**FUNCTIONAL SKILLS SUMMARY**

**FOR STUDENTS WITH HEARING LOSS**

**Student: Grade: School: Date:**

This form assists professionals and school teams in considering the communication access and other needs of a student with hearing loss. These measures relate to communication access or communication interaction issues for which students are most vulnerable. Reviewing the results of measures in these areas will assist the school team in determining if unmet needs in educational performance, including skill development, self-advocacy, and access accommodations that require classroom intervention, special instruction, or specialized support services are evident.

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| **ACCURATE REPETITION OF**  **□ SENTENCES**  **□ PHRASES**  **□ SINGLE WORDS**  **(no visual input)** | **FUNCTIONAL LISTENING EVALUATION** | Poor  < 80% | Below Average  80-89% | Average  90-95% | Good  96-100% |
| Soft speech (35 dB HL) in quiet |  |  |  |  |
| Loud speech (50 dB HL) in quiet |  |  |  |  |
| Soft speech (35 dB HL) at +5 S/N |  |  |  |  |
| Loud speech (50 dB HL) at +5 S/N |  |  |  |  |
| Soft speech with use of FM |  |  |  |  |
| **With visual cues** | Soft speech (35 dB HL) at +5 S/N |  |  |  |  |

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| **IOWA MEDIAL CONSONANT TEST**  **Precision Listening** | Poor  < 50 / 58 | Fair  50 – 54 / 58 | Good  55-57 / 58 | Excellent  58 / 58 |
| 100% expected with early use of well-fit amplification and early auditory skill development if loss is 25-70 dB HL |  |  |  |  |

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| **Student LIFE – Listening Inventory For Education Student Appraisal** Gr 3+  Record number per each rating to total 15 | Always Difficult | Mostly Difficult | Sometimes Difficult | Mostly Easy | Always Easy |
| Classroom Listening Situations (1-10) using FM system |  |  |  |  |  |
| Classroom Listening (1-10) with HAs/CIs only (no FM) |  |  |  |  |  |
| Additional Listening Situations (items 11-15) |  |  |  |  |  |

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| **□ Preschool SIFTER** age 3-5 | **Content Areas Screened** | At Risk | | Pass |
| **□ SIFTER** elementary | Fail | Marginal | Pass |
| **□ Secondary SIFTER** | (Pre)Academics |  |  |  |
| **SCREENING INSTRUMENT FOR TARGETING EDUCATIONAL RISK** | Attention |  |  |  |
| Communication |  |  |  |
| Class Participation |  |  |  |
| School (Social) Behavior |  |  |  |

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| **LISTENING COMPREHENSION** | Below Average  < 85 | Low Average  85 - 99 | Good  100 - 114 | Excellent  115+ |
| The Listening Comprehension Test Ages **□**6-12 **□**12-18 |  |  |  |  |
| Oral Passage Understanding Scale |  |  |  |  |

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| **LANGUAGE ASSESSMENT INSTRUMENTS** | Percentile Rank | Below Average  <85 | Low Average  85 - 99 | Good  100 - 114 | Excellent  115+ |
| Comprehensive Assmt of Spoken Language |  |  |  |  |  |
| Clinical Evaluation of Language Function V |  |  |  |  |  |
| Test of Auditory Processing Skills 3 |  |  |  |  |  |
| Test of Narrative Language - 2 |  |  |  |  |  |
| Pragmatic Language Skills Inventory |  |  |  |  |  |
| Pragmatic Language Observation Scale |  |  |  |  |  |
| Social Language Development Test |  |  |  |  |  |
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| **READING**  **Reading Foundations** | Below Average  < 85 | Low Average  85 - 99 | Good  100 - 114 | Excellent  115+ |
| Test of Phonological Awareness |  |  |  |  |
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| **SELF-ADVOCACY / INDEPENDENCE WITH DEVICES** | Expectations Unmet | Expectations Some Met | Performing Grade Appropriate Expectations |
| **SEAM – Student Expectations for Advocacy & Monitoring Listening and Hearing Technology** Gr K-6 |  |  |  |
| **Guide to Self-Advocacy Development** hierarchy |  |  |  |
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| **AUDITORY SKILL DEVELOPMENT** | Expectations Unmet | Expectations Some Met - Emerging | Performing Grade Appropriate Expectations |
| Detection of speech |  |  |  |
| Perception of duration, stress, intonation |  |  |  |
| vowel and consonant perception / discrimination |  |  |  |
| Comprehension of connected speech |  |  |  |
| Auditory memory |  |  |  |
| Listening in noise, noisy settings |  |  |  |
| Listening in conversation |  |  |  |

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| **ASL SKILL DEVELOPMENT** | Expectations Unmet | Expectations Some Met - Emerging | Performing Grade Appropriate Expectations |
| **Student Language & Communication Profile** |  |  |  |
| **Standardized Visual Communication Sign Lang Cklst** |  |  |  |
| **American Sign Language Receptive Skills Test** |  |  |  |
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**Additional Measures**

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**AREAS OF NEED FOR FURTHER CONSIDERATION (RED/YELLOW) INDICATED BY REVIEW OF ASSESSMENTS:**

* Speech perception/precision listening deficits as compared to class peers (impact on access to communication)
* Listening Comprehension
* Functional classroom performance
* Language – receptive expressive syntax morphology
* Language - pragmatics/social language use
* Reading - Phonological awareness fluency comprehension
* Self-advocacy/ self-determination / independence with hearing devices
* Auditory development skill assessment
* ASL skill development
* Academics
* Behavior
* Social-emotional self-concept
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