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GENERAL INSTITUTE FOR THE DEAF

A SKILL-BASED REPORTING SYSTEM FOR PARENTS OF YOUNG HEARING-
IMPAIRED CHILDREN

GENERAL INSTITUTE FOR THE DEAF

Independent Study
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May 6, 1977

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The present Central Institute for the Deaf reporting system for parents has proven unsatisfactory for describing very young hearing-impaired children's progress. A basic dissatisfaction is its subjectivity. A skill-based reporting system appeared to be a better alternative, but little data is available about what skills very young hearing-impaired children have. Therefore, all existing reports on children currently enrolled in the Pre-Primary and Lower Primary Departments at C.I.D. were perused to find out what aspects of performance teachers actually describe. Four basic areas were found, but due to the scope of this project, only receptive and expressive language skills were investigated here. The investigator recorded each comment or description that seemed unique from others. From these long lists, categories of similar items were grouped. The format for this new, suggested reporting system grew from these categories; it describes skills and attitudes in receptive and expressive language as well as facility in learning and overall progress in these areas.

PROBLEM

Present reporting systems to parents of young hearing-impaired children at Central Institute for the Deaf have proven difficult for teachers to use as well as difficult for parents to understand. Teachers of the younger children have reported that the present C.I.D. Report to Parents outlines many categories of performance which are often inappropriate to describe the very young child 6 and under. They find they must add much additional long-hand information to describe pupils' performance to their satisfaction. These long-hand reports are thus very subjective and differ from year to year as the child moves from classroom to classroom and teacher to teacher. Furthermore, the teachers are selective in what they choose to include in their reports and often describe particular skills being practiced in the classroom rather than giving an indication of how the child is progressing in acquiring a number of essential skills.

An additional dissatisfaction with the report card has been with its design which requires teachers to rate various students' skills on a continuum of excellent to poor. Such a system's reliability of rating from year to year is greatly affected by the subjectivity of each teacher who uses the report.

With such dissatisfactions in mind, a skill-based reporting system seems to be a likely alternative. Current legislation adds even more initiative to attempts to create such a system. Public Law 94-142 states that by fall 1978 all students receiving federal and state funding for special education shall have an Individual

Education Plan written for them by a committee consisting of the student's parents and teachers. It may be especially useful at this time to write some basic skill descriptions which are truly satisfactory to a teacher who must describe a child's performance as objectively as possible and which are written in language understandable to parents. Such skill descriptions may then be useful in two capacities: in writing an educational plan and in reporting a child's performance.

APPROACH TO THE PROBLEM

A. Comparison of the Design of the Present Reporting System to Eight Reports Created and Used by this Department for Teacher Use, In-School Records and Additional Information for Parents.

The present report card designed for all C.I.D. students defines 14 areas of consideration in reporting to parents.

Of those 14 categories, 3 are never used in any other form designed by the Pre-Primary and Lower Primary Departments for use by parents or teachers.

Five additional categories are used only in a Lower Primary Year-End Report designed only for teacher use and in-school records. Thus a total of eight of those 14 categories are not even defined on any other form designed by this department to report to parents or teachers.

Further, one category emerges in two forms designed by this department to describe auditory skills which is not defined as a separate category on the report card. See Graph 1.

OR
Report Card

Individual Report	✓	Receptive Language
Year-End Report	✓	Expressive Written
Inventory of Speech	✓	Expressive Lang. Spoken
Inventory of Speech	✓	Physical Ed. (Motor)
Inventory of Speech	✓	Social Development
Inventory of Speech	✓	Mental Attitude
Inventory of Speech	✓	Speech
Inventory of Speech	✓	Arithmetic
Inventory of Speech	✓	Reading Readiness
Inventory of Speech	✓	Reading
Inventory of Speech	✓	Science
Inventory of Speech	✓	Social Studies
Inventory of Speech	✓	Art
Inventory of Speech	✓	Rhythm
Use of Hearing Aid	✓	Auditory Skills
Inventory of Auditory Skills	✓	
Developmental Sentence Types	✓	
Scales of Early Communication Skills	✓	

Such a comparison of design alone points up true short-comings in the present report card.

B. Comparison of Existing Reports on Children Currently Enrolled in the Pre-Primary and Lower Primary Departments.

Given that the present report card is unsatisfactory for very young children, that this department has developed 8 additional trial report forms in an attempt to develop adequate means to describe childrens' performance and progress, and that in general, data about what skills very young hearing-impaired children have is not readily available, it appears a useful task to peruse existing reports on children currently enrolled in the Pre-Primary and Lower Primary Departments, to find out what aspects of performance teachers actually describe. What do teachers typically feel they need to say to accurately describe a young hearing-impaired child's progress?

PROCEDURE

Nine reports including:

- 1) Individual Report (also called Progress Report or Initial Evaluation)
- 2) Year End Report for Primary Children
- 3) Inventory of Speech Sounds
- 4) Evaluation of Speech Production
- 5) Child's Use of Hearing Aid
- 6) Inventory of Auditory Skills
- 7) Developmental Sentence Types Inventory
- 8) Scales of Early Communication Skills for Hearing-Impaired Children
- 9) C.I.D. Report to Parents

were analyzed as they appeared in the files of 49 children currently enrolled in the Pre-Primary and Lower Primary Departments. These reports were written by over 25 teachers, supervisors or related staff members. Some children enrolled longer had, of course, more

reports accumulated in their files than very young or newly enrolled children. All existing reports on each child were examined.

In addition, C.I.D. Clinic Initial Reports and Parent-Infant-Program Summary or Year-End Progress Reports as well as reports from other speech and hearing centers, when they appeared in a child's file, were also studied for teachers' descriptions of skills.

Design of the C.I.D. Psychometric Report and the C.I.D. Clinic Speech Evaluation were also used as references.

A general overview of all reports suggested that teachers' comments described the following general categories:

- 1) Receptive Skills
- 2) Expressive Skills
- 3) Speech
- 4) General Comments (motor, social and mental attitudes, progress, etc.)

Considering the limited scope of this study, the investigator chose to consider only the first two categories. Thus the investigator concentrated on one area at a time, reading through each report on what teachers said about receptive skills, then back through them again to see what was said about expressive skills. This was the only possible way the investigator could keep a reasonably manageable amount of lists of skills described and comments used by teachers.

Initial stages, then, involved writing down in list form evaluations used by teachers to describe a child's performance. Each description as judged unique by the investigator was recorded, despite the frequency of occurrence of that description in reports.

If a description occurred only once, it was still recorded because it was the investigator's philosophy that if a teacher felt that a comment was needed to describe a child, it merited inclusion in this listing.

COMPILATION OF COMMENTS REGARDING RECEPTIVE LANGUAGE

After perusing all reports containing descriptions of receptive language skills of the 49 currently-enrolled pupils of the department, the examiner had pages of teacher-written comments from which she had to induce some sort of categorization to make manageable. As will be described in the paragraphs to follow, teachers described, as judged by the investigator, the following parameters of receptive skills:

- 1) the existence of two environments in which the child receives language and the need to describe his performance in each
- 2) the reliability of a skill described as to whether it was typical of a child in all situations, dependent on reminders or non-verbal cues, emerging in very limited situations, or non-existent
- 3) the kinds of linguistic structures the child typically understands in a structured setting as well as a natural setting
- 4) the sensory modalities and environmental cues a child utilizes to receive and understand spoken language in a structured setting as well as a natural setting
- 5) the child's typical response when he does not understand what is said to him
- 6) the child's general attitude toward communication
- 7) the way in which a new word or language structure must be presented to be learned by the child
- 8) the kind of practice the child needs to remember a new word or language structure
- 9) the child's rate of progress regarding acquisition of receptive language skills

Understandably, these categories were created very subjectively. The examiner interpreted what she read from reports by first selecting descriptions that she judged were unique from others and then by

placing each with other statements she considered similar in parameter and began building categories by this inductive process. The following categories, as listed numerically above, seemed to emerge.

1. Teachers described the existence of two environments in which the child receives language and the need to describe his performance in each. e.g. "___ recognizes words in a structured situation that aren't recognized in a natural situation."

A Structured Situation (quotes from reports)

- in a structured situation
- in a structured teaching situation
- comprehends ___ words in isolation
- when the situation indicates a question has been asked
- in limited sets
 small
- when the situation makes clear what is expected
- with pictures to choose from
- when language structures are familiar
- when the topic is known/familiar
- when the object discussed is present
- when the speaker emphasizes by stressing or pausing before key words
- in the classroom
- in alternating sets
- when presented as part of a gradually increasing larger set
- when the vocabulary is part of the lipreading repertoire
- when it is apparent it is time to change activities
- in a highly structured situation in which attention is demanded

A Natural Situation

- in a natural situation
- in a natural communicative situation
- in a general situation
- outside the lesson/classroom
- at home
- when situational cues are minimal
- in all situations in which an adult labels or names objects
- in a natural classroom setting
- when no gestures are used
- when concrete objects are not present
- in unstructured, non-lesson situations
- with minimal attention directed to new words
- when a question can not be anticipated from the situation

2. In addition to describing where certain skills were exhibited, teachers also described the reliability of such responses.

They described four basic ways in which children responded:

A. typically

- always
- in all situations in which an adult labels or names objects
- in both structured and natural situations
- consistently

B. most of the time

- with a reminder
- Although he _____ before, he is doing it more consistently.

C. some of the time

- is just beginning to _____
- is just emerging
- with a restricted selection
- in a structured situation

D. never

- does not _____

3. A description of the kinds of linguistic structures the child typically understands often began with a description of how the child demonstrates he understands.

- identifies
- picks out
- chooses a picture
- follows directions
- lipreads
- recognizes
- demonstrates an ability to respond to _____
- responds to _____
- comprehends _____
- demonstrates comprehension of _____
- demonstrates an understanding of the general meaning of _____
- follows
- responds appropriately to _____

Descriptions of units basically proceeded from the simple to the complex.

A.- general situations

- specific situations
- has a situational understanding of language
- gestures (simple/subtle)

- B.- pictures (of nouns, verbs, and adjectives)
 - places a block on a picture
 - differentiates one versus two syllable words through lipreading
 - one key word (on a card) (verbs or nouns)
 - two or three words
 - familiar words
 - names of children in the class
 - words in isolation
 - words not specifically taught in school
 - a large number of words
 - two pictures at a time (___ and ___)
 - phrases with gesture
 - familiar phrases
 - expressions
- C.- new words preceded by carrier phrases
 - nouns imbedded in carrier phrases or simple sentences
 - appropriate sentence cards from a set of ___
 - sentences from experience chart stories
 - a few practiced sentence patterns
 - key words in simple sentences
 - simple sentences about a picture or object present
 - simple action commands
 - routine commands
 - familiar directions
 - sentences emphasized by stressing or pausing before key words
 - relies on one or two key words in a sentence
- D.- appropriately manipulates toys for sentences
 - sentences requiring comprehension of subject and verb
 - new words and phrases in sentences
 - level of language used in the classroom
 - simple connected language (sentences)
 - sentences requiring specific comprehension of (2,3,4,6) words
 - a wide variety of simple commands
 - a wide variety of simple sentences
 - a wide variety of directions
 - responds to longer utterances but not more complex ones
 - declarative sentences
 - words in simple sentences of the types: subject-verb; verb-object; subject-object; adjective-noun; preposition-noun; subject-verb-object; adjective-noun-verb; possessive-noun; compound subject-compound verb; subject-verb-prepositional phrase.
- E.- two or three simple commands
 - successive phrases about a particular topic
 - a series of short, simple sentences of 4 words each
 - must go sentence by sentence when discussing a topic
 - successive sentences about a particular topic
 - successive sentences about a familiar topic
 - comprehends the essential meaning of a simple story without gestures or pictures
 - effectively converses

- a teacher's explanation of some activity the class will do
- engages in simple conversation
- F.- longer sentences if said slowly and repeated
- has difficulty with concepts when the language constructions are more complex
- fairly long connected language
- complex connected language
- an increasing variety and complexity of language construction
- the majority of what is said to her
- G.- changes topics easily
- an unanticipated change in topic, comment or question will confuse him
- if he perceives something incorrectly, it takes much effort to correct and "refeed" (difficult to get back on the track)
- H.- when the situation indicates a question has been asked
- only questions drilled on
- simple question forms
- How many? What color? Who? What? Where? What happened?
- simple, specific questions following a simple story
- only questions on practiced material
- Do ___ have? Do ___ like? Did ___?
- when a question can not be anticipated from the situation
- consistently responds to questions

4. Most reports included a description of the sensory modalities and environmental cues a child utilizes to receive and understand spoken language.

- A.- relies primarily on ___ for understanding
- uses ___ to aid understanding
- uses situational cues (in a natural situation)
- uses supplementary cues to help him understand
- uses whatever cues are available to help him understand
- It is difficult to evaluate to what extent she is responding to words or supplementary cues.
- responds to phrases with gesture

Some teachers described how well a child used a particular modality in addition to describing which modalities were used.

- B.- makes good use of both lipreading and auditory cues combined
- Lipreading is difficult
- does not understand questions he can ask
- comprehends the written form of ___
- is unable to imitate even intonational time envelopes
- discriminates an auditory pattern
- has difficulty when finer discrimination is required
- is beginning to listen more carefully
- can identify a few sentences by listening alone if the sentences are very different in length and if she is required only to differentiate between 2 at a time

- when he doesn't wear his aid, his ability to comprehend decreases noticeably
- discriminates many words through listening alone
- discriminates among an unlimited number of sentences and words through listening only
- has so much hearing he does not look

5. Reports included a description of the child's typical response when he doesn't understand what is said to him.

- A.- does not question or seek additional information
 - does not behave as though he expects to get information from words
 - continues to look at the teacher and not make a movement
 - says nothing
 - smiles
 - watches but does not understand
 - not aware he has not understood or that his answer does not make sense
 - vocalizes as though attempting to imitate
 - inappropriately mimicks
 - replies with an absurd answer
 - replies with mumbled sentences using nonsense words
 - imitates
 - repeats utterance said by teacher
- B.- does little to get the speaker to repeat with or without action
 - does nothing constructive to get speaker to clarify
 - does not persist in trying to find out
 - gives up
 - turns or walks away
 - compliance is action and he is too timid to do so
 - looks down/away from speaker and mouth
 - seems to understand but does not want to respond appropriately
 - ignores message/situation
 - becomes babyish
 - seeks attention, not information
- C.- searches environment
 - aware he doesn't understand
 - uses random guessing appropriately
 - makes intelligent guesses
 - tries alternative responses
- D.- uses constructive techniques
 - is not defeated by mistakes
 - responds effectively to mistakes
 - waits for teacher to repeat/clarify several times
 - waits for a question twice, then answers
 - looks to teacher for a repeat
 - looks at object
 - shakes head
 - shrugs shoulders
 - looks confused/questioningly
 - indicates to draw a picture

- gestures he does not understand
- indicates he does not understand and waits for repetition
- gestures to indicate speaker should repeat the language
- E.- points and looks up questioningly
- acts out appropriate action
- gestures what he thought the message was and waits for speaker to indicate if correct or incorrect
- looks back to teacher for confirmation of choice
- gives a verbal response
- repeats the entire message to check his own comprehension
- imitates part of sentence he does understand, indicating to speaker what needs repeating
- paraphrases the speaker
- says "Huh?" or "What?"

A few teachers also described a child's reaction when he was told to do something he did understand.

- he ignores the message
- sucks his thumb
- says, "no"

6. Many reports describe the child's general attitude toward communication.

- A.- does not attend to the mouth
- has no idea the mouth and voice convey information
- watches lips, but sees no meaning
- does not guess or attempt to respond to even gestures
- quite confused about communicating at all
- interests are self-centered
- inappropriately imitates almost everything said to him
- B.- is beginning to understand what conversation is
- aware of what conversation is
- becoming aware that spoken words convey meaning
- becoming aware that the mouth and voice convey specific information
- aware that a particular verbal stimulus requires a specific response
- C.- does not put forth much effort to understand what is said
- does not look or listen
- needs to be reminded to attend to teacher's mouth
- attends long enough to respond to one familiar word
- attention wanders
- lacks confidence in ability to communicate
- D.- puts forth some effort to understand when interested
- is listening more carefully
- is experiencing more success
- is more sure of himself
- is gaining confidence
- desires to understand

- is trying hard to understand
- has expectations to understand
- is putting forth effort to understand
- attends to the speaker
- E.- tries to interpret what the speaker is saying
- shows interest in what is said/ the names of new items
- points and looks questioningly, wanting to know the name of something
- attempts to learn any vocabulary presented
- watches and listens intently
- asks for words or names of things
- acts appropriately and confidently when he understands
- responds more quickly
- is more alert
- is attempting to comprehend more complex units

Some teachers also described a child's attitude about conversation in small versus large groups.

- watches the speaker's mouth in unstructured settings if the group of children is small
- not aware of who is talking in a group and often gives up rather than search for the speaker
- if the group of children is small
- in a group situation
- if there are more than three in the group

7. Teachers described the way in which a new word or language structure must be presented to be learned by the child.

- in isolation
- requires intensive drill in isolation
- each word has to be carefully presented
- each word has to be slowly presented
- with only one new word in the group
- with gestures
- with situational cues
- with a written cue
- with new stimuli limited
- in limited sets
- in alternating sets
- when ___ words are presented at the same time
- in a carrier phrase
- in phrases
- in a simple sentence
- from sentence cards
- through repetition in natural situations
- in a complex sentence
- in a complex sentence containing more than one new word
- outside the classroom
- easily

8. They then described the kind of practice the child needs to remember a new word or language structure.

- with intensive drill in isolation
- practiced a great deal
- after ___ exposures/repetitions
- with repetition in isolation/ small sets
- different structures require more presentations
- after a few presentations of practices
- after one or two presentations
- remembers new words with minimal practice
- once he learns a word, he remembers it

9. Most reports concluded with a description of the child's general rate of progress regarding acquisition of receptive language skills.

- A.- is responding at a lower level than he was prior to ____
- B.- has made some progress
 - acquisition/progress has been slow/labored
 - has very little connected language in natural situations
 - has not transferred to natural situations
 - demonstrated understanding of his first word in ____
 - ability to understand sentences is limited
 - has unusual gaps in his receptive language skills
 - is held more accountable for specific understanding
 - forgot words learned in the spring, but quickly relearned them
 - takes a little less repetition and explanation to get a point across
 - is becoming easier for the speaker to make himself understood
- C.- has begun to learn new words
 - is beginning to comprehend
 - understands more readily, with less repetition, with less need for simplifying what is said
 - shows improvement over ability demonstrated in ____
 - is learning ___ words a day
 - use of expressions and ability to imitate make one think he understands more than he does
 - learns several new words a week
 - has improved concentration
 - understanding carries over to less structured situations, especially with context clues present
 - needs fewer repetitions
 - is learning more easily than in ____
 - is expanding his receptive vocabulary
- D.- his vocabulary/combinations of words is/are increasing rapidly
 - acquires new vocabulary and language structures easily
 - has made a spurt of progress
 - has made tremendous/excellent progress in development of beginning receptive skills
 - progress is best evaluated by a description of his expressive language

- is experiencing more success
- is gaining confidence
- is extending receptive language skills developed in highly structured settings to functional use in expressing needs and ideas
- has improved {markedly
 (a great deal
- is reinforcing and extending abilities of receiving and comprehending
- has ___ words in his receptive vocabulary which were not specifically taught in a structured lesson
- It is difficult to describe because he comprehends so much.
- adds new vocabulary daily in a structured setting
- learns new vocabulary easily

DISCUSSION

An overall view of the 9 lists suggested that some of these categories were related, and indeed some categories needed to be stated in terms of other categories. To be specific, nearly every report described a child's skills in comprehending language units in a structured situation as differentiated from a natural situation. Teachers also indicated how reliably children responded to these units in both environments. Thus the first effort was to describe the units for comprehension in a skill-based hierarchy in terms of environment in which the language units were presented as well as in terms of reliability of the child's use of the skill. Each of these 3 parameters were already present in the format of the Scales of Early Communication Skills for Hearing-Impaired Children (SECS) (see Appendix), familiar to and used by all of the Pre-Primary and Lower Primary teachers. The format of the "Receptive Language Skills" from the SECS was therefore adopted with certain modifications and additions.

1. The original scale used 3 markings to indicate reliability of performance.

(+) Child demonstrates the skill enough to indicate that he is capable of performing at that level.

(+) Child has demonstrated the skill on occasion.

(-) Child has not demonstrated the skill.

Perusal of teacher's comments revealed a need to describe a stage somewhere between (+) and (+) in which the child exhibits a particular skill most of the time, but may need reminders or encouragement. This description then was labeled (+) and the (+) on the original scale was changed to (++).

2. Most of the skills described on the scale were directly applicable to use in this reporting form, but some deletions and expansions were indicated.

- a) Item IV from the SECS was deleted because it commented on a child's acquisition and memory abilities which was found more useful to describe in another section of this reporting system as will be described later.
 - b) Item V from the SECS was retained, however, 2 skill levels were added above it and another was added to extend beyond it.
3. Beneath some major skill descriptions, a section called Demonstration of Skill was added to further clarify the skill and to allow teachers to continue to report rather specific behaviors that nearly all of them described with a great amount of regularity throughout all existing reports. Creation of such a section has the added possibility of reflecting growth or progress when a child may remain at the same major skill level over a period of time.

The SECS proved a ready-made format, then, for combining these 3 parameters.

Though some teachers described a child's comprehension of situations and gestures as units of comprehension, this reporting system was begun with the skill of demonstrating awareness that the voice carried information as it appears in SECS. A child's understanding and use of situational cues and gestures was judged to be more appropriately placed in an attitude section as a child's use of such probably better indicates how much initiative he takes to use additional information to aid his understanding rather than giving an indication of what he understands. In real life it is nearly impossible to isolate such cues to determine a child's understanding of each.

Teachers described children who understood only single words. Others described those who could identify familiar expressions. These were combined to form the next skill level because these early expressions such

as "Come on" or "Sit down" are probably perceived as one unit rather than 2 distinct words.

A third skill level was created to show a pre-sentence vocabulary expansion period and to allow teachers to report amount of vocabulary the child can identify from a particular size set which teachers did regularly throughout reports.

A fourth skill developed from teacher's descriptions of children who could understand words in familiar and simple sentences or carrier phrases. In such cases the child probably only has to lipread one word and thus this becomes nearly a figure-ground skill in which the word must be perceived through the background of the carrier sentence. Provision was also made here for teachers to report how many sentences the child could identify from a particular set.

Skill V grew from teachers' descriptions of sentences which truly required comprehension of more than one word. Provision was also made for teachers to continue recording how many words per sentence of which a child could demonstrate comprehension.

Teacher comments and a skill level taken from SECS formed skill VI which described comprehension of successive phrases and sentences. Beyond the simple sentence level it is very difficult for teachers to describe levels of complexity of language units. Instead it seems more appropriate to delineate if a child can understand a series of a variety of sentences or if he can follow a change of topic which was delineated as skill level VII.

Several teachers attempted to describe a child's understanding of questions. Because they did, it was judged important enough to include in this report form, however, it was placed in a separate category. It would appear that an ability to understand a linguistic unit which makes request for specific information is different from an ability to understand a linguistic unit which contains information. Unfortunately, teacher comments

about skills in understanding questions were limited. Therefore the skill levels described were subjectively created by the investigator from her experience of situations in which various levels of questions are asked. Opportunity was here given for teachers to write in specific question forms the child could answer, which was typically the way they dealt with the topic of questions in other reports.

This entire section became labeled SKILLS on this report form.

* * * * *

N.B. Hereafter, check list descriptions are used. The following categories describe behaviors present or not present. Therefore, the indications of reliability of response are no longer essential.

The next 3 categories (sensory modalities and environmental cues used; the child's response when he doesn't understand what is said to him; child's general attitude toward communication) seemed distinct at first glance but later merged in theme around the word "initiative" which is a fundamental part of attitude. It appeared logical to report not what modalities or cues a child uses (which may be in some cases impossible to clearly delineate) but if he takes the initiative to use cues available.

Some teachers described how well a modality (especially the auditory modality) was used. This was considered more appropriate to include in other sections to be added to this report describing only auditory skills.

A child's response when he doesn't understand is also tied to attitude. Is he interested or persistent enough to indicate he doesn't understand and get the speaker to supply more information? All of these aspects seemed to fit directly

with general comments about confidence, interest and effort.

Though a few teachers described children's negative reactions when told to do something they did understand, this seemed more appropriately placed in a future section to be added to this report regarding general behavior. In addition, some other teachers described a child's attitude about conversation in large versus small groups. This category was dismissed from the report. It is questionable what one can call a large group when class size is typically 6-7 children.

All 3 categories were thus combined under the heading of attitude.

* * * * *

Categories 7 and 8 described the ways in which new constructions needed to be presented and practiced to be acquired and retained. These themes intertwined well. The more extensively a child needs to practice something, the more specific and structured is its presentation. Inversely, the less a construction has to be rehearsed, the more natural can be its presentation. Two categories, one for the description of presentation of words and another for presentation of language constructions, were created because of difficulties combining descriptions of presentation environments for words and constructions. Also, the goal of this reporting system was to fit the very young child who may be at a level where he is just beginning to learn single words and has not yet learned larger constructions.

As will be seen in the discussion of expressive categories, facility in learning emerged as a unique behavior which

could not be described distinctly under both receptive skills and expressive skills but was better dealt with separately as a description of how the child learns.

* * * * *

The final category described general progress. As will be seen in the discussion of expressive categories, teachers often compared receptive to expressive skills. Therefore, it appeared best to create one reporting area for progress in both areas.

Some teachers discussed transfer of skills from one situation to another, but this was already adequately described, in the investigator's judgement, by the situation categories (A and B) in the SKILLS section of the report and thus was not included here.

A check-off scale was chosen to give some idea to the parent of how his child's progress compares to the child's own previous progress as well as to the progress of other children of comparable age and hearing loss.

Writing space is allowed to give teachers opportunity to add any comments they feel are unsaid in the form and to give the report a more personal and individual aspect.

COMPILATION OF COMMENTS REGARDING EXPRESSIVE LANGUAGE

As with the descriptions of receptive skills, the teachers' descriptions of expressive language were perused. The examiner recorded each comment that seemed to be unique and then analyzed the whole body of comments for some common themes. Several categories appeared to emerge.

- 1) TYPES OF EXPRESSIVE LANGUAGE USED BY CHILDREN
- 2) SITUATIONS IN WHICH THESE TYPES OF EXPRESSIVE LANGUAGE WERE EXHIBITED (including spontaneous, elicited, and recalled language)
- 3) AN INDICATION OF CONSISTENCY OF RESPONSE
- 4) LEVELS OF ABILITIES IN IMITATION OF LANGUAGE
- 5) ATTITUDES TOWARD EXPRESSING ONESELF
- 6) RESPONSE WHEN ONE HAS NOT MADE HIMSELF UNDERSTOOD
- 7) ABILITY TO CORRECT ERRORS IN ORAL EXPRESSION
- 8) AMOUNT OF PRACTICE NEEDED TO LEARN AND USE NEW CONSTRUCTIONS OR WORDS
- 9) COMPARISONS OF RECEPTIVE AND EXPRESSIVE LANGUAGE SKILLS
- 10) DESCRIPTIONS OF OVERALL PROGRESS IN EXPRESSIVE LANGUAGE
- 11) FLUENCY OF TRANSFER FROM STRUCTURED TO SPONTANEOUS SITUATIONS

1. Teachers describe the type of expressive language used by children.

A.- cries

- whines and shrieks to get attention or when she doesn't get what she wants

B.- draws pictures

- hugs the teacher when confused
- pokes adults to get attention
- uses facial expression to communicate
- has no words at all

C.- a string of mostly unintelligible words with a few recognizable words interspersed

- vocalizes to get one's attention, to show someone something, or to get what he wants
- uses gestures and meaningless vocalizations
- uses pointing and gesture
- uses a gesture for one word of a practiced sentence
- uses elaborate gestures
- uses random vocalization
- uses a phoneme for a word (e.g. "m" for "milk:)
- uses imprecise, hard-to-understand gestures
- uses gesture to indicate possession
- uses gesture to further explain his verbal descriptions
- uses gesture and babble
- uses exclamations
- uses gestures unaccompanied by vocalization
- after gesturing, she will say a word
- points to himself for "mine"
- uses natural gestures
- vocalizes spontaneously while looking at another person
- uses gestures to support single-word utterances and babbling
- has linguistically significant expression of more than one syllable
- uses sentence-type jargon
- vocalizes with purpose
- uses jabber with a few recognizable words
- vocalizes with intonation and facial expression

