



# Assessment Checklist for Using the DRDP (2015) with Children Who Are Deaf or Hard of Hearing

This checklist will help teachers who are assessing children who are deaf or hard of hearing provide an optimal environment for observation for the DRDP (2015). The recommended practices below correspond with more detailed information in the [Guidance for Assessing Children who are Deaf and Hard of Hearing](#). This checklist can help assessors reflect on the accuracy of their observations and assist in planning more informed and meaningful observations.

## 1. Become knowledgeable about the child's hearing loss

- Type and level of hearing loss
- Communication mode
- Home language
- Amplification devices

## 2. Support the child's language and communication skills

- Ensure someone is present who can communicate using the child's communication mode
- Be sure to have the child's full attention
- Maintain close proximity between the speaker and the child
- Give time and prompts to help the child find the person who is speaking or signing
- Use facial expressions that convey the intended message
- Give the child time to communicate
- Give the child the opportunity to visually inspect items
- Teach the child how to scan and respond to the visual environment
- Teach the child auditory awareness
- Check frequently for understanding

## 3. Optimize the environment for observation

### Optimize positioning

- Make sure the child's back is to the window or light source
- Provide preferential seating in groups
- Organize the environment to maximize one-to-one communication

### Optimize visual access

- Minimize visual distractions
- Display visual schedules
- Arrange the environment to support visual access
- Provide visual supports

### Optimize auditory access

- Minimize auditory distractions to optimize participation and engagement in learning
- Create quiet spaces
- Check amplification technology daily
- Promote the child's participation in activities