

STUDENT NAME

A Functional Listening Evaluation (FLE) was completed in XXX's 5th grade general education classroom on April 18, 2018 at XXX Elementary School. This assessment was administered collaboratively by Anita Vereb, PhD/CCC-A, WISD Educational Audiology Consultant and Ashley Barbour, XXX's WISD TCDHH. Below are the findings:

Condition- Pediatric Nonsense Phrases (Example - Down fell he boat.) – 10 sentences were presented per condition Noise source (classroom noise via external speakers/laptop) = 3ft from student, noise levels set at 60dBA Distance = speaker/teacher was standing 12ft in front of the student for distance conditions and 3ft for close conditions	Single Word Score	Sentence Score
1. Quiet + Close + Lipreading + Hearing aids	38/39 = 97%	9/10 = 90%
2. Quiet + Distance + Lipreading + Hearing aids	36/38 = 95%	8/10 = 80%
3. Noise + Distance + Lipreading + Hearing aids	35/37 = 95%	9/10 = 90%
4. Noise + Distance + No Lipreading + Hearing aids	28/37 = 76%	5/10 = 50%
5. Noise + Distance + No Lipreading + Hearing aids + Personal Hearing Assistive Technology	37/38 = 97%	9/10 = 90%

Summary: For children with hearing loss, listening at a distance, excessive room reverberation, and background noise can affect their ability to understand oral instructions and discussion in the educational setting. Today's FLE was conducted to provide additional information to XXX and her IEP team around the benefits of various assistive technology and supports.

In both a quiet and noisy environment, when the teacher was standing at the front of the classroom at a distance, XXX was able to repeat 95% of the words correctly with her hearing aids when provided with additional lipreading cues. This task became more challenging in

noise once lipreading cues were removed, 76% w/hearing aids alone. This test condition was then repeated using the personal hearing assistive device in conjunction with her hearing aids. XXX's word score increased to 97% in this test condition. Use of the personal hearing assistive technology in conjunction with her hearing aids reduced the challenges of listening with her hearing aids alone (i.e., no additional lipreading cues), at a distance, and in the presence of background noise.

Recommendation:

- 1) IEP Team to continue to provide additional accommodations such as access to visual supports/lipreading cues, strategic seating, minimizing background noise (e.g., closing hallway door), and access to personal hearing assistive technology in the educational setting.
- 2) IEP Team to continue to work with XXX around establishing a routine and monitoring supports needed to foster her self-advocacy skills related to her IEP accommodations.
- 3) IEP Team to discuss the possibility of amending current IEP wording around use of personal hearing assistive technology to align with XXX's needs as she begins middle school in the Fall and consider social as well as logistical aspects around care/use/implementation of the equipment. Discuss options for changing transmitters to one that may be more conducive for middle school (i.e., Roger Easy Pen versus Roger Inspiro)

Report completed by:

Anita Vereb, PhD/CCC-A, WISD Educational Audiology Consultant

Ashley, Barbour, WISD Teacher Consultant of the Deaf/Hard of Hearing (TCDHH)