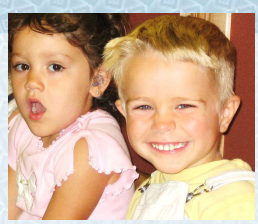



Bridging Assessment to Instruction
for Better Preschool thru Kindergarten Outcomes

Laura N. Peterson, EdD & Karen L. Anderson, PhD
Supporting Success for Children with Hearing Loss 2017 Conference

Objectives:

1. To be able to state a rationale for using assessment data to provide individualized goals in a program for pre-school children with hearing loss.
2. To understand the relationships between results in each area of the Assessment Wheel (*Steps to Assessment*) and specific goals
3. Provide objectives and sample activities for case study results in each area.

Identification and intervention may decrease the effects of hearing loss on development, but they do not eliminate them.

Standard scores of approximately 80-88 are typical

"Language within age expectations"

Yoshinaga-Itano 2000 research on impact of EI:

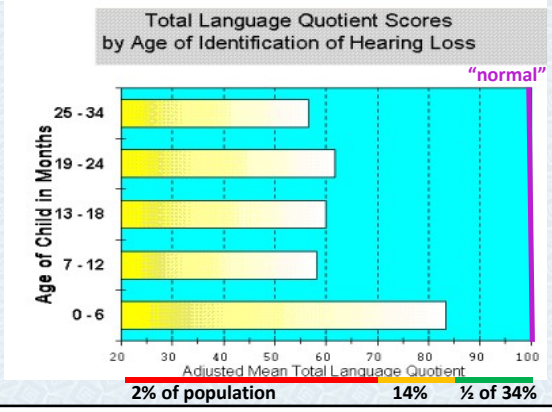
72 Infants with hearing loss identified before 6 months were matched with 78 infants with hearing loss identified after 6 months for the following variables:

- Gender
- Ethnicity
- Degree of HL
- Mode of communication
- Cognitive ability (<CQ 80 or >CQ 80)

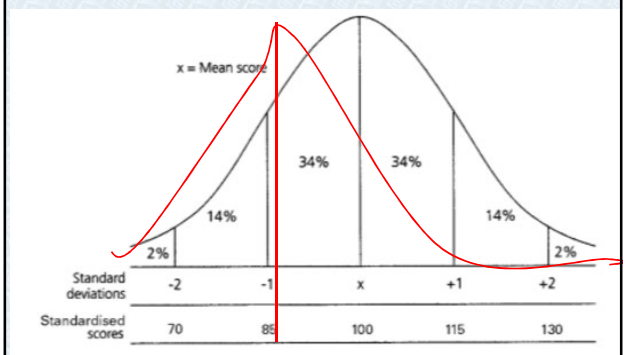
Age at Data Collection

- 13-18 months
- 19-24 months
- 25-30 months
- 31-36 months

Improved, but not 'fixed'



Lower Language Standard Scores



Research by Susan Nittrour, PhD

- extensive and sensitive test instruments
- on measures of auditory comprehension, children with hearing loss who had EI averaged 86-88, or about -1SD
- finding of 'low average' has been documented in a variety of research studies. *(Marshark & Spencer; Evidence-Based Practice)*
- a lot of language learning occurs after starting school including development of phonological awareness skills until age 12 and syntactic learning from ages 5-10.
- consistent finding across research is that hearing loss causes no learning 'disorder' – cognition is fine.
- sensory input issues that impact memory/storage which delays development of phonological, grammatical, working memory, expressive vocabulary skills, pragmatics and listening and reading comprehension.

Hearing Loss is not the same as other Special Education populations

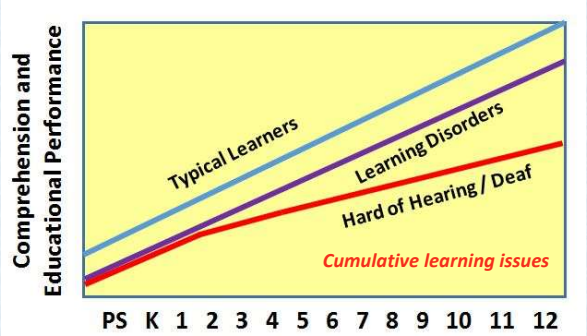
Hearing loss is an ACCESS Issue creating barriers to learning in the typical classroom environment and impacting social interactions.

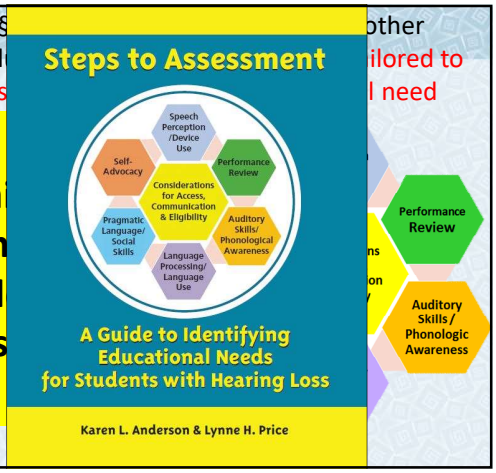
This *invisible* barrier is **why it is necessary to consider functional performance** in the classroom across situations

CUMULATIVE learning gaps due to incidental learning/overhearing deficits

The unique needs of hard of hearing students are often minimized because they are not 'Deaf enough'

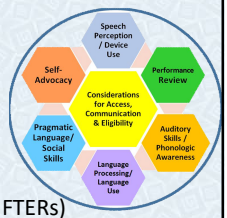
Projected outcomes with minimal or no specialized interventions





Quick short summary of recommended assessments

- Speech Perception:
  - ELFLing
  - Functional Listening Evaluation
  - Iowa Medial Consonant Test
- Performance Review:
  - Preschool SIFTER (Elem and Sec SIFTERs)
  - PARC
  - Classroom observation
  - (LIFE-R)



Quick short summary of recommended assessments

- Auditory Skills:
  - LittlEars Questionnaire
  - FAPI -Compass Test
  - APT-HI -CAST
  - Cottage (CASLLS) -DTAP (6+)
- Phonological Awareness:
  - Test Of Preschool Emerging Literacy (TOPEL)
  - Phonological Awareness Test (PAT)
  - Classroom observation
  - Test of Auditory Processing Skills – TAPS (6+)

Quick short summary of recommended assessments

- Language Use/Processing:
  - PLS-5 -MCDI -TACL
  - TASL -TAGS -CELF-5
  - ROWPVT -PPVT-4
  - Listening Comprehension Test
- Social/Pragmatics Skills:
  - TOMI -The Pragmatics Checklist
  - PLSI (5+) -PLOS (8+)
  - Social Language Development Test (SLDT) (6+)
  - CELF-5 subtest
  - Social skills checklists

Quick short summary of recommended assessments

- Self-Advocacy:
  - SEAM – Student Expectations for Advocacy & Monitoring Hearing Tech
  - Hearing Aid Independence & Self-Advocacy Skill Expectations Checklist
  - Functional Assessment of Hearing Device Independence Skills
  - LIFE-R Student Appraisal (8+) Teacher Appraisal (K+)
  - Social skills checklists

THIS IS NOT AN EXHAUSTIVE LIST! EXAMPLES ONLY.
Speech and language assessment not addressed enough!
We assume that the DHHT and SLP will be collaborating!

Guiding Questions for Assessment

Steps to Assessment – Guiding Questions

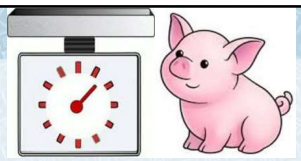
Speech Perception
1. To what degree has the child's learning been impacted by the ... auditory input?"
2. What is the child's record of technology usage?
3. How does distance and noise impact the student's ab... perceive speech?
4. Which sounds does the child miss consistently ... that impact speech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

Performance Review
1. What is the academ... of the child compared to typical cognitive peers? (initial placement)
2. Is the child contin... progress in the identified areas of educational need or do additional interven... implemented to assure goal attainment? (re-evaluation)
3. Other than ... indicates that the child needs specially designed instruction?
4. How does t... ss impact classroom functioning, access, and participation?
5. What is the be... from personal amplification or assistive hearing technology in the classroom?
6. Have acoustic needs been accommodated in all classrooms based on setting and activity?

NOW ON TO BRIDGING!

From Assessment to Goal Setting

Why is this important?



Weighing the hog, does not improve the taste of the pork.

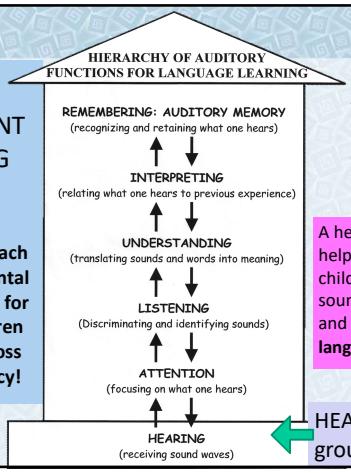
Assessing student abilities is not just for eligibility. It provides the information needed to know WHAT to work on and WHERE to start.

FROM ASSESSMENT TO SETTING GOALS

Why?

We need to reach all developmental learning levels for teaching children with hearing loss to reach literacy!

HANDOUT



Reference: Buttery, T.J. (1980) Listening: A Skills Analysis. *Education* (101) 2, 181-187.

Fessenden (1955) Levels of listening—a theory. *Education (75) 288-291.*

A hearing aid helps a D/HOH child access sounds of speech and **auditory language signals.**

HEARING is the ground floor!

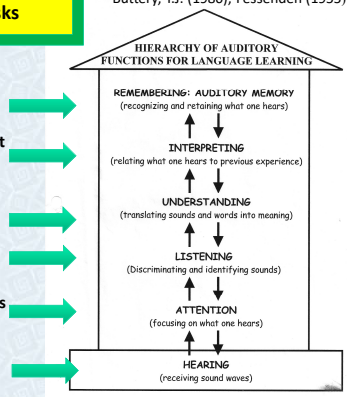
Isn't Access to *Hearing* Enough?

"Good technology and consistent use is a critical factor in the natural development of auditory skills, but cannot guarantee progress of skill development without specific auditory intervention." (Anderson, K. and others….)

No…We need access to *AUDITORY LEARNING* and individualized intervention.. WHAT?

Auditory-Linguistic Learning Tasks

Buttery, T.J. (1980); Fessenden (1955)



- Tracking spoken discourse, and retelling a story
- Choosing picture of idea that is described
- Following information and targeted elements of directions
- Discriminate and identify sounds, words, vocabulary
- Detect same/different vowels or syllabic structure in words (yes, no)
- Detect presence or absence of speech

WHAT CONTROVERSY?

- The question of assessment is not to **label the child visual or auditory or both---** but to ask what is the child ABLE to do ……with appropriate objectives ….in appropriate supported instruction … to scaffold them to highest level of comprehension as their *hearing peers*….. to become *independent* in their social and home community… soooo.

. . . Be wary of CONTINUUMS that are dichotomous "Two Dimensional" CLASSIFICATION SCHEMES and/or "WE DO IT ALL" CLASSROOM SCHEMES.

CAUTION* FLAG
The "Auditory Learning Continuum"

AUDITORY Does not require clarification of instruction visually.	AUDITORY with support for clarification	AUDITORY-VISUAL Equal need for auditory and visual supports	VISUAL with auditory identification of some words and phrases	VISUAL: Does not understand spoken words and phrases
"A"	Av	AV	Va	"V"

(Robbins, 2001; Nussbaum, et al, 2004; Brennan, 2014)

*** BE SURE your support IS FLUID and BASED ON ASSESSMENT OF AUDITORY PROCESSING and NOT based on PRE-EXISTING LABELS, OPINIONS, OR SCHOOL PROGRAM.**

TO BRIDGE TO PRE-SCHOOL LEARNING:

Teaching is not "Black," "White", "Dark Gray or "Light Gray"

Our teaching should depend on the individual comprehensive assessment by qualified providers, competent in the family's choice of communication, not upon the program in which you find the child.

A child with multiple learning issues and special class placement needs careful assessment by qualified providers to determine use of visual supports when needed in instructional activities.

ANALOGOUS EXAMPLE: CHILDREN w/HEARING LOSS: What kind of progress is this?

It all looks good but it is not helping either the "teacher" or the "listener."

What if a child is a "visual learner?"

NEWS FLASH: http://www.urbanchildinstitute.org/why-0-3/baby-and-brain

All 3 year old children are "visual learners" by reason of brain development because they typically achieve full binocular vision maturity by **12 months old**.

Pre-Schoolers (2's and 3's) access/respond to sight sooner because auditory cortical development continues to consolidate in the first three years. We teach listening to stimulate their auditory brain to develop fully!

Herschkowitz N. Neurological bases of behavioral development in infancy. Brain & Development. 2000;22:411-416; Knickmeyer RC, Gouttard S, Kang C, et al. A structural MRI study of human brain development from birth to 2 years. Journal of Neuroscience. 2008;28(47):12176-12182.

What if a child has visual language support *already* in his special program and truly does not understand instruction auditorily?

This is *exactly* why you do...

- **COMPREHENSIVE** assessments of communication; including development of auditory, language, speech perception and advocacy skills.
- **DO SPECIFIC TESTING** to understand learning needs in different contexts
- **WRITE OBJECTIVES** based on individual results and needs that lead to communication access of this child to his hearing peers and his community!

SUPPORT for *Individual* Students

- Children with hearing loss are a heterogeneous complex group of learners. 40% may:

BE GENERALLY DEVELOPMENTALLY DELAYED CHILD- Cognitive delay in non-verbal areas; not adaptive

BE DIFFERENTLY LEARNING CHILD: Language/communication issues in context of social communication, autism spectrum

HAVE SENSORY- MOTOR AND NEUROLOGIC DISABILITIES: Sensory- impaired, Central Processing, Motor development, syndromic

HAVE ATTENTIONAL AND INTELLECTUAL DIFFERENCES: Deficits of Attention/Persistence; Gifted, Executive Function issues

SUPPORT for *Individual* Students

60% have only hearing loss due to a variety of factors, mostly genetic, congenital, or hereditarily related, potentially complicated by

- AGE of DIAGNOSIS
- AGE OF FITTING
- AGE OF INTERVENTION
- AGE OF ACCESS TO APPROPRIATE PERSONNEL

.....BUT ALL CHILDREN WITH HEARING LOSS WILL BENEFIT IF WE HAVE THE HIGHEST EXPECTATIONS!

Establish CONDITIONS in objectives:

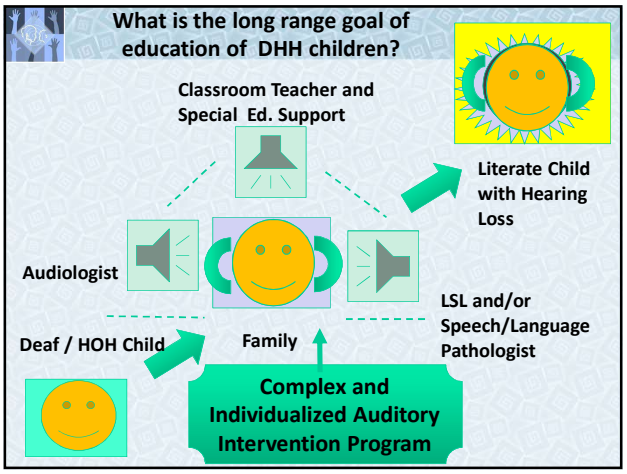
Every child has potential ...start with long term goals, your objectives at their level, stimulate one level above and know how to achieve your long term goals. As a teacher we have awesome responsibilities.

- **COGNITIVE COMPLEXITY**: auditory memory; level of familiarity: routine/review v. unfamiliar, academic v. social/personal
- **ACC** Sound? Wor ? Story? Nun l v. open set; or not
- **LANGUAGE COMPLEXITY:** Content: vocabulary; Form: syntax, morphology; Function:conversation,

And remember to set 80%- 90% accuracy for skill to be learned!

REMEMBER TO LOOK AT ALL TEST RESULTS to get a BIG picture of *how* this child is learning .. get input from several team members including VERY importantly... the FAMILY !

What is the long range goal of education of DHH children?

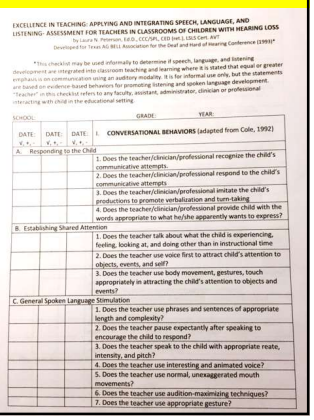


Estimate Ability to Access Verbal Communication

CLASSROOM SELF-ASSESSMENT

Excellence in Teaching: Applying and Integrating Speech, Language, and Listening Assessment for Teachers in Classrooms of Children with Hearing Loss (Peterson, 1993)

HANDOUT



EXCELLENCE IN TEACHING: APPLYING AND INTEGRATING SPEECH, LANGUAGE, AND LISTENING- ASSESSMENT FOR TEACHERS IN CLASSROOMS OF CHILDREN WITH HEARING LOSS
by Laura N. Peterson, Ed.D., CCC/SPL, CED (ret.), LSLS Cert. AVT
Developed for Texas AG BELL Association for the Deaf and Hard of Hearing Conference (1993)*

*This checklist may be used informally to determine if speech, language, and listening development are integrated into classroom teaching and learning where it is stated that equal or greater emphasis is on communication using an auditory modality. It is for informal use only, but the statements are based on evidence-based behaviors for promoting listening and spoken language development. "Teacher" in this checklist refers to any faculty, assistant, administrator, clinician or professional interacting with child in the educational setting.

