



Supporting Success

for Children with Hearing Loss

Resources for identifying DHH Student Needs: Eligibility Assessment and Beyond

FUN refers to a FUNCTIONAL Assessment. **FUN=Preschool/K** **FUN=School-Age** Checklists, age-anchored hierarchies.
 FOR refers to a FORMAL Evaluation. **FOR=Preschool/K** **FOR=School-Age** Norm-referenced or criterion-referenced.

Speech Perception

- **FUN/FUN** ELFLing procedure – precision & functional estimate of listening bubble, Steps to Assessment Age 3-12
- **FUN/FUN** Iowa Medial Consonant Test precision listening in Teacher Tools Library / Steps to Assessment Age 3-12
- **FUN/FUN** Impact of Hearing Loss on Listening, Learning, & Social Interaction estimate audibility from audiogram
- **FUN/FUN** Children’s Home Inventory for Listening Difficulties (CHILD) Age 3-12, parent report of listening function
- **FUN** Listening Inventory For Education-Revised (LIFE-R) Grade 3+, student appraisal of listening challenges
- **FUN** Recorded Functional Listening Evaluation Using Sentences (FLE) YouTube video Webcast Performance norms. Do not use WIPI or NU-CHIPS picture books for children under age 5 to perform single-word FLE assessment.
- **FOR/FOR** Early Speech Perception Test criterion-referenced for lower functioning/new listeners
- **FOR/FOR** Speech Perception Instructional Curriculum & Evaluation (SPICE) extensive listening skills assessment
- **FOR** Auditory Skills Assessment (ASA) Age 3:6 – 6:11. Auditory-related & phonological skills. Presented on CD. (Pearson)
- **FOR** Developmental Test of Auditory Perception (DTAP) Age 6:0 – 18:11 years. Auditory skills (phonemes, discrimination, etc.) that are language-related, non-language related, in quiet and in noise. Presented on CD.
- **FOR** Components of Pronunciation for Speech Intelligibility (CPSI) Grade 4+. Pronunciation errors reflect speech perception deficits (pronunciation, not articulation). In Building Success with Intelligible Speech.

Performance Review

- **FUN/FUN** Observational Record of Behavior of Deaf or Hard of Hearing Students observation checklist; PreK-12
- **FUN** Preschool Language Pack checklists for vocabulary, symbolic play, pragmatics, grammar/syntax
- **FUN/FUN** Screening Instruments For Targeting Educational Risk (SIFTERs – Preschool, Elementary, Secondary) fillable versions in Teacher Inservice Combo, Documenting Skills for Success; download and print; PreK-12
- **FUN/FUN** PARC – Placement & Readiness Checklists preschool/K, school-age, inclusion readiness, etc.
- **FUN** Starting School LIFE - Listening Inventory For Education-Revised; incorporates CHILD checklist results; PreK-gr 5
- **FUN** Teacher Listening Inventory For Education-Revised (LIFE-R) Grade 3+; focuses on attention and participation
- **FUN** Classroom Participation Questionnaire (CPQ) in Building Skills for Success in the Fast-Paced Classroom

Auditory Skills Development

- **FUN** Listening Skills Develop Early – A Hierarchy of Auditory Skills Learned by Age 4 Years
- **FUN/FUN** Contrasts for Auditory & Speech Training (CAST) includes screening process for fine auditory discrim.
- **FOR/FOR** Cottage Acquisition Scales for Listening, Language & Speech (CASLLS) Pre-speech-Sentence Level; track development of minute skills across time effectively
- **FOR/FOR** Speech Perception Instructional Curriculum & Evaluation (SPICE) extensive listening skills assessment and intervention curriculum

Phonological Awareness

- **FUN/FUN** Phonological Awareness Chipper Chat assessment to screen each of 12 phonological awareness areas and then target intervention, age 4:0+
- **FOR** Phonological Awareness Test (PAT-2:NU) Age 5:0-9:11 years; thorough assessment
- **FOR/FOR** Test of Narrative Language (TNL) Age 4:0-15:11 years, conversation skills



Language Use (other tests can be used to assess receptive/expressive language ability)

