

Public School Caucus
Alexander Graham Bell Association for the Deaf and Hard of Hearing

Components of a Quality Auditory/Oral Program Checklist

This checklist is an accompaniment to the *Components of a Quality Auditory/Oral Program* booklet that was developed in 1998. It provides parents and professionals with a format that reflects an overview of the original document. It can be used to record the strengths and weaknesses of a program.

Demographic Information:

Program: _____	Reporting Source: _____
Address: _____ _____	Title/Role: _____
Contact Person: _____	Phone Number: _____
Title/Role: _____	Date of Report: _____
Phone Number: _____	
Districts Served: _____	

Programs and Services:

Communication Mode(s): (Please check all that pertain)

_____ Auditory/Oral _____ Total Communication _____ ASL _____ Other

If "Other," please specify _____

Student Population:

Total number of students _____ Total number of oral students _____

Please indicate the number of oral students at each level.

Birth to 3 _____ Elementary _____ High School _____

3-5 years _____ Middle School _____ Itinerant Students _____

Maximum student to teacher ratio _____ to 1 **Average** ratio in program classrooms _____ to 1

Please check “yes,” “no” or “in progress” to the following questions.

Yes	No	In Progress	A. Programs and Services
			has a process for referral of new students and collaboration with outside agencies
			has individualized educational plans based upon ongoing assessment
			goals and objectives are written with collaboration among the professionals, parents, and students when appropriate
			documents the progress toward goals and objectives that is shared among the professionals, parents, and students at regular intervals
			has a continuum of services ranging from full-time placement in general education with support services, to a self-contained program for students with a hearing disability
			has accessible support services
			supports general educators providing instruction for students with a hearing disability

Yes	No	In Progress	B. Physical Facilities
			If a dual-track program, there are separate facilities for oral and sign language students.
			Rooms have:
			adequate space
			minimal ambient noise
			locations in areas where there is minimal external noise
			acoustical treatment with carpets, acoustic tiles and curtains
			access to technology equal to that in general education classrooms
			adequate electrical outlets to accommodate specialized equipment
			adequate lighting
			appropriate space for support staff members

Please check “yes,” “no” or “in progress” to the following questions.

Yes	No	In Progress	C. Personnel - Administrator
			is assigned directly to the program on a full-time basis
			is certified in education of hearing impaired and is trained in the auditory/oral approach
			directs the implementation of a consistent auditory/oral philosophy, methods of instruction, and well-organized, sequential curricula
			is knowledgeable about child development and general education curricula
			has the authority to:
			create a cooperative learning and teaching environment
			make staff, curriculum, and educational policy
			recommend the hiring of qualified staff
			make student and staff assignments
			develop and approve budgets for necessary purchases
			establishes and maintains a good working relationship with general education administrators and staff, support staff, parents, and the community
			is committed to continuous quality improvement and is proactive in pursuing this with staff

Yes	No	In Progress	D. Personnel - Teachers
			are certified in education of hearing impaired and trained in the auditory/oral approach
			are knowledgeable about child development and general education curricula
			possess an understanding of amplification and its audiological implications
			are skilled in teaching audition, speech, language, and academic subjects
			are able to evaluate students and plan individual programs
			are able to accommodate the needs of students with additional disabilities
			work cooperatively as educational team members with other teachers of the hearing impaired, general education teachers, support staff, and parents
			are committed to grow professionally and to share their expertise with colleagues
			are willing to be resource people in their various educational settings
			are knowledgeable about the use and access of technology
			are in agreement with colleagues on teaching methods, techniques, and curriculum

Please check “yes,” “no” or “in progress” to the following questions.

Yes	No	In Progress	E. Personnel - Support Staff
			is committed to an auditory/oral approach
			has an understanding of modifications for students who have a hearing disability
			works cooperatively as members of the educational team

Yes	No	In Progress	F. Parent-Professional Partnership
			recognizes that the family is the important influence in a child’s life
			recognizes that the family is the most knowledgeable resource regarding the student
			informs parents of resources, agencies, and organizations
			provides opportunities for meaningful parent participation/input at all levels
			provides for a parent support group that meets on a regular basis
			provides parent education at all stages to enable parents to support their child’s oral communication, cognitive, and social/emotional growth
			provides opportunities for staff development related to working with families

Yes	No	In Progress	G. Early Identification/Intervention
			has a process for referral and coordination of services for newly identified children
			services are provided by a teacher of the hearing impaired, trained in the auditory/oral method
			coordinates services for individual family needs with other agencies
			provides parent involvement in the development of the family intervention plan
			provides early amplification and training in the use of residual hearing for the development of language
			emphasizes the development of auditory, language, and speech skills
			utilizes the parent, teacher of the hearing impaired, and other intervention specialists working as a team to advocate for the young child
			provides ancillary services as needed, such as physical and occupational therapy, social work services, transportation, etc.
			provides a lending library of books, videos, and toys

Please check “yes,” “no” or “in progress” to the following questions.

Yes	No	In Progress	H. Assessment - Evaluators
			have knowledge of appropriate instruments and tests
			have expertise in working with students with a hearing disability
			select and administer tests so the test results accurately reflect the student's abilities
			possess the ability to determine when to use tests specifically normed on students with hearing loss or when to use tests normed on the hearing population
			schedule routine and ongoing evaluations
			provide additional evaluations as needed

Yes	No	In Progress	I. Curriculum
			is individualized, flexible, and allows for teacher creativity
			is accepted and understood by all staff members and parents
			allows for exchange of specific information regarding student skill development
			provides a continuum and assures continuity throughout a student's school career
			is based on student's needs
			is parallel and interfaced with the general education curriculum
			assures that cognitive teaching is commensurate with students' language levels
			assures that expectations for learning by students with a hearing disability are consistent with peers who have normal hearing
			provides for ongoing evaluation and modification of the curriculum
			provides assessments based on the curricula
			provides evaluation for student placement within the curriculum and for evaluation of student progress throughout the curricula
			is monitored by administration to ensure quality implementation

Area: _____ **Title of curricula being implemented:** _____

Audition: _____

Language: _____

Speech: _____

Infant/Preschool: _____

Social/Emotional Skill Development: _____

Reading: _____

Math: _____

Science: _____

Social Studies: _____

Prevocational and Vocational Curriculum: _____

Please check “yes,” “no” or “in progress” to the following questions.

Yes	No	In Progress	J. Audiological Management
			is provided ___ on site ___ contracted with a clinic
			if on site, number of audiologists employed _____
			provides initial and ongoing audiological and otological evaluations
			provides appropriate school amplification
			provides technical assistance and collaboration among the clinic, school personnel, students, and parents
			monitors amplification through daily listening checks
			provides for periodic electroacoustic analysis of amplification
			provides for backup devices and parts
			provides for repair of program equipment
			provides or has access to cochlear implant mapping and analysis
			provides information on student's performance to assist CI mapping

Yes	No	In Progress	K. Auditory Curriculum
			utilizes appropriate amplification
			staff has knowledge of auditory skill development and its relationship to audiometric information and student's functioning level
			utilizes a developmental and sequential auditory curriculum
			implements audition on both informal and formal levels
			has consistent implementation throughout the program
			monitors student progress through an individual, ongoing recording system
			students receive a minimum of ___ hours/week of individual auditory skill development
			develops student's responsibilities:
			acceptance of hearing loss and amplification
			wearing and maintaining personal amplification devices
			knowledge of personal hearing loss and its implications
			responsibility for managing auditory environment
			understanding of community/medical resources

Please check “yes,” “no” or “in progress” to the following questions.

Yes	No	In Progress	L. Language Curriculum
			is based on a normal language development model
			language instruction encompasses both spoken language communication (receptive and expressive) and written language
			staff has knowledge of how language development relates to audiometric information and student functioning level
			staff has knowledge of appropriate language assessment instruments
			utilizes a developmental and sequential language curriculum
			language is taught in syntactic units rather than in isolation
			language instruction includes a provision for carryover from the lesson to use in both the classroom and the home
			staff has knowledge of how language development relates to speech acquisition
			language development is coordinated with a program for reading comprehension
			student’s language progress is monitored through an individual, ongoing recording system
			student’s language progress is reported to parents

Yes	No	In Progress	M. Speech Curriculum
			staff has knowledge of normal speech development and the effect of hearing loss
			staff has knowledge of how speech development relates to audiometric information acoustic phonetics and the student's functioning level
			staff has knowledge of assessment tools to design individualized speech instruction
			utilizes a developmental and sequential speech curriculum based on audition
			implements both individual and ongoing speech instruction
			staff has knowledge of remediation techniques
			staff has knowledge of the impact of visual/tactile/kinesthetic stimuli upon speech development
			individual speech lessons are implemented on a daily basis
			includes a provision for ongoing, daily carryover to use in the classroom and home
			student’s speech progress is monitored through an individual, ongoing recording system
			student’s speech progress is reported to parents

Please check “yes,” “no” or “in progress” to the following questions.

Yes	No	In Progress	N. Least Restrictive Environment/Mainstreaming
			assesses student's abilities/readiness for mainstreaming
			provides for amplification in the general education classroom
			shares pertinent student information and necessary classroom accommodations
			provides inservice of the teacher and students in the general education classroom
			provides support for the mainstream teacher
			provides preparation and follow-up for the student
			evaluates the effectiveness of the experience

Yes	No	In Progress	O. Technology
			evaluates each student's need for technology
			is utilized to maximize the use of residual hearing
			is utilized for the acquisition of information
			provides inservice of staff, students, and parents on the use of technology
			provides awareness of technology and its applications for students with hearing impairment
			is utilized to improve both group and individual instruction
			prepares students for technology used in daily living
			provides for maintenance of technology

P. Technology available to students includes:

- | | | |
|--|---|---|
| <input type="checkbox"/> alerting devices | <input type="checkbox"/> hearing aid loaners | <input type="checkbox"/> soundfield amplification |
| <input type="checkbox"/> assistive listening devices | <input type="checkbox"/> language masters | <input type="checkbox"/> tape recorders |
| <input type="checkbox"/> captioned TV, video tapes, etc. | <input type="checkbox"/> notetaking devices | <input type="checkbox"/> technology loan library |
| <input type="checkbox"/> cochlear implants support | <input type="checkbox"/> overhead projectors | <input type="checkbox"/> TTY devices |
| <input type="checkbox"/> computers for instruction | <input type="checkbox"/> phone adapters | <input type="checkbox"/> TV adapters |
| <input type="checkbox"/> computers for speech production | <input type="checkbox"/> real-time captioning | <input type="checkbox"/> vibrotactile devices |
| <input type="checkbox"/> FM systems | | |

General Comments: