

# Educational Impact Matrix for Students who are Deaf or Hard of Hearing

The *Educational Impact Matrix for Students who are Deaf/Hard of Hearing* is designed for students with hearing losses who attend classes in the general education setting and should be completed by a Teacher Consultant for students who are DHH. The Matrix is intended for use as a data collection tool and is *not* an evaluation instrument.

The *Educational Impact Matrix for Students who are Deaf/Hard of Hearing* consists of:

$$\boxed{\text{A. Factors for Consideration}} + \boxed{\text{B. Contributing Factors (Optional)}} = \boxed{\text{Educational Impact Score}}$$

When added together (A+B) these factors result in an **Educational Impact Score**. The *Educational Impact Matrix for Students who are Deaf/Hard of Hearing* may help identify students' needs and potential level of service to support success in the general education setting. This data collection tool could also assist discussions for: three year re-evaluation, annual IEP, change of placement, and transition.

## A. Factors for Consideration

The Matrix objectively considers six (6) factors related to the educational impact of the student's hearing loss on his/her education:

1. 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.
2. 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.
3. Functional Listening Skills includes the student's ability to use listening skills in a variety of settings.
4. Use of Amplification includes the student's utilization of amplification and level of assistance needed. Amplification may include hearing aids, cochlear implants, a personal FM, classroom sound field system, or other hearing assistive listening technology.
5. Educational and Vocational Performance includes the level of academic progress and/or career-related learning as well as the student's need for Accommodations or Modifications.
6. Personal Adjustment/Transition includes the level of self advocacy for technology and accommodations. It may also include skills necessary for transitions including graduation and/or change of levels.

## B. Contributing Factors (Optional)

The Contributing Factors section provides an *option* to include other influential data. Each of these factors increase (+.5) or decrease (-.5) the **impact** of the student's hearing loss on his/her education.

## DIRECTIONS

### 1. Complete A. Factors for Consideration.

The 6 Factors for Consideration are listed in bold type at the top of each horizontal row:

- The DHH teacher consultant should collect the data and score each row separately.
- Check all statements that apply.
- If there are checks in several boxes in the same row, average the numbers.
- Record points in the right column.

**EXAMPLE:** In the *Audiological Factors* row, if the student has a bilateral hearing loss of 50dB and aided speech discrimination of 90%, you would check both boxes. The student will score 2 points for *Audiological Factors*.

-The points will be automatically transferred to box A on the Student Profile page.

### 2. (Optional) Complete B. Contributing Factors

- Review the optional B. Contributing Factors. If applicable, use +.5 or -.5 to indicate how the factors may impact the student's educational need.

### 3. Obtain Educational Impact Score (A+B):

- The form will automatically combine the Factors for Consideration **Total Points A** and the Contributing Factors **Total Points B** to obtain the Educational Impact Score.

**(A+B = Educational Impact Score)**

- Compare the student's **Impact Score** with the *Suggested Range of Service Data*, which was collected in the Michigan Pilot study (January-June 2011 and September 2011-June 30, 2012). For additional information, see the data report at [mdelio.org](http://mdelio.org).

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*Fifteen years ago, teacher consultants from Oakland Schools in Michigan began developing and using this tool. Several other schools in Michigan also used versions of the tool. In 2010 and 2011, a small committee was established, supported by Michigan Department of Education-Low Incidence Outreach. The committee revised the documents, piloted the forms, analyzed the data and produced this document. This is intended to be an optional resource. Thanks to Oakland Schools, Midland ESA, Marianne Titler, Tammy Hansford, Suzanne Raschke, Shannon Williams, and Nancy Mosher for their work on the recent document.*

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