SCHOOL: GRADE: YEAR:

DATE: √, +, -	DATE: √, +, -	DATE: √, +, -	I. CONVERSATIONAL BEHAVIORS (adapted from Cole, 1992)
A. Responding to the Child			
			1. Does the teacher/clinician/professional recognize the child's communicative attempts.
			2. Does the teacher/clinician/professional respond to the child's communicative attempts
			3. Does the teacher/clinician/professional imitate the child's productions to promote verbalization and turn-taking
			4. Does the teacher/clinician/professional provide child with the words appropriate to what he/she apparently wants to express?
B. Establishing Shared Attention			
			1. Does the teacher talk about what the child is experiencing, feeling, looking at, and doing other than in instructional time
			2. Does the teacher use voice first to attract child's attention to objects, events, and self?
			3. Does the teacher use body movement, gestures, touch appropriately in attracting the child's attention to objects and events?
C. General Spoken Language Stimulation			
			1. Does the teacher use phrases and sentences of appropriate length and complexity?
			2. Does the teacher pause expectantly after speaking to encourage the child to respond?
			3. Does the teacher speak to the child with appropriate reate, intensity, and pitch?
			4. Does the teacher use interesting and animated voice?
			5. Does the teacher use normal, unexaggerated mouth movements?
			6. Does the teacher use audition-maximizing techniques?
			7. Does the teacher use appropriate gesture?

How we will cover today's material

Karen will present assessment results about Willy and Elise

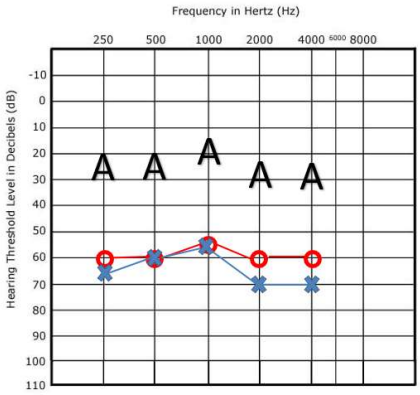
Laura will present the BRIDGE to strategies and instruction examples

CASE EXAMPLES THROUGHOUT

Willy

- Age 36 months. 55-70dB bilateral loss.
- Transitioned from EI to first Preschool class
- 20-30 dB aided hearing levels.
- Age of initial hearing aid fitting - 5 months
- Began using aids at 6 months, wearing 4-6 hours per day until 18 months with wear gradually increasing to 10 hours, or most waking hours/day.
- No additional disability issues identified

Willy's Audiogram



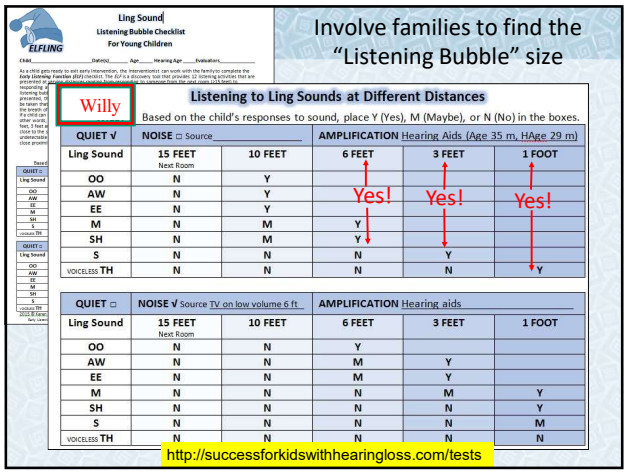
Estimated Audibility with hearing aids in QUIET:

'Teacher speech' = 90%

Soft or distant speech

= 35%

Involve families to find the "Listening Bubble" size



Ling Sound
Listening Bubble Checklist
For Young Children

Child________ Date(s)______ Age_____ Hearing Age____ Evaluators__________

As a child gets ready to exit early intervention, the interventionist can work with the family to complete the *Early Listening Function (ELF)* checklist. The *ELF* is a discovery tool that provides 12 listening activities that are presented at varying distances ranging from responding to someone from the next room (>15 feet) to

Willy

Listening to Ling Sounds at Different Distances

Based on the child's responses to sound, place Y (Yes), M (Maybe), or N (No) in the boxes.

QUIET √	NOISE ☐ Source		AMPLIFICATION Hearing Aids (Age 35 m, HAge 29 m)		
Ling Sound	15 FEET Next Room	10 FEET	6 FEET	3 FEET	1 FOOT
OO	N	Y			
AW	N	Y			
EE	N	Y			
M	N	M	Y		
SH	N	M	Y		
S	N	N	N	Y	
VOICELESS TH	N	N	N	N	Y

QUIET ☐	NOISE √ Source TV on low volume 6 ft		AMPLIFICATION Hearing aids		
Ling Sound	15 FEET Next Room	10 FEET	6 FEET	3 FEET	1 FOOT
OO	N	N	Y		
AW	N	N	M	Y	
EE	N	N	M	Y	
M	N	N	N	M	Y
SH	N	N	N	N	Y
S	N	N	N	N	M
VOICELESS TH	N	N	N	N	N

http://successforkidswithhearingloss.com/tests

ELFLing Results

- At a distance of 6 feet, typical of being preferentially seated in a classroom, Willy responds *only* to loudest and lowest pitch sounds ([u] oo, [i] ee, [ɔ] aw, m, + [S] sh) in quiet.
- Although he *detects* speech at 6 feet in noise (you 'see' that he hears you) the signal is not clear enough for consistent *understanding*.
- At further teaching distances (i.e., 10-15 feet), Willy's detection of speech is very inconsistent.
- Thus, his "listening bubble" for optimal speech perception, and therefore language learning, is from 1-3 feet in quiet or noise. Therefore FM use is necessary and he will have significant difficulty understanding peers. So….

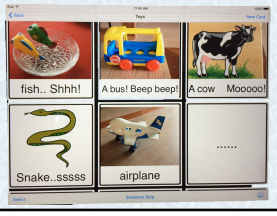
SPEECH PERCEPTION- ELFLING
Detection of Ling Speech Sounds

STRATEGY:

Willy is not attending to sounds at a distance that he CAN hear in quiet up to 6 feet so he needs to be *taught to attend to sound* possibly with other technology, further amplification, and *practice* listening. If he can hear vowels and "sh" and "th," he can learn to *detect* frication of "s" sound at 3 to 6 feet *in quiet.*

ACTIVITY:

Willy needs a listening check routine such as by the "Picture Card" i-Pad APP: (Demonstration available)"



Listening Hierarchy Assessment

HANDOUT

A Listening Hierarchy Speech Discrimination Tool- Adapted from David Sindrey (1997). *Listening for Littles.*

STEP	CONTENT: The child will discriminate words from small, medium, and large closed sets, bridge sets, and identify from open sets.	EXAMPLES
1	Differences of supra-segmentals: duration, intensity, pitch	"Weeee~~~...down;" v. 1,2,3….Go! Puh puh puh puh puh (boat) v. Oohoohoohoohooh
2	Words with different number of syllables	Hippopotamus v. Bird v. Baby Santa Claus v. hat v. doggie
3	Words with same number of syllables but different consonants and different vowels	Ball v. shoe v. dog
4	Words with same initial consonants but with different vowels.	Ball, bell, bird, bed
5	Words with initial consonants that differ by manner of production (nasal, fricative, plosives, stops, liquids) with same vowels	No (nasal) v. shoe (fricative) v. toe (plosives) Nip v. ship v. tip
6	Words with final consonants that differ by manner of production: (nasal, fricative, plosives, stops, liquids) with same vowels	Arm (nasal) v. "Aff" (fricative) v. Art (plosives)
7	Words with final consonants that differ by voicing, same vowels	Mad v. mat Lid v. lit Tag v. tack wag v. wack Hiss v. His lose v. loose eyes v. ice
8	Words with initial consonants that differ by voicing, same vowels	Toes v. does tick v. Dick Tent v. dent Sue v. zoo Pet v. bet Jane v. chain
9	Words with initial consonants that differ by place of production, same vowels	doe v. go same vowels tool v. cool pie v. high
10	Words with final consonants that differ by place of production same vowels	Lob v. log Beat v. beak sick v. sit Cap v. cat

ASSESSMENT:
Check speech discrimination at lowest level: **STEP 1** (closed set) does he understand differences in speech when give both duration and intonation cues. √

If so, assess Level 2: discrimination of words with different number of syllables. √ = (7/10)

Willy's results:

SPEECH PERCEPTION Results: WILLY
Listening Hierarchy Level 1 and Level 2

Associate onomatopaeia [animal sound] (toy) with verbal stimulus, e.g. "aaahaaahaaa" v. "hop hop"

Pattern Perception

"aaahh" v. "hop hop" = 70%

1 v. 2 Syllable "ball" v. "bathtub" = 70%

2 v. 3 syllable "baby" v. "ice cream cone" = 70% *

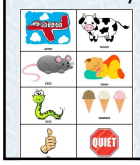
***70% is NOT mastery!**

EARLY SPEECH PERCEPTION TEST (ESPT)
Monosyllabic Words = 60%
Spondees = 60%

SPEECH PERCEPTION Assessment: WILLY
Auditory Listening Hierarchy Level 1 or Similar

STRATEGY:

Practice responding and turns w/ Learning to Listen Sounds until at least 6 syllables/ words are discriminated correctly in closed sets.



ACTIVITY:

Use fuzzy rabbit for "hop hop" and "airplane" for "ahhh." Singsong voice for an airplane song and/or use I-pad app (Record your voice and take photos of your toys for *Picture Card*). Model the hop hop action of the rabbit and let the child take a turn. Then model the airplane while singing "ahhahhaahhaahaah" and child takes a turn to respond.

SPEECH PERCEPTION: WILLY

EARLY SPEECH PERCEPTION TEST (ESPT)

Pattern Perception (Low-Verbal)

- **"aaahaahaa" v. "hop hop hop" = 90%**

- **One v. 3 syllables = 70%**
- **Two v. 3 syllables = 70%**
- **Monosyllabic Words = 60%**
- **Spondees**

(hotdog v. toothbrush) = 60%

Child is listening to words by *intonation patterns, still* NOT discriminating well by sounds in words!

Listening Hierarchy Assessment

A Listening Hierarchy Speech Discrimination Tool- Adapted from David Sindrey (1997). *Listening for Littles.*

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ACTIVITY:

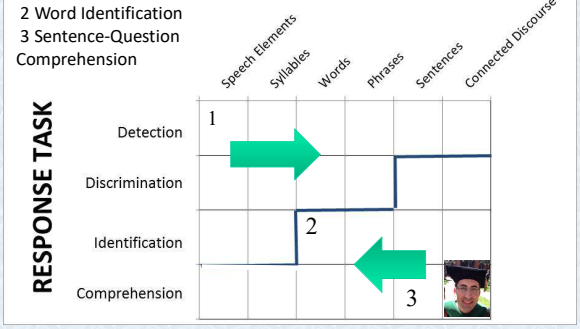
Willy will do better with *real objects*, associated pictures, and active involvement.

1. Put together collection of toys to show one, two, and three syllable words; take toys' pictures for Picture Card APP!
2. Try Compass Cards, but separate the pictures and associate with actual objects.

Glendonald Auditory Screening Procedure (Erber, 1982)

STIMULUS-RESPONSE MODEL

1 Phoneme Detection
2 Word Identification
3 Sentence-Question Comprehension



Glendonald Auditory Screening Procedure

GASP I

GLENDONALD AUDITORY SCREENING PROCEDURE I

Child: Teacher: Tester: Date:

How was child tested? HA FM VIS

L. Bin. R

I. *PHONEME DETECTION*—Place dot(s) in the *yes/no* box(es) to indicate child's response(s).

	beet	bit	bet	bat	pot	bought	book	boot	but	bird	no sound	nas.		lat.		voiced fricative				unvoiced fricative		
	i	ɪ	ɛ	æ	ɑ	ɔ	ʊ	u	ʌ	ɝ		m	n	r	ɫ	z	ʒ	v	ð	s	ʃ	f	θ
yes																							
no																							

WILLY

HANDOUT

Adapted from Erber (1982). Auditory Training. Washington, DC: A.G. Bell Associa

GASP I ---VOWELS Results for Willy

Willy detects (YES, "I hear it!") three ELFLING vowels (3 ft, 6 ft):[a] [u] [i] ("ah" "ooh" "eee")

GASP I: He *hears* 10/10 vowels (Yes, "I hear it!")

[ɑ] [u] [i] [ɪ] [ʌ] [E] [ɔ] [ʊ] [Er] or [ɜʳ] [æ]

.....BUT....

He hears them *all the same way.* HE DOES NOT consistently DISCRIMINATE one from another or from "short u" [ʌ].

He REALLY disciminates 5/10 or 50% of all vowels. He needs a goal for this (auditory perceptual)

GASP I ----CONSONANTS RESULTS Willy

Willy DETECTS all consonants (GASP I) INCLUDING all fricatives and liquids, and also voiced/voiceless plosives [b] [p] [t] [d] [k] [g], stops, and affricate sounds...BUT

....wait.... *how does he hear them?*

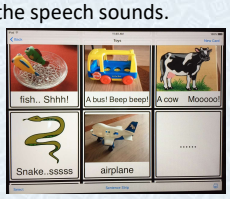
GASP I- Willy hears (DETECTS) all consonants but only discriminates nasals versus affricates. *He hears nasals [m] [n] the same way, liquids [l] [r] the same way, and fricatives [s][ʃ] [f] [z] as the same sound.*

He needs a goal for this.

SPEECH PERCEPTION ACTIVITY- Willy

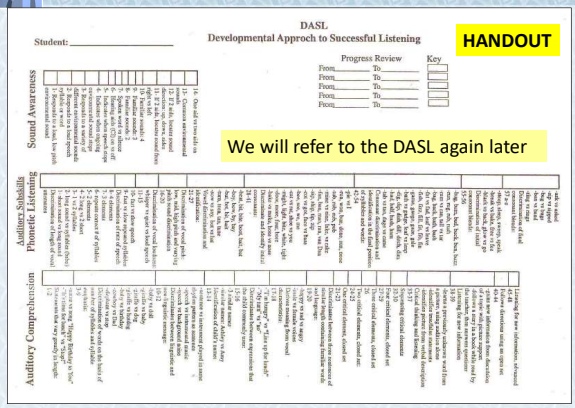
ACTIVITY:

Picture Card (APP) with Recorded Voice– You may customize your photos to match toys your student loves! Record your voice and others' familiar voices to label the speech sounds.



ACTIVITY: If Willy does *not* do well, try structured objectives of DASL curriculum: Patterning of CV syllables pp. 67- 75 better for Elise:

DASL overview



HANDOUT

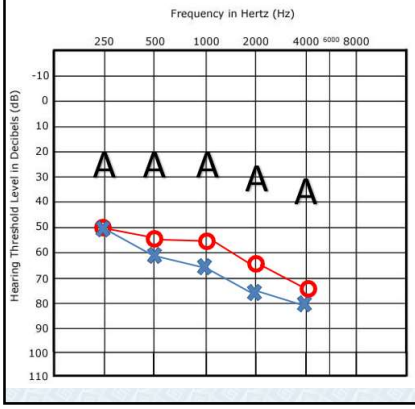
We will refer to the DASL again later

Our Second CASE EXAMPLE

Elise

- Age 73 months (6y1m) About a 1-year Language delay
- Transitioning from 3 years of Pre-K to Kindergarten
- Hearing Loss 50 dB to 80 dB; 25-35 dB aided hearing levels
- Age of initial hearing aid fitting - 11 months
- Began using aids at 11 months, wearing 4-6 hours per day until 3 years. Uses hearing aids and FM at school.
- Inconsistent use of amplification at home (i.e., often not on weekends)

Elise's Audiogram



Estimated Audibility with hearing aids in QUIET:

'Teacher speech' = 70%

Soft or distant speech = 20%

What is Elise's listening bubble size?

Listening to Ling Sounds at Different Distances

Based on the child's responses to sound, place Y (Yes), M (Maybe/Inconsistent), or N (No) in the boxes.

QUIET X	NOISE □ Source_____		AMPLIFICATION hearing aids		
Ling Sound	15 FEET Next Room	10 FEET	6 FEET	3 FEET	1 FOOT
OO	N	N	Y		
AW	N	N	Y	Yes!	Yes!
EE	N	N	Y		
M	N	N	Y		
SH	N	N	N	Y	
S	N	N	N	N	Y

Comment:

QUIET □	NOISE X Source recorded classroom noise		AMPLIFICATION hearing aids		
Ling Sound	15 FEET Next Room	10 FEET	6 FEET	3 FEET	1 FOOT
OO	N	N	M	Y	
AW	N	N	M	Y	Yes!
EE	N	N	N	Y	
M	N	N	M	Y	
SH	N	N	N	N	Y
S	N	N	N	N	N

Precision Listening - Iowa Medial Consonant Test

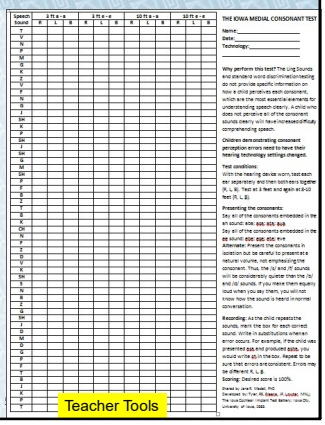
Elise repeated VCV at 3 feet in quiet, no visual cues.

Expectations are 100% for early identified HL + well-fit amplification.

Of the 58 VCV presented, Elise repeated 37 (64%) correctly. She was obviously frustrated and guessing some answers.

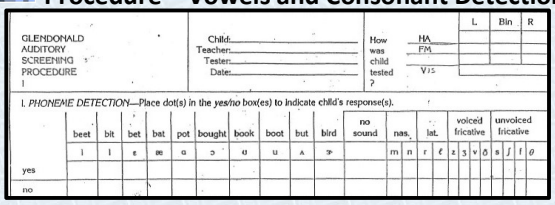
Items missed:

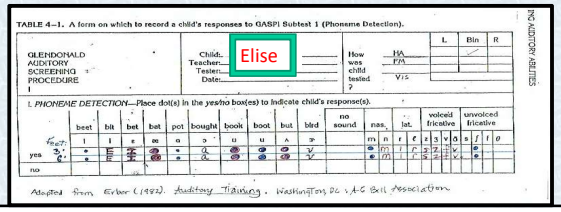
t, p, f, sh, ch, s



Teacher Tools

GASP I Glendonald Auditory Screening Procedure – Vowels and Consonant Detection





SPEECH PERCEPTION GASP VOWELS Elise

RESULT:

- Detects 10/10 vowels BUT
- Does NOT discriminate or identify 10 vowels accurately when repeating, only 60%
- Substitutes [ɛ] (short vowel "e") for [I], [I] for [[ɛ], [a] [ɑ] for [ɔ] ("saw") and [U] for [ɝ], with conditioned response dropping block in bucket.

WHAT TO DO:

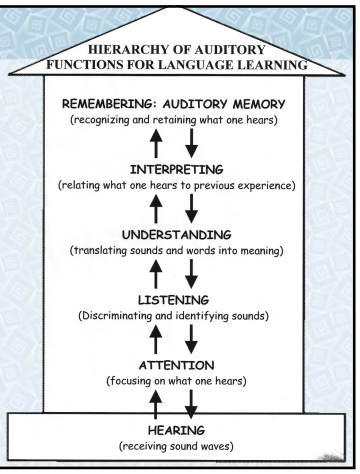
1. Check equipment status first to be sure working properly.
2. Model responses to sound in repeated syllables to indicate *deliberate attention to these vowels or phonemes missed.*

We need a goal for this!

Willy and Elise

GOAL #1:
Speech Perception

Willy/Elise will develop attention to what they hear!



Reference: Buttery, T.J. (1980) Listening: A Skills Analysis. *Education* (101) 2, 181-187.

Fessenden (1955) Levels of listening—a theory. *Education (75) 288-291.*

GASP I CONSONANTS Elise

Elise hears medial consonants on **Iowa Medial Consonant Test,** INCLUDING voiced and voiceless plosives and affricate sounds… hears most of the fricatives, nasals, and liquids on the GASP I test of Detection at 3 ft.

BUT– *How* does she *perceive* them?

Elise *discriminates groups (manner): nasals v. affricates v. liquids.* She hears nasals [m] [n] *same way*, liquids *interchangeably*, confuses voicing of fricatives.

Developmental Test of Auditory Performance – Elise

Auditory Perception Indexes	Percentile Rank	Descriptive Term
Language (LAPI)	1	Substantially below average
Nonlanguage (NAPI)	52	Average
Background Noise (BNI)	4	Moderately below average
No Background Noise (NBNI)	27	Average
Composite Index	8	Moderately below average

Auditory Perception Indexes	Raw Score	%ile Rank	Descriptive Term	Index	Difference Score	
Language (LAPI)	62	1	Substantially Below Ave.	66	35	Not Significant; ✓ 16+ Statistically Significant; ✓ 23+ Clinically Significant
Nonlanguage (NAPI)	51	52	Average	101		
Background Noise (BNI)	38	4	Moderately Below Ave.	74	17	Not Significant; ✓ 17+ Statistically Significant; ✓ 17+ Clinically Significant
No Background Noise (NBNI)	79	27	Average	91		
Composite Auditory Perception (CAPI)	113	8	Moderately Below Ave.	79		

Developmental Test of Auditory Performance DTAP RESULTS→IEP GOAL TO SPECIFIC OBJECTIVE

RATIONALE: Elise discriminates phonemes in isolation substantially below average; not attending to differences within and between words, …. so she may have difficulty picking out 'rimes', producing rhymes, crucial skills for expanding vocabulary and reading success.

GOAL #2: Speech Perception: Increase accuracy of word (consonant) discrimination

OBJECTIVE: Elise will detect differences in phonemes that she incorrectly hears as the same …

'rime' = [**old**] in b***old***, c***old***, m***old***, s***old*** (phonemic match)

SPEECH PERCEPTION - ELISE RESULTS→ GOAL→OBJECTIVE

A Listening Hierarchy Speech Discrimination Tool- Adapted from David Sindrey (1997). *Listening for Littles.*

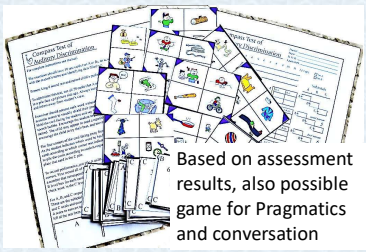
STEP	CONTENT: The child will discriminate words from small, medium, and large closed sets, bridge sets, and identify from open sets:	EXAMPLES
1	Differences of supra-segmentals: duration, intensity, pitch	"Wooee ****... down," v. 1,2,3 ....Go! Puh puh puh puh puh (boat) v. Ochoohoohoohoohoh
2	Words with different number of syllables	Hippopotamus v. Bird v. Baby Santa Claus v. hat v. doggie
3	Words with same number of syllables but different consonants and different vowels	Ball v. shoe v. dog
4	Words with same initial consonants but with different vowels.	Ball, belt, bird, bed
5	Words with initial consonants that differ by manner of production (nasal, fricative, plosives, stops, liquids) with same vowels	No (nasal) v. show (fricative) v. toe (plosives) Nip v. ship v. tip
6	Words with final consonants that differ by manner of production: (nasal, fricative, plosives, stops, liquids) with same vowels	Arm (nasal) v. "Arf" (fricative) v. Art (plosives)
7	Words with final consonants that differ by voicing, same vowels	Mad v. mat Lid v. lit Tag v. tack wag v. wack Hiss v. His loss v. loose eyes v. ice
8	Words with initial consonants that differ by voicing, same vowels	Toes v. does tick v. Dick Tent v. dent Sue v. zoo Pet v. bet Jane v. chain
9	Words with initial consonants that differ by place of production, same vowels	doe v. go same vowels tool v. cool pie v. high
10	Words with final consonants that differ by place of production same vowels	Lob v. log Beat v. beak sick v. sit Cap v. cat

GOAL #3 SPEECH PERCEPTION
Increase accuracy of vowel discrimination

OBJECTIVE #3 :
STEP 3: Elise will discriminate single syllable words with same or similar initial and final consonant and differing vowels. e.g. "book" v. "Berk"

SPEECH PERCEPTION Elise

OBJECTIVE: Elise will detect and discriminate HIERARCHY STEP 4 (single syllable words with ***same*** beginning consonant and different vowels)



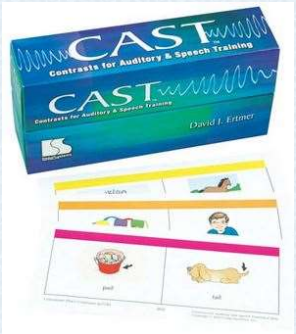
Based on assessment results, also possible game for Pragmatics and conversation

ACTIVITY:

David Sindrey **Compass Pre-Test and Cards** (web-site) especially for medium, large sets. Make a word matching games, **OLD MAID. "Do you have a ?"** (matching word)

Contrasts for Auditory & Speech Training (CAST)

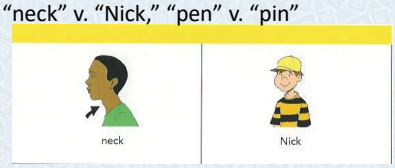
- 150 double-sided cards; CAST pretest; ages 3-12 years



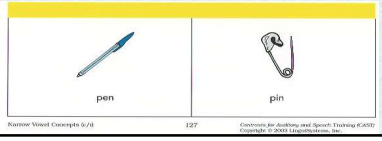
Available in exhibit hall

SPEECH PERCEPTION- Elise

ACTIVITY: CAST CARD Contrasts for Auditory and Speech Training (Ertmer on web-site) e.g. "Bell v. ball, "Bill v. bell," "neck" v. "Nick," "pen" v. "pin"



[E] (short "e") v. [I] Short "i")



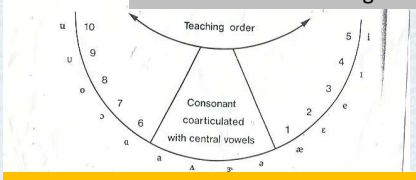
Start with small closed sets of two or three pictures.

Expand to medium sets of four to six pictures.

Then do large sets of 7 – 10 pictures.

SPEECH PERCEPTION TRAINING: Elise

NOTE: Sequencing Elise's Discrimination Learning Tasks

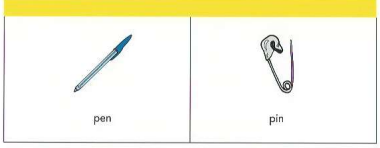


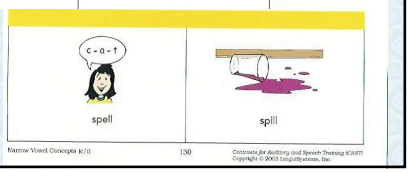
Ling, 1976
Speech for the Hearing Impaired Child: Washington DC: AG BELL

ACTIVITIES :

1. Vowel discrimination errors and activities are NOT all alike in level of difficulty. Elise's [i] v [E]; [a] v. [ɔ]; [U] v. [Er] are auditorily close.
2. Pre-published materials may not have *exactly* the pairs of contrasting vowels that need to be practiced.

Elise





SPEECH PERCEPTION- Elise (continued)

Perceptual Error Result:
[a] for [ɔ] " e.g. "tock" v. "talk"

Poe Paw

Perceptual Error: [U] vs [Er] Try: " "cook" vs "Kirk"; or "look" vs "lurk"

ACTIVITY:
Start with easier discrimination task

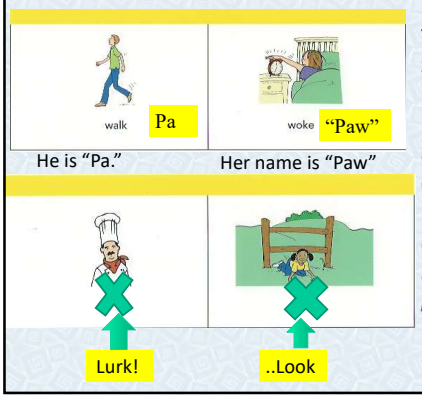
"walk" [ɔ] v. "woke" [o]

OR

"Paw" [ɔ] v. "Poe" [o]

....then proceed to 4 words "tock" v. "talk'" "Pa" v. "paw"

SPEECH PERCEPTION- Elise (continued)



Right pictures hard to find?

Simply assign proper names "Pa" [a] v. "Paw" [ɔ] of dolls, animals, characters, etc.

Use these words in comparisons…or.. *re-label existing pictures with targeted contrast words.*

SPEECH PERCEPTION: INDICATIONS

1. An IEP will need ***individualized goals*** to access and accurately understand a speech and language auditory signal

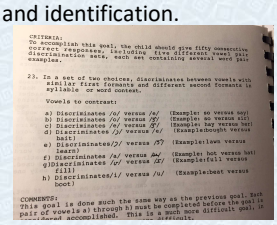
2. **Specialized and qualified support services** are necessary to provide instruction and support for accessing speech and language instruction. Work together!

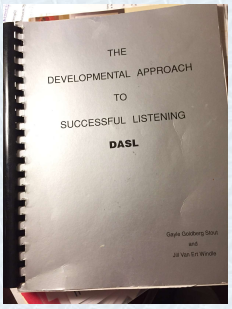
3. **Assistive technology** – will be needed for accessing a speech and language auditory signal

SPEECH PERCEPTION TRAINING: Willy or Elise

More Structured Activities:

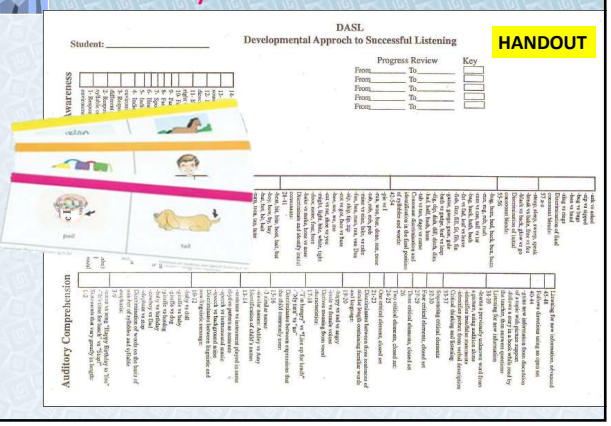
- DASL-2 (pp. 86- 93) Vowel and Diphthong discrimination and identification.





http://www.walkerschools.org/speech/1_6b-d-hh-test-options2.pdf

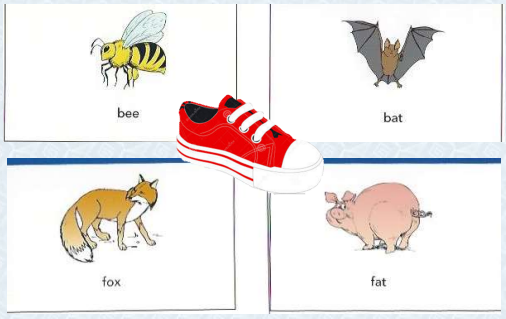
Activity: DASL + CAST Cards



HANDOUT

Phonetic Listening with CAST

ACTIVITY: Use CAST cards but give them different labels. Write a 7 sentence practice story for Elise!



ACTIVITY: Generalize Discrimination from Words to Language

BIG BOOK STORY: "Who has my SHOE?"

1. "Mama, Mama, 'Who has my shoe?'" [p. 1, turn page] "

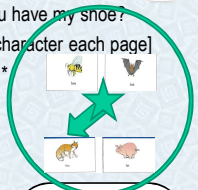
2- 5. "Ask [the bee]. His name is [Po]? [Po] [Po] do you have my shoe?

" No, I *do not have* your shoe!" [Repeat 5 X, different character each page]

6. "Look, Mama, [Paw-character] has my shoe!" [p.6] *

7. "Hooray !!! [Paw-character] found my shoe!!" [p.7]

----- *The End* ---



- **CONTRASTS [o] v. [ɔ] ; [U] v. [ɜ]**
- **CHARACTER CARDS: "Pa" " Poe" "Paw" "Purr" "Murk" "Mook" "Kirk" "Cook "**

*** Listening Wheel -reading partner m in follow up game.**

Tune in tomorrow afternoon for story comprehension lessons

Auditory Perception in Nursery Rhyme

"FIVE LITTLE MONKEYS" (3 –5 choices) (Phonetic Listening: DASL 23-28)

Four Little monkeys jumping on the bed. **[Pɔ] [Pɜ-] [po] [pa]**

LISTEN: [Pɔ] fell off and bumped his head! Mama called the doctor and the doctor said, No more monkeys jumping on the bed! Three little monkeys jumping on the bed.

LISTEN: [Pɜ-] fell off and bumped his head. Mama called the doctor and the doctor said," No more monkeys jumping on the bed. "

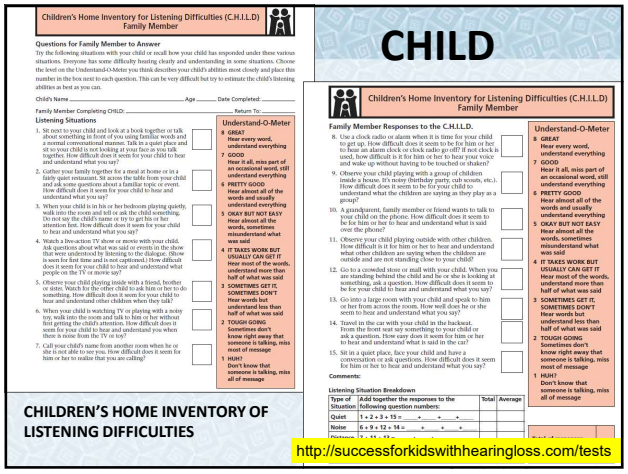
Predict Performance in a Classroom Setting

II. Classroom Performance Review

- Predict via CHILD results
- Confirm via
  - Preschool SIFTER
  - Classroom Observation
- Preschoolers –
  - Social skills checklists
  - Social interaction (pragmatics)

Discuss these later

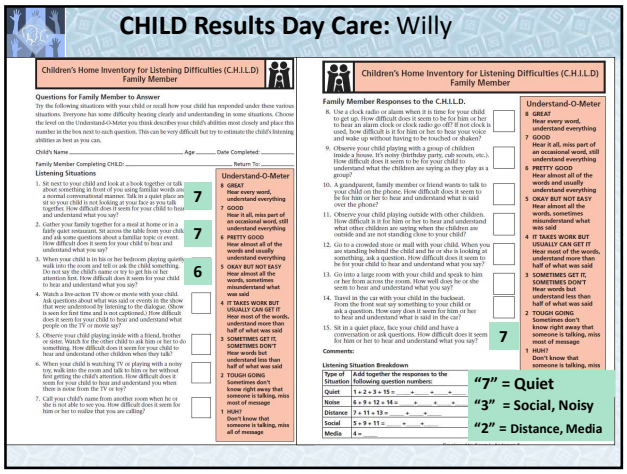
CHILD



CHILDREN'S HOME INVENTORY OF LISTENING DIFFICULTIES

http://successforkidswithhearingloss.com/tests

CHILD Results Day Care: Willy



CHILD- PERFORMANCE REVIEW- Willy

SUMMARY of RESULTS (FOR ONE-TO-ONE LISTENING)*

- Quiet: = "GOOD" (7)- understands everything
- Noise: = "SOMETIMES"(3) - understands less than half
- Media: = "TOUGH" (2) – Misses most of message doesn't realize someone is talking

*Numbers are less favorable in group settings

STRATEGIES:

- Very small learning groups for learning new or unfamiliar vocabulary and concepts
- Supplementary FM system; reduction of reverberation to auditorily assist ACCESS to language of instruction.
- Needs supplementary access to preview language, captions, and review as needed.

II. Classroom Performance Review

FUNCTIONAL GOALS :

As a result of performance review, you can note functional weaknesses on first page of IEP and add functional performance objectives as follows

Establish baseline classroom wearing time data log from observation and reports

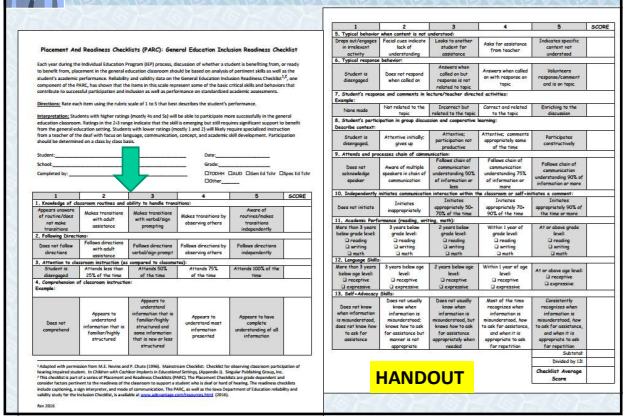
OBJECTIVES:

Student will:

(a) increase awareness of functionality of equipment and

(b) Increase wearing time of assistive (FM) equipment .

PARC General Inclusion Checklist



Placement And Readiness Checklists (PARC): General Education Inclusion Readiness Checklist

Each year during the Individual Education Program (IEP) process, discussion of whether a student is benefiting from, or ready to benefit from, placement in the general education classroom should be based on analysis of pertinent skills as well as the student's academic performance. Reliability and validity data on the General Education Inclusion Readiness Checklist[1,2], one component of the PARC, has shown that the items in this scale represent some of the basic critical skills and behaviors that contribute to successful participation and inclusion as well as performance on standardized academic assessments.

Directions: Rate each item using the rubric scale of 1 to 5 that best describes the student's performance.

Interpretation: Students with higher ratings (mostly 4s and 5s) will be able to participate more successfully in the general education classroom. Ratings in the 2-3 range indicate that the skill is emerging but still requires significant support to benefit from the general education setting. Students with lower ratings (mostly 1 and 2) will likely require specialized instruction from a teacher of the deaf with focus on language, communication, concept, and academic skill development. Participation should be determined on a class by class basis.

Student:_____ Date:_____
School:_____ Grade:_____
Completed by: _____ ☐Children ☐Adult ☐Deaf/Hard of Hearing ☐Hearing ☐Other:_____

1	2	3	4	5	SCORE
1. Knowledge of classroom routines and ability to handle transitions:					
Appears unaware of routine/does not handle transitions	Makes transitions with adult assistance	Makes transitions by with verbal/sign prompting	Makes transitions by observing others	Aware of routines/makes transitions independently	
2. Following Directions:					
Does not follow directions	Follows directions with adult assistance	Follows directions verbal/sign prompt	Follows directions by observing others	Follows directions independently	
3. Attention to classroom instruction (as compared to classmates):					
Student is disengaged 25% of the time	Attends less than 75% of the time	Attends 75% of the time	Attends 75% of the time	Attends 100% of the time	
4. Comprehension of classroom instruction: Example:					
Does not comprehend	Appears to understand information that is familiar/highly structured	Appears to understand information that is familiar/highly structured and some information that is new or less structured	Appears to understand most information presented	Appears to have complete understanding of all information	

[1] Adapted with permission from M.J. Nevins and P. Chute (1996). Mainstream Checklist. Checklist for observing classroom participation of hearing impaired student. In *Children with Cochlear Implants in Educational Settings*, (Appendix J). Singular Publishing Group, Inc.
[2] Adapted with permission from Kathryn Kelly (2004). Classroom Readiness Checklist. Checklist for observing classroom to consider factors pertinent to the readiness of the classroom to support a student who is deaf or hard of hearing. The readiness checklists include captioning, a sign interpreter, and mode of communication. The PARC, as well as the Iowa Department of Education reliability and validity study for the Inclusion Checklist, is available at www.uni.edu/coe/deaf/resources.html (2010).

Rev 2016

1	2	3	4	5	SCORE
5. Typical behavior when content is not understood:					
Group disengaged in irrelevant activity	Facial cues indicate lack of understanding	Looks to another student for assistance	Asks for assistance from teacher	Indicates specific content not understood	
6. Typical response behavior:					
Student is disengaged	Does not respond when called on	Answers when called on but response is not related to topic	Answers when called on with response on topic	Volunteers response/comment and is on topic	
7. Student's response and comments in lecture/teacher directed activities: Example:					
None made	Not related to the topic	Incorrect but related to the topic	Correct and related to the topic	Enriching to the discussion	
8. Student's participation in group discussion and cooperative learning: Describe context:					
Student is disengaged.	Attentive initially; gives up	Attentive; participation not productive	Attentive; comments appropriately some of the time	Participates constructively	
9. Attends and processes chain of communication:					
Does not acknowledge speaker	Aware of multiple speakers in chain of communication	Follows chain of communication understanding 50% of information or less	Follows chain of communication understanding 75% of information or more	Follows chain of communication understanding 90% of information or more	
10. Independently initiates communication interaction within the classroom or self-initiates a comment:					
Does not initiate	Initiates inappropriately	Initiates appropriately 50-70% of the time	Initiates appropriately 70-90% of the time	Initiates appropriately 90% of the time or more	
11. Academic Performance (reading, writing, math):					
More than 3 years below grade level: ☐ reading ☐ writing ☐ math	3 years below grade level: ☐ reading ☐ writing ☐ math	2 years below grade level: ☐ reading ☐ writing ☐ math	Within 1 year of grade level: ☐ reading ☐ writing ☐ math	At or above grade level: ☐ reading ☐ writing ☐ math	
12. Language Skills:					
More than 3 years below age level: ☐ receptive ☐ expressive	3 years below age level: ☐ receptive ☐ expressive	2 years below age level: ☐ receptive ☐ expressive	Within 1 year of age level: ☐ receptive ☐ expressive	At or above age level: ☐ receptive ☐ expressive	
13. Self-advocacy Skills:					
Does not know when information is misunderstood, does not know how to ask for assistance	Does not usually know when information is misunderstood; knows how to ask for assistance but manner is not appropriate	Does not usually know when information is misunderstood, but knows how to ask for assistance appropriately when needed	Most of the time knows when information is misunderstood, how to ask for assistance, and when it is appropriate to ask for repetition	Consistently recognizes when information is misunderstood, how to ask for assistance, and when it is appropriate to ask for repetition	
				Subtotal	
				Divided by 13	
				Checklist Average Score	

HANDOUT

Willy's PARC Results

PARC General Inclusion Checklist 13 questions rated 1-5

36/65
Average 2.75

Knowledge of class routines: 3 by observing others
Following directions: 3 with verbal/sign prompt
Attention to instruction: 4 attends 75% of instruction time
Comprehension: 3 familiar/structured info + some new
When content not understood: 2 facial cues if not understanding
Typical response behavior: 3 response often not related to topic
Response in teacher directed activities: 3 incorrect but related
Group discussion: 2 Attentive initially, then gives up
Chain of communication: 3 understands 50% or less of info
Initiating communication: 3 initiates appropriately 50-70%
Academic & language performance: 4 within 1 year of gr level
Self-advocacy skills: 3 Does not know when info but asks for help

Elise's PARC Results

PARC General Inclusion Checklist 13 questions rated 1-5

28/65
Average 2

Knowledge of class routines: 2 with adult assistance
Following directions: 3 with verbal/sign prompt
Attention to instruction: 3 attends 50% of instruction time
Comprehension: 3 familiar/structured info + some new
When content not understood: 3 looks to another student
Typical response behavior: 2 Does not respond when called on
Response in teacher directed activities: 1 none made
Group discussion: 2 Attentive initially, then gives up
Chain of communication: 2 aware of multiple speakers
Initiating communication: 3 initiates appropriately 50-70%
Academic & language performance: 4 within 1 year of gr level
Self-advocacy skills:1 Does not know when info is misunderstood

PERFORMANCE REVIEW: Willy & Elise
PARC: General Education Inclusion Readiness Checklist

RESULTS:

Willy: 36/65 **Elise: 28/65**
Average 2.75 **Average 2**

Ratings in 2-3 range indicate skill is emerging but *requires significant support to benefit from general education setting.*

Ratings in 1-2 range likely require specialized instruction from a *teacher of the deaf with focus on language, communication, concept, and academic skill development.*

ACTIVITIES:

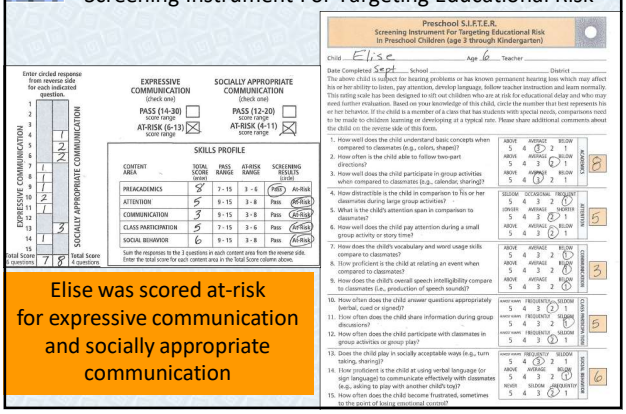
Teacher In-Service Education and Consult to staff to:

(1) Create reasonable individual expectations and classroom accommodations

(2) Explain academic support system…team members' roles

(3) Explain use of assistive listening equipment

Preschool SIFTER:
Screening Instrument For Targeting Educational Risk



Preschool S.I.F.T.E.R.
Screening Instrument For Targeting Educational Risk
In Preschool Children (age 3 through Kindergarten)

Child Elise Age 6 Teacher

Date Completed Sept School District

The above child is subject for hearing problems or has known permanent hearing loss which may affect his or her ability to listen, pay attention, develop language, follow teacher instruction and learn normally. This rating scale has been designed to sift out children who are at risk for educational delay and who may need further evaluation. Based on your knowledge of this child, circle the number that best represents his or her behavior. If the child is a member of a class that has students with special needs, comparisons need to be made to children learning or developing at a typical rate. Please share additional comments about the child on the reverse side of this form.

1. How well does the child understand basic concepts when compared to classmates (e.g., colors, shapes)?	ABOVE 5 4 (3) 2 AVERAGE	BELOW 1	CONCEPTS	8
2. How often is the child able to follow two-part directions?	ABOVE 5 4 3 (2) 1 AVERAGE	BELOW		
3. How well does the child participate in group activities when compared to classmates (e.g., calendar, sharing)?	ABOVE 5 4 (3) 2 AVERAGE	BELOW 1		
4. How distractible is the child in comparison to his or her classmates during large group activities?	SELDOM 5 4 3 2 (1) OCCASIONAL	FREQUENT	ATTENTION	5
5. What is the child's attention span in comparison to classmates?	CONSIDER 5 4 3 (2) 1 AVERAGE	SHORTER		
6. How well does the child pay attention during a small group activity or story time?	ABOVE 5 4 3 (2) 1 AVERAGE	BELOW 1		
7. How does the child's vocabulary and word usage skills compare to classmates?	ABOVE 5 4 3 2 (1) AVERAGE	BELOW	SPEAK/EXPRESS	3
8. How proficient is the child at relating an event when compared to classmates?	ABOVE 5 4 3 2 (1) AVERAGE	BELOW		
9. How does the child's overall speech intelligibility compare to classmates (i.e., production of speech sounds)?	ABOVE 5 4 3 2 (1) AVERAGE	BELOW		
10. How often does the child answer questions appropriately (verbal, cued or signed)?	ALWAYS/MANY 5 4 3 (2) 1 FREQUENTLY	SELDOM	SOCIAL/EMOTIONAL	5
11. How often does the child share information during group discussions?	ALWAYS/MANY 5 4 3 2 (1) FREQUENTLY	SELDOM		
12. How often does the child participate with classmates in group activities or group play?	ALWAYS/MANY 5 4 3 (2) 1 FREQUENTLY	SELDOM		
13. Does the child play in socially acceptable ways (e.g., turn taking, sharing)?	ALWAYS/MANY 5 4 (3) 2 1 FREQUENTLY	SELDOM		
14. How proficient is the child at using verbal language (or sign language) to communicate effectively with classmates (e.g., asking to play with another child's toy)?	ABOVE 5 4 3 2 (1) AVERAGE	BELOW		
15. How often does the child become frustrated, sometimes to the point of losing emotional control?	NEVER 5 4 3 (2) 1 SELDOM	FREQUENTLY		6

Enter circled response from reverse side for each indicated question.

	EXPRESSIVE COMMUNICATION	SOCIALLY APPROPRIATE COMMUNICATION
1		1
2		2
3		1
4		1
5		1
6		1
7		1
8	1	
9	2	
10	1	
11	1	
12		3
13		3
14	1	
15	1	
Total Score 4 questions	7	8

EXPRESSIVE COMMUNICATION (check one): PASS (14-30) score range ☐ AT-RISK (6-13) score range ☒

SOCIALLY APPROPRIATE COMMUNICATION (check one): PASS (12-20) score range ☐ AT-RISK (4-11) score range ☒

SKILLS PROFILE

CONTENT AREA	TOTAL SCORE (circle)	PASS RANGE	AT-RISK RANGE	SCREENING RESULTS (circle)	
PREACADEMICS	8	7 - 15	3 - 6	(Pass)	At-Risk
ATTENTION	5	9 - 15	3 - 8	Pass	(At-Risk)
COMMUNICATION	3	9 - 15	3 - 8	Pass	(At-Risk)
CLASS PARTICIPATION	5	7 - 15	3 - 6	Pass	(At-Risk)
SOCIAL BEHAVIOR	6	9 - 15	3 - 8	Pass	(At-Risk)

Sum the responses to the 3 questions in each content area from the reverse side. Enter the total score for each content area in the Total Score column above.

Elise was scored at-risk for expressive communication and socially appropriate communication

Preschool SIFTER: ELISE

Screening Instrument For Targeting Educational Risk

RESULTS:

Expressive Communication = "7"
AT RISK: (6-13)

Socially Appropriate Behavior = "8"
AT RISK: (4-11)

STRATEGIES:

Give guidance and suggestions For regular education classroom teacher:

1. Model, repeat and expand spoken language of another student and cue student with hearing loss to listen to name of who is talking.
2. Turn-taking in class is essential for listening and processing.
3. Passing around microphone is essential for attention to language.
4. Clarification of supportive language role of teacher of deaf

Determine use of auditory skills

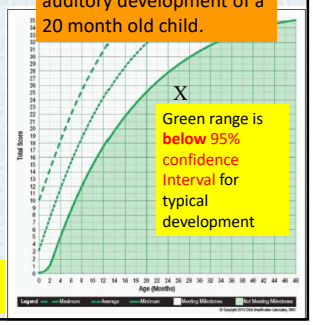
LittlEars Questionnaire

Birth – 24 months age norms.
35 questions.

Revised score sheet with results up to 48 months (adjusted) age (Bagatto, 2011). Middle line is average.

- Plot a child's auditory development versus their 'hearing age'
- Track rate of progress in educational plan/program

Willy's score 25 for his hearing age of 27 months resembles the average auditory development of a 20 month old child.



Available from MEDEL
http://www.medel.com/data/pdf/20344.pdf

WILLY Results - LittlEars Questionnaire

- Mrs. Cooper completed the "Little Ears" Questionnaire when Willy was 33 months of age. This questionnaire provides normative age expectations for auditory development through 24 months, at which point all skills are achieved by typically developing children.
- Willy began using hearing aids at 6 months, resulting in an adjusted **listening age of 27 months** at the time the questionnaire was completed (33 months – 6 months = 27 months).
- Willy's score was typical of a **20 month old, indicating an additional 7 month delay** in the development of auditory skills beyond which can be explained by his 'hearing age'. He is therefore 13 months delayed in auditory skill development compared to age peers.
- Mrs. Cooper commented that they **focused on language during early intervention not listening specifically.**

TEN LEVELS OF DEVELOPMENT FOR 0-3- Willy

A= Acquired; I = Inconsistent; E= Emerging

Handout

AUDITORY SKILLS CHECKLIST

Child's Name Willy Birth Date: ____ Person Reviewing Skills: ____

Dates Auditory Skills Reviewed: ____

Directions: Skills should be checked-off only if the child responds or has responded using auditory-only clues, without any visual information available. Although these skills are listed in a relatively typical order of development, it is common for children to increase in the depth of their development in previously acquired skills while learning skills at more advanced levels. Work on skills from one or two levels at a time. A child's rate of progression can depend on cognitive ability, the ability to attend for periods of time, vocabulary size, ability to point, etcetera. Every time you monitor auditory skill development, check off changes in the child's ability to respond or perform each skill that is being worked on. Estimates of percent of the time the child is seen to respond are approximations only based on the observation of the parents and others who regularly interact with the child. In subsequent reviews of the child's auditory skill development check off progress made (e.g. add check to E column if child is seen to begin to respond or demonstrate skill).

NOT PRESENT (0-10%) E = EMERGING (11 – 35%) I = INCONSISTENT (36-79%) A = ACQUIRED (80-100%)

E √	I √	A √	AUDITORY SKILL	EXAMPLE	APPROX DATE ACQUIRED
			LEVEL ONE		
		X	Child wears hearing aids or implant all waking hours	Hearing aids worn at all times except for naps and bathing.	
	X		Awareness to sound: Child nonverbally or verbally indicates the presence or absence of sound.	Child's eyes widen when she hears her mother's voice.	
		X	Attention to sound: Child listens to what he hears for at least a few seconds or longer.	Child pauses to listen to father's voice.	
		X	Searching for the source of sound: Child looks around, but does not necessarily find sound source.	Child glances or moves in search of the sound.	
		X	Auditory localization: Child turns to the source of sound.	Child turns to Mom when she calls her.	
			LEVEL TWO		
X			Auditory feedback: Child uses what he hears of his own voice to modify his speech, so that it more closely matches a speech model.	Parent says ee-oh-ee and child imitates. Parent says woof-woof and child imitates	
	X		Auditory discrimination of nonlinguistic sounds and suprasegmental aspects of speech: Child perceives differences between sounds or sound qualities, such as loudness, long/short, pitch.	Child indicates which toys from 2 available made a loud sound.	
X			Distance hearing: Child responds at increasing distances from the source of the sound.	Mother calls child from another room, and she hears her.	
	X		Auditory association of environmental, animal or vehicle sounds, and/or familiar person's voices.	Child identifies dog barking, points to the dog. Child hears Dad's car and smiles because she knows Dad is now home.	

http://successforkidswithhearingloss.com/listening-development/

LEVELS OF AUDITORY DEVELOPMENT FOR 0-3: SUMMARY → Willy

E √	I √	A √	AUDITORY SKILL
			LEVEL ONE
		X	Child wears hearing aids or implant all waking hours
	X		Awareness to sound: Child nonverbally or verbally indicates the presence or absence of sound.
		X	Attention to sound: Child listens to what he hears for at least a few seconds or longer.
		X	Searching for the source of sound: Child looks around, but does not necessarily find sound source.
		X	Auditory localization: Child turns to the source of sound.
			LEVEL TWO
X			Auditory feedback: Child uses what he hears of his own voice to modify his speech, so that it more closely matches a speech model.
	X		Auditory discrimination of nonlinguistic sounds and suprasegmental aspects of speech: Child perceives differences between sounds or sound qualities, such as loudness, long/short, pitch.
X			Distance hearing: Child responds at increasing distances from the source of the sound.
	X		Auditory association o' environmental, animal or vehicle sounds, and/or familiar person's voices.

Inconsistently acquired skills in **Level One and Level Two** are *not shown by Auditory Perception Checks* (ELFLING, IOWA, GASP I, etc.)

Inconsistency or slowness to process is key, *especially for children with additional developmental delays*.. So you need more task specific goals:

http://successforkidswithhearingloss.com/listening-development/

II. AUDITORY SKILLS/PHONOLOGIC AWARENESS

Willy – based on Auditory Skills Checklist

LISTENING OBJECTIVES: Willy will be able to:

- Responds to name;
- Repeats all vowels (identifies)
- Repeats vowels presented once in quiet
- Repeats vowels presented at a distance of 4-8 feet
- **"Counts" (taps) syllables to 4**
- **Discriminates patterns of syllables in 4 element variations of duration and intensity**

ACTIVITIES:

HOME: Willy gets to throw a basketball in hoop for responding to name and repeating vowels at 4ft, 6 ft. and 9 ft in quiet.

SCHOOL: DASL CURRICULUM

Phonetic Listening #6:

Taps # of syllables heard

Phonetic Listening #8:

Repeats 4 element patterns of CV syllables e.g. "ba-baaa-baaa-ba"!

AUDITORY SKILLS- Levels 1, 2 Elise

A= Acquired; I = Inconsistent; E= Emerging

AUDITORY SKILLS CHECKLIST

Child's Name Elise Birth Date: _____ Person Reviewing Skills: _____

Dates Auditory Skills Reviewed: _____

Directions: Skills should be checked-off only if the child responds or has responded using auditory-only clues, without any visual information available. Although these skills are listed in a relatively typical order of development, it is common for children to increase in the depth of their development in previously acquired skills while learning skills at more advanced levels. Work on skills from one or two levels at a time. A child's rate of progression can depend on cognitive ability, the ability to attend for periods of time, vocabulary size, ability to point, etcetera. Every time you monitor auditory skill development, check off changes in the child's ability to respond or perform each skill that is being worked on. Estimates of percent of the time the child is seen to respond are approximations only based on the observation of the parents and others who regularly interact with the child. In subsequent reviews of the child's auditory skill development check off progress made (e.g. add check to E column if child is seen to begin to respond or demonstrate skill).

NOT PRESENT (0-10%) E = EMERGING (11 – 35%) I = INCONSISTENT (36-79%) A = ACQUIRED (80-100%)

E √	I √	A √	AUDITORY SKILL	EXAMPLE	APPROX DATE ACQUIRED
			LEVEL ONE		
		X	Child wears hearing aids or implant all waking hours	Hearing aids worn at all times except for naps and bathing.	
		X	Awareness to sound: Child nonverbally or verbally indicates the presence or absence of sound.	Child's eyes widen when she hears her mother's voice.	
	X		Attention to sound: Child listens to what he hears for at least a few seconds or longer.	Child pauses to listen to father's voice.	
		X	Searching for the source of sound: Child looks around, but does not necessarily find sound source.	Child glances or moves in search of the sound.	
		X	Auditory localization: Child turns to the source of sound.	Child turns to Mom when she calls her.	
			LEVEL TWO		
X			Auditory feedback: Child uses what he hears of his own voice to modify his speech, so that it more closely matches a speech model.	Parent says ee-oh-ee and child imitates. Parent says wool-wool and child imitates	
		X	Auditory discrimination of nonlinguistic sounds and suprasegmental aspects of speech: Child perceives differences between sounds or sound qualities, such as loud/soft, high/low.	Child indicates which toys from 2 available made a loud sound.	
	X		Distance hearing: Child responds at increasing distances from the source of the sound.	Mother calls child from another room, and she hears her.	
		X	Auditory association of environmental, animal or vehicle sounds, and/or familiar person's voices.	Child identifies dog barking, points to the dog. Child hears Dad's car and smiles because she knows Dad is now home.	

Every child is unique and progresses at his or her own rate. Children may acquire skills out of sequence while progressing through the levels. Remember to periodically check on the presence of skills that were not previously observed. It is also possible for children to occasionally appear to regress in already acquired skills, especially when they have experienced a sudden growth in vocabulary or other skill development.

AUDITORY SKILLS CHECKLIST Levels 3,4, 5

A= Acquired; I = Inconsistent; E= Emerging Elise

E √	I √	A √	AUDITORY SKILL	EXAMPLE	APPROX DATE ACQUIRED
			LEVEL THREE		
		X	Auditory identification or association of different-sounding and familiar words and phrases – OBJECTS – closed set	Child has 3 favorite toys on the floor and gives one to the parent when it is named.	
		X	Auditory identification or association of different-sounding and familiar words and phrases – OBJECTS – open set	In the grocery store parent asks child to help find the apples.	
		X	Auditory identification or association of different-sounding and familiar words and phrases – COMMON PHRASES – closed set	Child responds by clapping when parent says "Patty Cake" (no motions) or raises arms when parent says "So Big!"	
		X	Auditory identification or association of different-sounding and familiar words and phrases - SIMPLE DIRECTIONS – closed set	Child is in getting dressed with clothes laid out; parent asks child to give her the socks.	
			LEVEL FOUR		
		X	Auditory identification or association of different-sounding and familiar words and phrases – COMMON PHRASES OR SIMPLE DIRECTIONS – open set	"Where's Daddy?" "Owl My finger hurts!" "Give mommy a kiss!" Upon entering the bedroom, parent asks child to get his socks.	
	X		Discrimination of words on the basis of segmental features: indicate words with different vowels but the same initial or final consonants	Child can hear the difference between words like bat, bits, boat, bee	
	X		Conditional response to sound (if 18 month or older): Child conditions to respond to the presence of sound.	Child claps when he perceives any or all of Ling's sounds (oo, ah, ee, sh, s, m)	
	X		Discrimination of words on the basis of segmental features: indicate different manner of consonants but same vowels	Child can tell difference between words like see, knee, bee	
			LEVEL FIVE		
X			Discrimination of words on the basis of segmental features: indicate same vowels, but consonants differ in voicing	Child can tell difference between sue-zoo; cap-cab; curl-girl	
X			Discrimination of words on the basis of segmental features: indicate words with different manner and place of consonants but same vowel sound	Child can tell difference between words like hill, still, pill	
	X		Auditory recall: Child remembers groups of words that contain TWO CRITICAL ELEMENTS	Child is 'helping' to set the table and has big and little spoons and forks. Child can bring a big spoon to the parent.	
	X		Auditory recall: Child remembers groups of words that contain THREE CRITICAL ELEMENTS	Big red ball, little blue car, big red car, little blue ball	

II. AUDITORY DEVELOPMENT: based on Speech Perception, Performance Review, *and* Auditory Skills Development Results: Elise

GOALS: Elise will be able to:

- Attend for more than a few seconds to quiet sounds
- Respond at increasing distances
- Use voice feedback to modify listening accuracy and speech
- Discriminate words differing in consonant voicing

OBJECTIVES: Elise will…..

- Attend to quiet sounds for 15 mins. in the context of play with high interest speech apps
- Turn to her name with 90% accuracy if called with moderate vocal intensity from across the room to come get her snack
- Correct errors of misperception after hearing spoken model 8/10 times
- **Choose picture or word heard in medium closed set of 4 choices**

II. AUDITORY DEVELOPMENT: based on Speech Perception, Performance Review, & Auditory Skills Results Elise

GOALS*: Elise will:

- Recall groups of words that contain two elements
- Recall groups of words that contain three critical elements

OBJECTIVES: Elise will be able to:

- Recall simple directions with two elements w/90% accuracy
- **Follow directions that contain three critical elements with 90% accuracy.**

*Verified also by results of **Sentence Memory Sub-Test** of **TAPS 3-Test of Auditory Processing**. Elise does not include two key elements in short repeated sentences.

II. AUDITORY DEVELOPMENT (cont'd.) Elise

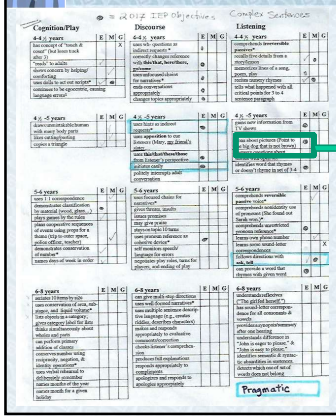
OBJECTIVES:

- Attend to quiet sounds for 15 mins. in the context of play with high interest speech apps
- Turn to her name with 90% accuracy when called with moderate intensity from across the room to come get her snack
- Correct errors of misperception after hearing spoken model 8/10 times
- Choose picture or word heard in medium closed set choices

ACTIVITIES:

1. **READING:** Pre- Recorded Words/Phrases/ Short Stories on Computer or I-Pad to complete assignment for reward of getting to put word on word wall.
2. **SNACK**: Teacher will call Elise along with each member of group in order to come to the snack table.
3. **SPEECH:** In 1:1 interaction, Elise self-corrects spoken model heard after speaker repeats her sound, word, or language target correctly.
4. **STORY: CAST or COMPASS CARDS chosen for specific target words or from story context.**(Talk tomorrow)

Auditory Development & Language- Elise



Auditory "skills" and **Language Comprehension** should be coordinated following assessment.

Complex spoken directions require listening, interacting, and recalling critical elements!

Comprehends complex directions about pictures: Example: "Point to the BIG *dog* that is NOT BROWN." (3-4 elements)

AUDITORY DEVELOPMENT ACTIVITY

2- 4 minutes timed

HANDOUT – CASLLS results for Elise

DIRECTIONS: Write 3 sentences as a group at your table. Each sentence requires the child to manipulate toys in directions requiring recall of two to four critical elements labeled for you. (e.g. object, color, size, location).

Role play: "Child" manipulates up to two objects and two locations using felt pieces, pictures, or toys on your table.

Phonological Awareness

Auditory Learning DEVELOPMENTAL SKILLS Support Literacy

Rate of processing sequential phonemes in memory (affects working memory)

Fluency with phonemic blending, segmentation, and manipulation

Meta-linguistic awareness [alphabetic principle]

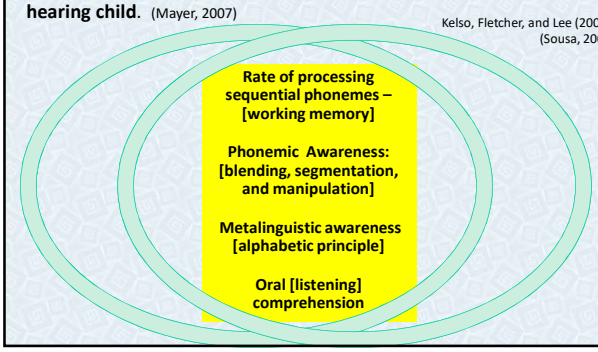
Oral [listening] comprehension

Mayer (2007); Kelso, Fletcher and Lee (2007); Sous (2005), Ravchew (2007); Storch and Whitehurst (2002)

Phonological Learning Supports Literacy

An auditorily based reading program for a **deaf child and hard of hearing child** will have much in common with a program for a **hearing child**. (Mayer, 2007)

Kelso, Fletcher, and Lee (2007); (Sousa, 2005)



Simple to Complex Phonemic Awareness Skills in Words

- Rhyming *
- Identifying Initial Sound and Rimes
- Sound blending *
- Identifying Isolated Sounds in words
- Sound segmentation of words *
- Sound Manipulation and transformation

* More intense FOCUS

Griffith, P. and Olson, M. (2004)

National Reading Panel, 2000

Phonemic Awareness instruction is most effective when:

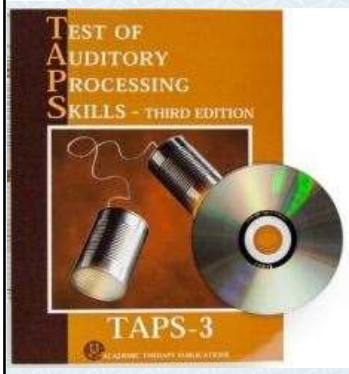
- Instruction is focused on 1 or 2 skills rather than a multi-skilled approach. (*Blending* and *Sound Segmenting* are the most powerful Phonemic Awareness skills)
- Children are taught in small groups (although instruction may be done with the whole class)
- Instruction is based on students' needs assessments (i.e., levels of difficulty and specific skills proficiency)
- Children are taught to manipulate phonemes with letters
- Single sessions last no more than 30 minutes (although 15-20 minutes may be more realistic)

Auditory Foundations/Literacy Classroom Resources

Phonemic Awareness (Auditory) Curricula

1. ***HearBuilder* Phonological Awareness** (2009) Super Duper www.superduperinc.com
2. **Patricia C. Lindamood & Phyllis D. Lindamood (2011)** LiPS-4 (LiPS: The Lindamood Phoneme Sequencing® Program for Reading, Spelling, Speech - Fourth Edition
3. **Adams, M. et al. Phonemic Awareness in Young Children** (1998) Baltimore: Paul H. Brookes Publishing Co ISBN 1-55766-321-1
4. **Michael Haggerty (2013) Spanish and English Phonemic Awareness Complete Curricula** http://www.literacyresourcesinc.com
5. **Reading Rockets WETA (2013)** Washington D.C. http://www.readingrockets.org

TAPS 3



AGES 4-19 years

Measures:

- **phonologic ability**
  - **Word discrimination**
  - **Segmentation**
  - **Blending**
- **memory**
  - **Forward & reversed**
  - **Word**
  - **Sentence**

Includes higher level functions of understanding spoken language:

- **auditory cohesion**
  - **Comprehension**
  - **Reasoning**

TAPS Results- Elise

RESULTS :

Word Discrimination:
9/10 words that are same
8/22 words that are different

Phonological Segmentation: = 5/35
Cannot do any but first 5 items
TRIAL LEARNING: can delete ending syllables in words when put into a melody)

Phonological Blending: = 5/35 Can do a few words for which she is able to discriminate vowels and consonants or is familiar with vocabulary; (cannot hold 4 phonemes in mind required beginning w/Item "9."

Percentile Rank	Scaled Score
2	4
5	5
9	6

Phonological Index Standard Score 75

TAPS Results- Elise

RESULTS :

Number Memory Forward: = 5/16
can recall two and three numbers but not four numbers beginning w/Item #5

Number Memory Reversed = 3/16
Tries to recall the first few items, but cannot recall or reverse four numbers beginning at Item #5

Word Memory = 5/15 (cannot pass 3 examples of words)

Sentence Memory: = 5/28
correct recall (Her ceiling is 4-word sentence.. She could do only 3 test items

Percentile % ile Rank	Scaled Score
<1	2
5	5
<1	2
<1	2

Auditory Memory Index Standard Score 64

TAPS Results- Elise

RESULTS:

Auditory Comprehension:
5/32

Auditory Reasoning:
1/32

Requires a great deal of working memory for longer more complex sentences, beginning with Item 5.

Percentile Rank	Scaled Score
16	5
16	7

Auditory Cohesion Index Standard Score 80

III. PHONEMIC AWARENESS OBJECTIVES –

OBJECTIVES:
Elise will be able to:

1. Blend 3 and 4 sounds into words
2. Detect and divide words into syllables.
3. Identify syllables as parts of words

Elise

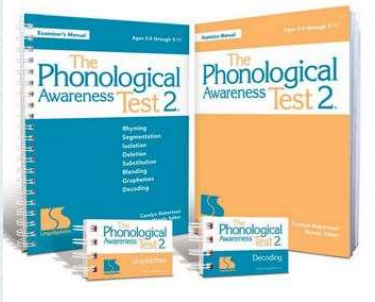
ACTIVITIES:

1. **Phonemic Blending**: Build a word with colored blocks for phonemes; build group (class) spider web by adding sounds to build up words
   e.g., [b] [a] [r] = [bar] + [k] = "bark"

2. Syllable segmentation: "Troll Talk" ("tel-e-phone;" "bi-cy-cle.")

3. Identify Syllables in Words: Clap hands singing word songs and rhymes
"Far-mer in the dell… Far-mer in the dell… Hi-Ho the dairio, the Far-mer in the dell. "Do you know the muf-fin man, the muf-fin man, the muf-fin man..."

Phonological Awareness Test (PAT-2)



Age 5-9 years
-rhyming
-segmentation
-isolation
-deletion
-substitution
-blending
-graphemes
-decoding
-invented spelling

(P.A.T.) Phonological Awareness Test 2- Elise

PAT 2 (Sub-Test):
RHYMING

Discrimination of Words that Rhyme = 20% ile
(A.E. = 48 mos.)

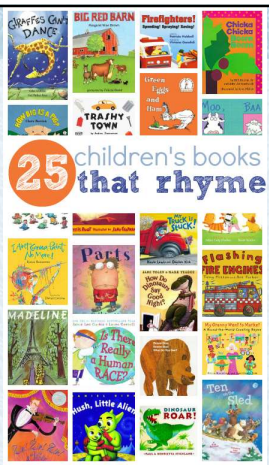
Production of Words that Rhyme = 10% ile
(A.E. = 48 mos)

Elise's language listening experiences, ***goals, and objectives need to be more intensive*** in order for her to master the phonemic awareness, discrimination, rhyming, blending, and word analysis skills that predict reading success.

Auditory based Rhyming is Integrated into Beginning Reading books for a reason!

↓

Listening Experience facilitates comprehension!

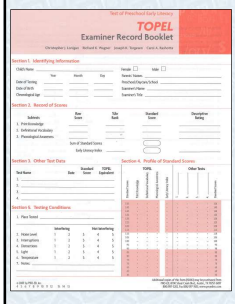


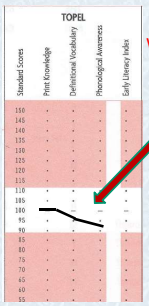
TOPEL Test

Test of Preschool Early Literacy (36-73 months)

- **Subtest 1: Print Knowledge** — 36 items; measures alphabet knowledge and early knowledge about written language conventions and form; the child is asked to identify letters and written words, point to specific letters, names specific letters, identify letters associated with specific sounds, and say the sounds associated with specific letters
- **Subtest 2: Definitional Vocabulary** — 35 items; measures single-word oral vocabulary and definitional vocabulary (assesses both surface and deep vocabulary knowledge); the child is shown a picture and asked to tell what the picture is, and to describe one of its important features
- **Subtest 3: Phonological Awareness** — 27 items; measures word elision and blending abilities; the child is asked to say a word, then say what is left after dropping out specific sounds (elision) for the first 12 items; the child is asked to listen to separate sounds and combine them to form a word (blending) for the remaining 15 items.

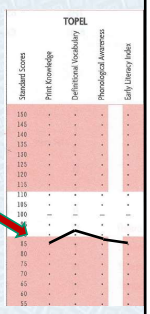
Test of Preschool Early Literacy





Willy
Average skills for a 3y 2m

Elise
Age 6.1 compared to norms for 5y11m



III. PHONEMIC AWARENESS OBJECTIVES – (continued) Elise

OBJECTIVES: Elise will be able to:

4. Segment words into phonemes

5. Manipulate syllables in words

ACTIVITIES:

4. Phonemic Segmentation- Use auditory-oral modelling and supplement with **colored lego blocks** to show how words can be taken apart. **Boggle app.**

5. Phonemic Manipulation- (addition, subtraction of word parts) Look Who's Listening-game (SSCHL product)

BRIDGING TEST RESULTS FOR Willy

- Although Willy scores in "average range" on the **Test of Preschool Emergent Literacy (TOPEL),** as a child with hearing loss, he should be *monitored carefully for progress and re-assessed at 3:6 yrs.*

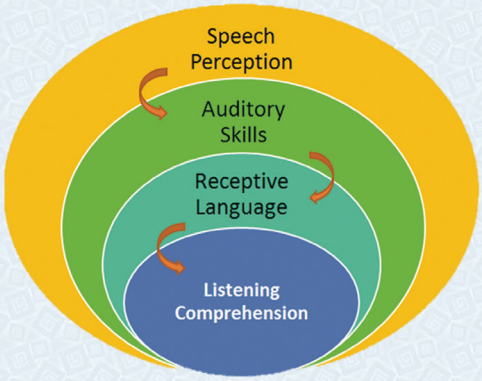
SUGGESTED ACTIVITIES: ("Average" Pre-School 3)

- Exposure to songs, rhymes and finger plays with rhymes and onomatopaeias. RECALL PREVIOUS ACTIVITY
- Sentence completion such as "Hickory Dickory Dock, The mouse ran up the -----!" ("clock")

BREAK TIME!

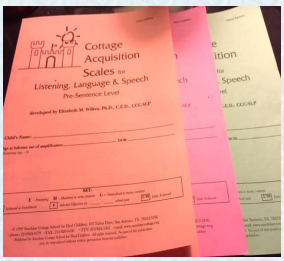
Language use and processing

Language Processing and Use



Assessment Language Processing and Use

Cottage Acquisition Scales for Listening, Language & Speech (CASLLS) -- Criterion referenced assessments for 5 different stages up to 8 yrs.



Detailed view; effective to identify developmental delays in skill areas most impacted by hearing loss

GOOD for monitoring progress over time!

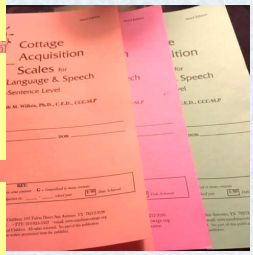
Listening, Language Processing, and Use

- **CASLLS- (1999) Cottage Acquisition Scales for Listening, Language & Speech-** Beth Wilkes, Ph.D.

Pre-Verbal Level (Birth – 12 mos.)

Sounds & Speech (Duration, Loudness, Pitch, Vowels & consonants, IPA

Pre-Sentence Level: First Words and Combinations (12- 24 months



Simple Sentence Level 24-48 Months:

Complex Sentence: Includes Pre-School Developmental Expectations

LANGUAGE PROCESSING: **CASLLS**

Willy (27 mos. Hear Age) Pre-Sentence Level RESULTS

- COGNITION AND PLAY (18-24 mos) = 100%
- **LISTENING** **(21-24 mos) 3/8 = 37%**
  (24-30 mos) 4/8 = 50%
- LINGUISTIC MEANING (21-24 months) = 100%
- **EXPRESSIVE SYNTAX (21-24 mos) 3/6 = 50%**

LINGUISTIC PROCESSING- CASLLS

Willy (C.A. = 36 mo*)

"Simple Sentence Level" (*H.A. = 27 mo.s)

RESULTS:

NOUN & NOUN MODIFIERS (30 - 36 mos.) 3/7 = 43%

PREPOSITIONS & PRONOUNS (24-30 mos.) 3/7=43%

VERBS & MODALS (24-30 mos.) 4/7 = 57%

TENSE & NEGATION (24-30 mos). 4/5= 80%

LINGUISTIC PROCESSING

GOAL: Willy will increase comprehension and expression of language concepts by increasing accuracy of vocabulary, syntactic form, including word, phrase, and sentence structures.

PRE-SENTENCE LEVEL:

LISTENING (Auditory)
EXPRESSIVE SYNTAX

SIMPLE SENTENCE LEVEL
NOUNS & NOUN MODIFIERS
PREPOSITIONS & PRONOUNS
VERBS & MODAL
TENSE & NEGATION

EMERGING COMPLEXITY QUESIONS

LINGUISTIC PROCESSING- CASLLS

Willy (C.A. 36 mos.) OBJECTIVES: Simple Sentence

NOUN & NOUN MODIFIERS (30 - 36 mos.)
- Many, all, a lot of = quantities
- Definite article "the"
- Indirect object "Give [take, show] x to x."

PREPOSITIONS & PRONOUNS (24-30 mos.)
- my, your - One, just one

VERBS & MODALS (24-30 mos.)
-NP + be + Location (That boy is here.)
-NP + copula + equivalent (The winner is Johnny. That boy is he.)

TENSE & NEGATION (24-30 mos.)
"-ing" in phrases (w/out and w/auxiliary verb "is/are")

IV. LANGUAGE PROCESSING GOALS

OBJECTIVES: **Willy: Pre-School** ACTIVITIES:

LINGUISTIC MEANING: (24- 30 mos.)
Size, Location, Possessive
Activity #1, #2

NOUN & NOUN MODIFIERS (30 - 36 mos.)
- Many, all, a lot of = quantities
- Definite article "the"
- Ind. object "Give [take, show] x to x."
- Activity #1, # 2

PREPOSITIONS & PRONOUNS (24-30 mos.)
- my, your - One, just one
- Activity #3

1. **Block play**: Model verbal description of "big" and "little pieces". "There are many ***BIG ones*** and ***many LITTLE*** ones, but ***NOT many*** blue ones. Here is a blue **one**!"
2. **Farm Animal Play**: Follow directions and reciprocate in structured play: "Put ***the horse (many animals, a lot of sheep)*** in *the* barn!" "Uh-oh. What's not here? ("***The horse***" "*the* pig," etc.)
3. **Lego Play:** Divide blocks possession by colors. Give the blue block to her. "***This one*** is ***my*** block. Where is ***your*** red block? Is it ***this one***? "

IV. LANGUAGE PROCESSING GOALS

OBJECTIVES: **Willy: Pre-School** ACTIVITIES:

VERBS & MODALS (24-30 mos.)

-NP + be + Location (That boy is *here*.)

-NP + copula + equivalent (That boy is *he*.)

TENSE & NEGATION (24-30 mos.)

"-ing" in phrases (w/out and w/auxilliary verb "is/are")

Model sentence structure in context of pictures at show and tell, calendar time, recess, or reading. "The day is Wednesday" or "The winner is Johnny."

Play hidden actions using barrier board, common characters and objects. "Listen…***What is Elmo (the boy, baby, etc.) doing?"*** Give a hint and a model sentence. "Elmo is on the bed." ..Yes, you guessed it. ***He IS sleeping***!" Then role switch.

LINGUISTIC PROCESSING AND USE - CASLLS

Elise (6 yr. 1 mo.) RESULTS: Complex Sentence Level-

COGNITION/PLAY (48 -60 mos.) 3/7 = 43 % … not pretending with books, not fully engaging or sharing in play requiring taking turns.

DISCOURSE (48- 54mos.) = 0 % ….not engaging in conversation

LISTENING (4.5 – 5 yrs) = 0%; (5 – 6 yrs.) 3/7 = 43 % … not attending 3-4 sentence paragraphs, nor answering questions from stories

NOUN, NOUN MODIFIERS, & RELATIVE CLAUSES (4-5 yrs.) 6/9 = 66% … emerging not yet mastered; 50% (5-6 years)… Gaps in learning!

PREPOSITIONS & PRONOUNS (4- 5 yrs.) 7/10 items = 70%

VERBS, ADVERBS, & INFINITIVES (4-5 yrs) 6/7 items = 86 %; (5-6 yrs) 3/6 items = 50%

TENSE & NEGATION & MODALS (4.5 – 5 yrs.) 4/6= 66%

Elise's Language RESULTS

Elise (6 yr. 1 mo.) RESULTS: Complex Sentence Level-

COGNITION/PLAY (48-60 mos.) 3/7 =43 % . . .not pretending with books, not fully engaging or sharing in play that requires taking turns.

DISCOURSE (48-54mos.) 0 % ….just not engaging in conversation

LISTENING (4.5 - 5 yrs) = 0%; (5-6 yrs.) 3/7 = 43 % …not attending to 3-4 sentence paragraph, stories, or answering questions from stories

Set Elise's Possible Language Goals

- COGNITION/PLAY (48-60 mos.) 43 %
- DISCOURSE (48- 54mos.) = 0 %
- LISTENING

(4.5 - 5yrs) = 0%;

(5.0 - 6 yrs.) = 43 %

Set Elise's Language Goals (IF TIME)

Noun, Noun Modifiers, Relative Clauses

(4-5 yrs.) = 66% of items … emerging not mastered

(5-6 yrs) = 50% of items … gaps in learning!

PREPOSITIONS & PRONOUNS

(4- 5 yrs.) = 70% of items

VERBS, ADVERBS, & INFINITIVES

(4-5 yrs): 6/7 items = 86 %; (5-6 yrs): 3/6 items = 50%

TENSE & NEGATION & MODALS (4.5 – 5 yrs.) 4/6= 66%

LINGUISTIC PROCESSING- CASLLS - Elise (6:1)

Complex Sentence OBJECTIVES: Elise will be able to:

COGNITION/PLAY 48-60 mos …Engage in conversation in directed peer role play with rhymes, books and stories

DISCOURSE 48- 54 mos …Engage in conversation and initiate when prompted in order to introduce topics (ideas)

LISTENING 5 -6 yrs. …. Recall story details, identify word parts, respond by pointing to favorite story parts

NOUN MODIFIERS, RELATIVE CLAUSES (4-5 yrs.,5-6 yrs.) Comprehend and use superlative – est, comparatives: better/best, worse/worst

LINGUISTIC PROCESSING- CASLLS - Elise (6:1)

Complex Sentence OBJECTIVES "Elise " will be able to:

PREPOSITIONS & PRONOUNS 4- 5 yrs.

Expand corpus of prepositions (about, along, except, until, before, after, over)

VERBS, ADVERBS, INFINITIVES 4-5 yrs.

Use infinitives in indirect discourse: e.g. "He asked her *to sit down*."

TENSE, NEGATION & MODALS 4.5 – 5 yrs.

Use "did," "does," "doesn't" with verb, e.g." She does/doesn't work."

LANGUAGE PROCESSING- CASLLS

Elise (6 yr. 1 mo.) Complex Sentence Level Sample Activities:

1. COGNITION/PLAY (4-5 yrs.)
Engage in conversation in directed peer role play with rhymes, books and stories

2. DISCOURSE (48- 54 mos.)
Engage in conversation and initiate when prompted in order to introduce topics (ideas)

3. LISTENING (5 – 6 yrs.) recall story details
(a) Identify word parts: Syllables, **rhymes.**
(b) Respond by pointing to favorite story parts: events, pages, pictures

Handout

Read and Role Play: Read aloud and talk about the funny story: "Can I Play Too? (Mo Willems *) Mr. Elephant wants to play Catch with Piggie. Mr. Snake wants to play too. So he says "*Excuse me. Can I play too?*" Willems, Mo (2010) *Can I Play Too?* NY: Hyperion Books for Children

Model Conversational Turn with props on "stage" in pretend recess setting and then role switch. Teacher: "I want to play catch" Student: " OK." (Role Switch.)**

Talk about snake to model rhyming words: "He tried to catch *but* he had no arms. He did not give up. He laughed. How did he laugh? He said "*Hee- hee",* not "*me-me,"* and he said "*Ha- ha,"* not "*ta ta").* "He did not give up!" He kept trying! Poor snake: The balls went "*bonk", bonk* …and maybe "konk, konk." They went "*bump*" …and maybe ". *thump*" They tried a different way. Snake said "*wheee*" maybe "*seeee?*" (Repeat and leave off second rhyming word in sentence.)

****Vary game to model other requests in conversational turn**, such as "I want to play blocks"

Elise (6 yr. 1 mo.) Complex Sentence Level Sample Activities:

1.**COGNITION/PLAY-** Elise will engage conversationally in directed peer role play
Read and Role Play: Read aloud and talk about the funny story: "Can I Play Too? (Mo Willems) Mr. Elephant wants to play Catch with Piggie. Mr. Snake wants to play too. So he says "*Excuse me. Can I play too?"* Willems, Mo (2010) *Can I Play Too?* NY: Hyperion Books for Children

2. **DISCOURSE-** Elise will Engage in conversation; initiate when prompted
Model Conversational turn with props on "stage" in pretend recess setting and then role switch. Teacher: "I want to play catch." Student: " OK." (Role Switch.) Vary game to model requesting conversational turn, such as "I want to play blocks."

3. LISTENING -(a) Identify word **rhymes.** (b) recall story details **(c)** Point to story events
Story: Can I Play Too? (Elephant and Piggie Series) **"**He tried to catch *but* he had no arms. He did not give up. He laughed. How did he laugh? He said "*Hee- hee",* not "*me-me,"* and "*Ha- ha,"* not "*ta ta").* He kept trying! Poor snake: The balls went "*bonk", bonk* .."konk, ---." They went "*bump* ---- and "*thump*" ----. They tried a different way. Snake said "*wheee*" and"*seeee?"* (Repeat and leave off second rhyming word in sentence.)

LANGUAGE PROCESSING- CASLLS

Elise (6 yr. 1 mo.) Complex Sentence Level Sample Activities:

4. NOUN MODIFIERS, RELATIVE CLAUSES 4-5 yrs, 5-6 yrs, uses superlative – est, comparatives: "better/best, worse/worst"

5. PREPOSITIONS & PRONOUNS 4- 5 yrs
Use prepositions ("about, along, except, until, before, after, over")

6. VERBS, ADVERBS, & INFINITIVES (4-5 yrs) **Indirect discourse** of pre-guided questions and answers, retell story (e.g. Elephant and Piggy. (*Three Little Pigs*, *Three Bears, or Red Riding Hood,* other fairytales– initially may be too complicated, too many characters and actions.)

7. TENSE, NEGATION & MODALS (4.5 – 5 yrs.) "did," "did not" "does," "doesn't" + verb, e.g. " She does/doesn't work."

Elephant & Piggie: Can I play too?: Paraphrase syntax of story plot and model targeted language-- "Elephant felt ***badly,*** Piggie felt ***worse,*** but Snake felt ***the worst***!" (because he had no arms). Snake wanted to do **better** so they needed to change the plan!"

--Indirect discourse and Prepositions: "Snake ***asked to play*** catch *before* they begin throwing the ball. All the animals have arms ***except*** Snake! They could not help Snake play with them ***until*** *they* decided to throw and catch Snake."

-- Tense, Negation, Modals: "Snake ***doesn't catch*** the ball. Snake ***doesn't want*** to play anymore. Elephant and Piggy ***did not stop.*** They thought of another idea! It ***did work!***

BRIDGING LANGUAGE ASSESSMENT:

SUMMARY:

- Results demonstrate work must be *daily and intense* with **several objectives** for each student!
- **CONSULT WITH THE TEAM**: A few objectives will not help Willy make progress for more than a year in one year's time nor help Elise catch up one year delay to her hearing peers.
- Objectives can be addressed ***throughout the school day*** and activities monitored for success.

Pragmatic Language/Social and Emotional Development

Percentage of Pragmatic Language Items Mastered by Age for NH and HL Groups

http://successforkidswithhearingloss.com/pragmatics/

45 Pragmatics Questions

Typical development:

Uses complex language for 20 skills by age 3

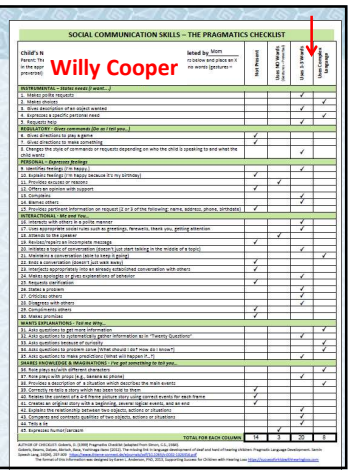
43 by age 4

44 by age 5

45 by age 6

Example:

Willy, age 35 months, had **8** items completed using complex language, 20 using 1-3 words.
Is this an issue?


SOCIAL COMMUNICATION SKILLS – THE PRAGMATICS CHECKLIST

Child's N
Parent: Tha
in the appr
prevents)

Willy Cooper

leted by Mom
ro below and place an X
ne words (gestures =

	Not Present	Uses NO Words (Gestures Only)	Uses 1-3 Words	Uses Complex Language
INSTRUMENTAL – States needs (I want…)				
1. Makes polite requests			✓	
2. Gives description of an object wanted			✓	✓
3. Gives description of an object wanted			✓	✓
4. Expresses a specific personal need			✓	✓
5. Requests help			✓	
REGULATORY – Gives commands (Do as I tell you…)				
6. Gives directions to play a game	✓			
7. Gives directions to make something	✓			
8. Changes the style of commands or requests depending on who the child is speaking to and what the child wants			✓	
PERSONAL – Expresses feelings				
9. Identifies feelings (I'm happy)			✓	
10. Expresses feelings (I'm happy because it's my birthday)	✓			
11. Provides excuses or reasons		✓		
12. Offers an opinion with support	✓			
13. Complains			✓	
14. Blames others			✓	
15. Provides pertinent information on request (2 or 3 of the following: name, address, phone, birthdate)	✓			
INTERACTIONAL – Me and You…				
16. Interacts with others in a polite manner			✓	
17. Uses appropriate social rules such as greetings, farewells, thank you, getting attention			✓	
18. Attends to the speaker		✓		
19. Revises/repeats an incomplete message	✓			
20. Initiates a topic of conversation (talks to others)			✓	
21. Maintains a conversation (talks to others)				✓
22. Has a conversation (doesn't just talk away)	✓			
23. Interjects appropriately into an already scheduled conversation with others	✓			
24. Makes apologies or gives explanations of behavior	✓		✓	
25. Requests clarification	✓		✓	
26. States a problem			✓	
27. Criticizes others			✓	
28. Disagrees with others			✓	
29. Compliments others	✓			
30. Makes promises	✓			
WANTS EXPLANATIONS – Tell me Why…				
31. Asks questions to get more information				✓
32. Asks questions to systematically gather information as in "Twenty Questions"			✓	
33. Asks questions because of curiosity				✓
34. Asks questions to problem solve (What should I do? How do I know?)				✓
35. Asks questions to make predictions (What will happen?…?)			✓	
SHARES KNOWLEDGE & IMAGINATIONS – I've got something to tell you…				
36. Role plays by with different characters				✓
37. Role plays with props (e.g., dolls or toy phone)			✓	
38. Provides a description of a situation which describes the main events				✓
39. Correctly retells a story which has been told to them	✓			
40. Retells the content of a 3-4 frame picture story using correct events for each frame	✓			
41. Creates an original story with a beginning, several logical events, and an end	✓			
42. Explains the relationship between two objects, actions or situations			✓	
43. Compares and contrasts qualities of two objects, actions or situations			✓	
44. Tells a joke			✓	
45. Expresses humor/sarcasm		✓		
TOTAL FOR EACH COLUMN	14	2	20	9

AUTHOR OF CHECKLIST: Gisbert, K. (1986) Pragmatics Checklist (adapted from Dixon, S.D., 1984)
Gisbert, Dixon, Dalton, Birch, Bay, Fullerton Davis (2012). The Missing link in language development of deaf and hard of hearing children: Pragmatic Language Development. Perspectives on Speech Lang. 33(04), 297-309 https://www.thieme-connect.de/ejournals/pdf/10.1055/s-0032-1329230.pdf
The format of this information was designed by Karen L. Anderson, PhD, 2015, Supporting Success for Children with Hearing Loss https://successforkidswithhearingloss.com

Why does Willy not perform well?

1. Pragmatic skills require higher than 27 months expressive language development which is his hearing age at this time… Willie is still working on age 24 mos. language goals!

   → He could be (is) missing *sufficient* development of processing and *expression of social communication.*

2. He is not taking an interest in responding

   → He may need higher *motivational and deliberately structured learning experiences*.

V. SOCIAL LANGUAGE/PRAGMATIC SKILLS
The Pragmatics Checklist

"NOT present" or "MINIMAL" (1-3 words) :

Instrumental and Regulatory
- Gives description of object wanted
- Give directions to play or make something

Personal
- Identifies and explains feelings
- Provides name, address, phone, birthdate

Interactional
- Attends to the speaker
- Revises an incomplete message
- Requests clarification
- States a problem Maintains a conversation

Handout

Objectives: Willy will be able to….

→ Use vocabulary for descriptive language by listening to descriptions and asking questions

→
1. Express emotions (24 -30 mos.) with language
2. State personal information.

→
1. Express connection with conversational partner for at least two turns.
2. Request clarification*
3. Clarify by repeating a word, phrase or sentence

* **See** ADVOCACY **also**

V. SOCIAL LANGUAGE/PRAGMATIC SKILLS

Pragmatic Weaknesses: NOT present or MINIMAL (1-3 words) Elise

PRAGMATIC GOALS:

WANTS EXPLANATIONS:
*Asks questions to get more information
*Asks questions to make predictions

SHARES KNOWLEDGE AND IMAGINATION:
*Correctly retells story that has been told to her
*Explains the relationship between two objects, actions, or situation

*Higher level pragmatics works well if you plan the activities in the context of developing syntactic (language) objectives

ACTIVITIES:
1. Ask questions using vocabulary in targeted syntactic form: **e.g. "Is it VERB ing?" or Is it ADJ?"** to guess an object in barrier board game. Play "**Hedbanz**" or **"Guess Who?"** game with reward for asking questions that predict correct answer.
2. Student is challenged to retell events in story and to compare descriptions of two characters' actions.

PRAGMATIC/SYNTAX ACTIVITY

GOAL: Asks questions to get more information

ACTIVITY: Ask questions of peer using vocabulary in targeted syntactic form: **e.g. "Is it VERB ing?" or Is it ADJ?"** to guess an object in barrier board game.

GAME FOR ELISE AND WILLY

MODIFIED GUESSING FOR Three and Four Yrs. Old:

http://www.hedbanz.com

SYNTACTIC FORM

STATEMENTS :

(1) You are made of ----
(2) You rhyme with ----
(3) You are bigger than a --- and smaller than a ----
(4) You like to ----- and ------.
(5) It is VERBing.
(6) It is ADJECTIVE.

QUESTIONS:

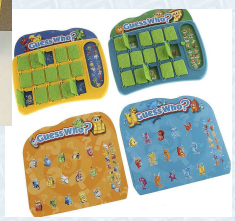
(1) Do I like to ----?
(2) Am I bigger than ------?
(3) Where do I live?
(4) Does it (grow)?
(5) Is it VERB ing?
(6) Is it ADJECTIVE?

V. SOCIAL LANGUAGE/PRAGMATIC SKILLS Elise

Pragmatic Language Development Materials:

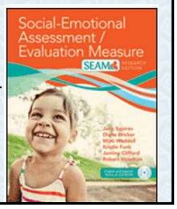
- GUESS WHO?
- HEDBANZ

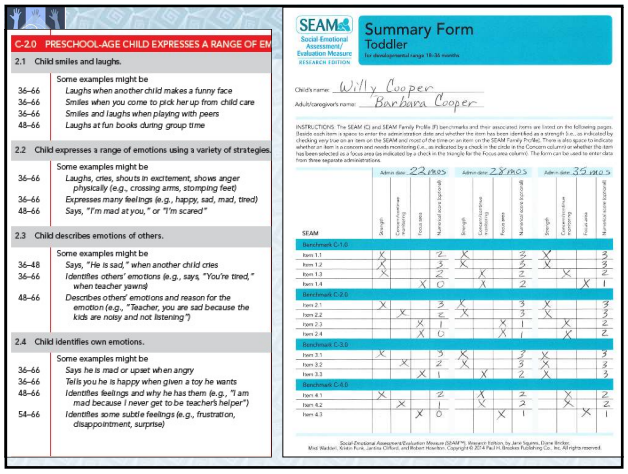
Original



Social-Emotional Assessment/Evaluation Measure (SEAM)

- Psychometrically sound tool for assessing and monitoring functional social-emotional development in infants through preschool.
- Completed by families or the preschool teacher
- Ideally, an integrated part of the EI program so that this info can be considered as part of transition at age 3
- English/Spanish
- Infant, Toddler and Preschool forms
- With ages and without ages specified for each skill
- All materials come on CD





C-2.0 PRESCHOOL-AGE CHILD EXPRESSES A RANGE OF EM

2.1 Child smiles and laughs.

Some examples might be

36–66 *Laughs when another child makes a funny face*
36–66 *Smiles when you come to pick her up from child care*
36–66 *Smiles and laughs when playing with peers*
48–66 *Laughs at fun books during group time*

2.2 Child expresses a range of emotions using a variety of strategies.

Some examples might be

36–66 *Laughs, cries, shouts in excitement, shows anger physically (e.g., crossing arms, stomping feet)*
36–66 *Expresses many feelings (e.g., happy, sad, mad, tired)*
48–66 *Says, "I'm mad at you," or "I'm scared"*

2.3 Child describes emotions of others.

Some examples might be

36–48 *Says, "He is sad," when another child cries*
36–66 *Identifies others' emotions (e.g., says, "You're tired," when teacher yawns)*
48–66 *Describes others' emotions and reason for the emotion (e.g., "Teacher, you are sad because the kids are noisy and not listening")*

2.4 Child identifies own emotions.

Some examples might be

36–66 *Says he is mad or upset when angry*
36–66 *Tells you he is happy when given a toy he wants*
48–66 *Identifies feelings and why he has them (e.g., "I am mad because I never get to be teacher's helper")*
54–66 *Identifies some subtle feelings (e.g., frustration, disappointment, surprise)*

SEAM Social Emotional Assessment/ Evaluation Measure RESEARCH EDITION

Summary Form
Toddler
for developmental range 18-36 months

Child's name: Willy Cooper
Adult/caregiver's name: Barbara Cooper

INSTRUCTIONS: The SEAM (C) and SEAM Family Profile (F) benchmarks and their associated items are listed on the following pages. Beside each item is space to enter the administration date and whether the item has been identified as a strength (i.e., as indicated by checking very low on an item on the SEAM) and most of the time or an item on the SEAM Family Profile. There is also space to indicate whether an item is a concern and needs monitoring (i.e., as indicated by a check in the circle in the Concern column) or whether the item has been selected as a focus area (as indicated by a check in the triangle for the Focus area column). The form can be used to enter data from three separate administrations.

SEAM	Admin date: 22 mos. Strength	Concern/monitor	Focus area	Numerical score (optional)	Admin date: 28 mos. Strength	Concern/monitor	Focus area	Numerical score (optional)	Admin date: 35 mos. Strength	Concern/monitor	Focus area	Numerical score (optional)
Benchmark C-1.0												
Item 1.1	X			2	X			3	X			3
Item 1.2	X			3	X			3	X			3
Item 1.3	X			2		X		2		X		2
Item 1.4			X	0		X		2			X	1
Benchmark C-2.0												
Item 2.1	X			3	X			3	X			3
Item 2.2		X		2	X			3	X			3
Item 2.3			X	1			X	1		X		2
Item 2.4			X	0			X	1		X		2
Benchmark C-3.0												
Item 3.1	X			3	X			3	X			3
Item 3.2		X		2	X			3	X			3
Item 3.3			X	1		X		2	X			3
Benchmark C-4.0												
Item 4.1	X			2	X			2		X		2
Item 4.2		X		1	X			2		X		2
Item 4.3			X	0		X		1			X	1

Social Emotional Assessment Toddler Example: SEAM (18-36 mos.) →Goal Areas

Willy (age 36 mos.)

Toddler: Item 1.4
Concern- Initiates and responds when you communicate - "Concern"

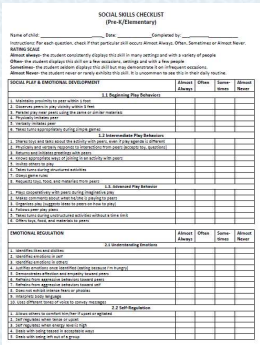
Toddler: Item 2.3, 2.4
Identifies own emotions with and without help "Concern"-

Long Term Goal: Willy will ask questions in conversational interaction with an adult

Long Term Goal: Willy identifies and expresses emotions using language in the context of conversation. (a) He will learn to identify feelings in facial expressions in classroom interactions; (b) He will identify emotions of characters in stories

Social Skills Checklist - PreK + Elem

3 Areas: Social Play, Emotional Regulation, Communication Skills



SOCIAL SKILLS CHECKLIST
(Pre-K/Elementary)

Name of child: _____ Date: _____ Completed by: _____

Instructions: For each question, check if that particular skill occurs Almost Always, Often, Sometimes or Almost Never.

RATING SCALE

Almost always- the student consistently displays this skill in many settings and with a variety of people

Often- the student displays this skill with a few exceptions, settings and/or a few people

Sometimes- the student seldom displays this skill but may demonstrate it on infrequent occasions.

Almost Never- the student never or rarely exhibits this skill. It is uncommon to see this in their daily routine.

SOCIAL PLAY & EMOTIONAL DEVELOPMENT	Almost Always	Often	Sometimes	Almost Never
1.1 Beginning Play Behaviors				
1. Maintains proximity to peer within 3 feet				
2. Observes peers in play, mostly within 3 feet				
3. Parallel play near peers using the same or similar materials				
4. Watches peers play				
5. Verbally imitates peer				
6. Takes turns appropriately during simple games				
1.2 Intermediate Play Behaviors				
1. Shares toys and talks about the activity with peers, even if play agenda is different				
2. Provides and verbally responds to interactions from peers (accepts toy, questions)				
3. Returns and initiates greetings with peers				
4. Initiates and maintains joint play (or activity) with peers				
5. Invites others to play				
6. Takes turns during structured activities				
7. Knows game rules				
8. Requests toys, food, and materials from peers				
1.3. Advanced Play Behavior				
1. Plays cooperatively with peers during imaginative play				
2. Makes comments about what he/she is playing to peers				
3. Organizes play (suggests ideas to peers on how to play)				
4. Follows lower play peers				
5. Plays with peers in structured activities without a time limit				
6. Offers toys, food, and materials to peers				

EMOTIONAL REGULATION	Almost Always	Often	Sometimes	Almost Never
2.1 Understanding Emotions				
1. Identifies (has one) emotion				
2. Identifies emotions in pair				
3. Identifies emotions in others				
4. Justifies emotions once identified (saying because I'm hungry)				
5. Demonstrates affection and empathy toward peers				
6. Reflects/hears appropriate behaviors toward peers				
7. Shows interest in other children's feelings				
8. Does not exhibit intense fears or phobias				
9. Interprets basic language				
10. Uses different levels of voice to convey messages				
2.2 Self-Regulation				
1. Knows others to contact him/her if upset or agitated				
2. Self-tags/tells when "done or upset				
3. Self-tags/tells when energy level is high				
4. Does with ability repeat in acceptance ways				
5. Does with ability left out of a group				

EMOTIONAL REGULATION continued	Almost Always	Often	Sometimes	Almost Never
6. Accepts not being first in a game or activity				
7. Accepts losing in a game without becoming upset/angry				
8. Says "no" in acceptable way to things he/she does not want to do				
9. Accepts being told "no" without becoming upset/angry				
10. Asks for help, "I don't know"				
11. Asks to use other centers appropriately				
2.3 Flexibility				
1. Accepts making mistakes without becoming upset/angry				
2. Accepts consequences of his/her behavior				
3. Accepts consequences always				
4. Accepts being "stuck" in a situation				
5. Ignores others or situations when it is unclear to do so				
2.4 Problem Solving				
1. Identifies/verbalizes problems				
2. Verbalizes solutions to problems				
3. Carries out solutions by negotiating or compromising				
4. Independently chooses his/her behavior (do or leave)				

COMMUNICATION SKILLS	Almost Always	Often	Sometimes	Almost Never
3.1 Conversational Skills				
1. Initiates conversation when it is appropriate to do so				
2. Initiates conversation around specific topics				
3. Asks "Wh" questions				
4. Responds to "Wh" questions				
5. Makes a variety of comments, related to the topic during conversation				
6. Introduces him/herself to someone new				
7. Introduces peers to each other				
8. Asks conversations appropriately				
3.2 Nonverbal Conversational Skills				
1. Maintains appropriate proximity to conversational partner				
2. Orients body toward speaker				
3. Pays attention to person's nonverbal language; understands what is communicated				
4. Varies his intonation				
3.3 Compliments				
1. Gives appropriate compliments to peers				
2. Accepts/thanks peers for compliments				
3. Asks for a favor appropriately				
4. Apologizes independently				

SUMMARY OF SOCIAL SKILLS CHECKLIST	Total % Marked Almost Always	Total % Marked Often	Total % Marked Sometimes	Total % Marked Almost Never
1.1 Beginning Play Behaviors				
1.2 Intermediate Play Behaviors				
1.3 Advanced Play Behaviors				
2.1 Understanding Emotions				
2.2 Self-Regulation				
2.3 Flexibility				
2.4 Problem Solving				
3.1 Conversational Skills				
3.2 Nonverbal Conversational Skills				
3.3 Compliments				

Calculation: For each section, total the number of questions checked under each response category (Often, etc.) in the specific section and divide by the total number of questions in the section, then multiply by 100.

Formatted revised 2013 by Karen L. Anderson, PhD for Supporting Success for Children with Hearing Loss
Source: www.theseesaw.com/uploadfiles/Social-Skills-Checklist-Preschool-Elementary.pdf

Social Skills Checklist - Willy

Checklist Behaviors	ALWAYS	OFTEN	SOMETIMES	NEVER
1.1 Beginning Play Behaviors		33%	66%	
1.2 Intermediate Play Behaviors		25%	37.5%	37.5%
1.3 Advanced Play Behaviors			33%	66%
2.1 Understanding Emotions	10%		10%	80%
2.2 Self-Regulation		18%	27%	55%
2.3 Flexibility			60%	40%
2.4 Problem Solving				100%
3.1 Conversational Skills		12.5%	37.5%	50%
3.2 Nonverbal Conversational Skills			25%	75%
3.3 Compliments				100%

General Areas of Development

Social Play & Emotional Development

Emotional Regulation

Communication Skills

VI. Social Skills Checklist - PreK + Elem

1.1 Beginning Play Behaviors
1.2 Intermediate Play Behaviors
1.3 Advanced Play Behaviors
2.1 Understanding Emotions
2.2 Self-Regulation
2.3 Flexibility
2.4 Problem Solving
3.1 Conversational Skills
3.2 Nonverbal Conversational Skills
3.3 Compliments

Relationship among social behaviors categories: Play and cooperation require ***verbal mediation***; language "rules," asking questions, imitation of words

OBJECTIVES **Willy** will:

Intermediate Play: Use conventional "please", "thank you" in conversation as rules.

