

Test of Listening for Directions, Identifying Issues, Repairing Misunderstandings

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The following questions will be administered three times. This will likely be done over multiple sessions with the student. Insert any comments on the response form after each item is presented.

- The **FIRST** administration will be to determine if the student can differentiate between a clear direction (and perform it) and a direction that is unclear.
 - **GOAL:** The student will correctly identify when a direction is clear and perform the task as directed and when a direction is unclear and cannot be followed.
 - In the +Ox column, place a + to identify whether the student performed the direction correctly OR identified an UNCLEAR direction. Place a O if a student did not perform the direction correctly. Place an X if the student did not identify that the question was unclear and tried to perform it.
- The **SECOND** time that the directions are read the teacher will state the clear directions either faster (F) or in a quiet voice (Q) to make it more difficult for the student to understand. For these changed items and the unclear directions, the teacher will ask the student what he thinks is wrong with the direction.
 - **GOAL:** The student will identify when a direction presented is too quiet (Q), too fast (F), is garbled (G) (information was provided but it was mumbled, unknown word, other sounds distort), too much information (TM), missing information (MI), not possible to do NP).
 - In the C/U (clear/unclear) column, circle the initials if the student correctly identified that the issue was too fast (F), too quiet (Q), garbled (G), too much information (TM), missing information (MI), or not possible (NP). If the student did not correctly identify the reason for misunderstanding the direction, write an X over the initial(s).
- The **THIRD** time the student will be asked what he could ask the teacher to better understand the direction.
 - **GOAL:** The student will appropriately request repetition or clarification when a direction is not understood. The student will ask for repetition if none of the direction was heard/understood, and clarification is part of the direction was understood, but not all of it. Clarification requests should target missing information when appropriate.

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The student should have the following 7 items in front of them on a table:

• small pill bottle or small jewelry box with a lid • coin (penny, nickel, dime, quarter) • paper clip • piece of string	• cotton ball • brown rubber band • red (colored) rubber band
Read the following to instruct the students to do some things with these objects in front of them. “If my directions are clear, and you know what to do, then do what I tell you to do. Sometimes my directions will not be clear, and you won’t know what to do. Tell me when that happens. After you finish doing a direction, put the items back on the table where they were when you started. Now, let’s begin.”	

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PRETEST

STUDENT:

DATE:

SCHOOL:

#	C/U	+Ox	R C	Direction
1	(F)			Put the coin (penny, nickel, etc) in the bottle (or box).
2	U(NP)			Hide the paperclip under the coin so you can't see any of it.
3	U(MI)			There are 2 rubber bands, pick up that one.
4	(Q)			Put the lid on the bottle (box).
5	U(G)			Put the (insert 'cough cough' sound) in the bottle (box).
6	U(TM)			Wait until I finish talking and then do what I tell you to do. After you put the paper clip and the cotton ball in the bottle (box) put the penny on the lid and then put the string through the red – no the brown – rubber band.
7	U(MI)			Look at the objects. Name the one I am thinking of.
8	(Q)			Look at the objects. Touch one that is round.
9	U(G)			Now, touch the object you can <i>biffle</i> .
10	(F)			Put the string through the paperclip.
11	U(TM)			If you haven't put the string in the bottle yet, do it. But first, touch the cotton ball, move the penny, and turn over the lid, after you pick up the paperclip and the rubber bands.
12	U(MI)			Put the paperclip through the lid.
13	U(G)			Look at the objects. Touch the <i>stilkier</i> one.
14	(F)			Put the cotton ball on the penny.
15	(Q)			Put the string around the bottle.
16	U(MI)			Touch the _____ and the _____. (Teacher do not say words, pause.)
17	U(MI)			Tell me what bank the penny (coin) came from but don't guess.
18	U(G)			Touch the one that looks just like a snoos.

19	(Q)			Cover the penny (coin) with the lid.	
20	(F)			Throw the penny (coin) and the lid on the floor.	
21	U(TM)			Touch these things in the order I say them, but wait until I finish talking. First, touch the bottle (box), then the red rubber band, then the lid, then the cotton ball, then the brown rubber band, then the paperclip, then the string.	
22	U(MI)			When I say go! Touch it with your little finger. Ready? Go!	
23	(F)			Tell me what color the cotton ball is.	
24	U(MI)			Now, tell me how many inches long the string is, but don't guess.	
25	U(MI)			Pick up the paperclip and put it over there.	
26	U(G)			Pick up the (clearing throat noise) and hold it in your hand.	
27	(Q)			Pick up both rubber bands.	
28	U(NP)			Pick up the bottle (box), but don't touch it, and don't move it.	
29	U(TM)			Use the lid to touch the bottle (box) and then the penny (coin), then use the penny to touch the bottle and the lid. Then touch the bottle and the lid with the penny.	
30	(F)			Blow on the cotton ball to make it move.	
31	U(G)			Dib the penny (coin) with your thumb.	
32	U(G)			Pick the (cough noise), then put it back down.	
33	U(MI)			Put that one next to the bottle (box).	
ID Unclear:		Follow clear:		TOTAL CORRECT FOR EACH COLUMN	
ID issues:		Correct R/C:			
ID Unclear:	Follow clear:	ID issues:	Correct R/C:	Total Correct of 33	PERCENT CORRECT multiply total correct by 3.33

Pretest/Posttest items based on information from *Responding to Oral Directions* by Robert Mancuso (2000).
Now out of print.

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POSTTEST

STUDENT:

DATE:

SCHOOL:

#	C/U	+Ox	R C	Direction
1	U(MI)			Tell me exactly how many pennies (coins) can fit in the bottle (box), but don't guess.
2	(Q)			Put your thumb on the lid.
3	(F)			Put the rubberband that is not red in the bottle (box).
4	U(G)			Put the lid under the <i>poomoo</i> .
5	U(NP)			Put the paperclip on top of the penny (coin) so no part of it hangs over the edge.
6	U(TM)			Wait until I finish talking and then do what I tell you to do. After you put the string and the coin in the bottle (box) put the cotton ball on the lid and then wrap the paperclip in the brown – no the red – rubber band.
7	U(MI)			Put that one next to the penny (coin).
8	(Q)			Look at the objects. Touch one that is fluffy.
9	U(G)			Now, touch the object you can <i>bump</i> .
10	(Q)			Pick up both things that are metal.
11	U(TM)			If you haven't put the penny in the bottle yet, do it. But first, touch the string, move the cotton ball, and turn over the lid, after you pick up the brown rubber band.
12	U(MI)			Set the paperclip over the lid, but don't let it touch.
13	U(G)			Touch the one that looks most like a <i>darf</i> .
14	(F)			Put the string through both rubber bands.
15	(Q)			Put the lid under the bottle.
16	U(MI)			When I say go! Touch it with your left thumb. Ready? Go!
17	U(MI)			Tell me how many cotton balls were in the package this one came from but don't guess.

18	U(G)			Look at the objects. Touch the <i>porko</i> one.	
19	(Q)			Cover the penny (coin) with the bottle.	
20	(F)			Put the rubberbands on your thumbs.	
21	U(TM)			Touch these things in the order I say them, but wait until I finish talking. First, touch the string, then the cotton ball, then the lid, then the red rubber band, then the brown rubber band, then the paperclip, then the bottle.	
22	U(MI)			Put the _____ on the _____. (Teacher do not say words, pause.)	
23	(F)			Tell me what color the lid is.	
24	U(MI)			Now, tell me how large the biggest rubber band is, but don't guess.	
25	(F)			Blow on the lid to make it move.	
26	U(G)			Pick up the cotton ball and hold it in your (throat clearing noise).	
27	U(MI)			Pick up the string and put it by the other one.	
28	U(NP)			Pick up the lid, but don't touch it, and don't move it.	
29	U(TM)			Use the string to touch the paperclip and then the cotton ball, then use the paperclip to touch the cotton ball and the string. Then touch the string and the cotton ball with the paperclip.	
30	(F)			Put the string through the brown rubber band.	
31	U(G)			<i>Marf</i> the bottle with your little finger.	
32	U(G)			Pick the (cough noise), then put it on the paperclip.	
33	U(MI)			Look at the objects. Name the one I am thinking of.	
ID Unclear:		Follow clear:	TOTAL CORRECT FOR EACH COLUMN		
ID issues:		Correct R/C:			
ID Unclear:	Follow clear:	ID issues:	Correct R/C:	Total Correct of 33	PERCENT CORRECT multiply total correct by 3.33

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