

Case Study 1

	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?

Case Study 1

	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.

Case Study 2

	Close/Quiet	Close/Noise	Far/Quiet	Far/Noise
Auditory Visual				100%
Auditory	100%	48%	98%	<25%

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.

Case Study 3

	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?

Case Study 3

	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