

# Idaho Reading Indicator- IRI

DEAF & HARD OF HEARING STUDENTS ADMINISTRATION

For more detailed info, refer to appendix G in [IRI 23-24 Testing Manual](#)

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## Prior to Testing- Ensure student has full auditory access.

Important to ensure all equipment is compatible with the testing system.

- **Personal Hearing Technology.** Hearing Aids, BAHA (Bone Anchored Hearing Aids), Cochlear Implants. Make sure technology is on, works and has an adequate battery supply.
  - **FM Assistive Technology.** Personal; Bluetooth Connection/Auxiliary Cord Connection through Mini-Mic, Multi-Mic, Roger Pen, EduMic, and/or Connect Clip. Sound Field; Audio access using speakers.
  - **Amplification of Volume.** Important for sound discrimination tasks. Make sure volume is adjusted for adequate sound, student should not strain to hear the test. Many Deaf/Hard of Hearing students have poor auditory memory, since listening is an effortful task for them, ensuring sound is comfortably heard hopefully reduces listening fatigue during the test.
  - **Headphones/Ear Buds.** Make sure no feedback is occurring with hearing technology.
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## Access Test- Link to Web Based Administration Site

<https://isip.istation.com/>

- **Technical support documents** for web-based administration are available on the SDE IRI webpage, under Resource Files.
  - **Decreased auditory/visual distractions.** Requires mouse proficiency.
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## Administration Testing Options

\*If appropriate for student, these will be identified as special testing accommodations on student's IEP/504 Plan

- **Amplification.** Improve student's sound access to subtests where sound discrimination is measured.
  - **Testing in a separate location.** Allows for 1:1 administration. Reduces environment/background noise.
  - **Multiple Testing Sessions.** Helps prevent auditory/listening fatigue. Sessions can be broken up into smaller sessions over a few days, given at optimal time of the day since listening may be a laborious task.
  - **Teacher previews test procedure with student.**
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## Specific Deaf/Hard of Hearing Accommodations

\*If appropriate, these will be identified as special testing accommodations on student's IEP/504 Plan

- **Timer Turned off.** Does not mean unlimited time, but some subtests have specific extended time limits. Use the embedded "pause" button for clarification/explanation, processing time, auditory fatigue, visual cues, use of interpreter.
- **Screen Duplication.** May need tech support. Allows ASL interpreter to see screen simultaneously.
- **Specific Sub-Test Accommodations.** Lipreading. Visual Cues. Fingerspelling.
- **American Sign Language Interpretation.** \*Requires interpreter to be trained prior to testing, link below.

[Interpreter Training/Visual Cues Training to Administer IRI](#)

**For more information contact your IESDB Consulting Teacher**

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