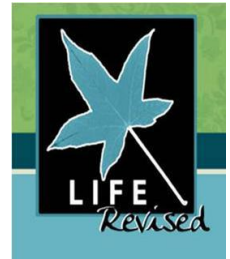


Listening Inventory For Education - Revised (L.I.F.E.-R.)

Student Appraisal of Listening Difficulty:

After LIFE Self-Advocacy Questions

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



Name _____ Grade _____ Date(s) completed _____

Answer these questions FOLLOWING the administration of the L.I.F.E.-Revised materials. **Choose all of the answers that sound most like you.** If you have an answer that is not provided please add it under "other".

1. What do you do to let your teacher know that you didn't hear or understand what s/he said?

- a) Use a facial expression to let her know that I have missed some information (like looking puzzled).
- b) Use some kind of signal that my teacher and I have agreed on (like putting my finger on my chin).
- c) Do nothing and hope that I will figure it out later on.
- d) Raise my hand and ask for more information (like "Page 300 and what?"; "Do we do the odd AND the even problems?")
- e) Look around to see what the other students are doing (hoping the teacher will notice me looking around).
- f) Raise your hand and ask your teacher to repeat what she said.
- g) Ask the teacher after class.

Other _____

2. What do you do if it is too noisy in your classroom, making it hard for you to understand what your teacher says?

- a) Raise my hand and let my teacher know that I am having a hard time understanding because of the noise.
- b) Look around the class and glare (make a mean face) at the people who are making noise (hoping the teacher will notice).
- c) Get up and close the door (if the noise is in the hallway) or move to a seat in the classroom that is away from the noise.
- d) Do nothing, put more effort into listening and hope that I hear enough to figure out what is going on.
- e) Get out of my seat and quietly ask the person making noise to stop (my teacher knows this is one of my listening strategies).
- f) Start to do something else because it is too hard to listen and understand (hoping the teacher will notice I'm not attending).
- g) Talk to the teacher after class.

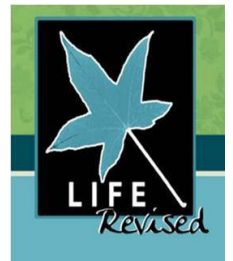
Other _____

3. Mark the items that best describe how hearing assistance technology is used in your classroom (FM, Desktop, CADs, etc.).

- a) My teacher always (almost always) remembers to put on the microphone
- b) Sometimes my teacher forgets to put on the microphone (like every couple of weeks)
- c) I wish my teacher would use the microphone more often
- d) My hearing technology usually works well (no real problems with it working)
- e) My hearing technology does not work right sometimes, but the problem is solved quickly
- f) My hearing technology keeps having problems, making it hard for me to pay attention
- g) When a classmate talks from across the room my teacher usually passes the FM mic to him/her first
- h) When a classmate talks from across the room my teacher usually repeats what the person said
- i) When a classmate talks from across the room my teacher does not usually pass the microphone or repeat what was said

Other _____

After LIFE Self-Advocacy Questions



4. What do you do when a student's voice is too quiet for you to understand during a class discussion?

- a) Do nothing and hope that what the student is saying isn't very important.
- b) Raise my hand and remind the teacher to pass the FM microphone to the student before s/he says something to the class.
- c) Look at something that is nowhere near the student who is talking (hoping my teacher will notice and it will remind her that it is hard to hear quiet voices from across the room).
- d) Turn around in my seat or move so that I can see the student's face more easily as s/he talks.
- e) Do nothing and hope that what the student is saying will be repeated by the teacher.
- f) Raise my hand and say something like "Marie has a quiet voice and I didn't hear everything she said."

Other _____

5. What do you do when you can't hear or understand what your friends are saying when you're hanging out?

- a) We move to a quieter place or I stand close to the person who is talking so I can hear my best and see his or her face.
- b) I do nothing. I just hope they don't ask me anything because sometimes my answers are way off and they laugh at me.
- c) I usually miss only part, so I say something like, "What was the name of the movie?" or "Who got in trouble?"
- d) Sometimes I just start talking about something else, that way I'll know what we're talking about.
- e) My friends know I sometimes have a hard time hearing everything. When I miss something I tap the person on the arm and make a puzzled face and they remember to face me when they talk.
- f) I start looking around. Sometimes when I do this it reminds them to face me when they talk.
- g) Sometimes I walk away because it's just too hard to follow the conversation.

Other _____

6. What are the things you do when you are trying to communicate and it's noisy?

- a) I try to avoid places where it is noisy and I'm expected to listen and talk.
- b) The teacher uses the FM system and passes the microphone to students when they talk.
- c) I stop paying attention – if people want me to know something they will tell me again.
- d) I try to get the noise to stop or to move away from the noise and closer to the person talking.
- e) Do nothing and hope that no one will ask me anything.
- f) I switch the program on my hearing device to the 'noisy environment' setting.

Other _____

7. What would you do if your listening technology is not working?

- a) Let my teacher know right away by raising my hand or using my signal.
- b) Sit at my desk and hope that it will start working again.
- c) Tell my teacher at the end of the day or class period.
- d) Change the batteries and do basic troubleshooting to see if I can figure out what is wrong with it.
- e) Let my teacher know there is a problem and then leave the class to show the device to someone at school who helps me when there are problems with my hearing aids or other listening devices.

Other _____

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