

# Steps to Assessment – Guiding Questions

## Speech Perception

1. To what degree has the child’s learning been impacted by the reduction in auditory input?”
2. What is the child’s record of technology usage?
3. How does distance and noise impact the student’s ability to accurately perceive speech?
4. Which sounds does the child miss consistently and how does that impact speech perception accuracy?
5. What is the estimate of the child’s ability to perceive in typical classroom conditions?
6. Does the child have a complete understanding of his ability to perceive in different situations?



## Performance Review

1. What is the academic achievement of the child compared to typical cognitive peers? (initial placement)
2. Is the child continuing to make progress in the identified areas of educational need or do additional interventions need to be implemented to assure goal attainment? (re-evaluation)
3. Other than grades, what indicates that the child needs specially designed instruction?
4. How does the hearing loss impact classroom functioning, access, and participation?
5. What is the benefit from personal amplification or assistive hearing technology in the classroom?
6. Have acoustic needs been accommodated in all classrooms based on setting and activity?
7. How does the hearing loss affect understanding in the classroom?
8. How does the hearing loss affect the use of language in the classroom?
9. What is the student’s linguistic level of development compared to typical peers?
10. What is the student’s level of conversational competence in the classroom?
11. How is the student demonstrating advocacy/compensatory skills in the classroom?
12. What strategies are utilized when learning breakdowns occur in the classroom?
13. How are support services utilized (interpreter, language facilitator, etc.)?
14. How effective are current accommodations and should others be considered?
15. What is the student’s social-emotional level of competence compared to typical peers?

## Audition Skills

1. Does the child have audition skills and behavior comparable to that of cognitive and age peers?
2. Are errors in response due to vocabulary knowledge, attention, cognitive ability, or attitude during testing?
3. Can the child respond to stimuli when listening in quiet versus in noise?
4. How does the child respond when presented with a small set (3-5 items), medium set (6-12 items), large set (13-20 items) versus a bridge set (known topic to set expectations) versus an open set (no clues provided)?
5. What presentation style is needed to elicit correct responses?

## Prosody, phonology, morphology

1. Does the child perceive differences in pitch, duration, and intensity of sound?
2. Does the child recognize and respond to differences in intonation, inflection, and pausing when spoken to?
3. Does the child comprehend differences in rate of speech?
4. Does the child read out loud with appropriate expression?
5. Does the child discriminate individual speech sounds in words?
6. Does the child need a visual model for sounds to support decoding and phonemic awareness?
7. Does the child perceive and process morphemes at appropriate language level?

## **Language Processing and Use**

1. Does the child have age appropriate receptive and expressive vocabulary knowledge?
2. Does the child use content & age appropriate vocabulary?
3. Does the child have age appropriate oral and written syntax?
4. Does the child understand and use figurative language spoken and written language?
5. Does the child follow and participate in conversation appropriate to age level?
6. Can the child attend to an orally presented multi-sentence passage and answer relate questions to demonstrate knowledge and opinion?
7. Can the child follow an orally presented multi-step process? visualize a description? Identify key points in a lecture?
8. Does the child understand and engage in verbal play with language appropriate to age?
9. Does the child comprehend and use humor in spoken and written language?
10. Does the child use idiomatic language in speech and writing?

## **Social interaction**

1. Does the child's social behavior indicate age-appropriate Theory of Mind conceptualization (recognizing the emotions and perspectives of other people; understanding humor)
2. Does the child use language for different purposes?
3. Does the child change language according to the needs of a listener or situation?
4. Does the child follow rules for conversations and other social interactions?
5. Does the child have an appropriate attitude toward school, home, hearing needs?
6. Does the child's attitude influence performance and social acceptance?
7. Does the child apply appropriate effort to tasks and interactions?
8. Does the child desire to be successful?
9. Does the child use appropriate social skills? in one on one interactions with adults and peers, in small group situations, in whole class situations, in public situations
10. Does the child engage in a variety of social situations appropriate for age?

## **Self Advocacy**

1. Can the child problem-solve and make decision in challenging communication situations?
2. Does the child have both academic and functional skills to achieve self efficacy?
3. Does the child have self advocacy skills appropriate for age and cognitive ability?

## **Multiple challenges:**

1. Does the child need a manual system to access orally instruction or is audition and speechreading sufficient?
2. Is the child able to access visual information?
3. Does the child have full access to the verbal message and communication through the use of interpreters or transliterators?
4. Is the child able to produce and process sign or cues accurately and with appropriate rate?
5. Does the child have difficulties with receptive & expressive signing due to weak motor skills/ poor motor planning?
6. Does the child have appropriate cognitive processing skills to communicate manually?
7. Does the child have appropriate receptive and expressive signing skills?
8. Does the child have appropriate phonological skills to support decoding?
9. Is the child making progress at an appropriate rate? If not, what other factors are influencing learning?
10. Do the child's language and communication skills represent a language disorder or a language difference?
11. Has the child made progress with language learning in both languages?