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| **Recorded Functional Listening Evaluation Using Sentences****QUICK START GUIDE*** **External speakers:** For best results, play recorded sentences **using an external speaker** with your media device. Small, inexpensive versions are readily available .
* **Noise** is 5 dB quieter than the loudness of sentences. There is a **5 second pause** between sentences.
* **Setting the loudness:** The evaluator presents the 6 practice sentences (3 in quiet, 3 in noise) to set the appropriate volume to a ‘teacher loudness.’ This loudness can be based on the loudness of classroom noise identified during evaluator’s observation of the student’s classroom. Alternately, if a S/N measurement phone app or S/N level meter is available, set the ‘teacher loudness’ average to 70 dB SPL at a distance of 3 feet (or Close condition distance). For test/retest consistency with a single student or for test consistency among all students tested with the FLE, **note the volume setting** on the media device used to present the sentences as a reference for future FLE test administration.
* **Orienting the Student:** Present the FLE Practice Sentences as needed to prepare the student for each condition. For example, present the quiet and or noise practice sentences when changing from close (3 feet) to far (12 feet) distance and when introducing the listening noise conditions.
* **Auditory + Visual listening conditions**: The test administrator **must mouth the words simultaneously (lipsynch)** with the auditory presentation of each of the sentences in the AV conditions. The evaluator must practice as needed to present Auditory + Visual condition smoothly prior to testing. The continuous list recording presents List 1 in AV mode in the quiet condition.
* **Lists 1-8:** After the practice sentences, present the continuous lists 1-8 in the order of the auditory/auditory + visual, close/far conditions as listed on the response sheet. Pause the recording via your media device for a longer response time, as needed. Lists 1-8 are presented in 11 minutes.
* **Lists 9-10:** For HAT (FM) validation occurs with the FM mic a ‘teacher distance’ from the noise. The evaluator presents lists 9-10 by saying them verbally through the HAT microphone **at the same distance as the Far condition but separated from the recorded noise**. The test position of the media device playing the sentences remains the same as used during presentation of lists 1-8. For example, if the Far condition was 12 feet in front of the student (12 o’clock position) the evaluator would place the media device at this customary ‘Far’ position and then say Lists 9-10 from a 12 foot distance to the side of the student (i.e., 10 o’clock or 2 o’clock position). The student would turn his/her head as needed to watch the evaluator for the AV presentation. The evaluator reads the sentences aloud in the cadence used in the recording. **Only noise is presented for Lists 9-10**. If a Quiet condition trial for FM use is felt to be necessary, read the sentences provided on the response sheet for Lists 11-12 aloud from the same location as Lists 9-10. Do not play lists 11-12 for FM/HAT validation.
* **Lists 11-15** are for use during evaluation with more extensive conditions. For example, present Lists 1-8 for listening with hearing aids, 9-10 in noise with FM, 11-15 when listening without hearing aids.
* **Individual lists** are provided to allow an alternate form or presentation via manual selection of each list to prevent a learning effect when test-retest occurs during a relatively short time period.
* **Media devices:** The Recorded FLE Using Sentences audio files can be saved to a computer, iPad, or other media devices, including Smart Phones.

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