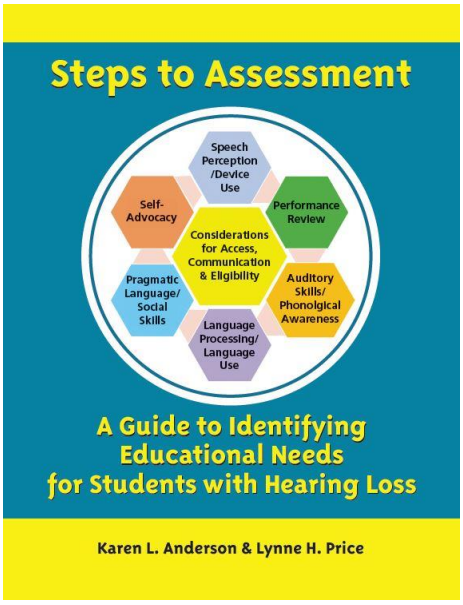
Steps to Assessment



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

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

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

Introduction

Why this guide is needed
Clarification of Title II of the ADA – a 'game changer'
Using the "deaf lens" to interpret assessment

Chapter 1: The Assessment Process

What is assessment?
Qualifications of evaluators
Analysis of student behavior and response
Steps in an effective evaluation
Process of data collection

Chapter 2: Speech Perception and Device Use

History of Device Use
Interpreting the audiogram meaningfully
Assessment of precision listening: Preschool and School-Age
Assessment of functional listening: Preschool and School-age

Chapter 3: Performance Review

Why do a performance review?
Determining eligibility for specialized instruction and related services
Documenting the performance review process for eligibility
Functional performance data-gathering tools

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Chapter 4: Auditory Skills Development

What are auditory skills?
Why assess auditory skills?
Auditory skills assessment: Preschool and School-age

Chapter 5: Prosody, Phonologic Awareness, and Morphology

Prosody: Prosody skills assessment
Phonology: Phonological awareness assessment
Morphology

Chapter 6: Language Processing and Use

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

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

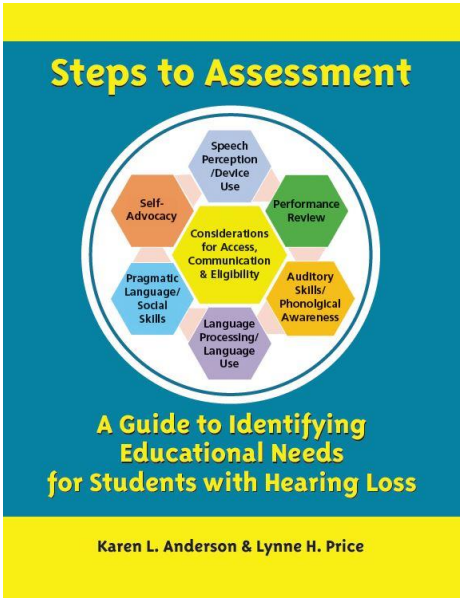
Definitions of issues
Evidence of issues in these areas for children with hearing loss
Preschool, Elementary and Secondary - social interaction skills assessment
Pragmatic language
Theory of Mind conceptualization
Self-concept / social-emotional development
Social skills

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

Context for self-advocacy skill development
Self-advocacy as a means to improve functional achievement
How is self-advocacy relevant to school achievement?
What is self-advocacy?
Self-advocacy assessment

Chapter 9: Students with Additional Challenges

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



Self-Learning Application Activities for Individual and Professional Learning Communities

Self-Learning Application Activities – Part 1: Vocabulary
Self-Learning Application Activities – Part 2: Engagement & Practical Application