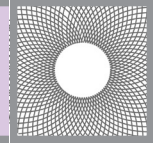


Secondary S.I.F.T.E.R. Screening Instrument For Targeting Educational Risk in Secondary Students



Student _____ Grade ____ Date Completed _____

Teacher _____ Class _____ School _____

Does this student usually use amplification? Yes _____ 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?

ABOVE	AVERAGE	BELOW			ACADEMICS
5	4	3	2	1	
ABOVE	AVERAGE	BELOW			
5	4	3	2	1	ATTENTION
ABOVE	AVERAGE	BELOW			
5	4	3	2	1	

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)?

ALWAYS	OFTEN	RARELY			COMMUNICATION
5	4	3	2	1	
ALWAYS	OFTEN	RARELY			
5	4	3	2	1	CLASS PARTICIPATION
ABOVE	AVERAGE	BELOW			
5	4	3	2	1	

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?

ABOVE	AVERAGE	BELOW			SOCIAL BEHAVIOR
5	4	3	2	1	
ABOVE	AVERAGE	BELOW			
5	4	3	2	1	SOCIAL BEHAVIOR
ALWAYS	OFTEN	RARELY			
5	4	3	2	1	

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?

ALWAYS	FREQUENTLY	OCCASIONALLY			SOCIAL BEHAVIOR
5	4	3	2	1	
ALWAYS <td>FREQUENTLY</td> <td>OCCASIONALLY</td> <td colspan="2"></td>	FREQUENTLY	OCCASIONALLY			
5	4	3	2	1	SOCIAL BEHAVIOR
POPULAR	AVERAGE	ISOLATED			
5	4	3	2	1	

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?

ALWAYS	FREQUENTLY	OCCASIONALLY			SOCIAL BEHAVIOR
5	4	3	2	1	
ALWAYS <td>FREQUENTLY</td> <td>OCCASIONALLY</td> <td colspan="2"></td>	FREQUENTLY	OCCASIONALLY			
5	4	3	2	1	SOCIAL BEHAVIOR
POPULAR	AVERAGE	ISOLATED			
5	4	3	2	1	

