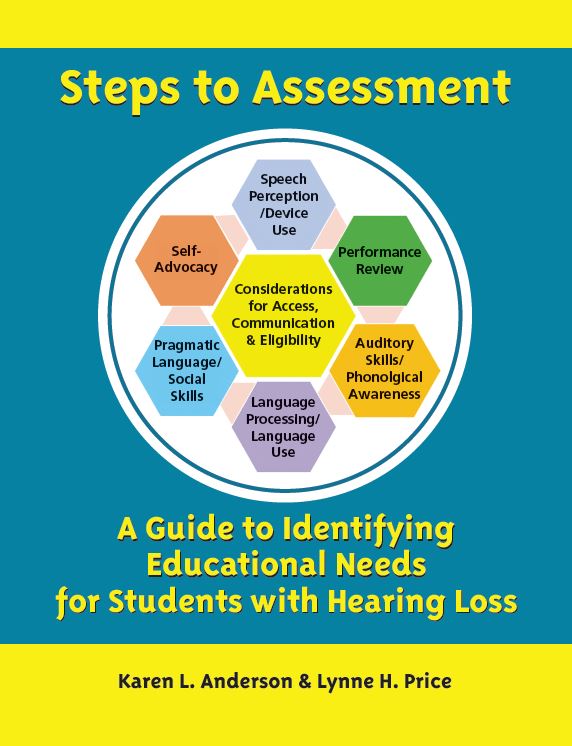
***Steps to Assessment***

The focus of this guide is assessment from transition to school at age 3 through high school. Categories of assessment are presented, as are ways to tease out information from assessment results to illustrate how to identify needs to support eligibility. A variety of assessments are described for each assessment area. Case examples show how the teacher can choose appropriate test instruments and interpret the results, including determining possible goal areas. Self-learning application activities help readers to integrate the information into daily practice.

Teachers who use this 290-page guide will have a much better understanding of the vulnerable areas of development due to hearing loss, how the areas interconnect, and ultimately how they are the experts in using the ‘deaf lens’ to contribute to their evaluation teams and service planning.

Hearing loss is an access issue that often causes listening, language, attention and social challenges for children learning in a typical classroom environment. Only 1% of children who have IEPs are qualified under a primary disability category of hard of hearing or deaf. Because of this, the learning challenges they experience in school are often overlooked or mistaken by school staff as being due to other issues. It is critical for the teacher of the deaf and hard of hearing to be able to collect the data needed to identify access to verbal instruction and student needs in the areas vulnerable due to hearing loss and use this information to develop appropriate programs.

**Introduction**

*Why this guide is needed*

*Clarification of Title II of the ADA – a ‘game changer’*

*Using the “deaf lens” to interpret assessment information*

*Format of the Steps to Assessment guide*

**Chapter 1: The Assessment Process**

*What is assessment?*

*Qualifications of evaluators*

*Analysis of student behavior and response*

*Steps in an effective evaluation*

*Process of data collection*

**Chapter 2: Speech Perception and Device Use**

*History of Device Use*

*Interpreting the audiogram meaningfully*

*Planning speech perception assessment* **$50 per copy or $212 for 5 copies**

*Assessment of precision listening: Preschool and School-age* **shipped to one address**

*Assessment of functional listening: Preschool and School-age*

*Case examples*

*Chapter appendices*

*10 Questions about Your Child’s Hearing Aids – parents and students*

*Cumulative Hearing Device Monitoring Results*

*Functional Interpretation of Hearing Thresholds on the Audiogram*

*ELFLING: Ling Sound Listening Bubble Checklist for Young Children*

*AB Short Word List*

*Lexical Neighborhood Test / Multisyllabic Lexical Neighborhood Test*

*Suggested Tools to Assess Speech Perception and Hearing Device Use*

**Chapter 3: Performance Review**

*Why do a performance review?*

*Parent involvement*

*Determining eligibility for specialized instruction and related services*

*Documenting the performance review process for eligibility*

*Functional performance data-gathering tools*

*Classroom observation*

*Parent or Teacher Checklists/Interviews*

**Chapter 4: Auditory Skills Development**

*What are auditory skills?*

*Why assess auditory skills?*

*Auditory skills assessment: Preschool and School-age*

*Case examples*

*Chapter appendices*

*Listening Skills Develop Early – A Hierarchy of Auditory Skills Learned by Age 4 Years*

*Checklist of Auditory Skills for Classroom Success: Hierarchy of Auditory Skill Development*

*Suggested Materials to Use with Young Children*

*Mr. Potato Head Task*

*Suggested Tools to Assess Early Auditory Skill Development*

**Chapter 5: Prosody, Phonologic Awareness, and Morphology**

*Prosody: Prosody skills assessment*

*Phonology: Phonological awareness assessment*

*Morphology*

*Case examples*

*Chapter appendices*

*Formant (Frequency Band) Characteristics of Vowel and Consonant Sounds (Hz)*

*Pre-Feature Identification Contrasts (PreFICs)*

*Technical Adequacy of Phonological Screening and Monitoring Measures*

**Chapter 6: Language Processing and Use**

*Components of language development*

*Assessment of language processing and use: early childhood and age 3 and above*

*Chapter appendices*

*Tools Described to Assess Language Development/Processing*

**Chapter 7: Social Interaction: Pragmatic Language Use and Social Skills**

*Definitions of issues*

*Evidence of issues in these areas for children with hearing loss*

*Preschool, Elementary and Secondary - social interaction skills assessment*

*Pragmatic language*

*Theory of Mind conceptualization*

*Self-concept / social-emotional development*

*Social skills*

*Case examples*

*Chapter appendices*

*Suggested Tools to Assess Social Interaction Skills and Abilities*

**Chapter 8: Self-Advocacy, Self-Determination and Independence with Amplification Devices**

*Context for self-advocacy skill development*

*Self-advocacy as a means to improve functional achievement*

*How is self-advocacy relevant to school achievement?*

*What is self-advocacy?*

*Self-advocacy assessment*

*Knowledge of hearing loss*

*Independence with hearing devices*

*Communication repair skills*

*Self-advocacy skills*

*Self-determination*

*Case examples*

*Chapter appendices*

*SEAM – Student Expectations for Advocacy & Monitoring Hearing Technology*

*Hearing Aid Independence & Self-Advocacy Skill Expectations Checklist*

*Functional Assessment of Hearing Device Independence Skills*

*What Can YOU Do to Help Yourself? Self-Advocacy Strategy Checklist*

*Self-Advocacy Quiz*

*Suggested Tools to Assess Self-Advocacy Skills*

**Chapter 9: Students with Additional Challenges**

*The Visual Language Learner – Use of Manual Communication Systems*

*Other disabilities*

*Culturally and Linguistically Diverse Learners*

**Self-Learning Application Activities for Individual and Professional Learning Communities**

*Self-Learning Application Activities – Part 1: Vocabulary*

*Self-Learning Application Activities – Part 2: Engagement & Practical Application*

*Appendices*

*Steps to Assessment: Vocabulary*

*Assessments Currently Used in Our Schools*

*Assessments to Consider Adding in Our Schools*

*Evaluation Practices – Who Assesses with What Tool? NOW*

*Evaluation Practices – Who Assesses with What Tool? FUTURE*

*Assessment Practices Improvement Plan*

*Assessment Time Study*