| | Close/Quiet | Close/Noise | Far/Quiet | Far/Noise |
|--------------------|--------------------|-------------|-----------|-----------|
| Auditory Visual | AVCQ 100% | AVCN 90% | AVFQ 100% | AVFN 90% |
| Auditory | ACQ 90% | ACN 90% | AFQ 90% | AFN 90% |

Reflection questions:

- What is the student's best listening condition?
- Is a remote microphone system recommended/needed?

| | Close/Quiet | Close/Noise | Far/Quiet | Far/Noise |
|--------------------|--------------------|-------------|-----------|-----------|
| Auditory Visual | AVCQ 100% | AVCN 90% | AVFQ 100% | AVFN 90% |
| Auditory | ACQ 90% | ACN 90% | AFQ 90% | AFN 90% |

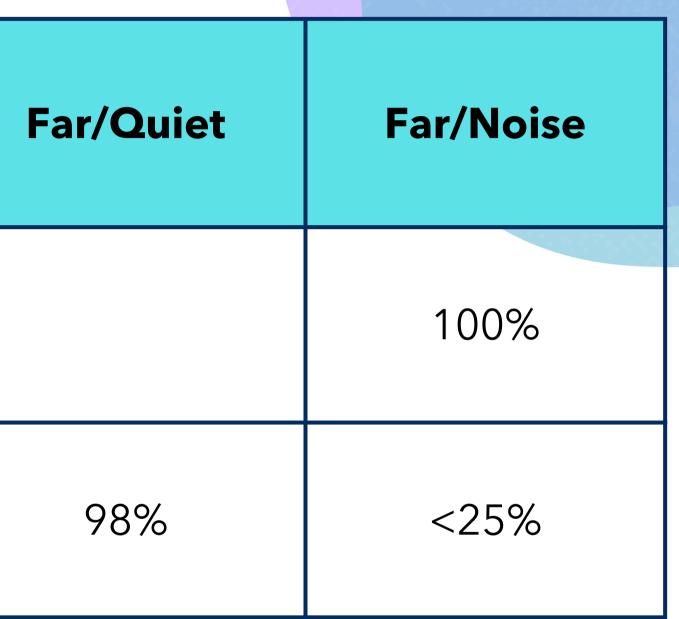
Possible Recommendations:

- If there are no concerns about this student's classroom performance and the child does not express any difficulty, no RM/HAT may be needed.
- If there are academic concerns and/or the child complains or exhibits symptoms of fatigue, a trial of RM/HAT can be conducted to see if there is a change in performance in the classroom setting.

| | Close/Quiet | Close/Noise | |
|--------------------|--------------------|--------------------|--|
| Auditory Visual | | | |
| Auditory | 100% | 48% | |

Reflection questions:

- Why might three of the auditory plus visual conditions not be tested? • What additional information would that have given you?
- What can you conclude from the results you have?



| Case Study 2 | | | | | |
|--------------------|--------------------|--------------------|-----------|-----------|--|
| | Close/Quiet | Close/Noise | Far/Quiet | Far/Noise | |
| Auditory Visual | | | | 100% | |
| Auditory | 100% | 48% | 98% | <25% | |

Possible Recommendations:

• A remote microphone system may be helpful to this student as they show difficulty in noisy environments when lip reading is not available to them.



| | Close/Quiet | Close/Noise | Far/Quiet | Far/Noise |
|--------------------|--------------------|--------------------|-----------|-----------|
| Auditory Visual | 90% | 80% | 80% | 60% |
| Auditory | 60% | 48% | 40% | <25% |

Reflection questions:

- What does the difference between with and without visuals tell you about the student's access to spoken language?
- What is your interpretation of how well this child can access a general hearing classroom without a remote microphone? With a remote microphone? • What additional supports or services might this child require in addition to a remote
- microphone?



| | Close/Quiet | Close/Noise | Far/Quiet | Far/Noise |
|--------------------|--------------------|--------------------|-----------|-----------|
| Auditory Visual | 90% | 80% | 80% | 60% |
| Auditory | 60% | 48% | 40% | <25% |

Possible Recommendations:

- The IEP team needs to consider how to decrease the barriers to this child's access. This may take some trial and error. Some possibilities are:
 - Visual language supports
 - Pre-teaching and re-teaching of content
 - Use of small group instruction
 - Use of captioning
 - Small group work moved to a quiet environment
 - Professional development for the educators

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|---|--|--|