## FUNCTIONAL HEARING INVENTORY FORM

1. ID#	2. Examiner's Name:		3. Project Team:						
4. Student's Name	5	5. D.O E.:	6. D.O.B	7. Gender: 🗌	] Male 🔲	Female			
8. Primary Disability:									
9. Secondary Disabilities:									
10. Race: American Indian or oth Asian or Pacific Islande Black or African Ameri Caucasian	er 🗌 Other	.atino [] ] [] F [] I [] I [] 1 [] 1	zel of School: Daycare Preschool Elementary Middle/Junior High High School Post High School	13. Primary Setti Public Inte Public Segn Residential Residential Private Homebound Home scho	egrated regated Day School d				
14. Does the student wear/use Hearing Aids15. Does the student wear/use Hearing Aids□consistently□consistently□inconsistently□ inconsistently□does not wear□ does not wear			/use Cochlear Implant	t 16. Does the stud consistent inconsistent does not w	tly ently	e FM System?			
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 Moderate-Severe Profound   Mild Moderate Severe Untestable/Inconclusive   Moderate Severe Profound									
20. Type of Hearing Loss based Unilateral Bilateral Central Auditory Proces	□Conductive □Sensorineural	□ Unavailable □ Untestable/Ir	nconclusive						

## **EXPLANATION OF CODES**

I. Very quiet to below avg 50dB   An empty classroom that is on a quiet hallway and the u/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 traffs 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 hi school.     INTENSITY OF SIGNAL   Nomal conversation at 15 feet, a child's ratule shaken at 3 faet, 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 matal coffec can t1-3 feet, wooden clackers, plusite maraen, hairdryer, a car accelerating; a ronisemaker with swinging handle, shouting at 2 feet, winding tacklet at 2 feet, ring of 6 keys shaken vigorously at 6 inches.     4. Very loud   >100 dB   Power lawnnower at 3 feet     LEVEL OF RESPONSE   These are examples of possible responses. The child does not need to exhibit ALL of these responses.     1. Awareneskerflexive; Student duempts to incorie responses including startle, widening, or gri	ENVIRONMENTAL CONDITIONS					
2. Average noise 51-60 dB The motor of an overhead projector at 3-5 fL, the motor of a computer (CPU) at 3 fL   3. Above avg. noise 61-80 dB Central air-conditioner/heater unit 20 feet away, freeway raffs 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 gymmasium during a pep rally, or hallway noise when changing classes at a junior or senior hi school.   INTENSITY OF SIGNAL   1. Very solit solt <50 dB	/BACKGROUND NOISE     1. Very quiet to below avg 50dB					
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 hi school.   1. Very soft to S0 dS 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 ratile shaken 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 marca, hairdyre, 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 4 coff, into a metal coffee can at 2 feet, ring of 6 keys shaken vigorously at 6 inches.   5. Extremely loud >100 dB Power lawmower at 3 feet   LEVEL OF RESPONSE These are examples of possible responses. The child does not need to exhibit ALL of these responses.   4. Avarenesk/Reflexity: Student "Unintentional and reflexive responses to louding: startle, widening of gyes, ey shift, eye blink, crying, tensing body, cessation 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 addition to being advact or taken or takery socies stops, hesistates, or changes sounds when etcher changes	2. Average noise51-60 dB					
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 hi school.   1. Very soft to soft <50 dB						
Image: Second state in the state of the state in the	4. Very noisy 81-100 dB	A classroom during a group activity, the playground at recess time				
1. Very soft to soft <50 dB	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.				
2. Average 51-60 dB Normal conversation at 15 feet, a child's ratite shaken at 3 feet, no scillating 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, moden 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 part noisemaker with swinging handle, shouting at 2 feet, whistling teaktel 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. <u>Awareness/Reflexive</u> : Student demonstrates motoric responses including: startle, widening of eyes, eye shift, eye blink, crying, tensing body, cessation 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. *Turn toward, look at, or reach for sound source. Look toward a door when it is slammed or a phone when it rings.   3. Localization: The student atempts to local and/or find the sound source. *Attends to familiar voice or favorite sound source. Look toward a door when it is slammed or a phone when it rings.   4. Discrimination: The student responds to sound, if outs symple, routine wereal or different by matching sound cans or sound in a p						
3. Loud 61-80 dB Dropping a tennis ball into a metal coffee can at 1-3 feet, wooden clackers, plastic marca, 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 part 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 lawmower at 3 feet   LEVEL OF RESPONSE These are examples of possible responses. The child does not need to exhibit ALL of these responses.   1. <u>Awareness/Reflexive</u> : Student demonstrates motoric responses including: startle, widening of eyes, eye shift, eye blink, crying, tensing body, cessation 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. <u>AttentionAlerting</u> : In addition to being aware of sound. "Intentional verbal or motoric responses to sound including searching for the sound (with hands, head, eyes, or body movemen inclining head toward sound, facial expressions including laughing, smiling, or grimacing, and increase or decrease in vocalizations.   3. Localization: The student can tell the difference between two different sounds. *Attends to familiar voice or favorite 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 source; begins to perform gesture assoc						
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, at in part 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   1. Awareness/Reflexivg: Student demonstrates motoric responses including: startle, widening of eyes, eye shift, eye blink, crying, tensing body, cessation 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, for a few seconds. *Intentional or reach for sound, facial expressions including laughing, smiling, or grimacing, and increase or decrease in vocalizations.   3. Localization: The student tatempts to locate and/or find the sound source. *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 voice; 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 and patterned way. *Differentiated response to own name; smiles to praise; sobers to scolding voice; begins to perform gestures associated with a follows simple, routine verbal commands, tc. Language is a comporent of this level. For environmental sounds, the individual must be able to communicate what was heard to noneed and routine sounds appropriately.		dropping pieces into the Tupperware shape-o-ball at 3 feet, an oscillating fan, refrigerator motor at two feet away				
state 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   L Awareness/Reflexive: Student demonstrates motoric responses including: startle, widening of eyes, eye shift, eye blink, crying, tensing body, cessation 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 different sounds. *Attends to familiar voice or favorite sound sour for a stranger's voice; 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 fmiliar song; goes toward coat/door/window when school bus horn blows; stops activity when presented wit	3. Loud 61-80 dB					
LEVEL OF RESPONSE   These are examples of possible responses. The child does not need to exhibit ALL of these responses.     1. <u>Awareness/Reflexive</u> : 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 activity, increase in activity, change in respiration. Do not consider a student's nystagmus as a response to sound, if it is usually inclining he/she is aware of sound.     2. <u>Attention/Alerting</u> : 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, smilling, or grimacing, and increase or decrease in vocalizations.     3. <u>Localization</u> : 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. <u>Discrimination</u> : 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. <u>Recognition</u> : The student responds to sound in a patterned way.   *Differen	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.				
1. Awareness/Reflexive: Student *Unintentional and reflexive responses including: startle, widening of eyes, eye shift, eye blink, crying, tensing body, cessation 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 start to a stranger's voices; stops, hesitates, or changes 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: c	5. Extremely loud >100 dB					
demonstrates motoric responses indicating he/she is aware of sound. 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	LEVEL OF RESPONSE	These are examples of possible responses. The child does not need to exhibit ALL of these responses.				
aware of sound, the student pays attention to the sound for a few seconds.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 in a patterned way.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	demonstrates motoric responses	*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.				
Image: solution is a patterned way. *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 voice; 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.	aware of sound, the student pays					
tell the difference between two different sounds.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 unrelated commands, etc. Language is a component of this level. For environmental sounds, the individual must be able to communicate what was heard		*Turn toward, look at, or reach for sound source. Look toward a door when it is slammed or a phone when it rings.				
sound in a patterned way.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	tell the difference between two	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				
to novel and routine sounds appropriately.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		familiar song; goes toward coat/door/window when school bus horn blows; stops activity when presented with a prohibitive				
*Adapted from Gleason (1984)	to novel and routine sounds appropriately.	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				

## **OBSERVATION FORM**

ENVIRONMENTAL SOUNDS 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?
RO		Ex. 65 dB	Ex. Vacuum	56 dB	3	Turned head toward vacuum
pp		Ex. 85 dB	Ex. Wooden clackers	68 dB	none	No response, possibly due to level of background noise
DS A	/ pu					
CE ES	grou					
ENVIRONMENTAL SOUNDS YS/NOISEMAKERS IF AGE A	ackg					
	d gr					
LA ERS	aryii					
EN KH	th v:					
ME	s wi					
ON SEJ	nent					
IR	ron					
NV N/S	envi					
E	ent					
TC	iffer					
Ŋ	3 d					
UN IN	st in ons					
SC	st te ditio					
(3	Mu con					
		Environmental	Type of signal (specify)	Intensity	Level of	What was the child's response?
	ts	conditions	Must use at least 3 different	of signal	response	1
S	men	(Background	speakers (include child, male,	Ũ	-	
SPEECH SOUNDS	ions	noise)	female if possible)			
	envi Id / nditi	Ex. 55 dB	Ex. Mom's voice	78 dB	4	Attended to mom's voice & cessation of crying
	rent rour e co					
	liffe ackg nois					
	n 3 c ig be ital i					
SP	est in uryin 1me1					
	Must test in 3 different environments with varying background / environmental noise conditions					
	Mı wii eny					

## **Observations**

Educational Implications:

Suggestions/Recommendations/Modifications