D.- has to be prompted to use words to communicate

- can say words for pictures she can identify. . without the teacher first giving the model
- has words for ___ of the ___ verb cards/ noun cards/ pictures she can identify
- uses words from picture cards and other words picked up in a less structured way
- strings a lot of words together and fills in for the words he doesn't know with gestures
- uses a small variety of one-word utterances
- uses familiar expressions
- uses ___ words spontaneously
- uses a variety of words
- uses the language he knows and supplemental gestures
- has a word for almost all the ___ picture cards he understands
- says "a word" for most of his receptive vocabulary

- learned expressions (e.g. no more)
 - rarely uses gesture
 - says a rough approximation
 - uses vocabulary only when expected to name pictures
 - uses many natural expressions (e.g. "It's OK!")
 - willingly says the names of picture cards without teacher giving a model
 - produces 1 or 2 intelligible words imbedded in a sentence-like stream of jargon
 - one and two-word utterances are often accompanied by shrieking and pointing
- E.- joins 2 or 3 words together
- uses a variety of one and two-word utterances
 - uses string of nouns
 - speaks in one and two-word phrases
 - uses noun-noun; adj.-noun; quantifier-noun; designators; possessives-noun; indefinite pronouns; definite and indefinite articles; negatives; preposition-noun; comparative-subject; locatives; pronouns; adverbs; adverb-adjective-noun
 - spontaneously joins two words together
 - uses two and three word combinations
 - frequently omits verbs
 - in longer utterances he often omits verbs and prepositions, to simply use nouns
 - appears to understand the function of these words, how to put together meaningfully
 - uses a variety of one and two word utterances
 - uses many natural expressions
- is usually able to express herself by putting words together meaningful way
- F. Combines verbs and nouns in phrases or sentences.
- uses the carrier phrase "I want _" with many words
 - uses subject-verb; verb-noun; noun-verb; early infinitive
 - uses more verbs, preposition and adjectives
 - uses a variety of 2 and 3 word constructions, most of the one he has demonstrated ability to understand
 - at snack time says spontaneously "I wa up." "Tie my yoo."
 - talks primarily in "sentences"
 - sometimes includes a verb
 - uses sentences with a subject, verb, object and or phrase
 - omits function words and uses short phrases sometimes
 - uses learned phrases and sentences
 - uses a noun-verb-noun construction
 - produces a noun-verb sentence only after repeated practice
 - uses sentences
 - uses subj.-verb-object; subj.-verb-prep.phrase; noun-verb-adj subject-verb-adjective; present progressive
 - will supply verbs if reminded
 - produces all of the constructions she has learned to comprehend
 - produces two or three words of sentence patterns
 - gives _ words of a practiced sentence pattern with a limited
 - uses kernel sentences

- G.- 3-5 word utterances
 - uses ___ words consistently and meaningfully in appropriate situations
 - hasn't developed syntactic structure or morphological ending rules
 - uses longer sentences that he has learned as a unit
- H.- recalls N/V/D.O. sentences practiced
 - recalls ___ words on most of the ___ sentence cards he has practiced
 - recalls ___ words of practiced/ ___-word sentence patterns/cards (including comparative-subject; comparative-verb; infinitives; to be; pronouns; negatives; present progressive; quantifiers)
- I.- rarely offers more than one phrase about a topic
 - engages in 2-way conversations (asks questions)
 - understands an exchange in conversation
 - joins two sentences together to express an idea
 - strings several "sentences: together to convey a complex idea
 - expresses complex ideas by producing a series of short sentences about a topic
 - attempts to express more than one phrase about a topic
- J.- requires cues for more complex questions
 - is beginning to include the article "the" in much of what she says
 - speaks in complex sentences
 - produces a variety of sentences and question forms
 - time phrases, conjunctions (coordinate and subordinate)
 - verb tenses (present progressive; past; present; future; auxiliaries; infinitives and contractions)
 - uses a second verb form (has errors in use)
 - makes errors in tense and subject-verb agreement
 - has function words; describes things she doesn't have a word for and asks a question about it
 - attempts to use a large variety of language structures, but often omits function words and word endings
- K.- answers simple question forms
 - answers the questions: _____
 - voice raises at end when asking questions
 - asks "wh" questions
 - asks simple "What?" and "Where?"
 - asks "Where?" and answers with a prepositional phrase
 - asks "How?"
 - confuses question of interrogative reversals
- L.- spontaneous utterances in a structured situation are produced in a slow and labored manner (pausing after each word with no flow)
 - spontaneous utterances in a structured situation have increased somewhat in length and in ease of production but not in complexity

2. As regards situations:

- in a structured one-to-one setting with the teacher
- Practice with specific language structures in contrived situations is proving to be an effective instructional technique.
- in a structured setting designed to elicit _____
- when the activity has been practiced
- using a simple paradigm based on the Fitzgerald Key
- when prompted by teacher
- teacher must "pull" words
- uses these constructions in structured as well as natural situations
- if teacher indicates by gestures what part was omitted or if the pattern has been practiced extensively

3. As regards consistency of response:

- A.- virtually never
 - rarely
- B.- is just beginning to _____
 - is beginning to _____
 - when reminded
 - is capable of and is beginning to use more and more _____

4. Regarding imitation skills, this child:

- A.- has to have mouth manipulated for a phoneme
 - has great difficulty imitating mouth positions
 - just beginning to imitate, (didn't understand what was expected of her)
- B.- imitates using gestures and vocalizations
 - most imitations are voiceless
 - imitates phrases and sentences with vocalizations matching on no dimensions
- C.- when imitating a phrase, he matches it on duration
 - imitates intonation of words that she doesn't yet imitate
 - imitates time patterns and sometimes initial vowels
- D.- imitates the phonemes ___ in isolation and in selected words
 - approximates one syllable of words or phrases expected to imitate
 - a model has to be reduced to one or two syllables for new language
 - accurate for both intonation and phonemes
 - imitates appropriately with natural intonation, inflection, pitch and phonemic approximation
 - imitates more aspects of a modeled sentence
 - imitations consist of initial consonants and vowels
- E.- imitation of sentences is at the one-word level
 - imitates subject, object, or word that best conveys the idea.

