

**SEVERITY CHARACTERISTIC WORKSHEET
ITINERANT HEARING SUPPORT PROGRAM**

Student _____
DOB _____ Grade _____

CATEGORY	0	3	6	9	12	SEVERITY SCORE
AUDIOLOGICAL STATUS	*Mild-moderate unilateral loss *Normal middle ear functioning *Aided speech discrimination above 90%	*Severe-profound unilateral loss; *Mild bilateral loss *Aided speech discrimination 80-90%	*Moderate or high frequency bilateral loss *Frequent middle ear problems *Aided speech discrimination 70%-80%	*Severe bilateral loss *Indications of a progressive loss *Aided speech discrimination 50%-70%	*Profound bilateral loss *Aided speech discrimination below 50%	
AUDITORY FUNCTIONING	*Excellent word discrimination *Good comprehension of stories, directions and conversation in a variety of settings	*Occasional problems in settings other than one to one	*Occasional difficulty even in quiet settings *Problems increase as interfering factors are added to a given setting	*Experiences difficulty in most listening situations	*Dependent on the use of vision to obtain auditory information	
USE OF AMPLIFICATION	*None recommend by the audiologist *Independent use and care of amplification	*Limited benefit from amplification *Needs occasional guidance in maintenance	*Inconsistent use of amplification *Limited knowledge of amplification	*Needs regular assistance in the use and care of amplification *Uses an FM System	*Has recently received amplification or an FM system	
LANGUAGE	*Student scores are no more than 1 standard deviation below the mean; *Standard score of 85 or above	*Student scores are 1.0-1.5 Standardized Deviation (SD) below mean; *Standard Score (SS) of 78 to 85	*Student scores are 1.5-2 SD below mean; SS of 70-77	*Student scores are 2-2.5 SD below mean; *SS or 62-69	*Student scores more than 2.5 SD below the mean; *SS at or below 62	

COMMUNICATION	*Has excellent skills in primary mode of communication	*Has good skills in primary mode of communication	*Has fair skills in primary mode of communication	*Has poor skills in primary mode of communication	*Limited communication skills. * Has potential to develop communication, but primary mode is not yet established	
SPEECHREADING	*Has excellent speechreading skills	*Has good speechreading skills	*Has fair speechreading skills	*Has poor speechreading skills	*Has not developed any speechreading skills	
EFFECT ON EDUCATIONAL PERFORMANCE	*Effects of the hearing impairment do not significantly interfere with progress *Student possesses additional disability which is the primary cause of the student's lack of progress	*Effects of the hearing impairment cause only minimal interference with progress	*Student experiences difficulty with one or two class or subject area due to the effects of the hearing impairment	*Student experiences difficulty in several classes or subject areas due to the effects of the hearing impairment	*Modifications are required in all classes and situations due to the effects of the hearing impairment	
					TOTAL SCORE	

**ITINERANT HEARING SEVERITY RATING SCALE
SUMMARY OF SERVICES WORKSHEET**

SEVERITY SCORE	SEVERITY RATING	FREQUENCY	MIN/WEEK	GOALS IEP	Additional factors for consideration
0-10	1	contact with staff 3-5 times a year		NO	+ need for more service - need for less service ___ 1. Age of student ___ 2. progression of hearing loss ___ 3 parental concern ___ 4. transition to new school ___ 5. auditory demands of program ___ 6. student cooperation ___ 7. attendance ___ 8. other educational handicapping conditions ___ 9. Use of compensating strategies ___ 10. Other
11-21	2	Monthly contacts with staff		NO	
22-42	3	1-2/WEEK	30-100	YES	
43-63	4	2-3/WEEK	60-300	YES	
64-84	5	3-5/WEEK	180-360	YES	

Date	Severity rating	Frequency	Min./week	Model	Teacher Initial	Supervisor Initial