



# RMTC-DHH

Resource Materials and Technology Center for the Deaf/Hard of Hearing



# **Florida Individual Performance Profile (FLIPP) for Students who are Deaf and Hard of Hearing MANUAL**



RMTC-DHH

Florida Individual Performance Profile

# FLIPP

Every Child, Every Consideration, Everywhere.

The Florida Individual Performance Profile (FLIPP) is approved by the Bureau of Exceptional Education and Student Services (BEESS), Florida Department of Education and has been adapted, updated, and modified with permission from the Colorado Individual Performance Profile by the Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTCDHH). Please contact [info@rmtcdhh.org](mailto:info@rmtcdhh.org) with comments or questions.

This document was developed by the [Resource Materials and Technology Center for the Deaf/Hard of Hearing](#), a special project funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B. Information contained within this publication does not necessarily reflect the views of the U.S. Department of Education.

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### **Suggested citation:**

Resource Materials and Technology Center for the Deaf/Hard of Hearing [RMTCDHH]. (2021, August 3) *Florida individual performance profile for students who are deaf and hard of hearing: Manual*. <https://www.rmtcdhh.org/resources>

### What is the FLIPP?

The Florida Individual Performance Profile is an optional resource designed as a multi-purpose data-based discussion tool that presents a "picture" of standardized and functional assessments for children who are deaf or hard of hearing (DHH). It is **not** an assessment by itself; rather, it is a tool to profile the results of the various assessments conducted. Florida's alignment to this tool is based on the need for state-specific language and assessments.

### What is the Purpose of the FLIPP?

The Student Performance Profile has been developed to assist school professionals and parents in discussing student needs including the following:

- initial and ongoing services, supports, and educational placements for students who are deaf or hard of hearing and
- performance and progress made by students who are deaf or hard of hearing.

### When should the FLIPP be used?

Use the FLIPP for students in first grade and above whose primary or secondary disability is [deaf or hard of hearing](#) (DHH). The FLIPP may also be appropriate for some children who are Dual-Sensory Impaired (DSI). It may not be appropriate for students who need significant support due to severe or multiple disabilities. The FLIPP can be used as a supplemental tool for guiding discussions for the following situations:

- initial assessment (possible placement);
- annual IEP/reevaluation 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 (preschool to kindergarten, elementary to middle school, middle school to high school); and
- to support performance data collection for programmatic review and to ensure a continuum of services within a district.

### How should the FLIPP be used?

This FLIPP Manual includes information, scoring rubrics, interpretation guidelines, an overview for parents, and the forms necessary for completing the FLIPP protocol. Individual test protocols for standardized assessments are not included and should be acquired by the test examiner. The FLIPP 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. Service and placement determination is the responsibility of the IEP team.

## Directions

1. Review this manual to become familiar with the information that will be collected.
2. Make additional copies of the reporting forms: **Student Demographic Information** and **Assessment Profile**.
3. Obtain necessary protocols for standardized assessments that will be administered.
4. Complete the **Functional 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 and updated in the reevaluation process. 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/district test** scores and other standardized tests and scores on the **FLIPP Assessment Profile**, using the **Standardized Assessment Rating Conversion Table**. If the student took an alternate assessment, include those results and indicate the test used. Additional tests may be added to the FLIPP Assessment Profile. Curriculum-based assessments and/or observations should only be used when standardized test data cannot be obtained.
7. Complete the **Functional Assessment** according to the directions provided with the assessment. Enter the ratings from the Functional Assessment Profile to the **FLIPP 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 FLIPP

### Why should standardized assessments be used?

Standardization provides a norm-referenced, 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** may be a better indicator of literacy than word recognition and can be used for the determination of reading competency. For young readers, a curriculum-based assessment that also addresses all the foundational components of literacy may be necessary to determine appropriate interventions and instructional programming. For students in grades K-3, current functioning in the English language domain may not only assist in program placement but may also be a better indicator than reading skills for mastery of English Language Arts standards. Instruction may continue in foundational components of literacy and may need to continue to be addressed beyond 2nd grade. For students in grades 4-6, both English Language Arts and foundational reading scores should be monitored. For students above grade six, a combination of vocabulary, reading, and writing abilities should be monitored. For more guidance, reference [Florida Center on Reading Research](#) (FCRR) and [Just Read, Florida!](#)

**Mathematical skills** are determined by the average of math subtests (e.g., computation, concepts, applications).

**Social Skills** should be assessed using either the Social Skills Improvement Rating System (SSIS) 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. Some districts have established social skills screening protocols – check with your assessment or Multitiered System of Supports (MTSS) lead for more information.

#### Functional Assessments

The *Functional Assessment* (C. D. Johnson adapted from Karchmer & Allen, 1999 and Liebermann & Gott, 1984) provides a broad assessment in relation to cognitive, social & behavioral, communicative, linguistic, articulation, audition, and physical abilities. This information helps to identify relationships between academic, social, and communicative functioning in relation to 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. (See addendum.)

## Services and Placement Guidelines

In Florida, communication must be addressed in the [Communication Plan \(CP\)](#) which is designed to ensure the student's access to instruction and overall educational program. Communication needs alone are not indicative of the intensity of services as described in the service delivery descriptions below. The CP (form 313189) should be completed prior to IEP development and be used to thoughtfully guide the determination of needs, goals and objectives in the IEP. The Communication Plan directs the team to consider the following and includes action plans for any issues needing attention:

- language and communication,
- accommodations and assistive technology,
- academic level and readiness to engage in the curriculum,
- opportunities with direct interaction with peers and professional personnel,
- opportunities for instruction in the student's language and communication, and
- considerations requiring the full range of needs (all educational settings).

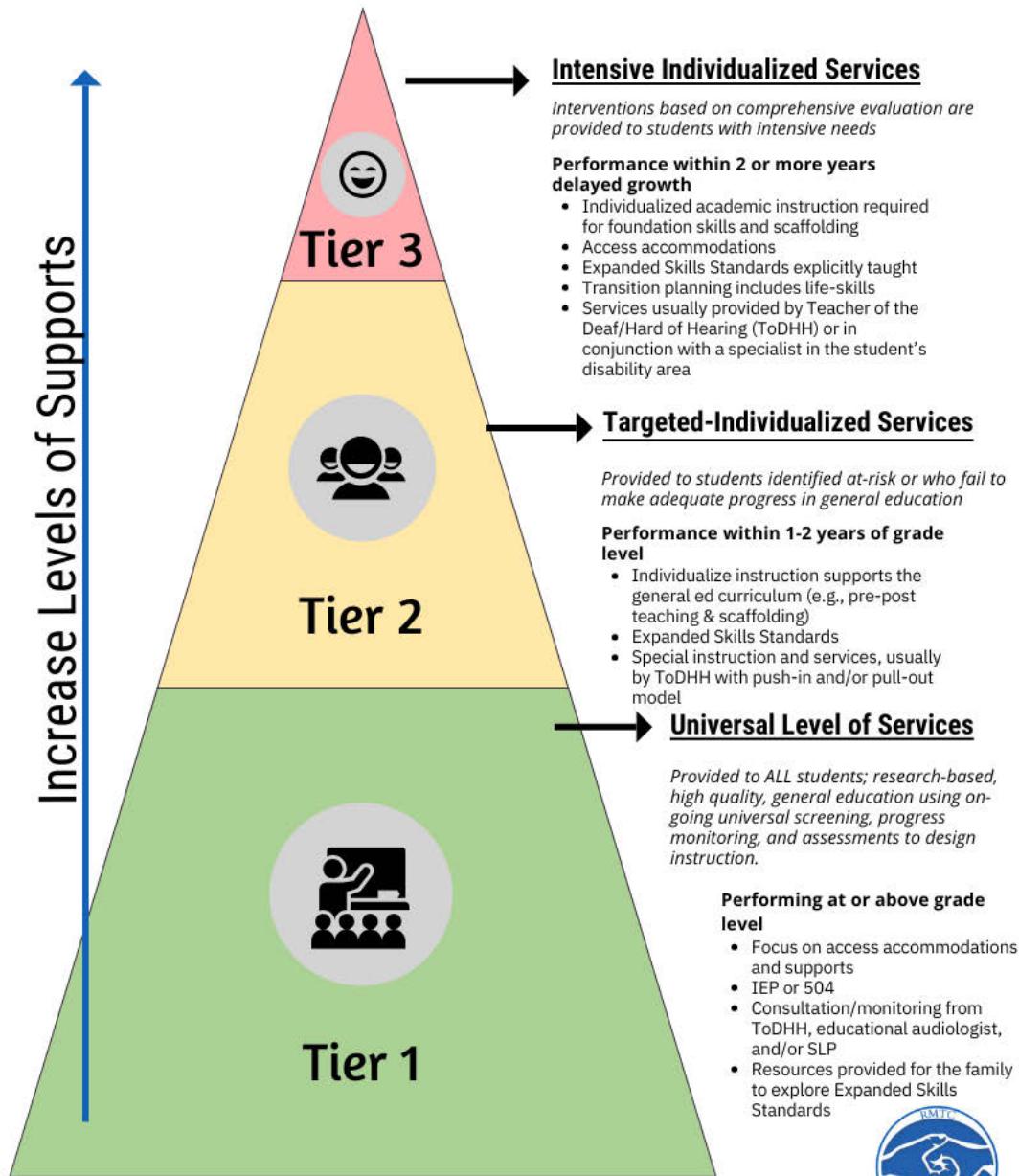
The discussion of intensity and characteristics of service must be made in the context of the identified communication and learning needs along with the other needed supports and services. The goal should be to make service and placement decisions that are matched to and support the student's needs so that the student will be successful in the recommended setting. [The Placement and Readiness Checklists \(PARC\)](#) are useful for identifying needs and assessing placements. Ratings in the different domains of the FLIPP 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 which could be provided by an itinerant teacher of students who are deaf/hard of hearing (ToDHH). However, ratings of "three" in several or most domains 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.

Care should be exercised when using years of performance delay as the primary indicator of the level of special education service needed. A student in early elementary has experienced less time in school resulting in a less prominent "delay," even though that student may present with higher levels of need due to lack of foundational and linguistic skill development. Conversely, secondary students have been in school significantly longer, allowing for wider gaps to develop. Some of the gaps presented in secondary students could have been remediated with early intervention services, thus justifying a higher level of service in early years, even when a less significant gap is observed.

Within the continuum of services, as noted in the [Florida's Educational Opportunities for Students with Sensory Impairments](#) publication, there can be additional instructional supports identified on the IEP, such as speech and/or language therapies, audiological services, educational interpreting, or counseling, in addition to the services provided by the ToDHH. As students require more intense services, they often attend cluster site programs so that appropriate services and communication access can be provided with a critical mass of peers who are DHH. Some students may receive instructional services from school-based exceptional student education (ESE) teachers in addition to the ToDHH. Include these instructional hours when determining the hours of service in addition to other supports.

# System of Supports for Students who are Deaf/Hard of Hearing

The needs of the individual student should drive the services provided. A continuum of services should always be considered.



Adapted by RMTC-DHH from the Colorado Department of Education (2006) and C.D. Johnson (2014)



Florida school districts can reach out to the [Resource Materials and Technology Center for the Deaf/Hard of Hearing \(RMTC-DHH\)](#) and/or the [Florida School for the Deaf and the Blind \(FSDB\)](#) for support in identifying and facilitating resources.



## Exceptional Student Education (ESE) is a SERVICE, not a place.

When an IEP team makes the decisions about the [least restrictive environment \(LRE\)](#), the team **must consider the continuum of alternative placements**. This continuum includes the different options where students can receive services. This includes all the following placements: general education classroom, resource room, self-contained classroom, special education school, home, hospital, public, or private institution. The full continuum of services may be provided through a contractual agreement with other districts or private programs should the district not have the established capacity.

### Tier 1: Indirect Services

#### ***Monitoring of Student Progress: Mostly ratings of 5 (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 progress monitoring by an educational professional. If access accommodations are needed, the student may have a 504 plan.

### Tier 2: Direct Services

#### **Regular Education Placement 80-100% of the Time (SEP A)**

##### ***Regular Classroom 100% of time in regular education classroom: Ratings of 5 and 4***

The student should have age-appropriate skills in all areas but needs an IEP for specially designed instruction and related services such as **consultation**, in addition to direct services through support facilitation by a teacher for students who are deaf and/or hard of hearing (ToDHH) and/or an exceptional student education (ESE) teacher, to help maintain skill development related to hearing status. The [Communication Plan](#) shall be considered when making educational decisions.

##### ***Regular Classroom - student is removed from the regular education environment for 20% of instructional services from a ToDHH, or combination of ToDHH & other ESE team members; mostly ratings of 4 & 3***

Ratings at this tier would indicate the student's specially designed instruction and related services should not total more than 20% of the week. The student should be able to receive meaningful educational benefit from instruction within the regular education classroom setting with only **support facilitation**, **consultation**, and/or **resource** services from professionals in the area of DHH services. Therefore, academic and/or communicative 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, the student profile at this level should consist of ratings of one, two, and three. If a student has several ratings of three or a language rating more than three, the student may benefit more from the next level of service. Communication Plan needs may also impact the service delivery determined. Students can be provided opportunities for direct communication with peers who are D/HH and continue to participate 80% or more in the regular education classroom. The [Communication Plan](#) shall be considered when making educational decisions.

#### **Regular Education Placement 41-79% of the Day (Separate Educational Placement (SEP) Code B) - Resource**

##### ***Resource – student is removed from the regular education environment for 21% - 59% of instructional services; these services could be from a ToDHH or a combination of ToDHH & other ESE team members; mostly ratings of 3 & 2***

To maintain or improve educational performance, the student's needs may best be met in a **cluster site** program with other students who are DHH. Although placed in cluster site programs, students receive instruction in the regular education classroom most of the school day. **Support Facilitation** environments (regular education and ToDHH) 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 instruction not readily available in regular education classrooms. In addition to language for academics, other specially designed instruction may include skills related to social-emotional development (e.g., problem-solving, decision-making, understanding feelings) and [Expanded Skills Standards](#). Students needing this level of service may rate high in some areas but have enough cumulative need, including in the area of communication access, to warrant more intense services than an itinerant service in the student's home school can effectively provide.

Students in small districts or rural areas needing this level of service usually do not have access to peers who are D/HH. Communication accessibility may be a challenge, especially for students whose primary language is sign language. In addition to services from an itinerant ToDHH or a support facilitation teacher, the student may benefit from an ESE teacher's services in the student's building. Caution should be exercised when choosing this option, to ensure that the ESE teacher has sufficient training in supports for students who are DHH and on-going support from the ToDHH. In addition, opportunities should be explored for the student to associate with other students who are DHH through outreach programs or virtual means. Districts may also consider sharing resources with other districts to provide this level of service. The student's communication needs must be carefully considered when determining services. The [Communication Plan](#) shall be considered when making educational decisions.

### Tier 3 – Direct Services

#### **Regular Education Placement 40% of the Day or Less (Separate Educational Placement (SEP) Code C) - Self-Contained**

***60% or more of instructional services are from an ESE teacher, ToDHH, or combination of ToDHH & other ESE team members; mostly ratings of 2 & 1***

The student's instructional needs may best be met in a **cluster site** program with other students who are DHH. Students at this level of service need intensive, specially designed instruction, related services, and accommodations to receive meaningful educational benefit from instruction in grade level standards. However, support facilitation or co-teaching by the ToDHH in regular education classes could also provide intensified instruction specific to the needs of students who are DHH. The student's communication needs at this level would be comparable to those at a cluster site program. Typically, academic and/or communicative delays would not exceed two to three years in grades K-6 and no more than four to five years at the secondary level. Districts may consider sharing resources with other districts to provide appropriate services. The [Communication Plan](#) shall be considered when making educational decisions.

***All classes from a ToDHH & other specialists knowledgeable in D/HH services; mostly ratings of 1***

At this level, the student requires an intensive, specially designed program; this may include related services, accommodations, and environmental considerations optimized for students who are DHH. Students performing at this level exhibit significant academic and/or communicative delays of three or more years in grades K-6 and five or more years in grades 7-12. These students usually need a specialized curriculum tailored to their unique needs, many times not readily available in the school or school district, specific services related to life skills, and counseling support. School districts who do not have this level of service available should consider provision through contractual agreement with another district or alternative site. The [Communication Plan](#) shall be considered when making educational decisions.

## FLIPP Overview for Parents

### What is the FLIPP?

The Florida Individual Performance Profile (FLIPP) is adapted from the Colorado Individual Performance Profile (CIPP) that was originally developed in 1991 by the Colorado Department of Education Special Education Services. The FLIPP is for the following purposes:

- assist IEP teams in determining initial and ongoing services, supports, and educational placements for students who are deaf and hard of hearing (DHH) and
- assist IEP teams in determining performance and progress made by students who are DHH.

### How does the FLIPP work?

Information is gathered through formal, informal, and functional assessments in the areas of communication, language, reading comprehension, math, social-emotional development, and cognition. In addition, extensive demographic data is collected in the areas of hearing level, 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 for students who are DHH must include the following 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 FLIPP 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. The student does not require specially designed instruction.

**Direct Services (Tier 2 and Tier 3)** Student may receive specially designed instruction in one or more of the following ways:

#### Regular Education Placement 80-100% of the day

#### Regular Education Placement 41-79% of the day

- a teacher of students who are deaf/hard of hearing (ToDHH) and general education teacher,
- combination ToDHH and exceptional student education (ESE) teacher, or other ESE team members with most academic instruction occurring in the general education classroom,

#### Regular Classroom Placement 40% of the Day or Less

- combination ToDHH and ESE teacher, or other ESE team members with some academic instruction still occurring in the general education classroom, and/or
- all academic instruction from a ToDHH with other students who are DHH.

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 ToDHH. As service needs increase, students may typically be placed in cluster site programs where specialized services are clustered. A child's communication needs may also require a peer group of students who are deaf/hard of hearing that can only be provided in a cluster site program irrespective of the intensity of the instructional services required.

**FLIPP Standardized Assessment Rating Conversion Table-Revised<sup>1</sup>**

Rating	State: Reading	State: Writing	State: Math	State: Science	Language: Expressive	Language: Receptive	Reading	Social
5	Mastery	Mastery	Mastery	Mastery	K-6: at or above 70 <sup>th</sup> percentile (at or above grade level) 7 <sup>th</sup> -12 <sup>th</sup> : at or above 70 <sup>th</sup> percentile (at or above grade level)	K-6: at or above 70 <sup>th</sup> percentile (at or above grade level) 7 <sup>th</sup> -12 <sup>th</sup> : at or above 70 <sup>th</sup> percentile (at or above grade level)	K-6: at or above 70 <sup>th</sup> percentile (at or above grade level) 7 <sup>th</sup> -12 <sup>th</sup> : at or above 70 <sup>th</sup> percentile (at or above grade level)	75 <sup>th</sup> to 100 <sup>th</sup> percentile (SSIS)
4	Proficient	Proficient	Proficient	Proficient	K-6: 56 <sup>th</sup> - 69 <sup>th</sup> percentile (at or above grade level) 7 <sup>th</sup> -12 <sup>th</sup> : 56 <sup>th</sup> - 69 <sup>th</sup> percentile ( $< 1$ -year delay and/or close to age-appropriate)	K-6: 56 <sup>th</sup> - 69 <sup>th</sup> percentile (at or above grade level) 7 <sup>th</sup> -12 <sup>th</sup> : 56 <sup>th</sup> - 69 <sup>th</sup> percentile ( $< 1$ -year delay and/or close to age-appropriate)	K-6: 56 <sup>th</sup> - 69 <sup>th</sup> percentile (at or above grade level) 7 <sup>th</sup> -12 <sup>th</sup> : 56 <sup>th</sup> - 69 <sup>th</sup> percentile ( $< 1$ -year delay and/or close to age-appropriate)	50 <sup>th</sup> to 74 <sup>th</sup> percentile (SSIS)
3	Satisfactory	Satisfactory	Satisfactory	Satisfactory	K-6: 41 <sup>st</sup> - 55 <sup>th</sup> percentile ( $< 1$ -year delay) 7 <sup>th</sup> -12 <sup>th</sup> : 41 <sup>st</sup> - 55 <sup>th</sup> percentile (1-2-year delay)	K-6: 41 <sup>st</sup> - 55 <sup>th</sup> percentile ( $< 1$ -year delay) 7 <sup>th</sup> -12 <sup>th</sup> : 41 <sup>st</sup> - 55 <sup>th</sup> percentile (1-2-year delay)	K-6: 41 <sup>st</sup> - 55 <sup>th</sup> percentile ( $< 1$ -year delay) 7 <sup>th</sup> -12 <sup>th</sup> : 41 <sup>st</sup> - 55 <sup>th</sup> percentile (1-21-year delay)	30 <sup>th</sup> to 49 <sup>th</sup> percentile (SSIS)
2	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	K-6: 26 <sup>th</sup> - 40 <sup>th</sup> percentile (1-year - $< 2$ -year delay) 7 <sup>th</sup> -12 <sup>th</sup> : 26 <sup>th</sup> - 40 <sup>th</sup> percentile (3-year delay)	K-6: 26 <sup>th</sup> - 40 <sup>th</sup> percentile (1-year - $< 2$ yr. delay) 7 <sup>th</sup> -12 <sup>th</sup> : 26 <sup>th</sup> - 40 <sup>th</sup> percentile (3-year delay)	K-6: 26 <sup>th</sup> - 40 <sup>th</sup> percentile (1-year - $< 2$ -year delay) 7 <sup>th</sup> -12 <sup>th</sup> : 26 <sup>th</sup> - 40 <sup>th</sup> percentile (3-year delay)	17 <sup>th</sup> to 29 <sup>th</sup> percentile (SSIS)
1	Inadequate	Inadequate	Inadequate	Inadequate	K-6: $< 10$ <sup>th</sup> - 25 <sup>th</sup> percentile (2-year or greater delay) 7 <sup>th</sup> -12 <sup>th</sup> : $< 10$ <sup>th</sup> - 25 <sup>th</sup> percentile (4-year or greater delay)	K-6: $< 10$ <sup>th</sup> - 25 <sup>th</sup> percentile (2-year or greater delay) 7 <sup>th</sup> -12 <sup>th</sup> : $< 10$ <sup>th</sup> - 25 <sup>th</sup> percentile (4-year or greater delay)	K-6: $< 10$ <sup>th</sup> - 25 <sup>th</sup> percentile (2-year or greater delay) 7 <sup>th</sup> -12 <sup>th</sup> : $< 10$ <sup>th</sup> - 25 <sup>th</sup> percentile (4-year or greater delay)	$< 3^{\text{rd}}$ to 16 <sup>th</sup> percentile (SSIS)
<b>Assessments</b>	<a href="#">Florida State Assessments (FSA)</a> District Standard Assessments <b>Mastery</b> - Highly likely to excel in the next grade/course <b>Proficient</b> - Likely to excel in the next grade/course <b>Satisfactory</b> - May need additional support for the next grade/course <b>Unsatisfactory</b> - Likely to need additional support for the next grade/course <b>Inadequate</b> - Highly likely to need additional support for the next grade/course				Norm-Referenced and Diagnostic Assessments Language Samples Assessment Used:  <a href="#">RMTC-DHH Assessment web page</a>	Norm-Referenced and Diagnostic Assessments Language Samples Assessment Used:  <a href="#">RMTC-D/HH Assessment web page</a>	Norm-Referenced, Diagnostic, and Curriculum Based Assessments  Assessment Used:  <a href="#">RMTC-D/HH Assessment web page</a>	Social Skills Improvement System (SSIS)   <a href="#">RMTC-D/HH Assessment web page</a>
	<b>Required Grades 3-12</b>				<b>Required Grades PK-12</b>	<b>Required Grades PK-12</b>	<b>Required Grades K-12</b> Note: Comprehension and word recognition must be assessed and other areas at the teacher's discretion.	<b>Required when significant concerns exist.</b>

<sup>1</sup> Revised by Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTC-D/HH), August 2021

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 \_\_\_\_\_

7. Does the student qualify for a reduced or free lunch? \_\_\_\_\_ yes \_\_\_\_\_ no

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 year ☐ 1 year ☐ 2 years ☐ 3 years ☐ 4 years ☐ 5+ years

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 RMHAT with personal hearing aids/Cochlear Implant/BAHA ☐ individual HA/RMHAT- 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. <u>Congenital:</u>	b. <u>Acquired:</u>	c. <u>Syndrome:</u>	
<input type="checkbox"/> Rubella <input type="checkbox"/> Rh-incompatibility	<input type="checkbox"/> Otitis Media <input type="checkbox"/> High Fever	<input type="checkbox"/> Down	<input type="checkbox"/> Waardenburg
<input type="checkbox"/> Trauma <input type="checkbox"/> Prematurity	<input type="checkbox"/> Measles <input type="checkbox"/> Meningitis	<input type="checkbox"/> Goldenhar	<input type="checkbox"/> unknown
<input type="checkbox"/> Hereditary ( <input type="checkbox"/> Connexin 26)	<input type="checkbox"/> Mumps <input type="checkbox"/> Trauma	<input type="checkbox"/> Treacher Collins	<input type="checkbox"/> other – specify: _____
<input type="checkbox"/> Cytomegalovirus	<input type="checkbox"/> Ototoxicity	<input type="checkbox"/> Ushers	_____

13. Early intervention services:

a. Was student enrolled in an early intervention (birth to 2) program? ☐ yes ☐ no

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

14. Is there an adult who is D/HH in the home? ☐yes ☐no

15. Is there another child who is D/HH 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,

a. the student has the opportunity to interact with (in person, telephone, email) peers who are D/HH (select one):  
☐daily ☐at least once per week ☐at least once per semester ☐at least once during the school year  
☐not at all

b. the student has the opportunity to interact with (in person, telephone, email) adults who are D/HH (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:

<input type="checkbox"/> independent intellectual disability	<input type="checkbox"/> speech/language disorder	<input type="checkbox"/> specific learning disability
<input type="checkbox"/> supported intellectual disability	<input type="checkbox"/> visual impairment	<input type="checkbox"/> orthopedic impairment
<input type="checkbox"/> participatory intellectual disability	<input type="checkbox"/> emotional behavioral disability	<input type="checkbox"/> dual sensory impaired
<input type="checkbox"/> autism spectrum disorder	<input type="checkbox"/> traumatic brain injury	<input type="checkbox"/> other health impaired

### III. Language & Modality Usage

20. Primary language (If more than one, note primary as 1, secondary as 2. Write spoken language(s).):

a. Used with the student in the home: ☐ASL ☐spoken language \_\_\_\_\_ Other: \_\_\_\_\_

b. Used by the student in school: ☐ASL ☐spoken language \_\_\_\_\_ Other: \_\_\_\_\_

21. Primary mode of communication (If more than one, note primary as 1, secondary as 2. Write spoken language(s)):

a. Used with the student in the home, check all that apply:

☐spoken language ☐sign language ☐gestures ☐augmentative communication device

b. Used by the student in school, check all that apply:

☐spoken language ☐sign language ☐gestures ☐augmentative communication device

### IV. Student Services Information

22. Use of interpreter:

a. Indicate type of interpreter: ☐sign language ☐oral ☐cued speech ☐no interpreter

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

☐ > 5 hours/day ☐ 3-5 hours/day ☐ 1 to < 3 hours/day ☐ < 1 hour/day ☐ other

c. Does student's educational interpreter have a certification? ☐yes ☐no

d. Does the student's educational interpreter have EIPA credentials? ☐no, Yes, 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 the student has a 504 Plan\_\_\_\_\_.

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

☐ **Direct Service:**  $\geq$ 4 hours of instructional services per week from a licensed ToDHH or combination of ToDHH or other ESE team

☐ **Direct Service:** 1-2 hours instructional services daily from a licensed ToDHH or combination of ToDHH & other ESE team; may be support facilitation

☐ **Direct Service:** 3 or more hours per day of instructional services from a licensed ToDHH or combination of ToDHH & other ESE team; student is still receiving his/her academic instruction in the general classroom a portion of the school day; may be support facilitation

☐ **Direct Service:** all instruction from a licensed ToDHH and other ESE professionals in D/HH 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 years and older, identify specific transition services the 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 FSA? ☐yes ☐no; FSAA? ☐yes ☐no;

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

## FLIPP 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		5	4	3	2	1
Reading (state test)						
Writing (state test)						
Math (state test)						
Science (state test)						
Language: Receptive (Test _____)						
Language: Expressive (Test _____)						
Reading: (Test _____)						
Other:						
Other:						
Functional Assessments		5	4	3	2	1
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	Expressive					
	Receptive					
Speech Intelligibility	Speech Intelligibility					
Auditory & Listening Skills	Use of Amplification					
	Audition & Listening					

Placement and Readiness Checklists (PARC) <ul style="list-style-type: none"> <li><input type="checkbox"/> General Education Inclusion Readiness</li> <li><input type="checkbox"/> Interpreted/Transliterated Education Readiness</li> <li><input type="checkbox"/> Captioning/Transcribing Readiness</li> <li><input type="checkbox"/> Instructional Communication Access</li> <li><input type="checkbox"/> Placement Checklist: Level _____</li> </ul>	Comments:
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Other:

## Appendix of Suggested Assessments:

### [RMTC-DHH Assessment Tools Web Page](#)

RMTC-DHH's "[A Guide The Functional Listening Evaluation: Why & How FLE](#)" Online Module

Phonak [Child Hearing Assessments](#) is a list of functional listening evaluations to be used by the team to evaluate a child's individual hearing and listening abilities.

- Child Auditory Performance Scale
- Functional Listening Evaluation
- Functional Auditory Performance Indicators
- Success for Children with Hearing Loss: CHILD, SIFTER, LIFE, ELF and more.
- Longitudinal Outcomes of Children with Hearing Impairment: PEACH and TEACH

### [Protocols](#) from ADE-vantage

- Classroom Participation Questionnaire
- Functional Listening Evaluation (FLE) (Phonak fillable/auto calculating)
- FLE Common Children's Phrases and children's Nonsense Phrases
- IEP/504 Checklist
- Classroom Acoustics Screening Survey
- Placement and Readiness Checklists (PARC) for Students who are D/HH
  - PARC Placement Checklist PS-K
  - PARC Placement Checklist – Elementary
  - PARC Placement Checklist – Secondary
  - PARC Readiness Checklists
- Audiology Self-Advocacy Checklist Student Form
- Student Performance Profile
- Bullying Screening Dialogue: Student & Parent Probes

[RMTC-DHH Media and Materials Loan Library](#) has tools and resources related to assessment for students who are DHH for Florida stakeholders to check out at no cost.

- [Steps to Assessment - A Guide to Identifying Educational Needs for DHH Students](#) (Catalog 1943)  
This guide is a great starting place to learn how to identify educational needs for students who are D/HH. It includes clarification of Title II of the ADA and how to use a "deaf/hh lens" to interpret assessment information.



## FUNCTIONAL ASSESSMENT for Students who are Deaf/Hard of Hearing

Adapted from Liebermann, N. & Gott, W. (1984). Hearing Impaired Performance Profile – Revised Edition (HIPP-R): An Assessment Integration Document. The School Board of Broward County, Florida.

Please rate each student using the following scale: **5 = Grade-Appropriate Functioning** **4 = Mild Limitation** **3 = Moderate Limitation** **2 = Moderate-Severe Limitation** **1 = Severe Limitation**

<b>COGNITIVE BEHAVIORAL/SOCIAL</b>					
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Thinking /Reasoning</b>	Student thinks and reasons at the same level as peers, plays games, solves puzzles and problems comparably to other students the same age.	5 & 3	Student solves age-appropriate puzzles and problems or learns new things at a rate slower than same-grade peers but may acquire these intellectual skills with instructional support.	Between 3 & 1	Student has considerable difficulty solving age-appropriate puzzles and problems, lags far behind peers and may require individualized instruction to master even simple tasks.
<b>Learning Style/ Maintaining Attention to Classroom Tasks</b>	Student has skills needed to independently engage in learning tasks; usually attends to classroom instruction sufficiently to learn material; requires minimal teacher support to complete class work.	Between 5 & 3	Student has some skills needed to independently engage in learning; attention in class is frequently off-task, sufficient to impair learning; student can master classroom tasks with close monitoring and instructional support.	Between 3 & 1	Student is unable to independently engage in learning; exhibits extreme difficulty attending to classroom material, even for short periods of time; may act impulsively or withdraw frequently from classroom activities.
<b>Social Interaction /Classroom Behavior</b>	Student exhibits social skills and behavior that are appropriate for his/her age.	Between 5 & 3	Student exhibits some inappropriate behavior that may include fighting, biting, hitting, screaming. However, this behavior is not disruptive enough to require frequent separation of the student from the classroom.	Between 3 & 1	Student frequently exhibits inappropriate social behavior and is often disruptive of classroom activities; often needs to be separated from the class.
<b>Life Skills</b>	Student is able to take care of personal possessions, dress, toilet, follow rules, travel and use money independently similar to other students the same age.	Between 5 & 3	Student can complete some of the following tasks independently and accurately: take care of possessions, dress, toilet, follow rules, travel, and use money.	Between 3 & 1	Student has extreme difficulty completing many of the following tasks independently: taking care of possessions, dressing, toileting, following rules, traveling, and using money.
<b>COMMUNICATIVE</b>					
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>NOTE:</b> if the student uses an interpreter, evaluate functioning in reference to communication through that interpreter					
<b>Expressive Communication</b>	Student communicates expressively with his/her teacher and peers fluently and easily.	Between 5 & 3	Student has some difficulty expressing him/herself with the mode of communication generally used in the classroom. However, difficulties can be overcome by repetition and explanation.	Between 3 & 1	Student has considerable difficulty expressing him/herself using the mode of communication generally used in the classroom.
<b>Receptive Communication</b>	Student comprehends the communication of others in the classroom accurately and easily.	Between 5 & 3	Student has some difficulty comprehending communication from others in the classroom using the mode of communication generally used for classroom interaction. Difficulties can be remediated by repetition and explanation.	Between 3 & 1	Student has considerable difficulty comprehending communication from others in the classroom, even when accommodations such as interpreters, hearing assistive technology (HAT), etc., are used.

PHYSICAL	5	4	3	2	1
<b>Vision</b>	Student sees with normal acuity, using corrective lenses if necessary.	Between 5 & 3	Even with corrective lenses, student has some problems seeing the blackboard or objects in visual periphery, or reading small print, and requires minimal additional accommodations, e.g., preferential seating, magnification of reading materials.	Between 3 & 1	Even with corrective lenses or other accommodations, student cannot see and comprehend visual communication (such as sign language) from across a room; requires significant accommodations, e.g., large print, Braille, mobility training, deaf-blind interpreter.
<b>Use of Hands, Arms, and Legs</b>	Student uses hands, arms, and legs at the same level as peers in daily activities, e.g., walking up and down stairs, using a pencil to write, participating in physical education.	Between 5 & 3	Student has some limitations in the use of hands, arms, and/or legs, but is ambulatory and can use hands and arms for simple daily activities.	Between 3 & 1	Student is non-ambulatory or is severely limited in his/her use of hands and arms.
<b>Balance (dizziness, motion sickness, coordination in the dark)</b>	Student participates normally in all physical activities without losing balance, falling, or experiencing dizziness.	Between 5 & 3	Student reports dizziness, nausea, falling, or shows some mild lack of coordination when participating in physical activities.	Between 3 & 1	Student often stumbles or falls due to lack of balance, and/or frequently reports feeling dizzy or sick while in motion.
<b>Overall Physical Health</b>	Student has health problems and illnesses typical for children the same age.	Between 5 & 3	Student has frequent or ongoing health problems, but they are either mild or medically controllable and do not significantly impair educational progress.	Between 3 & 1	Student has frequent or ongoing health problems that are either not well controlled or result in near-total restriction of activities.

Adapted from Karchmer & Allen (1999). The Functional Assessment of Deaf/Hard of Hearing students 144(2), 68-77.

Language	5	4	3	2	1
<b>Receptive Language</b>	Student responds to the following age appropriate language: <ul style="list-style-type: none"> <li>• Directions</li> <li>• Explanation</li> <li>• Narration</li> <li>• Description</li> <li>• Negotiation</li> <li>• Persuasion</li> <li>• Conversation</li> <li>• Questions</li> <li>• Written language</li> </ul>	Student responds to at least 6 of the following age-appropriate functions of language and needs support to maintain: <ul style="list-style-type: none"> <li>• Directions</li> <li>• Explanation</li> <li>• Narration</li> <li>• Description</li> <li>• Negotiation</li> <li>• Persuasion</li> <li>• Conversation</li> <li>• Questions</li> <li>• Written language</li> </ul>	Student responds to language within one year of developmental level or chronological age. <u>Description:</u> <ul style="list-style-type: none"> <li>• Understands a variety of sentence patterns.</li> <li>• Assimilates new language with ease.</li> <li>• Follows and completes multi- step tasks (oral &amp; written).</li> </ul>	Student responds to language in a manner 1-2 years below age-appropriate development. <u>Description:</u> <ul style="list-style-type: none"> <li>• Understands limited variety of sentence patterns.</li> <li>• Assimilates new language after repeated instruction.</li> <li>• Follows and completes a two to three-part task (oral &amp; written).</li> <li>• Has limited comprehension of idioms.</li> </ul>	Student responds to language in a manner more than two years below age-appropriate development. <u>Description:</u> <ul style="list-style-type: none"> <li>• Understands concrete language.</li> </ul>

<b>Expressive Language</b>	<p>Student demonstrates the following functions of language at an appropriate developmental level:</p> <ul style="list-style-type: none"> <li>• Directions</li> <li>• Explanation</li> <li>• Narration</li> <li>• Description,</li> <li>• Negotiation</li> <li>• Persuasion</li> <li>• Conversation</li> <li>• Questions</li> <li>• Written language</li> </ul>	<p>Student demonstrates at least 6 functions of language at an appropriate developmental level:</p> <ul style="list-style-type: none"> <li>• Directions</li> <li>• Explanation</li> <li>• Narration</li> <li>• Description</li> <li>• Negotiation</li> <li>• Persuasion</li> <li>• Conversation</li> <li>• Questions</li> <li>• Written language</li> </ul>	<p>Student expresses language within one year of developmental level or chronological age.</p> <p><u>Description:</u></p> <ul style="list-style-type: none"> <li>• Varies sentence patterns</li> <li>• Assimilates new language with ease</li> <li>• Limited use of idioms</li> <li>• Limited use of multiple meanings of words</li> </ul>	<p>Student expresses language in a manner 1 to 2 years below age-appropriate development.</p> <p><u>Description:</u></p> <ul style="list-style-type: none"> <li>• Limited variety of sentence patterns</li> <li>• Assimilates new language after repeated instructions.</li> <li>• Conveys meaning despite numerous structural errors</li> </ul>	<p>Student expresses language in a manner more than two years below age-appropriate development.</p> <p><u>Description:</u></p> <ul style="list-style-type: none"> <li>• Conveys meaning by using a variety of communication systems.</li> </ul>
<b>Speech Intelligibility</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<p>Student's speech is completely intelligible to a variety of listeners.</p>	<p>Student's speech is generally intelligible to a variety of listeners.</p> <p><u>Description:</u></p> <ul style="list-style-type: none"> <li>• Has vocal quality appropriate for age and gender</li> <li>• Uses intonation and rhythm patterns to convey meaning Has few articulation errors</li> </ul>	<p>Student's speech is mostly intelligible to a variety of listeners.</p> <p><u>Description:</u></p> <ul style="list-style-type: none"> <li>• Intelligible to listener when topic is unknown</li> <li>• Has minimal problems in the areas of voicing and pitch Has difficulty varying intonation and/or rhythm patterns</li> </ul>	<p>Student's speech is very difficult to understand by a variety of listeners.</p> <p><u>Description:</u></p> <ul style="list-style-type: none"> <li>• Vocalizes spontaneously but only isolated words and/or phrases are understood</li> <li>• Voicing and pitch are irregular with significant difficulty with intonation and/or rhythm patterns</li> </ul>	<p>Student's speech is unintelligible to an untrained listener or student does not use spoken language.</p> <p><u>Description:</u></p> <ul style="list-style-type: none"> <li>• Only vocalizes on demand</li> <li>• Only imitates a few speech sounds</li> <li>• Has poor voice quality (nasal, guttural, raspy)</li> <li>• Has an irregular pitch</li> </ul>
<b>Use of Audition</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<p>Student listens with or without hearing assistive technology as the primary channel for receptive communication.</p>	<p>Student uses listening, supplemented by visual supports for receptive communication.</p> <p><u>Description:</u></p> <ul style="list-style-type: none"> <li>• Uses hearing assistive technology effectively</li> <li>• Listens attentively Understands spoken language auditorily</li> <li>• Has some difficulty relating stress patterns to meaning</li> <li>• Has difficulty inferring fine emotional information (such as sarcasm) based on intonation</li> </ul>	<p>Student uses a combination of the listening and visual systems for receptive communication.</p> <p><u>Description:</u></p> <ul style="list-style-type: none"> <li>• Uses hearing assistive technology consistently</li> <li>• Understands spoken language when "face-to-face" with speaker</li> <li>• Interprets an auditory speech signal when given structural cues</li> <li>• Has difficulty inferring gross emotional information (such as anger) based on intonation</li> </ul>	<p>Student receives some benefit from spoken language but primarily relies on visual or tactile input for receptive communication.</p> <p><u>Description:</u></p> <ul style="list-style-type: none"> <li>• Uses listening only for awareness of sound.</li> <li>• Recognizes common environmental sounds</li> </ul>	<p>Student does not use listening for receptive communication.</p>