- imitations continue to improve
- ability to imitate phonemes, syllables and words is good
- imitates one word of sentence patterns
- has difficulty imitating two words of a phrase
- F.- imitation of a model is at the two-word level
 - imitates most vowels, visible consonants, and number of syllables in one and two-syllable utterances
 - imitations are recognizable of one to two-syllable words only
 - imitations are longer
- G.- imitates ___ words of a ___-word sentence
 - imitates patterns of up to ___ words
 - is beginning to repeat clue words in a sentence
 - the words are recognizable only when the listener knows what she is attempting to imitate
 - imitates ___ words of a sentence or phrase if most of the words are familiar and have been practiced
 - imitates ___ words of a pattern in which words (vocabulary, or syntactic structure) are unfamiliar
 - imitates in new situations (those modelled by the teacher in a spontaneous situation)
 - can imitate short phrases which are usually telegraphed to include appropriate intonation and true words
 - loses precision when attempting to imitate a longer utterance
 - single words become less intelligible when put together in a longer pattern
 - gives approximation of syllables for more than 2-syllable utterances
 - imitates the noun or verb and one other noun of practiced sentence patterns
 - gets word order mixed up in utterances longer than ___ words in unpracticed sentences
 - imitates short sentences usually in the proper time envelope and intonation
- H.- produces a sentence correctly after a model
 - imitates sentences of nine or ten words with appropriate intonation and intensity/syntactic and semantic intonation
 - is beginning to incorporate more and more little words in her imitations (including the article "the" and the conjunction "and")

5. Regarding attitude toward expressing himself, this child:

- A.- waits for needs to be recognized and fulfilled
 - vocalizes most often when he is alone
 - fights imitation
 - uses no phonemes, words or expressions spontaneously or meaningfully
 - vocalizes for no particular purpose (sounds are vowel-like and don't sound like jargon or as though he is saying anything meaningful)
 - does not approach parents for any linguistic input or information
 - will not imitate, does not want direction
- B.- communicates very little except to express his needs or wants

- does not have a desire to say very much
- rarely communicates just to express an idea
- talks when she is excited about something
- tries to communicate his needs
- C.- attempts to relate happenings in the classroom
 - communicates with teacher, but teacher usually initiates communication
 - has developed an increased desire to communicate
 - is more frequently cooperative and attentive
 - has improved ability to communicate effectively
 - is beginning to try to communicate ideas as well as desires and needs
- D.- is eager to communicate and enjoys talking with children and adults
 - initiates conversation with teacher aide/ children and adults/ adults/ children/ teacher but rarely with other children
 - plays with other children
 - often initiates communication
 - tries to communicate often
 - is very talkative
 - consistently tries to express himself through talking
 - talking is second nature to him
 - puts forth real effort to make himself understood
 - is usually successful in getting her ideas across
 - does spontaneous imitation
 - imitates willingly
 - attempts imitation of speech whether requested or not
- E.- asks for words he needs

6. Regarding this child's response when he has not made himself understood:

- A.- gets upset when she can't express herself and gives up
 - if he does not get immediate response she tends to give up
- B.- is persistent when someone does not understand

7. Regarding ability to correct expressive language, this child:

- A.- has difficulty correcting practiced combinations
- B.- confuses word order and teacher must indicate the correct order through gestures or other cues
- C.- able to correctly model and improve his speech using both visual and auditory cues
 - is sometimes able to correct herself and modify her original utterance without being given a model

8. Regarding amount of practice needed to learn and use new words or constructions, this child:

- A.- takes an unusually long time to learn to say these words without a teacher's model

- can not remember words taught one month before
- has required a great deal of practice and she still has to think hard about each word she says
- B.- can recall most of the sentence pattern after 2 or 3 presentations
- C.- learns new constructions very easily/quickly
- is beginning to learn new words outside the classroom
- uses vocabulary after a few exposures

9. Regarding comparisons of a child's receptive and expressive language skills:

- has a word for (one-half, one-third, etc.) of nouns and verbs known receptively
- uses what he understands only in structured situations
- produces all language he has learned to comprehend
- produces a word for most objects and pictures he can identify

10. Regarding overall progress in expressive language:

- A.- since ___ has shown little improvement
- has shown no progress in expressive language
- B.- expressive language continues to progress at a slow rate
- C.- has made slow but steady progress
- has shown some improvement
- has shown an improvement over his performance in ___
- D.- imitation has improved greatly
- approximations are much closer than in _____

11. Regarding transfer from structured to spontaneous situations:

- A.- there is a gap between his ability to express himself in a structured situation and his ability to express himself in a natural situation
- is able to use this language in situations designed specifically to elicit it, but does not yet use it spontaneously in natural situations
- must be encouraged by the teacher to use these in a natural situation
- must constantly be reminded by the teacher to use the words he knows how to say
- transfers little of the language practiced in lessons
- is not yet using constructions he can produce in a structured setting spontaneously
- does not use this skill in a natural situation
- the using of these words spontaneously is quite slow to transfer
- B.- has shown some carry-over of skills to natural situations
- tries to use in class spontaneously what he has practiced in structured lessons
- C.- quickly transfers vocabulary he understands receptively to his expressive language
- spontaneously and naturally uses the vocabulary and language constructions learned in a structured situation

- within a short time
- incorporates language practiced in classroom to spontaneous utterances after a short time

As was true with receptive language, there were several categories that were best described in terms of each other. The units of language needed to be described in terms of how consistently the child demonstrated the skill and also in regard to the situation in which the skill was used. In respect to these 3 parameters, the format of the SECS once again appeared to be a logical choice. Furthermore, a fourth category regarding imitation skills seemed to be related to the other 3 parameters. Imitation really is a third situation in which language units are used. Imitation skills are described in the SECS, also.

The SECS did not, however, clearly delineate behaviors in the imitative, structured and natural environments. Therefore, basic format of the SECS was used with the following modifications:

- 1) The system of (++,+,±, and -) were used as described for receptive language.
- 2) Demonstrations of skills were again added as for receptive language.
- 3) The A and B items were eliminated under each major heading. These described imitation versus spontaneous situations. Teacher comments indicated a description of what the child could do in a structured situation where language was elicited was also needed. Thus 3 columns were created at the side of the form to indicate each situation.

Teacher comments and skill levels from the expressive skills delineated on the SECS were perfectly matched in almost every instance. The descriptions could be used as they were.

Once again, however, item IV was not used from the SECS because it described what this form includes under Facility in Learning .

As was true with receptive language, some teachers also endeavored to describe a child's use of questions. Because the comments were few, the investigator once again subjectively described from her experience basic skill levels in asking questions.

Many teachers also described under imitation skills the child's ability to match duration and intonation, to accurately produce phonemes, and so forth. These were eliminated from this section as more appropriate for future additions to this report on speech skills.

* * * * *

A checklist describing attitude was once again indicated. General comments were combined with comments about the child's response when he has not made himself understood, as they were for receptive language.

* * * * *

As was true regarding receptive language, ability to correct expressive language and amount of practice needed to learn and use new constructions merged under the heading of Facility in Learning.

In addition, comparisons of a child's receptive and expressive skills, transfer from structured to spontaneous situations and overall progress merged under the heading of Progress.

Efforts to provide a section for Facility in Learning and Progress under both receptive and expressive language sections seemed unnecessary. These descriptions encompassed behaviors in both areas. It would be very difficult, for example, to describe how a child learns a word for comprehension as opposed to learning a word for use. Comments about progress in the understanding and use of language were also difficult to separate. Thus these were created as separate sections in this proposed reporting system.

REPORT TO PARENTS

Explanation of symbols and terms.

- *+ means that the child consistently exhibits a particular skill
- + means that the child exhibits a particular skill most of the time but may need reminders or encouragement
- ± means that the child is just beginning to exhibit a particular skill in limited situations
- means that the child does not exhibit a particular skill

A structured situation is a classroom teaching situation in which cues present make clear what is expected of the child.

A natural situation is a communicative situation outside the lesson or classroom in which situational cues are minimal.

SECTION I: SKILLS IN UNDERSTANDING LANGUAGE

SKILLS

Regarding units of language, this child:

I. DEMONSTRATES THAT THE MOUTH AND/OR VOICE CONVEY INFORMATION.

- _____ A. Responds to a verbal stimulus.
_____ B. Watches and/or listens to the speaker spontaneously.

II. DEMONSTRATES COMPREHENSION OF A FEW WORDS OR EXPRESSIONS.

- _____ A. Identifies at least 1 word or expression from a choice of 2 or 3.
_____ B. Demonstrates comprehension of at least 1 word or expression in a natural situation.

III. DEMONSTRATES THE ABILITY TO LEARN NEW WORDS.

- _____ A. Identifies 4 or more words or expressions from a choice of 4 or more.

DEMONSTRATION OF SKILL:

1. Can identify ___ words from a set of ___ picture cards.
2. Responds appropriately to ___ words or expressions, such as _____ in a structured situation.

- _____ B. Demonstrates comprehension of 4 or more words, phrases or sentences in a natural situation.

IV. DEMONSTRATES THE COMPREHENSION OF WORDS IN THE CONTEXT OF SENTENCES.

- _____ A. Identifies sentences requiring specific comprehension of one word in the sentence.

DEMONSTRATION OF SKILL:

1. Identifies pictures or objects named by the teacher when the key word is preceded by a carrier phrase such as : "Show me ___"; "Find the _____".

2. Identifies ___ sentences from a set of ___ sentence cards or chart story sentences.

___ B. Responds appropriately to simple directions requiring specific comprehension of one key word.

DEMONSTRATION OF SKILL:

1. Can respond to directions preceded by carrier phrases such as "Get the ___"; "Time for ___"; or "Go to ___".

V. DEMONSTRATES COMPREHENSION OF SIMPLE SENTENCES.

___ A. Responds appropriately to sentences requiring specific comprehension of 3 or more words in a structured situation.

DEMONSTRATION OF SKILL:

1. Responds appropriately to sentences requiring specific comprehension of 3 words.

2. Responds appropriately to sentences requiring specific comprehension of up to ___ words.

___ B. Responds appropriately to sentences requiring understanding of up to ___ words in a natural situation

VI. DEMONSTRATES COMPREHENSION OF SUCCESSIVE PHRASES AND SENTENCES.

___ A. Can demonstrate comprehension of the essential meaning of related sentences about a particular topic.

DEMONSTRATION OF SKILL:

1. Demonstrates understanding of a simple story.

2. Demonstrates understanding of a teacher's explanation of an activity the class will do.

___ B. Can engage in a short conversational exchange.

VII. DEMONSTRATES ABILITY TO CHANGE TOPICS.

___ A. Can demonstrate comprehension of successive utterances despite interruptions, change of topics, or change of activities.

___ B. Can engage in expanded conversation spanning several topics.

Regarding this child's ability to understand questions, he:

I. DEMONSTRATES AWARENESS THAT A QUESTION HAS BEEN ASKED.
HE DOES NOT SIMPLY IMITATE THE QUESTION. _____

II. RESPONDS TO THE FOLLOWING QUESTION FORMS: _____

WHEN THE SITUATION MAKES OBVIOUS A QUESTION HAS BEEN
ASKED.

III. RESPONDS TO THE FOLLOWING QUESTION FORMS: _____

IN A STRUCTURED LESSON ABOUT A PARTICULAR TOPIC.

IV. RESPONDS TO THE FOLLOWING QUESTION FORMS: _____

ABOUT A PARTICULAR TOPIC WHEN SITUATIONAL CUES ARE
MINIMAL.

V. RESPONDS TO THE FOLLOWING QUESTION FORMS: _____

IN A CONVERSATIONAL EXCHANGE SPANNING CHANGES IN
TOPIC.

(Teacher: Check the most appropriate description in the following categories.)

ATTITUDE TOWARD COMMUNICATING

This child:

- I. DOES NOT PAY ATTENTION TO THE SPEAKER. HE DEMONSTRATES THAT HE IS UNAWARE WHEN HE HAS NOT UNDERSTOOD THE SPEAKER. _____
- II. PLACES THE INITIATIVE ON THE SPEAKER TO MAKE HIMSELF UNDERSTOOD. THE CHILD MAY BE INATTENTIVE, LACK CONFIDENCE, GIVE UP OR TURN AWAY. _____
- III. TAKES THE INITIATIVE TO USE CUES AVAILABLE TO UNDERSTAND THE SPEAKER. USES SITUATIONAL CUES, PICTURES OR SOMETHING ALREADY WRITTEN ON THE BOARD TO HELP HIS UNDERSTANDING. _____
- IV. TAKES THE INITIATIVE TO GET THE SPEAKER TO SUPPLY ADDITIONAL INFORMATION. HE MAY WAIT FOR THE SPEAKER TO REPEAT OR USE A GESTURE, LOOK PUZZLED, OR INDICATE THAT THE SPEAKER SHOULD CLARIFY IN SOME WAY. _____
- V. TAKES THE INITIATIVE TO INTERACT WITH THE SPEAKER BY ACTING OUT OR REPEATING WHAT HE THOUGHT THE SPEAKER SAID OR ASKING THE SPEAKER ABOUT WHAT HE SAID. _____

Regarding this child's ability to ask questions, he:

- I. INDICATES HE WANTS SOME INFORMATION BY SAYING A WORD OR PHRASE AND LOOKING PUZZLED OR BY RAISING THE PITCH OF HIS VOICE AT THE END OF A WORD OR PHRASE.
- II. USES "WH" QUESTION WORDS INCLUDING: _____

- III. USES "WH" QUESTION FORMS INCLUDING: _____

- IV. USES A VARIETY OF QUESTION FORMS INCLUDING: _____

I	S	N
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

ATTITUDE TOWARD EXPRESSING ONESELF

This child:

- I. VOCALIZES FOR NO PARTICULAR PURPOSE. HE WAITS FOR HIS NEEDS TO BE RECOGNIZED AND FULFILLED.
- II. COMMUNICATES ONLY TO EXPRESS HIS NEEDS OR WANTS.
- III. ATTEMPTS TO SHARE HIS EXPERIENCES AND IDEAS AS WELL AS HIS NEEDS.
- IV. INITIATES CONVERSATION WITH CHILDREN AND ADULTS. HE IS PERSISTENT WHEN SOMEONE DOES NOT UNDERSTAND HIM.
- V. SEEKS WORDS AND LANGUAGE HE NEEDS TO EXPRESS HIS THOUGHTS.

SECTION III: FACILITY IN LEARNING

This child acquires and remembers a new word or vocabulary item when it is presented:

- I. CAREFULLY AND SLOWLY WITH INTENSIVE (DAILY) PRACTICE.
- II. IN ISOLATION WITH A LOT OF PRACTICE.
- III. IN A LIMITED SET OF OTHER NEW WORDS WITH A LOT OF PRACTICE.
- IV. IN A CARRIER PHRASE OR A SENTENCE IN WHICH EMPHASIS IS PLACED ON THE KEY WORD WITH SEVERAL PRACTICES.
- V. IN NATURAL SENTENCES WITH LITTLE OR NO PRACTICE.

