FUNCTIONAL HEARING INVENTORY FORM

1. ID# _____ 2. Examiner's Name: _____ 3. Project Team: _____

4. Student's Name_____ 5. D.O E.:_____ 6. D.O.B. _____ 7. Gender: ☐ Male ☐ Female

8. Primary Disability: _____

9. Secondary Disabilities: _____

10. Race:
- ☐ American Indian or other Native
- ☐ Asian or Pacific Islander
- ☐ Black or African American
- ☐ Caucasian

11. Ethnicity:
- ☐ Hispanic/Latino
- ☐ Other

12. Level of School:
- ☐ Daycare
- ☐ Preschool
- ☐ Elementary
- ☐ Middle/Junior High
- ☐ High School
- ☐ Post High School

13. Primary Setting
- ☐ Public Integrated
- ☐ Public Segregated
- ☐ Residential
- ☐ Residential Day School
- ☐ Private
- ☐ Homebound
- ☐ Home school

14. Does the student wear/use Hearing Aids
- ☐ consistently
- ☐ inconsistently
- ☐ does not wear

15. Does the student wear/use Cochlear Implant
- ☐ consistently
- ☐ inconsistently
- ☐ does not wear

16. Does the student wear/use FM System?
- ☐ consistently
- ☐ inconsistently
- ☐ does not wear

17. Did the student wear/use hearing aids, cochlear implant, FM System during observation: ☐ Yes ☐ No

18. Is there an Audiological Report? ☐ Yes ☐ No

19. Degree of Hearing Loss based on Audiological Report:
- ☐ Mild
- ☐ Mild Moderate
- ☐ Moderate
- ☐ Moderate-Severe
- ☐ Severe
- ☐ Severe Profound
- ☐ Profound
- ☐ Untestable/Inconclusive

20. Type of Hearing Loss based on Audiological Report:
- ☐ Unilateral
- ☐ Bilateral
- ☐ Central Auditory Processing
- ☐ Conductive
- ☐ Sensorineural
- ☐ Mixed
- ☐ Unavailable
- ☐ Untestable/Inconclusive

EXPLANATION OF CODES

ENVIRONMENTAL CONDITIONS /BACKGROUND NOISE	
1. Very quiet to below avg 50dB	An empty classroom that is on a quiet hallway and the a/c is not running, a preschool class during naptime, a secondary class taking a test, library
2. Average noise 51-60 dB	The motor of an overhead projector at 3-5 ft., the motor of a computer (CPU) at 3 ft
3. Above avg. noise 61-80 dB	Central air-conditioner/heater unit 20 feet away, freeway traffic at 50 feet
4. Very noisy 81-100 dB	A classroom during a group activity, the playground at recess time
5. Excessively noisy >100 dB	Noisy cafeteria at lunch time, the gymnasium during a pep rally, or hallway noise when changing classes at a junior or senior high school.
INTENSITY OF SIGNAL	
1. Very soft to soft <50 dB	A whispered voice at 20 feet to whispered speech at 3 yards
2. Average 51-60 dB	Normal conversation at 15 feet, a child's rattle shaken at 3 feet., child's music box (Fisher Price Owl) at 6 inches – 2 feet, dropping pieces into the Tupperware shape-o-ball at 3 feet, an oscillating fan, refrigerator motor at two feet away
3. Loud 61-80 dB	Dropping a tennis ball into a metal coffee can at 1-3 feet, wooden clackers, plastic maraca, hairdryer, a car accelerating; a running washing machine or dryer at 1 foot
4. Very loud 81-100 dB	Vacuum cleaner, dropping a Ping-Pong or tennis ball into a metal coffee can at 6 inches, Fisher Price jack-in-the–box, a tin party noisemaker with swinging handle, shouting at 2 feet, whistling teakettle at 2 feet, ring of 6 keys shaken vigorously at 6 inches.
5. Extremely loud >100 dB	Power lawnmower at 3 feet
LEVEL OF RESPONSE	These are examples of possible responses. The child does not need to exhibit ALL of these responses.
1. Awareness/Reflexive: Student demonstrates motoric responses indicating he/she is aware of sound.	*Unintentional and reflexive responses including: startle, widening of eyes, eye shift, eye blink, crying, tensing body, cessation of activity, increase in activity, change in respiration. Do not consider a student's nystagmus as a response to sound, if it is usually present.
2. Attention/Alerting: In addition to being aware of sound, the student pays attention to the sound for a few seconds.	*Intentional verbal or motoric responses to sound including searching for the sound (with hands, head, eyes, or body movement), inclining head toward sound, facial expressions including laughing, smiling, or grimacing, and increase or decrease in vocalizations.
3. Localization: The student attempts to locate and/or find the sound source.	*Turn toward, look at, or reach for sound source. Look toward a door when it is slammed or a phone when it rings.
4. Discrimination: The student can tell the difference between two different sounds.	*Attends to familiar voice or favorite sound toy in presence of background noise; responds differently to primary care-giver's voice than to a stranger's voices; stops, hesitates, or changes sounds when teacher changes vocalizations (not necessarily exact imitation); may imitate sounds made by teacher; indicates that two sounds are the same or different by matching sound cans or sound toys.
5. Recognition: The student responds to sound in a patterned way.	*Differentiated response to own name; smiles to praise; sobers to scolding voice; begins to perform gestures associated with a familiar song; goes toward coat/door/window when school bus horn blows; stops activity when presented with a prohibitive command; follows simple, routine verbal commands.
6. Comprehension: The student responds to novel and routine sounds appropriately.	Reacts appropriately to verbal instructions with increasing complexity and length: correctly responds to one-part commands, two-part related commands, two-part unrelated commands, etc. Language is a component of this level. For environmental sounds, the individual must be able to communicate what was heard via speech, sign, or other communicative method such as a communication board, tactile symbol, augmentative device, etc.
*Adapted from Gleason (1984)	

OBSERVATION FORM

ENVIRONMENTAL SOUNDS (3 SOUND TOYS/NOISEMAKERS IF AGE APPROPRIATE)	Must test in 3 different environments with varying background / environmental noise conditions	Environmental conditions (Background noise)	Type of signal (specify) Must use at least 6 different signals of varying intensity/loudness	Intensity of signal	Level of response	What was the child's response?
		Ex. 65 dB	Ex. Vacuum	56 dB	3	Turned head toward vacuum
		Ex. 85 dB	Ex. Wooden clackers	68 dB	none	No response, possibly due to level of background noise
SPEECH SOUNDS	Must test in 3 different environments with varying background / environmental noise conditions	Environmental conditions (Background noise)	Type of signal (specify) Must use at least 3 different speakers (include child, male, female if possible)	Intensity of signal	Level of response	What was the child's response?
		Ex. 55 dB	Ex. Mom's voice	78 dB	4	Attended to mom's voice & cessation of crying

Observations

Educational Implications:

Suggestions/Recommendations/Modifications