



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

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Preface

Introduction

In 2010, a small committee formed, supported by the Michigan Department of Education–Low Incidence Outreach (MDE-LIO). The committee worked to revise an existing document by Oakland Schools, titled *The Severity Rating Scale for the Hearing Impaired*. The revised form was piloted between January and June 2011. Feedback and data were collected and analyzed to produce *The Educational Impact Matrix for Students Who Are Deaf or Hard of Hearing* in October 2011. The current version is reformatted and includes some updated information.

This *Educational Impact Matrix* 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 in discussing student needs. This is a data-collection tool for guiding discussions and is not intended as a determiner of service. Service determination is the responsibility of the individualized education program (IEP) team.

Instructions for Use

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*, Rule 340.1701b.)

“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 4-9), and their definitions, are listed in bold type. 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 right column. See the examples below for assistance.

Example 1: In the Audiological Factors section, a student has a unilateral hearing loss (0 points), occasional middle ear problems (2 points), and aided speech discrimination of 75% (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 Amplification Devices section, a student has been identified and amplified within the past 6 months (3 points), needs regular assistance with use and care (3 points), and uses amplification 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 Amplification Devices section.

Part B: Contributing Factors (optional)

This section provides an option for 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 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. Teams should NOT use this document as a determination of service, but as information to consider.

Acknowledgments

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References

- Oakland Schools Intermediate School District *Severity Rating Scale for the Hearing Impaired* (no longer in use)
- Colorado Individualized Profile for DHH (no longer available)
- Montgomery County Intermediate Unit 23, Pennsylvania
- Minnesota Department of Education Resources for Assessment of Students Who Are Deaf and Hard of Hearing, 2008
- Michigan *Early On Child Outcomes Handbook*, 2009
- *Michigan Administrative Rules for Special Education* (MARSE)

Resources

- [Assessment Resource Guide for Students Who Are Deaf or Hard of Hearing \[PDF\]](#) (bit.ly/3dYjpDm)
- [Wyoming Severity Rating Scale for Students with Significant DHH Support Needs \[PDF\]](#), 2018 (bit.ly/3PMmjGo)
- [Colorado Communication Rating Scales \[PDF\]](#), 2010 (bit.ly/3crpq91)
- [Michigan Communication Plan for Students Who Are Deaf or Hard of Hearing \[PDF\]](#), 2021 (bit.ly/3mwJUgN)

Student Profile

A. Factors for Consideration (Matrix)	Points
I. Audiological Factors	
II. Language/Vocabulary	
III. Functional Listening Skills	
IV. Use of Amplification Devices	
V. Academic/Vocational Performance	
VI. 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	

Educational Impact Score	Total
Total A +/- Total B (Optional) =	

When calculating the total Educational Impact Score, round up to the next integer.

Student Name:		Date:
Date of Birth:	Eligibility:	
Age:	Grade:	
School:		
District:		
Educational Team Member(s) Completing Form:		
Notes:		

Total	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 NOT to suggest that all students must be seen weekly. This is only a guideline for the individualized education program (IEP) team to consider.

Factors for Consideration

I. 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	Points (0-4)
<input type="checkbox"/> Bilateral slight to mild hearing loss: 16-40 dB <input type="checkbox"/> Unilateral hearing loss <input type="checkbox"/> Speech discrimination of 85% or above without amplification	<input type="checkbox"/> Bilateral moderate hearing loss: 41-55 dB <input type="checkbox"/> Occasional middle ear problems <input type="checkbox"/> Aided speech discrimination 85% or above	<input type="checkbox"/> Bilateral moderately severe hearing loss: 56-70 dB <input type="checkbox"/> Fluctuating hearing loss <input type="checkbox"/> Aided speech discrimination 70-84% <input type="checkbox"/> Frequent, manageable middle ear problems	<input type="checkbox"/> Bilateral severe to profound hearing loss: above 70 dB <input type="checkbox"/> History of progressive hearing loss <input type="checkbox"/> Aided speech discrimination less than 70% <input type="checkbox"/> Chronic middle ear problems; difficult to manage <input type="checkbox"/> Auditory neuropathy	

Notes:

II. Language/Vocabulary

Language/vocabulary includes the level of language and vocabulary skills acquired as measured by standardized assessments and/or English Language Arts Core Standards. It also includes student's use of language for interaction with teachers and peers.

