**Student**

**Performance Profile (SPP)**

**for**

**Students who are**

**Deaf and**

**Hard of Hearing**

**MANUAL**

**Revised - May 2014**

This Student Performance Profile is updated and modified from the Colorado Individual Performance Profile. Please contact Cheryl Johnson (cheryl@colorado.edu) for comments and questions.

**Overview**

**What is the SPP?**

The Student Performance Profile is a multi-purpose tool that presents a "picture" of standardized and functional assessments for children who are deaf or hard of hearing. It is *not* an assessment by itself; rather it is a tool to profile the results of the various assessments conducted.

**What is the Purpose of the SPP?**

The Student Performance Profile has been developed for the following purposes:

* To assist IEP/504 teams in determining initial and ongoing services, supports, and educational placements for students who are deaf and hard of hearing.
* To assist IEP/504 teams in determining performance and progress made by students who are deaf and hard of hearing.
* To compile ongoing data for research related to the performance of students who are deaf and hard of hearing.
* To support funding decisions related to maintaining and improving services for youth who are deaf and hard of hearing.

**When should the SPP be used?**

Use the SPP for students in first grade and above whose primary or secondary disability is Deaf or Hard of Hearing. The SPP may also be appropriate for some children who are Deafblind. It may not be appropriate for students with significant support needs due to severe or multiple disabilities. The SPP is recommended for the following situations:

* Initial assessment (possible placement)
* Review and documentation of student progress
* To consider a change in placement or services (e.g. increasing services or moving from an IEP to a 504 Plan)
* Transition between levels (PS to kindergarten, elementary to middle school, middle school to high school)
* To support performance data collection efforts for students who are deaf and hard of hearing

**Directions for using the SPP**

This SPP Manual includes information, scoring rubrics, interpretation guidelines, an overview for parents, and the forms necessary for completing the SPP protocol. Individual test protocols for standardized assessments are not included and should be acquired by the test examiner. The SPP consists of three parts – assessment reporting (standardized and functional), student demographics, and a guide for considering placement and services. Assessments may be added in areas where additional information would be helpful in documenting and planning a student's services.

**Directions**

1. Review this manual to become familiar with the information that will be collected.
2. Make additional copies of the reporting forms: the **Student Demographic Information and** the **Assessment Profile.**
3. Obtain necessary protocols for standardized assessments that will be administered.
4. Complete the **Functional Skill Assessment** noting informal measures used to complete each section.
5. Complete the **Student Demographic Information** form. It is recommended that this information be collected as part of the initial assessment process or when services are initiated. It should be updated at triennial evaluations. Many of the questions will require information from students, parent(s) or the guardian.
6. Mark the box for the rating of the most recent **state test** scores and other standardized tests and scores (use most recent) on the **SPP Assessment Profile**, using the **Standardized Assessment Rating Conversion table.** If the student took the alternate assessment, include those results indicating the test used. Additional tests may be added to the SPP Assessment Profile. Curriculum based-assessments and/or observation should only be used when standardized test data cannot be obtained.
7. Complete the **Functional Skill Assessment** according to the directions provided with the assessment.Enter theratings from the Functional Skill Assessment Profile to the **SPP Assessment Profile**.
8. Use the **Services and Placement Guidelines** to interpret the individual performance profile for use in determining services.

**Additional Information about using the SPP**

**Why should standardized assessments be used?**

Standardized assessments provide a norm-referenced measure of how students perform certain skills in comparison to a large group of peers based on the normative sample. Standardization provides a standard score permitting comparison of performance across a variety of measures. While informal measures are valuable, they do not permit this important data analysis. And, because the goal for all students is that they leave school prepared to succeed as productive citizens, progress must be referenced to the same standards that are expected for all students. Reliance on tests that are norm referenced to samples of students with hearing loss may perpetuate lower standards. If they are used, they should be used in conjunction with norms derived from samples of students with normal hearing.

**More Guidelines for Assessments…**

**Standardized Assessments**

Suggested tests for language, reading, and math are listed on the Standardized Assessment Rating Conversion Table. When using District assessments, any appropriate subtest score is acceptable.

**Language skills** are demonstrated through assessment of vocabulary, phonology, syntax, and semantics as well as written language. For younger children, in grades one through three, vocabulary and language usage tests should be given to assess pre-writing skills. Assessment of ASL skills may also be appropriate.

**Reading** comprehension, not word recognition should be used for the reading section. For young readers, a curriculum-based assessment may be necessary to determine an appropriate reading level. For students in grades K-3, current functioning in the English language domain may be a better indicator to assist in program placement than reading. Reading in the primary grades is often too concrete to be a valuable tool. For students in grades 4-6, weigh both English and reading scores heavily. For students above grade six, a combination of vocabulary, reading, and writing abilities should be noted.

For the **Math** section, determine the average of math subtests (e.g., computation, concepts, applications).

**Social Skills** should be assessed using either the *Social Skills Improvement Rating System* (*SSIS)* ([www.pearsonassessments.com](http://www.pearsonassessments.com)) or another appropriate protocol. The *SSIS* includes teacher, parent and student (for grades 3-12) protocols covering the areas of Social Skills (teacher, parent, student), Problem Behaviors (teacher, parent), and Academic Competence (teacher). The SSIS is considered a screening tool; if significant problems are evidenced, a more diagnostic measure should be completed by a psychologist. For either test, individual subscale scores should be reported on the Report Summary and an overall rating should be determined based on the average scores of all the subtests combined.

**Functional Skill Assessments**

The **Functional Skill Assessment** (C. D. Johnson adapted from Karchmer & Allen, 1999 and Leibermann & Gott, 1984) provides a broad assessment in relation to cognitive, social & behavioral, communicative, language, speech, audition, and physical abilities. This information helps to identify relationships between academic, social, and communicative functioning within the context of the general education environment. While not a standardized measure of performance or ability, it is useful for identifying limitations across a variety of functional areas when considering placement in general education settings.

**Services and Placement Guidelines**

Service and placement decisions must be guided by two elements: the student's communication and educational needs and how well the placement and services under consideration are able to support the student’s accommodation and instructional needs to meet his/her IEP or learning goals. Communication should be addressed in the Communication Plan that is designed to insure the student's access to instruction and overall educational program. Communication needs are not indicative of intensity of services as described in the service delivery descriptions below. Development of the Communication Plan should occur early in the IEP process and be used to guide the determination of needs, IEP goals and objectives. The Communication Plan addresses the following areas and includes action plans for any issues needing attention:

* Determination of the student's primary communication mode(s).
* Consideration of availability of Deaf/Hard of Hearing role models and peer groups.
* Discussion of the educational options provided by the school district.
* Determination that the communication skills of teachers and staff are appropriate for the student's communication needs.
* Identification of the communication-accessible instruction, school services, and extracurricular activities for the student.

The discussion of intensity and characteristics of service must be made in the context of the identified communication and learning needs along with the other needed supports and services. The goal should be to make service and placement decisions that are matched to and support the student’s needs so that the student will be successful in the recommended setting. The Placement And Readiness Checklists (PARC) are useful for identifying needs and assessment placements. Ratings in the different domains of the SPP may have varied significance due to the age of the student and the number of high or low ratings a student has in all the areas. In addition to communication access, the ratings are used to assist in the identification of the *intensity* of services, e.g., the level of weekly or daily service that the student may need to maintain or improve skills. For example, a student may have several ratings of "three", which at first glance, suggests services of one to four hours per week such as would be provided by an itinerant teacher of the Deaf/Hard of Hearing. However, several ratings of "three" may indicate that a more intense level of service is needed because of the amount of accumulated time involved when addressing needs within each domain. The same may be true for other levels of the rating system.

Care should be exercised when using years of delay to identify the level of a service needed. For example, a kindergarten student at the lower end of the age spectrum could not have as severe delay as a student who is at the upper end of the spectrum, i.e., grade six. Consequently a higher level of service may be more appropriate for the kindergarten student.

Within the array of delivery systems, there may be services identified on the IEP, such as speech-language, interpreting, captioning or counseling, in addition to the services provided by the teacher of the Deaf/HH. As students require more intense services they often attend center-based programs so that appropriate services and communication access can be provided. Some students, especially in rural areas, may receive instructional services from building special education resource teachers in addition to the teacher of the Deaf/Hard of Hearing. Include these instructional hours when determining the hours of service in addition to other support and related services such as speech-language, interpreting, counseling or motor therapy.

