

## COMMON TERMINOLOGY

<b>AUDITORY BRAINSTEM RESPONSE (ABR):</b>	A non-invasive test that measures auditory responses at the level of the brainstem in response to auditory stimuli. This test can indicate whether or not sound is being detected, even in an infant. This test may also be referred to as BAER or BSER. AABR refers to automated ABR screening devices.
<b>ACOUSTICS:</b>	Pertaining to sound, the sense of hearing, or the science of sound. Often used to refer to the quality of the sound environment.
<b>ACQUIRED HEARING LOSS:</b>	A hearing loss that is not present at birth. Sometimes referred to as adventitious loss.
<b>ADVOCACY:</b>	This term refers to the role parents or guardians play in monitoring their child's development. Advocating for your child means a) that rights are assured you by the law and b) actively participating in the decision-making process to ensure that the services are delivered in line with your goals for your child's development.
<b>AMPLIFICATION:</b>	The use of hearing aids and other electronic devices to increase the loudness of a sound so that it may be more easily received.
<b>ASSISTIVE LISTENING DEVICES (ALD):</b>	Assistive listening devices are amplification systems designed specifically to help people hear better in a variety of difficult listening situations.
<b>ASSISTIVE TECHNOLOGY:</b>	Devices and systems (e.g., TTY's, visual alert systems) which improve communication and enhance the listening environment.
<b>AUDIOGRAM:</b>	A graph on which a person's ability to hear different pitches (frequencies) at different volumes (intensities) of sound is recorded.
<b>AUDIOLOGIC ASSESSMENT:</b>	A comprehensive evaluation of hearing which identifies the type and degree of hearing loss.
<b>AUDIOLOGIST:</b>	A person who holds a degree and license in audiology and is a specialist in testing hearing.
<b>AUDITORY TRAINING:</b>	The process of teaching a child in the use of residual hearing for awareness, identification, and interpretation of sound.
<b>AURAL HABILITATION: (auditory training)</b>	Numerous teaching methods designed specifically for improving a child's auditory speech perception performance. Methods include auditory experiences of spoken language that are meaningful and appropriate to the child's age and interests.
<b>BABY SIGN:</b>	Young children who are hearing do not say all their words correctly; they use a baby talk (ootie means cookie). Young children who are using sign language do not make the signs correctly; they use baby signs (one finger on chin instead of five fingers for the sign "mother").
<b>BILINGUAL/BICULTURAL (BIBI):</b>	Being fluent in two languages and participating in two cultures. For example, hearing (spoken English language) and the Deaf culture (sign language).
<b>BILATERAL HEARING LOSS:</b>	Hearing loss in both ears.
<b>BINAURAL AMPLIFICATION:</b>	Hearing aids worn on both ears.