0 Points	4 Points	6 Points	8 Points	Points (0-8)
<ul style="list-style-type: none"> <input type="checkbox"/> At or above age/grade level on standardized assessment <input type="checkbox"/> English Language Arts (ELA) core standards for Reading, Writing, Listening, Speaking, and Language scores more than or equal to 80% on age/grade level through 5th grade conventions <input type="checkbox"/> Participates, initiates, and sustains classroom and social interactions 	<ul style="list-style-type: none"> <input type="checkbox"/> One year/grade level below on standardized assessments <input type="checkbox"/> English Language Arts (ELA) core standards for Reading, Writing, Listening, Speaking, and Language scores 70-79% on age/grade level through 5th grade conventions <input type="checkbox"/> Participates in classroom and social interactions (without prompts) 	<ul style="list-style-type: none"> <input type="checkbox"/> Two years/grade levels below on standardized assessments <input type="checkbox"/> English Language Arts (ELA) core standards for Reading, Writing, Listening, Speaking, and Language scores 60-69% on age/grade level through 5th grade conventions <input type="checkbox"/> Participates in classroom and/or social interactions (with prompts) 	<ul style="list-style-type: none"> <input type="checkbox"/> Three years/grade levels below on standardized assessments <input type="checkbox"/> English Language Arts (ELA) core standards for Reading, Writing, Listening, Speaking, and Language scores less than or equal to 59% on age/grade level through 5th grade conventions. <input type="checkbox"/> Rarely participates in classroom and/or social interactions (with or without prompts) 	

Notes:

III. Functional Listening Skills

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

0 Points	4 Points	6 Points	8 Points	Points (0-8)
<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 easily 	<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 	

Notes:

IV. Use of Amplification Devices

Amplification devices may include hearing aids; cochlear implants; remote microphone; frequency modulation (FM), digital modulation (DM), or classroom system; or other hearing assistive technology (HAT).

0 Points	2 Points	3 Points	4 Points	Points (0-4)
<ul style="list-style-type: none"> <input type="checkbox"/> Amplification devices not prescribed <input type="checkbox"/> Identified/amplified more than one year ago <input type="checkbox"/> Independent use and care <input type="checkbox"/> Reports functioning status of personal amplification devices and/or hearing assistive technology (HAT) with 90% accuracy <input type="checkbox"/> Uses amplification at home and school 	<ul style="list-style-type: none"> <input type="checkbox"/> Amplification devices prescribed <input type="checkbox"/> Identified and amplified in last 6-12 months <input type="checkbox"/> Needs occasional assistance with use and care <input type="checkbox"/> Reports functioning status of personal amplification devices and/or HAT with at least 75% accuracy <input type="checkbox"/> Uses amplification at school but not at home 	<ul style="list-style-type: none"> <input type="checkbox"/> Declines use of amplification devices <input type="checkbox"/> Identified and amplified within last 6 months <input type="checkbox"/> Needs regular assistance with use and care <input type="checkbox"/> Reports functioning status of personal amplification devices and/or HAT with at least 50% accuracy <input type="checkbox"/> Uses amplification inconsistently at home and/or school 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not benefit from amplification devices <input type="checkbox"/> Identified and amplified within last 3 months <input type="checkbox"/> Needs daily assistance with use and care <input type="checkbox"/> Reports functioning status of personal amplification devices and/or HAT with at least 20% accuracy <input type="checkbox"/> Uses amplification at school less than 50% of day 	

Notes:

V. 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.

0 Points	2 Points	3 Points	4 Points	Points (0-4)
<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 	

Notes:

VI. Personal Adjustment and Transition

Personal adjustment/transition includes the level of self-advocacy for technology or accommodations, as well as skills necessary for transitions, including graduation and/or change of levels.

0 Points	2 Points	3 Points	4 Points	Points (0-4)
<input type="checkbox"/> Advocates for technology and/or accommodations independently <input type="checkbox"/> Knows and uses resources for access in familiar and novel settings	<input type="checkbox"/> Advocates for technology and/or accommodations (with minimal support) <input type="checkbox"/> Knows and uses resources for access in familiar settings; may need support in novel settings	<input type="checkbox"/> Advocates for technology and/or accommodations 1-2 times per week (with prompts) <input type="checkbox"/> Knows and uses some resources for access in familiar settings; needs support in novel settings	<input type="checkbox"/> Does not advocate for technology and/or accommodations (with or without prompts) <input type="checkbox"/> Needs support for access in both familiar and novel settings	

Notes: