** Starting School L.I.F.E.**

**FAMILY +**

**SCHOOL**

**L.I.F.E.**

**Listening Inventory For Education – Revised (L.I.F.E.-R.)**

***Appraisal of Listening Access Needs for Children Entering School***

*By Karen L. Anderson, PhD, Joseph J. Smaldino, PhD, & Carrie Spangler, AuD*

**Child School/District Entering Grade**

**Child’s School Team including Family**

The purpose of this tool is to estimate the listening difficulty a child may have in the school environment (age 3-12).

Access is at the center of most of the struggles of the student with hearing loss, and is so important that the Individuals with Disabilities Act statute (20 USC 1400(c)(5)(H)) specifies “supporting the development and use of technology, including assistive technology devices and assistive technology services, to **maximize** accessibility for children with disabilities.” The information identified may assist in complying with the intent of this law and also provide valuable information for Special Education Eligibility determination, service planning or 504 Plan considerations for students entering Preschool – Grade 6.

**Family Observations:** A student with hearing loss needs to be able to understand the teacher, express his own thoughts, obtain clarification when he does not understand, and interact with classmatesas a prerequisite to learning. Family observations of the child’s listening behavior at home provide valuable insights into difficulties he or she may experience in similar school listening situations. It is requested that the family complete the ***Children’s Home Inventory of Listening Difficulties (C.H.I.L.D.)*** so the Listening Situation Breakdown can be considered by the School Team. The Understand-O-Meter is provided for score interpretation.

**C.H.I.L.D. Understand-O-Meter**

**8 GREAT**

Hear every word, understand everything

**7 GOOD**

Hear it all, miss part of an occasional word, still understand everything

**6 PRETTY GOOD**

Hear almost all of the words and usually understand everything

**5 OKAY BUT NOT EASY**

Hear almost all the words, sometimes misunderstand what was said

**4 IT TAKES WORK BUT USUALLY CAN GET IT**

Hear most of the words, understand more than half of what was said

**3 SOMETIMES GET IT, SOMETIMES DON’T**

Hear words but understand less than half of what was said

**2 TOUGH GOING**

Sometimes don’t know right away that someone is talking, miss most of message

**1 HUH?**

Don’t know that someone is talking, miss all of message

**C.H.I.L.D. Listening Situation Breakdown**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Situation** | **Add together the responses to the following question numbers:** | **Total** | **Average** |
| Quiet | 1 + 2 + 3 + 15 = \_\_\_\_\_+\_\_\_\_\_ +\_\_\_\_\_+\_\_\_\_\_ |  |  |
| Noise | 6 + 9 + 12 + 14 = \_\_\_\_\_+\_\_\_\_\_ +\_\_\_\_\_+\_\_\_\_\_ |  |  |
| Distance | 7 + 11 + 13 = \_\_\_\_\_ +\_\_\_\_\_+\_\_\_\_\_ |  |  |
| Social | 5 + 9 + 11 = \_\_\_\_\_ +\_\_\_\_\_+\_\_\_\_\_ |  |  |
| Media | 4 = \_\_\_\_\_ |  |  |

**Ranking Guide for Being a Communication Partner and Independence questions:**

**A** = Always, **V**= Very often, **M**= Much of the time, **S**= Seldom, **N**= Never

**A V M S N**

**Being a Communication Partner - My child:**

1. Talks a lot, sometimes taking over conversations or changing topics **1 2 3 4 5**

2. Pretends that he/she heard when really does not know/understand **1 2 3 4 5**

3. Waits for others to notice that he/she didn’t understand **1 2 3 4 5**

4. Lets others know when a listening/understanding problem occurs **5 4 3 2 1**

5. Takes turns in conversation and adds information appropriately **5 4 3 2 1**

6. Is fatigued at the end of a day of social/listening activities **1 2 3 4 5**

**Interpretation Guide**

**Being a Communication Partner**:

24-30 most like students without hearing loss

**Independence:**

24-30 is the goal for self-advocacy & independence skills

**Independence - My child: Total .**

1. Puts on his/her hearing aids or cochlear implant without help **5 4 3 2 1**

2. Lets an adult know as soon as he/she has hearing changes/problems **5 4 3 2 1**

3. Replaces batteries and performs other checks on technology **5 4 3 2 1**

4. Asks for repeat or clarification if he/she didn’t hear/understand **5 4 3 2 1**

5. Moves away from noise if he wants to hear/understand better **5 4 3 2 1**

6. Moves closer to the person talking to hear/understand better **5 4 3 2 1**

**Total .**

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**Starting School L.I.F.E - *Appraisal of Listening Access Needs for Children Entering School***

**School Team Information:** The consideration of the special factors portion of IDEA (34CFR300.324(2)(iv)) requires the IEP Team to consider the communication needs of the child in terms of opportunities for direct communications with peers and professional personnel in the child’s language and communication mode. Access to curriculum and instruction in the classroom at the same level and rate as that of typically-hearing peers is essential for academic growth for students with hearing loss. Most students with hearing loss use both their hearing and their vision for learning to some degree, depending upon changing communication conditions, as estimated by the Functional Listening Evaluation (FLE). The FLE provides data to determine the child’s listening abilities, needs and accommodations in the classroom. For information on administering the FLE refer to <http://www.handsandvoices.org/pdf/func_eval.pdf>

**Functional Listening Evaluation** (% correct)Date performed Speech materials used

Hearing technology used: Hearing aid R□L□ Cochlear implant □R□L Personal FM□ Desktop FM□ Classroom Amplification□

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Technology used/tried** | **Condition** | **Close: □50 dB HL or**  **□ 3 ft from speaker**  **□ Quiet** or **□** +10 S/N | **Close: □50 dB HL or**  **□ 3 ft from speaker**  **Noise: □**+5 or □+10 S/N | **Distant: □35 dB HL or □ 10 ft from speaker**  **□ Quiet** or **□** +10 S/N | **Distant: □35 dB HL or**  **□ 10 ft from speaker**  **Noise: □**+5 or □+10 S/N |
|  | **Auditory + Visual** | % | % | % | % |
|  | **Auditory + Visual** | % | % | % | % |
|  | **Auditory Only** | % | % | % | % |
|  | **Auditory Only** | % | % | % | % |

**Summary of evidence related to technology use:**

In a quiet condition when watching the child perceives speech best with:

In a quiet condition without watching the child perceives speech best with:

In a noisy condition when watching the child perceives speech best with:

In a quiet condition without watching the child perceives speech best with:

**Communication:**

The goal of every child, especially those with hearing loss, is to make one year of language growth for every one year of school. IDEA requires consideration of direct communication needs in the child’s preferred language mode. Education settings should be conducive of appropriate peer-to-peer communication and understanding of verbal instruction.

**Summary of communication assessment:**

When compared to age peers, this child’s receptive language is: □much lower □lower □average □higher □much higher

When compared to age peers, this child’s expressive language is: □much lower □lower □average □higher □much higher

**Family and School Team impressions of communication mode:**

**In the presence of verbal instruction (listening to adult), this child’s communication mode appears to be primarily:**

In a quiet setting: □ auditory □ auditory + visual support □equal auditory/visual □visual + auditory support □ visual

In a noisy setting: □ auditory □ auditory + visual support □equal auditory/visual □visual + auditory support □ visual

**In social interactions with peers (informal/play), this child’s communication mode appears to be primarily:**

In a quiet setting: □ auditory □ auditory + visual support □equal auditory/visual □visual + auditory support □ visual

In a noisy setting: □ auditory □ auditory + visual support □equal auditory/visual □visual + auditory support □ visual

**TEAM COMMENTS**

**Educational program/setting:**

**Technology:**

**Accommodations:**

**Skill development:** □ self-advocacy □ communication repair □technology independence □social communication □ other

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**Children’s Home Inventory for Listening Difficulties**

**Family Member C.H.I.L.D**

**Questions for Family Member to Answer**

Try the following situations with your child or recall how your child has responded under these various situations. Everyone has some difficulty hearing clearly and understanding in some situations. Choose the level on the

Understand-O-Meter you think describes your child’s abilities most closely and place this number in the box next to each question. This can be very difficult but try to estimate the child’s listening abilities as best you can. For ages 3-12 years.

Child’s Name: Age Date Completed:

Family Member Completing CHILD: Return To:

**Understand-O-Meter**

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**Hear every word, understand everything**

**7 GOOD**

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**Sometimes don’t know right away that someone is talking, miss most of message**

**1 HUH?**

**Don’t know that someone is talking, miss all of message**

**Listening Situations**

1. Sit next to your child and look at a book together or talk about something in front of you using familiar words and a normal conversational manner. Talk in a quiet place and sit so your child is not looking at your face as you talk together. How difficult does it seem for your child to hear and understand what you say?

2. Gather your family together for a meal at home or in a fairly quiet restaurant. Sit across the table from your child and ask some questions about a familiar topic or event. How difficult does it seem for your child to hear and understand what you say?

3. When your child is in his or her bedroom playing quietly, walk into the room and tell or ask the child something. Do not say the child’s name or try to get their attention first. How difficult does it seem for your child to hear and understand what you say?

4. Watch a TV show or movie (not cartoons) with your child. Ask questions about what was said or events in the show that were understood by listening to the dialogue. (Show is seen for first time and not captioned) How difficult does it seem for your child to hear and understand what people on the TV or movie say?

5. Observe your child playing inside with a friend, brother or sister. Watch for the other child to ask him or her to do something. How difficult does it seem for your child to hear and understand other children when they talk?

6. When your child is watching TV or playing with a noisy toy, walk into the room and talk to him or her without first getting the child’s attention. How difficult does it seem for your child to hear and understand you when there is noise from the TV or toy?

7. Call your child’s name from another room when he or she is not able to see you. How difficult does it seem for him or her to realize that you are calling?

**Family Member Responses to the C.H.I.L.D.**

**Understand-O-Meter**

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8. Use a clock radio or alarm when it is time for your child to get up. How difficult does it seem to be for him or her to hear an alarm clock or clock radio go off? If not clock is used, how difficult is it for him or her to hear your voice and wake up without having to be touched or shaken?

9. Observe your child playing with a group of children inside a house. It’s noisy (birthday party, cub scouts, etc.). How difficult does it seem to be for your child to understand what the children are saying as they play as a group?

10. A grandparent, family member or friend wants to talk to your child on the phone. How difficult does it seem to be for him or her to hear and understand what is said over the phone?

11. Observe your child playing outside with other children. How difficult is it for him or her to hear and understand what other children are saying when the children are outside and are not standing close to the child?

12. Go to a crowded store or mall with your child. When you are standing behind the child and he or she is looking at something, ask a question. How difficult does it seem to be for your child to hear and understand what you say?

13. Go into a large room with your child and speak to him or her from across the room. How well does he or she seem to hear and understand what you say?

14. Travel in the car with your child in the backseat. From the front seat say something to your child or ask a question. How easy does it seem for him or her to hear and understand what is said in the car?

15. Sit in a quiet place, face your child and have a conversation or ask questions. How difficult does it seem for him or her to hear and understand what you say?

**Listening Situation Breakdown**

**Total of all responses**

**Average of all responses**

**(Total divide by 15)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Situation** | **Add together the responses to the following question numbers:** | **Total** | **Average** |
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| Noise | 6 + 9 + 12 + 14 = \_\_\_\_\_+\_\_\_\_\_ +\_\_\_\_\_+\_\_\_\_\_ |  |  |
| Distance | 7 + 11 + 13 = \_\_\_\_\_ +\_\_\_\_\_+\_\_\_\_\_ |  |  |
| Social | 5 + 9 + 11 = \_\_\_\_\_ +\_\_\_\_\_+\_\_\_\_\_ |  |  |
| Media | 4 = \_\_\_\_\_ |  |  |

**Comments:**

Developed by Karen L. Anderson & Joseph J. Smaldino, 2000, redesigned 2011. Refer to [www.sifteranderson.com](http://www.sifteranderson.com) for Instruction Manual