PARC: Placement And Readiness Checklists for Students who are Deaf and Hard of Hearing

Part 1 Readiness Checklists

PARC is a set of placement and readiness checklists designed to assist IEP teams, including students, teachers, specialists, parents and school administrators, when making decisions about programming and placement for students who are deaf and hard of hearing (DHH). Most DHH students are considered for placement in the general education classroom for at least part of their school day. Ultimately, inclusion in the general education classroom for these students should mean that when provided the necessary accommodations, modifications, and supports, they have the ability to actively and meaningfully participate in the communication, instruction, and social activities of their class using their identified communication mode(s). There are two components that should be considered when evaluating placement and service delivery; first, the *skills of the student* and, second, the *learning environment*. Specifically, students should be matched for the learning environment by 1) demonstrating a set of prerequisite skills that are based on their identified individual goals and 2) documenting that the instructional environment is designed to support the student to achieve those goals.

These checklists may be used as tools to assist the IEP team in examining the many factors that influence how well a student is able to function and perform in various classroom settings. Thorough assessment in academic, communication and social areas to identify strengths and challenge areas as well as frequent monitoring of performance is always necessary to ensure that student skills, services and placement are aligned. In some cases, students may be "ready" for some classes or situations while not "ready" for others.

Part 1, the *Readiness Checklists,* focus on essential skills that students require in order to actively and meaningfully participate in their education programs with the intended communication approach. There are four checklists: *General Education Inclusion Readiness*, *Interpreted/Transliterated Education Readiness*, *Captioning/Transcribing Readiness*, and *Instructional Communication Access.* These checklists can be used in combination or independently, depending on the student and the purpose of the review. The *General Education Inclusion Readiness Checklist* may be used to evaluate overall readiness for inclusion in the general education classroom and is appropriate for most students. The *Interpreted/Transliterated Education* and the *Captioning/Transcribing Readiness Checklists* identify skills that students need in order to fully benefit from these services in the general education classroom. The *Instructional Communication Access Checklist* contains indicators that analyzes how a student accesses instruction using listening and spoken language, sign or cues, or both, and how proficient the student is with that approach. This checklist may help determine what communication approach and supports a student may need for their instructional environment whether it is in the general education classroom, a resource room, or a special classroom. These checklists are intended to emphasize skills that may be needed for DHH students to have successful learning experiences. The *Readiness Checklists* can also be used to identify IEP goals that will assist a student with acquisition of the necessary skills as well as a tool to monitor the acquisition of the desired skills.

Part 2, the *Placement Checklist,* assists the IEP team in evaluating the accessibility and appropriateness of the general education setting to support students who are DHH. The appropriate age level checklist is selected (2A-Preschool/Kindergarten, 2B-Elementary, or 2C-Secondary) and then completed through observation, interview and discussion among team members. The Checklist considers the physical environment, the general learning environment, the instructional style of the teacher, the school culture, and how well the learning environment is matched to the student's communication, language, and social needs. The *Placement Checklist* is intended to be used as often as the classroom environment changes or other needs suggest monitoring.

Acknowledgements: These checklists were compiled and adapted from existing materials. I would like to recognize the original authors of the respective "readiness" checklists (Mary Ellen Nevins & Pat Chute, Brenda Schick, and the team at Children's Hospital of Boston) and the contributors and reviewers for the development of the placement checklists: Dinah Beams, the Colorado Home Intervention Program; Arlene Stedler Brown, formerly with the Colorado Home Intervention Program; Mandy Darr, deaf education consultant, Denver CO; Susan Elliott, teacher of the deaf/hard of hearing, Douglas County School District, Highlands Ranch, CO; Heather Abraham, previously Director of Outreach, Washington School for the Deaf, and Debbie Pfeiffer, Virginia Department of Education. Please contact Cheryl DeConde Johnson, Ed.D. at cheryl@colorado.edu or cdj1951@gmail.com with comments or for further information.

PARC: General Education Inclusion Readiness Checklist[1]

Each year during the Individual Education Program (IEP) process, discussion of whether a student is benefitting from, or ready to benefit from, placement in the general education classroom should be based on analysis of pertinent skills as well as the student's academic performance. The items in this scale include ones suggested by Nevins and Chute in the Mainstream Checklist they designed for children with hearing impairments. The scale represents some of the basic critical skills and behaviors that are thought to contribute to successful participation and inclusion.

