Deaf Educator’s Toolkit

Cheryl DeConde Johnson, Ed.D.
The ADVantage

cherylandcolorado.edu
Toolkit Organization

- Pre-referral
- Assessment: Eligibility
- Assessment: IEP Development
- Services and Placement
- Instruction and Progress Monitoring
- Inservice/Training/Coaching
Tiered Levels of Support Services: DHH Students

**Intensive/Individualized Level**
- Performance more than 2 years delayed
- Individualized instruction required – usually by TOD

**Targeted Level**
- Performance within 1-2 years of grade level
- Special instruction and services, often by TOD with push-in model

**Universal Level**
- Performing at or above grade level
- Consultation/monitoring support from TOD, educational audiologist, or SLP
Pre-Referral

- Common Behaviors of Children with Hearing Loss
- Classroom management strategies for children/youth with hearing loss
- Classroom/Academic Performance
  - Review grades
  - Classroom Observation: C.H.A.P.S.
  - Teacher Observation: S.I.F.T.E.R.
Children’s Auditory Performance Scale

- 36 questions on 6 pt scale
- Listening Conditions
  - Noise
  - Quiet
  - Ideal
  - Multiple Inputs
  - Auditory Memory Sequencing
  - Auditory Attention Span
# C.H.A.P.S.

## Children's Auditory Performance Scale

by Walter J. Smook, Ph.D., Michael A. Brent, Ph.D., J. Curtis Tannahill, Ph.D.

<table>
<thead>
<tr>
<th>Child's Name</th>
<th>Age (years, months)</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Person</td>
<td>Completing CHAPS</td>
<td>Relationship to Child</td>
</tr>
</tbody>
</table>

**PLEASE READ INSTRUCTIONS CAREFULLY**

Answer all questions by comparing this child to other children of similar age and background. Do not answer the questions based only on the difficulty of the listening condition. For example, 88-year-old children, to a certain extent, may not hear and understand when listening in a noisy room; this would be a difficult listening condition for all children. However, some children may have more difficulty in this listening condition than others. You must judge whether or not this child has more difficulty than other children in each listening condition cited. Please make your judgment using the following response choices:

**Circle a number for each item.** For ages 7 and above.

### LISTENING CONDITION

#### NOISE

- If listening in a room where there is background noise such as TV, music, other talking, children playing, etc., this child has difficulty hearing and understanding compared to other children of similar age and background.

  1. When paying attention
     - +1 0 -1 2 3 4 5
  2. When being asked a question
     - +1 0 -1 2 3 4 5
  3. When being given simple instructions
     - +1 0 -1 2 3 4 5
  4. When being given complicated, multiple instructions
     - +1 0 -1 2 3 4 5
  5. When not paying attention
     - +1 0 -1 2 3 4 5
  6. When involved with other activities, i.e., coloring, reading, etc.
     - +1 0 -1 2 3 4 5
  7. When listening with a group of children
     - +1 0 -1 2 3 4 5

**COMMENTS:**

#### QUIET

- If listening in a quiet room (other than noise may be present, but not being quiet), this child has difficulty hearing and understanding compared to other children of similar age and background.

  8. When paying attention
     - +1 0 -1 2 3 4 5
  9. When being asked a question
     - +1 0 -1 2 3 4 5
  10. When being given simple instructions
      - +1 0 -1 2 3 4 5
  11. When being given complicated, multiple instructions
      - +1 0 -1 2 3 4 5
  12. When not paying attention
      - +1 0 -1 2 3 4 5
  13. When involved with other activities, i.e., coloring, reading, etc.
      - +1 0 -1 2 3 4 5
  14. When listening with a group of children
      - +1 0 -1 2 3 4 5

**COMMENTS:**

#### IDEAL

- When listening in a quiet room, no distractions, face-to-face, and good eye contact, this child has difficulty hearing and understanding compared to other children of similar age and background.

  15. When being asked a question
      - +1 0 -1 2 3 4 5
  16. When being given simple instructions
      - +1 0 -1 2 3 4 5
  17. When being given complicated, multiple instructions
      - +1 0 -1 2 3 4 5

**COMMENTS:**

#### MULTIPLE INPUTS

- When, in addition to listening, there is also some other form of input, i.e., visual, tactile, etc., this child has difficulty hearing and understanding compared to other children of similar age and background.

  18. When listening and the speaker's face
      - +1 0 -1 2 3 4 5
  19. When listening and reading along when material is read aloud by another
      - +1 0 -1 2 3 4 5
  20. When listening and reading along when written material is read aloud by another
      - +1 0 -1 2 3 4 5

**COMMENTS:**

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Additional copies of this form are available in packs of 100 from The Educational Auditory Association, Inc.: 803-331-7137
LISTENING CONDITION

AUDITORY MEMORY SEQUENCING

If required to recall spoken information, the child has difficulty hearing and understanding compared to other children of similar age and background:

20. Inability to recall information such as a word, word spelling, numbers, etc. is required.


22. Inability to recall simple instructions.

23. Inability to recall multiple instructions.

24. Not only recalling information, but also in the order and sequence of the information is required.

25. When delayed recall (1 hour or more) of words, word spelling, numbers, etc. is required.

26. When delayed recall (1 hour or more) of simple instructions is required.

27. When delayed recall (1 hour or more) of multiple instructions is required.

28. When delayed recall (24 hours or more) is required.

COMMENTS:

AUDITORY ATTENTION SPAN

If extended periods of listening are required, the child has difficulty paying attention, that is, being attentive to what is being said compared to other children of similar age and background:

29. When the listening time is less than 5 minutes.

30. When the listening time is 5-10 minutes.

31. When the listening time is over 10 minutes.

32. When listening in a quiet room.

33. When listening in a noisy room.

34. When listening to things in the morning.

35. When listening near the end of the day, i.e., before dinner.

36. When listening in a room where there are also visual distractions.

COMMENTS:

SCORING: The CHIPS can be scored two ways. Add the circled responses for each condition and place the sum in the Total Condition Score box under each listed listening condition. Be careful to note “+” and “−” values when adding. Transfer these sums in indicated below and determine the average score for each listening condition. The Total Condition Scores can be compared to the indicated PASS and FAIL ranges and the appropriate box checked. In addition, the average condition scores can be plotted on the graph to display performance as compared to the normal range. Use the CHIPS manual for more complete validity and interpretation information.

LISTENING CONDITION

TOTAL CONDITION SCORE

AVERAGE CONDITION SCORE

NOISE

QUIET

IDEAL

MULTIPLE

MEMORY

ATTENTION

TOTAL

CHIPS Listening Condition Analysis: Transfer Average Condition Scores by entering “X” on graph (round 0.5 scores up to nearest whole).

TOTAL CONDITION SCORE:

PASS RANGE: +56 to +11

AT RISK RANGE: -12 to -130

NOTE: Children whose scores in the at risk range on the CHIPS will be necessarily require a special academic support program in school. Research found that 45% of students scoring in the at risk range required special support services. 55% of students scoring in the at risk range had below grade level reading ability. 95% required some type of special support or accommodations to achieve success in school.

Preschool
Elementary
Secondary

The above tool is for identifying students who may or may not be at risk for educational difficulties. It is not a diagnostic tool but rather a screening instrument. Teachers can use it to identify students who may need additional support or intervention. The tool includes sections for academic performance, attention, social skills, and behavior. Teachers should use their professional judgment to interpret the results and consult with educational specialists if necessary.
TEACHER COMMENTS
Has this child repeated a grade, had frequent absences or experienced health problems (including ear infections and colds)? Has the student received, or is he/she now receiving, special services? Does the child have any other health problems that may be pertinent to his/her educational functioning?

- Eager to learn, clinical to participate, but not always appropriate
- Appears to have more ability that work shows
- Frequently absent due to illness

The S.L.F.T.E.R. is a SCREENING TOOL ONLY
Any student failing this screening in a content area as determined on the scoring grid below should be considered for further assessment, depending on his/her individual needs as per school district criteria. For example, failing in the Academics area suggests an educational assessment, in the Communication area a speech-language assessment, and in the School Behavior area an assessment by a psychologist or a social worker. Failing in the Attention and/or Class Participation area in combination with other areas may suggest an evaluation by an educational audiologist. Children placed in the marginal area are at risk for failing and should be monitored or considered for assessment depending upon additional information.

SCORING
Sum the responses to the three questions in each content area and record in the appropriate box on the reverse side and under Total Score below. Place an X on the number that corresponds most closely with the content area score (e.g., if a teacher circled 3, 4 and 2 for the questions in the Academics area, an X would be placed on the number 9 across from the Academics content area). Connect the X's to make a profile.

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>TOTAL SCORE</th>
<th>PASS</th>
<th>MARGINAL</th>
<th>FAIL</th>
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<tbody>
<tr>
<td>ACADEMICS</td>
<td>9</td>
<td>15</td>
<td>14</td>
<td>13</td>
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<tr>
<td>ATTENTION</td>
<td>6</td>
<td>15</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>6</td>
<td>14</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>CLASS PARTICIPATION</td>
<td>6</td>
<td>14</td>
<td>13</td>
<td>12</td>
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<tr>
<td>SOCIAL BEHAVIOR</td>
<td>6</td>
<td>14</td>
<td>13</td>
<td>12</td>
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</tbody>
</table>
Assessment for Eligibility
(standardized tests when possible)

- **Audiological**
  - Routine assessment
  - BKB-SIN
  - Listening in noise, at a distance
  - Aided-Unaided (Hearing Aid/Cochlear Implant)
- **Academic (Reading, Math, Writing)**
  - SAT
  - District Achievement Tests
- **Language**
  - Receptive & Expressive (English, ASL)
  - Pragmatics
  - Vocabulary

- **Psycho-Social**
  - BASC-2
  - Connors Rating Scales Revised
  - Achenbach Child Behavior Checklist

- **Cognitive/Intellectual**
  - WISC-IV
  - UNIT
  - TONI-III
### Other Eligibility Assessments

**Academic**
- Woodcock Johnson
- Kaufman
- Brigance
- Batelle
- CMB
- IDA Infant – Toddler Development Assessment
- AEPS – SKI--HI LDS
- PPVT
- Rosetti
- Braken
- PIAT
- TAPS

**Psycho-social**
- Cognitive/Intellectual
Assessment for IEP Development

- **Academic (Reading, Math, Writing)**
  - Woodcock-Johnson
  - Writing

- **Communication Modes**
  - Auditory to Visual
  - Oral to Sign

- **Communication**
  - Classroom Participation Questionnaire (CPQ)

- **Language & Vocabulary**

- **Expanded Curricular Needs**
  - Technology
  - Self-advocacy: KIP
  - Leadership Development
  - Deaf Culture
  - ASL

- **Behavior/Social-emotional**
  - Social Skills Rating System/Student Self-Concept Scale
  - Meadow-Kendall

- **Listening Skills**
  - FAPI,
  - CASLLS

- **Speech**

- **Assistive Technology**
  - Classroom acoustics
  - Classroom Listening Assessment
    - Functional Listening Evaluation
    - Teacher Observation
    - Self-assessment
  - Other assistive technologies
Academic Assessments

Deaf Plus
- HELP Chart (Hawaii Rating Scale)
- Brigance (3 levels)
- CASLLS (Cottage Assessment Scale for Language, Listening and Speech)
- Total Communication Assessment
- Communication Matrix
- AIMS Web
Communication Assessments

- **Modes of Communication**
  - Communication Considerations/Communication Plan
  - Clerc Center – Nussbaum et al., Scales

- **Communication Access and Participation**
  - Classroom Participation Questionnaire
Communication Considerations (IDEA): IEP team “must”

- Consider the child’s language and communication needs,
- Opportunities for direct communication with peer and professional personnel in the child’s language and communication mode, academic level, and
- Full range of needs including opportunities for direct instruction in the child’s language and communication mode
- Consider whether the child requires assistive technology devices and services
Functional Communication Continuum - Receptive

A  —  Av  —  AV  —  Va  —  V

Auditory Only  —  Auditory w/ visual support  —  Auditory/Visual (Simultaneous Communication)  —  Visual w/ auditory support  —  Visual Only

- 1:1 communication, therapy
- Small Group
- Classroom - Lecture
- Classroom - Discussion

(D. Nussbaum et al, 2006)
Functional Communication Continuum - Expressive

O — Os — OS — So — S

- Fully Oral
- Mostly Oral
- Oral/Sign (Simultaneous Communication)
- Mostly Sign
- Fully Sign

Considerations

- Communication partners
- Communication ease
- Preferred communication mode

(D. Nussbaum et al, 2006)
Colorado Department of Education
IEP
Communication Plan

Communication Plan
for Child/Student who is Deaf/Hard of Hearing

The IEP team has considered each area listed below, and has not denied instructional opportunity based on the amount of the child/student’s residual hearing, the ability of the parent(s) to communicate, nor the child/student’s experience with other communication modes.

1. The child/student’s primary communication mode is one or more of the following:
   (Check those that apply)
   
   [ ] Aural, oral, speech-based
   [ ] American Sign Language
   [ ] English based manual or sign system

   Issues considered:

   Action plan, if any:

2. The IEP team has considered the availability of deaf/hard of hearing adult role models and peer group of the child/student’s communication mode or language.

   Issues considered:

   Action plan, if any:

3. An explanation of all educational options provided by the administrative unit and available for the child/student has been provided.

   Issues considered:

   Action plan, if any:

4. Teachers, interpreters, and other specialists delivering the communication plan to the child/student must have demonstrated proficiency in, and be able to accommodate for, the child/student’s primary communication mode or language.

   Issues considered:

   Action plan, if any:

5. The communication-accessible academic instruction, school services, and extracurricular activities the child/student will receive have been identified.

   Issues considered:

   Action plan, if any:

Must be reviewed at all IEP meetings for children/students with a hearing disability.

Nov-2008

(Tty) Page 1 of 1
COMMUNICATION PLAN for

CHILD/STUDENT WHO IS DEAF/HARD OF HEARING

(Form 7b, Page 1 of 1)

1. The Plan must include a statement identifying the child’s primary communication mode as one or more of the following: Aural, Oral, Speech-based, English Based Manual or Sign System, American Sign Language. The IEP team cannot deny instructional opportunity based on the amount of the child’s residual hearing, the ability of the parent(s) to communicate, nor the child’s experience with other communication modes [ECEA Section 4.02(4)(k)(i)].

When discussing these issues, the following questions may be helpful to clarify the child’s needs: When considering the child’s primary communication mode, is there just one? Does the child use a combination of modes? What mode do the parents use with their child? What mode does the child use to communicate with his/her friends?

2. The Plan must include a statement documenting that an explanation was given of all educational options provided by the school district and available to the child [ECEA Section 4.02(4)(k)(ii)].

When considering all educational options, are the options available in your school district? What about statewide options including the Colorado School for the Deaf & the Blind, the Magnet School for the Deaf in Denver and open enrollment in other schools or districts? Encourage the family to check out the Colorado Program Directory for Students who are Deaf or Hard of Hearing and the Resource Guide if they are interested in pursuing those kinds of options for their child. These resources will also prove helpful in locating peers and adult role models.

3. The Plan must include a statement documenting that the IEP team, in addressing the child’s needs, considered the availability of Deaf and Hard of Hearing role models and a Deaf/Hard of Hearing peer group of the child’s communication mode or language [ECEA 4.01 (4)(k)(iii)].

Because of the low incidence of a hearing disability, many students who are Deaf or Hard of Hearing find themselves without contact with other Deaf/Hard of Hearing children. Combine that with the fact that 95% of these children are born into families with normal hearing, and you have the potential for serious isolation. How about some time during the week to “chat” on-line with other Deaf/Hard of Hearing kids? Does the family know about the various regional activities, which occur during the year for Deaf/Hard of Hearing children? Explore all known opportunities.

4. The Plan must include a statement that the teachers, interpreters, and other specialists delivering the Communication Plan to the student must have demonstrated proficiency in, and be able to accommodate for, the child’s primary communication mode or language [ECEA 4.02 (4)(k)(iv)].

Discuss the communication proficiency of the child/student’s service providers and write a statement of the needs of the staff. Is training/inservice/mentoring a possibility? Is there an accommodation not being utilized? Review the IEP Checklist: Recommended Accommodations and Modifications that is available through CDE and addresses frequent accommodations used with children with a hearing loss.

5. The Plan must include a statement of the communication-accessible academic instruction, school services, and extracurricular activities that the student will receive [ECEA 4.02(4)(k)(v)].

These questions may help to clarify the student’s needs: Is the student enjoying full access to academic instruction and services? To extra-curricular activities? The IEP checklist for Recommended Accommodations and Modifications (for students with a hearing loss) may be a useful resource for this discussion. Are TTY’s, captioned television, interpreters for field trips, etc. being utilized?
Classroom Participation Questionnaire
(Antia, Sabers, & Stinson, 2007)

- Self-assessment of access to teacher and peer communication in classroom
- 4 areas
  - Understanding teacher
  - Understanding students
  - Positive effect
  - Negative effect
- Counseling tool
CPQ Sample Questions

I understand my teacher when she gives me homework assignments.
I understand my teacher when she answers other students’ questions.
I understand the other students in class during group discussion.
I join in class discussions.
I feel good about how I communicate in class.
I feel relaxed when I talk to my teacher.
I feel frustrated because it is difficult for me to communicate with other students.
I get upset because other students cannot understand me.
I get upset because my teacher cannot understand me.
# Classroom Participation Questionnaire

*N=263, CIPP, 2003-05*

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<thead>
<tr>
<th></th>
<th>Normal</th>
<th>Concern</th>
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</thead>
<tbody>
<tr>
<td>Understanding Teacher</td>
<td>84.5%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Understanding Students</td>
<td>76.4%</td>
<td>23.6%</td>
</tr>
<tr>
<td>Positive Effect</td>
<td>82.8%</td>
<td>17.2%</td>
</tr>
<tr>
<td>Negative Effect</td>
<td>86.6%</td>
<td>13.4%</td>
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</table>
## Language Assessment

### Vocabulary
- PPVT
- EOWPVT
- ROWPVT
- TERA-3 (Test of Early Reading Ability-3rd edition)

### Language
- TACL-3
- CASLLS (Cottage Acquisition Scales for Listening, Language and Speech)

### Language (continued)
- REEL-2
- Reynell
- PLS-4
- CELF and CELF-P
- SALT
- OWLS
- SKI-HI Language Development Scale
- GAEL & GAEL-P
- TAGS

### Pragmatics
### Behavioral/Social-emotional: Social Skills Rating System (SSRS)

**3 Areas**
- Academic Performance
- Social Skills
- Problem Behaviors

**3 Levels**
- Preschool
- School-age: Elementary
- School-age Secondary

**3 Reporter Options**
- Parent
- Teacher
- Self-Report
Social Skills Rating System (SSRS)
(Gresham & Elliot, 1990)

- **Teacher Form** documents teacher’s perceived frequency and importance of behaviors influencing student’s development of:
  - Social Skills
  - Problem Behaviors
  - Academic Performance
- Yields a standard score of 100, SD 15.
SSRS examples

- **Social Skills**
  - Controls temper
  - Invites others to join activities
  - Initiates conversation with peers
  - Follows your directions

- **Problem Behaviors**
  - Has low self-esteem
  - Disturbs ongoing activities
  - Gets angry easily
  - Likes to be alone
Teacher Rated Social Skills
Over Time

Below Average
Average
High

Percent of Students

01-02 (N=160)
02-03 (N=155)
03-04 (N=145)
04-05 (N=144)
05-06 (N=120)
Teacher Rated Problem Behavior
Over Time

Below Average
Average
High

Percent of Students
0 10 20 30 40 50 60 70 80 90 100

01-02 (N=162)
02-03 (N=154)
03-04 (N=149)
04-05 (N=144)
05-06 (N=121)
Social Behavior Summary

- Social skills and problem behaviors of students in study are similar to those of typical student population.
- As students in study increased in age, social skills and problem behaviors remained comparable to typical student population.
  - Older students were not rated as more socially withdrawn or isolated
Listening Skills Assessment

- Functional Auditory Performance Indicators (FAPI)
- Early Speech Perception Test (ESP) for Profoundly Deaf Children
- Lexical Neighborhood Test (LNT) & Multi-syllabic Lexical Neighborhood Test (MLNT)
- Meaningful Auditory Integration Scale (MAIS)/Infant Toddler (IT-MAIS)
- Developmental Index of Audition and Listening (DIAL)
- Listening Inventory for Education (L.I.F.E.)
- Listening Development Profile
## Functional Auditory Performance Indicators: An Integrated Approach to Auditory Skill Development

### Performance Profile

<table>
<thead>
<tr>
<th>Name</th>
<th>DOB</th>
<th>3 Yrs. Old</th>
<th>Date</th>
<th>Examiner</th>
<th>3 Mos. Post Implant</th>
</tr>
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<tbody>
<tr>
<td>Luke</td>
<td></td>
<td></td>
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</table>

### Performance Categories

- **Awareness and Meaning of Sounds**
- **Auditory Feedback and Integration**
- **Localizing Sound Source**
- **Auditory Discrimination**
- **Auditory Comprehension**
- **Short-term Auditory Memory**
- **Linguistic Auditory Processing**

### Category Scores

- **Category Score:**
  - Awareness and Meaning of Sounds: 60%
  - Auditory Feedback and Integration: 42%
  - Localizing Sound Source: 28%
  - Auditory Discrimination: 9%
  - Auditory Comprehension: 5%
  - Short-term Auditory Memory: 0%
  - Linguistic Auditory Processing: 0%

### Performance Levels

- **Acquired**
- **In Process**
- **Emerging**
- **Not Present**

(Shade in appropriate box for each category after determining the percentage for that category)
# Functional Auditory Performance Indicators: An Integrated Approach to Auditory Skill Development

## Performance Profile

<table>
<thead>
<tr>
<th>Name: Mykala</th>
<th>4.2 yrs</th>
<th>DOB</th>
<th>Date</th>
<th>Examiner</th>
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</table>

### Awareness and Meaning of Sounds
- **1.** Responds to loud environmental sounds or noisemakers
- **2.** Responds to music
- **3.** Responds to speech
- **4.** Associates loud environmental sounds or noisemakers with their source
- **5.** Associates vocalizations with speaker
- **6.** Associates discourse with speaker

**Category Score:** 88%

### Auditory Feedback and Integration
- **1.** Changes vocalizations when amplification is on
- **2.** Notices own vocal productions
- **3.** Monitors status of amplification by making noises or vocalizing
- **4.** Takes vocal/spoken turns
- **5.** Imitates spoken stimulus
  - **vowels**
  - **number of syllables**
  - **non-native words**
  - **words**

**Category Score:** 92%

### Localizing Sound Source
- **1.** Searches for loud environmental sounds or noisemakers
- **2.** Searches for source of music
- **3.** Searches for source of vocalizations
- **4.** Searches for source of discourse
- **5.** Localizes to loud environmental sounds or noisemakers
- **6.** Localizes to music source
- **7.** Localizes to speaker making vocalizations
- **8.** Localizes to speaker using discourse

**Category Score:** 28%

### Auditory Discrimination
- **1.** Discriminates non-linguistic information:
  - loud vs soft
  - fast vs slow
  - continuous vs abrupt
  - high vs low pitch
  - meaningful environmental sounds
  - intent of utterance based on suprasegmental features
  - mom’s vs dad’s voice
- **2.** Discriminates vocal utterances – non-native word productions:
  - vowels
  - number of syllables
- **3.** Discriminates communicative intent of the utterance
- **4.** Discriminates oral utterances – true word productions:
  - onomatopoeic sounds
  - child’s own name
  - familiar commands
  - number of syllables or words in utterance
  - familiar words based on vowel differences
  - familiar words based on consonant differences
  - familiar words based on syllable differences

**Category Score:** 9%

### Auditory Comprehension
- **1.** Identifies single words
  - body parts
  - common objects or pictures
- **2.** Identifies critical elements in short phrases
  - picture or object with one critical element
  - picture or object with two critical elements
  - picture or object with three critical elements
- **3.** Follows directions
  - simple one-step
  - two-step
  - three-step
- **4.** Identifies critical elements in short stories
  - responds to simple questions about story
  - responds to complex questions about story

**Category Score:** 5%

### Short-term Auditory Memory
- **1.** Memory
  - 1-2 digits
  - 3-4 digits
  - 5-6 digits

**Category Score:** 0%

### Linguistic Auditory Processing
- **1.** Sequencing
- **2.** Closure
- **3.** Syntactic and morphologic analysis
- **4.** Suprasegmental analysis using auditory feedback

**Category Score:** 0.02%

---

(Shade in appropriate box for each category after determining the percentage for that category)

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*ii*
Listening Development Profile
(adapted from Riza Rizack, 1994)

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**Listening Development Profile**

<table>
<thead>
<tr>
<th>Name</th>
<th>D.O.B.</th>
<th>Age/HO</th>
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</table>

**Amplification**

- **Date**
- **Fitted At**
- **Notes**
- **Hearing Aids**
- **Fitted At**
- **Notes**
- **Audiologist**

**Stage 1: Beginning Listener**

| STUDENT OUTCOMES | PERFORMANCE INDICATORS | RATING MODE/DAT
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td>• increases auditory detection awareness</td>
<td>• can differentiate the presence or absence of sound</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>• responds to sounds around the home e.g. doorbell, telephone (response may be voluntary or involuntary)</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>• responds to people’s voices</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>• increases time on listening task</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>• turns head in response to sound</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>• turns directly to sound source</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>• increases attention to sound (auditory localization)</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>• parents use appropriate communication strategies (turn-taking, eye contact, child initiated conversation)</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>• child begins to demonstrate age-appropriate conversation behavior</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>• increases auditory attention</td>
<td>1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

**Stage 2: Intermediate Listener**

| STUDENT OUTCOMES | PERFORMANCE INDICATORS | RATING MODE/DAT
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• identifies when amplification is not working</td>
<td>• child reports that equipment is not working without prompting</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>• demonstrates benefit of listening</td>
<td>• student enjoys listening tasks, initiates desire to hear</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>• responds to loud/quiet sounds</td>
<td>• starts response (loud sounds)</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>• says “hat” or looks puzzled (quiet sounds)</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>• demonstrates use of appropriate loud vs quiet sound</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>• responds to fast/slow sounds</td>
<td>• moves appropriately to speed of sound</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>• demonstrates fast &amp; slow through vocalizations</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>• responds to high/low sounds</td>
<td>• matches pitch of voice</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>• demonstrates high &amp; low through vocalizations</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>• understands rhythm of speech</td>
<td>• follows rhythmic patterns of speech</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

---

*Source: Adapted with permission from Riza Rizack*
### Stage 2 - Intermediate Listener-continued

<table>
<thead>
<tr>
<th>STUDENT OUTCOMES</th>
<th>PERFORMANCE INDICATORS</th>
<th>RATING: MODE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>understands words in songs</td>
<td>performs action i.e. demonstrates understanding of words</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>increases frequent interaction</td>
<td>uses of more complex sentence forms and vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>discriminates words with similar speech sounds (bet vs pet)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>uses language for a variety of purposes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>uses appropriate interaction patterns</td>
<td></td>
</tr>
</tbody>
</table>

### Stage 3 - Advanced Listener

<table>
<thead>
<tr>
<th>STUDENT OUTCOMES</th>
<th>PERFORMANCE INDICATORS</th>
<th>RATING: MODE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>participates in groups - takes turns</td>
<td>uses appropriate clarification strategies for misunderstood messages</td>
<td></td>
</tr>
<tr>
<td>- uses appropriate language &amp; conversation rules</td>
<td>uses discussion to complete assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>uses phrases appropriately for context</td>
<td></td>
</tr>
<tr>
<td>increases awareness of pronunciation of words, phrases, sound &amp; symbol connections</td>
<td>asks for auditory representation or repetition of words so that they can internalize auditory images (modeling)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>discriminates/sort corrects between correct &amp; incorrect productions</td>
<td></td>
</tr>
<tr>
<td>increases use of words/concepts in various contexts</td>
<td>follows multi-step instructions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>more frequent interactions with teachers, peers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>reduces frequency of conversation repair (&quot;huh&quot;, &quot;what&quot;, &quot;I don't understand&quot;)</td>
<td></td>
</tr>
<tr>
<td>increases responsibility for understanding oral messages</td>
<td>reports dead battery or static sounds, intermittency, or poor quality of signal, clogged microphone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>asks teacher to check transmitter using appropriate language</td>
<td></td>
</tr>
</tbody>
</table>

### Stage 4 - Sophisticated Listener/Communicator

<table>
<thead>
<tr>
<th>STUDENT OUTCOMES</th>
<th>PERFORMANCE INDICATORS</th>
<th>RATING: MODE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrates knowledge of audiograms</td>
<td>explains audiograms in terms of degree and configuration (shape)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>discusses characteristics of various hearing aids, cochlear implants &amp; assistive devices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>demonstrates appropriate use of ALD, TDD, captioning, phone</td>
<td></td>
</tr>
<tr>
<td>uses amplification equipment appropriately</td>
<td>reports malfunctioning equipment &amp; conducts basic troubleshooting</td>
<td></td>
</tr>
<tr>
<td>increases awareness of communication/listening environment &amp; appropriate accommodations</td>
<td>requests appropriate physical accommodations (seating, sound system, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>requests appropriate support services (Interpreter, captioning, written materials, notetaking)</td>
<td></td>
</tr>
<tr>
<td>utilizes professional &amp; agencies appropriately (audiology, ENT, SLP, interpreter, relay systems, rehabilitation, etc.)</td>
<td>identifies roles of professionals &amp; community agencies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>uses professionals &amp; community services appropriately</td>
<td></td>
</tr>
<tr>
<td>able to educate others about hearing loss &amp; its implications</td>
<td>selects target audience for presentation on hearing &amp; communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>does presentation to peers, other students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>explains listening needs in work situations</td>
<td></td>
</tr>
</tbody>
</table>

*Educational Audiology Handbook, DeCerio Johnson, Benson, & Seaton (Singular Pub., 1997)*
Speech Assessment
Suprasegmental, phonetic, phonological development

- Arizona Articulation Proficiency Scale-3rd Edition (articulation)
- Goldman Fristoe: Test of Articulation 2 (articulation)
- Ling Phonetic-Phonologic Speech Evaluation Record (segmental and nonsegmental aspects of speech at phonetic and phonological levels)
- Cottage Acquisition Scales for Listening, Language, and Speech (developmental checklist and curriculum for phonetic-phonological speech evaluation)
- CID Picture Speech Intelligibility Evaluation (SPINE)
- PAT – Photo Articulation Test
The “educational” audiological assessment – not just for audiologists

Audiologist:
- Audiogram – focus on implications of hearing loss for communication and learning
- BKB-SIN
The “educational” audiological assessment – not just for audiologists

Audiologist or ToD:

- Classroom Listening Evaluation
  - Classroom acoustics measurements
  - Classroom observation
  - Functional Listening Evaluation
  - Classroom Participation Questionnaire
- Considerations for HAT candidacy
**Classroom Acoustics & Learning**

**Environment: Acoustic Accessibility**

- **Variables**
  - Reverberation
  - Distance
  - Noise – S/N ratio, type of noise

- **Analyze the listening environment**
  - Noise
  - Reverberation

- **Improve the listening environment for all students**
  - Acoustical modifications
  - Accommodations

- **Evaluate lighting and visual access**
Classroom Acoustics Documentation

**CLASSROOM ACOUSTICS DOCUMENTATION PROTOCOL**

- **Date:** May 30, 2007
- **Audiologist/Evaluator:** SM
- **School:** McKee Public School
- **Room:** 107
- **Teacher:**
- **Student:** Not Applicable
- **Grade:** 1
- **If used, indicate FM/Classroom Amplification System:** Not Applicable
- **CLASsROOM SCHEMATIC DIAGRAM** - On back with locations identified
- **TEACHER/LISTENER DISTANCE:**
  - Nearest: 4.8 Ft
  - Farthest: 16.9 Ft

**NOISE ANALYSIS**

<table>
<thead>
<tr>
<th>Location</th>
<th>Ambient Noise Levels (dBA)</th>
<th>Teacher Voice Levels (dBA): Occupied Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Condition: Unoccupied</td>
<td>Draped HVAC on</td>
</tr>
<tr>
<td></td>
<td>UHV off</td>
<td>UHV on</td>
</tr>
<tr>
<td>A</td>
<td>37</td>
<td>44</td>
</tr>
<tr>
<td>B</td>
<td>37</td>
<td>46</td>
</tr>
<tr>
<td>C</td>
<td>37</td>
<td>45</td>
</tr>
<tr>
<td>D</td>
<td>37</td>
<td>45</td>
</tr>
<tr>
<td>E</td>
<td>37</td>
<td>47</td>
</tr>
<tr>
<td>F</td>
<td>37</td>
<td>46</td>
</tr>
<tr>
<td><strong>Average:</strong></td>
<td>37.3</td>
<td>40.9</td>
</tr>
</tbody>
</table>

**REVERBERATION TIME ANALYSIS**

- **Room Volume (V) = 6873.7 cubic feet**
- **Area of Carpet 40 x 15 AB: 645.9 square feet**
- **Area of Ceiling 72.9 x 15 AB: 1140.3 square feet**
- **Area of Window 58.1 x 15 AB: 871.6 square feet**
- **Area of Bulletin Board 46.3 x 15 AB: 694.5 square feet**
- **Area of End Wall 352.5 x 15 AB: 5287.5 square feet**

- **Total A = 6224 square feet**

**RT of Classroom = 0.55**

**NOTE:** ANSI S12.60-2002 Standard = 35dBA and 6 second reverberation time for rooms up to 10,000 cubic feet

---

THE FUNCTIONAL LISTENING EVALUATION

Name: AW  Date: April 19, 2008  Examiner: MS. Audiology
DOB: October 26, 2000  SCHOOL:

AUDIOMETRIC RESULTS
Hearing Sensitivity: Mild sensorineural loss .5 to 2 kHz right ear & .5 to 1.5 kHz left ear

Pure Tone Ave.: Right Ear 30 dB HL  Left Ear 20 dB HL
PTA used: □ 500, 1K, 2K  □ 1K, 2K, 4K
Word Recognition: Right Ear 100% @ 50 dB HL  Left Ear 92% @ 40 dB HL
Sound Field: Unaided Quiet 86% @ 50 dB HL
Noise 85% @ 50 dB HL @ 0 S/N
Sound Field: With FM Noise 100% @ 50 dB HL @ 0 S/N

FUNCTIONAL LISTENING EVALUATION CONDITIONS
Amplification: None □  Hearing Aids ☐ FM ☐ Cochlear Implant ☐
☐ Sound Field ☐ Other
Classroom Noise Level: Unoccupied <50 dBA SPL  Occupied □ NA dBA SPL
Assessment Material: Children’s Nonsense Phrases
Distance (distant condition): 12 ft  Noise Stimulus: Multitalker ☐
Speech level at listener’s ear: 65 dBA SPL
Speech level @ 1 ft from examiner’s mouth: 70 dBA SPL
Noise level @ listener’s ear: 60 dBA SPL
Approximate speech to noise levels: close +5 dB  distant -5 dB
Modifications in protocol: Completed in standard room at North Delta Public Health Unit as student’s customary classroom unavailable. Classroom noise level not measured for this reason.

FUNCTIONAL LISTENING SCOREBOX

<table>
<thead>
<tr>
<th></th>
<th>close/quiet</th>
<th>close/noise</th>
<th>distant/quiet</th>
<th>distant/noise</th>
</tr>
</thead>
<tbody>
<tr>
<td>auditory-visual</td>
<td>95%</td>
<td>85%</td>
<td>90%</td>
<td>80%</td>
</tr>
<tr>
<td>auditory</td>
<td>85%</td>
<td>65%</td>
<td>60%</td>
<td>65%</td>
</tr>
</tbody>
</table>

INTERPRETATION MATRIX

Noise: Quiet 85  Distant 65  Aud-vis 65  Aud 85
Distant: Quiet 65  Distant 65  Aud-vis 65  Aud 85

Average of above scores:
Quiet 97.5%  Distant 75.5%  Aud-vis 65%  Aud 85%

With Hearing Assistive Technology:
Average of above scores:
Quiet 97.5%  Distant 75.5%  Aud-vis 65%  Aud 85%

INTERPRETATION AND RECOMMENDATIONS

Presence of noise and distance from the speaker as well as lack of visual cues all have a significant detrimental effect on AW’s speech reception. These are common elements in most classrooms. Use of an FM system significantly reduces these negative effects.

Recommendations:
- Provide AW with use of an FM system in the classroom
- When possible, reposition noise, decrease distance from AW, and provide visual cues in the classroom setting.

### Audiological Considerations for Device Selection
- Hearing Status:
  - conductive/sensorineural/both
  - unilateral/asymmetrical
  - neuropathy/dysynchrony
  - normal
- Audiogram:
  - auditory thresholds
  - configuration
- Speech recognition in noise
- Stability:
  - stable/fluctuating/progressive
- Special considerations:
  - e.g. drainage/allergy/ataxia
- Current use of hearing technology

### Developmental Considerations for Device Selection
- Age:
  - chronological/developmental
- Academic performance:
  - at or above grade level
  - below grade level
- Additional problems:
  - attention/hyperactivity
  - behavior
  - sensory integration
  - cognition
  - mobility
  - auditory processing

### Device Determination, Fitting & Verification
1. **Receiver**
   - Ear level FM
   - HA + FM
   - Desk Top
   - Sound Field
   - other
2. **Ear Receiver location**
   - Monaural __R __L
   - Binaural
   - Alternating
3. **Transmitter/Mic**
   - Proximity mic
   - Directional
   - Boom mic
   - Lavelier zoom
   - Conference mic
4. **Accessories** _______________
5. **Recommended Device**__________________________
6. **Fitting & Verification**

### Usage Plan
1. ☐ Fulltime
2. ☐ Part-time
Specific environments:

### Orientation & Training
- Child/Youth/Teacher/School Staff

### Validation
- Audibility & Intelligibility: self, teacher, peers

### Monitoring Plan
1. HAT function
2. Child/youth performance with HAT

### Listening Environment Considerations
1. **Classroom**
   - Learning environment
     - lecture/discussion (SNR_______)
     - solo/team teaching
     - 1:1 in-class service
     - single/multiple groups
   - Access needs
     - teachers/peers
     - single/multiple talkers
     - structured/unstructured
     - technology (e.g., computer/TV)
   - Acoustics
     - ambient noise level ______________
     - reverberation time ______________
     - signal sources (intensity & spectrum)
     - noise sources (spectrum & time)
     - room size and shape
     - student position
   - Current HATs in use at school
     - teacher support
     - peer support
2. **Other school locations**
   - Auditorium/Theater
   - Therapy areas
   - Specials – Music/Art/Computer/Resource

### Technology Considerations for Device Selection
- Convenience
- Wearability
- Signal interference
- Maintenance
- Ease of monitoring
- Reliability
- Manufacturer/dealer support
- Multiple FM frequencies
- Compatibility with existing amplification
- Compatibility with computers and educational equipment
Other IEP Assessments

- Parent /Family needs
  - General information
  - Communication skills (sign or spoken language)
  - Literacy (how to read with your child)

- Expanded Core Curriculum – how do you assess for need in these areas?
  - Self-advocacy
  - Deaf culture
  - ASL
### Family Needs Interview

#### FAMILY NEEDS INTERVIEW

for Families of Children who are Deaf or Hard of Hearing

**DIRECTIONS TO THE FACILITATOR:**

Many families of young children who are deaf or hard of hearing need additional information and/or support to enable them to make the best decisions regarding their child’s early intervention services. Listed below are some of the needs frequently identified by these families. This interview should be used with the family to identify areas where the ChiHiP program may be able to provide additional supports. Support may take several different forms including printed materials, videotapes, web resources, referrals to other agencies, connections to other parents, and discussion. Some questions may be adequately addressed through information shared during this interview process.

**Child’s Name:**

**Date Completed:**

**Person being interviewed:**

**Relationship to Child:**

**Interviewer:**

---

**TOPICS** | **NO** | **YES** | **NOT AT THIS TIME** | **DATE/INFORMATION PROVIDED**
---|---|---|---|---
**General Information:** Would you like information in any of the following areas?

1. General growth and development
2. Playing or talking with my child
3. Teaching my child
4. Understanding my child’s behavior

**Information - Hearing & Hearing Loss:** Would you like information in any of the following areas?

5. Normal hearing & how the ear works
6. Cause of my child’s hearing loss
7. Hearing aids and how they will help my child
8. Cochlear implants and other types of hearing devices
9. Keeping the hearing aid(s) on

**Communication:** Would you like information in any of the following areas?

10. Teaching my child to listen
11. Hearing loss and the affect on my child’s ability to learn to talk
12. Language development
13. Sign language
14. How my child will communicate
15. How I can communicate with my child

**Services & Educational Resources:** Would you like information in any of the following areas?

16. Special services available for my child
17. Communication accessible activities and programs in my community
18. Special services available in my local school district
19. Ideas to more effectively communicate with my child’s teacher or therapist
<table>
<thead>
<tr>
<th>TOPICS</th>
<th>NO</th>
<th>YES</th>
<th>NOT AT THIS TIME</th>
<th>DATE/INFORMATION PROVIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Ideas to manage time regarding my child’s hearing needs &amp; therapies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Other conditions my child may have</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Family & Social Support:** Would support in any of the following areas assist you in meeting the needs of your family and child?

22. Talking with someone in my family, or a friend, about my concerns
23. Opportunities to meet with other parents of children who are deaf or hard of hearing
24. Opportunities to meet deaf and hard of hearing adults
25. Information about parent support groups
26. Help with our family’s or extended family’s acceptance and understanding of the hearing loss
27. Meet with a counselor who specializes in hearing loss issues
28. Meet with a counselor regarding family issues
29. Explaining my child’s hearing problem to others
30. Help with sibling issues

**Do you need assistance in any of the following areas?** These issues and concerns may need to be referred to the case manager (CO-Hear Coordinator) or other resources in the community:

1. Help locating good baby-sitters for my child
2. Help locating a day care program for my child
3. Help locating therapists or other specialists
4. Help with transportation
5. Funding for hearing aids
6. Funding for therapy
7. Funding for child care/respite care
8. Funding for other special equipment my child needs
9. Resources for food, housing, medical care, clothing, or transportation

Please list other topics or information that the family would like to receive or discuss.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Services & Placement

- **PARC**
  - Inclusion Readiness
  - Interpreter Readiness
  - Communication mode readiness
  - Placement readiness

- **Accommodations and Modifications**
  - IEP checklist

- **Relationship of Hearing Loss to Services**

- **Hearing Assistance Technology**
The Student: Readiness Checklists
- General Education Inclusion Readiness
- Interpreted/Transliterated Education Readiness
- Oral/Manual Instruction Access

The Environment: Placement Checklists
- Preschool/Kindergarten
- Elementary
- Secondary
## General Education Inclusion Readiness Checklist

<table>
<thead>
<tr>
<th>Name: ________________________</th>
<th>Date: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed by: __________________</td>
<td></td>
</tr>
</tbody>
</table>

### 1. Knowledge of classroom routines and ability to handle transitions:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Appears aware of routine/does not make transitions</td>
<td>☐ Makes transitions with adult assistance</td>
<td>☐ Makes transitions by observing others</td>
<td>☐ Makes transitions with verbal/sign prompting</td>
<td>☐ Aware of routines/make transitions independently</td>
</tr>
</tbody>
</table>

### 2. Following Directions:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Does not follow directions</td>
<td>☐ Follows directions with adult assistance</td>
<td>☐ Follows directions by observing others</td>
<td>☐ Follows directions verbal/sign prompt</td>
<td>☐ Follows directly independently</td>
</tr>
</tbody>
</table>

### 3. Attention to classroom instruction (as compared to classmates):

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Student is disengaged</td>
<td>☐ Attends less than 25% of the time</td>
<td>☐ Attends 50% of the time</td>
<td>☐ Attends 75% of the time</td>
<td>☐ Attends 100% of the time</td>
</tr>
</tbody>
</table>

### 4. Comprehension of classroom instruction:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Does not comprehend</td>
<td>☐ Appears to understand information that is familiar/highly structured</td>
<td>☐ Appears to understand information that is new or less structured</td>
<td>☐ Appears to understand most information presented</td>
<td>☐ Appears to have complete understanding of information</td>
</tr>
</tbody>
</table>

### 5. Typical behavior when content is not understood:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Drops out/engages in irrelevant activity</td>
<td>☐ Facial cues indicate lack of understanding</td>
<td>☐ Looks to another student for assistance</td>
<td>☐ Asks for assistance from teacher</td>
<td>☐ Indicates specific content understood</td>
</tr>
</tbody>
</table>

### 6. Typical response behavior:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Student is disengaged</td>
<td>☐ Does not respond when called on</td>
<td>☐ Answers when called on but response is not related to topic</td>
<td>☐ Answers when called on with response on topic</td>
<td>☐ Volunteer response/comments and is on topic</td>
</tr>
</tbody>
</table>

### 7. Student’s response and comments in lecture/teacher directed activities:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ None made</td>
<td>☐ Not related to the topic</td>
<td>☐ Incorrect but related to the topic</td>
<td>☐ Correct and related to the topic</td>
<td>☐ Enriching to discussion</td>
</tr>
</tbody>
</table>

### 8. Student’s participation in group discussion and cooperative learning:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Student is disengaged</td>
<td>☐ Attentive initially; gives up</td>
<td>☐ Attentive; participation not productive</td>
<td>☐ Attentive; comments appropriately some of the time</td>
<td>☐ Participate constructively</td>
</tr>
</tbody>
</table>

### 9. Attends and processes chain of communication:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Does not</td>
<td>☐ Aware of</td>
<td>☐ Follows chain of</td>
<td>☐ Follows chain of</td>
<td>☐ Follows chain of</td>
</tr>
</tbody>
</table>

### 10. Independently initiates communication interaction within the classroom or self-initiates a comment:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Does not initiate</td>
<td>☐ Initiates appropriately</td>
<td>☐ Initiates appropriately 50-70% of the time</td>
<td>☐ Initiates appropriately 70-90% of the time</td>
<td>☐ Initiates appropriately 90% of the time</td>
</tr>
</tbody>
</table>

### 11. Academic Performance (reading, writing, math):

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 3 years below grade level</td>
<td>☐ Reading</td>
<td>☐ Writing</td>
<td>☐ Math</td>
<td>☐ Reading</td>
</tr>
<tr>
<td>3 years below grade level</td>
<td>☐ Reading</td>
<td>☐ Writing</td>
<td>☐ Math</td>
<td>☐ Reading</td>
</tr>
<tr>
<td>2 years below grade level</td>
<td>☐ Reading</td>
<td>☐ Writing</td>
<td>☐ Math</td>
<td>☐ Reading</td>
</tr>
<tr>
<td>Within 1 year of grade level</td>
<td>☐ Reading</td>
<td>☐ Writing</td>
<td>☐ Math</td>
<td>☐ Reading</td>
</tr>
<tr>
<td>At or above grade level</td>
<td>☐ Reading</td>
<td>☐ Writing</td>
<td>☐ Math</td>
<td>☐ Reading</td>
</tr>
</tbody>
</table>

### 12. Language Skills:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 3 years below age level</td>
<td>☐ Receptive</td>
<td>☐ Expressive</td>
<td>☐ Receptive</td>
<td>☐ Expressive</td>
</tr>
<tr>
<td>3 years below age level</td>
<td>☐ Receptive</td>
<td>☐ Expressive</td>
<td>☐ Receptive</td>
<td>☐ Expressive</td>
</tr>
<tr>
<td>2 years below age level</td>
<td>☐ Receptive</td>
<td>☐ Expressive</td>
<td>☐ Receptive</td>
<td>☐ Expressive</td>
</tr>
<tr>
<td>Within 1 year of age level</td>
<td>☐ Receptive</td>
<td>☐ Expressive</td>
<td>☐ Receptive</td>
<td>☐ Expressive</td>
</tr>
<tr>
<td>At or above age level</td>
<td>☐ Receptive</td>
<td>☐ Expressive</td>
<td>☐ Receptive</td>
<td>☐ Expressive</td>
</tr>
</tbody>
</table>

### 13. Self-Advocacy Skills:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ does not usually know when information is misunderstood, does not know how to ask for assistance</td>
<td>☐ does not usually know when information is misunderstood; knows how to ask for assistance but manner is not appropriate</td>
<td>☐ does not usually know when information is misunderstood, it is appropriate to ask for assistance</td>
<td>☐ most of the time recognizes when information is misunderstood, how to ask for assistance, and when it is appropriate to ask for repetition</td>
<td>☐ consistently recognizes when information is misunderstood, how to ask for assistance, and when it is appropriate to ask for repetition</td>
</tr>
</tbody>
</table>
## Interpreted/Transliterated Education Readiness Checklist

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Completed by:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1. Does the student demonstrate the ability to:
- learn abstract and/or decontextualized material with minimal expansion?
- learn new vocabulary from typical classroom exposure?
- comprehend class content and instructions?
- understand what to do without the interpreter/transliterator directing?
- make age appropriate progress without excessive assistance?
- complete class material and tests without interpreter assistance?
- store, retrieve, and organize information received through an interpreter/transliterator?

