

Informal Functional Hearing Evaluation: A tool for the whole team!

1. Presenter
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2. What is “functional hearing”?
3. What does “deafblind” include? (image of a continuum with the y-axis having typical vision at the top, down to blind and then CVI at the bottom, and the x-axis having typical hearing at the left, over to profoundly Deaf and then Auditory Neuropathy on the right. Everything overlapping outside of the two “typical” columns are shaded indicating deafblind)
4. If the children are deafblind, then why consider functional hearing?
5. Hierarchy
 - a. Detection- I hear it
 - b. Discrimination- those sounds are different
6. Where do I Find that Information?
 - a. Detection ([Audiogram](#))
 - b. Discrimination (on the [eligibility form](#) and/or report IF you get it)
7. Hierarchy of Hearing
 - a. Identification- I know what that sound is...
 - b. Comprehension- I know what that sound means...
8. And Then...After Detection, Discrimination, Identification and Comprehension, we begin to address Utilization
9. Utilization of Environmental Sound
 - a. Localization
 - i. Where is that sound moving?
 - ii. Which direction and how quickly?
 - b. Estimation
 - i. How far away is that sound?
 - ii. When will it arrive where I am?
10. Utilization of Environmental Sound
 - a. Echolocation (reflected sound)
 - i. Passive
 - ii. Active
 - b. Orientation

- i. Spatial updating
- ii. Planning Travel
- iii. Maintaining Travel

11. Which Specialists are Involved?

- a. Educational Audiologist
- b. Family
- c. Teacher of the Deaf/Hard of Hearing
- d. Speech Language Pathologist
- e. Teacher of Students who are Deafblind
- f. Intervener
- g. Orientation and Mobility Specialist
- h. Teacher of Students with Visual Impairments
- i. Classroom Teacher

12. Informal Functional Hearing Evaluation (IFHE)

13. What is the IFHE?

- a. An informal evaluation tool for evaluating functional hearing in children and young adults who are deafblind.
- b. The purpose is to determine the impact of a potential hearing loss on educational performance.

14. What makes the IFHE unique?

- a. There are MANY functional hearing evaluations, but the IFHE is unique in that it does not require formal language or formal responses.
- b. Most measure use of speech, IFHE measures many different sound sources.

15. What are the components of the IFHE?

- a. Interview
 - i. Family members
 - ii. School staff who know the student well
 - iii. Medical professionals
- b. Observation Checklist (normally led by the TDHH)
- c. Summarizing all data

16. Where to Find the IFHE

- a. Texas Deafblind Project Website (txdeafblindproject.org)
- b. Products
- c. Books, Publications and Newsletters
- d. https://www.nationaldb.org/media/doc/IFHEFunctionalEvaluation_ae.pdf

17. What to do with this information

18. These results can go into your O&M Evaluation, in the TDHH's Communication

evaluation, can help drive the LMA decisions, and can be helpful to the audiologist.

- a. Can go into PLAAFP, accommodation, drive goals, and help the team create meaningful instruction

19. Why is this valuable information?

- a. Why do you think information regarding your student's functional hearing would be helpful to you (and other teammates) who are not Teachers of the Deaf/HH?

20. Other Resources

- a. [Sound Travels](#)
- b. Texas Deafblind Project [website](#)

21. Contact information

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