

Student Profile

A. Factors for Consideration (Matrix)	Points	Student Name:	Date:
1. Audiological Factors		Date of Birth:	Age:
2. Language/Vocabulary		Eligibility:	Grade:
3. Functional Listening Skills		School:	
4. Use of Hearing Technology		Local District:	
5. Academic/Vocational Performance		Educational Team Member(s) Completing Form:	
6. Personal Adjustment and Transition			
Total Points A			
B. Contributing Factors (Optional) +/- .5 Points		Educational Impact Score	Total (Round up to the next integer)
Student Cooperation		Total A +/- Total B (Optional) =	
Attendance		Impact Score	Guideline for Considering Range of Service
Change in Program		0-8	0-14 minutes/week
Challenging Condition		9-16	9-20 minutes/week
Other		17-24	21-37 minutes/week
Total Points B		25-32	35-50 minutes/week

This is only a guideline for consideration; it does NOT mean all students must be seen weekly.

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Educational Impact Matrix for Students Who Are Deaf or Hard of Hearing

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Introduction

The *Educational Impact Matrix for Students Who Are Deaf or Hard of Hearing* is an optional resource designed for use with students who are deaf or hard of hearing (DHH) and attend classes in the general education setting. Use this document to assist school personnel and parents as partners in discussing student needs. This is a data-collection tool for facilitating discussions and is not intended as a determiner of service. Service determination is the responsibility of the educational team.

Instructions

The *Educational Impact Matrix* should be completed by a teacher or teacher consultant with the DHH endorsement. If such personnel is not available, the matrix should be completed by a special education teacher or other specialist who has knowledge of the suspected disability. (See [Michigan Administrative Rules for Special Education](#) [bit.ly/4rZUBsD], Rule 340.1701b.) The [Assessment Resource Guide for Students Who Are Deaf or Hard of Hearing](#) (bit.ly/DHHAssessmentGuide) is aligned with the *Educational Impact Matrix*: Factors for Consideration categories and may be a helpful resource when searching for assessment and data collection tools to complete the matrix. Educational teams may also use the [Michigan Communication Plan for Students Who Are Deaf or Hard of Hearing](#) (bit.ly/DHHCommPlan) alongside the matrix to support discussions. “Notes” sections are available to list data collection sources or additional information regarding the specific factors for consideration.

Part A: Factors for Consideration

Six factors for consideration (pages 5-10) and their descriptions are included in this section. Collect data and check boxes for all statements that apply. If several boxes are checked within the same factor, add the value assigned to each box and divide by the number of boxes checked. Record the points in the lower left box. See the examples below for assistance.

Example 1: In the Audiological Factors section, a student has a unilateral hearing level (0 points), occasional middle ear concerns (2 points), and speech discrimination of 75% with hearing device(s) (3 points). Check three boxes. Add the values ($0+2+3=5$) and divide by 3. The student would score 1.7 for Audiological Factors.

Example 2: In the Use of Hearing Technology section, a student has been identified/fit with hearing device(s) within the past 6 months (3 points), needs regular assistance with use and care (3 points), and uses hearing device(s) at home and school (0 points). Check three boxes. Add the values ($3+3+0=6$) and divide by 3. The student would score 2 for the Use of Hearing Technology section.

Part B: Contributing Factors (optional)

This section provides an option for educational teams to consider other influential data that may exist. Teams may add or subtract .5 for any of the contributing factors listed. If no contributing factors exist, teams may leave this area blank.

Examples: If a student has a history of excellent attendance, the team could subtract .5. If a student has a history of poor attendance, the team could add .5. If a student experienced a recent change in program, the team could add or subtract .5, depending on how that change impacted the student. Use the "Other" box to capture additional factors to consider for a student's profile. Add or subtract the numbers to obtain a total. (A total of plus or minus 2.5 is possible from this section.)

Add the sums from Part A and B to reach the total Educational Impact Score. This total score may assist educational teams in discussing student needs and potential support. Compare the total Educational Impact Score with the Impact Score ranges and corresponding Guideline for Considering Range of Service. Each student has unique needs. Educational teams should NOT use this document as a determination of service, but as information to consider.

Acknowledgments

Thank you to the original committee, including DHH professionals at Oakland Schools and Midland Educational Service Agency, as well as Marianne Titler, Tammy Kamran, Suzanne Raschke, Shannon Williams, and Nancy Mosher, for their work on developing the original document in 2011.

References

- *Colorado Communication Rating Scales*, 2010
- *Colorado Individualized Profile for DHH*
- *Michigan Early On Child Outcomes Handbook*, 2009
- Montgomery County Intermediate Unit 23, Pennsylvania
- Minnesota Department of Education *Resources for Assessment of Students Who Are Deaf and Hard of Hearing*, 2008
- Oakland Schools Intermediate School District *Severity Rating Scale for the Hearing Impaired*
- *Wyoming Severity Rating Scale for Students with Significant DHH Support Needs*, 2018

Student Profile

A. Factors for Consideration (Matrix)	Points
1. Audiological Factors	
2. Language/Vocabulary	
3. Functional Listening Skills	
4. Use of Hearing Technology	
5. Academic/Vocational Performance	
6. Personal Adjustment and Transition	
Total Points A	

B. Contributing Factors (Optional)	+/- .5 Points
Student Cooperation	
Attendance	
Change in Program	
Challenging Condition	
Other	
Total Points B	

Student Name:	Date:
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Date of Birth:	Age:
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Eligibility:	Grade:
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School:

Local District:

Educational Team Member(s) Completing Form:

Educational Impact Score	Total (Round up to the next integer)
Total A +/- Total B (Optional) =	

Impact Score	Guideline for Considering Range of Service
0-8	0-14 minutes/week
9-16	9-20 minutes/week
17-24	21-37 minutes/week
25-32	35-50 minutes/week

This is only a guideline for consideration; it does NOT mean all students must be seen weekly.

Student Profile Notes

Factors for Consideration

1. Audiological Factors

Audiological factors (medical) include the student's type and level of hearing as well as listening discrimination scores, as reported by an audiologist and/or an otolaryngologist/otologist.

0 Points	2 Points	3 Points	4 Points
<input type="checkbox"/> Bilateral slight to mild hearing level: 16-40 dB	<input type="checkbox"/> Bilateral moderate hearing level: 41-55 dB	<input type="checkbox"/> Bilateral moderately severe hearing level: 56-70 dB	<input type="checkbox"/> Bilateral severe to profound hearing level: above 70 dB
<input type="checkbox"/> Unilateral hearing level	<input type="checkbox"/> Occasional middle ear concerns	<input type="checkbox"/> Fluctuating hearing level	<input type="checkbox"/> History of progressive hearing level
<input type="checkbox"/> Speech discrimination of 85% or above without hearing device(s)	<input type="checkbox"/> Speech discrimination 85% or above with hearing device(s)	<input type="checkbox"/> Speech discrimination 70-84% with hearing device(s)	<input type="checkbox"/> Speech discrimination less than 70% with hearing device(s)
		<input type="checkbox"/> Frequent, manageable middle ear concerns	<input type="checkbox"/> Chronic middle ear concerns; difficult to manage
			<input type="checkbox"/> Auditory neuropathy spectrum disorder (ANSD)

Total Average Points	Notes:

2. Language/Vocabulary

Language/vocabulary includes the level of language and vocabulary skills acquired as measured by standardized assessments and/or English Language Arts (ELA) core standards for Reading, Writing, Listening, Speaking, and Language. It also includes the student's use of language for interaction with teachers and peers.

0 Points

- At or above age/grade level on standardized assessments
- Scores on ELA core standards more than or equal to 80% on age/grade level through 5th grade conventions
- Participates, initiates, and sustains classroom and social interactions

4 Points

- One year/grade level below on standardized assessments
- Scores on ELA core standards 70-79% on age/grade level through 5th grade conventions
- Participates in classroom and social interactions (without prompts)

6 Points

- Two years/grade levels below on standardized assessments
- Scores on ELA core standards 60-69% on age/grade level through 5th grade conventions
- Participates in classroom and/or social interactions (with prompts)

8 Points

- Three years/grade levels below on standardized assessments
- Scores on ELA core standards less than or equal to 59% on age/grade level through 5th grade conventions
- Rarely participates in classroom and/or social interactions (with or without prompts)

Total Average Points

Notes:

3. Functional Listening Skills

Functional listening skills include the student's ability to use listening skills in a variety of settings.

0 Points	4 Points	6 Points	8 Points
<ul style="list-style-type: none"><input type="checkbox"/> Comprehends connected speech<input type="checkbox"/> Comprehends concepts and vocabulary<input type="checkbox"/> Gains information<input type="checkbox"/> Comprehends conversational topics early	<ul style="list-style-type: none"><input type="checkbox"/> Comprehends class content given cues about topic<input type="checkbox"/> Comprehends classroom vocabulary with support<input type="checkbox"/> Comprehends the majority of instruction and class content when provided in small groups with minimal background noise	<ul style="list-style-type: none"><input type="checkbox"/> Identifies and responds appropriately to familiar words and phrases<input type="checkbox"/> Responds appropriately to familiar routines<input type="checkbox"/> Comprehends part of instruction and class content when provided in small groups with minimal background noise	<ul style="list-style-type: none"><input type="checkbox"/> Develops auditory skills only within closed sets<input type="checkbox"/> Comprehends single words and short familiar phrases only when supported with speech reading<input type="checkbox"/> Detects only environmental sounds<input type="checkbox"/> Minimal to no residual hearing

Total Average Points	Notes:

4. Use of Hearing Technology

Hearing devices include hearing aids, cochlear implants, and bone conduction devices. Additionally, the student may utilize hearing assistive technology (HAT) (e.g., remote microphone system, classroom audio distribution system, or loop system).

0 Points	4 Points	6 Points	8 Points
<input type="checkbox"/> Hearing device(s) not prescribed <input type="checkbox"/> Identified/fit more than one year ago <input type="checkbox"/> Independent use and care <input type="checkbox"/> Reports functional status of personal hearing device(s) and/or HAT with 90% accuracy <input type="checkbox"/> Uses hearing device(s) at home and school	<input type="checkbox"/> Hearing device(s) prescribed <input type="checkbox"/> Identified/fit in last 6-12 months <input type="checkbox"/> Needs occasional assistance with use and care <input type="checkbox"/> Reports functional status of personal hearing device(s) and/or HAT with at least 75% accuracy <input type="checkbox"/> Uses hearing device(s) at school but not at home	<input type="checkbox"/> Declines use of hearing device(s) <input type="checkbox"/> Identified/fit within last 6 months <input type="checkbox"/> Needs regular assistance with use and care <input type="checkbox"/> Reports functional status of personal hearing device(s) and/or HAT with at least 50% accuracy <input type="checkbox"/> Uses hearing device(s) inconsistently at home and/or school	<input type="checkbox"/> Does not benefit from hearing device(s) <input type="checkbox"/> Identified/fit within last 3 months <input type="checkbox"/> Needs daily assistance with use and care <input type="checkbox"/> Reports functional status of personal hearing device(s) and/or HAT with at least 20% accuracy <input type="checkbox"/> Uses hearing device(s) at school less than 50% of day

Total Average Points	Notes:

5. Academic/Vocational Performance

Academic/vocational performance includes the level of academic progress and/or career-related learning as well as the student's need for accommodations or modifications. Note: IEP stands for individualized education program.

0 Points	4 Points	6 Points	8 Points
<ul style="list-style-type: none"> <input type="checkbox"/> Advanced/Proficient on state assessment for ELA/writing <input type="checkbox"/> State or district testing indicates no interference with educational and/or vocational performance <input type="checkbox"/> General education teacher reports development of skills necessary to meet 80% of core standards <input type="checkbox"/> Has no IEP or 504 accommodations 	<ul style="list-style-type: none"> <input type="checkbox"/> Partially Proficient on state assessment for ELA/writing <input type="checkbox"/> State or district testing indicates minimal impact on educational and/or vocational performance <input type="checkbox"/> General education teacher reports development of skills necessary to meet 70% of core standards <input type="checkbox"/> Has 504 plan or IEP; may have some content modifications 	<ul style="list-style-type: none"> <input type="checkbox"/> Partially Proficient/ Not Proficient on state assessment for ELA/writing <input type="checkbox"/> State or district testing indicates moderate impact on educational and/or vocational performance <input type="checkbox"/> General education teacher reports development of skills necessary to meet 60% of core standards <input type="checkbox"/> Has IEP; has some content modifications 	<ul style="list-style-type: none"> <input type="checkbox"/> Not Proficient on state assessment for ELA/writing or on alternate state assessment <input type="checkbox"/> State or district testing indicates significant impact on educational and/or vocational performance <input type="checkbox"/> General education teacher reports development of skills necessary to meet 50% of core standards <input type="checkbox"/> Has IEP; has significant content modifications

Total Average Points	Notes:

6. Personal Adjustment and Transition

Personal adjustment/transition includes the level of self-advocacy for assistive technology or accommodations, as well as skills necessary for transitions, including graduation and/or change of levels. Note: Hearing assistive technology (HAT) (e.g., remote microphone system, classroom audio distribution system, or loop system) is included within the broader category of assistive technology.

0 Points

- Advocates for assistive technology and/or accommodations independently
- Knows and uses resources for access in familiar and novel settings

2 Points

- Advocates for assistive technology and/or accommodations (with minimal support)
- Knows and uses resources for access in familiar settings; may need support in novel settings

3 Points

- Advocates for assistive technology and/or accommodations 1-2 times per week (with prompts)
- Knows and uses some resources for access in familiar settings; needs support in novel settings

4 Points

- Does not advocate for assistive technology and/or accommodations (with or without prompts)
- Needs support for access in both familiar and novel settings

Total Average Points

Notes: