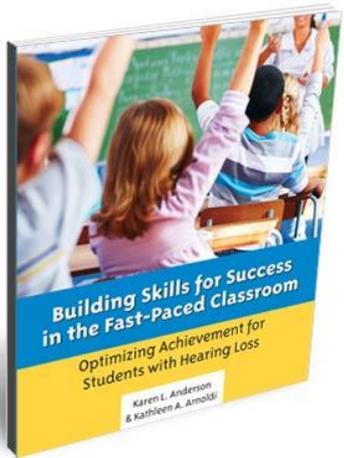


Turn-and-Talk



- ▶ A 9 year old girl that you see has started to ‘forget’ her hearing aids. She is the only student in her school with hearing devices.
- ▶ What do you think is going on with her in terms of psychosocial development?
- ▶ What materials could you use to build self-concept and help her deal with her feelings of not fitting in?



Success in the Fast-Paced Classroom: *Building Skills to Optimize Achievement for Students with Hearing Loss*

Karen L. Anderson, PhD

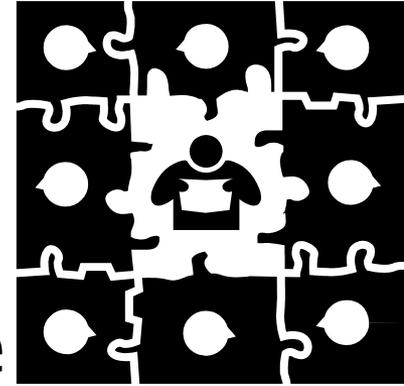
Butte Publications, 2011

Chapter Four: Communication Repair – SCRIPT

- ▶ **SCRIPT = Student Communication Repair Inventory & Practical Training**
- ▶ **Inventory to identify communication repair skills in comparison to developmental trends**
- ▶ **Materials to build student knowledge of each of the 13 communication repair skills**
- ▶ **Step-by-step guidance on developing CR skills and implementing use**



Why focus on Communication Repair?



- ▶ Typical language tests used may not be sensitive enough to detect differences in pragmatic use of language specific to communication repair strategies
- ▶ Children with hearing loss do not spontaneously learn how to cope with communication breakdowns at the same rate, or in the same way, as individuals with normal hearing
- ▶ 242–244 Overview of CR research
- ▶ 310–320 More in depth review of CR research

Will it really help?

- ▶ A study set up 7 small groups of 9–12 year olds, each with 3 hearing children and 1 child with hearing loss
- ▶ 4 of the 7 children with hearing loss were trained in communication breakdown management
- ▶ RESULT: There were fewer communication breakdowns for those who were trained
- ▶ They added effective addition strategies to the frequently used strategy of repetition



It's a 2-way street

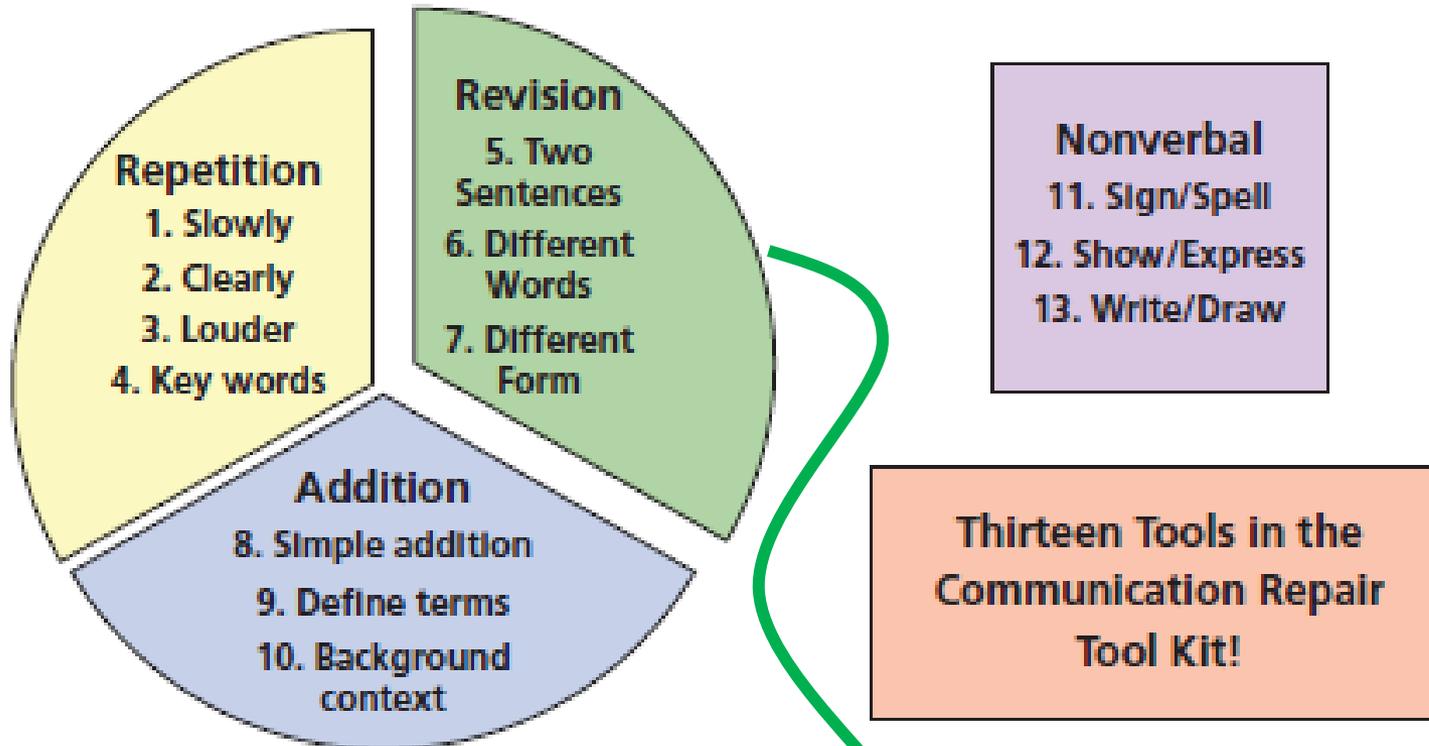


- ▶ Relatively unsophisticated language learners are sensitive to feedback that their messages are not understood
- ▶ They are able to adjust so they can accommodate to be understood during conversations
- ▶ **Strategies used to provide clarification change with age**
- ▶ There is research for typical development/repair responses to expressive communication breakdown but **NOT** for repair responses to receptive breakdowns

How are CR strategies classified?

- ▶ 3 broad categories of verbal CR; also nonverbal CR
- ▶ Each broad category has several strategies for a total of 16 repair responses to expressive breakdowns
- ▶ **REPETITION** – no information is added to the original utterance
- ▶ **REVISION** – meaning of original utterance unchanged; form is altered
- ▶ **ADDITION** – **Simple** – information is added to the original utterance – **Clarifying** – specific information added to define, clarify
- ▶ **NONVERBAL** – student uses strategies other than verbal
- ▶ **INAPPROPRIATE** – student did not comply with request for clarification

Communication Repair for Students



Revision strategies are used for expressive communication breakdowns only

Mom, can you say that more slowly please?	Repeat at a slower rate	REPEAT
Mom, can you say that again more clearly please?	Repeat spoken more clearly	
Mom, did you say we were stopping for <u>fast food</u> ?	Emphasize key word(s)	
Mom, I didn't hear you – could you say that again louder?	Repeat louder	
Did I hear you say food? Where can we stop for food?	Break into two sentences	CHANGE
Can we go to a restaurant for lunch? Fast food?	Different words, same meaning	
I would like to stop for fast food too.	Different form (word order)	
Are we stopping for fast food <u>now</u> ?	Add just a little information <i>(Simple Addition)</i>	ADD INFO
It's lunchtime and I am hungry.	Define terms <i>(Clarifying Addition)</i>	
I'm hungry too. I like Burger King more than McDonald's.	Add background context <i>(Clarifying Addition)</i>	

SCRIPT Inventory is Step 1 of the SCRIPT

Student Communication Repair Inventory and Practical Training The SCRIPT Program to Improve Communication Repair Skills	
A. Learning about the 13 skills I can use when someone does not understand what I say.	
1	The SCRIPT Inventory will be administered to obtain a baseline of the communication repair skills a student uses when asked to clarify what he said.
2	The student will be exposed to the 13 communication repair skills until familiar with each skill. This is an introductory part of the program to build confidence and increase "tools in the tool kit." Skill areas should be targeted and this familiarization phase should be brief.
3	The teacher/therapist will expose the student to repair strategies by modeling how to ask for clarification of what the student has said.
4	The student will practice specific strategies when communication breakdowns are experienced from not understanding the teacher/therapist. Practice should be targeted to student skill needs.
5	The student will choose from all of the strategies to practice which strategies may be most successful when communication breakdown is experienced from not understanding the teacher/therapist.
B. Applying communication repair skills when I do not understand someone else.	
6	The student and teacher/therapist will discuss different non-classroom situations in which communication breakdown may occur and role-play different communication repair strategies. Some of the 13 strategies will be focused on and others discarded depending on the student's hearing and language use.
7	The student and teacher/therapist will discuss different classroom situations in which communication breakdown may occur followed by role-playing these different communication repair strategies. The student will learn to recognize the most useful strategies and gain practice in their use.
8	The teacher/therapist will structure some tasks for the student to do within the school that requires communication with others. These school staff members will be aware of the purpose of providing the student with practice on communication repair skills.
C. Assessing student use of communication repair strategies.	
9	The classroom teacher will be asked to rate the student's implementation of appropriate conversation characteristics and use of communication repair and self-advocacy strategies (<i>SAD Checklist</i> can also be used as a pretest prior to implementing the SCRIPT training program).
10	The student will actively integrate use of communication repair and advocacy strategies per self-report, observation and periodic teacher rating.

SCRIPT – Student Communication Repair Inventory & Practical Training

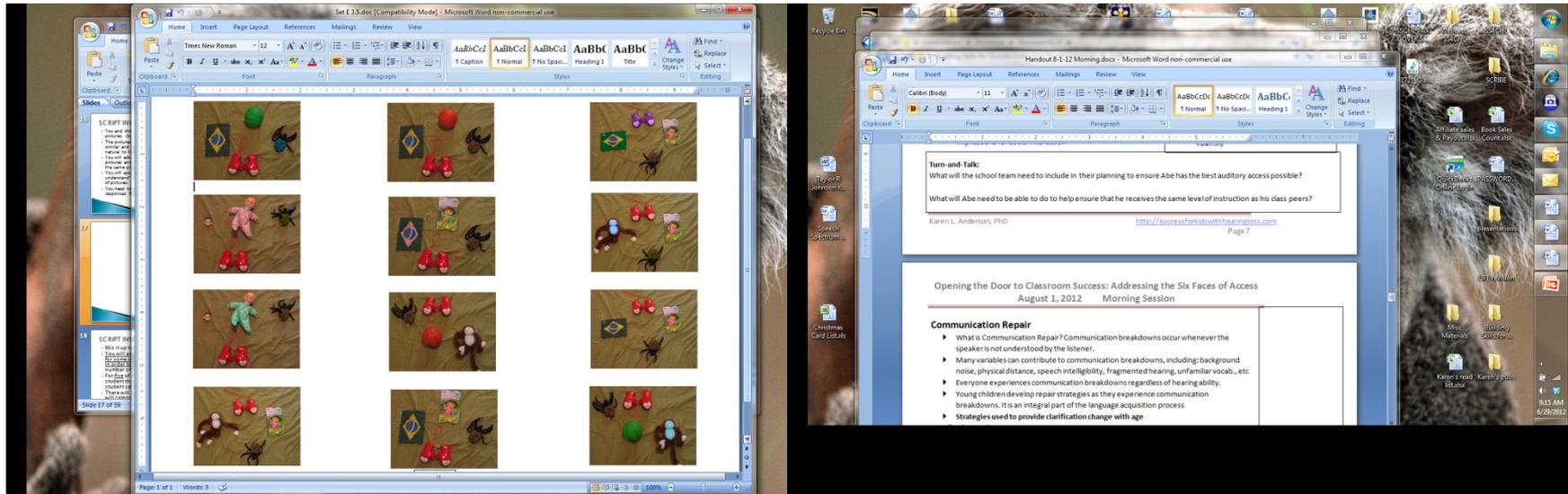
SCRIPT Inventory

- ▶ Obtains a baseline of the strategies that the student already uses when communication breakdowns occur.
- ▶ The baseline is used to guide the teacher in what other strategies to familiarize the child
- ▶ Developmental Trends provide guidance on specific skill building objectives

SCRIPT INVENTORY – OVERVIEW

- ▶ You and the student will be looking at a set of 12 pictures. (barrier game or computer)
- ▶ The pictures included in the set are intentionally similar and somewhat unclear to make it more natural to have to ask for clarification.
- ▶ You will ask the student to choose one of the 12 pictures and describe it to you so you can locate the same picture.
- ▶ You will ask the student ‘Huh’, ‘What’, ‘I don’t understand’ when you are both looking at the set of pictures.
- ▶ You need to obtain 3 communication repair responses for each set of pictures you obtain data

An Example of Picture Stimuli



SCRIPT INVENTORY – What it looks like

- ▶ Mix it up to keep it motivating
- ▶ You will ask the student clarifying questions for some of these picture sets and not others in order to maintain motivation – the total number of picture sets used is up to you.
- ▶ For five of the picture sets, you will ask the student three questions to clarify what the student said.
- ▶ There will be a total of 15 responses that you will categorize into a communication repair strategy type.
- ▶ The total SCRIPT Inventory score is based on 15 responses

SCRIPT INVENTORY – Instructions for Students (1)

- ▶ “I will show you some groups of pictures. I want to know how clearly you can describe just one of the pictures.
- ▶ Out of the 12 pictures, you will choose whichever picture you want to. I am interested in how well you can describe that one picture to me. Do your best to describe it clearly enough for me to identify which picture it is.
- ▶ You are not allowed to identify the picture by where it is (no pointing). You must use words to describe what you see in the picture you chose.”

SCRIPT INVENTORY – Instructions for Students (2)

- ▶ “This is also a test about what you do when people can’t understand what you say. Think about different times that someone has asked you “What?” It happens to everybody.
- ▶ For some of the pictures, I will be pretending that I do not understand you. It is important for you to answer like you would if anyone who didn’t understand you asked a question like “What?” There are different ways that people can answer. I want to find out the ways that you know.
- ▶ I will be writing down some of what you say.”

SCRIPT INVENTORY – Teacher Instructions

- ▶ To elicit communication repair, you will respond to the student as if the description was not clearly understood. For each test picture set (group of 12 pictures), you will ask the student to repeat what he said three times by saying:
 - “Huh?” Write down the response to your “Huh?” in the space provided on the response sheet.
 - After the student has further described the picture, say “What?” and write down that response.
 - After the student has shared more, say “I don’t understand” and write down that response.
- ▶ You can adjust the wording so that the student stays motivated (e.g., “Pardon me?” “Excuse me?” “Hmmm?” “I still can’t get it.” “I still don’t understand.”). However, three responses per test picture are needed.

Administering the SCRIPT Inventory

Student Name: _____ Date Completed: _____ Teacher/Therapist: _____

SCRIPT Inventory Response Sheet

+ Repetition Revision Simple Addition Clarifying Addition Inappropriate Nonverbal

Category	Description	Category	Description
1. Slow repetition	Repeats at a slower rate	9. Defines terms	Describes with more detail to define terms used in the original utterance
2. Clear repetition	Repeats with clearer enunciation	10. Adds background context	Describes additional features of the picture that were not mentioned originally
3. Emphasizes key word(s)	Repeats while emphasizing a key word or words	11. Fails to respond	Fails to respond, or attempts to discontinue (gives up)
4. Louder repetition	Repeats a little louder	12. Off topic utterances	Provides unrelated utterances or repeats questions
5. Uses two sentences	Expands sentence into 2 sentences	13. Discontinues	Attempts to give up
6. Uses alternate words	Uses fewer or more commonplace (simpler) words or both	14. Shows/Expresses	Acts out, points, shows, uses facial expressions
7. Alters form grammatically	Retains meaning but alters grammatical form	15. Signs/Spells	Signs or spells to add clarification
8. Simple Addition	Adds a little information	16. Writes/Draws	Draws picture or writes to clarify

Picture 1: Circle Repair Skills Used

Huh?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18
What?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18
I don't understand.	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18

Picture 2: Circle Repair Skills Used

Huh?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18
What?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18
I don't understand.	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18

Picture 3: Circle Repair Skills Used

Huh?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18
What?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18
I don't understand.	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18

Picture 4: Circle Repair Skills Used

Huh?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18
What?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18
I don't understand.	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18

Picture 5: Circle Repair Skills Used

Huh?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18
What?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18
I don't understand.	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18

Permission based on information provided by Mack, T. (2002). Use of repair strategies by children with and without hearing impairment. *Language, Speech, and Hearing Services in Schools, 33*, 112-121.

SCRIPT INVENTORY – Scoring

- ▶ **1: Collecting Student Responses on the SCRIPT Inventory Response Sheet**
- ▶ While administering the SCRIPT Inventory you can choose to do one of the following:
 - ▶ Make an audio recording of how the student responds to each of your questions (“Huh?” “What?” “I don’t understand”).
 - ▶ Write the student’s response down verbatim in the spaces provided on the sheet.
 - ▶ Listen carefully and then select the category of repair strategy the student’s response best fits into.

SCRIPT INVENTORY – Scoring for Teachers

- ▶ **2: Completing the SCRIPT Inventory Response Sheet**
- ▶ After eliciting responses to the question, circle the communication repair strategy number that best represents the student’s response.
- ▶ For example, if the student responds to your “Huh?” by simply repeating the same words at a slower rate, you would circle response category “1.”
- ▶ You can mark multiple response types for each question, but **you select only one type of repair strategy for scoring each of the 15 questions you ask the student.**

Practice scoring (1)



Student: A duck on a skateboard and a green ball.

You: Huh?

Student: There's a duck on a skateboard. A green ball too.

You: What?

Student: I see a **duck** on a skateboard with a green baseball.

You: I don't understand.

Student: There's a red skateboard with a duck on it. There's also a green baseball and an orange football. Another ball with a map-thing on it too.

Practice scoring



Student: A duck on a skateboard and a green ball.

You: Huh?

Student: There's a duck on a skateboard. A green ball too. **#2 - clear repetition and #5 - two sentences**

You: What?

Student: I see a **duck** on a skateboard with a green baseball.

You: I don't understand. **#3 - emphasize key word**

Student: There's a red skateboard with a duck on it. **(#7 alters form)** There's also a green baseball and an orange football. Another ball with a map-thing on it too. **#10 - adds background, more features**

Picture 1: C 1.5

Huh? There's a duck on a skateboard. A green ball too.

What? I see a duck on a skateboard with a green baseball.

I don't understand. There's a red skateboard with a duck on it. There's also a green baseball, orange football...ball with map thing on it too.

Circle Repair Skills Used

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Recording responses

Scoring the SCRIPT Inventory

Put hash marks (/) in the correct columns on the Response Summary

Student Name: _____ Date: _____ Teacher/Therapist: _____

SCRIPT Inventory Response Summary

Tally each response in the appropriate strategy type. Add up total number of responses. Refer to the chart below to determine the percentage for each strategy.

Example utterance: "that was misunderstood: "A pencil, ball, star and man."			None?	What?	Did it make sense?	Total	%
REPETITION – no information is added to the original utterance			Total for Section				
1. Slow repetition	Repeats at a slower rate	A pencil, ball, star and man.					
2. Clear repetition	Repeats with clearer enunciation	Pencil, ball, star and man.					
3. Emphasize key word(s)	Repeats while emphasizing a key word or words	Ball, pencil, star and man.					
4. Louder repetition	Repeats a little louder	A pencil, ball, star and man.					
REVISION – meaning is the same as the original utterance but the form is altered			Total for Section				
5. Uses two sentences	Expands sentence into 2 sentences	I see a ball and star. There also is a pencil and man too.					
6. Uses alternate words	Uses fewer or more simple or commonplace words or both	There's a ball, a star, soldier and a pencil.					
7. Alters form grammatically	Retains meaning but alters grammatical form	There are several things, a star, pencil, man and ball.					
ADDITION – specific information is added to the original utterance			Total for Section				
8. Simple Addition	Adds a little information	A red pencil, blue star, green ball and two men.					
9. Defines items	Defines items used in the original utterance	A blue star for throwing, toy soldiers, tennis ball, and a big pencil.					
10. Adds background context	Describes additional features of the picture not mentioned before	These are all toys you can get at a store. I see a big pretend pencil...					
INAPPROPRIATE – student does not comply with request for clarification			Total for Section				
11. Fails to respond	Fails to respond, or attempts to discontinue (gives up)	I don't know.					
12. Off topic utterances	Provides unrelated utterances or just repeats questions	Why are we doing this? Huh? What? I don't understand.					
13. Discontinues	Attempts to give up	I don't know how to say it any better. ☹️, want to stop now.					
NONVERBAL – student uses strategies other than verbal			Total for Section				
14. Shows/Expresses	Acts out, shows, facial expressions	Throwing movements for star, ball.					
15. Signs/Spells	Signs or spells to add clarification	Student signs the items.					
16. Writes/Draws	Draws picture or writes to clarify	Student draws items.					

Percentage Calculation Table: Take total for section and refer to row below for percentage of total responses.

#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
%	7%	13%	20%	27%	33%	40%	47%	53%	60%	67%	73%	80%	87%	93%	100%

Age Range: Primary/Secondary

Karen L. Anderson, PhD 2011

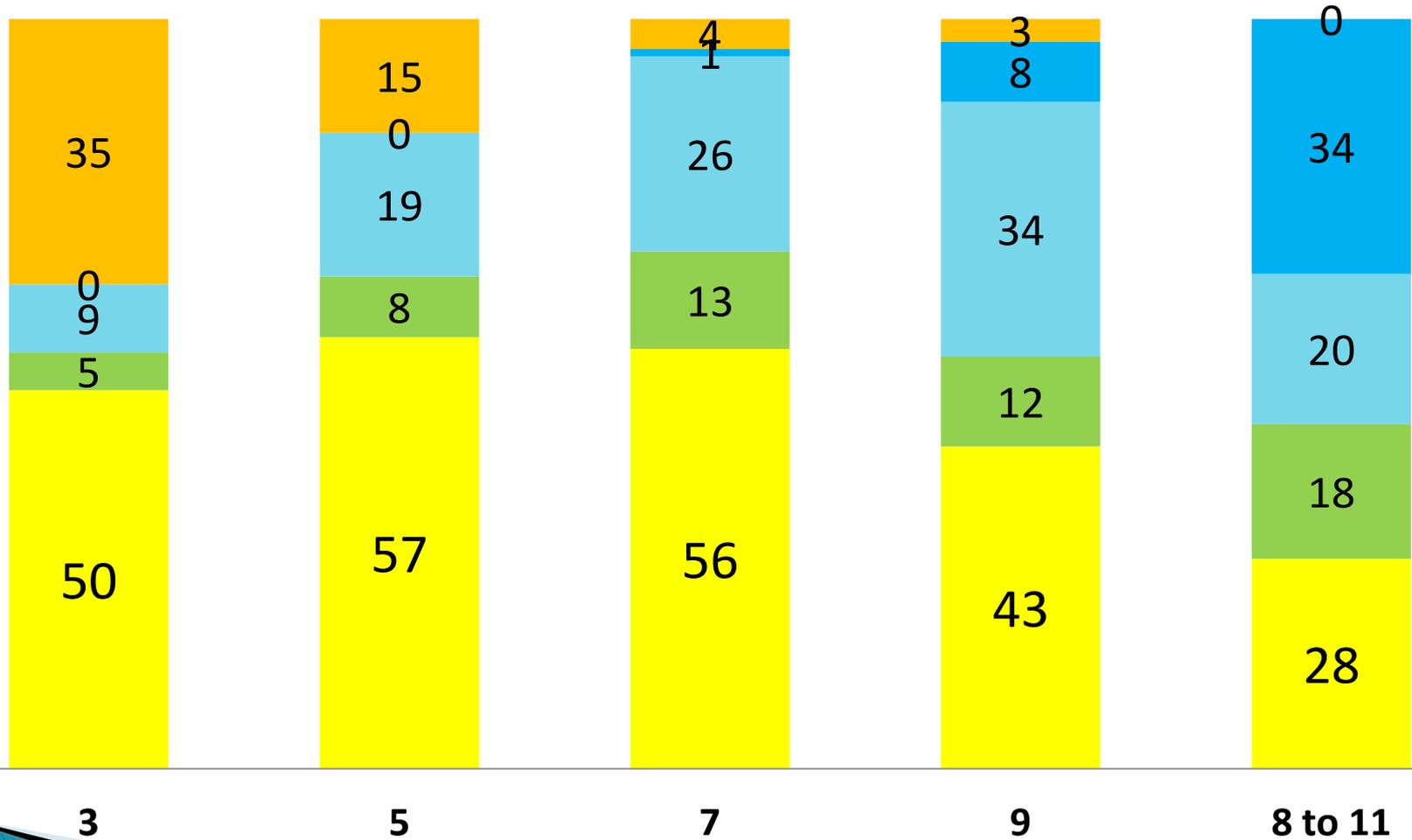
SCRIPT INVENTORY – Scoring for Teachers

- ▶ **STEP 4: Scoring Results as Percentage of Total Responses**
- ▶ Use the Percentage Calculation Table at the bottom of the SCRIPT Inventory Response Summary to identify the percentage of each communication repair skill type.

Categories of Communication Repair Strategies	Total for section	Percentage of responses	
REPETITION – no information is added to the original utterance			
REVISION – meaning of original utterance unchanged; form is altered			
ADDITION – Simple - information is added to the original utterance			
ADDITION - Clarifying – specific information added to define, clarify			
INAPPROPRIATE – student did not comply with request for clarification			
NONVERBAL - student uses strategies other than verbal			

Percentage Use of Strategy Types by Age when CHILD is not understood

■ Repetition
 ■ Revision
 ■ Simple Addition
 ■ Clarifying Addition
 ■ Inappropriate



Age

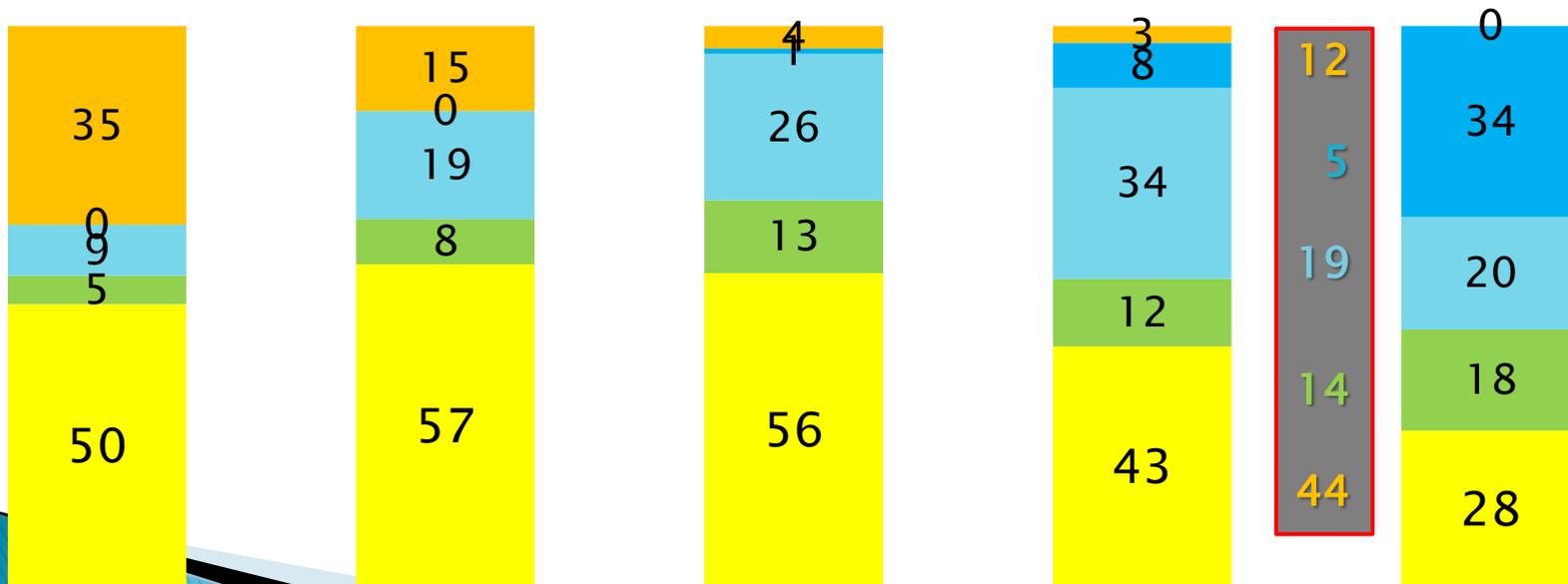
Developmental Trends

SCRIPT INVENTORY – Scoring

- ▶ **STEP 5: Using the SCRIPT Inventory Scoring Interpretation**
- ▶ Record the total for each of the 5 categories of communication repair strategies, along with their corresponding percentages.
- ▶ Using the Percentage Use of Strategy Type by Age graph, compare the student's percentage of responses to the percentages represented by the age level closest to the student's age in order to approximate strength and weakness in strategies used.
 - *If an age 9 student scored 20% in Simple Addition, it would be less than the expected 34%. If the student was age 5, then 20% would appear to be developmentally appropriate.*
- ▶ The developmental trends should be used as a general guideline of developmental advancement of skills as the data that supports this chart are too few for precise demarcations of normal/delayed development.

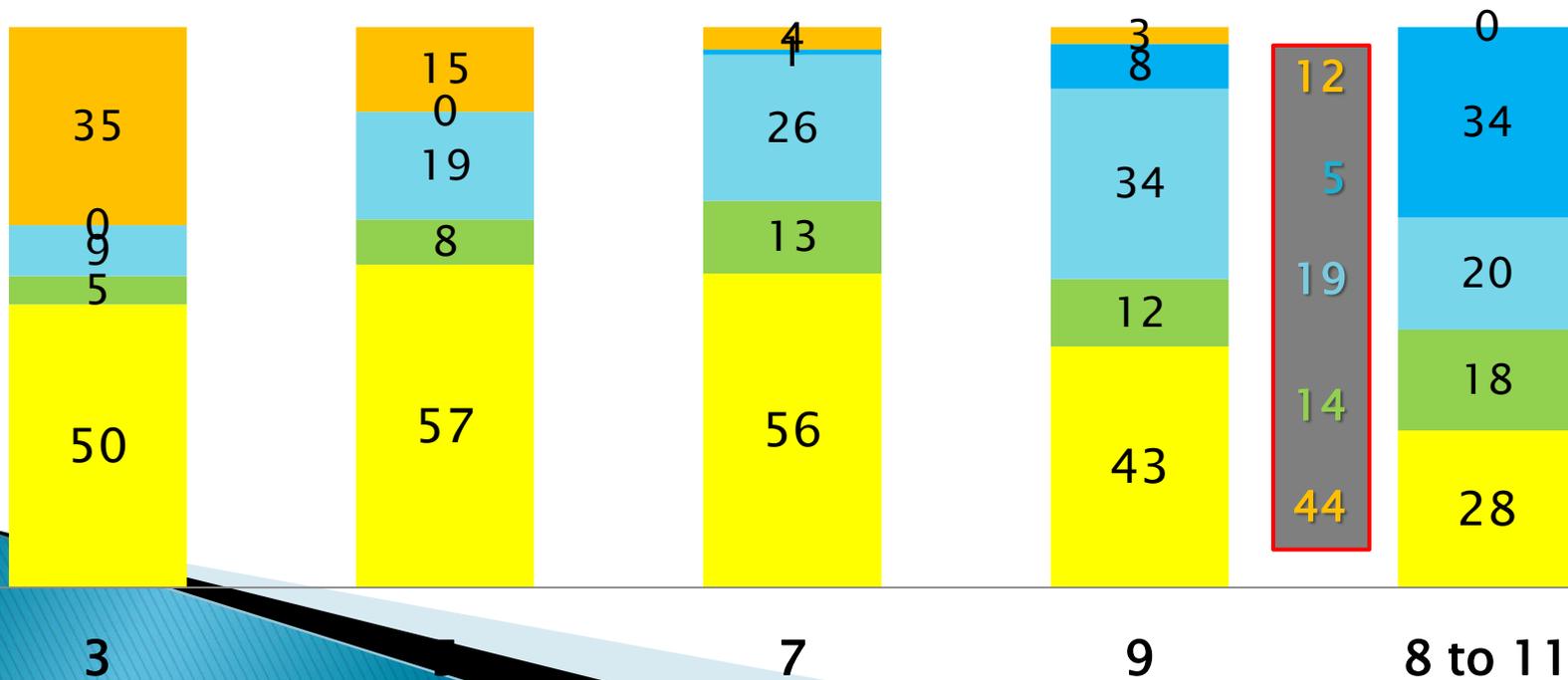
Scoring & Comparison to Developmental Trends (example for Abe, age 9)

Categories of Communication Repair Strategies	Total for section	Percentage of responses	
REPETITION – no information is added to the original utterance	2	44%	
REVISION – meaning of original utterance unchanged; form is altered	3	14%	
ADDITION – Simple - information is added to the original utterance	4	19%	30%
ADDITION - Clarifying – specific information added to define, clarify	5	5%	
INAPPROPRIATE – student did not comply with request for clarification	1	12%	
NONVERBAL - student uses strategies other than verbal	0	6%	



Turn-and-Talk

1. How do you currently gather information on student's communication repair strategies?
2. What skills do you think it would be appropriate for Abe to develop?



SCRIPT Program

SCRIPT Inventory is Step 1

Familiarization with strategies is Step 2

Student Communication Repair Inventory and Practical Training	
The SCRIPT Program to Improve Communication Repair Skills	
A. Learning about the 13 skills I can use when someone does not understand what I say.	
1	The SCRIPT Inventory will be administered to obtain a baseline of the communication repair skills a student uses when asked to clarify what he said.
2	The student will be exposed to the 13 communication repair skills until familiar with each skill. This is an introductory part of the program to build confidence and increase "tools in the tool kit." Skill areas should be targeted and this familiarization phase should be brief.
3	The teacher/therapist will expose the student to repair strategies by modeling how to ask for clarification of what the student has said.
4	The student will practice specific strategies when communication breakdowns are experienced from not understanding the teacher/therapist. Practice should be targeted to student skill needs.
5	The student will choose from all of the strategies to practice which strategies may be most successful when communication break down is experienced from not understanding the teacher/therapist.

How do you know when a communication breakdown has happened?



Think about it...

I know (or think) that other people have not understood what I said when:



I can tell I have not understood something that was said when:

Everyone experiences communication breakdown. When breakdown happens it can feel like:

HOMEWORK: Pay attention to times when communication breakdown happens. Be prepared to tell about the times (1) when you thought someone else didn't understand you, (2) when you didn't understand someone, (3) how it felt, and (4) what you did to repair the breakdowns (if anything).

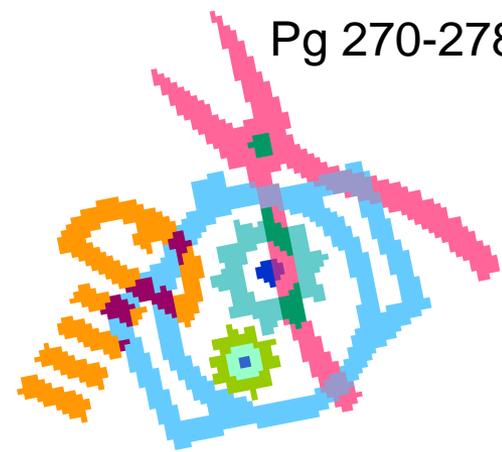
“Get set”
activity. What
does the
student already
know?

Bring
subconscious
knowledge to
the surface

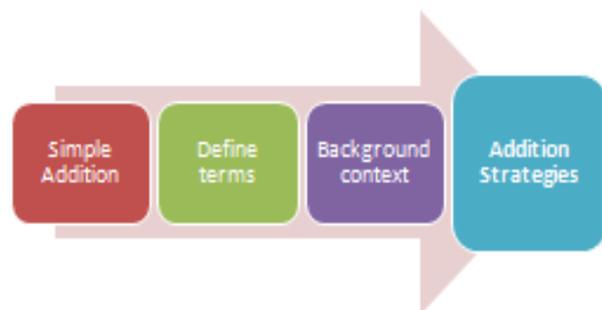
- what I know
- how it feels
- what I did
- homework

Familiarization

- ▶ All materials have the same format
 - Define the strategy group
 - Define each of the individual strategies
 - If someone does not understand what the student says
 - If the student does not understand what someone else says
 - Summarize the overall strategy
- ▶ All have the same examples
- ▶ All have practice items set up in the same way
- ▶ This allows the teacher to quickly go to the strategies the student is missing – *be strategic*
- ▶ Again, it is NOT intended that this phase be very time consuming



ADDITION STRATEGIES



Addition strategies: Add information or meaning to what was originally said. Define words or concepts in what was said OR provide background information in addition to what was originally said.

If someone does not understand what YOU say, use these addition strategies:

- Add a word or a bit of information along with what you originally said.
 - o This way you are not just 'parrot' and adding a word may make your message easier to understand.
 - o I saw some children playing in Wright Park. → I saw some children playing on the slide at Wright Park.
- Define what you meant when you said part of your message.
 - o Maybe you were misunderstood because one word or concept was missed for some reason.
 - o I saw some children playing in Wright Park. → Some kids were playing on the slide when I went past Wright Park today.
- Provide some background information to what you said to help explain your message.
 - o Maybe you were misunderstood because one word or concept was missed for some reason.
 - o I saw some children playing in Wright Park. → You know Wright Park, in the North part of town? I saw some children playing there today.

If YOU do not understand what someone else says, use these addition strategies:

- Ask the person to say it again with more information.
 - o I'm sorry, I didn't quite catch what you said. Could you tell me more about it?
- If you heard part of what was said then include it in your request for more information.
 - o Do you mean Wright Park in the North part of town or White Park in the South? Were the children playing baseball or were they at the playground on the slide and swings?

If you add new information to what you heard or said, you are using an addition strategy.

When you say "huh" or "what," the other person will usually just repeat what he or she has said. When you use these specific strategies, the other person will know what exactly you missed and then you both will understand each other.

PRACTICE EACH ADDITION STRATEGY



Addition strategies: Add information or meaning to what was originally said. Define words or concepts in what was said OR provide background information in addition to what was originally said.

Example messages:	Someone said this to you and you didn't understand	You said this and the other person doesn't understand you
Brouse me, can you please tell me where the restroom is?		
I'm trying to find my social studies homework. What did it look like?		
There is a baseball game at Northside Park. Do I turn at the next street?		
I would like a chocolate swirl milkshake please.		
Turn to page 235 in your English book.		
I'm looking for a black mitten. Have you seen it?		
I've lost a brown dog. He has a red collar on. Have you seen him?		
It is raining outside. Do you have an umbrella or hood?		
I'm going camping this weekend at the National Forest.		
I feel ill - help, I'm going to be sick!		

Practical Training – Phase 1

Modeling Listener Repair Strategies:

The Concept:

Tell the student that you will be pretending that you don't clearly understand what s/he says.

You will be showing him how people can respond when they don't understand.

The basics:

- ▶ The teacher says a sentence or two
- ▶ The student repeats the sentence
- ▶ The teacher models a repair strategy.

Modeling CR Strategies

- ▶ Make the point that the student already knows some CR strategies (results of SCRIPT Inventory)
- ▶ **Before you can teach someone how to repair something, there has to be something broken first.**
- ▶ Start with strategies that the student has already shown that he can use.
- ▶ Approach this as a game since the student's failure at repeating is the starting place for developing communication repair skills.



Example for Pre-K and Early Elementary



Example Story: The Three Bunnies

Chart story: Basic technique for focusing on new vocabulary and comprehension of language forms.

Early readers: teacher reads a line and then covers it up when it is the student's turn to repeat.

Non-readers: story and picture cues remain visible

Any appropriate grade/ability-level materials can be used.

- ▶ Reinforce materials used in class
- ▶ Enrichment or vocabulary building materials
- ▶ Informal story or series of sentences based on toys or materials available at the moment

Modeling strategies



- ▶ You can choose to model one type of strategy. OR–
- ▶ It may be most natural to respond using a number of the strategies, based on the errors made by the student.
- ▶ Example provided for The Three Bunnies has 2–3 examples of repair strategies that could be modeled.
- ▶ Spend most of your time providing examples of strategies in areas that the student does not already use and that are most useful (i.e. Addition strategies)

Choose a strategy and practice phase 1

Pg 286-288

The Three Little Bunnies

Once upon a time 

three little bunnies lived with their mother. 

When they were all grown up their mother said 

I'm sorry boys, you are now all grown up and have to find your own homes. 

The bunnies left home. Each had a big carrot for their journey. 

The first bunny was lazy. Grass was everywhere so he made a house of grass. 

The second bunny was crafty. He made his house by weaving together sticks. 

The third bunny was not lazy or crafty. He wanted to be safe from danger. 

He knew he would be living all alone. No mother or brothers to help if there was danger.

He thought and thought. Finally, he dug a hole to hide in for his home. 

The first bunny was snug and happy in his house made of grass. 

Repeat at a slower rate	REPEAT
Repeat spoken more clearly	
Emphasize key word(s)	
Repeat louder	
Break into two sentences	CHANGE FORM
Different words, same meaning	
Different form (word order)	
Add just a little information <i>(Simple Addition)</i>	ADD INFO
Define terms <i>(Clarifying Addition)</i>	
Add background context <i>(Clarifying Addition)</i>	

The Three Little Bunnies

Once upon a time



three little bunnies lived with their mother.



When they were all grown up their mother said



I'm sorry boys, you are now all grown up and have to find your own homes.



The bunnies left home. Each had a big carrot for their journey.



The first bunny was lazy. Grass was everywhere so he made a house of grass.



The second bunny was crafty. He made his house by weaving together sticks.



The third bunny was not lazy or crafty. He wanted to be safe from danger.



He knew he would be living all alone. No mother or brothers to help if there was danger.

He thought and thought. Finally, he dug a hole to hide in for his home.



The first bunny was snug and happy in his house made of grass.



The Three Little Bunnies

Once upon a time three little bunnies lived with their mother.

Could you say that again please? Three what lived with their mother? Excuse me, did you say they were big or little?

When they were all grown up their mother said

Could you say that more slowly please? Did you say the bunnies were now grown up?

I'm sorry boys, you are now all grown up and have to find your own homes.

What did they have to do because they are all grown up now? I'm sorry, the bunnies need to find what?

Phase 2 of Training

- ▶ In Phase 1 the teacher was modeling how to respond with repair strategies
- ▶ In Phase 2 the teacher will start to shape the student's use of repair strategies
- ▶ Phase 2 works on identifying what 'broke down' in communication (raising awareness)
- ▶ Phase 2 also develops CR skills to address breakdowns
- ▶ Again, be clear that in order to teach someone how to repair something, it must be broken first.



Phase 2 provides opportunities to target awareness & problem solving skills



When the student misses repeating what was said the teacher/therapist should say something like:

- ▶ I heard you say X. Where in this sentence do you think something is missing or does not sound right?
- ▶ Does what I said make sense without that part? What do you think the sentence I said means?
- ▶ In order to really understand, do you think you need to get more information? (Develop problem solving “does this make sense” skills, use of context, redundancy of language, use of world knowledge, etc.).

Primary task is to practice CR skills

When the student misses repeating what has been said the teacher should say something like:

- ▶ “Let’s use the _____ communication repair strategy. How could you use _____ to repair the breakdown?”
- ▶ “Let’s try this again.” (Repeat the sentence and encourage the student to use the communication repair strategy).
- ▶ Be strategic in strategies to work on most _____ this stage you are still providing _____ examples of all strategies

Developing CRITICAL THINKING skills



- ▶ Any text can be used
- ▶ Good time to reinforce content area vocabulary and concepts
- ▶ Sid & the Lucky Fish was provided for practice – it serves to empower students about how okay it is to be different



Sid and the Lucky Fish

Once upon a time a penguin was walking on an iceberg. His name was Sid. All penguins have orange feet with three toes. ~~But not Sid.~~ Sid's feet were red. And one foot only had two toes!

Other penguin girls and boys thought Sid was just as fun to play with as any penguin child. Sid could still run and slide on his belly just fine but he felt different because of his feet. Sometimes the other penguin girls and boys asked about Sid's feet. They were curious. All other penguins looked just the same, but not Sid.

Sid felt lonely and sad sometimes. He went for walks on the iceberg. With every step he saw his red feet and only five toes. Sid liked to kick ice cubes when he walked. One day he kicked an ice cube really hard. It bounced to the side of the iceberg and landed right on top of a blue fish. The fish was just lying on the ice. One eye was looking up at the sky. Sid went over and bent down and looked at the blue fish. And then he jumped!



The fish moved his eye to look at Sid. The fish said "Hi. I'm Fred." Sid said, "Hi. I'm Sid. What are you doing on the ice instead of in the water?" Fred said, "I'm a special fish. I'm different because I can be out of the water for a little bit. The other fish think I'm very lucky. I tell them all about the sky." Sid thought about being special. Then he thought about his red feet and only five toes. Sid said, "All penguins look the same. I'm different. I have red feet and only five toes." Fred said, "Then you are special too! Out of everyone one else, you get to be unique. That means being one of a kind. Everyone else is ordinary. YOU are extraordinary. Is there anything you can't do that other penguins can?"

Sid thought and thought. Then he smiled and said, "Not if I really want to! Red feet don't make any difference. Two toes instead of three toes ~~does~~ make it a little harder, especially if it is slippery." Fred said, "What do you do if it's slippery?" Sid said, "I try to not go to slippery spots! Sometimes everyone has to go to a slippery spot so I need to go too. Sometimes I just go slower. Sometimes I slip a bit and ask for help. When my friends and the adult penguins stick out a flipper, I can get over the slippery spots. I know they would rather help me than to see me fall on my beak."

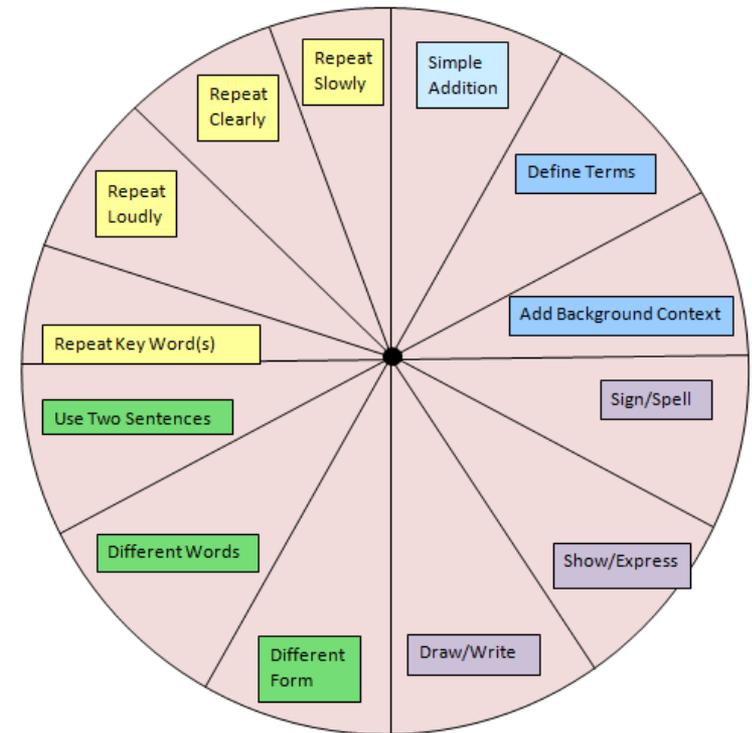
Fred said, "Being able to help you makes your friends feel special too." Sid said, "So I am extraordinary and I can help other people feel special?" Fred said, "Yes. We are both unique and lucky!"

Then Fred waved his fin and slipped into the water. Sid walked back to play with the other penguin children knowing that he was extraordinary. In a crowd of penguins, it was okay to be a little different!

Phase 3– Random CR Practice

The teacher intentionally mispronounces words to cause a communication breakdown

- ▶ Short phase to force use of CR strategies
- ▶ Can use the Communication Repair Skill Wheel



Phase 3

Crystal and the First Day of Camp

(Crusta/Crystal) didn't want to go to Camp Soggybug.

She was (eck/6) years old.

Crystal had bright red (hear/hair) and
(fruklez/freckles).

She was (mussing/missing) her two (froat/front)
(teth/teeth) and she sometimes (wustled/whistled)
when she talked.

She didn't like (bluds/bugs).

She didn't (luck/like) (froogs/frogs).

The Camp had old kids there too, up to (idge/age) (thortune/thirteen).

The (thut/thought) of swimming with a bunch of
(fick/fish) in a (lack/lake) scared her.

She also wouldn't be able to use her (hadding/hearing) (ids/aids) while
she was swimming and that scared her.

And she didn't know anyone going to Camp Soggybug.

She was sad and anxious during the (trap/trip) to Camp Soggybug. Her
mom and dad said it would be a good experience.

They arrived at Camp and saw (keds/kids) everywhere. They were going
in and out of brown cabins with different colored (borgs/doors).

Crystal grabbed her (slipping/sleeping) (bug/bag) and went into a
cabin with a (boo/blue) door.

An older girl was there who was going to be the counselor for all of the
(grills/girls) in Crystal's (caddib/cabin).

Crystal felt shy and (scrad/scared). And then all of a sudden
she felt (hippy/happy)!

There, peeking under her counselor's pigtails were two green
(hooping/hearing) (ibs/aids) with bright pink earmolds!



- ▶ Teacher reads a sentence
- ▶ Student uses a CR strategy to repair what was not heard clearly
- ▶ Good time to practice using context to guess meaning
- ▶ Reinforce most useful CR strategies (addition)

Phase 4 Role Playing Scenarios

You are in a fast food restaurant and it is very busy. Many people are standing in line to order food and it is noisy. It is your turn to order. You want a hamburger, fries and a strawberry milkshake. The person taking your order asks you a question about what you want, but you only understand part of what he says. No one you know is next to you to help you.



Phase 4: Community Scenarios

Phase 5– Introducing CR use at School – Role–Plays

- ▶ Now that the student is familiar with CR strategies and has had practice with them, they begin to be applied to school situations
- ▶ **Talk about :**
 - why it is important to use CR strategies
 - When you know you missed something, ask yourself these questions
 - If the teacher is ready to start and you still don't know, what can you say or do
 - This is also a time to start introducing self-advocacy activities



Pg 303-306

Phase 6– Practicing in Real Situations



- ▶ Practice with the teacher is integrated into other 1:1 teaching tasks
- ▶ Add noise, use unknown/unfamiliar vocabulary
- ▶ Turn away from student in mid-sentence or walk across the room
- ▶ Reinforce the student's use of communication repair strategies when you are working with him/her – expect him to repair!
- ▶ CR strategies should be practiced and reinforced intermittently until the student demonstrates comfort with consistently implementing CR strategies



Phase 6– Structured Practice in the Real World

Real world communication activities can be role-played with the teacher/therapist prior to the student doing the activity.

Suggested activities are:

- ▶ Integrate communication repair opportunities into work with small groups of students (chatting during lunch period, cooperative small group work).
- ▶ Game playing (i.e., Go Fish) with peers
- ▶ The student will go ask the office assistant for an office supply (i.e., a blank envelope).
- ▶ The student will ask the educational audiologist for spare batteries, etc.

Phase 7 – Teacher Assessment

- ▶ SAID; results of your classroom observations
- ▶ Informal Inventory of Independence & Self-Advocacy; After LIFE questions from LIFE-R

Phase 8 – Active Integration

- ▶ 307 – Self assessment
- ▶ 262 – discuss results of SAID
- ▶ 399 – Hearing and Listening Your Best are YOUR Responsibility; also Student LIFE-R

Phase 7: Teacher Assessment

SAID Checklist

- ▶ Communication style
- ▶ Expectations for independence with hearing technology
- ▶ Communication repair

Raises teacher's awareness of student needs and expectations

Can be used as a pretest and post-test at start and end of year

Student: _____ Date: _____ Teacher/Therapist: _____

STUDENT ADVOCACY & INDEPENDENCE DEVELOPMENT (SAID) Teacher Checklist

Use this checklist to monitor how well the student integrates important self-advocacy, independence activities, and communication repair into their daily school life. Select the type of responses you have observed the student to use or you think that the student is most likely to use.

SELF-ADVOCACY COMMUNICATION STYLE

PASSIVE (P): waits for others to notice that he needs help; tends to nod and smile even if he does not understand; meek or timid; oversensitive to what others think; may offer little during conversations; too concerned with being liked by others; accepts fault for misunderstanding and may then feel bad about himself.

AGGRESSIVE (G): can become sullen, angry or belligerent when does not understand, blaming others for his misunderstanding; can be insensitive to the feelings of others including being bossy during conversations with peers; may be demanding or very outgoing in an attempt to control the situation.

ASSERTIVE (S): recognizes that he has the right to express needs; raises hand or otherwise lets teacher know when he has not understood; presents reasonable and specific requests in a pleasant tone of voice; assumes that a misunderstanding is a shared or mutual responsibility; takes turns and holds up own end of a conversation.

Student response when he... (you may choose more than one response) Passive (P), Aggressive (G), Assertive (S)	Observed or strongly suspected	NA* or Not Observed
1. does not hear all of a homework assignment	P G S	NA NO
2. is working in a small group with others when it is noisy and difficult for him to understand	P G S	NA NO
3. has 'gotten lost' due to new vocabulary during verbal instruction or in written materials	P G S	NA NO
4. is experiencing problems with his hearing technology not functioning	P G S	NA NO
5. is conversing with a friend in a quiet environment (typical communication style)	P G S	NA NO
6. is conversing with another student when it is noisy, such as during class transition times	P G S	NA NO
7. is not understood and he is asked to repeat or clarify	P G S	NA NO
8. does not understand single or multistep directions when class starts begins working independently	P G S	NA NO
9. has difficulty understanding the presenter in the auditorium or over the intercom	P G S	NA NO
10. does not understand the need to bring an important paper/money from home (due to mishearing)	P G S	NA NO
11. does not hear information provided by another student during class discussion	P G S	NA NO
12. is caught off guard after called upon to answer a question and it is clear that he is 'lost'	P G S	NA NO

INDEPENDENT FUNCTION

Indicators of Independent Function	NA/Not Observed	Rare	Occasional	Consistent
1. Using amplification daily (personal device, FM)	0	1	2	3
2. Charging FM, monitoring hearing aid function	0	1	2	3
3. Promptly reporting issues with hearing technology	0	1	2	3
4. Selecting own seating (classroom, gym, auditorium) for best hearing	0	1	2	3
5. Independently closing door or asking that a noise source be stopped	0	1	2	3
6. Asking for clarification of assignments if needed	0	1	2	3

COMMUNICATION REPAIR

Category	Examples	Never	Rare	Occasionally	Sometimes	Often
Asks for repetition	Can you say that again more slowly please?	0	1	2	3	4
Asks for clarification by using key words in the request	Can you say the page again please? Where are we in the math book? Is it the odd problems on page 38?	0	1	2	3	4
Seeks help nonverbally	Uses some sort of signal that he didn't understand that you two have agreed on Looks confused and hopes you notice Writes you a note	0	1	2	3	4

*NA= non-applicable, the situation does not happen in class for you to possibly observe.

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Seeks help nonverbally	Uses some sort of signal that he didn't understand that you two have agreed on	0	1	2	3	4
	Looks confused and hopes you notice	0	1	2	3	4
	Writes you a note	0	1	2	3	4



Sets the stage for teacher to recognize a student's needs in communication style, and expectations for independence with technology and self-advocacy activities.

Turn-and-Talk:



- ▶ How many students on your caseload have IEP goals related to CR skill development?
- ▶ What do you do now to teach students CR strategies?
- ▶ What do you think you may do differently?

Chapter 6: Self-Advocacy

- ▶ The National Consortium of Interpreter Education Centers surveyed 2,047 adults over the age of 18 who use sign language and interpreting services across every state in America. *Only 24.1% of the survey participants advocated for themselves.*
Reasons why:
 - Advocating for myself is either a waste of my time, or it takes too much of my time
 - It won't make a difference if I advocate for myself
 - I'm afraid to say anything
 - It's not my responsibility

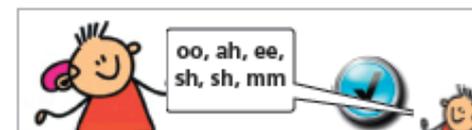
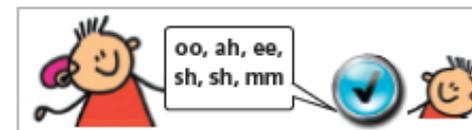
Mainstreamed programs tend to “take care” of DHH students and not teach them how to use interpreters

SEAM for School Success:

Student Expectations for Advocacy & Monitoring Listening and Hearing Technology

What SHOULD we expect RE: independence?

- ▶ The following expectations assume early identification of hearing loss, consistent amplification wear from infancy and supportive parent involvement in facilitating effective communication.
- ▶ Age expectations should be adjusted as necessary due to lack of optimal audibility and/or early intervention services that include a focus on auditory independence.





SEAM for School Success = *a skill hierarchy*)

Prior to School Entry

Expected participation and/or skill to be consistently performed	Prior to school entry
Wears hearing aid(s) or cochlear implant (CI) processor(s) full time.	X
Does self-test (baa baa, mmm mmm), listening to each device after it has been turned on.	X
Inserts (or attempts) earmolds and puts on hearing aid(s) or cochlear implant processor(s)	X
Recognizes that he needs to ask adult before device(s) are removed.	X
Knows that he is expected to report all issues with device(s).	X

SEAM for School Success = *a skill hierarchy*)

By end of Kindergarten



Extra batteries brought to school and kept in a known location.

Participates in daily functional monitoring of device(s) with adult (battery check, visual inspection, listening check by normal hearing person, Ling* sound listening check).

● Student performs visual inspection of device(s) independently.

● Student responsible for daily charging, proper use and careful handling of FM equipment.

● Student requests use of the FM microphone by peers during group or social activities.

● Student reminds teacher to use FM transmitter as appropriate.

SEAM for School Success = *a skill hierarchy*)

By end of Grade 4



Student actively uses communication repair strategies in the classroom and socially.

Student listens to self for Ling sounds daily.

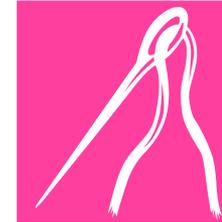
Student will use a Dri-Aid kit if moisture accumulates in earmold tubing.

Student responsible for delivering the FM transmitter to teachers and advocating for use.

Adult monitors devices every 2 weeks, Ling sound check with classmate 2 days per week.

SEAM for School Success = *a skill hierarchy*)

By end of Grade 5



Student will use a Dri-Aid kit if moisture accumulates in earmold tubing.

Student responsible for delivering the FM transmitter to teachers and advocating for use.

Adult monitors devices every month, Ling sound check with classmate 2 days per week.

Middle School & High School

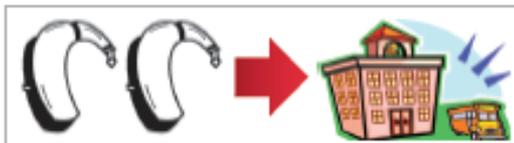
Adult monitors devices every 3 months, including Ling sound check.

Student is responsible for promptly reporting technology problems, such as calling the audiologist directly.

ANY goals can be adjusted, eliminated, reworded, etc.

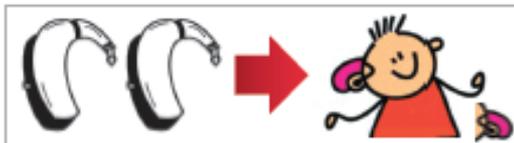
Child friendly monitoring tools need to be available

I brought my hearing aids or CI to school today:



😊 = o 😞 = x
M T W Th F

I put my hearing aids or CI on by myself today:



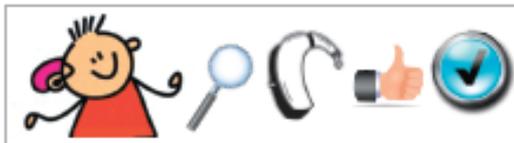
😊 = o 😞 = x
M T W Th F

I said mm baba chch after I put each one on:



😊 = o 😞 = x
M T W Th F

When I looked at my aids or CI carefully I didn't see problems:



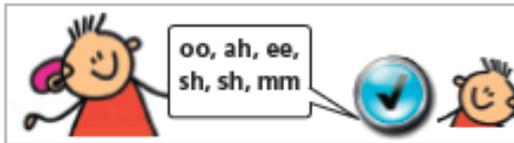
😊 = o 😞 = x
M T W Th F

When I checked that my batteries were good today:

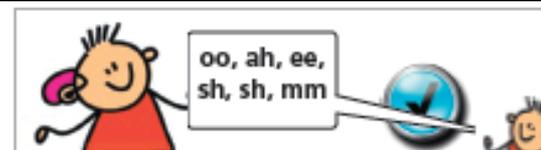


😊 = o 😞 = x

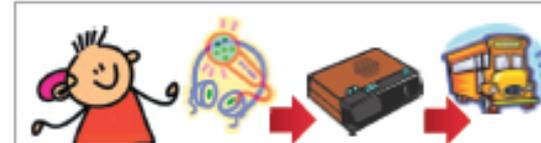
I did OK on the Ling sound check today (CLOSE):



I did OK on the Ling sound check today (FAR):



I put my FM in the charger at the end of school:



I know who to tell if I am not hearing the way I should be hearing:



I have extra batteries at school today:



Age appropriate tools for older students too

Obtaining the Student View of Challenging Classroom Listening

- ▶ Listening Inventory For Education – REVISED!
- ▶ Self-report for students in Grade 3+
- ▶ Before LIFE questions
- ▶ LIFE questions about school listening situations
- ▶ After LIFE questions



**STUDENT
L.I.F.E.**

Identify Level of Awareness about the Classroom Acoustic Environment



Listening Inventory for Education

Before-Life Questions

Answer these questions BEFORE 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. Mark the items that best describe your classroom listening location. My location:

- | | |
|--|--|
| <input type="checkbox"/> is in the first or second row of the classroom | <input type="checkbox"/> puts my bad ear toward the teacher when teaching |
| <input type="checkbox"/> is in the middle row of the classroom | <input type="checkbox"/> near a source of noise in the classroom |
| <input type="checkbox"/> is in the back row of the classroom | <input type="checkbox"/> is near a source of noise from outside the classroom |
| <input type="checkbox"/> puts my good ear toward the teacher when teaching | <input type="checkbox"/> is close to where the teacher stands to talk to the class |

Other:

2. What noises do you hear in the classroom?
3. How well do you hear your teacher from your seat?
4. Where is your teacher when teaching?
5. **How do you know when you did not hear completely?**
6. How do you feel about listening with hearing aids?

1. Teacher talking in front of room
2. Teacher talking with back turned
3. Teacher talking while moving
4. Student answer during discussion (FM mic?)
5. Understanding directions (given 1-2)
6. Other students making noise
7. Noise outside of room
8. Multimedia
9. Listening in fan noise
10. Simultaneous large and small group



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

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

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
Sum of Items 1-10 (100 Possible)		CLASSROOM SITUATION LISTENING SCORE			Pretest _____	Post-test _____
					Date: _____	Date: _____

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
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
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.
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
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
Sum of Items 11-15 (50 Possible)	ADDITIONAL SITUATIONS LISTENING SCORE Pretest _____ Date _____

LIFE Additional/Social Listening Situations

1. Cooperative and small group learning
2. Announcements
3. Listening in a large room
4. Listening to others when outside
5. Listening to students during informal social times



Summarizes the most challenging situations in a format that can be interpreted easily by teachers.

Valuable pre/post test information.

Easily prioritized for discussions on self-advocacy activities.



Summary of School Listening Challenges



Name: Grade: Date 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

[Return to Main Menu](#)

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

'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

After LIFE Questions – a measure of self awareness and self-advocacy



Baseline measure and to monitor progress toward skills



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

Student Appraisal of Listening Difficulty: After-LIFE Questions for Students

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.

Other After LIFE Questions

2. What do you do if it is too noisy in your classroom, making it hard for you to understand what your teacher says?
3. What do you do when a student's voice is too quiet for you to understand during a class discussion?
4. What do you do when you can't hear or understand what your friends are saying when you're hanging out?
5. What are the things you do when you are trying to communicate and it's noisy?
6. What would you do if your listening technology is not working?



Obtaining Input from the Teacher

Teacher Appraisal of Listening Activity –
Teacher LIFE–R

TEACHER
L.I.F.E.

- ▶ Can be used as a stand-alone checklist or as an amplification pretest/post-test
- ▶ Focus is the areas of attention and class participation.
- ▶ Teacher rates the level of challenge that she observes when the student encounters 15 different situations.





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

Teacher Appraisal of Listening Difficulty

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

Name _____ Grade _____ School _____

Teacher _____ hearing Aid CI User Date LIFE Completed _____

Type of Classroom Hearing Technology _____

L.I.F.E Classroom Listening Situations	Not challenge or very rare	Occasionally challenged	Some times challenged	Often/regularly challenged	Almost always challenged
Instructions: Based on your observations, please mark the response that best describes the student's level of challenge when listening and learning in each of the situations described below. If you have no idea how to answer an item, leave the item blank. Thank you for your assistance.					
1. Student's ability to focus on/follow large group verbal instruction (i.e., teacher front of room):	5	4	3	2	1
2. Student's ability to focus on/follow verbal instruction when you are moving about the room:	5	4	3	2	1
3. Student's ability to focus on/understand verbal responses by other students seated across the classroom from him/her: Check one: <input type="checkbox"/> With FM mic used by student <input type="checkbox"/> Without FM mic	5	4	3	2	1
4. Ability to attend when listening to directions presented to the whole class (focus):	5	4	3	2	1
5. Ease of following directions provided to large group (hesitation before beginning work):	5	4	3	2	1

Teacher LIFE–R Checklist: Self–Advocacy and Instructional Access

- ▶ Only 8 questions; results in percent of total possible
- ▶ Provides a box to write the student's IEP goals related to self–advocacy
- ▶ Response options: *Most opportunities, Often, Sometimes, Rarely, NA/Not observed*
- ▶ Teacher comment area RE: student advocating for self

Useful to raise teacher **awareness**, as a **baseline measure** and to **measure progress** in student use of self–advocacy activities

TEACHER
L.I.F.E.

Student's IEP goals related to self-advocacy:

Abe

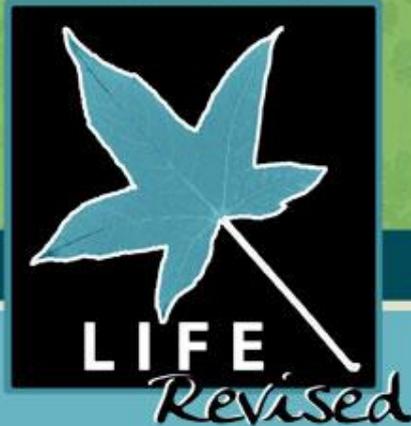
**TEACHER
L.I.F.E.**

	Most opportunities	Often	Sometimes	Rarely	NA/Not observed
1. The student asks for repetition immediately during lecture or meets with you at a later time for clarification of directions, student discussion, lecture material, etc.	4	3	2	1	0
2. The student utilizes strategic seating (changes seats depending on the activity to ensure he has the best acoustic and visual access to information) during classroom instruction.	4	3	2	1	0
3. The student uses the "signal system" that you and s/he developed to let you know if s/he does not understand, needs noise reduction (close door/windows), or to remind you of another hearing accommodation (i.e., turn the FM on; repeat information).	4	3	2	1	0
4. The student takes responsibility for his/her personal hearing aid/CI (wears every day, changes batteries when needed, is directly involved in daily monitoring, etc.).	5	4	3	2	1
5. Ease of following directions provided to large group (hesitation before beginning work):	5	4	3	2	1
6. The student self-advocates for his/her listening needs in relation to media and announcements. This may include asking for closed captioning, asking for a script of the announcements, asking for a summary of information from an assembly or lecture.	5	4	3	2	1
7. During cooperative learning groups, the student positions himself for good auditory/visual access, asks his/her peers for repetition, asks group to sit in a circle, asks to move to a less noisy place in the classroom, etc.	5	4	3	2	1
8. When asked about the student's hearing loss needs and accommodations relative to an activity, the student is able to describe two or more communication or technology accommodations (i.e., ask: When there is noise, what will help you?).	5	4	3	2	1
Comments on this student's ability to advocate for his/her own listening and learning needs:	Total of 32 possible		10		
	Percent		25		

Helpful baseline information!!!

The New e-LIFE-Revised

Listening Inventory for Education



- Instruction Manual
- Record Student Information
- Before-LIFE Questions - Tell Me About the Listening Setting
- LIFE Student Appraisal
- Questions - Current Self-Advocacy Strategies
- Report: Generate Accommodations Suggestions
- Report: Generate Self-Advocacy Suggestions
- Report: Summary of Listening Challenges
- Downloads:
 - LIFE Teacher Appraisal (Pre-test/Post-test)
 - LIFE Teacher Checklist of Student Self-Advocacy Strategies

Teacher LIFE–R Checklist: Self–Advocacy and Instructional Access

- ▶ Only 8 questions; results in percent of total possible
- ▶ Provides a box to write the student's IEP goals related to self–advocacy
- ▶ Response options: *Most opportunities, Often, Sometimes, Rarely, NA/Not observed*
- ▶ Teacher comment area RE: student advocating for self

Useful to raise teacher **awareness**, as a **baseline measure** and to **measure progress** in student use of self–advocacy activities

TEACHER
L.I.F.E.

Facilitating Self-Advocacy Skill Development

Step 1: Identification of Challenging Listening Situations

- *Classroom Challenges Pre-Test*
- *When do YOU need to advocate for YOURSELF?*
- *How You Hear Depends on the Situation (first half of the activity - complete worksheet after other self-advocacy steps have been presented)*



CLASSROOM CHALLENGES

PRE-TEST

My three most difficult listening situations in school are:

1. **How well has the student identified his/her strategies?**
- 2.
- 3.

Two ways for me to change things in the classroom so I can hear and listen better are:

1. _____
2. _____

Three things that I can ask or tell other people that will help me to hear and listen my best in the classroom are:

1. _____

When do you need to advocate for yourself?

g Inventory For Education questions, the following sit
 ult (★ ★ ★), Mostly Difficult (★ ★), or Sometime

★	_____’s most challen
	1. Teacher talking in front of room
	2. Teacher talking with back turned
	3. Teacher talking while moving
	4. Student answering during di
	5. Hearing and understanding
	6. Other students making no
	7. Noise outside of the class
	8. Multimedia (video, com
	9. Listening with fan noi
	10. Simultaneous large
	11. Cooperative small g
	12. Announcements
	13. Listening in a large room (assembly)
	14. Listening to others when outside
	15. Listening to students during informal social times

The more ★’s the more difficult. No ★ = no problem.

When do YOU need to advocate for YOURSELF?

Fill out the *Listening Inventory For Education (LIFE-R) Revised – Student Appraisal*. After you identify the situations when you have difficulty at school hearing, put a check (✓) by the situations you identified as having some difficulty hearing or understanding (Sometimes Difficult, Mostly Difficult, or Always Difficult).

Of the 15 LIFE questions, I rated the following as Sometimes, Mostly or Always Difficult:

✓	My most difficult 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. 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 groups
	11. Cooperative small group learning
	12. Announcements
	13. Listening in a large room
	14. Listening to others when outside
	15. Listening to students during social times

HOW I CAN HEAR AND LISTEN MY BEST

Student _____ Grade _____ School _____

Understand-O Meter Rating		Example situations		
8	Great			
7	Good			
6	Pretty Good			
Understand-O Meter Rating		Example situations	What YOU can do	What your TEACHER, FRIENDS or FAMILY can do
5	Okay but not easy			
4	It takes work but I can usually get it			
3	Sometimes I get it, sometimes I don't			
2	Tough going!			
1	Huh?			

Break it down

- Reframe situations
- School and social looked at separately
- See what they can fill in for strategies
- Use After LIFE choices to identify beneficial or not
- Use examples from game about Talker/Listener/Env
- Role play to try out ideas; self-talk language to use

Facilitating Self-Advocacy Skill Development

Step 2: Recognizing Possibilities for Self-Advocacy Strategies

- *What You Can Do to Help Yourself – Self-Advocacy Strategies*
- *Self-Advocacy Menu (strategies are organized to correspond to the LIFE-R)*

Either or both of these materials can be used as a student completes the *How I Can Hear and Listen My Best* summary that follows *How You Hear Depends on the Situation*.

What YOU Can Do to Help Yourself Self-Advocacy Strategies

What YOU can do: Use your communication repair strategies!

- If you aren't clear about homework or test instructions, **ask the teacher to repeat.** ("What page in the math book?")
- **Raise your hand and let her know when it is too noisy.** ("I'm sorry Mrs. Lee, I'm having a hard time hearing you.")
- **Close the door** if it is noisy in the hallway or **ask someone** who is making noise to be quiet. ("That makes it hard for me to hear. Could you please stop?")
- Every class changes activities. **Be sure you are ready** and watching the teacher to catch what she says.
- Remind your teacher to use the **FM microphone** and to pass it to the student who is answering a question.
- Use the **FM during small group work**; pass the microphone between the students in the group.
- **Change your seat** if you need to be closer to the TV, computer, group or someone who is talking. Sit in front during an assembly and/or be sure the FM is used.

What you AND your teacher working together can do: Discuss your strategies and needs first.

- Develop a **signal system** with your teacher so you can let her know when you don't understand.
- Use your signal to let her know you **need the information to be repeated or summarized** after a student talks.
- Be sure the teacher knows you need to **see her face.**
- Remind her to use **closed captioning** for all TV, video streaming or computer information used in class.
- Ask her to **write important information**, like homework, test instructions, or announcements on the board.
- Work in a small group in a **quiet place** like the hallway
- **Arrange for notes** to be taken by another student or voice-to-text recordings made. Your job is to listen!
- Remind her to use **closed captioning** for all TV, video streaming or computer information used in class.

What you AND your friends working together can do: Let them know what you need!

- **Ask a student neighbor** to explain the directions. ("Which part are we supposed to do first?")
- If you miss information from student answers during a discussion, you can **ask a neighbor** to repeat.
- **Remind your friends** that they may need to tap you to get your attention when it's really noisy if you are not watching their faces.
- When you are talking with friends and miss something, **ask them to repeat.** ("Practice is at what time?")

MENU of Self-Advocacy Strategies

What YOU can do

–using your access activities and communication repair strategies

What you AND you teacher working together can do

–discuss your strategies and needs

What you AND your friends working together can do

–let them know what you need

Self-Advocacy Menu

Self-Advocacy Menu

When you want to eat at a restaurant, you look at a menu and order what you would like. In school, you can choose what you would like to use to help you hear and understand. You have a right to receive the same information that all the other students receive, just like you have the right to order the same food as everyone else in the restaurant. Use this menu to help you determine which self-advocacy strategies you need to be prepared to use in different situations in order to learn your best. Each strategy has been paired with one of the *Listening Inventory For Education - Revised (LIFE-R)* listening situations.

Ask your teacher, therapist, or educational audiologist (your 'waiter') for help as you start to use self-advocacy strategies in school. It is up to you which 'menu item' you want to choose to use. By middle school, you should be advocating for yourself, with help only when people don't understand what you are requesting or when they refuse to provide the adaptations you need to be successful.

Just Between You And Your Classroom Teacher

Plan strategies that you will use to understand and learn better in the classroom. Arrange each strategy with your teacher ahead of time, so that you have permission to do each one and not get in trouble in the middle of class. For example, let your teacher know that you will ask neighbors for clarification, or will get up and close the door whenever it is too noisy for you to learn your best, and your teacher will not scold you! Arrange signals that you will use with your teacher to let her know when you need something specific below. Then you can learn your best from your teacher!

ALL LIFE situations	Work with your 'waiter' to write a letter or develop a PowerPoint presentation that will let your teacher(s) know WHAT you NEED to learn and WHY. It will mean much more and be remembered better coming from you than if your 'waiter' just tells your classroom teacher – really!
1	Develop a signal system with your teacher so you can let her know when you don't understand.
2	Ask a student neighbor to explain the directions. ("Did she say page 191?")
2	If you aren't clear about homework or test instructions, someone else in the class probably isn't clear either. ASK the teacher to repeat.
3	Be sure the teacher is aware of how important it is for you to see her face. If you missed something because your teacher was turned away from you, let her know by using your signal. You could also point to your eyes with a questioning expression as a reminder that you need to be able to see her face as she talks.
4	If there is noise in the hall that is making it more difficult for you to understand, go and close the door.
5	If there are people talking all at the same time or other noise is coming from students and interfering with your listening, use your signal to let your teacher know it is too noisy. If your teacher is telling the class something when it is noisy raise your hand and let her know it is too noisy. ("I'm sorry Mrs. Lee, I'm having a hard time hearing you.")
6	If you miss information from student answers during a discussion, use your signal so the teacher knows you need the information to be repeated or summarized.
8	If the teacher often says something to the class during a noisy transition time and you miss information, be sure to raise your hand and ask; you are probably not the only one who did not hear the teacher clearly in all the noise of changing activities.
9	For spelling tests, your teacher should have been made aware of the speech sounds that you will have the most difficulty telling apart. If not, you need to share this information with your teacher. If you are not sure you clearly heard a word, be sure to let your teacher know immediately (you could use your signal).
12	If you miss information in gym or any other special class, ask the teacher to repeat what you missed. Use a signal system to let your teacher know you didn't understand.



Accommodations By Your Teacher For Every Situation: Remind Her As Needed

3	Important Information: Ask your teacher to write important information, like homework or test instructions, on the board so that you are clear about what to do.
7	Announcements: Ask your teacher to write information from the announcements on the white board. If the announcements were not important, school time would not be spent on them.
8	Noisy Times: If the teacher often says something to the class during a noisy transition time, ask her to wait until the class is quiet before starting to talk.
9	Spelling Tests/Test Instructions: Your teacher may need to stand close to you and speak slowly and clearly when presenting the words/instructions.
10	TV/Videos: Turning on the closed captioning, placing the FM microphone by the television speaker, and/or having a note taker are important so that you can benefit from the information as much as the other students.
11	Small Groups: Your small group should meet in the hall or another quiet place.
13	Assembly: If you wear an FM, the person speaking should wear the FM microphone.

Step Up For You!

1	Be sure you are seated near the teacher. It is important for you to ask to move if you think it will help you learn. Only YOU know where you need to sit in order to hear your best.
2	Ask a student neighbor to explain the directions. ("Did she say page 191?")
4	If there is noise in the hall that is making it more difficult for you to understand, go and close the door.
8	Transition times – when the students are getting into their desks and pulling out materials – are difficult times to hear for most people. If the teacher often says something to the class during transition, be sure you are ready and watching the teacher to catch what she says.
11	When working in a small group, be sure to sit close to the other students and try to see all of their faces. Pass the FM microphone as each student speaks.
12	While in the gym, stand close to the teacher for directions and ask other students for directions you may have missed.
13	In an assembly, it is important to be near the front.
14	When in conversation with friends, sit where you can easily see their faces and try to sit away from noisier children or noisy areas of your classroom. Remind your friends that they may need to tap you to get your attention when it's noisy if you are not watching their faces.
15	Use your communication repair skills to ask your friends to repeat what you have missed. ("Practice is at what time?" "You called Suzy when?")



Getting By With A Little Help From Your Friends

Use your communication repair skills to ask students to repeat what you missed. But don't do this often since it is not their duty to be YOUR hearing aid!

2	Directions: Ask a student neighbor to explain the directions. ("Did she say page 191?")
3	Instruction: It is your job to listen to teacher instruction. If you miss instruction every time you take notes, then it is important that you be able to use the notes of other students (hearing students can listen 100% and write at the same time). Notes can help you fill in the gaps you may have missed with your hearing as you study later.
6	Discussions: If you miss information from student answers during a discussion, you can ask a neighbor to repeat.
7	Announcements: If you do not hear all of the daily announcements, ask the teacher or a student neighbor what they were about. It is important for you to be informed about your school.
11	Small Groups: Sit close to the other students to see all of their faces. Pass the FM microphone as each one speaks.
12	Gym: Stand close to the teacher for directions and ask other children for directions you may have missed.
14	Conversations: Ask your friends to repeat or clarify when you miss something. ("Did you say tomorrow night?") Sit where you can easily see their faces. Sit away from noisier children or areas of your classroom. Remind your friends they need to tap you to get your attention when it's really noisy if you are not watching their faces.
15	Conversations: Your friends should catch your eye, tap you or wait until they see you looking at them before they talk to you. Ask them to repeat what you have missed. ("Practice is at what time?")



Abe's After LIFE results:

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.

REPORT RESULTS : Self-Advocacy Activities Based on Student Report of Strategies Currently Used and Recommendations for Improved Self-Advocacy

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

Observed by Teacher?	Positive Self-Advocacy Strategies in Use as Reported by the Student
Yes / No	
Negative Strategies Reported	Suggestion for Improved Self-Advocacy
<ul style="list-style-type: none"> • Use a facial expression to let her know that I have missed some information (like looking puzzled). • Look around to see what the other students are doing (hoping the teacher will notice me looking around). 	<ul style="list-style-type: none"> • Use some kind of signal that my teacher and I have agreed on (like putting my finger on my chin). • Raise my hand and ask for more information (like "Page 300 and what?"; "Do we do the odd AND the even problems?"). • Raise your hand and ask your teacher to repeat what she said. • Ask the teacher after class.



Facilitating Self-Advocacy Skill Development

Step 3: Supporting Carryover of Self-Advocacy Skills in the Classroom and Beyond

- The second part of *How You Hear Depends on the Situation* and the entire *How I Can Hear and Listen My Best* for the student to develop a summary of his listening needs and self-advocacy strategies for situations at home or school. Empower the student to present this information to school staff.
- *Step-by-Step Changes* (use each school year after challenging listening situations have been identified by the LIFE-R
- *Classroom Challenges Post-Test*

HOW I CAN HEAR AND LISTEN MY BEST

Student _____ Grade _____ School _____

Understand-O Meter Rating		Example situations		
8	Great			
7	Good			
6	Pretty Good			
Understand-O Meter Rating	Example situations	What YOU can do	What your TEACHER, FRIENDS or FAMILY can do	
5	Okay but not easy			
4	It takes work but I can usually get it			
3	Sometimes I get it, sometimes I don't			
2	Tough going!			
1	Huh?			

Break it down

- Reframe situations
- School and social looked at separately
- See what they can fill in for strategies
- Use After LIFE choices to identify beneficial or not
- Use examples from game about Talker/Listener/Env
- Role play to try out ideas; self-talk language to use

Step-by-Step Changes:



What should you do first?

- ▶ Use student's most challenging LIFE-R situations.
- ▶ For the next____ days I want to improve LIFE situation #____.
- ▶ Student writes the challenge in own words.
- ▶ **Choose** a time of day that the student will use the strategy (i.e., during math).
- ▶ The strategy I want to try is: ____.
- ▶ I will know it helped if ____.
- ▶ **Try** it.
- ▶ **Result** of trial:_____
- ▶ **Try again**

Can be a method to address access needs annually.

Turn-and-Talk



What strategies would you target from the 'menu' to meet Abe's needs?

What are your top 3 'take away' messages about student self-advocacy/communication repair?

★	_____ '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
The more ★ 's the more difficult. No ★ = no problem.	

Added Benefit of Book Materials

- ▶ The material contained in “Building Skills for Success in the Fast-Paced Classroom” is in a context that is very specific to a teacher of the deaf/hard of hearing and can be used to justify direct service.
- ▶ It can also expose deficits in critical skills, supporting the need for IEP-driven services vs. a 504 plan approach

