

D/HH Functional Assessment Worksheet

Student Name _____ D.O.B. _____ Date _____

School _____ Hearing Loss / Aid Notes _____

D/HH Functional Assessment: Brigance Comprehensive Inventory, Ling Six Sound Test, Rosen Speechreading Inventory

<p>Auditory Discrimination <input type="checkbox"/> Visual <input type="checkbox"/> Repeat <input type="checkbox"/> No Visual <input type="checkbox"/> Identify</p> <table style="width: 100%;"> <tr> <td style="width: 50%;">1. m- met-let, sum-sum</td> <td style="width: 50%;">14. t- two-two, pot-pot</td> </tr> <tr> <td>2. b- tab-tab, bit-mit</td> <td>15. y- yes-yes, yam-bam</td> </tr> <tr> <td>3. h- hide-wide, hat-mat</td> <td>16. w- wake-bake, wet-get</td> </tr> <tr> <td>4. j- jet-wet, jam-jam</td> <td>17. z- zip-sip, buzz-buzz</td> </tr> <tr> <td>5. g- gate-rate, tag-tag</td> <td>18. v- vat-bat, gave-gate</td> </tr> <tr> <td>6. r- ride-side, near-near</td> <td>19. k- kind-mind, kite-kite</td> </tr> <tr> <td>7. s- set-wet, bus-bud</td> <td>20. qu- quit-bit, quote-quote</td> </tr> <tr> <td>8. d- duck-luck, bad-bad</td> <td>21. c/s/- sent-went, cell-cell</td> </tr> <tr> <td>9. n- next-next, fan-fat</td> <td>22. e- lap-lip, cap-cap</td> </tr> <tr> <td>10. f- fix-mix, fail-fail</td> <td>23. e- led-led, bet-bat</td> </tr> <tr> <td>11. c/k/- cup-cup, cot-lot</td> <td>24. i- tip-tap, kit-kit</td> </tr> <tr> <td>12. p- pot-not, nap-nap</td> <td>25. o- pot-pat, dog-dog</td> </tr> <tr> <td>13. l- lost-lost, tall-tall</td> <td>26. u- hug-hug, pet-put</td> </tr> </table>	1. m- met-let, sum-sum	14. t- two-two, pot-pot	2. b- tab-tab, bit-mit	15. y- yes-yes, yam-bam	3. h- hide-wide, hat-mat	16. w- wake-bake, wet-get	4. j- jet-wet, jam-jam	17. z- zip-sip, buzz-buzz	5. g- gate-rate, tag-tag	18. v- vat-bat, gave-gate	6. r- ride-side, near-near	19. k- kind-mind, kite-kite	7. s- set-wet, bus-bud	20. qu- quit-bit, quote-quote	8. d- duck-luck, bad-bad	21. c/s/- sent-went, cell-cell	9. n- next-next, fan-fat	22. e- lap-lip, cap-cap	10. f- fix-mix, fail-fail	23. e- led-led, bet-bat	11. c/k/- cup-cup, cot-lot	24. i- tip-tap, kit-kit	12. p- pot-not, nap-nap	25. o- pot-pat, dog-dog	13. l- lost-lost, tall-tall	26. u- hug-hug, pet-put	<p>Ling - Quiet a u e sh s m @ _____ fi Quiet a u e sh s m @ _____ fi Noise a u e sh s m @ _____ fi Noise a u e sh s m @ _____ fi</p> <hr/> <p>Rosen Speech Reading</p> <p>_____ /10 words ①②③④⑤⑥⑦⑧⑨⑩</p> <p>_____ /10 words in sent ①②③④⑤⑥⑦⑧⑨⑩</p> <p>_____ /10 repeat sent ①②③④⑤⑥⑦⑧⑨⑩</p>
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<p>Sentence Memory <input type="checkbox"/> Quiet <input type="checkbox"/> Noise <small>Repeat 1 of 2 sentences without errors. OK to allow for poor/immature speech.</small></p> <table style="width: 100%;"> <tr> <td style="width: 50%;">Grade # syllables</td> <td style="width: 50%;">Grade # syllables</td> </tr> <tr> <td>K 2 - a b</td> <td>12 - a b</td> </tr> <tr> <td> 4 - a b</td> <td>2 14 - a b</td> </tr> <tr> <td> 6 - a b</td> <td>3 16 - a b</td> </tr> <tr> <td> 8 - a b</td> <td>5 18 - a b</td> </tr> <tr> <td> 10 - a b</td> <td>7 20 - a b 9</td> </tr> </table>	Grade # syllables	Grade # syllables	K 2 - a b	12 - a b	4 - a b	2 14 - a b	6 - a b	3 16 - a b	8 - a b	5 18 - a b	10 - a b	7 20 - a b 9	<p>Listening Vocabulary Comprehension <small>Highest with at least 67% comprehension accuracy (2 of 3)</small></p> <table style="width: 100%;"> <tr> <td style="width: 50%;">1st - ①②③</td> <td style="width: 50%;">5th - ①②③</td> </tr> <tr> <td>2nd - ①②③</td> <td>6th - ①②③</td> </tr> <tr> <td>3rd - ①②③</td> <td>7th - ①②③</td> </tr> <tr> <td>4th - ①②③</td> <td>8th - ①②③</td> </tr> </table>	1st - ①②③	5th - ①②③	2nd - ①②③	6th - ①②③	3rd - ①②③	7th - ①②③	4th - ①②③	8th - ①②③	<p>Listening Comprehension <small>_____ Highest grade with 80% comprehension accuracy (4 of 5)</small></p> <table style="width: 100%;"> <tr> <td style="width: 30%;">Lower 1st</td> <td>1. 2. 3. 4. 5.</td> </tr> <tr> <td>Upper 1st +</td> <td>1. 2. 3. 4. 5.</td> </tr> <tr> <td>Lower 2nd</td> <td>1. 2. 3. 4. 5.</td> </tr> <tr> <td>Upper 2nd +</td> <td>1. 2. 3. 4. 5.</td> </tr> <tr> <td>Lower 3rd</td> <td>1. 2. 3. 4. 5.</td> </tr> <tr> <td>Upper 3rd +</td> <td>1. 2. 3. 4. 5.</td> </tr> <tr> <td>Fourth Grade</td> <td>1. 2. 3. 4. 5.</td> </tr> <tr> <td>Fifth Grade</td> <td>1. 2. 3. 4. 5.</td> </tr> <tr> <td>Sixth Grade</td> <td>1. 2. 3. 4. 5.</td> </tr> <tr> <td>Seventh Grade</td> <td>1. 2. 3. 4. 5.</td> </tr> <tr> <td>Eighth Grade</td> <td>1. 2. 3. 4. 5.</td> </tr> <tr> <td>Ninth Grade</td> <td>1. 2. 3. 4. 5.</td> </tr> </table>	Lower 1st	1. 2. 3. 4. 5.	Upper 1st +	1. 2. 3. 4. 5.	Lower 2nd	1. 2. 3. 4. 5.	Upper 2nd +	1. 2. 3. 4. 5.	Lower 3rd	1. 2. 3. 4. 5.	Upper 3rd +	1. 2. 3. 4. 5.	Fourth Grade	1. 2. 3. 4. 5.	Fifth Grade	1. 2. 3. 4. 5.	Sixth Grade	1. 2. 3. 4. 5.	Seventh Grade	1. 2. 3. 4. 5.	Eighth Grade	1. 2. 3. 4. 5.	Ninth Grade	1. 2. 3. 4. 5.
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<p>Notes _____ _____ _____ _____ _____</p>	<p>Following Oral Directions <small>2 of any 3 directions followed in sequence at highest skill level! Observe for issues other than auditory: vocabulary, memory, sequencing</small></p> <p style="text-align: center;"><input type="checkbox"/> Quiet <input type="checkbox"/> Noise</p> <table style="width: 100%;"> <tr> <td style="width: 30%;">One-Step</td> <td>1. 2. 3.</td> </tr> <tr> <td>Two-Step</td> <td>1. 2. 3.</td> </tr> <tr> <td>Three-Step</td> <td>1. 2. 3.</td> </tr> <tr> <td>Four-Step</td> <td>1. 2. 3.</td> </tr> </table>		One-Step	1. 2. 3.	Two-Step	1. 2. 3.	Three-Step	1. 2. 3.	Four-Step	1. 2. 3.																																				
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Receptive Language: Able / not able to engage in one-to-one conversation. _____

Expressive Language: Speaks in words / phrases / complete sentences. _____

Grammar or Articulation notes: _____

Word Recognition Reading <small>Correctly pronounce at least 5 of 10 words - within 3 seconds per word.</small>	Reading Vocabulary Comprehension <small>Highest read with at least 67% accuracy (2 of 3)</small>	Reading Comprehension <small>Highest grade student can read with 80% comprehension accuracy (4 of 5)</small>	
Preprimer ①②③④⑤⑥⑦⑧⑨⑩ _____	Grade 1 a. b. c.	Preprimer 1. 2. 3. 4. 5.	Primer 1. 2. 3. 4. 5.
Primer ①②③④⑤⑥⑦⑧⑨⑩ _____	Grade 2 a. b. c.	1 st Lower 1. 2. 3. 4. 5.	1 st Upper 1. 2. 3. 4. 5.
Grade 1 ①②③④⑤⑥⑦⑧⑨⑩ _____	Grade 3 a. b. c.	2 nd Lower 1. 2. 3. 4. 5.	2 nd Upper 1. 2. 3. 4. 5.
Grade 2 ①②③④⑤⑥⑦⑧⑨⑩ _____	Grade 4 a. b. c.	3 rd Lower 1. 2. 3. 4. 5.	3 rd Upper 1. 2. 3. 4. 5.
Grade 3 ①②③④⑤⑥⑦⑧⑨⑩ _____	Grade 5 a. b. c.	4 th Lower 1. 2. 3. 4. 5.	4 th Upper 1. 2. 3. 4. 5.
Grade 4 ①②③④⑤⑥⑦⑧⑨⑩ _____	Grade 6 a. b. c.	5 th Lower 1. 2. 3. 4. 5.	5 th Upper 1. 2. 3. 4. 5.
Grade 5 ①②③④⑤⑥⑦⑧⑨⑩ _____	Grade 7 a. b. c.	6 th Lower 1. 2. 3. 4. 5.	6 th Upper 1. 2. 3. 4. 5.
Grade 6 ①②③④⑤⑥⑦⑧⑨⑩ _____	Grade 8 a. b. c.	7 th Lower 1. 2. 3. 4. 5.	7 th Upper 1. 2. 3. 4. 5.
Grade 7 ①②③④⑤⑥⑦⑧⑨⑩ _____		8 th Lower 1. 2. 3. 4. 5.	8 th Upper 1. 2. 3. 4. 5.
Grade 8 ①②③④⑤⑥⑦⑧⑨⑩ _____		9 th Lower 1. 2. 3. 4. 5.	9 th Upper 1. 2. 3. 4. 5.

Assessor Comments: Classroom observations, Cum notes, ELD Level
 See Teacher Observation Checklist, Parent Questionnaire and Audiologist's Notes for further comments.

No lines for Mary

Suggested Goals: