

Secondary S.I.F.T.E.R.

Screening Instrument For Targeting Educational Risk in Secondary Students

By Karen L. Anderson, Ph.D.

This scale has been designed to screen for educational risk in secondary students that have hearing loss. The effects of hearing impairment are frequently invisible. Regular monitoring of performance can assist in determining if a student is successfully accessing verbal instruction in the typical classroom. Based on your observations and familiarity with this student, circle the number that best represents his or her behavior.

Student's Name _____ Grade _____

Class _____ Teacher _____ Date _____

School _____ Student typically uses amplification? **Yes No Type** _____

1. How does the student's general foundation skills (i.e., reading level) compare to the difficulty of work expected in class?	Above 5	4	Average 3	2	Below 1	Academics
2. How does the student's ability to summarize and draw conclusions about information presented in class compare to his/her class peers?	Above 5	4	Average 3	2	Below 1	
3. How does the student's demonstration of academic skill growth compare to class peers/expectations?	Above 5	4	Average 3	2	Below 1	
1. When called upon and asked a question, how often does the student appear to have been attending to teacher instruction? (he/she appears to understand the basis of the question)	Always 5	4	Often 3	2	Rarely 1	Attention
2. How successful is the student at avoiding distraction by noises, visual distractions, personal items, or activities unrelated to class instruction?	Always 5	4	Often 3	2	Rarely 1	
3. How does the student's attention to detail compare to class peers/expectations (avoiding careless mistakes)?	Above 5	4	Average 3	2	Below 1	
1. How well does the student communicate his/her needs to the teacher in comparison to class peers/expectations?	Above 5	4	Average 3	2	Below 1	Communication
2. How does the student's word usage skills compare to class peers/expectations (i.e., written, verbal, signed vocabulary)?	Above 5	4	Average 3	2	Below 1	
3. What is your estimate of the student's ability to assimilate teacher instruction (presented verbally or visually) in comparison to class peers/expectations?	Above 5	4	Average 3	2	Below 1	
1. In comparison to class peers, what is the student's present level of meaningful contribution to classroom discussions?	Above 5	4	Average 3	2	Below 1	Class Participation
2. To what level does the student demonstrate a recognition that participation is an integral part of the learning process?	Above 5	4	Average 3	2	Below 1	
3. During cooperative group activities, how often does the student interact with others to achieve the goals of group work?	Always 5	4	Often 3	2	Rarely 1	
1. How often does the student demonstrate respectful behavior toward others in class (peers and teacher)?	Always 5	4	Frequently 3	2	Occasionally 1	School Behavior
2. How often does the student follow classroom rules compared to class peers/expectations?	Always 5	4	Frequently 3	2	Occasionally 1	
3. To what level does the student appear to be accepted by his/her peers?	Popular 5	4	Average 3	2	Isolated 1	

TEACHER COMMENTS

Has the student had frequent absences or experienced health problems? Does the student receive special services? Does the student have any problems that may be pertinent to his/her educational performance?

THE SECONDARY SIFTER IS A SCREENING TOOL ONLY

Students scoring in the failing range have scored in a manner consistent with students that scored at greater than one standard deviation below the mean compared to a group of 97 secondary students (40 with normal hearing, 57 with hearing impairment). Students scoring in the marginal range have scored similar to test group students scoring below the mean and -1 standard deviation. Scores falling within both PASS and MARGINAL range occur within the broad range of normal performance as compared to the test group. Students scoring in the pass range have scored in a manner consistent to those in the test group who were at or above the group mean. Any student failing this screening in a content area as determined on the scoring grid below should be considered for educational accommodations or services specific to improving the student's access to instruction and success in the regular classroom.

SCORING

Sum the responses to the three questions in each content area, and record in the appropriate box under Total Score below. Place an X on the number that corresponds most closely with each content area score (e.g., if a teacher circled a 3, 4, and 2 for the questions in the Academics area, an X would be placed on the number 9 across from the Academics content area). Connect the X's to make a profile.

CONTENT AREA	TOTAL SCORE	PASS	MARGINAL	FAIL
ACADEMICS		15 14 13 12 11 10	9 8	7 6 5 4 3 2 1
ATTENTION		15 14 13 12 11 10	9 8 7	6 5 4 3 2 1
COMMUNICATION		15 14 13 12 11 10	9 8	7 6 5 4 3 2 1
CLASS PARTICIPATION		15 14 13 12 11 10 9	8 7	6 5 4 3 2 1
SCHOOL BEHAVIOR		15 14 13 12 11	10 9	8 7 6 5 4 3 2 1
		+1 SD	Mean	-1 SD -2 SD