Supporting Success
for Children with Hearing Loss

Resources for Identifying DHH Student Needs: Eligibility Assessment and Beyond

FUN refers to a FUNCTIONAL Assessment. FOR refers to a FORMAL Evaluation.

FUN=Preschool/K FUN=School-Age Checklists, age-anchored hierarchies.

FOR=Preschool/K FOR=School-Age Norm-referenced or criterion-referenced.

FOR= Spanish Norm-Referenced or criterion referenced-Spanish. **FUN= Spanish** Checklists, age-anchored hierarchies.

ASL/P=ASL tests or checklists, Preschool **ASL/S= ASL** tests or checklists, School-Aged.

Speech Perception

- **FUN/FUN ELFLing procedure** 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) Course 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.
- **FUN Ling Sounds Check in Spanish** printable materials can be used to assess auditory skills in Spanish

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 Tools Takeout PreK-12
- **FUN Screening Instruments for Targeting Educational Risk-Spanish Translation** (Preschool, Elementary, Secondary)
- **FUN/FUN PARC – Placement & Readiness Checklists** preschool/K, school-age, inclusion readiness, etc.
- **FUN MARC-P - Mainstream Assessment of Readiness,** Preschool
- **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
- **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
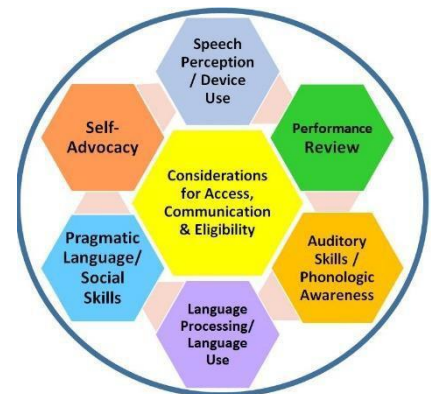
Auditory Skills Development

- **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 discrimination

- **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
- **ASL/P** **Visual Communication and Sign Language Checklist** (VCSL) Age: Birth to 5 years, documents developmental milestones of children acquiring sign language regardless of hearing level.
- **ASL/P; ASL/S** **American Sign Language Assessment** (ASLA) Age: 4-21. Standardized test in 10 domains of ASL vocabulary and grammar.
- **ASL/P ASL/S** **ASL Assessment Toolkits for Receptive and Expressive Communication**. From VL2 at Gallaudet University
- **ASL/P ASL/S** **American Sign Language Curriculum, Instruction, and Assessment (**ASL CIA). Age: 3-12
- **ASL/P ASL/S** **American Sign Language Receptive Skills Test** (ASL-RST). Age: 3-13 years; measures children's understanding of ASL grammar.
- **FOR** **Test of Auditory Processing Skills-3 Spanish (TAPS-3:SBE)** developed for Spanish speakers aged 5-18, identifies areas of auditory processing difficulty and informs remediation strategies, administered in Spanish, examiners can use English for directions
- **FOR** **Read to Succeed Pilot Program:** program for Spanish-speaking preschoolers with hearing loss, focuses on literacy development through intensive intervention and parental education.

Expressive and Receptive Language/Comprehension
- **FOR**/**FOR** **TAPS-4: Language Processing Skills Assessment** Age 5:0-21; memory, phonological awareness., 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
- **FOR** **Read to Succeed Pilot Program** program for Spanish-speaking preschoolers with hearing loss focuses on literacy development through intensive intervention and parental education.

Social Communication
- **FUN** **Language Use Inventory** (LUI). Strong pragmatic language test, ages 18-47 months
- **FUN** Social Communication Skills – **The Pragmatics Checklist**

- **FOR** **Social Language Development Test-Adolescent** (SLDT-A) Age: 12.0 - 17.11. Making inferences, negotiation, supporting peers, interpreting non-verbal cues
- **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.
- **FUN** **Does this Student Have a Poor Self-Concept?** in Teacher Tools Library - checklist for teachers, elementary
- **ASL/P; ASL/S** **The Kendall Conversational Proficiency Levels** (P-Levels) tests conversational skills of ASL users.
- **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** **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

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

- **FUN/FUN** **Developing Independent Hearing Aid Use & Self-Advocacy Skills** Building Skills for Independence in the Mainstream
- **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
- **FUN/FUN** **Guide to Self-Advocacy Skill Development hierarchy**
- **FUN/FUN** **Advocacy in Action** Self-Advocacy Skills Tracker
- **FUN/FUN** **Children's Peer Relationship Scale PreK-Gr 5**. Inventory communication and self-concept issues.
- **FUN/FUN** **SEAM** - Student Expectations for Advocacy & Monitoring Hearing Technology independence hierarchy

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

No student should be evaluated using all 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 there is an array of appropriate measures available to match 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