- **FUN** [Preschool Language Pack](#) checklists for vocabulary, symbolic play, pragmatics, grammar/syntax (**TAGS**)
- **FOR/FOR** [Cottage Acquisition Scales for Listening, Language & Speech](#) (CASLLS) Pre-speech-Sentence Level
- **FOR/FOR** [Comprehensive Assessment of Spoken Language](#) (CASL) Age 3:0-21:11; battery of 15 language tests
- **FOR/FOR** [Clinical Evaluation of Language Fundamentals – 5](#) (CELF-V); Age 5:0-21:11; battery of 16 language tests
- **FOR/FOR** [Test of Auditory Comprehension of Language-4](#) (TACL-4) Age 3:0-12:11, receptive vocabulary, syntax
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Language Processing/Comprehension

- **FOR/FOR** [TAPS-4: Language Processing Skills Assessment](#) Age 5:0-21; memory, phonolog. awaren., comprehension
- **FOR** [Listening Comprehension Test 2](#) Age 6:0-11:11 years; correlates well with actual classroom function
- **FOR** [Listening Comprehension Test Adolescent](#) Age 12:0-18:0 years; correlates well with actual classroom function
- **FOR** [Assessment of Story Comprehension](#) (ASC) Age 3:0-5:0 years. Early listening comprehension, quick to perform
- **FOR/FOR** [Oral Passage Understanding Scale](#) (OPUS) Age 5:0-21 years. Listening comprehension, quick to perform
- **FOR/FOR** [Test of Narrative Language](#) (TNL) Age 4:0-15:11 years, conversation and comprehension skills

Social Communication

- **FUN** [Language Use Inventory](#) (LUI). Strong pragmatic language test, ages 18-47 months
- **FUN** Social Communication Skills – [The Pragmatics Checklist](#)
- **FUN/FUN** [Checklist of Socio-Pragmatic Language Behaviors for Students with Sensory Impairment](#)
- **FUN/FUN** [Observational Record of Behavior of Deaf or Hard of Hearing Students](#) observation checklist; PreK-12
- **FUN** [Preschool Language Pack](#) checklists for vocabulary, symbolic play, pragmatics, grammar/syntax (**TAGS**)
- **FUN** [Does this Student Have a Poor Self-Concept?](#) in [Teacher Tools Library](#) checklist for teachers, elementary
- **FUN** [Think About It Quiz](#) in [Teacher Tools Library](#) self-concept checklist for adolescents
- **FOR/FOR** [Pragmatic Language Skills Inventory](#) (PLSI) Age 5:0-12:11, strong 10-15 minute teacher checklist
- **FOR/FOR** [Clinical Evaluation of Language Fundamentals – 5](#) (CELF-V); Age 5:0-21:11 includes pragmatics checklist
- **FOR** [Social Language Development Test](#) (SLDT) Age 6:0-11:11. Making inferences, negotiating, supporting peers, etc.
- **FOR/FOR** [Theory of Mind Inventory](#) (TOMI) Age 2+ years: parent checklist, [Theory of Mind Task Battery](#) (TOMTB)
- **FOR** [Social-Emotional Assessment/Evaluation Measure](#) (SEAM) infant, toddler, preschool checklist
- **FOR** [Components of Pronunciation for Speech Intelligibility \(CPSI\)](#) Grade 4+. Pronunciation errors impact participation and self-concept (pronunciation, not articulation). Test in [Building Success with Intelligible Speech](#).

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

- **FUN/FUN** [Guide to Self-Advocacy Skill Development hierarchy](#)
- **FUN/FUN** [Advocacy in Action](#) Self-Advocacy Skills Tracker
- **FUN/FUN** [SEAM - Student Expectations for Advocacy & Monitoring Hearing Technology](#) independence hierarchy
- **FUN/FUN** [Children's Peer Relationship Scale](#) PreK-Gr 5. Inventory communication and self-concept issues.
- **FUN/FUN** [Developing Independent Hearing Aid Use & Self-Advocacy Skills](#) Building Skills for Indep in the Mainstrm
- **FUN/FUN** [Monkey Talk Self-Advocacy Game](#) use to gather data on known self-advocacy strategies
- **FUN/FUN** [Rule the School Self-Advocacy Game](#) use to gather data on known self-advocacy strategies
- **FUN/FUN** [Hearing Aid Independence & Self-Advocacy Skill Expectations Checklist](#) in [Steps to Assessment](#)
- **FUN/FUN** [Functional Assessment of Hearing Device Independence Skills](#) in [Steps to Assessment](#)
- **FUN** [After LIFE](#) – part of LIFE-R suite of materials specific to systematic self-rating of use of self-advocacy strategies
- **FUN/FUN** [What's the Problem? Game](#) use to gather data on known self-advocacy strategies
- **FUN/FUN** [Steps to Success: Scope & Sequence Curriculum](#) Assessments in each area of expanded core development
- **FUN** [COACH](#): Self-Advocacy & Transition Skills for Secondary Students who are DHH; informal data gathering

Assessments for Students with Hearing Loss – the Short List So Many Assessments – Where do We Start?

No student should be evaluated using all of the assessments listed. There should be functional and formal tests (if available) administered in each of the identified areas of need. **Specific reading/literacy tests and cognitive assessments were not included in this list** but should also be considered for administration.

What follows is a ‘starter list’ that will allow basic areas to be assessed for students who are hard of hearing. It is strongly recommended that additional functional measures and formal tests be obtained so that there is an array of appropriate measure available to match with student characteristics. Students who use visual communication can be assessed with knowledgeable adaptations of some of these tests and cautious interpretation. Developmental skill level in use of ASL also would need to be evaluated. [Refer here](#) for more information on suggested assessments of ASL skills.

Preschool-Kindergarten (ages 3-6 years)

Functional

ELFLing for speech perception
Starting School LIFE for parent report of functional listening and communication
PARC for Preschool/Kindergarten inclusion readiness
Guide to Self-Advocacy Skill Development – hierarchy of skill expectations
SEAM – Student Expectations for Advocacy & Monitoring

Formal

ESP/SPICE for speech perception and listening skill assessment
ASA – Auditory Skills Assessment - for speech perception, auditory function expectations in school (Pearsonassessments.com)
PAT2 or other thorough assessment of phonological awareness/early literacy
ASC – Assessment of Story Comprehension for early listening comprehension skills
SEAM – Social-Emotional Assessment Measure - preschool teacher checklist for social/emotional/pragmatics
Pragmatics measure – PLSI or teacher checklist from CELF-V or CASL2
Theory of Mind measure – TOMI, TOMTB
Language Measure including syntax – i.e., CASL, CASLLS, TACL4, TAGS, CELFV

School-Age (ages 6-18 years)

Functional

ELFLing and/or Functional Listening Evaluation (FLE) for speech perception/access to communication
Iowa Medial Consonant Test and/or Impact of Hearing Loss on Listening, Learning, & Social Interaction audibility estimate
Classroom Observation and/or SIFTER checklist and/or PARC checklists
Starting School LIFE or LIFE-R student and teacher appraisals
Guide to Self-Advocacy Skill Development – hierarchy of skill expectations and After LIFE-R self-rating checklist (gr 3+)
Hearing Aid Independence & Self-Advocacy Skill Expectations Checklist or Student Expectations for Advocacy & Monitoring

Formal

DTAP – Developmental Test of Auditory Performance
Listening Comprehension Test/Listening Comprehension Test - Adolescent
TAPS4 - Language Processing Skills Assessment and additional thorough testing of phonological awareness when indicated
OPUS – Oral Passage Understanding Scale
CASLLS or SPICE or other formal assessment of auditory skill development
Language Assessments including conversational speech and syntax: i.e., CASL, CASLLS, CELF5, TACL4
PLSI – Pragmatic Language Skills Inventory or other formal test of pragmatic/social language such as the SLDT
CPSI – Components of Pronunciation for Speech Intelligibility if pronunciation errors are evident

Materials/information about Americans with Disabilities Act <http://successforkidswithhearingloss.com/access-ada>

Refer to the SSCHL [Steps to Assessment: Guide to Identifying Educational Needs for Students with Hearing Loss](#)

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