<b>BODY AID:</b>	An amplification unit that is worn on the body. Primarily used only in special situations where behind-the-ear hearing aids cannot be used.
<b>BONE CONDUCTION:</b>	Sound received through the bones of the skull.
<b>CHRONOLOGICAL AGE ADJUSTED AGE:</b>	Chronological is how old the infant or child is based on his/her date of birth. It is referred to when comparing him or her to other children born at that same time. If a baby was born prematurely, however, his/her development may be measured at his/her adjusted age. Adjusted age takes into account the time between premature birth and the actual due date of a full term pregnancy. Doing this gives a more accurate reflection of what the baby's developmental progress should be.
<b>CLOSED CAPTION:</b>	TV or movie text presented on the screen.
<b>COCHLEAR IMPLANT:</b>	An electronic device surgically implanted to stimulate nerve endings in the inner ear (cochlea) in order to receive and process sound and speech.
<b>COGNITIVE:</b>	Refers to the ability to think, learn, and remember.
<b>CONDUCTIVE HEARING LOSS:</b>	Hearing loss due to failure of sound waves to reach the inner ear through the normal air conduction channels of the outer and middle ear.
<b>CONGENITAL HEARING LOSS:</b>	Hearing loss present at birth or associated with the birth process, or which develops in the first few days of life.
<b>DEAF:</b>	A hearing loss that is so severe that the child is unable to process linguistic information through hearing alone. (Also see Deaf Culture).
<b>DEAF COMMUNITY:</b>	A group of people who share common interests and a common heritage. Their mode of communication is American Sign Language (ASL). The Deaf community is comprised of individuals, both deaf and hearing, who respond with varying intensity to particular community goals which derive from Deaf cultural influences. The Deaf community in the United States may have a wide range of perspectives on issues, but emphasis remains on Deafness as a positive state of being.
<b>DEAF CULTURE:</b>	A view of life manifested by the mores, beliefs, artistic expression, understandings and language (ASL) particular to Deaf people. A capital "D" is often used in the word Deaf when it refers to community or cultural aspects of Deafness.
<b>DEAFBLINDNESS:</b>	Developmentally significant combined loss of vision and hearing.
<b>DECIBEL (dB):</b>	The unit of measurement for the loudness of a sound; the higher the number of the dB, the louder the sound.
<b>EARMOLD:</b>	A custom-made piece which fits into the outer ear and connects to a hearing aid.
<b>ELIGIBILITY:</b>	A child must be determined eligible for early intervention or special education services based on specific disabilities and/or developmental delay (see Part B & Part C). Children with hearing loss are eligible for early intervention services.
<b>ENT:</b>	A medical doctor who specializes in the ears, nose, and throat (ENT); sometimes referred to as an otolaryngologist or otologist.
<b>FINGERSPELLING:</b>	Fingerspelling is a standardized series of handshapes to form letters.

<b>FM SYSTEM:</b>	An assistive listening device that amplifies the speaker's voice transmitted via radio waves. The device reduces the problem of background noise interference and the problem of distance between speaker and deaf and hard of hearing (D/HH) listener.												
<b>FREQUENCY:</b>	The number of vibrations per second of a sound. Frequency, expressed in Hertz (Hz), determines the pitch of the sound.												
<b>GAIN:</b>	The amount of amplification provided. For example, a child with unaided hearing at 70 dB who, when amplified hears at 30 dB, is experiencing a gain of 40 dB.												
<b>GENETIC COUNSELING:</b>	Counseling for individuals with birth defect/genetic disorders which may involve hearing loss. Genetic counseling includes recurrence risk information for individuals with hearing loss and their families.												
<b>HARD OF HEARING:</b>	A hearing loss, whether permanent or fluctuating, which adversely affects an individual's ability to detect and decipher some sounds.												
<b>HEARING AGE/AIDED AGE:</b>	Age is measured from the time the child begins wearing hearing aids or a cochlear implant consistently.												
<b>HEARING SCREENING:</b>	Testing of the ability to hear selected frequencies at intensities above normal hearing. The purpose is to identify individuals with potential hearing loss, with minimal time expenditure, and to refer them for further testing.												
<b>HEARING LOSS:</b>	The following hearing levels are typically characterized as follows:  <table border="0"> <tr> <td>Normal/Hearing</td> <td>0 dB to 20 dB</td> </tr> <tr> <td>Mild Loss</td> <td>21 dB to 40 dB</td> </tr> <tr> <td>Moderate</td> <td>41 dB to 55 dB</td> </tr> <tr> <td>Moderate/Severe</td> <td>56 dB to 70 dB</td> </tr> <tr> <td>Severe Loss</td> <td>71 dB to 90 dB</td> </tr> <tr> <td>Profound</td> <td>91 dB or more</td> </tr> </table>	Normal/Hearing	0 dB to 20 dB	Mild Loss	21 dB to 40 dB	Moderate	41 dB to 55 dB	Moderate/Severe	56 dB to 70 dB	Severe Loss	71 dB to 90 dB	Profound	91 dB or more
Normal/Hearing	0 dB to 20 dB												
Mild Loss	21 dB to 40 dB												
Moderate	41 dB to 55 dB												
Moderate/Severe	56 dB to 70 dB												
Severe Loss	71 dB to 90 dB												
Profound	91 dB or more												
<b>HEARING IMPAIRED (HI):</b>	A term sometimes used to describe any degree of hearing loss.												
<b>HEARING AID:</b>	An electronic device that conducts and amplifies sound to the ear.												
<b>HUGGIES:</b>	The brand name of a plastic-ringed device designed to "hug" the hearing aid to the ear. Popular for infants and toddlers whose ears may be too small to hold the hearing aid snugly in place.												
<b>I.D.E.A.:</b>	The Individuals with Disabilities Education Act, Public Law 105-17; formerly known as PL 94-142 and PL 99-457.												
<b>INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP):</b>	The IFSP is a written plan developed by parents or guardians with input from a multidisciplinary team to meet the individualized needs of the child (birth through 2) with developmental delays/disabilities and the child's family.												
<b>INDIVIDUALIZED EDUCATION PROGRAM (IEP):</b>	The IEP is a written plan developed by an educational team with the parents to meet the educational needs of the child (ages 3-21).												
<b>INFANT-TODDLER SERVICES:</b>	A statewide community-based program which identifies infants and toddlers who have a developmental delay or disability, or who have conditions which lead to a developmental delay or disability, and which provides early intervention services to meet the individualized needs of those children and												

