DLM APPENDIX

FIRST CONTACT SURVEY (ALL QUESTIONS)

> Hint: The First Contact survey has changed for 2015-16.

The questions asked in the First Contact survey are included here. The First Contact survey is completed in Educator Portal.

First Contact Survey

*The item only appears when a certain choice is selected from a previous question.

Special Education Services
Select the student's Primary Disability
- Autism
- Deaf-blindness
- Deafness
- Developmental delay
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment, including blindness
- Non-categorical/Eligible Individual

Educational Placement**:** Chose the option that best describes the student's educational placement. "Regular Class" means a typical classroom, not a resource room or separate class.
- 80% or more of the day in Regular Class
- 40% - 79% of the day in Regular Class
- Less than 40% of the day in Regular Class

- Separate School: includes public or private separate day school for students with disabilities, at public school expense
- Residential Facility: includes public or private separate residential school for students with disabilities, at public school expense
- Homebound/Hospital Environment: includes students placed in and receiving special education in a hospital or homebound program

Hearing

Hearing *
- No hearing loss suspected/documented
- Questionable hearing but testing inconclusive
- Deaf or hard of hearing

Classification of Hearing Impairment
- Mild (26-40 dB loss)
- Moderate (41-55 dB loss)
- Moderately Severe (56-70 dB loss)
- Severe (71-90 dB loss) 5. Profound (91+ dB loss)
- Unknown

Hearing: Mark all that apply-
- Uses personal or classroom amplification (e.g., personal FM device)
- Uses unilateral hearing aid
- Uses bilateral hearing aid
- Has cochlear implant
- Uses oral language
- Uses sign language

Vision

Vision *
- No vision loss suspected or documented
- Normal vision with glasses or contact lenses
- Questionable vision but testing inconclusive
- Blind or low vision, including vision that is not completely corrected with glasses or contact lenses

Classification of Visual Impairment (select all that apply)
- Low Vision (acuity of 20/70 to 20/200 in the better eye with correction.)

- Legally Blind (acuity of 20/200 or less or field loss to 20 degrees or less in the better eye with correction.)
- Light Perception Only
- Totally Blind
- Cortical Visual Impairment

Vision: Mark all that apply-
- Requires enlarged print
- Requires tactile media (objects, tactile graphics, and tactile symbols)
- Requires or uses Braille
  - Uncontracted Braille
  - Contracted Braille
  - UEB

Technological Visual Aids: Mark all that apply-
- Screen magnification device (fits over standard monitor) or software (e.g., Closeview for Mac, ZoomText)
- CCTV
- Screen reader and/or talking word processor
- Manual (e.g., Perkins Brailler) or Electronic (e.g., Mountbatten Brailler) Braille writing device
- Device with refreshable Braille display

Arm/ Hand Control and Health
Arm and hand control: Mark all that apply-
- Uses two hands together to perform tasks
- Uses only one hand to perform tasks
- Requires physical assistance to perform tasks with hands
- Cannot use hands to complete tasks even with assistance

Does the student have any health issues (e.g., fragile medical condition, seizures, therapy or treatment that prevents the student from accessing instruction, medications, etc.) that interfere with instruction or assessment? *
- No
- Yes

Computer Use and Instruction
Computer Use: Select the student's primary use of a computer during instruction*
- Accesses a computer independently

- Accesses a computer independently given assistive technology
- Uses a computer with human support (with or without assistive technology)
- This student has not had the opportunity to access a computer
- This student cannot access a computer with human or assistive technology support

Why has this student not had the opportunity to access a computer during instruction? *
- Student's disability prevents the student from accessing a computer
- The equipment is unavailable
- Student refuses to try to use a computer
- I (or other educators) at this school have not had the opportunity to instruct the student on computer usage

Computer access during instruction: Mark all that apply-
- Standard computer keyboard
- Keyboard with large keys or alternative keyboard (e.g., Intellikeys)
- Touch screen (e.g., touch screen computer, tablet, iPad, iPod touch)
- Standard mouse or head mouse
- Eye gaze technology (e.g., Tobii, EyeGaze Edge)
- Scanning with switches (one or two-switch scanning)

Level of attention to computer-directed instruction *
- Generally sustains attention to computer-directed instruction
- Demonstrates fleeting attention to computer-directed instructional activities and requires repeated bids or prompts for attention
- Demonstrates little or no attention to computer-directed instructional activities

Level of attention to teacher-directed instruction *
- Generally sustains attention to teacher-directed instruction
- Demonstrates fleeting attention to teacher-directed instructional activities and requires repeated bids or prompts for attention
- Demonstrates little or no attention to teacher-directed instructional activities

Expressive Communication
Does the student use speech to meet expressive communication needs? *
- Yes
- No

Choose the highest statement that describes the student's expressive communication with speech *

- Regularly combines 3 or more spoken words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)
- Usually uses 2 spoken words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering questions, and commenting)
- Usually uses only 1 spoken word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)

Does the student use sign language in addition to or in place of speech to meet expressive communication needs? *

- Yes
- No

Choose the highest statement that describes the student's expressive communication with sign language *

- Regularly combines 3 or more signed words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)
- Usually uses 2 signed words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering brief questions, and commenting)
- Usually uses only 1 signed word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)

Select the student's primary sign system *

- American Sign Language (ASL)
- Signed Exact English (SEE)
- Hybrid or idiosyncratic/personalized signing system

Alternate Communication

Does the student use augmentative or alternative communication in addition to or in place of speech or sign language to meet expressive communication needs? *
- Yes
- No

Choose the highest statement that describes the student's expressive communication with augmentative or alternative communication *
- Regularly combines 3 or more symbols according to grammatical rules to accomplish the 4 major communicative purposes (e.g., expressing needs and wants, developing social closeness, exchanging information, and fulfilling social etiquette routines)
- Usually uses 2 symbols at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering brief questions, commenting)
- Usually uses only 1 symbol to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting)

Augmentative or alternative communication
How many symbols does the student choose from when communicating? (choose the highest that applies)
- 1 or 2 at a time
- 3 or 4 at a time
- 5 to 9 at a time
- 10 or more at a time

What types of symbols does the student use? (choose all that apply)
- Real objects
- Tactual symbols
- Photos
- Line drawing symbol sets (Boardmaker, PCS, Symbol Stix, other)
- Text Only

What voice output technology does the student use? (choose all that apply)
- Single message devices (e.g., BIGmac)
- Simple devices (e.g., GoTalk; QuickTalker; SuperTalker)
- Speech generating device (e.g., Tobii-DynaVox, PRC/PrentkeRomich)
- None

If the student does not use speech, sign language, or augmentative or alternative communication, which of the following statements best describes the student's expressive communication? Choose the highest statement that applies *

- Uses conventional gestures (e.g., waving, nodding and shaking head, thumbs up/down), looking, pointing, and/or vocalizations to communicate intentionally but does not yet use symbols or sign language
- Uses only unconventional vocalizations (e.g., grunts), unconventional gestures (e.g., opening mouth wide to indicate hunger), and/or body movement to communicate intentionally
- Exhibits behaviors that may be reflexive and are not intentionally communicative but can be interpreted by others as communication (e.g., crying, laughing, reaching for an object, pushing an object away)

Receptive Communication
Receptive communication: MARK EACH ONE to show how consistently the student uses each skill. 1) 0% - 20% of the time - Almost never, 2) 21% - 50% of the time - Occasionally, 3) 51 – 80% of the time - Frequently, 4) More than 80% of the time - Consistently
If the student previously demonstrated and no longer receives instruction, mark "More than 80%."

A. Can point to, look at, or touch things in the immediate vicinity when asked (e.g., pictures, objects, body parts)

B. Can perform simple actions, movements or activities when asked (e.g., comes to teacher's location, gives an object to teacher or peer, locates or retrieves an object)

C. Responds appropriately in any modality (sign, gestures, facial expressions) when offered a favored item that is not present or visible (e.g., "Do you want some ice cream?")

D. Responds appropriately in any modality (sign, gestures, facial expressions) to single words that are spoken or signed

E. Responds appropriately in any modality (sign, gestures, facial expressions) to phrases and sentences that are spoken or signed

F. Follows 2-step directions presented verbally or through sign (e.g., gets a worksheet or journal and begins to work, distributes items needed by peers for a lesson or activity, looks at requested or desired item and then looks at location where it should go)

Reading Skills
Reading skills: MARK EACH ONE to show how consistently the student uses each skill. 1) 0% - 20% of the time - Almost never, 2) 21% - 50% of the time - Occasionally, 3) 51 – 80% of the time - Frequently, 4) More than 80% of the time - Consistently

If the student previously demonstrated and no longer receives instruction, mark "More than 80%."

A. Recognizes single symbols presented visually or tactually (e.g., letters, numerals, environmental signs such as restroom symbols, logos, trademarks, or business signs such as fast food restaurants)

B. Understands purpose of print or Braille but not necessarily by manipulating a book (e.g., knows correct orientation, can find beginning of text, understands purpose of text in print or Braille, enjoys being read to)

C. Matches sounds to symbols or signs to symbols (e.g., matches sounds to letters presented visually or tactually, matches spoken or signed words to written words)

D. Reads words, phrases, or sentences in print or Braille when symbols are provided with the words

E. Identifies individual words without symbol support (e.g., recognizes words in print or Braille; can choose correct word using eye gaze)

F. Reads text presented in print or Braille without symbol support but WITHOUT comprehension

G. Reads text presented in print or Braille without symbol support and WITH comprehension (e.g., locates answers in text, reads and answers questions, retells after reading, completes maze task)

H. Explains or elaborates on text read in print or Braille

Student's approximate instructional level of reading text with comprehension (print or braille): Mark the highest one that applies *

● Above third grade level
● Above second grade level to third grade level
● Above first grade level to second grade level
● Primer to first grade level
● Reads only a few words or up to pre-primer level
● Does not read any words when presented in print or Braille (not including environmental signs or logos)

Math Skills

Math skills: MARK EACH ONE to show how consistently the student uses each skill. 1) 0% - 20% of the time - Almost never, 2) 21% - 50% of the time - Occasionally, 3) 51 – 80% of the time - Frequently, 4) More than 80% of the time - Consistently

If the student previously demonstrated and no longer receives instruction, mark "More than 80%."

A. Creates or matches patterns of objects or images

B. Identifies simple shapes in 2 or 3 dimensions (e.g., square, circle, triangle, cube, sphere)
C. Sorts objects by common properties (e.g., color, size, shape)
D. Counts more than two objects
E. Adds or subtracts by joining or separating groups of objects
F. Adds and/or subtracts using numerals
G. Forms groups of objects for multiplication or division
H. Multiplies and/or divides using numerals
I. Uses an abacus
J. Uses a calculator
K. Tells time using an analog or digital clock
L. Uses common measuring tools (e.g., ruler or measuring cup)
M. Uses a schedule, agenda, or calendar to identify or anticipate sequence of activities

Writing Skills
Indicate the highest level that describes the student's writing skills. Choose the highest level that the student has demonstrated even once during instruction, not the highest skill demonstrated consistently.
Writing includes any method the student uses to write using any writing tool that includes access to all 26 letters of the alphabet. Examples of these tools include paper and pencil, traditional keyboards, alternate keyboards and eye-gaze displays of letters.

A. Writes paragraph length text without copying using spelling (with or without word prediction)
B. Writes sentences or complete ideas without copying using spelling (with or without word prediction)
C. Writes words or simple phrases without copying using spelling (with or without word prediction)
D. Writes words using letters to accurately reflect some of the sounds
E. Writes using word banks or picture symbols
F. Writes by copying words or letters
G. Scribbles or randomly writes/selects letters or symbols

*The item only appears when a certain choice is selected from a previous question.

End of Survey