**DHH Tiered Support Model**

**Tier 3a. Intensive Services - DHH**

**Tier 2. Targeted Individual Support**

 **Tier 1. Core Instruction**

**Tier 3b. Intensive Services – Deaf Plus**

*Intensive Individualized Services*

* **Performance more than 2 years delayed**
* Individualized academic instruction required for foundation skills and scaffolding
* Access accommodations
* Expanded core curriculum
* Transition planning includes life-skills
* Services usually provided by TOD or in conjunction with a specialist in the student’s disability area

*Sustaining Performance*

* **Performing at or above grade level**
* Focus on access accommodations and supports
* IEP or 504
* Consultation/monitoring from TOD, educational audiologist, or SLP

*Targeted-Individualized Services*

* **Performance within 1-2 years of grade level**
* Individualize instruction supports the general ed curriculum (e.g., pre-post teaching & scaffolding)
* May include some expanded core curricula areas
* Special instruction and services, usually by TOD with push-in model
* Access accommodations

**Increasing Levels of Support**

**Tier 1: Indirect Services**

***Monitoring of Student Progress: Mostly ratings of 1 (100% of time in general education classroom)***

The student should have age-appropriate skills in all areas and not need an individual education plan (IEP). **Monitoring** of student progress can be implemented through personal and paper follow-up. If access accommodations are needed, the student should have a 504 plan.

***Consultation*****100% of time in general education classroom:** ***Ratings of 1 and 2***

The student should have age-appropriate skills in all areas but needs an IEP to provide **consultation** services to help maintain skill development. A Communication Plan is also required.

**Tier 2: Direct Services**

> 60% of time in general education classroom: 1 to 4 hours a week of instructional services from a teacher of the Deaf/Hard of Hearing or, combination of teacher of the Deaf/HH & other special education team members; mostly ratings of 2 & 3

***Separate Facility: All classes from a teacher of the Deaf/Hard of Hearing and other specialists knowledgeable in Deafness; ratings may be at any level.*** Student requires a specialized communication environmentthat provides fully accessible instruction, extra-curricular, and peer group opportunities in the child’s primary mode of communication.

The student’s special needs should not total more than four hours a week. The student should be able to appropriately benefit from all academics within the general education classroom setting with only **team-** or **co-teaching, consultation,** and/or **"pull-out"** services from professionals in the area of hearing services Therefore, academic delays typically should not exceed one to two years in grades K-6 and not more than two or three years in grades 7-12. Overall, students should have many ratings better than three. If a student has several ratings of three or a language rating less than three, the student may benefit more appropriately from the next level of service. Communication Plan needs may also impact the service delivery determined.

21-60% in general education classroom: 1 to 2 hours daily of instructional services from a teacher of the Deaf/Hard of Hearing or, combination of teacher of the Deaf/HH & other special education team members; mostly ratings of 3 & 4

To maintain or improve educational performance, the students' needs may best be met in a **center-based** program with other Deaf/Hard of Hearing students. Although placed in center-based programs, students receive instruction in the general education classroom most of the school day. **Co-teaching** or **team-teaching** environments (general education and deaf education teachers) are especially advantageous at this level. Students typically have no more than a two to three year academic delay at the K-6 level and no more than a three to four year delay in grades 7-12. Students may need specialized language training not readily available in general education classrooms. In addition to language for academics, training may include skills related to social-emotional development (e.g., problem solving, decision making, understanding feelings). Students needing this level of service may rate high in some areas but have enough cumulative need, including communication access, to warrant more intense services than an itinerant service in the student's home school can effectively provide.

Students in rural areas needing this level of service usually do not have access to Deaf/Hard of Hearing peers close-by. Communication accessibility may be a challenge, especially for students who use sign language. In addition to services from an itinerant teacher of the Deaf/HH or a team- or co-teaching arrangement, the student may benefit from a general special education teacher's services in the student's building. Caution should be exercised when choosing this option, to insure that the special education teacher has sufficient training and on-going support from the deaf education teacher. In addition, opportunities should be explored for the student to associate with other Deaf/HH students. Districts may also consider sharing resources with other districts or with a special school for the deaf and hard of hearing to provide this level of service. The student's communication needs must be carefully considered when determining services.

**Tier 3 – Direct Services**

<21% of time in general education classroom: 3 or more hours daily of instructional services from a teacher of the Deaf/Hard of Hearing or, combination of teacher of the Deaf/HH & other special education team members; mostly ratings of 4 & 5

The student's instructional needs can best be met in a **center-based** program with other Deaf/HH students. Students at this level of service need considerable modification of the general education curriculum to benefit from general education instruction. However, a co-teaching or team-teaching class could increase the amount of general education classroom instruction. The student's communication needs should match those of the center-based program. Typically, delays should not exceed two to three years at the K-6 level and no more than four to five years at the secondary level. Districts may consider sharing resources with other districts or placement at a special school/program for deaf and hard of hearing students to provide appropriate services. Communication Plan needs must also be considered.

***Separate Facility: All classes from a teacher of the Deaf/Hard of Hearing*** ***and other specialists knowledgeable in Deaf/Hard of Hearing services; mostly ratings of 5 & 6***

Student requires a specialized learning environment that provides intense services from trained professionals in deafness, either for short or long-term duration. Students exhibit significant academic delays of three or more years at the K-6 level and five or more years at the 7-12 level. These students usually need a specialized curriculum that is not readily available in most school districts, specific services related to life skills, as well as counseling support. School districts who do not have this level of service available should consider placement at **a** special school for the deaf or in another district that has a center-based program. A Communication Plan needs must also be developed.

**Student Performance Profile (SPP)**

**Overview for Parents**

**What is the SPP?**

The Student Performance Profile (SPP) is adapted from the Colorado Individual Performance Profile (CIPP) that was originally developed in 1991 by the Colorado Department of Education Special Education Services as to:

* Provide a needs-based tool to assist school district IEP/504 teams in determining appropriate services and educational placements for students who are Deaf and Hard of Hearing.
* Support data collection efforts related to improving educational services for Colorado students who are Deaf and Hard of Hearing.

**How does the SPP work?**

Information is gathered through formal, informal, and functional assessments in the areas of communication, English language, reading comprehension, math, social-emotional development, and cognition. In addition, extensive demographic data is collected in the areas of hearing loss, language usage, student services, and medical history.

Ratings are determined by considering the child's communication needs and by analysis of test results. Ratings may be graphed on an individual student chart to provide a visual profile of the student's current performance. This information is also compiled so that it can be analyzed for comparisons with other students with similar profiles and to assist in the IEP planning process.

**How is the information used?**

Ratings in various domains may have different significance due to the age of the student and the number of high or low ratings a student has in all the areas. The ratings can be used to identify *the intensity of services*, i.e., the level of weekly or daily services that the student needs to maintain or improve skills. Service and placement decisions must be guided by two elements: the student's communication and educational needs and how well the placement and services under consideration are able to support the student’s accommodation and instructional needs to meet his/her IEP or learning goals. The SPP information should be used in conjunction with the student's Communication Plan. The possible delivery systems include:

**Indirect Services (Tier 1): Monitoring** of the student's progress - no IEP is needed but it is recommended that the student have a 504 plan for accessibility

 **Consultation** - an IEP is needed to maintain skills

**Direct Services (Tiers 2 & 3)**: Student receives services from a teacher of the Deaf/Hard of Hearing, a combination Deaf/Hard of Hearing teacher and special education resource teacher, or other special education team members **about 1 to 2 hours daily**, with most academic instruction occurring in the general education classroom (21-60% in general education classroom)

Student receivesservices from a teacher of the Deaf/Hard of Hearing, a combination Deaf/Hard of Hearing teacher and special education resource teacher, or other special education team members **about 3 hrs or more daily** with some academic instruction still occurring in the general education classroom (<21% in general education classroom)

Student receives **all academic instruction** from a teacher of the Deaf/Hard of Hearing in a special school for students who are Deaf/Hard of Hearing

Within the delivery options noted above, there may be services such as speech-language or counseling, and supports such as captioning or interpreting, that are provided in addition to those of the teacher of the Deaf/Hard of Hearing. As service needs increase, students are typically placed in center-based programs where specialized services are clustered. A child's communication needs may also require a peer group of Deaf/Hard of Hearing students that can only be provided in a center-based program irrespective of the intensity of the instructional services require.

**SPP Standardized Assessment Rating Conversion Table-Revised[[1]](#footnote-1)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Rating** | **State: Reading** | **State:****Writing** | **State:****Math** | **State: Science** | **Language: Expressive** | **Language: Receptive** | **Reading** | **Social** |
| 1 | Advanced | Advanced | Advanced | Advanced | K-6: at or above 70th%ile(at or above grade level)7th-12th: at or above 70th%ile(at or above grade level) | K-6: at or above 70th%ile(at or above grade level)7th-12th: at or above 70th%ile(at or above grade level) | K-6: at or above 70th%ile(at or above grade level)7th-12th: at or above 70th%ile(at or above grade level) | 75th to 100th %ile (SSIS) |
| 2 | Proficient | Proficient | Proficient | Proficient | K-6: 56th%ile - 69th%ile(at or above grade level)7th-12th: 56th%ile- 69th%ile(<1 yr delay and/or close to age-appropriate) | K-6: 56th%ile - 69th%ile(at or above grade level)7th-12th: 56th%ile - 69th%ile(<1 yr delay and/or close to age-appropriate) | K-6: 56th%ile - 69th%ile(at or above grade level)7th-12th: 56th%ile - 69th%ile(<1 yr delay and/or close to age-appropriate) | 50th to 74th %ile (SSIS) |
| 3 | Partially Proficient | Partially Proficient | Partially Proficient | Partially Proficient | K-6: 41st%ile - 55th%ile(< 1 yr delay)7th-12th: 41st%ile - 55th%ile (1-2 yr delay | K-6: 41st%ile - 55th%ile(< 1 yr delay)7th-12th: 41st%ile - 55th%ile (1-2 yr delay | K-6: 41st%ile - 55th%ile(< 1 yr delay)7th-12th: 41st%ile - 55th%ile (1-2 yr delay | 30th to 49th %ile (SSIS) |
| 4 | Unsatisfac-tory | Unsat | Unsat | Unsat | K-6: 26th%ile - 40th%ile(1 yr - < 2yr delay)7th-12th: 26th%ile - 40th%ile (3 yr delay) | K-6: 26th%ile - 40th%ile(1 yr - < 2yr delay)7th-12th: 26th%ile - 40th%ile(3 yr delay) | K-6: 26th%ile - 40th%ile(1 yr - < 2yr delay)7th-12th: 26th%ile - 40th%ile(3 yr delay) | 17th to 29th %ile (SSIS) |
| 5 | Unsatisfac-tory | Unsat | Unsat | Unsat | K-6: <10th%ile - 25th%ile( 2 yr or greater delay)7th-12th: <10th%ile - 25th%ile ( 4 yr or greater delay | K-6: <10th%ile - 25th%ile( 2 yr or greater delay)7th-12th: <10th%ile - 25th%ile ( 4 yr or greater delay | K-6: <10th%ile - 25th%ile( 2 yr or greater delay)7th-12th: <10th%ile - 25th%ile ( 4 yr or greater delay | <3rd to 16th %ile (SSIS) |
| **Assessments** |  | District Standardized testsEOPVTCELFGoldman-FristoeTOWL, TEWLTOLDPSL-5Pragmatics Checklist (Goberis et al 2012) | District Standardized testsTAPSROPVTTACLCELFTOLDPSL-5 | TERADIBELSDRA-2EDL-2WISTTOSWRFTOSCRFTOWRECTOPP | Social Skills Improvement System (SSIS)Achenbach: Child Behavior Checklist (CBCL)(parent/caregiver rating Ages 1 ½-5 or 6-18 Achenbach: Teacher Rating Form (C-TRF Ages 1 ½-5 or TRF Ages 6-18)Behavior Evaluation Scale-3 (BES-3) |
| **Required Grades 3-12** | **Required Grades PK-12** | **Required Grades PK-12** | **Required Grades K-12****Note: Comprehension and word recognition must be assessed; other areas at teacher discretion.** | **Required when significant concerns exist.** |

**Student Demographic Information**

1. Student's Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Updated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Last First Middle Initial

2. Date of Birth \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3.Grade \_\_\_\_ 4.Gender \_\_\_\_ Form completed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. District/Admin Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Does student qualify for a reduced or free lunch? \_\_\_yes \_\_\_no

**I. Hearing Loss Information**

8. Student's hearing loss is:

a. \_\_\_unilateral unaided pure tone average (PTA) of impaired ear is \_\_\_dB

\_\_\_bilateral - unaided better ear PTA is \_\_\_dB

\_\_\_high frequency - unaided better ear high freq. PTA (2000-8000Hz) is \_\_\_dB

b. \_\_\_conductive \_\_\_sensorineural \_\_\_mixed \_\_\_progressive \_\_\_auditory neuropathy/dys-synchrony

9. Age on onset: \_\_\_<1 yr \_\_\_1yr \_\_\_2 yrs \_\_\_3yrs \_\_\_4yrs \_\_\_5+ yrs

10. Age of identification: \_\_\_at birth \_\_\_3-6 mo \_\_\_6 mo-1yr \_\_\_1yr \_\_\_2yrs \_\_\_3yrs \_\_\_4yrs \_\_\_5+yrs

11. Amplification:

a. Age of initial amplification: \_\_\_< 6 mo \_\_\_6mo-1yr \_\_\_1yr \_\_\_2yrs \_\_\_3yrs \_\_\_4yrs \_\_\_5+yrs

 \_\_\_no amplification prescribed

 b. Type of personal hearing instrument: \_\_\_binaural aids \_\_\_monaural aid \_\_\_cochlear implant \_\_\_none other\_\_\_\_\_\_\_\_\_

 c. Type of hearing assistive technology: \_\_\_classroom speakers \_\_\_desktop \_\_\_individual FM with personal hearing aids/Cochlear Implant \_\_\_ individual HA/FM- school system \_\_\_other - specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 d. Amplification is used in school majority of day: \_\_\_yes \_\_\_no \_\_\_no amplification

 e. Amplification is used at home most of waking hours: \_\_\_yes \_\_\_no \_\_\_no amplification

12. Etiology of hearing loss:

|  |  |  |
| --- | --- | --- |
| a. Congenital: | b. Acquired: | c. Syndrome: |
| \_\_\_Rubella | \_\_\_Rh-incompatibility | \_\_\_Otitis Media | \_\_\_High Fever | \_\_\_Down | \_\_\_Waardenburg |
| \_\_\_Trauma | \_\_\_Prematurity | \_\_\_Measles | \_\_\_Meningitis | \_\_\_Goldenhar | \_\_\_unknown |
| \_\_\_Hereditary ( \_\_\_Connexin 26) | \_\_\_Mumps | \_\_\_Trauma | \_\_\_Treacher Collins |  \_\_other – specify:  |
| \_\_\_Cytomegalovirus | \_\_\_Ototoxicity |  | \_\_\_Ushers | \_\_\_\_\_\_\_\_\_\_\_ |

13. Early intervention services:

a. Was student enrolled in an early intervention (birth-2) program? \_\_\_yes \_\_\_no

b. If yes, at what age did early intervention services begin? \_\_\_<6 mo \_\_\_6 mo-1yr \_\_\_1y \_\_\_2yrs

c. Where were service *primarily* delivered? \_\_\_ in the home \_\_\_at a center

d. What was frequency of services? \_\_\_1-2 hrs/week \_\_\_1-3 hrs/month other-specify\_\_\_\_\_\_\_\_

e. Who provided services?

\_\_\_early intervention specialist trained in hearing loss issues (deaf educator, speech/language pathologist, audiologist)

\_\_\_early childhood special education teacher (not trained in hearing loss issues)

\_\_\_general early childhood/preschool educator (e.g. Head Start teacher, PS teacher)

\_\_\_other - specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## II. Student & Family Information

14. Is there a Deaf or Hard of Hearing adult in home? \_\_\_yes \_\_\_no

15. Is there another Deaf or Hard of Hearing child in the home? \_\_\_yes \_\_\_no

16. a. At least one family member regularly participates in educational/school activities: \_\_\_yes \_\_\_no

 b. If yes, check all that apply: \_\_\_IEP meetings \_\_\_teacher/parent conferences \_\_\_class field trips

 \_\_\_Volunteers at school (classroom, office, library) \_\_\_parent classes/workshops \_\_\_sign classes

 \_\_\_attends school events (PTA, sporting games, special events) \_\_\_regularly communicates (calls, notes. email) with school personnel (teachers, interpreters, residence hall staff) \_\_\_other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

17. Other than adults or siblings at home,

1. the student has the opportunity to interact with (in person, telephone, email) D/HH peers (select one):

\_\_\_daily \_\_\_at least once per week \_\_\_at least once per semester \_\_\_at least once during the school year

\_\_\_not at all

1. the student has the opportunity to interact with (in person, telephone, email) D/HH adults (select one):

 \_\_\_daily \_\_\_at least once per week \_\_\_at least once per semester \_\_\_at least once during the school year

 \_\_\_not at all

18. The student regularly participates in at least one extracurricular activity:

 a. school-related: \_\_\_yes \_\_\_no

 b. community-based (e.g., sports leagues, church groups, clubs, scouts): \_\_\_yes \_\_\_no \_\_\_unknown

19. The student has at least one additional disability that has been ***officially diagnosed***: \_\_\_yes \_\_\_no

 If yes, mark all that apply:

|  |  |  |
| --- | --- | --- |
| \_\_\_ mild cognitive disability | \_\_\_ speech/language disorder | \_\_\_ specific learning disability |
| \_\_\_ moderate cognitive disability | \_\_\_ visual impairment | \_\_\_ orthopedic impairment |
| \_\_\_ severe cognitive disability | \_\_\_ emotional disability | \_\_\_ deaf-blindness |
| \_\_\_ autism | \_\_\_ traumatic brain injury | \_\_\_ other health impaired |

**III. Language & Modality Usage**

20. Primary language (if more than one, note primary as 1, secondary as 2):

a. Used with the student in the home: \_\_ASL \_\_English \_\_Spanish \_\_other\_\_\_\_\_\_\_\_\_\_

b. Used *by* the student in school: \_\_ASL \_\_English \_\_\_Spanish \_\_other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

21. Primary mode of communication (if more than one, note primary as 1, secondary as 2):

1. Used *with* the student in the home:

\_\_spoken language \_\_spoken and signed communication \_\_signed only communication \_\_gestures

\_\_spoken language & gestures

1. Used *by* the student in school:

\_\_spoken language \_\_spoken and signed communication \_\_signed only communication \_\_gestures

\_\_spoken language & gestures \_\_augmentative communication devices

## IV. Student Services Information

22. Use of interpreter:

a. Indicate type of interpreter: \_\_\_sign language \_\_oral \_\_\_cued speech \_\_\_no interpreter

1. If student uses an interpreter, check category that best describes the typical amount of use:

\_\_\_>5hrs/day \_\_\_3-5 hrs/day \_\_\_1 to<3 hrs/day \_\_\_<1hr/day \_\_\_other

c. Does student's primary sign language interpreter have the Colorado Educational Interpreter Certificate(CEIC)? \_\_\_yes \_\_\_no Indicate interpreter’s EIPA score:\_\_\_

23. Indicate other access services student uses: \_\_\_notetaker \_\_\_computer-assisted notetaker

\_\_\_real time captioning \_\_\_augmentative communication device (other than auditory)

24. Indicate support services student uses: \_\_\_counseling \_\_\_speech/language/auditory \_\_\_OT \_\_\_PT \_\_\_audiology \_\_\_mental health \_\_\_tutoring \_\_\_learning disabilities \_\_\_gifted \_\_\_visually impaired

25. Describe the student's current service delivery system. *Do NOT include the services of an educational interpreter when counting these hours to identify a category of services below.*

\_\_\_**Indirect Service: Monitor** (No IEP, 100% of time in general education); check here if student has a 504 Plan\_\_\_.

\_\_\_**Indirect Service:** **Consultation** (IEP, 100% of time in general education classroom)

\_\_\_**Direct Service:** **(>60% of time in general education classroom),** 1-4 hours of instructional services per week from a licensed teacher of the Deaf/HH or combination of teacher of Deaf/HH or other special education team

\_\_\_**Direct Service:** **(21-60% of time in general education classroom),** 1-2 hours instructional services dailyfrom a licensed teacher of the Deaf/HH or combination of teacher of Deaf/HH & other special education team; may be team or co-taught

\_\_\_**Direct Service:** **(<21% of time in general education classroom)**, 3 or more hours per day of instructional servicesfrom a licensed teacher of the Deaf/HH or combination of teacher of Deaf/HH & other special education team; student is still receiving his/her academic instruction in the general classroom a portion of the school day; may be team or co-taught

**\_\_\_Direct Service: (Separate Facility),** all instructionfrom a licensed teacher of the Deaf/HH and other

special education professionals in hearing services

\_\_\_Other: Please explain\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_Special School students only: \_\_\_day student \_\_\_residential

26. How long has the student been in the current school district: \_\_\_<1yr \_\_\_1yr \_\_\_2 yrs \_\_\_3 yrs \_\_\_4yrs

\_\_\_5 yrs or more

27. How long has the student been in the current service delivery model? \_\_\_<1 yr \_\_\_1yr \_\_\_2 yrs \_\_\_3yrs \_\_\_4yrs

 \_\_\_5 yrs or more

28. For students 14 yrs and older, identify specific transition services student receives?

\_\_\_work experience \_\_\_vocational rehabilitation \_\_\_post-secondary education \_\_\_medical/audiological

\_\_\_independent living \_\_\_recreation/social opportunities \_\_\_adult systems connections

\_\_\_other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

29. Does student receive supplemental services outside of school? \_\_\_no \_\_\_yes, specify - \_\_\_speech/language/auditory training \_\_\_academic tutoring \_\_\_counseling \_\_\_other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

30. Has or will student participate in CSAP? \_\_\_yes \_\_\_no; CSAP-A? \_\_\_yes \_\_\_no;

if not, indicate reason:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## SPP Assessment Profile

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Determine rating scores based on the Standardized Assessment Rating Conversion Table and the Functional Skill Assessment Ratings.

|  |  |
| --- | --- |
| Area | Rating |
| Standardized Assessments | 1 | 2 | 3 | 4 | 5 |
| Reading (state test) |  |  |  |  |  |
| Writing (state test) |  |  |  |  |  |
| Math (state test) |  |  |  |  |  |
| Science (state test) |  |  |  |  |  |
| Language: Receptive (Test\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) |  |  |  |  |  |
| Language: Expressive (Test\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) |  |  |  |  |  |
| Reading: (Test\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) |  |  |  |  |  |
| Other: |  |  |  |  |  |
| Other: |  |  |  |  |  |
| Functional Assessments | 1 | 2 | 3 | 4 | 5 |
| Cognitive/Behavioral/Social | Thinking/Reasoning |  |  |  |  |  |
| Learning Style/Attention |  |  |  |  |  |
| Social/Classroom Behavior |  |  |  |  |  |
| Life Skills |  |  |  |  |  |
| Self-Advocacy | Knowledge |  |  |  |  |  |
| Application |  |  |  |  |  |
| Communication | Receptive |  |  |  |  |  |
| Expressive |  |  |  |  |  |
| Physical | Vision |  |  |  |  |  |
| Use of Limbs |  |  |  |  |  |
| Balance |  |  |  |  |  |
| Overall Physical Health |  |  |  |  |  |
| Language | Receptive |  |  |  |  |  |
| Expressive |  |  |  |  |  |
| Speech Intelligibility | Speech Intelligibility |  |  |  |  |  |
| Auditory & Listening Skills | Use of Amplification |  |  |  |  |  |
| Audition & Listening |  |  |  |  |  |

|  |  |
| --- | --- |
| Placement And Readiness Checklists (PARC)* General Education Inclusion Readiness
* Interpreted/Transliterated Education Readiness
* Captioning/Transcribing Readiness
* Instructional Communication Access
* Placement Checklist: Level\_\_\_\_\_\_\_\_\_\_\_\_
 | Comments: |

Other:

1. Revised by Jefferson County School District, Golden, CO, Feb 2013 [↑](#footnote-ref-1)