

FUNCTIONAL HEARING INVENTORY

Parent Questionnaire

Think about how you have observed your child responding to sound. Read the following situations, determine if your child responds to sound in the following ways, and rate your responses accordingly. Circle the rate that best describes your child's response to the following sounds.

0-NO RESPONSE. You have not observed your child respond to the following sounds in any manner.

1-PHYSICAL RESPONSE. You have observed your child show awareness of the following sounds with a physical/motoric response. Some examples of a physical response might be: startling to sound; widening of eyes; eye shift, eye blink; facial expressions including laughing, smiling, or grimacing; tensing body; cessation (or an increase) in crying or an activity; or a change in respiration. In addition to being aware of sound, your child might: pay attention to the sound for a few seconds; incline his/her head toward sound, increase or decrease vocalizations in response to a sound. Your child might make brief attempts to locate the sound source by turning toward, looking at, or reaching for a sound source, but does not focus or attend to it for any length of time.

2-DISCRIMINATING RESPONSE. You have observed your child paying attention to or responding appropriately to different sound sources. Some examples of a discriminating response are: Differentiating between sounds; child attending to familiar voices or favorite sounding toy in presence of background noise; responding differently to a primary care-giver's voice than to a stranger's voice; stops, hesitates, or changes response when you change vocalizations; child imitating sounds. Your child may respond to sound in a patterned way. For example: he/she responds differently to his/her own name; smiles to praise or sobs to a scolding voice; begins to perform gestures associated with a familiar song; stops activity when presented with a prohibitive command; follows simple, routine verbal commands; responds to novel and routine sounds appropriately or reacts appropriately in response to known sound or verbal instructions.

Sound Source	No Response	Physical Response	Discriminating Response
1. A whispered voice	0	1	2
<u>2. The rustle of leaves or a paper bag</u>	0	1	2
3. A person talking in another room	0	1	2
4. A microwave buzzer	0	1	2
5. Background music playing at a soft level	0	1	2
6. The computer CPU in the same room	0	1	2
7. A radio or TV at an average loudness level	0	1	2
8. A familiar person talking in a normal voice	0	1	2
9. A telephone ringing in the same room	0	1	2
10. An unfamiliar person talking in a normal voice	0	1	2
11. A vacuum cleaner in the same room	0	1	2
12. A familiar person talking in a loud voice	0	1	2
13. A washing machine or dryer running (if in the same room)	0	1	2
14. An unfamiliar person talking in a loud voice	0	1	2
15. A power mower	0	1	2
16. Any loud, unexpected sound	0	1	2

Teacher/ Job Coach Questionnaire

Think about how you have observed your student responding to sound. Read the following situations, determine if your student responds to sound in the following ways, and rate your responses accordingly. Circle the rate that best describes your student's response to the following sounds.

0- NO RESPONSE. You have not observed your student respond to the following sounds in any manner.

1-PHYSICAL RESPONSE. You have observed your student show awareness to the following sounds with a physical/motoric response. Some examples of a physical response might be: startling to sound; widening of eyes; eye shift, eye blink; facial expressions including laughing, smiling, or grimacing, tensing body; cessation (or an increase) in crying or an activity; or a change in respiration. In addition to being aware of sound, your student might: pay attention to the sound for a few seconds; incline their head toward sound, increase or decrease vocalizations in response to a sound. Your student might make brief attempts to locate the sound source by turning toward, look at, or reaching for a sound source but does not focus or attend to it for any length of time.

2- DISCRIMINATING RESPONSE. You have observed your student paying attention to or responding appropriately to different sound sources. Some examples of a discriminating response are: Differentiating between sounds; child attending to familiar voices or favorite sounding toy in presence of background noise; responding differently to a primary care-giver's voice than to a stranger's voice; stops, hesitates, or changes response when you change vocalizations; child imitating sounds. Your child may respond to sound in a patterned way. For example: he/she responds differently to his/her own name; smiles to praise or sobs to a scolding voice; begins to perform gestures associated with a familiar song; stops activity when presented with a prohibitive command; follows simple, routine verbal commands; responds to novel and routine sounds appropriately or reacts appropriately in response to known sound or verbal instructions.

Sound Source	No Response	Physical Response	Discriminating Response
1.A whispered voice	0	1	2
2.The rustle of leaves or a paper bag	0	1	2
3.A person talking in another room	0	1	2
4.A microwave buzzer	0	1	2
5.Background music playing at a soft level	0	1	2
6.The computer CPU in the same room	0	1	2
7.A radio or TV at an average loudness level	0	1	2
8.A familiar person talking in a normal voice	0	1	2
9.A telephone ringing in the same room	0	1	2
10.An unfamiliar person talking in a normal voice	0	1	2
11.A bus accelerating	0	1	2
12.A familiar person talking in a loud voice	0	1	2
13.A washing machine or dryer running (if in the same room)	0	1	2
14.A loud voice over the intercom	0	1	2
15.Any loud, whistle in a gymnasium	0	1	2
16. Any loud, unexpected sound	0	1	2