



# Starting School L.I.F.E.

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

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

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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 classmates as 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.

#### 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
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#### 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 |

#### Independence - My child:

- |  |           |
|--|-----------|
| 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** \_\_\_\_\_

**Total** \_\_\_\_\_

#### 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

#### 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

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## 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](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: <input type="checkbox"/> 50 dB HL or <input type="checkbox"/> 3 ft from speaker <input type="checkbox"/> Quiet or <input type="checkbox"/> +10 S/N	Close: <input type="checkbox"/> 50 dB HL or <input type="checkbox"/> 3 ft from speaker Noise: <input type="checkbox"/> +5 or <input type="checkbox"/> +10 S/N	Distant: <input type="checkbox"/> 35 dB HL or <input type="checkbox"/> 10 ft from speaker <input type="checkbox"/> Quiet or <input type="checkbox"/> +10 S/N	Distant: <input type="checkbox"/> 35 dB HL or <input type="checkbox"/> 10 ft from speaker Noise: <input type="checkbox"/> +5 or <input type="checkbox"/> +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