Educational Impact for Student who are Deaf or Hard of Hearing Student Profile

Student Name		Birth Date		Age	Hearing Age	
School	Grade	District			ISD	
Teacher Consultant/ Itinerant Teacher		Date		1	Eligibility	
A. Factors for Consideration (Matrix)	B. Contributii	ng Factors		Educational Impact Score		
<u>Points</u> (Page 2		<u> </u>	+/5	А	+ (B optional) =	
Audiological Factors		Student Cooperation				
Language/Vocabulary	_	Additional Supports		Impact Score	Suggested Serv	
Functional Listening Skills	_	Change in Program		Ranges	(in minutes/week)	
Use of Amplification	Attendance C	hallenging Condition		0-8	0-14 minutes/week	
Academic/Vocational	\neg \Box	Other(s)		9-16	9-20 minutes/week	
Personal Adjustment/Transition	\neg \Box			17-24	21-37 minutes/we	eek
Total Points A =		Total Factors B =		25-32	35-50 minutes/we	eek
				seen weekly. Ti	suggest that all studhis is only a guidelin	e for the IEP
0						
Comments:						

Educational Impact for Student who are Deaf or Hard of Hearing A. Factors for Consideration

Student Name	Teacher Consultant		Date	
AUDIOLOGICAL FACTORS 0	2	3	4	
☐ Bilateral mild hearing loss-16-40 dB PTA *	☐ Bilateral moderate hearing loss 41-55 dB PTA	☐ Bilateral severe hearing loss 56-70 dB PTA	Bilateral profound hearing loss above 70 dB PTA	Points
Unilateral hearing loss	Occasional middle ear problems	Frequent, manageable middle ear problems	Auditory Neuropathy	(1-4)
Speech Discrimination of 85% or above	☐ Aided speech discrimination 85% or above	Fluctuating hearing loss	History of Progressive Hearing Loss	
without amplification		Aided speech discrimination 70-84%	☐ Chronic middle ear problems; difficult to manage☐ Aided speech discrimination <70%	
LANGUAGE AND VOCABULARY 0	4	6	8	
☐ At or above grade level on standardized	☐ One (1) grade level below on standardized	☐ Two (2) grade levels below on standardized	☐ Three (3) age/grade levels below on	Points
assessment	assessments	assessments	standardized assessments	(8-0)
On ELA Core Standards** for Language,	On ELA Core Standards for Language, Speaking	On ELA Core Standards for Language,	On ELA Core Standards for Language, Speaking	
Speaking and Listening, scores <u>></u> 80%% on	and Listening, scores 70%-79% on age/grade	Speaking and Listening, scores 60%-69% on	and Listening, scores <59% on age/grade level	
age/grade level through 5 th grade conventions	level through 5 th grade conventions Intermittently participates in classroom & social	age /grade level through 5 th grade conventions Participates in classroom and/or social	through 5 th grade conventions. Rarely participates in classroom and/or social	
Participates, initiates, and sustains	intermittently participates in classroom & social interactions without prompts	interactions with prompts	interactions with/ without prompts	
classroom & social interactions.	interactions without prompts	interactions with prompts	interactions with without prompts	
FUNCTIONAL "LISTENING" SKILLS 0	4	6	8	
Understands connected speech	Obtains class content given cues about topic	Responds appropriately to familiar words &	☐ Developing auditory skills within closed sets	Points
Understands concepts & vocabulary	Understands classroom vocabulary with support	phrases	Understands single words and short familiar	(8-0)
☐ Gains information	☐ Understands class content in small groups with	Responds appropriately to familiar routines	phrases supported with speech reading	
☐ Follows conversational topics easily	minimal background noise	☐ Understands part of class content in small	Recognizes environmental sounds	
		groups and a quiet setting		
USE OF AMPLIFICATION 0	2	3	4	
Amplification not prescribed	Limited knowledge of amplification	Declines use of assistive listening	Does not benefit from amplification	Points
☐ Identified/amplified more than 1 year ago☐ Independent use and care	☐ Identified & amplified in last 6-12 months☐ Needs occasional assistance with use & care	☐ Identified & amplified within last 6 months☐ Needs regular assistance in use & care	☐ Identified & amplified within last 3 months☐ Needs daily assistance with amplification	(0-4)
Reports problems consistently	Reports problems >75% of the time	Reports problems >50% of the time	Reports problems- >20% of time	
Uses amplification at home & school	Uses amplification at school but not at home	Inconsistent use at home and/or school	Uses at school less than 50% of day	
ACADEMIC/VOCATIONAL PERFORMANCE 0	2	3	4	
State Assessment-ELA/Writing-	State Assessment- ELA/Writing – Partially	☐ State Assessment-ELA/Writing-Partially	☐ State Assessment-ELA/Writing-not proficient or	Points
Advanced/Proficient	Proficient Proficient	Proficient/Not Proficient	Alternate State Assessment	(0-4)
☐ State or district testing indicates no	☐ State or district testing indicates minimal impact	☐ State or district testing indicate moderate	☐ State or district testing indicate significant impact	
interference with educational and/or	on educational and/ or vocational performance	impact on educational and/or vocational	on educational and/or vocational performance	
vocational performance	☐ General Education teacher reports indicate	performance	☐ General Education teacher reports development	
General Education teacher reports	development of skills necessary to meet 70% of	General Education teacher reports	of skills necessary to meet 50% of core	
development of skills necessary to meet	standards	development of skills necessary to meet 60% of	standards	
80% of core standards. Has no IEP/504 accommodations	Has IEP/504 accommodations supporting	core standards	Has significant content modifications and	
	listening and hearing 2	Has content modifications & accommodations 3	numerous accommodations 4	
PERSONAL ADJUSTMENT & TRANSITIONS 0			'	Daint
Advocates for technology & accommodations	Advocates for technology & accommodations	Advocates for self with technology or	Does not advocate for self with or without	Points
independently Knows & uses resources for access in	with minimal support Knows & uses resources for access in familiar	accommodations 1-2x/wk with prompts Uses few resources for access in current	prompts Needs information & training for access in new	(0-4)
familiar <i>and</i> novel settings	settings	setting & needs support to adjust to new setting	setting	
Turrillar ara nover settings	Journa	setting a needs support to adjust to new setting	Journa	