Directions: Rate each item using the rubric scale of 1 to 5 that best describes the student's performance.
Interpretation: Students with higher ratings (mostly 4s and 5s) will likely be able to participate more successfully in the general education classroom. Ratings in the 2-3 range indicate that the skill is emerging but still requires significant support to benefit from the general education setting. Students with lower ratings (mostly 1 and 2) will likely require specialized instruction from a teacher of the deaf with focus on language, communication, concept, and academic skill development. Participation should be determined on a class by class basis.

General Education Inclusion Readiness Checklist				
Name:_____ Date:_____				
Completed by:_____				
1	2	3	4	5
1. Knowledge of classroom routines and ability to handle transitions:				
❑ Appears unaware of routine/does not make transitions	❑ Makes transitions with adult assistance	❑ Makes transitions by observing others	❑ Makes transitions with verbal/sign prompting	❑ Aware of routines/makes transitions independently
2. Following Directions:				
❑ Does not follow directions	❑ Follows directions with adult assistance	❑ Follows directions by observing others	❑ Follows directions verbal/sign prompt	❑ Follows directions independently
3. Attention to classroom instruction (as compared to classmates):				
❑ Student is disengaged	❑ Attends less that 25% of the time	❑ Attends 50% of the time	❑ Attends 75% of the time	❑ Attends 100% of the time
4. Comprehension of classroom instruction: **Example:**				
❑ Does not comprehend	❑ Appears to understand information that is familiar/highly structured	❑ Appears to understand information that is familiar/highly structured and some information that is new or less structured	❑ Appears to understand most information presented	❑ Appears to have complete understanding of all information
5. Typical behavior when content is not understood:				
❑ Drops out/engages in irrelevant activity	❑ Facial cues indicate lack of understanding	❑ Looks to another student for assistance	❑ Asks for assistance from teacher	❑ Indicates specific content not understood

[1] Adapted with permission from M.E. Nevins and P. Chute (1996). Mainstream Checklist: Checklist for observing classroom participation of hearing impaired student. In *Children with Cochlear Implants in Educational Settings,* (Appendix J). Singular Publishing Group, Inc.

1	2	3	4	5
6. Typical response behavior:				
❑ Student is disengaged	❑ Does not respond when called on	❑ Answers when called on but response is not related to topic	❑ Answers when called on with response on topic	❑ Volunteers response/comment and is on topic
7. Student's response and comments in lecture/teacher directed activities: Example:				
❑ None made	❑ Not related to the topic	❑ Incorrect but related to the topic	❑ Correct and related to the topic	❑ Enriching to the discussion
8. Student's participation in group discussion and cooperative learning: Describe context:				
❑ Student is disengaged.	❑ Attentive initially; gives up	❑ Attentive; participation not productive	❑ Attentive; comments appropriately some of the time	❑ Participates constructively
9. Attends and processes chain of communication:				
❑ Does not acknowledge speaker	❑ Aware of multiple speakers in chain of communication	❑ Follows chain of communication understanding 50% of information or less	❑ Follows chain of communication understanding 75% of information or more	❑ Follows chain of communication understanding 90% of information or more
10. Independently initiates communication interaction within the classroom or self-initiates a comment:				
❑ Does not initiate	❑ Initiates inappropriately	❑ Initiates appropriately 50-70% of the time	❑ Initiates appropriately 70-90% of the time	❑ Initiates appropriately 90% of the time or more
11. Academic Performance (reading, writing, math):				
More than 3 years below grade level: ❑ reading ❑ writing ❑ math	3 years below grade level: ❑ reading ❑ writing ❑ math	2 years below grade level: ❑ reading ❑ writing ❑ math	Within 1 year of grade level: ❑ reading ❑ writing ❑ math	At or above grade level: ❑ reading ❑ writing ❑ math
12. Language Skills:				
more than 3 years below age level: ❑ receptive ❑ expressive	3 years below age level: ❑ receptive ❑ expressive	2 years below age level: ❑ receptive ❑ expressive	Within 1 year of age level: ❑ receptive ❑ expressive	At or above age level: ❑ receptive ❑ expressive
13. Self-Advocacy Skills:				
❑ does not know *when* information is misunderstood, does not know *how* to ask for assistance	❑ does not usually know *when* information is misunderstood; knows *how* to ask for assistance but manner is not appropriate	❑ does not usually know *when* information is misunderstood, but knows *how* to ask for assistance appropriately when needed	❑ most of the time recognizes *when* information is misunderstood, *how* to ask for assistance, and *when* it is appropriate to ask for repetition	❑ consistently recognizes *when* information is misunderstood, *how* to ask for assistance, and *when* it is appropriate to ask for repetition

Notes:

PARC: Interpreted/Transliterated Education Readiness Checklist[1]

For students who utilize educational interpreting/transliterating services (oral, sign language, cued speech), access to instruction in the general education classroom is dependent on the ability of the interpreter/transliterator and classroom teacher to work together to support the student, the accuracy with which the information is interpreted/transliterated, and the skills of the student to utilize the interpreter/transliterator. This checklist contains skills that have been found to be important for a student to be a successful consumer of educational interpreting/transliterating services.

Each year during the Individual Education Program (IEP), discussion of a student's ability to fully benefit from placement in the general education classroom should be based on analysis of several skills as well as the student's academic performance.

Directions: Rate each of the following skills according to the scale of *always* (>90%), *frequently* (70-90%), *sometimes* (40-69%), *rarely* (10-39%) or *never* (<10%).

Interpretation: Students with mostly ratings of "always" and "frequently" are most likely to benefit from an interpreted/transliterated education program. Areas with ratings of "sometimes" indicate the skill is emerging but still may need significant support. Students with many ratings of "rarely" or "never" will require a program that utilizes more direct instruction from a teacher for students who are Deaf/HH. This checklist can also be used to identify student goals to develop interpreter/transliterator readiness skills as well as to monitor developing student competence with the skills.

[1] Adapted with permission. Schick, B., (2004). Interpreter Use Inventory. In *Colorado Department of Education Educational Interpreter Handbook*, 2nd Edition.

Interpreted/Transliterated Education Readiness Checklist

Name:_____ Date:_____

Completed by:_____

	NEVER <10%	RARELY 10-39%	SOME 40-69%	FREQ 70-90%	ALWAYS >90%
1. Does the student demonstrate the ability to:					
a. learn abstract and/or decontextualized material with minimal expansion?	❑	❑	❑	❑	❑
b. learn new vocabulary from typical classroom exposure?	❑	❑	❑	❑	❑
c. comprehend class content and instructions?	❑	❑	❑	❑	❑
d. understand what to do without the interpreter/transliterator directing?	❑	❑	❑	❑	❑
e. make age-appropriate progress without excessive assistance?	❑	❑	❑	❑	❑
f. complete class material and tests without interpreter assistance?	❑	❑	❑	❑	❑
g. store, retrieve, and organize information received through an interpreter/transliterator?	❑	❑	❑	❑	❑
2. Does the student demonstrate understanding of the role of the interpreter/transliterator by:					
a. having appropriate expectations (based on the student's age) for the interpreter/transliterator?	❑	❑	❑	❑	❑
b. maintaining appropriate boundaries with the interpreter/transliterator?	❑	❑	❑	❑	❑
c. allowing the interpreter/transliterator to mostly interpret/transliterate?	❑	❑	❑	❑	❑
3. Does the student demonstrate how to use the interpreter/transliterator by:					
a. recruiting interpreting assistance when needed?	❑	❑	❑	❑	❑
b. understanding when an interpreter is needed?	❑	❑	❑	❑	❑
c. advocating for communication needs?	❑	❑	❑	❑	❑
d. speaking up about missing information?	❑	❑	❑	❑	❑
e. requesting clarification from the interpreter?	❑	❑	❑	❑	❑
f. participating in class discussion?	❑	❑	❑	❑	❑
g. participating in small group discussion?	❑	❑	❑	❑	❑
4. Does the student demonstrate appropriate social development by:					
a. interacting with peers about class materials?	❑	❑	❑	❑	❑
b. interacting with peers about social issues?	❑	❑	❑	❑	❑
c. appreciating a variety of traits and personalities?	❑	❑	❑	❑	❑
d. experiencing authentic peer relationships?	❑	❑	❑	❑	❑
e. arguing, playing, preferring, negotiating, or persuading peers?	❑	❑	❑	❑	❑
f. participating appropriately in class?	❑	❑	❑	❑	❑
5. Attentional Factors – Does the student…					
a. attend to the interpreter/transliterator and the teacher?	❑	❑	❑	❑	❑
b. manage the multiple visual and/or auditory demands of complex visual and auditory environments?	❑	❑	❑	❑	❑

PARC: Captioning/Transcribing Readiness Checklist[1]

Captioning and transcribing are real time speech to text services that provide critical access to instruction for many students with hearing loss as well as English Language Learners (ELL) and other students with listening, attention, or learning disabilities. Before implementing these services, careful consideration must be made regarding the student's literacy skills and ability to use written information as well as social skills. An individual's reading rate is likely to be affected by the level of difficulty of the material[2] and also on the purpose for reading as well as other factors[3]. Depending upon the student's language and reading skills, a choice between a verbatim and a meaning-for-meaning service must be determined.

Captioning is a verbatim, word for word, transcription service while the meaning–for-meaning system adapts and condenses the vocabulary and modifies the language so that it is understandable to the user. CART (Computerized Access in Real-time) is an example of a formal captioning system with highly trained captioners delivering material. Meaning–for-meaning transcription systems utilize special equipment and/or software that assist with inputting the text with an on-site notetaker adapting the vocabulary and language. TypeWell (www.typewell.com) and C-Print (www.ntid.rit.edu/cprint) are examples of these types of systems. The delivery of captioning and transcribing requires specific training. The services can be provided with the captioner or transcriber in the classroom or remotely. Some systems may also have an option of using speech recognition software in place of a transcriber or captioner although at this time the accuracy of speech recognition software is highly variable. All systems utilize a laptop computer or hand-held device for the user; remote systems require internet access and some may also require a phone line. In addition to these formal programs, captioning may also be provided informally in the classroom as long as the captioners/transcribers are trained to appropriately provide the service.

In addition to a formal training in captioning and transcribing, an individual providing these services to a student should have a good understanding of the student's language, reading, and communication levels. Transcripts are useful tools for reviewing material discussed in class: for parents to review with their children to assist with homework; for teachers to reinforce concepts taught in class, and to help students who are not deaf or hard of hearing, but who may have missed class. Schools using these services should develop policy regarding who has access to the transcript.

For additional information on captioning and transcription services, see *Providing Real-time Captioning, C-Print®, Speech to Print Transcription and Assistive Listening Devices - Questions and Answers: A handbook that answers questions related to real-time captioning, C-Print and assistive listening devices*. Produced by MCPO. 2000. Item #: 109. Available from: http://pdc.pepnet.org/content/PDFforms/PEPNetCatalog3.pdf.

Directions: Rate each of the following skills according to the scale of *always* (>90%), *frequently* (70-90%), *sometimes* (40-69%), *rarely* (10-39%) or *never* (<10%).

Interpretation: Students with mostly ratings of "always" and "frequently" are most likely to benefit from the use of captioning/transcribing services with consideration given to the type of service that is most appropriate. Areas with ratings of "sometimes" indicate the skill is emerging, but still may need significant support. Students with many ratings of "rarely" or "never" should not utilize these services and will require other accommodations. This checklist can also be used to identify student goals to prepare students to use captioning/transcribing services in the future.

[1] Adapted from Interpreter Use Inventory (B. Schick, 2004) by C.D. Johnson, D. Pfeiffer, and B.Parrish-Nowicki.
[2] Carver (1974) as cited in Shroyer & Birch, 1980
[3] Shroyer & Birch, 1980

Captioning/Transcribing Readiness Checklist

Name:_____ Date:_____

Completed by:_____

	NEVER <10%	RARELY 10-39%	SOME 40-69%	FREQ 70-90%	ALWAYS >90%
1. Does the student demonstrate the ability to:					
a. read English at the instructional language level used by the teacher?	❑	❑	❑	❑	❑
b. learn abstract and/or decontextualized material with minimal expansion?	❑	❑	❑	❑	❑
c. learn new vocabulary from typical classroom exposure?	❑	❑	❑	❑	❑
d. comprehend written class content and instructions?	❑	❑	❑	❑	❑
e. understand what to do without continuous prompting from a teacher or other adult?	❑	❑	❑	❑	❑
f. make age-appropriate progress without excessive assistance?	❑	❑	❑	❑	❑
g. complete class material and tests without frequent teacher assistance?	❑	❑	❑	❑	❑
h. store, retrieve, and organize transcription information received through captioning or transcribing?	❑	❑	❑	❑	❑
2. Communication strengths/preferences. Does the student:					
a. prefer reception of academic information in print?	❑	❑	❑	❑	❑
b. require captioning/transcribing of classroom speech to support residual hearing or other support services?	❑	❑	❑	❑	❑
c. display motivation to read captions/transcripts of class content? (Note: studies show this to be an important factor in successful use of captioning/transcription services.)	❑	❑	❑	❑	❑
d. understand classmates' questions/inputs from captioning/transcribing services?	❑	❑	❑	❑	❑
e. communicate his/her own questions/comments in class? *TRANSCRIPTION is recommended if a student is unable to communicate his/her own questions/comments in class as captioning does not allow for the captioner to communicate for the student.*	❑	❑	❑	❑	❑
f. need technology that would allow two-way communication with the transcriber? *TRANSCRIPTION is recommended in this situation (TypeWell and C-print provide this service).*	❑	❑	❑	❑	❑
g. read at a speed or linguistic level that would require or benefit from condensing strategies? *TRANSCRIPTION is recommended if the student has reduced language and reading levels.*	❑	❑	❑	❑	❑
h. read at a speed and linguistic level that would enable the student to receive the teacher's speech verbatim, using full text captioning. *CAPTIONING is recommended in this situation.*	❑	❑	❑	❑	❑
3. Does the student demonstrate how to use captioning/transcribing services by:					
a. asking for assistance when needed?	❑	❑	❑	❑	❑
b. understanding when additional support is needed (e.g., an interpreter, or teacher of the deaf)?	❑	❑	❑	❑	❑
c. advocating for communication needs?	❑	❑	❑	❑	❑

d. speaking up about missing information?	❑	❑	❑	❑	❑
e. requesting clarification from the teacher?	❑	❑	❑	❑	❑
f. participating in class discussion?	❑	❑	❑	❑	❑
g. participating in small group discussion?	❑	❑	❑	❑	❑
h. utilizing captions/transcripts as notes for study after class?	❑	❑	❑	❑	❑
i. utilizing highlighting/notetaking tools included in newer transcription software during class, if available?	❑	❑	❑	❑	❑
j. using messaging technology to communicate questions/comments to captioner during class (if available in transcription software)?	❑	❑	❑	❑	❑
4. Does the student demonstrate adequate social development to:					
a. interact with peers about class materials without support?	❑	❑	❑	❑	❑
b. interact with peers about social issues without support?	❑	❑	❑	❑	❑
c. participate appropriately in class?	❑	❑	❑	❑	❑
d. take the responsibility to doublecheck spelling of new vocabulary in notes after class?	❑	❑	❑	❑	❑
e. benefit from remote captioning/transcribing?	❑	❑	❑	❑	❑
5. Attentional Factors – Does the student…					
a. attend to the captioning/transcribing and the teacher?	❑	❑	❑	❑	❑
b. manage the multiple visual and/or auditory demands of complex visual and auditory environments (reading captions/transcript; looking at teacher; looking at classmates to get the mood of the class; review graphics from board/book, etc)?	❑	❑	❑	❑	❑

Notes:

PARC: Instructional Communication Access Checklist[1]

The *Instructional Communication Access Checklist* contains indicators that are thought to represent skills necessary for students to access and fully participate in their learning environment. The checklist is designed to analyze the communication approaches used by a student to access instruction and how proficient the student is using that approach whether it is listening and spoken language (LSL), sign/cue, or both. The General Skills section considers competencies that lead to learner independence and may assist with Individual Education Program (IEP) team decisions regarding the level of instructional support needed. Responses to the remaining questions should be based on the student's present learning environment or the one being considered for the student. Examples of typical learning environments are: a special class with direct instruction from a teacher of the deaf or other special educator, a general education classroom with most instruction delivered by the classroom teacher that may also include an interpreter/transliterator, or a setting where class size is smaller and instruction, though provided by the classroom teacher, is more individualized for each student.

The growing number of students who have gained effective use of their listening and spoken language skills with cochlear implants and advanced hearing instrument technology has increased the emphasis on placements in typical learning environments. One aim of this checklist is to help the IEP team determine a student's readiness for instruction through a LSL approach as well as to monitor progress in these critical skill areas through the transition processes from sign/cue.

Due to changing student, instruction, and environmental conditions, consideration of whether a student is ready to benefit from placement and services in the general education classroom, or other setting, as well as the communication competencies of the student that are necessary to sustain meaningful participation in the desired learning environment, should be reconsidered each year through the IEP review process.

Directions: Using the column that represents the communication approach used by the student, rate each of the following skills according to the scale of *always* (>90%), *frequently* (70-90%), *sometimes* (40-69%), *rarely* (10-39%) or *never (*<10%). Some students may only use one approach and other students may use a combination. Then determine how proficiently the student is functioning by identifying the communication approach used and selecting a rating using a scale of 1 to 6 (1= not at all proficient; 6= completely proficient). Multiple colors or symbols can be used to rate proficiency with each approach if desired.

Interpretation: Compare the proficiency level of the student to the approach used to determine if that approach is appropriate or if adjustments may be needed to increase student access to instruction. Students with mostly ratings of "always" or "frequently" are most likely to be successful in the identified communication approach if their proficiency level is high. Areas with ratings of "sometimes" indicate the skill is emerging but still may need significant support. Students with several ratings of "rarely" or "never" in the LSL column will likely require a program that utilizes more sign-supported or cue-supported speech or other direct instruction support for clarification of information. Students with several ratings of "rarely" or "never" in the sign/cue column may require additional direct instruction support for clarification of information. Students with general skills at these rating levels ("rarely" or "never") likely have insufficient skills to be able to function in general education classes without significant support. This checklist can also be used to identify student goals to develop specific skills in the desired approach as well as to monitor developing competence with these skills.

[1] Adapted with permission. *Competencies for Transition from Manual to Oral Instruction, the Child with a Cochlear Implant.* Boston Center for Deaf and Hard of Hearing Children, Children's Hospital of Boston, 2003.

Instructional Communication Access Checklist

Name:_____

Date:_____ Grade:_____

Completed by:_____

Title:_____

	LISTENING & SPOKEN LANGUAGE (LSL)					☐ SIGN/CUE ONLY ☐ LSL WITH SIGN/CUE					HOW PROFICIENT?
	Never<10%	Rarely 10-39%	Some 40-69%	Frequently 70-0%	Always >90%	Never<10%	Rarely 10-39%	Some 40-69%	Frequently 70-0%	Always >90%	APPROACH: ☐ LSL ☐ SIGN/CUE ☐ LSL WITH SIGN/CUE Not at all-Completely 1 2 3 4 5 6
1. General Skills											
Does the student demonstrate the ability to…											
a. learn abstract and/or decontextualized material with minimal expansion?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
b. store, retrieve, and organize information received?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
c. learn new vocabulary from typical classroom exposure?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
d. understand what to do without on-on-one direction?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
e. make age-appropriate progress without excessive assistance?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
f. complete class material and tests independently?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
g. self-advocate for communication and learning needs?											
2. Receptive Language											
Does the student…											
a. understand connected discourse used by adults in the proposed education setting?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
b. comprehend and follow directions related to the curriculum?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
c. understand the language of instructional activities and posses a language base strong enough to learn topics in depth?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
d. attend to group conversations?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
e. demonstrate incidental learning?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
f. exhibit relative speed in processing of new information comparable to classroom peers?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
g. demonstrate the above receptive skills for language in the following settings:											
▪ one-on-one?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
▪ small group?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
▪ large group?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
3. Expressive Language											

Name:_____ Date:_____ Grade:_____ Completed by:_____ Title:_____	LISTENING & SPOKEN LANGUAGE (LSL)					☐ SIGN/CUE ONLY ☐ LSL WITH SIGN/CUE					HOW PROFICIENT?
	Never<10%	Rarely 10-39%	Some 40-69%	Frequently 70-0%	Always >90%	Never<10%	Rarely 10-39%	Some 40-69%	Frequently 70-0%	Always >90%	APPROACH: ☐ LSL ☐ SIGN/CUE ☐ LSL WITH SIGN/CUE Not at all-Completely 1 2 3 4 5 6
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?											
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?											
d. participate in group conversation (NOTE: group number should be comparable to the typical size in the proposed educational setting)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
▪ independently?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
▪ with facilitation by an adult?											
e. express ideas and convey a meaningful message using connected language?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
f. adjust expressive style (pragmatics) to match environmental conditions?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
4. Written Language Skills (reading and writing) Does the student…											
a. demonstrate reading skills comparable to potential classmates/peers?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6
b. demonstrate written skills comparable to potential classmates/peers?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1 2 3 4 5 6

Notes: