

## **Assessments Commonly Used in Measuring or Monitoring Language/Communication of Infants and Preschool Children with Hearing Impairments**

(compiled by Debbie Pfeiffer, Outreach Services, VSDB, 2017)

**Audiological assessments** (electrophysiological such as AABE and OAE and then pure tone testing through observational audiometry, play-based audiometry, etc.) used to assess and monitoring hearing

**The Standardized Visual Communication and Sign Language Checklist for Signing Children (VCSL)**, Simms, Baker, & Clark, 2013 – documents the developmental milestones of children birth to age 5 who are visual learners and are acquiring sign language in a user-friendly format. Can be used in combination with tests of spoken language to assess total linguistic development.

ASL Stages of Development, CA School for the Deaf, Fremont

**SKI-HI Language Development Scale** – Assessment of language skills for children who are deaf or hard of hearing from infancy to five years of age; completed by parents/caregivers through daily observations. Published by HOPE, Inc.

**INSITE Developmental Checklist** – a comprehensive developmental skill assessment for young children with sensory impairments along with other physical and/or cognitive challenges. It's sections on Communication, Audition, Vision, and Taction may provide information on language skills. HOPE, Inc.

**Early Listening Function (ELF)** – designed to obtain an indication of the functional use of hearing in very young children, estimating amplification benefit, and tracking improvement. Conducted by parent/caregivers, sometimes in collaboration with early intervention providers, through observing child during listening activities.

**Children's Home Inventory of Listening Difficulties** - Family members rate their child's listening abilities in various situations, ages 3 – 12. Karen L. Anderson & Joseph J. Smaldino, 2000, redesigned 2011.

**Auditory Development Scale: 0-6 Years** (a Schedule of Listening, Receptive Language & Auditory Memory Skills), Ellen A, Rhoades

---

**Preschool SIFTER**, a Teacher completed questionnaire that can be used to screen children with hearing problems relative to the adequacy of those developmental skills believed to be important for success in the classroom. Used with ages 3 through 5, 9 of the 15 factors assessed center on the child's expressive communication skills. Karen Anderson, PhD & Noel Matkin, PhD

---

**The Infant-Toddler Meaningful Auditory Integration Scale (IT-MAIS)** (Zimmerman-Phillips 2000) is a modification of the Meaningful Auditory Integration Scale (MAIS) (Robbins et al. 1991). It is a structured interview schedule designed to assess the child's spontaneous responses to sound in his/her everyday environment. The assessment is based upon information provided by the child's parent(s) in response to 10 probes. These 10 probes assess three main areas: 1) vocalization behavior; 2) alerting to sounds; and 3) deriving meaning from sound.

**Cottage Acquisition Scales for Listening, Language, and Speech (CASLLS)** - Five separate criterion-referenced scales based on typical child development and developed for use with children with hearing loss. (Pre-verbal, birth – 12 months; Pre-sentence, 12 – 24 months; Simple sentence, 24 – 48 months; Complex Sentence, 4 – 8 years, and Sounds and Speech, birth -). Published by Sunshine Cottage School for the Deaf, 1999.

**Bloom & Lahey Model for Typical Language Development**, identifies the normal developmental sequence for learning language followed by typically developing children. Lois Bloom and Margaret Lahey, 1978 and revised, 1988.

**Kendall Conversational Proficiency Levels Scale (“P Levels”)**, developed for teachers to assess the communicative competency of their students who are deaf or hard of hearing, focusing mainly on the child’s expressive competency in conversational situations. Martha M. French

### **MacArthur**

MacArthur Customized for Communication Development Monitoring (CDM) — Level I For children 8-13 months old and also for 14-18 months. Part I is a vocabulary checklist for receptive and expressive use of common words. Part II collects information on communicative gestures, games and routines, actions with objects, and pretending to be a parent – all of which provide insights into cognitive development.

MacArthur Customized for CDM — Level IIA For age 19-24 months. Vocabulary checklist to identify expressive use of said or signed words.

MacArthur Customized for CDM — Level IIB For age 25-30 months. Vocabulary checklist to identify expressive use of said or signed words.

MacArthur Customized for CDM — Level III For age 31-36 months. Vocabulary checklist to identify receptive and expressive use of common words, use of 2-words, sentences and language.