### 2. Does the student demonstrate understanding of the role of the interpreter/transliterator by:
- having appropriate expectations (based on the student’s age) for the interpreter/transliterator?
- maintaining appropriate boundaries with the interpreter/transliterator?
- allowing the interpreter/transliterator to nearly interpret/transliterate?

### 3. Does the student demonstrate how to use the interpreter/transliterator by:
- recruiting interpreting assistance when needed?
- understanding when an interpreter is needed?
- advocating for communication needs?
- speaking up about missing information?
- requesting clarification from the interpreter?
- participating in class discussion?
- participating in small group discussions?

### 4. Does the student demonstrate appropriate social development by:
- interacting with peers about class material?
- interacting with peers about social issues?
- appreciating a variety of traits and personalities?
- experiencing authentic peer relationships?
- arguing, playing, pretending, negotiating, or persuading peers?
- participating appropriately in class?

### 5. Attentional Factors - Does the student:
- attend to the interpreter/transliterator and the teacher?
- manage the multiple visual and/or auditory demands of complex visual and auditory environments?
# Oral + Manual Instruction Access Checklist

**Name:** ____________________________  
**Date:** ____________________________  
**Completed by:** ____________________________  
**Title:** ____________________________  

## 1. General Skills

Does the student demonstrate the ability to:

<table>
<thead>
<tr>
<th></th>
<th>ORAL</th>
<th>WITH SIGN/CUE</th>
<th>HOW PROFICIENT?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
<td>Rarely</td>
<td>Some</td>
</tr>
<tr>
<td>a.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

## 2. Receptive Language

Does the student...

<table>
<thead>
<tr>
<th></th>
<th>ORAL</th>
<th>WITH SIGN/CUE</th>
<th>HOW PROFICIENT?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
<td>Rarely</td>
<td>Some</td>
</tr>
<tr>
<td>a.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>ORAL</td>
<td>WITH SIGN/CUE</td>
<td>HOW PROFICIENT?</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>c. understand the language of instructional activities and possess a language base strong enough to learn topics in depth?</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>d. attend to group conversations?</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>e. demonstrate incidental learning?</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>f. exhibit relative speed in processing of new information comparable to classroom peers?</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>g. demonstrate the above receptive skills for language in the following settings:</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>- one-on-one?</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>- small group?</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>- large group?</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

<p>| 3. Expressive Language | Does the student... | | |
|------------------------|----------------------|----------------|
| a. express him/herself in a manner that is easily understood by | | 1 2 3 4 5 6 |
| - familiar adults? | | 1 2 3 4 5 6 |
| - less familiar adults? | | 1 2 3 4 5 6 |
| - peers in academic and social conversations? | | 1 2 3 4 5 6 |
| b. use no more that 2 to 3 repairs/rephrases per conversation with an adult? | | 1 2 3 4 5 6 |
| c. carry on a conversation with one peer | | 1 2 3 4 5 6 |
| - independently? | | 1 2 3 4 5 6 |
| - with assistance? | | 1 2 3 4 5 6 |
| d. participate in group conversation (NOTE: group) | | 1 2 3 4 5 6 |</p>
<table>
<thead>
<tr>
<th>ORAL</th>
<th>WITH SIGN/CUE</th>
<th>HOW PROFICIENT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never(&lt;10%)</td>
<td>Never(&lt;10%)</td>
<td>Not at all (1)</td>
</tr>
<tr>
<td>Rarely(10-39%)</td>
<td>Rarely(10-39%)</td>
<td>2</td>
</tr>
<tr>
<td>Some(40-69%)</td>
<td>Some(40-69%)</td>
<td>3</td>
</tr>
<tr>
<td>Freq(70-90%)</td>
<td>Freq(70-90%)</td>
<td>4</td>
</tr>
<tr>
<td>Always (&gt;90%)</td>
<td>Always (&gt;90%)</td>
<td>5</td>
</tr>
</tbody>
</table>

Number should be comparable to the typical size in the proposed educational setting:
- independently?
- with facilitation by an adult?

e. express ideas and convey a meaningful message using connected language?
f. adjust expressive style (pragmatics) to match environmental conditions?

4. Written Language Skills (reading and writing)
   Does the student:
   a. demonstrate reading skills comparable to potential classmates/peers?
   b. demonstrate written skills comparable to potential classmates/peers?
PARC Placement Checklists

• Content
  – Classroom Physical Environment
  – General Learning Environment
  – Instructional Style
  – Individual Student Considerations
  – School Culture

• 3 levels
  – PS/Kindergarten
  – Elementary
  – Secondary
### I. Classroom - Physical Environment

1. Is the room size conducive to learning? (A large room/high ceiling can distort sound; a small room may be noisy.)
2. Is the room adequately lit? (Lighting and shadows may affect speechreading and signing ability.)
3. Is the ambient noise level for the classroom within recommended standards (noise ≤55dBa and reverberation ≤0.6 sec? ANSI S12.60.2002)?
4. Is the room treated to reduce noise (carpet on floor, acoustical ceiling tiles, window coverings, cork or other wall coverings)?
5. Are noise sources in the classroom minimized (e.g., fish tanks, ventilation/heater fans, computers)?
6. Does noise from adjacent areas (hallways, outside the building) spill over into classrooms?

**Comments**

### II. General Learning Environment

7. Does teacher(s)/adult(s) use a variety of techniques to elicit positive behavior from children?
8. Are there a variety of centers? (Fine motor, art, manipulatives, science, music, dramatic play, sensory, literacy?)
9. Is there a visual schedule identifying daily routines and child expectations?
10. Is there a visual behavior management system that provides clear structure for the class and consistent rules?
11. Does the curriculum standards-based include a variety of themes, topics, and children's literature?
12. Does the teacher use lesson plans to guide daily activities?
13. Are activities modified to meet a variety of children's needs?
14. Are special services children receive:
   - a. usually in the general education classroom?
   - b. supporting the general education content?

**Comments**

### III. Instructional Style

14. **Classroom Discourse and Language**
   - a. Are the teacher(s) and other adults good language models for the children?
   - b. Is language consistently accessible to the child?
     - (If sign/speech is used, do all adults in the classroom consistently sign/speech, including their communications with other adults?)
   - c. Are peer responses repeated?
   - d. Is vocabulary and language expanded by an adult?

15. **Teacher's Speaking Skills**
   - a. Is enunciation clear?
   - b. Is rate appropriate?
   - c. Is loudness appropriate?
   - d. Is facial expression used to clarify the message?
e. Are gestures used appropriately?  

f. Are teacher's (or other speaker's) lips available for speechreading?  
g. Is teacher's style animated?  
h. Is a buddy system available to provide additional assistance or clarification?  

16. Use of Visual Information  
a. Are props or other visual materials used for stories and activities?  
b. Are appropriate attention-getting strategies utilized?  
c. Are Fingerplays, action songs, and dramatic play used in circle time, story time, centers, etc.?
Accommodations & Modifications

- **Accommodations**
  - supports to insure access to communication and learning

- **Modifications**
  - Altered curriculum,
  - Reduced number of assignments

- IEP Checklist
# IEP Checklist: Recommended Accommodations and Modifications for Students Who Are Deaf and Hard of Hearing

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**IEP Checklist**

### Notes:
- Accommodations provide access to communication and instruction. Modifications alter the content, expectations, or the evaluation of academic performance.

### Amplification Accommodations
- Personal hearing instrument (hearing aid, cochlear implant, Sachs device)
- Personal FM (hearing aid + FM or FM only)
- FM hearing assistance technology system (without personal hearing instrument)
- Classroom amplification/audio distribution system

### Assistive Devices Accommodations
- Videophone or TDD
- Graphic display
- Other

### Communication Accommodations
- Obtain student’s attention prior to speaking
- Reduce auditory distractions (background noise)
- Reduce visual distractions
- Enhance speechreading conditions (great hands on head of face, mustache well-trimmed, no gins bending)
- Present information in simple, structured, sequential manner
- Clearly enunciated speech
- Extra time for processing information
- Repeat or rephrase information when necessary
- Frequent check for understanding
- Speech in text software (speech recognition)
- Interpreting (ASL, signed English, cued speech, etc.)

### Physical Environment Accommodations
- Noise/reverberation reduction (carpet & other sound absorption materials) eAN8142:90
- Special lighting
- Focus design modifications
- Framing for aligning/size detection

### Curricular Modifications
- Modified teaching assignment (shorter length, adapt or eliminate prerequisite content)
- Modified written assignments (shorter length, adapted evaluation criteria)
- Extra practice
- Pre-trends, teach, re-trends vocabulary, concepts
- Strategies to adapt social/curricular instruction: accommodations lack of auditory access
- Supplemental materials to reinforce concepts of curriculum
- Alternate curriculum

### Evaluation Accommodations & Modifications
- Reduce quantity of tests
- Alternate tests
- Braille assistance with tests for clarification of directions, language of test questions (non-reading items)
- Extra time
- Special setting
- Other

### Instructional Accommodations & Modifications
- Oral supplements (readback, chart, vocabulary list, lecture outlines)
- Interactive whiteboard (e.g., Smart Board, Mimio)
- Classroom captioning (CART, etc.)
- Captions and/or scripts for television, video, movie
- Auditory system for notes, extra explanations/directions
- Check for understanding of information
- Down time/break from listening/watching
- Extra time to complete assignments
- Step-by-step directions
- Interpreting (ASL, signed English, cued speech, etc.)
- Speech in text software (speech recognition)
- Tuting
- Note-taking
- Direct instruction (indicate classes)

### Other Needs/Considerations
- Expanded core curriculum instruction (speech, language, preparatory language/communication, auditory and listening, speech/language, self-advocacy, transition planning, deaf studies)
- Counseling
- Vocational Rehabilitation services
- Deaf/Hand of Hearing peer
- Deaf/Hand of Hearing role model
- Accommodated/Social accommodations
- Sign language instruction for family
- Family support and training
- Financial assistance
- Transportation services

---

Preschool Strategies

- Language Facilitator
- Promote listening
- Promote language learning
- Promote early literacy learning

- Make sure goals are driven by appropriate assessment
- Monitor progress regularly and consistently
Role of Language Facilitator
(spoken or signed)

To accomplish need to:

- Tune-in to child (reactive not directive)
- Provide stream of language for what child sees, touches, smells, hears and thinks (Pat Babin)
Role of Language Facilitator
(spoken or signed)

- Access to communication
- Modify language for understanding
- Mediate communication between/among partners
  - Model language expression
  - Elicit responses
- Enrich language experiences
  - Expand language experience
Specialized Interventions to Promote Language and Learning in Young Children

- Spoken language specialist (auditory oral/auditory verbal)
- Sign Language Instruction – Deaf/HOH
  - Infant access to a fluent or native signer
  - Parent education
- Deaf/HOH parent-infant intervention providers
- Deaf Connections (deaf adult mentor)
- Integrated/Shared Reading Program
Hearing Assistance Technology

Audiologist:
- Fitting and verification procedures

Audiologist or Deaf Educator:
- Validation of HAT
- Management of HAT
  - Orientation and training
  - Implementation Plan
  - HA/HAT Monitoring
HAT Implementation and Validation Procedures

- Orientation, training & usage plan
- Validation procedures
- Monitoring procedures
Orientation & Training Topics

**Children/Youth**
- Implications of HL
- Device features & function
- Expectations: Benefits/limitations
- Care & Maintenance
- Basic troubleshooting
- Self-monitoring of function
- Self-advocacy

**Parents/Caregivers/Teacher**
- Implications of HL
- Basic function of device
- Device features & function
- Expectations: Benefits/limitations
- Listening check & basic troubleshooting
- Report of a suspected malfunction
- Advocacy
- Classroom/community setting orientation to HAT
Usage Plan

- Consider communication needs
- Fulltime
- Part-time

Specific environments: ____________

Specific activities:
  __assemblies  __therapy
  __classroom instruction  __classroom discussion
  __PE & other organized physical activities
  other______________________
FM Implementation – When, and when not, to use (adapted from CHOP 2008)

Use FM:
- Large group instruction and presentations
- Teacher-directed small group instruction
- Oral instructions or tests
- Repeating student comments/discourse
- Videos

FM not required:
- Independent seatwork
- Individual communications
- Whenever speech is not directed toward the student (e.g., teacher’s lounge, another room)
Validation Procedures

- Validation is a demonstration of the benefits (and limitations) of the recommended HAT device.
  - Full audibility and intelligibility of speech
  - Full audibility of self and others
  - Reducing effects of distance, noise, and reverberation
- Validation is an ongoing process to assure that the child/youth is receiving optimal speech input from self and others (Pediatric Working Group, 1996).
Validation procedures consist of objective or subjective measures and reflect typical listening environments.
IDEA requires that the selection and use of assistive technology include a functional evaluation of the child/youth in their customary environment.
Paramount to the validation process is providing evidence that the recommended HAT achieves fitting goals for communication access.
### Validation Tools

<table>
<thead>
<tr>
<th>Self-assessments</th>
<th>Observation Questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listening Inventory for Education (LIFE)</td>
<td>• Early Listening Function (ELF)</td>
</tr>
<tr>
<td>• Classroom Participation Questionnaire (CPQ)</td>
<td>• Children’s Home Inventory of Listening Difficulties (CHILD)</td>
</tr>
<tr>
<td>Functional Evaluations</td>
<td>• LIFE</td>
</tr>
<tr>
<td>• Functional Listening Evaluation (FLE)</td>
<td>• Screening Instrument for Targeting Educational Risk (SIFTER)</td>
</tr>
<tr>
<td>• Ling Six Sound Test</td>
<td>• Meaningful Auditory Integration Scale (MAIS, IT-MAIS)</td>
</tr>
<tr>
<td>• PBK-SIN</td>
<td>• Functional Auditory Performance Indicators (FAPI)</td>
</tr>
<tr>
<td></td>
<td>• Children’s Auditory Processing Scale (CHAPS)</td>
</tr>
</tbody>
</table>
**THE FUNCTIONAL LISTENING EVALUATION**

**Name:** AW  
**Date:** April 18, 2008  
**Examiner:** MS. Audiologist  
**DOB:** October 26, 2000  
**SCHOOL:**

**AUDIOMETRIC RESULTS**

Hearing Sensitivity: Mild sensorineural loss: 5 to 2 kHz right ear & 5 to 1.5 kHz left ear

- **Pure Tone Ave:** Right Ear 30 dB Hl  
- **Left Ear:** 20 dB Hl  
- **PTA used:** V 500, 1K, 2K, 3K, 4K  
- **Word Recognition:** Right Ear 95% @ 50 dB Hl  
- **Left Ear:** 90% @ 50 dB Hl  
- **Sound Field:** Unaided Quiet 95% @ 50 dB Hl  
- **Noise:** 85% @ 50 dB Hl @ 0 SN  
- **Sound Field:** With FM Noise 100% @ 50 dB Hl @ 0 SN

**FUNCTIONAL LISTENING EVALUATION CONDITIONS**

- **Amplification:** None  
- **Hearing Aids:** F  
- **Cochlear Implant:** O
- **Sound Field:** O  
- **Other:**

- **Classroom Noise Level:** Unoccupied < 50 dB SPL  
- **Occupied:** N/A dB SPL
- **Assessment Material:** Children’s Nonsense Phrases
- **Distance (distant condition):** 12 ft
- **Noises:** Speech at listener’s ear: 65 dB SPL  
- **Speech from examiner’s mouth:** 70 dB SPL  
- **Noise level at listener’s ear:** 60 dB SPL

- Approximate speech to noise levels: close +5 dB  
- distant +5 dB

- **Modifications in protocol:** Completed in standard room at North Delta Public Health Unit as student’s customary classroom unavailable. Classroom noise level not measured for this reason.

**FUNCTIONAL LISTENING SCOREBOX**

- **Auditory-visual:**
  - close quiet: 95%  
  - close noise: 85%  
  - distant quiet: 80%  
  - distant noise: 85%  

- **Auditory:**
  - quiet: 85%  
  - noise: 75%  
  - close quiet: 80%  
  - close noise: 90%  
  - distant quiet: 90%  
  - distant noise: 100%  

**INTERPRETATION MATRIX**

- **Noise:**
  - quiet: 85%  
  - noise: 95%  

- **Distance:**
  - close: 85%  
  - distant: 95%  

- **Visual Input:**
  - aud vs: 85%  
  - aud: 95%

**Average of above scores:**

- **87.5%** quiet  
- **66.25%** noise  
- **82.5%** close  
- **71.25%** distant  
- **87.5%** aud vs  
- **87.5%** aud

With Hearing Assistance Technology:

- **Average of above scores:**
  - **92.5%** quiet  
  - **93.75%** noise  
  - **91.25%** close  
  - **90%** distant  
  - **93.75%** aud vs  
  - **92.5%** aud

**INTERPRETATION AND RECOMMENDATIONS**

Presences of noise and distance from the speaker as well as lack of visual cues all have a significant detrimental effect on AW’s speech reception. These are common elements in most classrooms. Use of an FM system significantly reduces these negative effects.

**Recommendations:**

- Provide AW with use of an FM system in the classroom  
- When possible, reduce noise, decrease distance from AW, and provide visual cues in the classroom setting.

Monitoring Procedures

- Any child who uses HAT should have a monitoring plan
- Repairs need to be completed in a timely manner
- Loaners should be provided
- IDEA requires that schools must monitor all amplification devices to assure that they are functioning properly
Individual monitoring plan documents proper functioning of amplification devices:

- Who
- Where
- When
- How
- What if
Audiological monitoring should document whether the child’s performance with the amplification instruments

- Meets auditory/listening goals
- Achieves communication access with
  - Teachers and school staff
  - Classmates & peers
  - Self
## AAA HAT Guidelines

### Proposed Monitoring Plan

<table>
<thead>
<tr>
<th>HAT Function</th>
<th>Child/Youth Performance with HAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure used to monitor HAT:</td>
<td>Meeting personal auditory/listening goals?</td>
</tr>
<tr>
<td>❑ Ling 6 sounds</td>
<td>❑ Yes ❑ No</td>
</tr>
<tr>
<td>❑ Other__________</td>
<td>Achieves communication access with teachers and school staff?</td>
</tr>
<tr>
<td>Person who will monitor: _______</td>
<td>❑ Yes ❑ No</td>
</tr>
<tr>
<td>Location of monitoring: _________</td>
<td>Achieves communication access with peers?</td>
</tr>
<tr>
<td>______________________________</td>
<td>❑ Yes ❑ No</td>
</tr>
<tr>
<td>When will HAT be monitored:______</td>
<td>Comments:</td>
</tr>
<tr>
<td>________________</td>
<td></td>
</tr>
<tr>
<td>Procedure to follow when HAT malfunctions:________________________</td>
<td></td>
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<tr>
<td>______________________________</td>
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</tr>
</tbody>
</table>
SAMPLE Personal Amplification Monitoring Plan

Student's Name: Aiden Hears Date: August 15, 2006
Teacher: Mrs. Nice Grade: 2
Grade:
Hearing Aid Brand/Model: RE Phonak Supero 411 LE Phonak Supero 411
Cochlear Implant: Brand/Model: [RE] [LE]
Hearing Assistance Device: Brand/Model: Phonak Campus SX/MLxS

1. Individual responsible for basic monitoring of device(s):
   - Teacher [ ] Nurse [ ]
   - Aide [ Mrs. Health Aide ] Audiology Asst [ ]
   - Self monitoring by student Other [ ]

2. Where will device(s) be monitored?
   - General education classroom Special education classroom Nurse's office
   - Other:

3. When will device(s) be monitored (daily/weekly and time of day)? Daily at beginning of school day and after lunch

4. Procedures used to monitor device(s):
   - Basic Check: By: Aiden Hears
     1. Verify that HA/FM is turned on and working.
     2. Check batteries.
   - Basic Check: By: Mrs. Health Aide
     1. Verify that HA/FM is turned on and working.
     2. Conduct Ling 6 sounds test.
   - Troubleshooting Strategies: Hearing Aid: battery, earmold, tubing, intermittency and static.
   - FM system: battery, FM connection and channel, intermittency and static.
   - Advanced Check: By: Dr. Audiology
     1. Verify status using basic troubleshooting strategies.
     2. Conduct electroacoustic check.

5. What will occur if device is malfunctioning? Audiologist will send hearing aid home with note indicating problem so that parents can take it to their dispensing audiologist for repair; school will continue to provide amplification access with FM system by adding a school-owned receiver until loaner is available from dispensing audiologist or aid is repaired.

Parent Approval of Plan: I agree with amplification monitoring plan. Initials WH Date 8/15/06
Instruction-Progress Monitoring

- Language
  - Spoken
  - Sign

- Curriculum-based assessment
  - Literacy (vocabulary, fluency, comprehension)
  - Math (computation, problem solving)

- Expanded Core Curriculum

- Phonology/Phonics
  - Dibels
  - Lindamood Bell
  - Visual Phonics

- Listening Skill Development
  - FAPI

- Self-Advocacy
  - Knowledge is Power
Instruction

- **Evidenced-Based Practices**
  - Meets criteria of scientifically-based research
- **Recommended Practices**
  - Based on consensus of professionals
    - Ten recommended practices in Literacy
    - Ten recommended practices in Math & Science

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Reading Instruction Strategies

- Utilization of existing reading curriculums
- Implementation of appropriate modifications and strategies to teach phonics and subsequent reading skills
  - Dibels, Wilson Reading, Lindamood-Bell
  - Visual Phonics
- Strategies to teach reading include specialized, intensive instruction using appropriate techniques, emphasis on critical components (identified in research), and progress monitoring
- Opportunities to develop targeted skills
  - May require individual direct instruction
### Recommended Best Practices: Literacy

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Independent reading</td>
</tr>
<tr>
<td>2.</td>
<td>Use of technology</td>
</tr>
<tr>
<td>3.</td>
<td>Phonemic awareness &amp; phonics</td>
</tr>
<tr>
<td>4.</td>
<td>Metacognitive reading strategies</td>
</tr>
<tr>
<td>5.</td>
<td>Writing to promote reading</td>
</tr>
<tr>
<td>6.</td>
<td>Reading in content areas</td>
</tr>
<tr>
<td>7.</td>
<td>Shared reading &amp; writing</td>
</tr>
<tr>
<td>8.</td>
<td>Semantic approach to vocabulary</td>
</tr>
<tr>
<td>9.</td>
<td>Morphographemic approach to vocabulary</td>
</tr>
<tr>
<td>10.</td>
<td>Fluency</td>
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</tbody>
</table>
## Recommended Best Practices: Math & Science

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher as skilled communicator</td>
</tr>
<tr>
<td>2.</td>
<td>Instruction through primary language</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher as content specialist</td>
</tr>
<tr>
<td>4.</td>
<td>Active learning</td>
</tr>
<tr>
<td>5.</td>
<td>Visual organizers</td>
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<tr>
<td>6.</td>
<td>Authentic, problem-based instruction</td>
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<tr>
<td>7.</td>
<td>Use of technology</td>
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<tr>
<td>8.</td>
<td>Specialized content vocabulary</td>
</tr>
<tr>
<td>9.</td>
<td>Critical thinking</td>
</tr>
<tr>
<td>10.</td>
<td>Mediating textbooks</td>
</tr>
</tbody>
</table>
Tips for Teachers

- Practices to Promote Listening
- Practices to Promote Language Learning
- Practices to promote Early Literacy Learning
<table>
<thead>
<tr>
<th>Other Instruction: Expanded Curriculum Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Auditory &amp; listening skill development</td>
</tr>
<tr>
<td>• Transition planning</td>
</tr>
<tr>
<td>• Technology training</td>
</tr>
<tr>
<td>• Family education- Parent training and counseling</td>
</tr>
<tr>
<td>• Social skills</td>
</tr>
<tr>
<td>• Self-advocacy skills</td>
</tr>
<tr>
<td>• Leadership development</td>
</tr>
<tr>
<td>• Deaf studies</td>
</tr>
<tr>
<td>• American Sign Language (ASL)</td>
</tr>
</tbody>
</table>
Topics

Anatomy
Causes of HL
Hearing Measurement
Hearing Aids
Cochlear Implants
Assistive Listening Devices
Coping with a HL:
  - Communication Strategies
  - Solution-Focused Conversation and Rational Emotive Education
Stories
Legislation
Transition
Resources
Inservice/Training/Coaching

- General
- Communication Access
- Cochlear Implants
- Deaf Culture
Inservice/Training/Coaching

**General**
- MENUS (Meeting the Needs of Underserved Students)
- NASDSE Educational Service Guidelines: Meeting the Needs of Students who are Deaf or Hard of Hearing
- Hearing Loss/FM simulations
  - [http://www.utdallas.edu/~thib/](http://www.utdallas.edu/~thib/)
  - Unfair Spelling Test
Inservice/Training/Coaching

- **Communication Access**
  - *A is for Access*

- **Cochlear Implants**
  - Teaching the Kids with High Tech Ears
  - Implant websites

- **Deaf Culture**
  - Through Deaf Eyes
The GOAL:

One Year's Growth in One Year
And when there are limited options?

- Is child making adequate yearly progress, e.g., one year’s growth in one year?
  - If YES, continue to serve and monitor
  - If NO, reassess; locate appropriate expertise to test, interpret & guide service delivery

  - Preschool: Depending on degree of delay consider options for:
    - continuing early intervention program with specialist
    - specialized preschool settings in adjacent districts
    - hiring a trained language facilitator (or provide training and mentoring to a person w/o formal training)
    - Training and coaching for preschool teacher and staff with on-going consultation from a specialist
Limited options continued…

- School-age Options
  - ToD team with building resource/learning disabilities teacher and/or SLP
  - Share programs with adjacent school districts
  - See coach to assist in acquisition and implementation of new skills
Support from General Education Teachers & Administrators

- **Basic Training**
  - Hearing loss and its implications
  - Communication accommodations
  - Instructional modifications
  - HAT technology
- **Scientifically-designed instruction - RtI**
- **Fidelity of Implementation**
- **Expectations: high standards, hearing vs understanding**
- **Classroom variables (student/environment)**
- **Administrative support and oversight**
Communication with CI Centers

- Candidacy
- Family commitment
- Expectations
- Performance monitoring
- Follow-through for programming/reprogramming
1. Implement a communication protocol that shares information about the implant, programming, and progress between the implant center, school, home, and any other entity involved with the child.
Communication with CI Centers: Suggested Solutions

2. Involve the school in the pre-implant candidacy process and post-implant therapy plan
   - School visits by implant center
   - School representative attends implant center candidacy meetings

3. Provide technical assistance and training to staff of local schools to inform them of current practices
Summary: Need for Accountability/Evidence

- **Assessment**
  - Measurable results: Decisions must be data-driven
  - Comprehensive: consider Internal (Hearing, Listening, Communication, Self-Advocacy) and External factors (Environment, Communication, Instruction, Administrative Support)

- **Performance – based (functional) data**
  - Continuously track skill level, performance
  - Adapt strategies to accommodate child’s skills
  - Expect no less than 1 year’s growth in 1 year

- **Accountability and Oversight**
  - Identify who is ultimately responsible for student performance
Tiered Levels of Support
Services: DHH Students

**Intensive/Individualized Level**
- Performance more than 2 years delayed
- Individualized instruction required – usually by TOD

**Targeted Level**
- Performance within 1-2 years of grade level
- Special instruction and services, often by TOD with push-in model

**Universal Level**
- Performing at or above grade level
- Consultation/monitoring support from TOD, educational audiologist, or SLP
Colorado Reference Documents for Students who are Deaf and Hard of Hearing

- A Blueprint for Closing the Gap: Developing a Statewide System of Service Improvements for Student who are Deaf and Hard of Hearing (2002)
- Colorado Quality Standards: Programs and Services for Children and Youth who are Deaf and Hard of Hearing (2004)
- Colorado Individual Performance Profile (CIPP)

www.cde.state.co.us/cdesped/sd-hearing.asp

Order-Download Information

- www.edaud.org
  - C.H.A.P.S.
  - S.I.F.T.E.R.
  - L.I.F.E.
  - E.L.F.
  - CHILD
  - Knowledge is Power (KIP)
- cheryl@colorado.edu
  - PARC
  - IEP Checklist
  - Listening Development Profile
  - Family Needs Interview
- www.cde.state.co.us/cdesp ed/sd-hearing.asp
  - CPQ
  - FLE
  - FAPI
- www.handsandvoices.org
  - Teaching the kids with High Tech Ears
  - A is for Access
- www.audiology.org
  - AAA Guidelines for Remote Microphone Hearing Assistance Technology
Order-Download Information

- www.clerccenter.gallaudet.edu
  - Meadow-Kendall Social-Emotional Inventories for Deaf and Hearing-Impaired Students
- www.ags.pearsonschool.com
  - Social Skills Rating System (SSRS)
  - Student Self Concept Scale (SSCS)
  - Connors