

THE RECORDED FUNCTIONAL LISTENING EVALUATION USING SENTENCES

Student _____ Grade _____ Date _____ School _____ Evaluator _____

Using the practice sentences on page 2, set the volume at a comfortable 'teacher loudness' for the student listening at the close distance (external speaker is recommended). Present conditions in order; do not change volume level. Evaluator must mouth words in synch with recording for AV conditions. Check words omitted or said incorrectly. Acceptable alternate forms have been indicated.

AVCQ – Auditory + visual in quiet close

ACQ – Auditory only in quiet close

AVCN – Auditory + visual in noise close

ACN – Auditory only in noise close

AVFN – Auditory + visual in noise far

AFN – Auditory only in noise far

AFQ – Auditory only in quiet far

AVFQ – Auditory + visual in quiet far

Check if the student uses HA/CI/FM/none.

Close distance = _____ or _____ dB HL

Far distance = _____ or _____ dB HL

Noise +5 S/N (voice is 5 dB above noise)

List 1 Condition AVCQ HA/CI/none Total of 50: 0 = 100%						List 2 Condition ACQ HA/CI/none Total of 50: 0 = 100%					
1	Big	dogs	can	be	dangerous	1	The/A	tub	faucet	was/is	leaking
2	Her	shoes	were/are	very	dirty	2	They	heard	a/the	funny	noise
3	The/A	player	lost	a/the	shoe	3	He	found	his	brother	hiding
4	A/The	fire	is/was	very	hot	4	A/The	book	tells	a/the	story
5	Flowers	grow	in	the/a	garden	5	She	lost	her	credit	card
6	The/A	shop	closes	for	lunch	6	The/A	team	is/was	playing	well
7	The	police	helped	a/the	driver	7	The/A	little	boy	left	home
8	She	looked	in	her	mirror	8	He	wore	his	yellow	shirt
9	He	really	scared	his	sister	9	A/The	lady	packed	her	bags
10	The/A	wife	helped	her	husband	10	The/A	boy	did	a	handstand

List 3 Condition AVCN HA/CI/none Total of 50: 0 = 100%						List 4 Condition ACN HA/CI/none Total of 50: 0 = 100%					
1	They	took	some	food	outside	1	They	had/have	some	chocolate	pudding
2	The	young	people	are/were	dancing	2	An/The	oven	door	was/is	open
3	They	waited	for	an	hour	3	She's	paying	for	her	bread
4	They	watched	the/a	scary	movie	4	My	mother	stirred	her	tea
5	A/The	silly	boy	was/is	hiding	5	He	broke	his	leg	again
6	Her	husband	bought	some	flowers	6	The/A	lady	wore	a/the	coat
7	The	children	washed	some	plates	7	A/The	ball	bounced	very	high
8	The/A	mailman	shut	the/a	gate	8	Mother	cut	the/a	birthday	cake
9	A/The	baby	broke	his	cup	9	The/A	football	game	is/was	over
10	The/A	dishcloth	is/was	soaking	wet	10	She	stood	near	a/the	window

List 5 Condition AVFN HA/CI/none Total of 50: 0 = 100%						List 6 Condition AFN HA/CI/none Total of 50: 0 = 100%					
1	A/The	kitchen	clock	is/was	wrong	1	A/The	ball	broke	the/a	window
2	The	children	helped	their	teacher	2	Yesterday	he	lost	his	hat
3	They	carried	some	shopping	bags	3	The/A	nervous	driver	got	lost
4	Someone	is/was	crossing	a/the	road	4	A/The	chicken	laid	some	eggs
5	School	got	out	early	today	5	The/A	silly	boy	is	hiding
6	A/The	football	hit	a/the	post	6	A/The	man	called	the	police
7	The	two	children	are/were	laughing	7	Snow	falls	in	the	winter
8	A/The	fire	truck	is/was	coming	8	An/The	orange	is/was	very	sweet
9	Mother	got	a/the	sauce	pan	9	Her	sister	stayed	for	lunch
10	The/A	baby	wants	his	bottle	10	The/A	train	is/was	moving	fast

List 7 Condition AFQ HA/CI/none Total of 50: 0 = 100%						List 8 Condition AVFQ HA/CI/none Total of 50: 0 = 100%					
1	The/A	woman	cleaned	her	house	1	The	old	gloves	are/were	dirty
2	A/The	sharp	knife	is/was	dangerous	2	The	scissors	are/were	very	sharp
3	She's	helping	her	friend	move	3	The/A	raincoat	was/is	dripping	wet
4	They	ate	a/the	lemon	pie	4	It's	getting	cold	in	here
5	They	are/were	crossing	a/the	street	5	The/A	house	has/had	nine	bedrooms
6	The	sun	melts	the	snow	6	They're	shopping	for	school	clothes
7	The/A	little	girl	was/is	happy	7	They're	playing	in	a/the	park
8	The/A	table	has/had	three	legs	8	A/The	baby	slept	all	night
9	They	followed	a/the	garden	path	9	A/The	salt	shaker	is/was	empty
10	The/A	kitchen	sink	is/was	empty	10	A/The	policeman	knows	the	way

Comments:



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Validation of Hearing Assistance Technology (HAT; i.e., FM): Maintain the volume level used for evaluating student responses with HA/CI/none. To validate the benefit of HAT, it is necessary for the noise to be separated from the speech. List 9 and List 10 present classroom noise only. The evaluator must present List 9 and List 10 sentences live voice through the HAT microphone. Try to match the loudness and cadence of recorded sentences. To be comparable, List 11 and List 12 must also be presented live voice. Although these sentences are recorded, do NOT use the recorded version for HAT validation. Lists 11-15 are in quiet and provide stimuli for alternate use.

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Check if the student uses HA/CI/FM/none.

Close distance = _____ or _____ dB HL

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Noise +5 S/N (voice is 5 dB above noise)

List 9 Condition AVFN With FM Total of 50: 0 = 100 %						List 10 Condition AFN With FM Total of 50: 0 = 100 %					
1	The	buckets	filled	up	quickly	1	A/The	boy	was/is	running	away
2	They're	watching	a/the	cuckoo	clock	2	He's	skating	with	his	friend
3	Potatoes	grow	in	the	ground	3	The/A	janitor	swept	a/the	floor
4	They	finished	dinner	on	time	4	A/The	lady	washed	the/a	shirts
5	Some	animals	sleep	on	straw	5	The	match	boxes	are/were	empty
6	The	police	cleared	a/the	road	6	A/The	painter	uses	a/the	brush
7	A/The	big	fish	got	away	7	The/A	family	bought	a/the	house
8	The/An	oven	is/was	too	hot	8	Swimmers	can	hold	their	breath
9	They	laughed	at	his	story	9	They're	pushing	an	old	car
10	They	walked	across	the	grass	10	The	children	are/were	walking	home

List 11 Condition AFQ With FM Total of 50: 0 = 100 %						List 12 Condition AVFQ With FM Total of 50: 0 = 100 %					
1	They	have/had	two	empty	bottles	1	The/A	baby	has/had	blue	eyes
2	Milk	comes	in	a/the	carton	2	They	are/were	coming	for	dinner
3	The	bath	water	was/is	warm	3	They	knocked	on	a/the	window
4	They	stared	at	a/the	picture	4	They're	buying	some	fresh	bread
5	The/A	driver	started	the/a	car	5	The/A	rice	pudding	is/was	ready
6	A/The	truck	carries	fresh	fruit	6	They	had	a	wonderful	day
7	The	small	tomatoes	were/are	green	7	The/A	exit	is/was	well	lit
8	A/The	dinner	plate	is/was	hot	8	He	is/was	sucking	his	thumb
9	They're	running	past	a/the	house	9	The	bananas	are/were	too	ripe
10	A/The	dog	chased	a/the	cat	10	He	grew	lots	of	vegetables

List 13 Condition HA/CI/FM/none Total of 50: 0 = 100 %						List 14 Condition HA/CI/FM/none Total of 50: 0 = 100 %					
1	She	argues	with	her	sister	1	New	neighbors	are/were	moving	in
2	The/A	kitchen	window	is/was	clean	2	He	is/was	washing	his	car
3	He	hung	up	his	raincoat	3	A/The	candy	shop	is/was	empty
4	A/The	mailman	brought	the/a	letter	4	The/A	boy	got	into	trouble
5	The/A	mother	heard	a/the	baby	5	The/A	yellow	pears	taste	good
6	A/The	waiter	brought	the	cream	6	The/A	front	yard	is/was	pretty
7	The/A	teapot	is/was	very	hot	7	An/The	old	man	was/is	worried
8	The/A	apple	pie	was/is	good	8	The	pond	water	is/was	dirty
9	The/A	jelly	jar	is/was	full	9	A/The	rancher	has/had	a/the	bull
10	He	climbed	up	a/the	ladder	10	The	ground	is/was	very	hard

List 15 Condition HA/CI/FM/none Total of 50: 0 = 100%						Practice Sentences		Recommended distances are 3 feet and 12 feet. Alternately, sentences can be presented in a sound booth at 50 dB HL and 35 dB HL. At these levels, typically hearing children ages 3-17 perform at 90-95%+ for auditory only conditions, even in the presence of 0 S/N noise (1999 - Bodkin, Madell & Rosenfeld).
1	They	painted	a/the	wall	white	1 Q	<i>The fruit came in a box.</i>	
2	Men	normally	wear	long	pants	2 Q	<i>A boy ran down the path.</i>	
3	A/The	little	girl	was/is	shouting	3 Q	<i>The match fell on the floor.</i>	
4	The/A	driver	waited	for	me	4 N	<i>The milk is by the front door.</i>	
5	The/An	ice	cream	was/is	melting	5 N	<i>The new road is on the map.</i>	
6	An/The	apple	pie	was/is	baking	6 N	<i>A broom is in the corner.</i>	
7	The/A	boy	forgot	his	book	For most accurate results, present practice sentences to the student in quiet and in noise prior to presenting the sentence lists under various listening conditions.		
8	The	two	farmers	are/were	talking			
9	Father	paid	at	a/the	gate			
10	The	sky	is/was	very	blue			

Comments:



This information can be used as the speech stimuli for the Functional Listening Evaluation, which is a procedure developed by C. D. Johnson and P. Von Almen in 1993 and revised 2013. These sentences are 5-word HINT-C sentences (Hearing in Noise Test for Children, 1993, Nilsson, Soli & Sullivan) that were based on original Bamford-Kowal-Bench sentences (1979). Recommended for use in quiet and in +5 dB of classroom noise with recorded stimuli © 2013, Karen L. Anderson, PhD, Supporting Success for Children with Hearing Loss. Form © 2013 by Cheryl D. Johnson, EdD & Karen L. Anderson, PhD.