THE VAN ASCH LEARNING AND CHANGE NETWORK

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INTRODUCTION

van Asch Deaf Education Centre is a co-educational special school and national resource centre providing educational services for with the education of children who are deaf or hearing impaired. Students enrolled with van Asch Deaf Education Centre attend schools located between the south of the Lower North Island and across the South Island. van Asch Regional teams liaise with the Ministry of Education Special Education offices to support students, parents and caregivers, teachers and others who support children who are deaf or hearing impaired. A core school is located in Christchurch, having a campus that spans three sites: Sumner for children at all educational levels, Wharenui for primary students and Hagley Community College for secondary students. The centre has residential facilities that cater for educational, social and personal development of the students. Students may stay at the base school for a variety of reasons including assessment, immersion programmes and where a child's needs cannot be met in their local area.

Mission Statement

'To be a leading provider of quality educational programmes & special related services which meet the needs of deaf & hearing impaired students & their families.'

Resource Centre

Regional Services

Education Centre
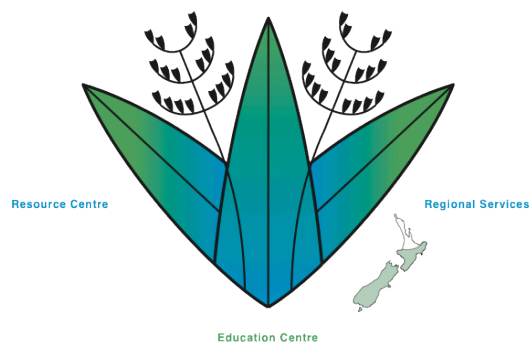
Confident communicators for successful learning

Let the language flow

Students' education is based on individual educational plans constructed by the school with the input of the students and families. The school offers several specialist services to work with students, teachers and families. These include:

- Services and technical aids
- Printed and electronic educational resources
- Professional advice on educational management and programmes
- Resource Teachers of the Deaf
- Part-time support programmes and habilitation services
- Counselling and guidance services, curriculum development and research support programmes

THE NETWORK LEADERSHIP TEAM

The van Asch Learning and Change Network is lead by members of the school administration and Resource Teachers of the Deaf in Christchurch and Regional teams. The names of the network leaders are listed in Table 1 below.

Table 1. van Asch Learning and Change network leaders.

NETWORK LEADER	ROLE
Bernie Mulcahy-Bouwman	Centre Principal
Tess Hillmer	Deputy Principal – Head of Specialist Services
Anita Boon	Specialist Resource Teacher - Visual Communication/ Practitioner Evaluator
Cushla Best	Resource Teacher of the Deaf (RTD) Lead Teacher (LT)
Lynn Jackson	RTD, LT
Sue Leith	RTD, LT
Olwyn McGibbon	SRT - Literacy Practitioner Evaluator
Jacqui McIntosh	RTD
Karen Pasco	RTD, LT
Shelley Riddell	RTD
Margaret Simpson	RTD

