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Speech-to-Text Readiness Checklist

Considerations for Improving Access to Teacher Instruction via Real-Time Speech-to-Text Translation



Student's Name _____ Grade _____ School _____

Date _____ Individual(s) Completing Checklist _____

The purpose of this checklist is to estimate the difficulty a student may have accessing verbal teacher instruction (gr. 3-12) and to help teams gather information on student skills to assist in determining the appropriateness* of providing Interact-AS real-time speech-to-text translation as a mediated communication accommodation.

1. Student Skill Level

- What is the student's one-minute rate of oral reading fluency compared to class peers? _____ wpm**
- What is the student's reading comprehension level compared to class peers? _____ age/gr. equivalent
- What is the student's receptive language level compared to class peers? _____ age/gr. equivalent
Total score for receptive language: much lower lower average higher much higher
- What is the student's level of listening comprehension? _____ age/gr. equiv % compared to peers %***
- When repeating age-appropriate single words, what is the student's score when using hearing device(s) and a teacher-student distance typical of classroom listening? listening only _____% with speechreading _____%****

2. Student Classroom Performance

- SIFTER: Academics: P M F Attention: P M F Communication: P M F Class Participation P M F School Behavior P M F
Screening Instrument For Targeting Educational Risk***** : Elementary SIFTER Secondary SIFTER
- How distracted is the student by objects on body/desk (playing, moving, fussing)? Very 1 2 3 4 5 Not Very
- Compared to peers, how would you rate student's time on task/ability to focus? Poor 1 2 3 4 5 Good
- What is the level of responsibility/independent troubleshooting with hearing devices? Poor 1 2 3 4 5 Good
- Level of concern about student response to peer attention with embarrassment: No concern 1 2 3 4 5 High

3. Classroom Readiness to Use Interact-AS (these are considerations for what may affect success, not for candidacy)

- Has the classroom teacher had experience wearing a microphone? Yes No A bit 1 2 3 4 5 A lot
- Teacher's level of comfort with technology (computers, FM, etc)? Would rather not 1 2 3 4 5 Loves it!
- Does the student currently use a personal FM system? Yes No Would rather not 1 2 3 4 5 Loves it!
- Level of trust/confidence in likelihood that student will care for equipment? High concern 1 2 3 4 5 None
- How often does the teacher pass the microphone during class discussions? Never 1 2 3 4 5 Consistently
- Does the teacher have a laptop on his/her desk? Yes No Is a laptop available for student? Yes No
- Student's hearing loss been discussed with peers? Yes No Longtime stable peer group? Yes No
- Does the complement of class peers support a culture of acceptance without teasing, etc.? No 1 2 3 4 5 Yes

*Optimal access to classroom instruction is so important that the IDEA statute (20 USC 1400(c)(5)(H)) specifies "supporting the development and use of technology, including assistive technology devices and assistive technology services, to **maximize** accessibility for children with disabilities."

** DIBELS goals: end of grade 3 = >110 wpm; grade 4 = >118 wpm; grade 5 = >124; and grade 6 = >125. Teachers typically speak 100-125 words per minute (wpm); people *think* at 400-600 wpm and the average high school student *processes* information at 125 wpm. This means that students typically have the cognitive resources to think about information they hear, even as they glance down periodically to read speech-to-text captions for a few seconds.

*** Obtain via specific listening comprehension tests or informal listening comprehension for passages compared to 2+ peers.

Interact-AS Options: 30-day trial period Permanent license of software Cable for mic receiver to PC laptop
Interact-AS can work with a student's FM system (need extra FM receiver) or Classroom wireless headset (if no FM)
Must have computer or media tablet with i5 or better CPU and at least 4 GB of RAM. If teacher has a PC on desk, it can transmit to iPad on student's desk. Translation of teacher's voice can be received by multiple students with laptops/iPads in a single classroom. Students who change classes must use a dedicated computer with Interact-AS software.

Go to <http://successforkidswithhearingloss.com> for information on Interact-AS, Functional Listening Evaluation, and to download SIFTERS*****.

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