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

Student $\qquad$ Grade $\qquad$ Date Completed $\qquad$
Teacher $\qquad$ Class $\qquad$ School Does this student usually use amplification? Yes $\square$ No Type:
This scale has been designed to screen for educational risk in secondary students with hearing loss. The effects of hearing loss are frequently not obvious. Regular monitoring of performance can assist in determining if a student is successfully accessing verbal instruction in the typical classroom. Based on your observations and familiarity with this student, circle the number that best represents his or her behavior.

1. How does the student's general foundation skills (i.e., reading level) compare with the difficulty of work expected in class?
2. How does the student's ability to summarize and draw conclusions about information presented in class compare to his or her class peers?
3. How does the student's demonstration of academic skill growth compare to class peers and/or expectations?

4. When called upon and asked a question, how often does the student appear to have been attending to teacher instruction (he or she appears to understand the basis of the question)?
5. How successful is the student at coping with visual or other distractions due to noise, personal items, or activities unrelated to instruction?
6. How does the student's attention to detail compare to class peers and/or expectations (e.g., avoiding careless mistakes)?
7. How well does the student communicate his or her needs to the teacher in comparison to class peers and/or expectations?
8. How does the student's word usage skills compare to class peers and/or expectations (e.g., written, verbal or signed vocabulary)?
9. What is your estimate of the student's ability to assimilate teacher instruction (presented verbally or visually) in comparison to class peers and/or expectations?
10. In comparison to class peers, what is the student's present level of meaningful contribution to classroom discussions?
11. To what level does the student demonstrate recognition that participation is an integral part of the learning process?
12. During cooperative group activities, how often does the student interact with others to achieve the goals of the group?

13. How often does the student demonstrate respectful behavior toward others in class (peers and teachers)?
14. How often does the student follow classroom rules compared to class peers and/or expectations?
15. To what level does the student appear to be accepted by his or her peers?

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## 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 $\mathbf{X}$ 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 | 0 | $1514: 13121110$ | 98 | 765 | 4321 |
| ATTENTION | 0 | $1514: 13121110$ | 987 | 654 | 321 |
| COMMUNICATION | 0 | $151413121110$ | 98 | 765 | 4321 |
| CLASS PARTICIPATION | 0 | 151413121110 | 87 | 654 | 321 |
| SOCIAL BEHAVIOR | 0 | 1514131211 | $10 \quad 9$ | 876 | 54321 |