This child acquires and remembers a new language structure when it is presented:

- I. IN A STRUCTURED LESSON DESIGNED TO PRACTICE THAT PARTICULAR CONSTRUCTION.
- II. IN A STRUCTURED LESSON DESIGNED TO PRACTICE THAT PARTICULAR CONSTRUCTION CONTRASTED WITH A LARGER SET OF FAMILIAR STRUCTURES.
- III. IN A STRUCTURED LESSON DESIGNED TO PRACTICE THAT PARTICULAR CONSTRUCTION AND A LIMITED SET OF OTHER NEW CONSTRUCTIONS.
- IV. IN A STRUCTURED LESSON DESIGNED TO PRACTICE THAT PARTICULAR CONSTRUCTION AND A LIMITED SET OF OTHER NEW CONSTRUCTIONS CONTRASTED WITH A LARGER SET OF FAMILIAR STRUCTURES.
- V. IN A FAIRLY NATURAL SITUATION PLANNED ONLY TO GIVE OPPORTUNITY FOR EXPOSURE TO AND USE OF THAT PARTICULAR CONSTRUCTION.

SECTION IV: PROGRESS

Regarding receptive and expressive language in general, this child has made:

- I. NO PROGRESS. _____
- II. SLOW PROGRESS. _____
- III. STEADY PROGRESS. _____
- IV. RAPID PROGRESS. _____

Comments: _____

SCALES OF EARLY COMMUNICATION SKILLS
FOR HEARING-IMPAIRED CHILDREN

CARD

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I.D.

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Name _____ DATE:

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--	--

--	--

Date _____ Child's Age _____ AGE

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RECEPTIVE LANGUAGE SKILLS

- I. DEMONSTRATES AWARENESS THAT THE MOUTH AND/OR VOICE CONVEY INFORMATION.
 - _____ A. Responds to a verbal stimulus.
 - _____ B. Watches and/or listens to the speaker spontaneously.

- II. DEMONSTRATES COMPREHENSION OF A FEW WORDS OR EXPRESSIONS.
 - _____ A. Identifies at least 1 word or expression from a choice of 2 or 3.
 - _____ B. Demonstrates comprehension of at least 1 word or expression in a natural situation.

- III. DEMONSTRATES THE ABILITY TO LEARN NEW WORDS.
 - _____ A. Identifies 4 or more words or expressions from a choice of 4 or more.
 - _____ B. Demonstrates comprehension of 4 or more words, phrases or sentences in a natural situation.

- IV. DEMONSTRATES THE ABILITY TO ACQUIRE NEW COMPREHENSION VOCABULARY IN PHRASES AND SENTENCES.
 - _____ A. Identifies sentences containing new words and phrases after only a few exposures.
 - _____ B. Demonstrates comprehension of new words and phrases in sentences in a natural situation.

- V. DEMONSTRATES COMPREHENSION OF SUCCESSIVE PHRASES AND SENTENCES.
 - _____ A. Demonstrates comprehension of the essential meaning of stories or related sentences about a particular topic.
 - _____ B. Engages in conversation about a particular topic.

EXPRESSIVE LANGUAGE SKILLS

I. DEMONSTRATES AWARENESS THAT VOCALIZATIONS ARE USED TO COMMUNICATE.

- _____ A. Vocalizes when expected to imitate speech.
- _____ B. Vocalizes spontaneously while looking at another person or to get someone's attention.

II. DEMONSTRATES THE ABILITY TO USE A FEW SYLLABLES, WORDS OR EXPRESSIONS.

- _____ A. Imitates at least one phoneme, syllable or word.
- _____ B. Uses at least one syllable, word or expression consistently and meaningfully.

III. DEMONSTRATES THE ABILITY TO LEARN NEW EXPRESSIVE VOCABULARY.

- _____ A. Imitates at least 4 different syllables, words or expressions.
- _____ B. Uses at least 4 different words or expressions to communicate.

IV. DEMONSTRATES THE ABILITY TO ACQUIRE NEW EXPRESSIVE VOCABULARY FAIRLY READILY.

- _____ A. Imitates a large number of words or expressions after only one or two presentations.
- _____ B. Uses a variety of one-word utterances or expressions in spontaneous speech.

V. DEMONSTRATES THE ABILITY TO JOIN 2 OR 3 WORDS TOGETHER.

- _____ A. Imitates at least two words of a phrase or recalls at least two words of a practiced sentence pattern.
- _____ B. Joins at least two words in spontaneous speech.

VI. DEMONSTRATES THE ABILITY TO COMBINE VERBS AND NOUNS IN PHRASES OR SENTENCES.

_____ A. Imitates the verb and at least one noun of a phrase or recalls the verb and at least one noun of a practiced sentence pattern.

_____ B. Joins at least two words (a noun and verb) in spontaneous speech.

VII. DEMONSTRATES THE ABILITY TO USE SENTENCES CONTAINING A MODIFYING WORD OR PHRASE.

_____ A. Imitates at least 4 words of a sentence or recalls at least 4 words of a practiced sentence pattern.

_____ B. Uses phrases of 4 or more words in spontaneous speech.

VIII. DEMONSTRATES THE ABILITY TO USE SENTENCES CONTAINING MORE THAN ONE TYPE OF MODIFYING WORD OR PHRASE.

_____ A. Imitates or recalls practiced sentences of 6 or more words.

_____ B. Uses sentences of 6 or more words in spontaneous speech.

IX. DEMONSTRATES THE ABILITY TO USE SENTENCES CONTAINING MORE THAN ONE VERB FORM.

_____ A. Imitates or recalls practiced sentences of 8 or more words.

_____ B. Uses complex sentences of 8 or more words in spontaneous speech.

NONVERBAL RECEPTIVE SKILLS

- _____ I. DEMONSTRATES THE ABILITY TO RESPOND APPROPRIATELY TO A SIMPLE GESTURE.
- _____ II. DEMONSTRATES THE ABILITY TO RESPOND TO SUBTLE OR ELABORATE GESTURES WHEN THE SITUATION DOES NOT MAKE THE MEANING OBVIOUS.
- _____ III. DEMONSTRATES THE ABILITY TO USE A VARIETY OF NONVERBAL CUES TO SUPPLEMENT THE WORDS HE KNOWS.

NONVERBAL EXPRESSIVE SKILLS

- _____ I. COMMUNICATES BY USING SIMPLE GESTURES.
- _____ II. COMMUNICATES BY USING ELABORATE GESTURES.
- _____ III. COMMUNICATES BY USING GESTURES OR PANTOMIME TO EXPRESS MORE THAN ONE IDEA OR RELATE SEQUENTIAL EVENTS.

Evaluated by _____

66

Score Tabulation: Please enter one number per box

	RAW SCORE	PERCENTILE RANK	STANDARD SCORE
Receptive A	22 □ . □	36 □ □ □	54 □ □ . □
Receptive B	24 □ . □	39 □ □ □	57 □ □ . □
Combined Receptive	26 □ □ . □	42 □ □ □	
Expressive A	29 □ . □	45 □ □ □	60 □ □ . □
Expressive B	31 □ . □	48 □ □ □	63 □ □ . □
Combined Expressive	33 □ □ . □	51 □ □ □	