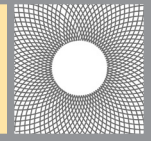


Preschool S.I.F.T.E.R. Screening Instrument For Targeting Educational Risk In Preschool Children (age 3 through Kindergarten)



Child _____ Age _____ Teacher _____

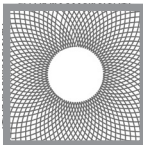
Date Completed _____ School _____ District _____

The above child is suspect for hearing problems or has known permanent hearing loss which may affect his or her ability to listen, pay attention, develop language, follow teacher instruction and learn normally. This rating scale has been designed to sift out children who are at risk for educational delay and who may need further evaluation. Based on your knowledge of this child, circle the number that best represents his or her behavior. If the child is a member of a class that has students with special needs, comparisons need to be made to children learning or developing at a typical rate. Please share additional comments about the child on the reverse side of this form.

<p>1. How well does the child understand basic concepts when compared to classmates (e.g., colors, shapes)?</p> <p>2. How often is the child able to follow two-part directions?</p> <p>3. How well does the child participate in group activities when compared to classmates (e.g., calendar, sharing)?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>ABOVE</th> <th>AVERAGE</th> <th>BELOW</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>4 3 2</td> <td>1</td> </tr> <tr> <th>ABOVE</th> <th>AVERAGE</th> <th>BELOW</th> </tr> <tr> <td>5</td> <td>4 3 2</td> <td>1</td> </tr> <tr> <th>ABOVE</th> <th>AVERAGE</th> <th>BELOW</th> </tr> <tr> <td>5</td> <td>4 3 2</td> <td>1</td> </tr> </tbody> </table>	ABOVE	AVERAGE	BELOW	5	4 3 2	1	ABOVE	AVERAGE	BELOW	5	4 3 2	1	ABOVE	AVERAGE	BELOW	5	4 3 2	1	ACADEMICS	<input style="width: 40px; height: 40px;" type="text"/>
ABOVE	AVERAGE	BELOW																			
5	4 3 2	1																			
ABOVE	AVERAGE	BELOW																			
5	4 3 2	1																			
ABOVE	AVERAGE	BELOW																			
5	4 3 2	1																			
<p>4. How distractible is the child in comparison to his or her classmates during large group activities?</p> <p>5. What is the child's attention span in comparison to classmates?</p> <p>6. How well does the child pay attention during a small group activity or story time?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>SELDOM</th> <th>OCCASIONAL</th> <th>FREQUENT</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>4 3 2</td> <td>1</td> </tr> <tr> <th>LONGER</th> <th>AVERAGE</th> <th>SHORTER</th> </tr> <tr> <td>5</td> <td>4 3 2</td> <td>1</td> </tr> <tr> <th>ABOVE</th> <th>AVERAGE</th> <th>BELOW</th> </tr> <tr> <td>5</td> <td>4 3 2</td> <td>1</td> </tr> </tbody> </table>	SELDOM	OCCASIONAL	FREQUENT	5	4 3 2	1	LONGER	AVERAGE	SHORTER	5	4 3 2	1	ABOVE	AVERAGE	BELOW	5	4 3 2	1	ATTENTION	<input style="width: 40px; height: 40px;" type="text"/>
SELDOM	OCCASIONAL	FREQUENT																			
5	4 3 2	1																			
LONGER	AVERAGE	SHORTER																			
5	4 3 2	1																			
ABOVE	AVERAGE	BELOW																			
5	4 3 2	1																			
<p>7. How does the child's vocabulary and word usage skills compare to classmates?</p> <p>8. How proficient is the child at relating an event when compared to classmates?</p> <p>9. How does the child's overall speech intelligibility compare to classmates (i.e., production of speech sounds)?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>ABOVE</th> <th>AVERAGE</th> <th>BELOW</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>4 3 2</td> <td>1</td> </tr> <tr> <th>ABOVE</th> <th>AVERAGE</th> <th>BELOW</th> </tr> <tr> <td>5</td> <td>4 3 2</td> <td>1</td> </tr> <tr> <th>ABOVE</th> <th>AVERAGE</th> <th>BELOW</th> </tr> <tr> <td>5</td> <td>4 3 2</td> <td>1</td> </tr> </tbody> </table>	ABOVE	AVERAGE	BELOW	5	4 3 2	1	ABOVE	AVERAGE	BELOW	5	4 3 2	1	ABOVE	AVERAGE	BELOW	5	4 3 2	1	COMMUNICATION	<input style="width: 40px; height: 40px;" type="text"/>
ABOVE	AVERAGE	BELOW																			
5	4 3 2	1																			
ABOVE	AVERAGE	BELOW																			
5	4 3 2	1																			
ABOVE	AVERAGE	BELOW																			
5	4 3 2	1																			
<p>10. How often does the child answer questions appropriately (verbal, cued or signed)?</p> <p>11. How often does the child share information during group discussions?</p> <p>12. How often does the child participate with classmates in group activities or group play?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>ALMOST ALWAYS</th> <th>FREQUENTLY</th> <th>SELDOM</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>4 3 2</td> <td>1</td> </tr> <tr> <th>ALMOST ALWAYS</th> <th>FREQUENTLY</th> <th>SELDOM</th> </tr> <tr> <td>5</td> <td>4 3 2</td> <td>1</td> </tr> <tr> <th>ALMOST ALWAYS</th> <th>FREQUENTLY</th> <th>SELDOM</th> </tr> <tr> <td>5</td> <td>4 3 2</td> <td>1</td> </tr> </tbody> </table>	ALMOST ALWAYS	FREQUENTLY	SELDOM	5	4 3 2	1	ALMOST ALWAYS	FREQUENTLY	SELDOM	5	4 3 2	1	ALMOST ALWAYS	FREQUENTLY	SELDOM	5	4 3 2	1	CLASS PARTICIPATION	<input style="width: 40px; height: 40px;" type="text"/>
ALMOST ALWAYS	FREQUENTLY	SELDOM																			
5	4 3 2	1																			
ALMOST ALWAYS	FREQUENTLY	SELDOM																			
5	4 3 2	1																			
ALMOST ALWAYS	FREQUENTLY	SELDOM																			
5	4 3 2	1																			
<p>13. Does the child play in socially acceptable ways (e.g., turn taking, sharing)?</p> <p>14. How proficient is the child at using verbal language (or sign language) to communicate effectively with classmates (e.g., asking to play with another child's toy)?</p> <p>15. How often does the child become frustrated, sometimes to the point of losing emotional control?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>ALMOST ALWAYS</th> <th>FREQUENTLY</th> <th>SELDOM</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>4 3 2</td> <td>1</td> </tr> <tr> <th>ABOVE</th> <th>AVERAGE</th> <th>BELOW</th> </tr> <tr> <td>5</td> <td>4 3 2</td> <td>1</td> </tr> <tr> <th>NEVER</th> <th>SELDOM</th> <th>FREQUENTLY</th> </tr> <tr> <td>5</td> <td>4 3 2</td> <td>1</td> </tr> </tbody> </table>	ALMOST ALWAYS	FREQUENTLY	SELDOM	5	4 3 2	1	ABOVE	AVERAGE	BELOW	5	4 3 2	1	NEVER	SELDOM	FREQUENTLY	5	4 3 2	1	SOCIAL BEHAVIOR	<input style="width: 40px; height: 40px;" type="text"/>
ALMOST ALWAYS	FREQUENTLY	SELDOM																			
5	4 3 2	1																			
ABOVE	AVERAGE	BELOW																			
5	4 3 2	1																			
NEVER	SELDOM	FREQUENTLY																			
5	4 3 2	1																			

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Preschool S.I.F.T.E.R. Screening Instrument For Targeting Educational Risk In Preschool Children (age 3 through Kindergarten)

TEACHER COMMENTS: (frequent absences, health problems, other learning issues in addition to hearing?)

THE PRESCHOOL S.I.F.T.E.R is a SCREENING TOOL ONLY.

The primary goal of the Preschool S.I.F.T.E.R. is to identify those children who are at-risk for developmental or educational challenges due to hearing problems and who merit further observation and investigation. Analysis has revealed that two factors, expressive communication and socially appropriate behavior, discriminate between children who are typically developing from those who are at-risk. The greater the degree of hearing loss, the greater its impact on these two factors and the higher the validity of this screening measure. If a child is found to be at-risk, then the examiner is encouraged to calculate the total score in each of the five content areas. Analysis of the content area score may assist in developing a profile of the child's strengths and special needs. The profile may prove beneficial in determining appropriate areas for evaluation and developing an individual program for the child.

SCORING

There are two steps to the scoring process. First, enter the scores for each of the indicated questions in the spaces provided. Next, sum the total of the 6 questions for the expressive communication factor and then sum the 4 questions for the socially appropriate behavior factor. Finally, sum up the 3 questions in each content area (e.g., attention) and enter the sums into the Skills Profile to highlight the child's strengths and potential areas of need as identified by this screening tool.

Enter circled response from reverse side for each indicated question.

	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15				
EXPRESSIVE COMMUNICATION																																	
		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION			
		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION		EXPRESSIVE COMMUNICATION			
Total Score		6 questions		Total Score		4 questions		Total Score		4 questions		Total Score		4 questions		Total Score		4 questions		Total Score		4 questions		Total Score		4 questions		Total Score		4 questions		Total Score	

<p style="text-align: center;">EXPRESSIVE COMMUNICATION (check one)</p> <p>PASS (14-30) <input type="checkbox"/> score range</p> <p>AT-RISK (6-13) <input type="checkbox"/> score range</p>	<p style="text-align: center;">SOCIALLY APPROPRIATE COMMUNICATION (check one)</p> <p>PASS (12-20) <input type="checkbox"/> score range</p> <p>AT-RISK (4-11) <input type="checkbox"/> score range</p>
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SKILLS PROFILE

CONTENT AREA	TOTAL SCORE (enter)	PASS RANGE	AT-RISK RANGE	SCREENING RESULTS (circle)	
PREACADEMICS		7 - 15	3 - 6	Pass	At-Risk
ATTENTION		9 - 15	3 - 8	Pass	At-Risk
COMMUNICATION		9 - 15	3 - 8	Pass	At-Risk
CLASS PARTICIPATION		7 - 15	3 - 6	Pass	At-Risk
SOCIAL BEHAVIOR		9 - 15	3 - 8	Pass	At-Risk

Sum the responses to the 3 questions in each content area from the reverse side. Enter the total score for each content area in the Total Score column above.

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