



Suggested Guidelines for Compiling Auditory Impairment (AI) Eligibility Report (Part C) Communication Assessment

All areas should be completed. Suggested statements may be worded as a weakness or a strength. Do not use "not applicable."

Speech

Formal Tests: Arizona Articulation Proficiency Scale-3
Ling Phonetic/Phonologic Level Speech Evaluation
Goldman-Fristoe Test of Articulation
Teacher Assessment of Speech Skills (TASSK)
or other tests of articulation
Oral Speech Mechanism/Motor Examination

Observed Behavior: Suprasegmentals: duration, intensity, pitch variation
Intonation
Vocal quality: Resonance: nasality, pitch, voice
quality (harshness, breathiness)
Intelligibility: (Familiar/unfamiliar listener)
(Controlled/uncontrolled setting)
Syllable fluency/ words/ phrases /
sentences/ connected speech
Stimulability: phonemes, words, phrases, sentences

Speechreading

Formal Tests: Craig Lipreading Inventory
Utley Speechreading Test (older students)
Delores Butt (younger students)

Observed Behavior: Attention to speaker's face
Speechread familiar words (closed/open sets)
Speechread stereotypic phrases/directions
Exposure to formal training in speechreading

Fingerspelling

Formal Tests: No formal test available

Observed Behavior: Recognizes letters of the manual alphabet
Fingerspells manual alphabet without assistance
Recognizes name or some familiar words
Fingerspells name or some familiar words
Fine motor skills allow formation/imitation of letters of the
manual alphabet
Uses as an integrated part of sign language
Exposure to formal training in fingerspelling



Audition

Formal Tests: Test of Auditory Comprehension of Language (TAC)
Test of Auditory Processing Skills-3 (TAPS-3)
Speech Perception Instructional Curriculum and Evaluation (SPICE)
Audiological and Otological Reports: Acuity/
Speech Reception Threshold (SRT) /
Speech Discrimination Threshold (SDT)
scores. Type of hearing loss: sensory -
neural/conductive/mixed. Degree of hearing
loss: mild/moderate/severe/profound

Observed Behavior: Response to name/environmental sounds
Localization to sound
Conditioned response to sound
Consistency of wearing amplification
Maintenance and care of hearing aids
Ability to inform others of working condition of hearing aids
Discrimination between/among gross sounds:
linguistic/nonlinguistic
Discrimination of stereotypic messages
Discrimination of 1-4 critical elements from a
closed/open set
Ability to sequence facts of a story heard
Ability to recall details of a story heard
Ability to follow routine classroom instructions
Ability to answer yes/no and wh questions
Ability to request clarification of information presented

Oral language

Formal Tests: Test of Oral Language Development-3 (TOLD-4)
Teacher Assessment of Spoken Language (TASL)
Clinical Evaluation of Language Fundamentals-4 (CELF-4)
Test of Auditory Comprehension of Language (TACL-3)
Rhode Island Test of Language Structure (RITLS)
Expressive One Word Picture Vocabulary Test (EOWPVT-4)
Receptive One Word Picture Vocabulary Test (ROWPVT)
Preschool Language Scale-4 (PLS-4)
Oral and Written Language Scales (OWLS)
BRACKEN (Basic Concept Scale) BBCS- 3:R

Observed Behavior: Identifies/recites letters of the alphabet
Identifies/names pictures/objects
Answers/asks yes/no and wh questions appropriately
Understands/ uses simple/ compound/ complex sentences
Expresses wants and needs in formal language
Follows/gives directions in sequence (1, 2, multi)
Identifies/gives synonyms/ retells a story
Identifies/understands/uses figurative language



Depends on visual cues (speechreading/sign lang.)
SKI-HI

Sign Language

Formal Tests:

Carolina Picture Vocabulary Test (CPVT)
Rhode Island Test of Language Structure (RITLS)
Expressive One Word Picture Vocabulary Test (EOWPVT-4)
Receptive One Word Picture Vocabulary Test (ROWPVT-4)
Test of Auditory Comprehension of Language-R (TACL-3)
Test of Syntactic Abilities (TSA)
Grammatical Analysis of Elicited Language (GAEL-P)

Observed Behavior:

Understands/signs familiar words
Imitates signs
Understands/uses facial expressions/ natural gestures/
mime/ point
Follows/uses simple/ compound/ complex directions in sign
Answers yes/no and wh questions signed
Sequences events from a signed story
Uses signs/signed phrases/signed sentences to express
wants and needs
Follows classroom instruction/lectures signed
Follows/participates in signed conversation
Exposure to formal training in sign language

Written Language (Reading and Writing)

Formal Tests:

Oral and Written Language Scales (OWLS-II)
Brigance
Woodcock Johnson- III
Test of Early Reading Ability (TERA-HI)
Stanford Achievement Test (HI)
District Tests/Benchmarks/Curriculum Assessment
State of Texas Assessments of Academic Readiness (STAAR)

Observed Behavior:

Informal writing sample analysis
Identifies/writes letters of the alphabet (in/out of sequence)
Reads basic sight words (e.g., Dolch list)
Writes/spells common words
Tells/Writes personal data
Recalls story facts
Sequences story events
Summarizes/retells a story
Draws inferences from a story
Writes simple/compound/complex sentences
Writes 3-5 sentence paragraphs using proper form
Researches/writes research papers using proper form
Tells/writes creative story/essay



Uses appropriate capitalization/punctuation
Uses correct grammar/ syntax/ spelling

**General Functional/
Communication Ability**

Able to comprehend information adequately to function within general education classes (with /without modifications) (with/without a sign language interpreter)

Use of an Interpreter:

Attends /comprehends/expresses self adequately to a sign language interpreter
Does not require the use of a sign language interpreter

Summary: Based on data presented in this report, the method of communication recommended for this student is: oral-aural/total communication/English supported with sign/or other method (e.g., Pictures/PECS)

Recommendations for maximizing this students communication potential: Based on data presented in this evaluation make a recommendation (e.g., see modification page: use of an FM amplification system per audiological report dated _____ [can only be recommended by audiologist]; use of visual cues/gestures for academic language support; reinforce/clarify/simplify vocabulary; picture communication system