	their families. Infant-Toddler Services provides service coordination, screening, evaluation, assessment, and intervention.
<b>INTENSITY:</b>	The loudness of a sound, measured in decibels (dB).
<b>INTERPRETER:</b>	A person who facilitates communication between persons who are hearing and those who are deaf or hard of hearing.
<b>INTONATION:</b>	The aspect of speech made up of changes in stress and pitch in the voice.
<b>LEAST RESTRICTIVE ENVIRONMENT:</b>	A basic principle of Public Law 105-17 (IDEA), which requires public agencies to establish procedures to ensure that to the maximum extent appropriate, children with disabilities are educated with children who are not disabled. All services and educational placements must be individually determined (pertains to children ages 3 to 21) in light of each child's unique abilities and needs.
<b>MONAURAL AMPLIFICATION:</b>	The use of one hearing aid.
<b>MULTIDISCIPLINARY EVALUATION:</b>	The child's development is evaluated by two or more qualified professionals to determine if there are any delays or conditions that would indicate the need for early intervention or special education services.
<b>NATURAL ENVIRONMENT:</b>	Defined by the Individuals with Disabilities Education Act (IDEA) as: "Settings that are natural or normal for the child's age peers who have no disabilities. To the maximum extent appropriate to the needs of the child, early intervention services must be provided in natural environments, including the home and community settings in which children without disabilities participate."
<b>ORAL:</b>	A term that is used when referring to individuals with a hearing loss who talk but do not necessarily use sign language. Emphasis is placed on use of residual hearing, lipreading, and contextual cues to communicate using spoken language.
<b>OTITIS MEDIA:</b>	Fluid that is present in the middle ear, with or without infection, may cause temporary hearing loss. Children with recurring episodes may experience fluctuating hearing loss and may be at risk for speech-language delays.
<b>OTOACOUSTIC EMISSIONS (OAE):</b>	An audiological test that verifies cochlear activity, often is used in screening for hearing loss and in evaluating infants suspected of hearing loss.
<b>OTOLOGIST:</b>	A physician who specializes in medical problems of the ear.
<b>PART B:</b>	The section of Public Law 105-17 (IDEA) that refers to special education services available to eligible children aged three through twenty-one in the public schools.
<b>PART C:</b>	The section of Public Law 102-119 (IDEA) that refers to early intervention services available to eligible children from birth through two years of age and their families.
<b>PHONEMES:</b>	Individual speech sounds.
<b>PLAY AUDIOMETRY:</b>	The audiologist tests hearing using play and a conditioned response. For example, when the child is presented with a sound, he or she is to drop a block into a container, indicating that the sound was heard. Sometimes referred to as conditioned play audiometry (CPA).

<b>POSTLINGUAL HEARING LOSS:</b>	Hearing loss which occurs following the acquisition of speech and language.
<b>PRAGMATICS:</b>	The social use of pre-symbolic (crying, pointing) and symbolic language (speech, sign) to comment, request, deny, question, etc.
<b>PRELINGUAL HEARING LOSS:</b>	Hearing loss which is present at birth or occurred prior to the development of speech and language.
<b>PRESYMBOLIC COMMUNICATION:</b>	Behaviors (eye contact, touching, crying, gesturing) a child uses to communicate wants and needs before symbols (speech/sign) are used.
<b>REAL-EAR MEASUREMENT:</b>	An audiological test that measures the actual output of the hearing aid in the ear canal. It assesses how effectively sound is actually being amplified by the hearing aids in the ear.
<b>RELAY SERVICES:</b>	Relay Service/Relay Network – A service which involves an operator “relaying” conversation between a TTY/TDD user (generally a person with a hearing loss and/or speech disorder) and a hearing/speaking individual using an ordinary, non-adapted phone.
<b>RESIDUAL HEARING:</b>	Auditory abilities of an individual with a hearing loss (i.e., the amount of usable hearing).
<b>SEMANTICS:</b>	The use of language in meaningful referents, both in word and sentence structures.
<b>SENSORINEURAL:</b>	A type of hearing loss caused by damage that occurs to the inner ear (cochlea) and/or the nerve of hearing. Sensorineural damage is usually irreversible.
<b>SIGN BABBLING:</b>	Infants who are hearing put sounds together (babble) before they talk. Infants who are exposed to sign language put handshapes together (sign babble) before they sign.
<b>SIGNESE:</b>	Families who are hearing talk to their infants in a special way called motherese or parentese. Families who are deaf sign to their infants in a special way called signese.
<b>SPEECH AWARENESS THRESHOLD (SAT):</b>	This is the faintest level at which an individual detects speech 50% of the time.
<b>SPEECH BANANA (SPEECH ZONE):</b>	The area on an audiogram where most conversational sounds of spoken language occur. It is called the “speech banana” because of the shape.
<b>SPEECH-LANGUAGE PATHOLOGIST:</b>	A professional who works with individuals who have specific needs in the areas of speech and language.
<b>SPEECH RECEPTION THRESHOLD (SRT):</b>	This is the faintest level at which an individual identifies 50% of the simple spoken words presented.
<b>SPEECH INTELLIGIBILITY:</b>	The ability to be understood when using speech.
<b>SPEECHREADING (LIPREADING):</b>	The interpretation of lip and mouth movements, facial expressions, gestures, prosodic and melodic aspects of speech, structural characteristics of language, and topical and contextual clues.
<b>SUPRASEGMENTALS:</b>	Parts of speech that include breath control, loudness, pitch, and duration. There are corresponding parts in sign production.

<b>SYNTAX:</b>	The way in which words are put together to form sentences, clauses, and phrases.
<b>TACTILE AIDS:</b>	A type of assistive communication device that emits a vibration or “tactile” signal to indicate the presence of sound(s). It is worn on the body and triggers the sense of touch or feeling to draw attention to information that cannot be heard by the individual with hearing loss.
<b>TELECOMMUNICATION DEVICES: (TTY/TDD)</b>	Originally and often still called TTY’s, these electronic devices allow the deaf and hard of hearing to communicate via a text telephone system. This term appears in ADA regulations and legislation.
<b>TYMPANOGRAM:</b>	A “pressure” or “impedance” test that tells how the ear canal, eardrum, Eustachian tube, and middle ear bones are working. It is not a hearing test.
<b>UNILATERAL HEARING LOSS:</b>	A hearing loss in one ear.
<b>VISUAL REINFORCEMENT AUDIOMETRY (VRA):</b>	A method of assessment in which the child is conditioned to look at a toy that lights each time he or she hears a sound.