

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

## Screening Instrument for Targeting Educational Risk in Preschool Children (age 3-Kindergarten)

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Child \_\_\_\_\_ Teacher \_\_\_\_\_ Age \_\_\_\_\_

Date Completed \_\_\_\_/\_\_\_\_/\_\_\_\_ School \_\_\_\_\_ District \_\_\_\_\_

The above child is suspect for hearing problems which may affect his/her ability to listen, pay attention, develop language, follow teacher instruction and learn normally. This rating scale has been designed to sift out children who are at risk for educational delay and who may need further evaluation. Based on your knowledge of this child, circle the number that best represents his/her behavior. If the child is a member of a class that has students with special needs, comparisons should be made to normal learning classmates or normal developmental milestones. Please share additional comments about the child on the reverse side of this form.

1. How well does the child understand basic concepts when compared to classmates (e.g., colors, shapes, etc.)?	ABOVE 5	AVERAGE 4	BELOW 3	2	1	PRE-ACADEMICS	<input type="checkbox"/>
2. How often is the child able to follow two-part directions?	ALWAYS 5	FREQUENTLY 4	SELDOM 3	2	1		
3. How well does the child participate in group activities when compared to classmates (e.g., calendar, sharing)?	ABOVE 5	AVERAGE 4	BELOW 3	2	1		
4. How distractible is the child in comparison to his/her classmates during large group activities?	SELDOM 5	OCCASIONAL 4	FREQUENT 3	2	1	ATTENTION	<input type="checkbox"/>
5. What is the child's attention span in comparison to classmates?	LONGER 5	AVERAGE 4	SHORTER 3	2	1		
6. How well does the child pay attention during a small group activity or story time?	ABOVE 5	AVERAGE 4	BELOW 3	2	1		
7. How does the child's vocabulary and word usage skills compare to classmates?	ABOVE 5	AVERAGE 4	BELOW 3	2	1	COMMUNICATION	<input type="checkbox"/>
8. How proficient is the child at relating an event when compared to classmates?	ABOVE 5	AVERAGE 4	BELOW 3	2	1		
9. How does the child's overall speech intelligibility compare to classmates (i.e., production of speech sounds)?	ABOVE 5	AVERAGE 4	BELOW 3	2	1		
10. How often does the child answer questions appropriately (verbal or signed)?	ALMOST ALWAYS 5	FREQUENTLY 4	SELDOM 3	2	1	CLASS PARTICIPATION	<input type="checkbox"/>
11. How often does the child share information during group discussions?	ALMOST ALWAYS 5	FREQUENTLY 4	SELDOM 3	2	1		
12. How often does the child participate with classmates in group activities or group play?	ALMOST ALWAYS 5	FREQUENTLY 4	SELDOM 3	2	1		
13. Does the child play in socially acceptable ways (i.e., turn taking, sharing)?	ALMOST ALWAYS 5	FREQUENTLY 4	SELDOM 3	2	1	SOCIAL BEHAVIOR	<input type="checkbox"/>
14. How proficient is the child at using verbal language or sign language to communicate effectively with classmates (e.g., asking to play with another child's toy)?	ABOVE 5	AVERAGE 4	BELOW 3	2	1		
15. How often does the child become frustrated, sometimes to the point of losing emotional control?	NEVER 5	SELDOM 4	FREQUENTLY 3	2	1		

**TEACHER COMMENTS:** (frequent absences, health problems, other problems or handicaps in addition to hearing?)

**The Preschool S.I.F.T.E.R. is a SCREENING TOOL ONLY.** The primary goal of the Preschool S.I.F.T.E.R. is to identify those children who are at-risk for developmental or educational problems due to hearing problems and who merit further observation and investigation. Analysis has revealed that two factors, expressive communication and socially appropriate behavior, discriminate children who are normal from those who are at-risk. The greater the degree of hearing problem, the greater the impact on these two factors and the higher the validity of this screening measure. If a child is found to be at-risk then the examiner is encouraged to calculate the total score in each of the five content areas. Analysis of the content area score may assist in developing a profile of the child's strengths and special needs. The profile may prove beneficial in determining appropriate areas for evaluation and developing an individual program for the child.

**SCORING**

There are two steps to the scoring process. First, enter scores for each of the indicated questions in the spaces provided and sum the total of the 6 questions for the expressive communication factor and then the 4 questions for the socially appropriate behavior factor. If the child's scores fall into the At-Risk category for either or both of these factors, then sum the 3 questions in each content area to develop a profile of the child's strengths and potential areas of need.

Enter circled response from reverse side for each indicated question

<b>EXPRESSIVE COMMUNICATION</b>	1	<b>SOCIALLY APPROPRIATE BEHAVIOR</b>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
	13	
	14	
	15	
<b>Total Score</b> 6 questions		<b>Total Score</b> 4 questions

**EXPRESSIVE COMMUNICATION**

(check one)

**PASS (14 - 30)**  
score range

**AT-RISK (6 - 13)**  
score range

**SOCIALLY APPROPRIATE BEHAVIOR**

(check one)

**PASS (12 - 20)**  
score range

**AT-RISK (4 - 11)**  
score range

**SKILLS PROFILE**

CONTENT AREA	TOTAL SCORE (enter)	PASS RANGE	AT-RISK RANGE	SCREENING RESULTS (circle)	
PREACADEMICS		7 - 15	3 - 6	Pass	At-Risk
ATTENTION		9 - 15	3 - 8	Pass	At-Risk
COMMUNICATION		9 - 15	3 - 8	Pass	At-Risk
CLASS PARTICIPATION		7 - 15	3 - 6	Pass	At-Risk
SOCIAL BEHAVIOR		9 - 15	3 - 8	Pass	At-Risk

Sum the responses to the 3 questions in each content area from the reverse side. Enter the total score for each content area in the Total Score column above.

