

IOWA'S
NEEDS ASSESSMENT
GUIDELINE
FOR
HEARING INSTRUCTION

Iowa Department of Education

August 1986

3-1773

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Special Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

STATE BOARD OF EDUCATION

Lucas DeKoster, President, Hull
Dianne L.D. Paca, Vice President, Garner
Betty L. Dexter, Davenport
Thomas M. Glenn, Des Moines
Karen K. Goodenow, Wall Lake
Francis N. Kenkel, Defiance
John Moats, Council Bluffs
Mary E. Robinson, Cedar Rapids
Harlan W. Van Gerpen, Cedar Falls

ADMINISTRATION

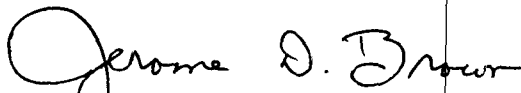
Robert D. Benton, Director and Executive Officer of
of the Department of Education
Mavis Kelley, Administrative Assistant
James E. Mitchell, Deputy Director

Instructional Services Division

Carol McDanolds Bradley, Administrator
J. Frank Vance, Bureau Chief, Special Education Bureau
Richard E. Fischer, Assistant Bureau Chief, Special Education Bureau
Tom Burgett, Assistant Bureau Chief, Special Education Bureau
Jerome D. Brown, Consultant, Hearing Conservation/Education Services

TASK COMMITTEE MEMBERS

The Bureau of Special Education, Iowa Department of Education, wishes to acknowledge the expertise of the task committee members and the contributions of many professionals who have assisted in the development and review of this publication. It is our belief that these guidelines will assist in appropriately serving hearing impaired students in Iowa.



Jerome D. Brown, Ph.D., Consultant
Hearing Conservation/Education Services

Jerome D. Brown, Ph.D., Committee Chair
Hearing Conservation/Education Services
Iowa Department of Education
Bureau of Special Education
Grimes State Office Building
Des Moines, IA 50319-0146

Nancy Brindle, M.A., Supervisor
Hearing Conservation/Education Services
Area Education Agency 6
210 South 12th Avenue
Marshalltown, IA 50158

Becki Budensiek, M.A., Consultant
Hearing Conservation/Education Services
Area Education Agency 7
3706 Cedar Heights Drive
Cedar Falls, IA 50613

Joe Galey, M.A., Teacher of the Hearing Impaired
Hearing Conservation/Education Services
Arrowhead AEA 5
628 Geneseo
Storm Lake, IA 50588

Bob Hanson, M.A., Consultant
Hearing Conservation/Education Services
Mississippi Bend AEA 9
729 21st Street
Bettendorf, IA 52722

Mary Van Engen, M.A., Speech/Language Clinician
Clinical Speech and Language Services
Area Education Agency 4
102 South Main Avenue
Sioux Center, IA 51250

Robert Williams, Ph.D., Supervisor
Hearing Conservation/Education Services
Southern Prairie AEA 15
Route 5, Box 55
Ottumwa, IA 52501

FOREWORD

The task committee, brought together under the auspices of the Iowa Department of Education, has completed the pilot study phase of the original Needs Assessment Guide for Itinerant Hearing Instruction. Input from potential users of the guide has led to clarifications, modifications, and adaptations.

The use of the guide has become more broadly based than anticipated. Feedback from potential users makes it clear that the guide must be used objectively, without regard to current placement and that the full continuum of services must be considered for each child. The professional judgment of teachers and other team members is vital to the successful application of the guide. This subjective aspect of decision-making is best applied after the information is viewed in a systematic and orderly fashion. The purpose of the guide is to assist in organizing the relevant information about a student. In many cases, use of the guide will confirm and fine-tune current status; in others, results may suggest need for increasing or decreasing the level of service provided.

It was found that one of the most effective and powerful aspects of the guide is the way it draws information from a variety of sources. Input is obtained from record review, interview, and diagnostic testing. Parents, teachers, the speech clinician, the school audiologist, and other professionals act as a team to study the whole child and the entirety of the child's environment.

Finally, the built in flexibility in the guide allows each agency to determine the actual parameters and criteria for service as appropriate to its delivery system.

The following chart compares the anticipated overall rating which a student might obtain using this guide and the audiological categorization currently used in the annual Iowa state reporting process. Differentiation between potentially educationally significant and educationally significant hearing losses, as classified by the school audiologist, can be determined by application of the Needs Assessment Guide.

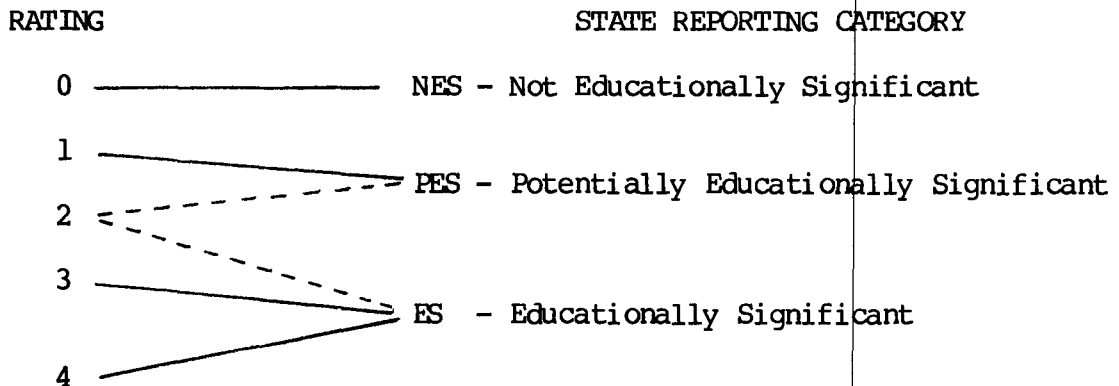


TABLE OF CONTENTS

Task Committee Members	i
Foreword	ii
Table of Contents	iii
I. Hearing Functioning	1
II. Communication Skills	3
III. Academics	7
IV. Classroom Functioning	8
V. Contributing Factors	11
Iowa Needs Assessment Guide for Hearing Instruction	12
Classroom Functioning (Chart)	13

I. HEARING FUNCTIONING

Although this is the first section of the guide, the Hearing Functioning items are not meant to define levels of need independent of the other parts of the guide. The characteristics presented are meant to reflect clinical diagnostic testing conducted by the school audiologist. It is recognized that hearing functioning is on a continuum and that individual students may not "fit" perfectly into a single rating category; clinical judgment should be used to determine the appropriate rating.

The classifications of hearing level used below (slight, mild, moderate, severe and profound) were selected for use as they are widely used in the medical and legal communities in the United States. Decibel level determinations within the various classification systems vary greatly in the literature and therefore are not specified in this guide.

<u>Rating</u>	<u>Characteristics</u>
0	<p>Hearing Level:</p> <ul style="list-style-type: none">- Normal Hearing- Slight sensorineural- Resolved conductive- High frequency beginning at 4K or above- Unilateral sensorineural: <p>Speech Reception Threshold</p> <ul style="list-style-type: none">- Commensurate to pure-tone average- Slightly better than pure-tone average <p>Discrimination:</p> <ul style="list-style-type: none">- Excellent discrimination in quiet and/or noise
1	<p>Hearing Level:</p> <ul style="list-style-type: none">- Slight to mild bilateral sensorineural- Slight to mild fluctuating conductive- Bilateral high frequency beginning at 2K- Unilateral sensorineural <p>Speech Reception Threshold:</p> <ul style="list-style-type: none">- Commensurate to pure-tone average- Slightly worse than pure-tone average <p>Discrimination:</p> <ul style="list-style-type: none">- Excellent in noise and quiet- Excellent quiet/good noise- Discrimination in noise improved with speechreading
2	<p>Hearing Level:</p> <ul style="list-style-type: none">- Mild to moderate bilateral sensorineural- Mild to moderate conductive- Slight to mild sensorineural with fluctuating conductive component- Unilateral profound loss with slight to mild sensorineural in the better ear <p>Speech Reception Threshold:</p> <ul style="list-style-type: none">- Commensurate to pure-tone average- Poorer than expected

Discrimination:

- Excellent to good in quiet
- Good to fair in noise
- Excellent to good in noise with speechreading

Aided Functioning:

- Speech Reception Threshold within range of normal
- Discrimination excellent in quiet
- Discrimination good to fair in noise
- Excellent discrimination in noise with speechreading

Rating

Characteristics

3

Hearing Level:

- Moderate to severe bilateral sensorineural
- Maximum conductive loss
- Mild to moderate sensorineural with conductive overlay
- Unilateral profound loss with mild to moderate sensorineural in the better ear

Speech Reception Threshold:

- Within normal limits or significantly better than expected
- Commensurate with pure-tone average
- Slightly better than expected

Discrimination:

- Excellent to poor in quiet
- Fair to poor in noise
- Excellent to poor in noise with speechreading

Aided Functioning:

- Speech Reception Threshold normal to slight loss range
- Discrimination in quiet excellent to fair
- Discrimination in noise poor to fair
- Discrimination in noise excellent to fair with speechreading

4

Hearing Level:

- Severe to profound bilateral sensorineural loss

Speech Awareness Threshold:

- Commensurate with pure-tone averages

Speech Reception Threshold:

- Commensurate to pure-tone average
- Better than pure-tone averages
- Not testable

Discrimination:

- Excellent to poor in quiet
- Fair to poor in noise
- Excellent to poor in noise with visual cueing

Aided Functioning:

- Speech Reception Threshold within normal to moderate loss range
- Speech Awareness Threshold commensurate to pure-tone averages
- Discrimination; fair to poor in quiet
- Discrimination; poor in noise with speechreading
- Discrimination; not testable
- Discrimination improves to excellent; poor with speechreading

II. COMMUNICATION SKILLS

The Communication skills section of this guide is intended to assist in determining the communication skills of hearing impaired students. As a guide it is limited in the scope and number of characteristics surveyed. Values resulting from use of this guide should be interpreted carefully. Professional judgment and special circumstances must be considered along with the information provided by this section.

The ratings are intended to be derived from information gathered from conventional sources including interviews, language samples, assessment instruments, structured and unstructured observations.

Rating

A. Communication Mode

Auditory Skills and Speechreading

- 0 - No specific concerns in this area
- 1 - Relies primarily on auditory for receptive information (i.e. converses without visual contact)
- 2 - Relies on a combination of auditory and speechreading (comprehension or speechreading scores significantly higher when visual input accompanies auditory input)
- 3 - Relies primarily on speechreading for receptive information (little significant difference between aided and unaided speechreading scores)
- 4 - Relies exclusively on speechreading for receptive information (no significant difference between aided and unaided comprehension, including speechreading scores)

Receptive Signing Skills

- 0 - Does not need/does not know sign language
- 1 - Functions primarily independent of signed input (if interpreter present, student only occasionally uses the input)
- 2 - Relies on a combination of signed input and oral communication (perhaps successful in small groups on one-to-one, but uses signed augmentation in classroom situation)
- 3 - Relies predominantly on signed input
- 4 - Cannot function adequately without signed input

B. Comprehension (Spoken or Signed)

Response to questions or statements

- 0 - No specific concerns in this area
- 1 - Often responds appropriately in both academic and social situations
- 2 - Sometimes responds appropriately in academic situations but frequently responds appropriately in social situations
- 3 - Sometimes responds appropriately in either academic or social situations
- 4 - Rarely responds appropriately in academic situations; rarely to sometimes in social situations

Rating

Response to extended discourse

- 0 - No specific concerns in this area
- 1 - Often demonstrates comprehension by task-oriented actions, appropriate verbal response, or summarization
- 2 - Sometimes demonstrates comprehension by task-oriented actions, appropriate verbal response, or summarization
- 3 - Occasionally demonstrates comprehension by task-oriented actions, appropriate verbal response, or summarization
- 4 - Rarely demonstrates comprehension by task-oriented actions, appropriate verbal response, or summarization

Response to age-appropriate directions (spoken or signed)

- 0 - No specific concerns in this area
- 1 - Often follows multiple directions
- 2 - Sometimes follows multiple directions
- 3 - Rarely follows multiple directions, but follows single-step directions
- 4 - Rarely follows even one-step directions

Semantics

- 0 - Performs within 6 months of age and/or ability levels
- 1 - Perform 6-12 months below age and/or ability levels on any one of the following: vocabulary, categorization skills, concepts, etc.
- 2 - Performs 12-18 months below age and/or ability levels on any one of the following: vocabulary, categorization skills, concepts, etc.
- 3 - Performs 18-24 months below age and/or ability levels on any one of the following: vocabulary, categorization skills, concepts, etc.
- 4 - Perform more than 24 months below age and /or ability levels on any one of the following: vocabulary, categorization skills, concepts, etc.

C. Functional Communication, Pragmatics (Spoken or Signed)

Social Language Skills (See Below*)

- 0 - No specific concerns in this area
- 1 - Demonstrates proficiency with most conversational skills
- 2 - Demonstrates proficiency in some areas but has difficulty with some conversational skills
- 3 - Demonstrates a lack of proficiency with several conversational skills
- 4 - Demonstrates a lack of proficiency with most conversational skills

* (i.e. ability to: give appropriate greetings, make appropriate comments, stay on topic, shift or change topics, start and end conversations, take turns, include referent when using pronouns, etc.)

Rating

Figurative language/multiple meanings

- 0 - No specific concerns in this area
- 1 - Often understands idioms, jokes, cliches, and innuendo
- 2 - Sometimes understands idioms, jokes, cliches, and innuendo
- 3 - Can understand idioms, jokes, cliches, and innuendo if explanation is provided
- 4 - Rarely understands idioms, jokes, cliches, or innuendo even after explanation and example

D. Usage, Spoken and Written

Morphology

- 0 - No specific concerns in this area
- 1 - Frequently uses morphology appropriate to age and/or ability levels, but may sometimes have difficulty in generalizing textbook morphological principles
- 2 - Has some difficulty with spoken or written morphology and/or may have difficulty in studying morphological principles
- 3 - Evidences many morphological errors in speaking or writing and/or may have difficulty in studying morphological principles
- 4 - Evidences many morphological errors in speaking or writing and/or has definite difficulty in studying morphological principles

Syntax, or sentence structure

- 0 - No specific concerns in this area
- 1 - Frequently uses structures appropriate to age and/or ability levels, but may sometimes have difficulty with metalinguistic tasks (i.e. parts of speech, sentence diagramming, etc.)
- 2 - Has some difficulty with language structures and may have difficulty with metalinguistic tasks
- 3 - Evidences many structural errors in conversation, and may have difficulty with metalinguistic tasks
- 4 - Evidences many structural errors in conversation and has definite difficulty with metalinguistic tasks

E. Speech Production and Sign Production

Intelligibility with an untrained listener

- 0 - No specific concerns in this area
- 1 - Very frequently understood by untrained listener who is unfamiliar with the student
- 2 - Frequently understood by untrained, familiar listener
- 3 - Sometimes understood by untrained, familiar listener
- 4 - Rarely understood by untrained, familiar listener

Rating

Intelligibility with a trained listener

- 0 - No specific concerns in this area
- 1 - Very frequently understood by trained listener who is unfamiliar with the student
- 2 - Frequently understood by trained, familiar listener
- 3 - Sometimes understood by trained, familiar listener
- 4 - Rarely understood by trained, familiar listener

Suprasegmental aspects of speech

- 0 - No specific concerns in this area
- 1 - Inconsistent or slight distortion of pitch, loudness rate, duration, rhythm, or voice quality is perceived by the trained listener
- 2 - Mild distortion of pitch, loudness, rate, duration, rhythm, or voice quality is perceived by the untrained, or casual listener
- 3 - Either mild distortion is perceived in several of the following: pitch, loudness, rate, duration, rhythm, or voice quality; or distortion in even one area is significant enough to reduce intelligibility to the untrained listener
- 4 - Distortion of pitch, loudness, rate, duration, rhythm, or voice quality is perceived to a degree reducing intelligibility to a trained listener

Signing Production

- 0 - No specific concerns in this area
- 1 - Very frequently understood by trained signer who is unfamiliar with the student
- 2 - Frequently understood by trained, familiar signer
- 3 - Sometimes understood by trained, familiar signer
- 4 - Rarely understood by trained, familiar signer

III. ACADEMICS

Standardized Score Vs Grade Placement Rating

Standardized testing assessment instruments, which have been determined by the agency to be appropriate for the individual student, should be used. It is suggested that Iowa norms be used, if available, when comparing ITBS scores to grade placement.

The rating given at each grade level grouping reflects the concept that small delays in academic achievement at an early age are more detrimental than the expected larger delays at higher grade levels.

To obtain a severity rating in each of the academic areas, refer to the appropriate grade level groupings and enter the rating below.

Grades K - 2.9

- 0 On grade level
- 1*
- 2 .1 to .5 years below grade placement
- 3 .6 to 1.0 years below grade placement
- 4. 1.1 or more years below grade placement

Grades 3 - 6.9

- 0 On grade level
- 1 .1 to .5 years below grade placement
- 2 .6 to 1.0 years below grade placement
- 3 1.1 to 2.0 years below grade placement
- 4. 2 or more years below grade placement

Grades 7 - 10.9

- 0 On grade level
- 1 .6 to 1.0 years below grade placement
- 2 1.1 to 2.0 years below grade placement
- 3 2.1 to 2.9 years below grade placement
- 4. 3 or more years below grade placement

Grades 11 - 12.9

- 0 On grade level
- 1 .1 to 2.0 years below grade placement
- 2 2.1 to 2.9 years below grade placement
- 3 3.0 to 3.9 years below grade placement
- 4. 4 or more years below grade placement

* Because of the critical learning period, any delay at this grade level is significant. Therefore, a rating of 1 is not appropriate.

_____ Reading	_____ Vocabulary	_____ Spelling	_____ Mathematics
_____ Social Studies	_____ Science	_____ Other: _____	
_____ Other: _____		_____ Other: _____	

IV. CLASSROOM FUNCTIONING RATING

The purpose of the Classroom Functioning section is to determine the student's functioning within the regular classroom setting, and not in the itinerant teaching model. The information is most appropriately supplied by the classroom teacher or the itinerant teacher and the classroom teacher as a team. In using the instrument, the teacher should use clinical judgment in defining the descriptors: almost always, usually, frequently, occasionally and rarely.

Rating

A. Attending To Task

- 0 - Almost always attends to specific task
- 1 - Usually attends to specific task
- 2 - Frequently attends to specific task
- 3 - Occasionally attends to specific task
- 4 - Rarely attends to specific task; is easily distracted; appears to daydream and/or wander

B. Independent Work Ability

- 0 - No concern about independent work ability
- 1 - Will often work alone and constructively
- 2 - Will sometimes work alone; needs some prompting
- 3 - Will rarely work alone; needs a lot of prompting
- 4 - Will work only when prompted

C. Completion of Work

- 0 - Almost always completes work on time
- 1 - Often done by set time
- 2 - Sometimes done by set time
- 3 - Rarely done by set time; but eventually finishes
- 4 - Almost never completes work

D. Requests Help When Needed

- 0 - Appropriately requests help
- 1 - Often requests help from teacher
- 2 - Sometimes requests help from teacher
- 3 - Rarely requests help from teacher
- 4 - Almost never requests help from teacher

E. Use of Reference Materials

- 0 - Selects and uses appropriate reference materials independently
- 1 - Selects and uses reference materials with minimal help
- 2 - Uses reference materials, but teacher must select them and provide some help
- 3 - Uses reference materials, but teacher must select them and provide considerable help
- 4 - Unable to use reference materials satisfactorily, even with help

Rating

F. Following Written Directions

- 0 - No concerns regarding the following of written directions
- 1 - Usually demonstrates understanding of assignments when given written directions
- 2 - Frequently demonstrates understanding of assignments when given written directions
- 3 - Occasionally demonstrates understanding of assignments when given written directions
- 4 - Rarely follows written directions without teacher help

G. Attentive While Teacher is Talking

- 0 - Consistently attends while teacher is talking
- 1 - Usually attends and watches as the teacher is talking
- 2 - Frequently attends and watches but appears to lose interest and drift off
- 3 - Occasionally attends and watches but appears to have strong tendency to lose interest and drift off
- 4 - Rarely attends and watches the teacher; a majority of the time appears to be in a world of his/her own

H. Following Oral Directions

- 0 - No concerns regarding the following of oral directions
- 1 - Usually demonstrates understanding of task after being given oral directions
- 2 - Frequently demonstrates understanding of task after being given oral directions
- 3 - Occasionally demonstrates understanding of task after being given oral directions, or repeated oral directions
- 4 - Demonstrates a complete lack of understanding of task when given oral directions

I. Attentive While Other Students are Talking

- 0 - No problems attending to other student speakers
- 1 - Usually attends and watches as students are speaking
- 2 - Frequently attends and watches but appears to lose interest
- 3 - Occasionally attends and watches, but appears to have strong tendency to lose interest and drift off
- 4 - Rarely attends and watches other students a majority of the time and appears to be in a world of his/her own

J. Asks Questions Spontaneously

- 0 - No concern that student is not asking questions as appropriate
- 1 - Usually asks questions
- 2 - Frequently asks questions
- 3 - Occasionally asks questions
- 4 - Rarely asks questions even after class, privately

K. Answers Questions Spontaneously

- 0 - Usually answers a large variety of questions
- 1 - Frequently answers questions
- 2 - Occasionally answers questions
- 3 - Rarely answers questions
- 4 - Remains silent during discussions and question/answer sessions

Rating

L. Looks Around to Classmates for Clues

- 0 - Consistently uses classroom clues positively
- 1 - Usually uses classroom clues positively
- 2 - Frequently picks up classroom clues, but misses a few
- 3 - Occasionally picks up classroom clues, but a lot slides by
- 4 - Rarely benefits from classroom clues

M. Pupil's Need for One-to-One Instruction

- 0 - Requires no more one-to-one instruction than normal hearing peers
- 1 - Requires minimal one-to-one instruction; reveals knowledge and how-to with just a little one-to-one encouragement
- 2 - Requires occasional one-to-one help to follow directions and completing assignments
- 3 - Requires considerable one-to-one help to follow directions and complete assignments
- 4 - Must have constant one-to-one instruction to succeed in the classroom

N. Pupil's Response to Small Groups

- 0 - Small group activities present no problem
- 1 - Usually responds positively to small group activities; appears to be comfortable and seems to participate well in the group
- 2 - Attends in small groups; but interacts minimally or inappropriately
- 3 - Appears uncomfortable and uncertain in small groups, needs coaxing from others
- 4 - Responds negatively to small group activities; does not participate or interacts inappropriately by disrupting

O. Pupil's Response to Whole Class

- 0 - Responds well to whole class activities; you would hardly know this pupil is hearing impaired
- 1 - Usually responds positively to whole class activities; displays a high comfort level
- 2 - Frequently responds to whole class activities; appears to be attentive; may need a little coaxing from time to time
- 3 - Responds to whole class activities; but appears very uncomfortable and uncertain; needs to be drawn into activities
- 4 - Rarely responds positively to whole class activities; demonstrates extreme lack of participation

V. CONTRIBUTING FACTORS

Included below is a partial list of factors which should be considered in deciding on the type of services and/or degree of involvement required with each child. Check those items which reflect concerns for this child.

The team should determine the degree of impact of these factors and adjust the Overall Clinical Rating by +1, -1, or 0.

FACTORS SURROUNDING THE CHILD

- Does the child interact appropriately with peers, adults and in groups?
- Is the child's self-concept of concern?
- Are medical problems affecting performance?
- Were there delays in identifying this child's hearing impairment?
- Are there issues or concerns related to the age of onset of the hearing impairment?
- Are there issues or concerns related to this child's amplification history?
- Does the child currently wear amplification consistently and appropriately?
- Is current amplification appropriate and functioning properly?
- Does this child use the telephone with ease?
- Are there issues or concerns regarding past programming for this child?
- Does this child have other disabilities?
- Other concerns: _____

FACTORS SURROUNDING THE CHILD AT HOME

- Are there issues or concerns on the part of the family (parents, siblings or others residing in the home) regarding this child's hearing impairment?
- Are there issues or concerns on the part of the family regarding this child's educational plan/programming?
- Are there issues or concerns regarding appropriate stimulation and support of school related activities at home?
- Are there concerns about the primary language used in the home?
- Are there serious medical problems among other family members?
- Are there financial constraints which affect this child?
- Are there issues/concerns regarding the management of this child's behavior in the home?
- Other concerns: _____

FACTORS SURROUNDING THE CHILD AT SCHOOL

- Are there concerns or issues on the part of the teacher in regard to working with this child?
- Is the school physical environment appropriate?
- Are there concerns or issues on the part of the school in regard to serving the hearing impaired child?
- Are there concerns or issues regarding the hearing impaired child's interactions with peers?
- Are experience based activities included in the instructional model?
- Are there concerns or issues regarding the school's behavior management program?
- Is the child excluded from specific coursework or extra-curricular activities?
- Is recommended amplification equipment available?
- Are recommended assistive devices available?
- Are recommended adaptive materials available for instruction?
- Is the child's school attendance a concern?
- Are there concerns relating to subject matter grades?
- Are career exploration opportunities available?
- Are recommended support services and supplementary instructional services available? (interpreter, notetaker, etc.)
- Other concerns: _____

Adjustment Factor _____
(+1, -1, or 0)

IOWA NEEDS ASSESSMENT GUIDE FOR HEARING INSTRUCTION

SUMMARY

Student Name: _____ Parent Name: _____
 THI Name: _____ Classroom Teacher Name: _____
 Date of Evaluation _____ Student Age _____ Student Grade _____

Please enter subscore and Clinical Rating obtained for each item. Space is provided for comments regarding this student and the Overall Clinical Rating assigned.

Preponderance Rating (Mode)		Averaging Rating (Mean)
_____	I. Hearing Functioning	_____
_____	II. Communication Skills	_____
	A. Communication Mode	
	_____ Speechreading and Auditory Skills	
	_____ Receptive Signing Skills	
	B. Comprehension	
	_____ Response to questions/statements	
	_____ Response to extended discourse	
	_____ Response to age appropriate directions	
	_____ Semantics	
	C. Functional Communications, Pragmatics	
	_____ Social language skills	
	_____ Figurative language/multiple meanings	
	D. Usage	
	_____ Morphology	
	_____ Syntax	
	E. Speech/Sign Production	
	_____ Intelligibility (untrained listener)	
	_____ Intelligibility (trained listener)	
	_____ Suprasegmented aspects of speech	
	_____ Signing Production	
_____	III. Academics	_____
	A. Standardized Score Vs Grade Placement	
	_____ Reading _____ Science	
	_____ Vocabulary _____ Other	
	_____ Spelling _____ Other	
	_____ Mathematics _____ Other	
	_____ Social Studies	
_____	IV. Classroom Functioning	_____
	_____ Attending to Task	
	_____ Independent Work Ability	
	_____ Completion of Work	
	_____ Requests Help When Needed	
	_____ Use of Reference Materials	
	_____ Following Written Directions	
	_____ Attentive While Teacher is Talking	
	_____ Following Oral Directions	
	_____ Attentive While Students are Talking	
	_____ Asks Questions Spontaneously	
	_____ Answers Questions Spontaneously	
	_____ Looks Around to Classmates for Clues	
	_____ Students Need for One-to-one Instruction	
	_____ Students Response to Small Groups	
	_____ Students Response to Whole Class	
_____	Clinical Rating	_____
_____	V. Contributing Factors	_____
	Adjustment (+1, -1, or 0)	

ADJUSTED OVERALL CLINICAL RATING _____
 (1 - 4)

Using either the preponderance method or the averaging method a student may obtain a clinical rating of 4. If contributing factors warrant a +1 adjustment, the adjusted overall clinical rating should be recorded as 4+.

CLASSROOM FUNCTIONING

MULTIPLE TEACHER RATING

	Teacher 1	Teacher 2	Teacher 3	Teacher 4
<u>Attending to task</u>				
<u>Independent work ability</u>				
<u>Completion of work</u>				
<u>Requests help when needed</u>				
<u>Use of reference materials</u>				
<u>Following written directions</u>				
<u>Attentive while teacher is talking</u>				
<u>Following oral directions</u>				
<u>Attentive while students are talking</u>				
<u>Asks questions spontaneously</u>				
<u>Answers questions spontaneously</u>				
<u>Looks around to classmates for clues</u>				
<u>Student's need for one-to-one instruction</u>				
<u>Student's response to small groups</u>				
<u>Student's response to whole class</u>				
	Mode:	Mode:	Mode:	Mode:
	Mean:	Mean:	Mean:	Mean:

STATE LIBRARY OF IOWA



3 1723 02054 633