**Steps To Assessment Workshop**

**Presentation Outline**

**Karen Anderson & Lynne Price**

**NOTE: Break times will be respected. Presentation of material is approximate to times listed.**

**DAY ONE**

**8:45-10:00**

**Introduction:**

* Changes to ADA and to IDEA that effect assessment
* The deaf lens
* Guide format

**The Assessment Process:**

* Difference between a screening, assessment, and evaluation – who, what, and why
* The evaluation team – who is on it and what are the qualifications
* Analysis of student behavior and response
* Steps in an effective evaluation and process of data collection

**10:15-12:00**

**Speech Perception and device use:**

* History of device use and impact on perception
* Audiogram – parts and interpretation
* Precision listening
* Functional listening

**Performance review – observation and data collection**

* Classroom observation and Functional performance data-gathering tools
* General Education teacher input and assessment data
* Parental input and assessment data
* Documenting and determining eligibility for specialized instruction and related services

**Activity: Case study analysis**

**LUNCH**

**12:45-2:15**

**Auditory skill development**

* Definition, rationale, and considerations
* Preschool assessment
* School age assessment

**Prosody, Phonologic Awareness, and Morphology**

* Prosody – definition and assessment
* Phonology – definition and assessment
* Morphology – definition and assessment

**Activity: Case study analysis**

**2:30-3:30**

**Language Processing and Use**

* Components of language development
* Assessment of language processing and use
* Considerations for early childhood

**DAY TWO**

**8:30 – 10:00 (End half-way through Language to repeat, review Language info in morning)**

* Assessment for infants/toddlers and beyond
* Assessment for ages 3 and above

**Activity: Case study analysis**

**Social Interaction: Pragmatic Language Use and Social Skills**

* Definitions and evidence of issues

**10:15-11:30**

* Preschool - social interaction skills assessment

Pragmatic language, Theory of Mind conceptualization, Self-concept / social-emotional

* Elementary - social interaction skills assessment

Pragmatic language, Theory of Mind conceptualization, Self-concept / social-emotional

* Secondary - social interaction skills assessment

Pragmatic language, Theory of Mind conceptualization, Self-concept / social-emotional

**Activity: Case study analysis**

**LUNCH**

**12:30 – 1:45**

**Self-Advocacy, Self-Determination and Independence with Amplification Devices**

* Definition and context for self-advocacy skill development
* Self-advocacy as a means to improve functional achievement
* How is self-advocacy relevant to school achievement?
* Self-advocacy assessment - Knowledge of hearing loss, Independence with hearing devices, Communication repair skills, Self-advocacy skills, Self-determination

**Activity: Case study analysis**

**Students with Additional Challenges**

* The Visual Language Learner – Use of Manual Communication Systems
* Other disabilities
* Culturally and Linguistically Diverse Learners

**2:00 – 3:30**

**Instructional application of assessment data – Putting it all together**

* Goal writing based on skill level competency
* Bloom taxonomy and assessment of skill knowledge and application
* Assessment of skill competency with and without accommodations

**Final activity**