# S.I.F.T.E.R.

## SCREENING INSTRUMENT FOR TARGETING EDUCATIONAL RISK

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STUDENT _____ TEACHER _____ GRADE _____

DATE COMPLETED _____ SCHOOL _____ DISTRICT _____

The above child is suspect for hearing problems which may or may not be affecting his/her school performance.
This rating scale has been designed to sift out students who are educationally at risk possibly as a result of hearing problems.
Based on your knowledge from observations of this student, circle the number best representing his/her behavior.
After answering the questions, please record any comments about the student in the space provided on the reverse side.

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1. What is your estimate of the student's class standing in comparison of that of his/her classmates?

| UPPER | | MIDDLE | | LOWER |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

2. How does the student's achievement compare to your estimation of her/his potential?

| EQUAL | | LOWER | | MUCH LOWER |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

3. What is the student's reading level, reading ability group or reading readiness group in the classroom (e.g., a student with average reading ability performs in the middle group)?

| UPPER | | MIDDLE | | LOWER |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

**ACADEMICS** □

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4. How distractible is the student in comparison to his/her classmates?

| NOT VERY | | AVERAGE | | VERY |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

5. What is the student's attention span in comparison to that of his/her classmates?

| LONGER | | AVERAGE | | SHORTER |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

6. How often does the student hesitate or become confused when responding to oral directions (e.g., "Turn to page . . .")?

| NEVER | | OCCASIONALLY | | FREQUENTLY |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

**ATTENTION** □

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7. How does the student's comprehension compare to the average understanding ability of her/his classmates?

| ABOVE | | AVERAGE | | BELOW |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

8. How does the student's vocabulary and word usage skills compare with those of other student s in his/her age group?

| ABOVE | | AVERAGE | | BELOW |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

9. How proficient is the student at telling a story or relating happenings from home when compared to classmates?

| ABOVE | | AVERAGE | | BELOW |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

**COMMUNICATION** □

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10. How often does the student volunteer information to class discussions or in answer to teacher questions?

| FREQUENTLY | OCCASIONALLY | | | NEVER |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

11. With what frequency does the student complete his/her class and homework assignments within the time allocated?

| ALWAYS | | USUALLY | | SELDOM |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

12. After instruction, does the student have difficulty starting to work (looks at other students working or asks for help)?

| NEVER | | OCCASIONALLY | | FREQUENTLY |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

**CLASS PARTICIPATION** □

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13. Does the student demonstrate any behaviors that seem unusual or inappropriate when compared to other students?

| NEVER | | OCCASIONALLY | | FREQUENTLY |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

14. Does the student become frustrated easily, sometimes to the point of losing emotional control?

| NEVER | | OCCASIONALLY | | FREQUENTLY |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

15. In general, how would you rank the student's relationship with peers (ability to get along with others)?

| GOOD | | AVERAGE | | POOR |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

**SCHOOL BEHAVIOR** □

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# TEACHER COMMENTS

Has this child repeated a grade, had frequent absences or experienced health problems (including ear infections and colds)? Has the student received, or is he/she now receiving, special services? Does the child have any other health problems that may be pertinent to his/her educational functioning?

## The S.I.F.T.E.R. is a SCREENING TOOL ONLY

Any student failing this screening in a content area as determined on the scoring grid below should be considered for further assessment, depending on his/her individual needs as per school district criteria. For example, failing in the Academics area suggests an educational assessment, in the Communication area a speech-language assessment, and in the School Behavior area an assessment by a psychologist or a social worker. Failing in the Attention and/or Class Participation area in combination with other areas may suggest an evaluation by an educational audiologist. Children placed in the marginal area are at risk for failing and should be monitored or considered for assessment depending upon additional information.

## SCORING

Sum the responses to the three questions in each content area and record in the appropriate box on the reverse side and under Total Score below. Place an **X** on the number that corresponds most closely with the content area score (e.g., if a teacher circled 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 |
| ATTENTION | | 15  14  13  12  11  10  9 | 8  7 | 6  5  4  3 |
| COMMUNICATION | | 15  14  13  12  11 | 10  9  8 | 7  6  5  4  3 |
| CLASS PARTICIPATION | | 15  14  13  12  11  10  9 | 8  7 | 6  5  4  3 |
| SOCIAL BEHAVIOR | | 15  14  13  12  11  10 | 9  8 | 7  6  5  4  3 |