



# EI to Preschool Transition:

An audiological perspective

**Presented by:**

**Pat Skidmore, Audiologist**

**Tabitha Belhorn, Executive Director, Ohio Hands & Voices**



# Objectives

1. Attendees will learn what specialists and assessment areas are to be considered when conducting an initial evaluation to determine a child's eligibility for special education services.
2. Attendees will learn why an auditory skills assessment is essential for all transition evaluations.
3. Attendees will learn about parent's rights during the evaluation process and how parents can exercise their rights to ensure appropriate assessments and evaluations are completed.

A stylized sign with a white background and a dark grey border. On the left side, there is a large, bold, dark grey letter 'C'. To the right of the 'C', the word 'change' is written in a dark grey, lowercase, sans-serif font. The sign is mounted on a metal pole and is set against a blue sky with white clouds.

**C**change

# Individuals with Disabilities Education Act

## PART C

- birth to age 3
- any degree of hearing loss
- services to  
FAMILY

## PART B

- ages 3-21
- eligibility  
threshold
- services to  
CHILD

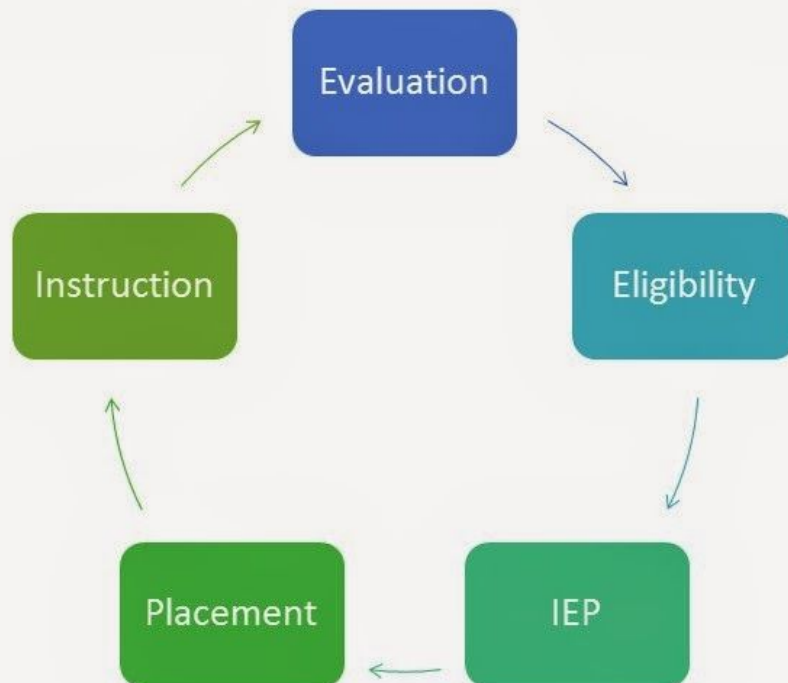




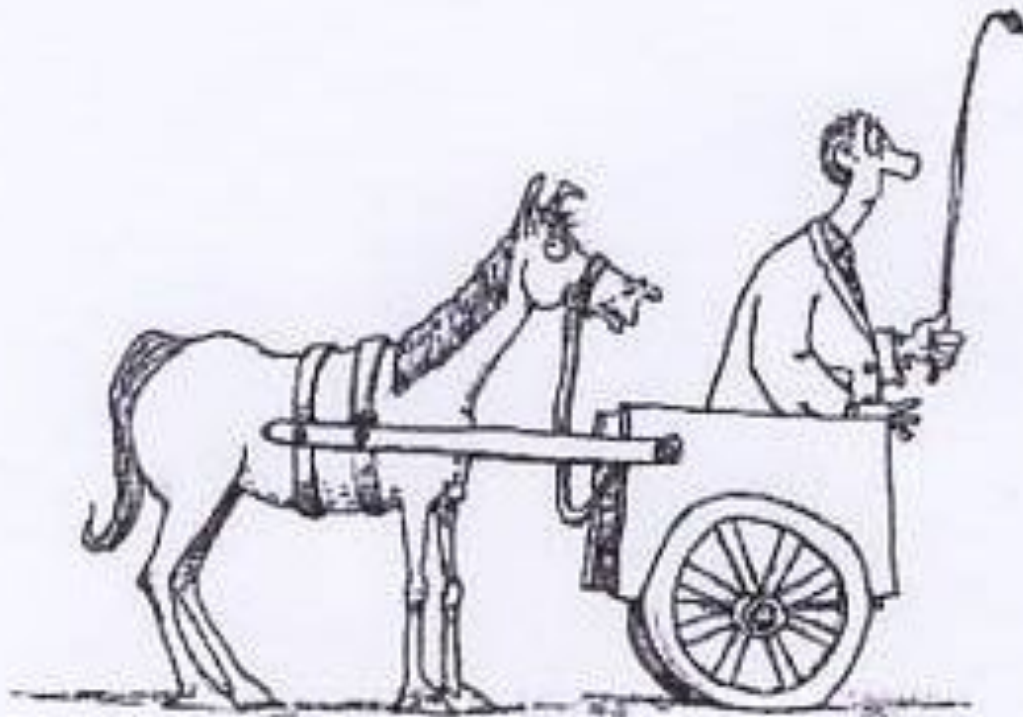
# Special Education Process

## Special Education Process

Referral Starts the Process that Leads to Evaluation



# → Eligibility criteria



Evaluations must demonstrate the need for specialized support and services to be **ELIGIBLE** for special ed.

**PRESCHOOL EVALUATION PLANNING FORM** *(Required)*

CHILD'S NAME: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_ DATE OF PLAN: \_\_\_\_\_

ID NUMBER: \_\_\_\_\_

TEAM CHAIRPERSON: \_\_\_\_\_

INITIAL EVALUATION  
 REEVALUATION  
 TRANSITION FROM PART C

**SUSPECTED DISABILITY CATEGORY** (may check more than one)

- Autism
  - Emotional Disturbance
  - Multiple Disabilities
  - Specific Learning Disability
  - Deaf-blindness
  - Hearing Impairment
  - Orthopedic Impairment
  - Speech or Language Impairment
  - Deafness
  - Intellectual Disability
  - Other Health Impairment
  - Traumatic Brain Injury
  - Visual Impairment
- Developmental Delay - If selecting only this category, the team has considered the disability categories above and determined that they are not applicable to the child. See [3301-51-11\(C\)\(6\)\(b & d\)](#)

Note: Each developmental area must be assessed using one of the methods/data sources listed and all methods/data sources must be used at least once.

SEE OPERATING STANDARDS 3301-51-11(C)(6)			ASSESSMENT METHODS/DATA SOURCES				
			(Indicate the position responsible for assessment and/or data collection, and report.)				
DEVELOPMENTAL AREAS (Required for all)	EXISTING DATA AVAILABLE	ADDITIONAL DATA NEEDED	Structured Interview	Structured Observations *	Norm-Referenced Assessments	Criterion-Referenced Assessments	Data from Part C and/or Community or Preschool Program Provider**
ADAPTIVE BEHAVIOR	<input type="checkbox"/>	<input type="checkbox"/>					
COGNITION (including pre-academic)	<input type="checkbox"/>	<input type="checkbox"/>					
COMMUNICATION	<input type="checkbox"/>	<input type="checkbox"/>					
HEARING	<input type="checkbox"/>	<input type="checkbox"/>					
VISION	<input type="checkbox"/>	<input type="checkbox"/>					
SENSORY/MOTOR FUNCTIONING	<input type="checkbox"/>	<input type="checkbox"/>					
SOCIAL/EMOTIONAL FUNCTIONING	<input type="checkbox"/>	<input type="checkbox"/>					
BEHAVIORAL FUNCTIONING	<input type="checkbox"/>	<input type="checkbox"/>					
SPECIALIZED ASSESSMENTS: Required in some situations, see <a href="#">3301-51-06 (E)(3)(i)</a> and <a href="#">3301-51-06 (H)</a> .							
PHYSICAL EXAMINATION	<input type="checkbox"/>	<input type="checkbox"/>					
VISION EXAMINATION	<input type="checkbox"/>	<input type="checkbox"/>					
AUDIOLOGICAL EXAMINATION	<input type="checkbox"/>	<input type="checkbox"/>					
	<input type="checkbox"/>	<input type="checkbox"/>					
	<input type="checkbox"/>	<input type="checkbox"/>					

# Start with ETR Planning form for Preschool Evaluation



# Multidisciplinary Evaluation





# → Why Test Functional Skills?

- Audiogram-sound treated booth
- Cognitive testing-quiet office
- SLP testing-quiet office
- Reading skills testing-quiet office OR on computer

**BUT**

- (Almost) none of a student's day is spent in a quiet room!

# → OBSERVATIONS

- Ask for observations to be performed in UNFAMILIAR environment with UNKNOWN routines, compare to behavior or peers
- Ask for observations to be performed in background noise (assemblies, large group) and check for comprehension of information presented



# Auditory Skill Assessment



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“The meaning of sound occurs in the brain. We hear with the brain. The ears are just a way in.”

-Carol Flexer



# Auditory Skill Assessment

- Can child hear and comprehend sounds?  
words? phrases? sentences? paragraphs?
- In quiet?
- In a small group?
- In a large group?
- Outside?
- With a known topic?
- With an unknown topic?
- In background noise?

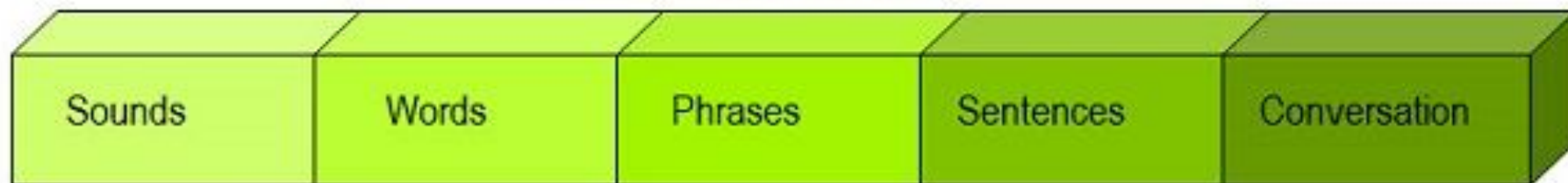


# Auditory Skill Assessment

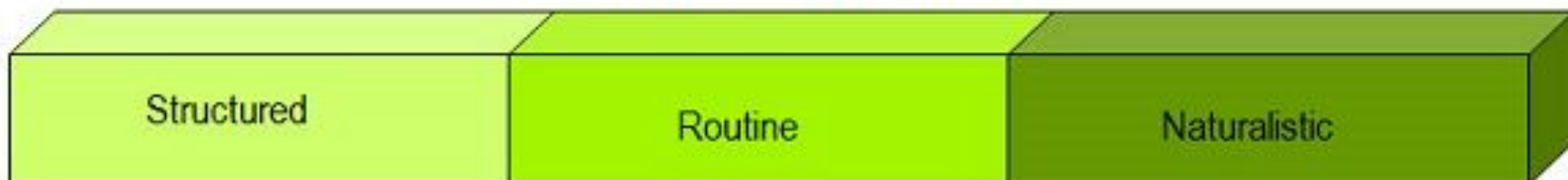
## Auditory Function



## Meaningful Input



## Situational Context



# → What Assessments are there?

- CID Speech Perception Instructional Curriculum and Evaluation (SPICE)
- CID ESP -Early Speech Perception test
- APT/HI-Auditory Perception Test for Hearing Impaired
- IT-MAIS-Infant Toddler Meaningful Auditory Integration Scale
- Cottage Acquisition Scales for Listening Language and Speech (CASLLS)
- not a test: Auditory Learning Guide



# Auditory Assessment

- THIS IS NOT A VALUE JUDGEMENT
- Student is not more successful or smarter or better
- This DOES help us identify areas of need for specially designed instruction IF the child and family wish to increase skills in this area
- If there is no desire to increase auditory skills, how will access be provided in other ways? or how will access be provided until skills do increase?

# → IDEA Parent's Rights





# Advocacy Resources for Families

- Hands & Voices AStra
- American Society for Deaf Children
- AG Bell
- Hearing First
- National Association for the Deaf
- State Parent Training & Information Center
- Center for Appropriate Dispute Resolution in Special Education (CADRE)



# Resources for Providers

ASHA

<https://www.asha.org/Practice-Portal/Clinical-Topics/Permanent-Childhood-Hearing-Loss/>

EHDI-Joint Commission statement 2019

<https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1104&context=jehdi>

EHDI-Pediatric Audiology Links to Services (EHDI-PALS)

<http://www.ehdi-pals.org/default.aspx>

Audiology Online-continuing education

<https://www.audiologyonline.com/>

Speech Pathology Online-continuing education

<https://www.speechpathology.com/>

Educational Audiology Association

<https://edaud.org/>



<https://www.annesullivan.ie/advice-information/communicating-with-people-who-are-deafblind/>



Pat Skidmore  
Au.D., LSLS Cert AVEEd  
(937) 236-9965

[www.mcesc.org](http://www.mcesc.org)

[pat.skidmore@mcesc.org](mailto:pat.skidmore@mcesc.org)

Tabitha Belhorn  
Director, Ohio Hands &  
Voices  
(844) 644-6481

[www.ohiohandsandvoices.org](http://www.ohiohandsandvoices.org)

tabitha.belhorn@  
ohiohandsandvoices.org



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→ Thank you!