

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

## Student Appraisal of Listening Difficulty: Before-LIFE Questions for Students



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

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date(s) completed \_\_\_\_\_

Teacher \_\_\_\_\_ School \_\_\_\_\_

Hearing Aid  CI user Type of Classroom Hearing Technology \_\_\_\_\_

Trial period  No  Yes Length \_\_\_\_\_ Responses consider performance  with  without FM system in use

### Before-LIFE Questions for Students:

Answer these questions PRIOR to administration of the L.I.F.E.-Revised materials.

Check all the answers that apply. If you have an answer that is not provided please add it under "other."

#### 1. Mark the items that best describe your classroom listening location. My location:

- is in the first or second row of the classroom
- is in the middle row of the classroom
- is in the back row of the classroom
- puts my good ear toward the teacher when teaching
- puts my bad ear toward the teacher when teaching
- near a source of noise in the classroom
- is near a source of noise from outside the classroom
- is close to where the teacher stands to talk to the class

Other \_\_\_\_\_

#### 2. What sounds (noises) do you hear when you are in the classroom? (sounds may happen only some of the time)

- Fan noise inside classroom
- Noise from heating/cooling system inside the classroom
- Noise from a fish tank inside the classroom
- Noise from computers inside the classroom
- Noise from other students inside the classroom
- Sounds from students outside your classroom but inside or outside of the school building
- Sounds from the florescent lights

Other \_\_\_\_\_

#### 3. When you are sitting in your usual location in the classroom, how well do you hear the teacher when teaching?

- Pretty well, the teacher is easy to hear
- Well, I can hear almost everything
- Not well, I miss some stuff
- Not well at all, I miss a lot of what the teacher says

#### 4. What is the best description of your teacher's location in the classroom when teaching?

- Teaches from the same place almost all the time
- Walks around for a short time maybe once or twice a day
- Teaches from different locations about half of the time
- Teaches from different locations more than half of the time

#### 5. How do you know when you did not hear or understand the teacher completely?

- I have a hard time getting started on my work because I do not understand what the teacher wants me to do.
- I know I should ask the teacher to repeat what was said.
- I look around to see what other students are doing.
- I follow the teacher's instruction incorrectly.
- I watch the teacher's lips to understand what was said
- I answer questions inappropriately or do not answer
- I ask another student what the teacher said
- I do not know when I did not hear or understand the teacher

Other \_\_\_\_\_

#### 6. How do you feel about listening with \_\_\_\_\_ in your class(es) (technology device(s))?

- I am excited to hear and understand better in the classroom
- I am nervous
- I feel shy
- Happy
- I don't have any feelings about it

Other \_\_\_\_\_



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Trial period  No  Yes Length \_\_\_\_\_ Responses consider performance  with  without FM system in use

