

L.I.F.E.

Listening Inventory For Education

An Efficacy Tool

Teacher Appraisal of Listening Difficulty

By Karen L. Anderson, Ed.S. & Joseph J. Smaldino, Ph.D.

Name _____ Grade _____ 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 listening and learning behaviors. See reverse for suggestions to aid this student in listening and understanding classroom instruction.

The student's:

	<u>AGREE</u>	<u>Not Observed</u>			<u>DISAGREE</u>
		<u>NO</u>	<u>CHANGE</u>		
1. Focus on instruction has improved (more tuned in to instruction).	(2)	(1)	(0)	(-1)	(-2)
2. Appears to understand class instruction better.	(2)	(1)	(0)	(-1)	(-2)
3. Overall attention span has improved (less fidgety and/or less distracted).	(2)	(1)	(0)	(-1)	(-2)
4. Attention has improved when listening to directions presented to whole class.	(2)	(1)	(0)	(-1)	(-2)
5. Stays on task longer with less need for redirection.	(2)	(1)	(0)	(-1)	(-2)
6. Follows directions more quickly or easily (less hesitation before beginning work).	(2)	(1)	(0)	(-1)	(-2)
7. Answers questions in a more appropriate way or answers appropriately more often.	(2)	(1)	(0)	(-1)	(-2)
8. Improved understanding of instructional videos and/or morning announcements.	(2)	(1)	(0)	(-1)	(-2)
9. More involved in class discussions (volunteers more often, follows better).	(2)	(1)	(0)	(-1)	(-2)
10. Improved understanding of answers or comments by peers during discussions.	(2)	(1)	(0)	(-1)	(-2)
11. Improved attention and understanding when background noise is present (ie., transitions).	(2)	(1)	(0)	(-1)	(-2)
12. Improved ability to discriminate auditorily (understand similar words or sounds).	(2)	(1)	(0)	(-1)	(-2)
13. Attention improved when listening in groups (small group/cooperative learning activities).	(2)	(1)	(0)	(-1)	(-2)
14. Socially involved more with other children or more comfortable in peer conversations.	(2)	(1)	(0)	(-1)	(-2)
15. Rate of learning <u>seems</u> to have improved (quicker to comprehend instruction).	(2)	(1)	(0)	(-1)	(-2)
16. Based on my knowledge and observations I believe that the amplification system is beneficial to the student's overall attention, listening and learning in the classroom.	<u>(5)</u>	<u>(2)</u>	<u>(0)</u>	<u>(-2)</u>	<u>(-5)</u>

Comments: (e.g., absences, equipment use problems)

Total Appraisal Score _____

Place an X on the continuum below to record the appraisal score:

Strong support for Positive Change: Use is Highly Beneficial	Support for Positive Change: Use is Beneficial	No Change: Benefit of Use Not Identified	Support for Negative Change: Use is Unfavorable	Strong support for Negative Change: Use is Highly Unfavorable
35	17	0	-17	-35

LISTENING INVENTORY FOR EDUCATION

SUGGESTIONS FOR ACCOMMODATING STUDENTS WITH AUDITORY DIFFICULTIES

Students with auditory problems face extra challenges learning in a typical classroom setting. Typically, they can hear the teacher talk, but miss parts of speech or do not hear clearly, especially if noise is present. Students usually do not know what they didn't hear because they didn't hear it. They often may not know that they "misheard" a message unless they have already had experience with the language and topic under discussion. Use of amplification, having fluctuating hearing ability, hearing loss in just one ear, permanent hearing loss of any degree or central auditory processing disorders all compromise a student's ability to focus on verbal instruction and comprehend the fragments of speech information that are heard. The following items are suggestions for accommodating these student's special auditory needs and helping them learn their best in your classroom.

1. Seat the student close to where you customarily teach.

Sound weakens as it crosses distance. If a student has any auditory difficulties, how close you are to him/her will make a big difference on how well the student can hear and understand you.

- Can the student be moved to the front of the room?
- Can the student be allowed flexible seating so they can move to a better vantage point as classroom activities change? (e.g. move close to TV during movies)
- If your teaching style causes you to move around the room when you talk, is it possible to stay in close proximity to the student with auditory problems?
- When giving test directions, can you see the student's face clearly? Are you standing near the student's desk? Is the lighting on your face and not from a window behind you? Be sure the student is watching you.
- Develop a signal the student can use if he or she does not understand or has missed critical information.

2. Be aware of the benefits and limitations of lipreading.

- Only about 30-40% of speech sounds are visible on the lips. Lipreading supplements a student's hearing but is most helpful when the topic of conversation and vocabulary are known. New concepts and new vocabulary words have little meaning using lipreading.
- Is the student seated so they can see your face clearly? Too close and they view your face from a skewed angle, too far and the quick, tiny mouth movements are imperceptible.
- Lipreading is only possible if you are facing the student. If you use the chalkboard, do not provide verbal instruction while writing or be prepared to summarize or repeat that information for the student.
- Reading aloud to the class with your face downward makes lipreading very difficult. Hold the book below your chin so your face is easily visualized.
- Students cannot lipread and take notes at the same time. Classroom notetakers can use carbonized (NCR) paper and share notes easily. The student can use these notes from other students to fill in gaps in understanding.
- The extra demands of trying to understand using only speech fragments and of constantly trying to lipread can be very fatiguing. Listening breaks are natural, especially after rapid class discussions, lectures or new information.

3. Noise is a barrier to learning.

- Adults and children with normal hearing usually can tolerate a small amount of background noise without having their speech understanding compromised. Students with auditory problems are already missing fragments of what is said, especially if a message is spoken farther than from 3-6 feet away. Noise covers up word endings and brief words, reverberation smears the word fragments that are perceived.
- Can the student be allowed flexible seating so they can move away from noise sources? (e.g. lawn mower)
- Overhead projectors allow the student to clearly view the teacher's face, however, their fan noise interferes with understanding. If the student has a poorer hearing ear, face that one toward the overhead projector (or noisy ventilator, etc.) and seat close, but not next to the projector.
- If possible, eliminate or dampen unnecessary noise sources. Sometimes absorptive material, such as styrofoam or a thick bath towel placed under an aquarium heater or animal cage will absorb some noise. Seat the student away from animal distractions.
- Keep your classroom door closed, especially when classes pass in the hall, gym or lunchroom activities are audible.
- One of the main causes of noise in the classroom is due to the activity of students. Seat away from peers who are very active or habitually noisy. Allow student's time to search their desks so that the noise generated will not occur during verbal instruction. Inform the custodian of especially squeaky desks.

4. Control or allow for distance.

- During group discussion, students with auditory problems typically can understand the students seated next to them but cannot understand students who are answering from more distant seats.
- Use a student's name when calling on them to answer a question. This will allow the student with hearing needs a chance to turn to face the answering student and to lipread if at all possible.
- Summarize key points given by classmates, especially brief messages like numeric answers, yes/no, etc.
- Allow or assign a student buddy that the student with auditory problems can ask for clarification or cueing.