

SECONDARY S.I.F.T.E.R.

Screening Instrument For Targeting Educational Risk in Secondary Students

This scale has been designed to screen for educational risk in secondary students. It will be used in a research study to indicate if there is a significant difference between the classroom performance of children who are hard of hearing (HOH) or deaf as compared to their normal hearing peers. Based on your observations and familiarity with this student, circle the number that best represents his/her behavior.

Class Subject: _____ Gr: _____ HOH / Deaf Student

Other known disabilities (i.e., LD, ADHD)? Y N Student Gender: M F Normal Hearing Student

Academics					
1. How frequently does the student turn in completed assignments?	Always		Usually		Seldom
	5	4	3	2	1
2. How do the student's general foundation skills (i.e., reading level) compare to the difficulty of work expected in class?	Above		Average		Below
	5	4	3	2	1
3. How does the student's ability to summarize and draw conclusions about information presented in classroom compare to class peers?	Above		Average		Below
	5	4	3	2	1
4. How does the student's demonstration of academic skill growth compare to class peers/expectations?	Above		Average		Below
	5	4	3	2	1
5. What is your estimate of the student's class standing in comparison to that of his/her class peers?	Above		Average		Below
	5	4	3	2	1
Attention					
1. When called upon and asked a question, how often does the student appear to have been attending to teacher instruction? (he/she is able to answer or understands the basis of the question)	Always		Often		Rarely
	5	4	3	2	1
2. How successful is the student at avoiding distraction by noises, visual distractions, personal items, or activities unrelated to class instruction?	Always		Often		Rarely
	5	4	3	2	1
3. How successful is the student at interacting with peers only at appropriate times (not chatty, doesn't bother others)?	Always		Often		Rarely
	5	4	3	2	1
4. How does the student's attention to detail compare to class peers/expectations (avoiding careless mistakes)?	Above		Average		Below
	5	4	3	2	1
5. How organized are the student's workhabits in comparison to class peers or class expectations?	Above		Average		Below
	5	4	3	2	1
Communication					
1. How well does the student communicate his/her needs to the teacher in comparison to class peers/expectations?	Above		Average		Below
	5	4	3	2	1
2. How does the student's word usage skills compare to class peers/expectations (i.e., vocabulary)?	Above		Average		Below
	5	4	3	2	1
3. How does the student's ability to accurately describe information compare to class peers/expectations (comprehension checks)?	Above		Average		Below
	5	4	3	2	1
4. What is your estimate of the student's ability to assimilate teacher instruction (presented verbally or visually) in comparison to class peers/expectations?	Above		Average		Below
	5	4	3	2	1
5. How proficient is the student at independently starting work following verbal directions (doesn't hesitate before starting work)?	Always		Usually		Seldom
	5	4	3	2	1

RETURN TO:

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<p>1. How often does the student volunteer information to class discussions?</p> <p>2. In comparison to class peers, what is the student's present level of meaningful contribution to classroom discussions?</p> <p>3. To what level does the student demonstrate a recognition that participation is an integral part of the learning process?</p> <p>4. How independent is the student at completing assignments within the allowed classtime?</p> <p>5. During cooperative group activities, how often does the student interact with others to achieve the goals of group work?</p>	Frequently	Occasionally	Never		Class Participation	
	5	4	3	2		1
	Above	Average		Below		
	5	4	3	2		1
	Above	Average		Below		
<p>1. How often does the student come to class with an attitude of "readiness to learn" as compared to class peers/expectations?</p> <p>2. Does the student demonstrate behaviors that are appropriate for age (i.e., typical maturity)?</p> <p>3. How often does the student demonstrate respectful behavior toward others in class?</p> <p>4. How well does the student follow classroom rules compared to class peers/expectations?</p> <p>5. To what level does the student appear to be accepted by his/her peers?</p>	Frequently	Often	Rarely		School Behavior	
	5	4	3	2		1
	Always	Frequently	Occasionally			
	5	4	3	2		1
	Always	Frequently	Occasionally			
	5	4	3	2	1	
	Exceeds	Meets Expectations		Below		
	5	4	3	2	1	
	Popular	Average		Isolated		
	5	4	3	2	1	

**To be completed by a district specialist in hearing impairment ONLY for students with hearing loss:
Circle only ONE number in each of the four areas**

Degree of Hearing Loss

- 1** = PTA 15 - 25 dB
 - 2** = PTA 26 - 40 dB
 - 3** = PTA 41 - 55 dB
 - 4** = PTA 56 - 70 dB
 - 5** = PTA 71 - 85 dB
 - 6** = PTA 86 - 100 dB
 - 7** = PTA 101 - 115 dB
 - 8** = PTA >116 dB or no response
- Better ear average of 500, 1000, 2000 Hz
(worse ear only if unilateral loss)

Hearing Loss Configuration (can only count reasonably symmetrical hearing losses. If loss is very asymmetrical, choose number 8)

- 1** = primarily a fluctuating/chronic conductive loss; no stable thresholds
- 2** = flat loss (no more than 20 dB variation across 500 - 8000 Hz range)
- 3** = primarily a high frequency hearing loss (normal through 1500 Hz)
- 4** = primarily rising hearing loss (i.e., low frequency responses are at least 25 dB > high frequency)
- 5** = primarily a cookie bite loss (islands of normal low/high Hz hearing)
- 6** = known progressive loss (PTA change >10 dB in last 1-2 years)
- 7** = unilateral loss of 50 dB or greater, other hear normal hearing
- 8** = none of the above

Hearing instrument wear (use, not type)

- 1** = binaural hearing aids customarily worn
- 2** = residual hearing in both ears, but child chooses to only wear hearing aid in one ear
- 3** = unilateral loss, hearing aid worn in worse ear
- 4** = chronic hearing aid repair problems resulting in inconsistent amplification use (no aids worn or only one aid worn > 25% school days)
- 5** = cochlear implant and speech processor worn (can also include HA use in other ear)
- 6** = refusal to wear hearing aid(s); typically not worn > 25% of school days

FM Use in Mainstream Classroom

- 1** = personal FM worn on body and attached to child's personal hearing aids (i.e. Solaris with Y-cord to aids)
- 2** = personal FM worn on body with no input to hearing aids (ie., buttons, silhouettes, neck loop)
- 3** = personal FM worn at ear level (i.e. MicroLink, self contained BTE FM)
- 4** = sound field FM placed at ceiling level
- 5** = sound field FM with speakers placed around the classroom
- 6** = sound field FM placed on student's desk or kept within close proximity to student
- 7** = assistive listening device (i.e., Easy Listener through headphones or earbuds)
- 8** = no FM or assistive listening devices used in mainstream classroom