

## FUNCTIONAL SKILLS SUMMARY FOR STUDENTS WITH HEARING LOSS

Student Name \_\_\_\_\_ Date \_\_\_\_\_

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

ACCURATE REPETITION OF SINGLE WORDS (no visual input)	Functional Listening Evaluation	Poor < 75%	Fair 75-84%	Good 85-94%	Excellent 95-100%
	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				

WEPMAN AUDITORY DISCRIMINATION TEST Same/Different Word Pair Discrimination Normed for age 4 to 9 years	-2 Below Adequacy	-1 Below Average	Average Ability	+1 Above Average	+2 Very Good

Student LIFE-R – Listening Inventory For Education Student Appraisal Gr 3+ Record number per each rating	Always Difficult	Mostly Difficult	Sometimes Difficult	Mostly Easy	Always Easy
Classroom Listening Situations using FM system					
Classroom Listening with HAs/CIs only (no FM)					
Additional Listening Situations					

Preschool SIFTER age 3-5	Content Areas Screened	At-Risk		Pass
		Fail	Marginal	Pass
SIFTER elementary				
Secondary SIFTER	(Pre)Academics			
SCREENING INSTRUMENT FOR TARGETING EDUCATIONAL RISK (SIFTER)	Attention			
	Communication			
	Class Participation			
	School (Social) Behavior			
Children's Auditory Performance Scale (CHAPS)	Total Listening Condition	At-Risk		Normal

COMMON CORE STANDARDS VULNERABLE TO PROGRESS DELAYS DUE TO HEARING LOSS K-6	TEACHER OBSERVATION	Much Lower	Less than Average	Average	Above Average	Exceptional
	Comm. Interaction					
	Comm. Access					

LANGUAGE / LISTENING ASSESSMENT INSTRUMENTS	Percentile Rank	Much Lower -2 SD	Less than Average -1 SD	Average	Above Average +1 SD	Exceptional +2 SD
		Test of Language Competence				
Comprehensive Assessment of Spoken Language						
Test of Auditory-Perceptual Skills 3						
Listening Comprehension Test-2						

STAGE OF CONVERSATIONAL SKILL DEVELOPMENT Stage IV skills typical by end of kindergarten	STAGE		STAGE III	STAGE IV	
	I	II			

BEHAVIOR / SELF CONCEPT	Very Significant	Significant	Not Significant		
Burk's Behavior Rating Scales (# of 19 total) Gr 1-12					
Piers-Harris Children's Self-Concept Scale 7-18 yr					
Behavior Rating Inventory of Executive Function PS-18 yr					

SEAM – Student Expectations for Advocacy & Monitoring Listening and Hearing Technology Gr K-6	Expectations Unmet	Expectations Some Met	Performing Grade Appropriate Expectations		

SCRIPT – Student Communication Repair Inventory & Practical Training On Inventory demonstrates:	No Use or Do Not Know	Very Limited Use	Present Consistently OR Not expected for child's age/development		
All ages – use of repetition strategies (25-50%).					
Gr. 2+ – use of simple addition strategies (25%).					
Gr. 5 – use of clarification strategies (33%).					
Gr 2+ – teacher observation of appropriate use of repair strategies in classroom situations					

SAID - Student Advocacy & Independence Development Insert number in each category, do not record items that were NA or Not Observed	Aggressive/Bossy	Passive/Timid	Assertive/Confident		
Student Advocacy Communication Style					
	Rare	Occasional	Consistent		
Indicators of Independent Function					
Implementing Communication Repair Skills					

INFORMAL INVENTORY OF INDEPENDENCE & SELF ADVOCACY FOR D/HH STUDENTS	Lacks independence	Some independence	Growing advocacy & independence	Substantial advocacy & independence
Average response for independence/advocacy				
Average response for Interpreter Use				

**Additional measures used by Teacher/Team**


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

- Speech perception deficits as compared to class peers (Functional Listening Evaluation, Wepman ADT, Student LIFE)
- Academics/classroom function (vulnerable core education standards, SIFTER, \_\_\_\_\_)
- Language (language assessment \_\_\_\_\_, stage of conversational skill development)
- Listening (auditory development) skill assessment
- Behavior (behavior scale, self-concept, \_\_\_\_\_, SAID - communication style)
- Communication repair skills compared to developmental trend expectations (SCRIPT, SAID, SEAM, \_\_\_\_\_)
- Self advocacy/independence (SEAM, SAID, Informal Inventory of Independence & Self-Advocacy Skills, \_\_\_\_\_)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_