

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 _____	Eligibility _____	

A. Factors for Consideration (Matrix)	<u>Points</u> (Page 2)
Audiological Factors _____	
Language/Vocabulary _____	
Functional Listening Skills _____	
Use of Amplification _____	
Academic/Vocational _____	
Personal Adjustment/Transition _____	
Total Points A = _____	

B. Contributing Factors (Optional)	<u>Factors</u> +/- .5
Student Cooperation _____	
Additional Supports _____	
Change in Program _____	
Attendance Challenging Condition _____	
Other(s) _____	
Total Factors B = _____	

Educational Impact Score

A + (B optional) =

Impact Score Ranges	Suggested Range of Service* (in minutes/week)
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 should be seen weekly. This is only a guideline for the IEP team.*

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	Points (1-4)
<input type="checkbox"/> Bilateral mild hearing loss-16-40 dB PTA * <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 PTA <input type="checkbox"/> Occasional middle ear problems <input type="checkbox"/> Aided speech discrimination 85% or above	<input type="checkbox"/> Bilateral severe hearing loss 56-70 dB PTA <input type="checkbox"/> Frequent, manageable middle ear problems <input type="checkbox"/> Fluctuating hearing loss <input type="checkbox"/> Aided speech discrimination 70-84%	<input type="checkbox"/> Bilateral profound hearing loss above 70 dB PTA <input type="checkbox"/> Auditory Neuropathy <input type="checkbox"/> History of Progressive Hearing Loss <input type="checkbox"/> Chronic middle ear problems; difficult to manage <input type="checkbox"/> Aided speech discrimination <70%	
LANGUAGE AND VOCABULARY 0	4	6	8	Points (0-8)
<input type="checkbox"/> At or above grade level on standardized assessment <input type="checkbox"/> On ELA Core Standards** for Language, Speaking and Listening, scores \geq 80% on age/grade level through 5 th grade conventions <input type="checkbox"/> Participates, initiates, and sustains classroom & social interactions.	<input type="checkbox"/> One (1) grade level below on standardized assessments <input type="checkbox"/> On ELA Core Standards for Language, Speaking and Listening, scores 70%-79% on age/grade level through 5 th grade conventions <input type="checkbox"/> Intermittently participates in classroom & social interactions without prompts	<input type="checkbox"/> Two (2) grade levels below on standardized assessments <input type="checkbox"/> On ELA Core Standards for Language, Speaking and Listening, scores 60%-69% on age /grade level through 5 th grade conventions <input type="checkbox"/> Participates in classroom and/or social interactions with prompts	<input type="checkbox"/> Three (3) age/grade levels below on standardized assessments <input type="checkbox"/> On ELA Core Standards for Language, Speaking and Listening, scores \leq 59% on age/grade level through 5 th grade conventions. <input type="checkbox"/> Rarely participates in classroom and/or social interactions with/ without prompts	
FUNCTIONAL "LISTENING" SKILLS 0	4	6	8	Points (0-8)
<input type="checkbox"/> Understands connected speech <input type="checkbox"/> Understands concepts & vocabulary <input type="checkbox"/> Gains information <input type="checkbox"/> Follows conversational topics easily	<input type="checkbox"/> Obtains class content given cues about topic <input type="checkbox"/> Understands classroom vocabulary with support <input type="checkbox"/> Understands class content in small groups with minimal background noise	<input type="checkbox"/> Responds appropriately to familiar words & phrases <input type="checkbox"/> Responds appropriately to familiar routines <input type="checkbox"/> Understands part of class content in small groups and a quiet setting	<input type="checkbox"/> Developing auditory skills within closed sets <input type="checkbox"/> Understands single words and short familiar phrases supported with speech reading <input type="checkbox"/> Recognizes environmental sounds	
USE OF AMPLIFICATION 0	2	3	4	Points (0-4)
<input type="checkbox"/> Amplification not prescribed <input type="checkbox"/> Identified/amplified more than 1 year ago <input type="checkbox"/> Independent use and care <input type="checkbox"/> Reports problems consistently <input type="checkbox"/> Uses amplification at home & school	<input type="checkbox"/> Limited knowledge of amplification <input type="checkbox"/> Identified & amplified in last 6-12 months <input type="checkbox"/> Needs occasional assistance with use & care <input type="checkbox"/> Reports problems >75% of the time <input type="checkbox"/> Uses amplification at school but not at home	<input type="checkbox"/> Declines use of assistive listening <input type="checkbox"/> Identified & amplified within last 6 months <input type="checkbox"/> Needs regular assistance in use & care <input type="checkbox"/> Reports problems >50% of the time <input type="checkbox"/> Inconsistent use at home and/or school	<input type="checkbox"/> Does not benefit from amplification <input type="checkbox"/> Identified & amplified within last 3 months <input type="checkbox"/> Needs daily assistance with amplification <input type="checkbox"/> Reports problems- >20% of time <input type="checkbox"/> Uses at school less than 50% of day	
ACADEMIC/VOCATIONAL PERFORMANCE 0	2	3	4	Points (0-4)
<input type="checkbox"/> State Assessment-ELA/Writing-Advanced/Proficient <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/504 accommodations	<input type="checkbox"/> State Assessment- ELA/Writing – Partially Proficient <input type="checkbox"/> State or district testing indicates minimal impact on educational and/ or vocational performance <input type="checkbox"/> General Education teacher reports indicate development of skills necessary to meet 70% of standards <input type="checkbox"/> Has IEP/504 accommodations supporting listening and hearing	<input type="checkbox"/> State Assessment-ELA/Writing-Partially Proficient/Not Proficient <input type="checkbox"/> State or district testing indicate 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 content modifications & accommodations	<input type="checkbox"/> State Assessment-ELA/Writing-not proficient or Alternate State Assessment <input type="checkbox"/> State or district testing indicate 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 significant content modifications and numerous accommodations	
PERSONAL ADJUSTMENT & TRANSITIONS 0	2	3	4	Points (0-4)
<input type="checkbox"/> Advocates for technology & accommodations independently <input type="checkbox"/> Knows & uses resources for access in familiar <i>and</i> novel settings	<input type="checkbox"/> Advocates for technology & accommodations with minimal support <input type="checkbox"/> Knows & uses resources for access in familiar settings	<input type="checkbox"/> Advocates for self with technology or accommodations 1-2x/wk with prompts <input type="checkbox"/> Uses few resources for access in current setting & needs support to adjust to new setting	<input type="checkbox"/> Does not advocate for self with or without prompts <input type="checkbox"/> Needs information & training for access in new setting	