**Instructions:** Circle the response that best describes your level of listening difficulty in each of the situations.

L.I.F.E Classroom Listening Situations						
Questions	Brief description	Always Easy	Mostly Easy	Sometimes Difficult	Mostly Difficult	Always Difficult
1. The teacher is talking in front of the class. The kids are quiet. Everyone is watching and listening to the teacher. How well can you hear and understand the words the teacher is saying?	1. Teacher talking in front of room	10	7	5	2	0
2. The teacher is talking, but has his back to you as s/he writes on the board or faces another student. You cannot see the teacher's face. How well can you hear and understand the words the teacher is saying when you can't see his face?	2. Teacher talking with back turned	10	7	5	2	0
3. The teacher is talking. She is also walking and moving around the room. How well can you hear and understand the words the teacher is saying if you can't see her face and she is across the room?	3. Teacher talking while moving	10	7	5	2	0
4. Sometimes teachers ask questions during a lesson. One kid in class who sits across the room from you is answering a question. How well can you hear and understand the words the student is saying? √ Typical condition: <input type="checkbox"/> With FM mic used by student <input type="checkbox"/> Without FM mic	4. Student answering during discussion	10	7	5	2	0
5. The teacher is explaining how you are supposed to do an assignment. She gives directions only one or two times. How well can you hear the words and understand what the teacher wants you to do?	5. Understanding directions	10	7	5	2	0
6. The teacher is talking. Some kids are making noise at their seats. They may be trying to find papers, dropping pencils, whispering or moving their feet. How well can you hear and understand the words the teacher is saying as the kids make noise?	6. Other students making noise	10	7	5	2	0
7. The teacher is talking. You hear noise outside of the class. It could be kids in the hallway, the playground outside, voices next door, cars or airplanes. How well can you hear and understand words the teacher is saying?	7. Noise outside of the classroom	10	7	5	2	0
8. Everyone is looking at the computer, TV or video screen. The teacher is showing a video or you are listening to something shown on the computer screen. How well can you hear and understand the words said while you are watching the screen?	8. Multimedia (video, computer)	10	7	5	2	0
9. The teacher is talking to the class. The teacher is using a projector that is making noise OR air is blowing from the heater/cooler in your classroom. How well can you hear and understand the words the teacher is saying when there is a fan-type of noise at the same time?	9. Listening with fan noise on	10	7	5	2	0
10. One teacher is talking in front of the class. Another teacher is talking to a small group of students at the same time. How well can you hear and understand the words the teacher in the front is saying?	10. Simultaneous large and small group	10	7	5	2	0
<b>Sum of Items 1-10 (100 Possible)</b>	<b>CLASSROOM SITUATION LISTENING SCORE</b>	Pretest _____		Post-test _____		
		Date: _____		Date: _____		

# Listening Inventory For Education-Revised (L.I.F.E.-R.) Student Appraisal of Listening Difficulty



L.I.F.E Additional/Social Listening Situations in School		Always Easy	Mostly Easy	Sometimes Difficult	Mostly Difficult	Always Difficult
Questions	Brief description					
11. The kids are all working in small groups. Each group is talking and moving papers. How well can you hear and understand the words the students in your group are saying?	11. Cooperative small group learning	10	7	5	2	0
12. Your class stops to listen to school announcements. Sometimes kids are making noise during the announcements. How well can you hear and understand all of the announcements when there is some noise?	12. Announcements	10	7	5	2	0
13. There is a school meeting or assembly. Many classes of kids are sitting together. The kids are listening to a teacher. The teacher is talking without a microphone. How well can you hear the words the teacher is saying?	13. Listening in a large room.	10	7	5	2	0
14. You are outside with other kids you know. Maybe it is an outside gym class or you are together on the playground, bus stop or field trip. Someone is talking while some kids are making noise. How well can you hear and understand when people are talking outside?	14. Listening to others when outside	10	7	5	2	0
15. You are in school, hanging out with some kids you know. It may be lunch time, putting away coats, or walking to the classroom. It is noisy. How clearly can you hear and understand what the other kids say?	15. Listening to students during informal social times	10	7	5	2	0
<b>Sum of Items 11-15 (50 Possible)</b>	<b>ADDITIONAL SITUATIONS LISTENING SCORE</b>	Pretest _____		Post-test _____		
		Date: _____		Date: _____		

Of the 15 Listening Inventory For Education questions, the following situations were rated as Always Difficult (★ ★ ★), Mostly Difficult (★ ★), or Sometimes Difficult (★):

**For:**

**Date:**

**From**

★	_____’s most challenging listening situations
	1. Teacher talking in front of room
	2. Teacher talking with back turned
	3. Teacher talking while moving
	4. Student answering during discussion
	5. Hearing and understanding directions
	6. Other students making noise
	7. Noise outside of the classroom
	8. Multimedia (video, computer)
	9. Listening with fan noise on
	10. Simultaneous large and small group
	11. Cooperative small group learning
	12. Announcements
	13. Listening in a large room (assembly).
	14. Listening to others when outside
	15. Listening to students during informal social times
<b>The more ★’s the more difficult. No ★ = no problem.</b>	



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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. 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 \_\_\_\_\_

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**4. 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 \_\_\_\_\_

**5. 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 \_\_\_\_\_

**6. 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 \_\_\_\_\_