Facilitator: Jean Annan, University of Auckland

Lead Development Advisor: Rose Carpenter, Ministry of Education

THE SCHOOL AND ITS STUDENTS

van Asch Deaf Education Centre has approximately 400 students enrolled, with 22 of these at the core school. These students were enrolled in the core school and in mainstream schools across the southern North Island and all of the South Island. The ethnicities of the students at van Asch Deaf Education Centre are lists below. Students who are participants in the van Asch Learning and Change Network are part of the whole group, although the ethnic composition of the participants does not necessarily represent the entire school.
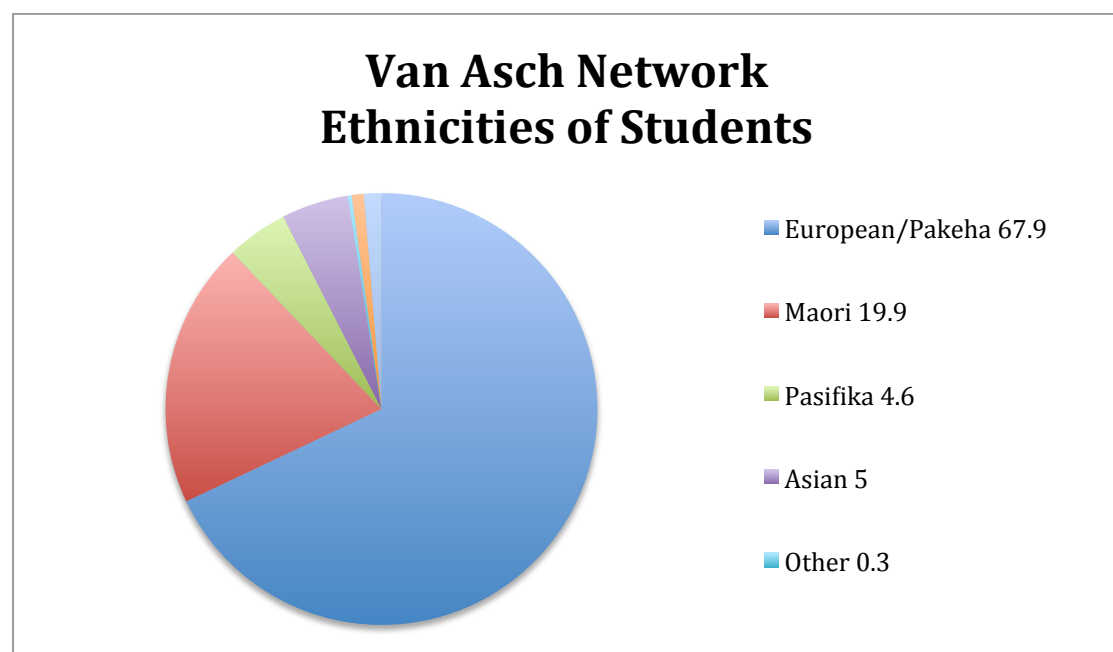

Figure 1. Graph showing ethnicities represented at van Asch Deaf Education Centre.

B. INFRASTRUCTURE: ESTABLISHING A NETWORK

The van Asch Network was initially part of the Sensory Schools Network, a network that included Blind and Low Vision Education Network, New Zealand (BLENNZ) and Kelston Deaf Education Centre. The activity of this sensory network was facilitated by Yvonne Hope and then Brian Annan.

With the withdrawal of Kelston Deaf Education Centre from the network at the beginning of 2013, the two remaining networks became two separate networks. They have, however, maintained contact with one another sharing and comparing ideas and attending the same regional training days. The two networks have many points of common interest, such as provision of educational services across a wide geographical area and the nature of relationships with students, families and schools. Effectively, the two networks, the van Asch Deaf Learning and Change Network and the BLENNZ Network currently operate as a network of networks.

A further development from the van Asch Learning and Change Network has been the establishment of a new network in the Hawkes Bay area. This is a network formed among five schools that have had involvement with the Learning and Change process through their work with students who have participated in the van Asch Network. The Hawkes Bay network will be established with the Ministry of Education, facilitated by the University of Auckland and supported by the network leaders from the van Asch Learning and Change Network. The process in this network will align with that of the van Asch network and will help to refine and build on their ongoing analyses.

FOUNDATIONS

The van Asch network leaders bring extensive expertise and experience to the activity of the network. Each is an established specialist teacher, having specialist knowledge of deaf education as well as knowledge of their particular contexts of practice in the core centres or the regions. Each of the network leaders has expertise in the management and coordination of programmes to support the education of young people who are deaf or hearing impaired. The

network activity has been able to build on the considerable professional relationships they have developed in their areas. Taking an appreciative view when interpreting people's actions and comments occurs as a matter of course.

NETWORK MEETINGS

The network leaders meet monthly at the Sumner Campus in Christchurch to discuss the progress of the project and plan next steps. The meetings provide a forum for sharing observations and experiences and reflecting on the process and findings of the van Asch Learning and Change Network activity. The Ministry of Education Lead Development Advisor for the network and the University of Auckland facilitator participate in each of the meetings.

A COMMUNITY OF PRACTICE

The van Asch network operates very much as a Community of Practice (see Wenger, McDermott, & Snyder, 2002). They have been brought together by their shared concern for a particular body of knowledge, the knowledge that is concerned with children's inclusion and authentic engagement in educational activities. The group has been self-selected and continues in the project because of members' passion for the work, their commitment to the group and their belief in the value of the project for the children about whom they care. Although various roles have been designated, many of the tasks are shared and network members support one another. The boundaries around roles are sufficiently flexible to allow the team to know of each other's roles and to share with them in the business of learning and change.

PARTICIPANTS IN THE NETWORK

The students participating in the Strategy are in Year 4 to Year 8. This range was selected because the students in these year groups would be most likely to have developed the language required to respond in interviews. In total there are 22 students, three from Taranaki, 10 from Canterbury, five from Hawkes Bay and seven from Nelson. Members of the students' families and class teachers from the schools in the students' regions are also taking part. Each party will contribute valuable information in the project.

The network leadership includes the Centre's principal, Bernie Mulcahy-Bouwman, deputy principal Tess Hillmer, and Specialist Resources Teachers and Resource Teachers of the Deaf as listed at the beginning of this document. All members of the team are taking teacher enthusiast roles with two Specialist Resource Teachers, Anita Boon and Olwyn McGibbon, also taking on practitioner evaluator roles. Due to the dispersed nature of the school, the two practitioner evaluators will work as coordinators of the evaluative probes, which are a key component of the strategy.

THE FOCUS OF THE PROJECT

The van Asch Learning and Change Network views the long-term goal of their present activity as collaborative efforts that will support their students to develop as global learners. They expect that their students will learn to learn with one another and to use contemporary technology in a blended learning environment. The wish to construct new and relevant knowledge with the students, their families and their schools and to effect the transfer of the new understandings into practice.

The specific focus of the van Asch Learning and Change Network is *student engagement*. The leaders strive for good outcomes in terms of students' school achievement and they acknowledge that children need to be positioned, or engaged, in order to learn. To understand engagement, the network has asked what it means to be a child engaged at school?

PACING THE VAN ASCH LEARNING AND CHANGE PROCESS

The van Asch project was paced to ensure that sufficient time was allowed for planning data collection and analysis. The network was also mindful of the school year cycle and have allowed time to complete their plan and refine this by the end of the 2012 school year. van Asch Deaf Education Centre will then be able to integrate planned changes with the 2013 schedule.

Table: van Asch Network Time-line from May-December 2012.

31 May	19 June	28 June	July	23 August	20 Sept	7 Nov	13 Dec
Parent interview designed	Regional training	Principal interviews Teacher interview Teacher aide Parent interview Data for one student -Looking for themes	Lead Development Advisor (MoE) to visit Hawkes Bay,Mainstream schools	Refining themes What is engagement? - Refine	Identifying principles for interviews	Action planning	Refine plan

C. UNDERSTANDING

CONSIDERING DATA COLLECTION

A key consideration for the network leaders when planning the project was the need to design data collection methods that would provide the type of information required. The network wanted to know:

1. What supports student to become engaged in their work?
2. What environments or circumstances are associated with engagement for the students?

The network also considered the ways that the data would be collated once it was collected. Management of the data and ease of accessing was taken into account when constructing questionnaires and interview schedules (e.g. use of likert scales). Staff also commented on the value of describing the interactive environment in which students learned so that contextual factors could be considered when interpreting information (e.g. identifying where a mother worked as a teacher aide in the school, where a school had few students, ...). Some influences on student engagement were expected to fall outside of the parameters of this inquiry, for example, language, family circumstances, health, complex needs.

Multiple sources of information

To find the answers to these questions, the network would need to be informed by several people who featured strongly in the life and education of the students

selected to participate in the project. Clearly, the students would be key informants to the network leaders understanding of their engagement in educational tasks. As the students' engagement was not considered a static experience but one that was viewed from many perspectives, the network leaders would also need to access the views of others including parents, caregivers, teachers, school principals, teacher aides and resource teachers of the deaf.

Appreciative, respectful process of understanding

The network leaders discussed various specific aspects of data collection. These included the value in taking a positive lens to the circumstances they examined and to identify the times when students were engaged. They wanted to understand the events and mechanisms that sat below such events. Much discussion also centred on ways in which network leaders talking with the participants could ensure that conversations were constructive and respectful. In most cases, data collection was carried out in the course of practice and in this way was minimally intrusive. The group worked together to consider the most helpful contexts for interviewing students and the ways in which the views of school principals could be included. Particular attention was paid to conversations about others' practice to ensure that a climate was established for authentic and appreciative discussion.

Iterative inquiry

The iterative nature of the data collection process was recognised by network leaders even if some said they held some doubts in the early stages. The leaders discussed the value in work in pairs to review processes and observations, a system that overcame some of the challenges to spontaneous discussion and reflection posed by geographical distance. During the process of data collection, the network leaders reviewed their interviews with students, principals, parents and special education coordinators in schools, and where necessary, returned with further inquiry where new questions had been generated or when data sets were not complete.