Emotional Regulation: To be able to express greetings, a connection, and identify emotion in self and others with language such as "happy," "sad," "surprised."

Conversational Skills: Express at least two conversational verbal turns in play.

Social Skills Checklist – Elise

Checklist Behaviors	ALWAYS	OFTEN	SOMETIMES	NEVER
1.1 Beginning Play Behaviors	33	33%	16.7%	16.7%
1.2 Intermediate Play Behaviors		16.7%	75%	12.5%
1.3 Advanced Play Behaviors			33%	67%
2.1 Understanding Emotions	10%	40%	40%	10%
2.2 Self-Regulation		37%	37%	26%
2.3 Flexibility		40%	20%	40%
2.4 Problem Solving			25%	75%
3.1 Conversational Skills			12.5%	87.5%
3.2 Nonverbal Conversational Skills		50%	50%	
3.3 Compliments			25%	25%

Numerical score (Percentage %) is the number of responses divided by number of items in each sub-category.

VI. Social Skills Checklist - PreK + Elem

1.1 Beginning Play Behaviors
1.2 Intermediate Play Behaviors
1.3 Advanced Play Behaviors
2.1 Understanding Emotions
2.2 Self-Regulation
2.3 Flexibility
2.4 Problem Solving
3.1 Conversational Skills
3.2 Nonverbal Conversational Skills
3.3 Compliments

OBJECTIVES Elise will:

Organize play, make comments about what she is doing, follow peer's play plans, and take turns.

Identify a problem and carry out a solution by negotiating or compromising.. Using "if"

Ask questions, learn how to politely initiate conversation, and introduce conversation about a specific topic

VI. Social Skills Activities - PreK + Elem

OBJECTIVES: Willy/ Elise will

ACTIVITIES:

Intermediate Play: "Willy &Elise:" use conventional "please", "thank you" in conversation.

Play Center and Snack Time: Structure and model "Please" and "Thank you" language in turns at

Conversational Skills: "Willy:" Express at least two conversational verbal turns in play. "Elise:" Ask questions, learn how to politely initiate conversation, and introduce conversation about a specific topic.

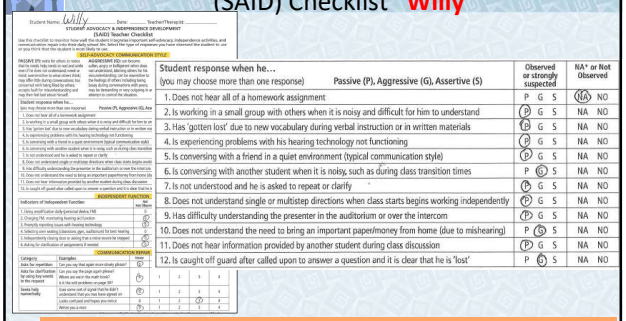
Play: "Willy"- "Where is the ---- ?" game to receive clues to find an object. "Elise:" See previous activities for Language and Pragmatic skills (Guess Who Game; *Can I Play Too ?* (story) to address pre-school discourse objectives.

Problem-Solving "Elise:" Identify a problem, carry out solution by negotiating or compromising.

Story Time: Understand and use "if" in a cause-effect sentence. *"Elephant & Piggie:" series* (Mo Willems) *Can I play too? **If*** Elephant throws Snake, ***then*** he can play too!"

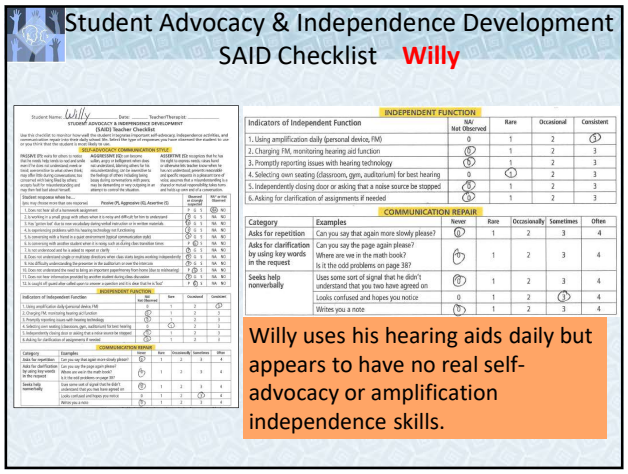
Determine self-advocacy skills and needs

Student Advocacy & Independence Development (SAID) Checklist **Willy**



Willy is passive, either not realizing when he doesn't understand, or waiting for help. When asked to clarify himself or other questions he can respond "I DON'T KNOW' in an angry manner and then seems embarrassed.

Student Advocacy & Independence Development SAID Checklist **Willy**



Willy uses his hearing aids daily but appears to have no real self-advocacy or amplification independence skills.

Hearing Aid Independence & Self-Advocacy

GOALS: Willy will determine that his hearing aids are powering on, detecting speech and report malfunctions.

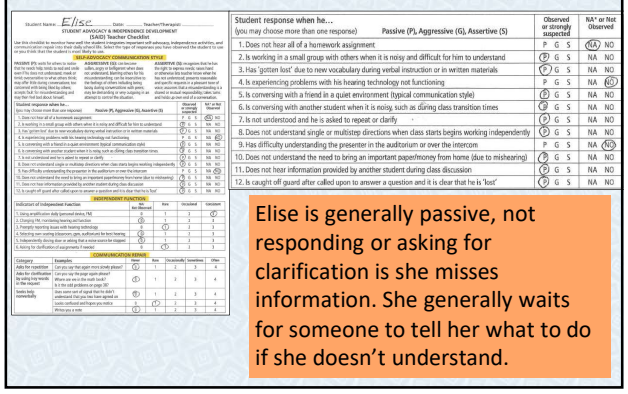
OBJECTIVES: Willy will:

1. Repeat Ling Six sounds and "nonsense" words 8/10 times while putting on hearing aids.
2. Request teacher to repeat messages containing new words 8/10 opportunities.
3. Check/ tell teacher when hearing aid batteries die 8/10 times; know how to insert new ones with supervision.

Willy ACTIVITIES:

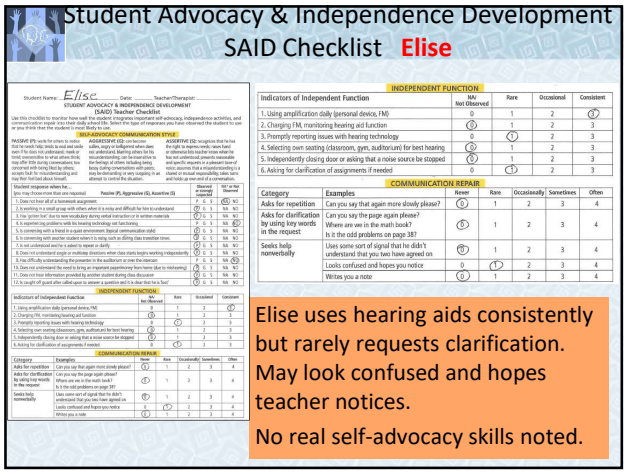
1. Willy plays Six sound test i-pad app: Model: If no sound is presented, shake head "No;" If unfamiliar word is presented Willy says "I don't know!"
2. Play "**telephone game"** With short messages in student's circle; if Willy does NOT hear it, he says, "Repeat it please!"
3. Teacher shows Willy how smiley face battery tester works.

Student Advocacy & Independence Development (SAID) Checklist **Elise**



Elise is generally passive, not responding or asking for clarification is she misses information. She generally waits for someone to tell her what to do if she doesn't understand.

Student Advocacy & Independence Development SAID Checklist **Elise**



Elise uses hearing aids consistently but rarely requests clarification. May look confused and hopes teacher notices.

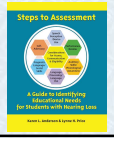
No real self-advocacy skills noted.

Hearing Aid Independence & Self-Advocacy Skill Expectations Checklist

Student: Elise — Write in date of **E = Emerging** and **M = Mastered** or **√** for all Mastered

E M Date	At Transition to Preschool or Kindergarten
X	1. When/how to ask an adult before device(s) are removed (through about age 7)
√	2. How to insert earmolds/hearing aids independently
√	3. How to participate in the Ling sound listening check from close and far
X	4. How to do self-test (bah, bah, bah, sh, sh, sh) with each device after it has been turned on
E	5. When/how to report all issues with hearing changes/ hearing aid malfunctions to an adult
X	6. Asks for repetition when he did not hear the message
	Kindergarten
X	7. Explain why it is important to have extra batteries and how to request assistance when a battery is dead
X	8. How to perform a visual inspection of the hearing aid
X	9. How to charge the FM daily and explain/demonstrate proper use and careful handling
X	10. How to appropriately remind teacher to turn on/off the FM transmitter
X	11. How to appropriately request that the FM microphone be used during group interactions
X	12. Demonstrates completion of daily monitoring by completion of check–off form (under supervision)
X	13. Provide at least 3 ways to respond when another person asks about the hearing aids
X	14. Explain how distance makes it harder/easier to hear speech

From Steps to Assessment book



Hearing Aid Independence & Self-Advocacy

GOALS: Elise will determine that her hearing aids power on fully, detecting speech and report malfunctions.

OBJECTIVES: Elise

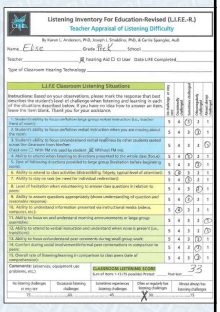
1. Elise will say [a] [u] [i] 'Bah-boo-bee" and "Shh!" sounds to herself when putting on her hearing aids.
2. Elise will ask teacher or speaker to repeat unclear messages 8/10 opportunities in structured sessions.
3. Elise will tell the teacher when her hearing aid batteries die and insert new ones.

ACTIVITIES:

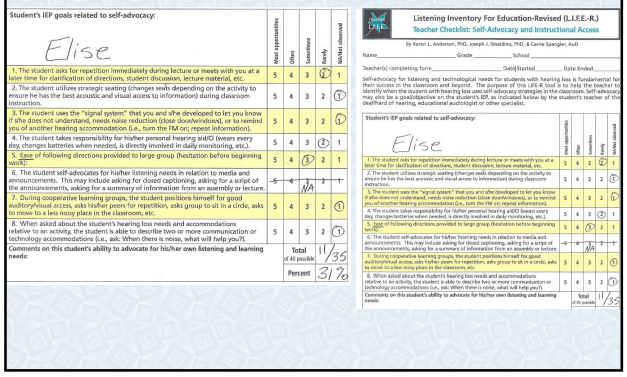
1. Teach "Elise" that "bah-boo-bee" is the name of the Hearing Aid Elf who is noisy. Tell "Bah-boo-bee" "Shhh" to be quiet!
2. Ask Elise to detect "nonsense" word from list of 10 words, then "nonsense phrase(s)" from list of 10 "nonsense" phrases.
3. Teach Elise her hearing aid Elf "Bah-boo-bee" needs batteries to feel loved. Tell a short empowering story such as "I'm Deaf and that's OK!"

Teacher LIFE-R Appraisal of Listening Difficulty Elise

1. Student's ability to focus on/follow large group verbal instruction (i.e., teacher front of room):	5	4	3	2	1
2. Student's ability to focus on/follow verbal instruction when you are moving about the room:	5	4	3	2	1
3. Student's ability to focus on/understand verbal responses by other students seated across the classroom from him/her: Check one: ☐ With FM mic used by student ☒ Without FM mic	5	4	3	2	1
4. Ability to attend when listening to directions presented to the whole class (focus):	5	4	3	2	1
5. Ease of following directions provided to large group (hesitation before beginning work):	5	4	3	2	1
6. Ability to attend to class activities (distractibility, fidgety, typical level of attention):	5	4	3	2	1
7. Ability to stay on task (re: need for individual redirection):	5	4	3	2	1
8. Level of hesitation when volunteering to answer class questions in relation to peers:	5	4	3	2	1
9. Ability to answer questions appropriately (shows understanding of question and reasonable response):	5	4	3	2	1
10. Ability to understand information presented via instructional media (videos, computer, etc.):	5	4	3	2	1
11. Ability to focus on and understand morning announcements or large group assemblies:	5	4	3	2	1
12. Ability to attend to verbal instruction and understand when noise is present (i.e., transitions):	5	4	3	2	1
13. Ability to focus on/understand peer comments during small group work:	5	4	3	2	1
14. Comfort during social involvement/informal peer conversations in comparison to peers:	5	4	3	2	1
15. Overall rate of listening/learning in comparison to class peers (rate of comprehension):	5	4	3	2	1


Listening Inventory For Education-Revised (L.I.F.E.-R.)
Teacher Appraisal of Listening Difficulty

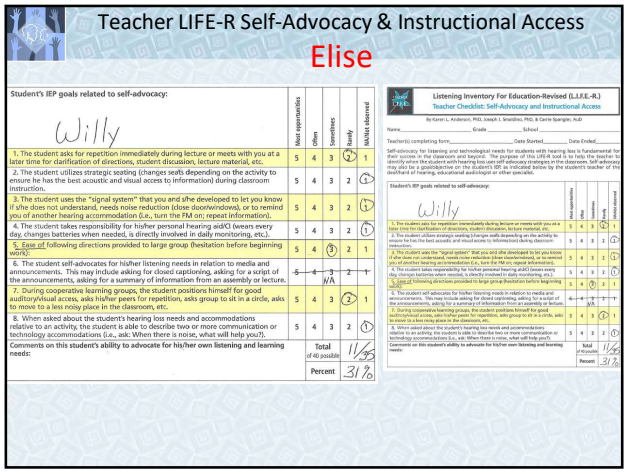
Teacher LIFE-R Self-Advocacy & Instructional Access Elise


Student's IEP goals related to self-advocacy: Elise

	Most opportunities	Often	Sometimes	Rarely	Not/Not observed
1. The student asks for repetition immediately during lecture or meets with you at a later time for clarification of directions, student discussion, lecture material, etc.	5	4	3	2	1
2. The student utilizes strategic seating (changes seats depending on the activity to ensure he has the best acoustic and visual access to information) during classroom instruction.	5	4	3	2	1
3. The student uses the "signal system" that you and s/he developed to let you know if s/he does not understand, needs noise reduction (close door/windows), or to remind you of another hearing accommodation (i.e., turn the FM on; repeat information).	5	4	3	2	1
4. The student takes responsibility for his/her personal hearing aid/CI (wears every day, changes batteries when needed, is directly involved in daily monitoring, etc.).	5	4	3	2	1
5. Ease of following directions provided to large group (hesitation before beginning work):	5	4	3	2	1
6. The student self-advocates for his/her listening needs in relation to media and announcements. This may include asking for closed captioning, asking for a script of the announcements, asking for a summary of information from an assembly or lecture.	5	4	3	2	1
7. During cooperative learning groups, the student positions himself for good auditory/visual access, asks his/her peers for repetition, asks group to sit in a circle, asks to move to a less noisy place in the classroom, etc.	5	4	3	2	1
8. When asked about the student's hearing loss needs and accommodations relative to an activity, the student is able to describe two or more communication or technology accommodations (i.e., ask: When there is noise, what will help you?).	5	4	3	2	1
Comments on this student's ability to advocate for his/her own listening and learning needs:	Total of 40 possible				
	Percent				

Listening Inventory For Education-Revised (L.I.F.E.-R.)
Teacher Checklist: Self-Advocacy and Instructional Access

Teacher LIFE-R Self-Advocacy & Instructional Access Elise


Student's IEP goals related to self-advocacy: Willy

	Most opportunities	Often	Sometimes	Rarely	Not/Not observed
1. The student asks for repetition immediately during lecture or meets with you at a later time for clarification of directions, student discussion, lecture material, etc.	5	4	3	2	1
2. The student utilizes strategic seating (changes seats depending on the activity to ensure he has the best acoustic and visual access to information) during classroom instruction.	5	4	3	2	1
3. The student uses the "signal system" that you and s/he developed to let you know if s/he does not understand, needs noise reduction (close door/windows), or to remind you of another hearing accommodation (i.e., turn the FM on; repeat information).	5	4	3	2	1
4. The student takes responsibility for his/her personal hearing aid/CI (wears every day, changes batteries when needed, is directly involved in daily monitoring, etc.).	5	4	3	2	1
5. Ease of following directions provided to large group (hesitation before beginning work):	5	4	3	2	1
6. The student self-advocates for his/her listening needs in relation to media and announcements. This may include asking for closed captioning, asking for a script of the announcements, asking for a summary of information from an assembly or lecture.	5	4	3	2	1
7. During cooperative learning groups, the student positions himself for good auditory/visual access, asks his/her peers for repetition, asks group to sit in a circle, asks to move to a less noisy place in the classroom, etc.	5	4	3	2	1
8. When asked about the student's hearing loss needs and accommodations relative to an activity, the student is able to describe two or more communication or technology accommodations (i.e., ask: When there is noise, what will help you?).	5	4	3	2	1
Comments on this student's ability to advocate for his/her own listening and learning needs:	Total of 40 possible				
	Percent				

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SUMMARY: BRIDGING ADVOCACY

- Advocacy needs to be explicitly taught to some children who have been **inconsistent** in auditory development.
- Advocacy needs to be **written into IEP** as **Goal area**
- Advocacy activities can and should be incorporated into developmentally appropriate games and natural interactions.

Bridging Assessment to Instruction

Requires:

-Valid assessment results to capture the 'whole child'

-Knowledge of child development and how to blend different goals together into activities

-COLLABORATION with other IEP team members!

We THANK YOU for listening & participating!