor	npleted	_			
Teacher Class	Sch	ool						
Does this student usually use amplification? Yes _ This scale has been designed to screen for education effects of hearing loss are frequently not obvious determining if a student is successfully accessing vertices observations and familiarity with this student, circle	nal risk in se s. Regular m bal instructio	econdary conitorin on in the	st g typ	udents voical classical class	wit orm ssrc	h hearin ance ca oom. Bas	g lo n a ed o	oss. The ssist in on your
 How does the student's general foundation skills (level) compare with the difficulty of work expected. How does the student's ability to summarize an conclusions about information presented in class to his or her class peers? How does the student's demonstration of acade growth compare to class peers and/or expectation. 	ed in class? d draw ss compare emic skill	ABOVE 5 ABOVE 5 ABOVE 5 ABOVE 5	4 4	AVERAGE 3 AVERAGE 3 AVERAGE 3	2 2 2	BELOW 1 BELOW 1 BELOW 1	ACADEMICS	
 4. When called upon and asked a question, how ofte student appear to have been attending to teache (he or she appears to understand the basis of the 5. How successful is the student at coping with visua other distractions due to noise, personal items, or unrelated to instruction? 6. How does the student's attention to detail compa 	r instruction question)? I or activities re to class	ALWAYS 5 ALWAYS 5 ABOVE 5	4 4	OFTEN 3 OFTEN 3 AVERAGE 3	2 2 2	RARELY 1 RARELY 1 BELOW 1	ATTENTION	
peers and/or expectations (e.g., avoiding careless of the student communicate his or here.)		4.00.45				DEL OW		
the teacher in comparison to class peers and/or expeers and/or expeers and/or expeers and/or expectations (e.g., written, verbal vocabulary)?	spectations? are to class	ABOVE 5 ABOVE 5	4	AVERAGE 3 AVERAGE 3	2	BELOW BELOW	COMMUNICATION	
 What is your estimate of the student's ability to teacher instruction (presented verbally or visual comparison to class peers and/or expectations? 		ABOVE 5	4	AVERAGE 3	2	BELOW 1	TION	
10. In comparison to class peers, what is the studen level of meaningful contribution to classroom of	liscussions?	ABOVE 5	4	AVERAGE 3	2	BELOW 1	CLASS PARTICIPA TION	
 To what level does the student demonstrate reco participation is an integral part of the learning p 	rocess?	ABOVE 5	4	AVERAGE 3	2	BELOW 1	ARTICIF	
12. During cooperative group activities, how often student interact with others to achieve the goa group?		ALWAYS 5	4	OFTEN 3	2	RARELY 1	M TION	
 How often does the student demonstrate respe behavior toward others in class (peers and teach 	hers)?	ALWAYS 5	4	3	2	CASIONALLY 1	SOCI	
14. How often does the student follow classroom re compared to class peers and/or expectations?		ALWAYS 5	FR 4	REQUENTLY 3	осо 2	CASIONALLY 1	SOCIAL BEHAVIOR	
15. To what level does the student appear to be acception in the peers?	cepted by	POPULAR 5	4	AVERAGE 3	2	SOLATED 1	AVIOR	

© Karen L. Anderson, 2004, redesigned 2011 Refer to www.kandersonaudconsulting.com for Instruction Manual



Secondary S.I.F.T.E.R. Screening Instrument For Targeting Educational Risk in Secondary Students

TEACHER COMMENTS

Has the student had frequent absences or experienced health problems? Does the student receive special services? Doe the student have any issues that may be pertinent to his or her educational performance?

THE SECONDARY SIFTER is a SCREENING TOOL ONLY

Students scoring in the FAIL range have scored in a manner consistent with students that scored at greater than one standard deviation below the mean compared to a group of 97 secondary students (40 with normal hearing, 57 with hearing loss). Students scoring in the MARGINAL range have scored similar to test group students scoring below the mean and -1 standard deviation. Scores falling within both PASS and MARGINAL range occur within the broad range of normal performance compared to the test group. Students scoring in the PASS range have scored in a manner consistent to those in the test group who were at or above the group mean. Any student with a FAIL score in a content area as determined on the scoring grid below should be considered for educational accommodations and/or services specific to improving the student's access to instruction and success in the regular classroom.

SCORING

Sum the responses to the three questions in each content area and record the summed scores in the appropriate box under Total Score below. Place an X on the number that corresponds most closely with each content area score (e.g., if a teacher circled a 3, 4, and 2 for the questions in the Academics area, an X would be placed on the number 9 across from Academics in the content area column). Connect the Xs to make a profile.

CONTENT AREA	TOTAL SCORE	PASS	MARGINAL	FAIL			
ACADEMICS		15 14 13 12 11 10	9 8	7 6 5 4 3 2 1			
ATTENTION		15 14 13 12 11 10	9 8 7	6 5 4 3 2 1			
COMMUNICATION		15 14 13 12 11 10	9 8	7 6 5 4 3 2 1			
CLASS PARTICIPATION		15 14 13 12 11 10	8 7	6 5 4 3 2 1			
SOCIAL BEHAVIOR		15 14 13 12 11	10 9	8 7 6 5 4 3 2 1			
		+1 SD M	ean –1 S	SD –2 SD			

© Karen L. Anderson, 2004, redesigned 2011 Refer to www.kandersonaudconsulting.com for Instruction Manual