GATHERING INFORMATION

Clarifying what the network meant by engagement

The network considered the notion of student engagement and discussed ways of recognising it. When talking with students they wanted to understand what engagement meant for them and what observable or appreciable indicators of engagement were. The network leaders recognised that situations in which students were already engaged would hold valuable contextual information about student support. Clearly, students, parents, teachers and community would discern engagement in different ways. A valuable support for understanding of the concept of engagement was the professional literature that network leaders shared with one another. One helpful resource was a literature review about engagement in the middle years of schooling prepared for the Ministry of Education by Gibbs and Poskitt (2010). These writers also noted the challenges in forming a clear definition of engagement. Some aspects of engagement play a larger part in some situations than others. The notion of engagement selected for this project would need to consider the engagement of students who were deaf in learning activity.

The network continues to refine the statement reflecting their notion of engagement for the purpose of the Learning and Change Strategy. As it stands, the group understanding is that *engagement involves students actively, willingly and happily being involved and interested in learning.* That is, students who were engaged would be happily pursuing activities in the areas of the New Zealand Curriculum key competencies; thinking, using language symbols, and texts, managing self, relating to others and participating and contributing.

Student Interviews

van Asch Learning and Change Network constructed an interview schedule specifically to guide interviews with children about the learning environment from the students' perspectives. They inquired about a range of factors that would help them learn more about their students' engagement in learning. The inquiry schedule included a likert scale beside questions. This scale was

represented by a range of smiley faces and questions targeted four areas. The targeted areas were:

1. Academic Learning
2. Sense of Belonging
3. The Learning Environment
4. Relationships

A copy of the questionnaire is attached as an appendix to the document (See Appendix A).

Before talking with the students, some time was spent exploring the statements on the student interview schedules. The initial observation revealed more questions than answers. The results of these interviews were broad and did not help to indicate what students found helpful or supportive of engagement. The network asked, 'Were the statement too positive?', 'Did the students simply give responses that they thought the RTDs wanted to hear?'. They questioned students' understanding of the grading system for responding and considered the wording of the statements. The interview schedule was refined through trials. The leaders decided that the requests to respond to statements required further prompting and that Resource Teachers would need to take more of a conversational interview approach rather than administer the schedule. This did help to overcome some of the language and self-awareness challenges and allowed students to express themselves more easily. The interviewers used encouragers where appropriate and videotaped some sessions to accommodate shared review. The informal relaxed 'chat' supported that sharing of what appeared to be more authentic comments.

A sample of conversation between a network leader and a student is inserted below.

RTD: What helps you to learn?

STUDENT: Do you know what? Sometimes I turn my hearing aids off if I have to concentrate and get the answer right, like with Maths or Spelling. No one sees me do that, they don't really know, but it helps me to think.

RTD: Do you learn through lip-reading and listening, or just listening?

STUDENT: Just listening. When she goes to other kids to give advice I like to listen when she's got the FM on so I don't make that mistake, and it gives me a hint about what I have to write

RTD: I am interested in how you like to learn, like I know it is a big topic.

What is your preference on how you like to learn… on your own? In a group? A whole class thing? or a buddy, or just with a teacher? There're lots of different styles that people like learning in.

STUDENT: In Text Exploration I like working with a buddy and working with a group. I don't mind what I do.

RTD: Which one would be your least favourite, the one you don't like. Which one?

STUDENT: Umm umm. The teacher just talking to me, just talking. I like it when they give me strategies.

RTD: What's good about seeing their faces when they're talking to you?

STUDENT: You won't even understand when they're not looking at your face cos you're not even look at their mouths and see what they're speaking.

Questionnaire for teacher, teacher aide, RTD

The Network Leaders used a questionnaire, C.D. Johnson's (2011) *Placement and Readiness Checklist* (PARC). Selected for this project was the General Education Inclusion Readiness checklist with some additional items included. This checklist was used to discuss students' engagement with class teachers, teacher aides and Resource Teachers of Deaf Children. The checklist was selected to provide a uniform guide for discussing focus behaviours and activities and was easy to administer. The Network leaders were careful to ensure that teachers and support staff did not require lengthy times to complete the questionnaire.

The checklist included a list of items that network leaders considered could be indicative of student engagement, or in other words, active participation in the classroom and at playtimes. Each item could be scored on a five point scale, each point being described to indicate the extent to which students engaged in that

learning activity. An example of selected items on a completed checklist with scale points shaded is included in Figure 2 below. A full list of items can be found in the appendix to this document (See Appendix B)..

Figure 2. A completed example of the modified PARC General Education Inclusion Readiness checklist – sampled items.

Network Leaders have included a teacher interview in their data gathering. Not all are complete at this time.

Principal Interview

The network leaders sought the views of the school principal on their student's engagement. As the network leaders had worked with school staff to contribute information the full interview was not repeated with the principal. The network

leaders planned to hold short but focused conversations with them. To ensure that the conversations were to the point and did not interfere unduly with the daily routines of the school, the network leaders prepared an informative oral introduction requesting short conversations at times that were convenient for principals. Conversations that allowed the principals to share their perspectives on students' engagement in learning were guided as follows.

- We're interested in how …. learns.
- What do you think …… is doing with his/her learning?
- What does that look like?
- Allow the principal to elaborate on the responses.

Parent interviews

Similar introductions were also scripted for parents. The network leaders wanted to understand parents' views of what it meant for their child to be engaged at school or in the classroom and to be happy and learning. The questions were broad to allow conversation to include information that the parent viewed as relevant and important in the student's engagement in learning activities.

- We're interested in how …. learns.
- What do you think …… is doing with his/her learning?
- What does that look like?
- Allow the parent to elaborate on the responses.

At this stage, some parent information has been collected and this is reported in the findings sections. Some network leaders are in the process of collecting the remainder of parent information.

PROBES

The infrastructure probes (reflective surveys) of the Learning and Change Strategy were completed with the coordination of the two practitioner evaluators, Anita Boon and Olwyn McGibbon. Each region formed a subgroup (similar to a school in multiple school networks) to review the process to date. Subgroups completed probes and looked for emerging patterns and trends at the following meeting.

MEASURES FOR ESTABLISHING PROJECT EFFECTIVENESS

The network leaders were mindful that they would need to establish whether or not a future planned intervention was successful. They recognised that change in relation to the achievement challenge may occur while data collection progressed, so checked that this information would be collected before the point of planning explicit change. The leaders suggested the use of a likert scale that could help to gauge change in qualitative data. They were also aware that some school measures of academic progress were taken as part of students' ongoing assessment.

MAKING SENSE OF THE INFORMATION

The data collection phase has generated much raw data that needed to be analysed in a way that placed the key messages in the foreground. From the vast and discrete sets of data collected from multiple sources, a coherent and manageable meaning was sought. A clear understanding of the situation would help to guide a focused programme of change.

This process of analysis has been ongoing through the project. At each meeting, the network leaders have shared the findings they have observed since the previous meeting. From the findings, the network has listed the key messages that were evident in their data. They have specified the data that allowed them to make these statements to ensure that their interpretations have been based on the new data and not on previous observations or preconceived views. However, prior knowledge and experience were recognised as important contributors to authentic interpretation, the network leaders familiarity with the learning environments and the relationships developed with school staff, parents and students allowing them to access and understand responses and actions. The network leaders also ensured that each of the key messages, or emerging themes in the data, was linked to the focus of the project, student engagement.

The network acknowledged that in dynamic situations such as the students' learning environments, that they could collect information forever. The learning

environment was ever changing. The point of analysis has been set for the time when all participants have completed interviews and when key follow-up inquiries had been made. A proposed date for final analysis and planning was set (see time-line).

TRACKING EMERGING PATTERNS

At network meetings, the emerging themes (the network's 'hunches' about the influences on student engagement) were identified and listed on a hunch–tracker document (See Table 2 below). This allowed the data to be kept tidy as the network ventured out to collect more information. Newfound information would be compared with the previous hunches and could support a hunch, challenge it or propose a completely new hunch. The hunch-tracker would allow the themes to be firmed up on an ongoing basis so that by the end of the data collection, the process of analysis would be manageable and meaningful. The themes would indicate the areas to target for change and the richness of the data collected would indicate what changes needed to be made and how best to make them.

