

L. I. F. E.

Listening Inventory For Education

An Efficacy Tool

Student Appraisal of Listening Difficulty

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Name _____ Grade _____ Post-test Date _____
Can also be used for evaluating trial periods of sound field amplification use for all students in a classroom. Pretest Date _____

School _____ Teacher _____

Hearing Aid User **Y / N** Trial Period _____ Type of Classroom _____
 Trial Period **Y / N** Length _____ Weeks Hearing Technology _____

Instructions: Circle the item which best describes the student's difficulty listening in the situations shown on picture card items 1-10. Optional items 11-16 can be scored if these situations are encountered in the school environment. See reverse for intervention suggestions to improve class listening and understanding.

Classroom Listening Situations	ALWAYS EASY	MOSTLY EASY	SOMETIMES DIFFICULT	MOSTLY DIFFICULT	ALWAYS DIFFICULT
1. Teacher talking in front of room Comments:	(10)	(7)	(5)	(2)	(0)
2. Teacher talking during transition time Comments:	(10)	(7)	(5)	(2)	(0)
3. Teacher talking with back turned Comments:	(10)	(7)	(5)	(2)	(0)
4. Listening with hallway noise present Comments:	(10)	(7)	(5)	(2)	(0)
5. Other students making noise Comments:	(10)	(7)	(5)	(2)	(0)
6. Student answering during discussion Comments:	(10)	(7)	(5)	(2)	(0)
7. Listening with overhead projector fan on Comments:	(10)	(7)	(5)	(2)	(0)
8. Teacher talking while moving Comments:	(10)	(7)	(5)	(2)	(0)
9. Word recognition during a test or directions Comments:	(10)	(7)	(5)	(2)	(0)
10. Simultaneous large and small group Comments:	(10)	(7)	(5)	(2)	(0)
Additional Listening Situations					
11. Cooperative small group learning	(20)	(15)	(10)	(5)	(0)
12. Listening in gym (inside & outside)	(20)	(15)	(10)	(5)	(0)
13. Listening in school assembly	(20)	(15)	(10)	(5)	(0)
14. Listening to students during lunch	(20)	(15)	(10)	(5)	(0)
15. Students talking while coats are hung up	(20)	(15)	(10)	(5)	(0)

Scoring		PRE-TEST		POST-TEST
Sum of Items 1 - 10	(100 possible)	_____	CLASSROOM LISTENING SCORE	_____
Sum of Items 11-16	(100 possible)	_____	ADDITIONAL SITUATIONS SCORE	_____

LISTENING INVENTORY FOR EDUCATION

SUGGESTIONS FOR IMPROVING CLASSROOM LISTENING

Mark an X next to each statement that corresponds with the situations indicated on the reverse side in which the student is experiencing any difficulty.

Classroom Difficult Listening Situations

- _____ 1. Let the teacher know that you cannot understand. Develop a signal system with your teacher.
- _____ 1. Be sure that you are seated near the teacher. Ask to move if needed.
- _____ 2. Ask a student buddy to explain the directions ("Did she say page 191?").
- _____ 2. Before the teacher hands out a test to the class, ask what kind of test it is and how you take it (fill in all blanks, true/false, multiple choice).
- _____ 3. Have another student or two in your class that will share their class notes with you; the teacher can help to arrange this and provide carbonized paper. It is still your job to listen very carefully as your teacher talks. Notes can help you fill in gaps you may have missed as you study later.
- _____ 3. Be sure that the teacher is aware of how important it is for you to see his/her face. Ask your parent to send a note to the teacher. Ask for the teacher to repeat information, ask a neighbor, use your signal.
- _____ 4. If there is noise in the hall, ask for door to be closed. Arrange with your teacher ahead of time to have permission to get up and close the door whenever it's noisy.
- _____ 5. Let your teacher know that noise from classmates is interfering with your understanding; use your signal system to alert your teacher that it's too noisy.
- _____ 6. Ask your teacher to say student's names when calling on them to answer questions. Watch her face and listen carefully for names so you can quickly turn to face the talking student.
- _____ 6. If you miss information from student answers or discussion: 1) ask answering student to repeat the information, 2) ask the teacher to repeat, 3) ask a neighbor
- _____ 7. If you did not hear all of the announcements, ask the teacher or a neighbor what they were about.
- _____ 8. If you cannot understand what the teacher is saying as he or she talks when the class is getting out books or papers it is important to be sure you are ready and watching the teacher during these times. If you miss a page number or other information be sure to raise your hand and ask - you are probably not the only one who didn't hear the teacher clearly in all the noise of changing activities.
- _____ 9. Spelling tests are easiest if you really know the word list and can tell the difference between similar words (e.g., champion and trampoline have similar sounds but have different endings). Sit close and watch the teacher's face carefully. If you are not sure you clearly heard a word, let the teacher know immediately (you could use your signal).
- _____ 10. Hearing speech clearly in a movie can be hard because of the background music on some videos. Sit close to the TV even if it means sitting in a different seat. If used, ask the teacher to put the FM microphone next to the TV. Have a note taker. Request closed captioned videos be used.

Additional Difficult Listening Situations

- _____ 11. In small group work, be sure to sit close to other students and try to be able to see all of their faces. If used, pass the FM microphone from student to student. Ask students to repeat what you missed. It helps if your group could meet in a quieter spot of the class or in the hall while you work.
- _____ 12. While in the gym, stand close to the teacher for directions and ask other children for directions you may have missed. Ask the teacher to repeat what you missed. Use a signal system to let your teacher know you didn't understand.
- _____ 13. To hear in an assembly it is important to be near the front. If you have a personal FM the person speaking should wear the transmitter.
- _____ 14. Ask your friends to repeat or clarify when something is missed (Did you say tomorrow night?). Sit where you can easily see their faces and try to sit away from noisier children or noisy areas of your classroom. Remind your friends they may need to tap you to get your attention when it's really noisy and if you are not watching their faces.
- _____ 15. You need to depend on your friends to catch your eye, tap you or for them to wait until they see you looking at them before they talk to you. Ask them to repeat what you have missed (Practice is at what time? You called Suzy when?).