Table 2. The van Asch Learning and Change Hunch-tracker (partially completed)

HUNCH TRACKER van Asch Learning and Change Network			
HUNCHES 28 JUNE 2013	HUNCHES 23 AUGUST	HUNCHES 23 SEPTEMBER	FINAL DIMENSIONS
1. Multiple perspectives on engagement 2. Expectations – data to support 3. Seems ok so is ok 4. Child's ability to express him/herself 5. Adult advocacy /dependency/ security 6. Belief in ability to learn 7. "Not the worst in the class/school" 8. Parent – school relationship 9. Social relationships 10. Child - teacher, child – parent teacher 11. Development			

The hunch-tracker shows that eleven areas have been tentatively identified as recurring or powerful influences on student engagement. That is, these are the hunches that the network has at this time. To date, the network has identified that students are making connections with a variety of others in their wider world and it appears that their learning relationships are lateral rather than closed. It is becoming clear that the students must access their worlds both socially and academically and that students need to be supported to take an active role. The networks' next task is to collect more information as they work through their data collection schedules and then review this list. The list has been kept broad at this point, although in the later stages of data collection, the number of themes may be reduced as themes are combined.

The van Asch Learning and Change Network is aware that it is not seeking a 'truth' but is looking to construct, with all participants, a valid theory of engagement for this particular group of students. There will be no one right theory but one that fits with the experience and perspectives of the students, teachers, families and specialist staff who are contributing to the project. The strategies developed from the analysis are expected to support planning for engagement for students who are deaf or hearing impaired and who are connected to local and base schools.

References

Gibbs, J., & Poskitt, J. (2010). Student Engagement in the Middle Years of Schooling (Years 7-10): A Literature Review. Report to the Ministry of Education, New Zealand.

Johnson, C.D. (2011). PARC: Placement And Readiness Checklists for Students who are Deaf and Hard of Hearing. Retrieved 23 June, 2013 from http://www.handsandvoices.org/pdf/PARC_2011.pdf

Wenger, E., McDermott, R., & Snyder, W. (2002). Cultivating Communities of Practice: A Guide to Managing Knowledge. Boston: Harvard Business Press.

APPENDICES

A. LEARNING AND CHANGE NETWORK: EVALUATIVE PROBE QUESTIONNAIRE

Student/Teacher Relationship

1. I like talking to my teacher.
2. I like it when my teacher talks to me.
3. I like to answer questions in class.
4. I ask my teacher for help.

Student/Academic Programme Relationship

1. I learn best when I have a buddy.
2. I ask my buddy for help.
3. I do my best learning when I am with my friends.
4. I like to work with an adult.
5. I like to work in small groups.
6. I like to work by myself.
7. I like learning new things.
8. I learn best when I can listen.
9. I learn best when I have pictures or diagrams to see.

Belonging

1. I like coming to school.
2. I feel good in class.
3. I have friends in my class.
4. I join in class activities.
5. I like it when I am given a job to do.

Environment

1. I like where I sit in class.
2. I like to sit up the front.
3. I like it when the class is quiet.
4. I can hear my teacher.
5. I can see my teacher when s/he talks.
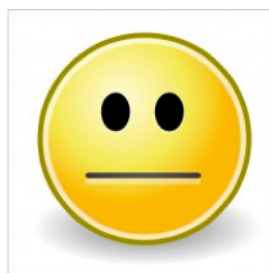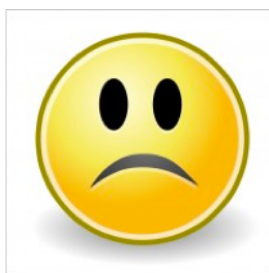6. I like to see the face of the person who is talking.

RATING SCALES FOR USE IN INTERVIEWS

1	2	3	4	5
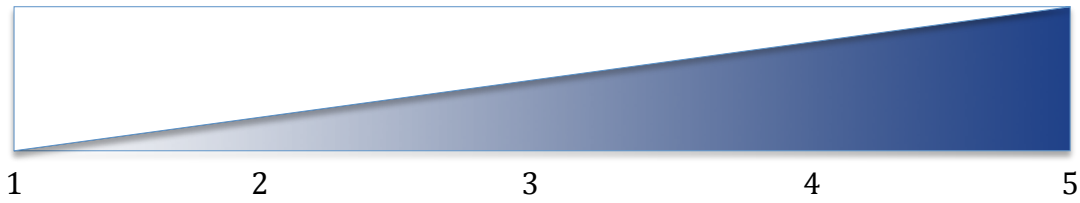
Never	Seldom	Sometimes	Often	Always

B. BEHAVIOUR CHECKLIST OF ITEMS ASSOCIATED WITH ENGAGEMENT (COMPLETED EXAMPLE)

ADAPTED FROM:

Johnson, C.D. (2011). PARC: Placement And Readiness Checklists for Students who are Deaf and Hard of Hearing. Retrieved 23 June, 2013 from http://www.handsandvoices.org/pdf/PARC_2011.pdf

Behaviour checklist that could be indicative of student engagement/active participation in the classroom and at playtimes

Student Name: A. Student.　　　　　　Date: 20/5/13

Completed by: A. Teacher　　　　　　Designation: Classroom Teacher

1	2	3	4	5
1. Knowledge of classroom routines and ability to handle transitions:				
❑ Appears unaware of routine/does not make transitions	❑ Makes transitions with adult assistance	❑ Makes transitions by observing others *Uses both*	❑ Makes transitions with verbal/sign prompting	❑ Aware of routines/makes transitions independently
2. Following directions:				
❑ Does not follow directions:	❑ Follows directions with adult assistance	❑ Follows directions by observing others	❑ Follows directions verbal/sign prompt	❑ Follows directions independently
3. Attention to classroom instruction (as compared to classmates):				
❑ Student is disengaged	❑ Attends less than 25% of the time	❑ Attends 50% of the time	❑ Attends 75% of the time	❑ Attends 100% of the time
4. Comprehension of classroom instruction: Example:				
❑ Does not comprehend	❑ Appears to understand information that is familiar/highly structured	❑ Appears to understand information that is familiar/highly structured and some information that is new or less structured	❑ Appears to understand most information presented	❑ Appears to have complete understanding of all information
5. Typical behaviour when content is not understood:				

❑ Drops out/engages in irrelevant activity	❑ Facial cues indicate lack of understanding	❑ Looks to another student for assistance	❑ Asks for assistance from teacher *Sometimes*	❑ Indicates specific content not understood

6. Typical response behaviour:

❑ Student is disengaged	❑ Does not respond when called on	❑ Answers when called on but response is not related to the topic	❑ Answers when called on with response on topic *With assistance*	❑ Volunteers response/comment and is on topic

7. Student's response in teacher directed activities:

Example:

❑ None made	❑ Not related to the topic	❑ Incorrect but related to the topic	❑ Correct and related to the topic	❑ Enriching to the discussion

8. Student's participation in group discussion and cooperative learning:

❑ Student is disengaged	❑ Attentive initially; gives up *Often gives up if he lacks understanding*	❑ Attentive; participation not productive	❑ Attentive; comments appropriately some of the time	❑ Participates constructively

9. Attends and processes chain of communication:

❑ Does not acknowledge speaker	❑ Aware of multiple speakers in chain of communication	❑ Follows chain of communication understanding 50% of information or less	❑ Follows chain of communication understanding 75% of information or more	❑ Follows chain of communication understanding 90% of information or more

10. Independently initiates communication interaction within the classroom or self-initiates a comment:

❑ Does not initiate	❑ Initiates inappropriately *sometimes*	❑ Initiates appropriately 50-70% of the time	❑ Initiates appropriately 70-90% of the time	❑ Initiates 90% of the time or more

11. Self-Advocacy Skills

❑ Does not know *when* information is misunder-stood, does not know *how* to ask for assistance	❑ Does not usually know *when* information is misunderstood knows *how* to ask for assistance but manner is not appropriate	❑ Does not usually know *when* information is misunderstood but knows *how* to ask for assistance appropriately when needed	❑ Most of the time recognises *when* information is misunderstood, *how* to ask for assistance appropriately	❑ Consistently recognises *when* information is misunderstood, *how* to ask for assistance, and *when* it is appropriate to ask for repetition

12. Independence in managing assistive devices and communication environment

❑ Does not change position in response to	❑ changes position in response to differing	❑ changes position in response to differing	❑ changes position in response to differing listening	❑ changes position in response to differing listening

differing listening situations, choose appropriate listening device, give guidance to others on their listening needs	listening situations, chooses appropriate listening device, gives guidance to others on their listening needs less than 25% of the time	listening situations, chooses appropriate listening device, gives guidance to others on their listening needs 50% of the time	situations, chooses appropriate listening device, gives guidance to others on their listening needs 75% of the time	situations, chooses appropriate listening device, gives guidance to others on their listening needs 90% or more of the time
13. Independently initiates social communication or interaction at playtimes:				
❑ Does not initiate	❑ Initiates inappropriately	❑ Initiates appropriately 50-70% of the time	❑ Initiates appropriately 70-90% of the time	❑ Initiates 90% of the time or more