

LIFE-R - example interpretation of results

TEACHER APPRAISAL:

There are 15 questions and the first 14 ask the teacher about how the student functions in the classroom.

“Of 14 behaviors listed, Mrs. Smith identified 5 in which Tommy was sometimes, often, or almost always challenged, such as:” Mrs. Smith rated Tommy’s overall rate of listening/learning in comparison to the class peers as being “Sometimes Challenged” to “Often Challenged”.

TEACHER CHECKLIST ON SELF-ADVOCACY & INSTRUCTIONAL ACCESS:

7 of the 8 items can be answered from observation of the student in the classroom.

“Of the 7 observable items on the LIFE-R Teacher Checklist for Self-Advocacy and Instructional Access Mrs. Smith identified that only one strategy was used in most opportunities. The other 6 self-advocacy strategies described were not observed or only rarely observed by Mrs. Smith, indicating that Tommy would benefit from specialized instruction on how to advocate for his unique communication needs in the classroom.”

Much can be gleaned using both the Teacher checklist(s) and the 3 LIFE-R checklist student responses and generated reports to weave together a picture of
1.) the challenges faced listening/understanding in the classroom and
2.) how the student handles challenges; the strategies he/she know to use.

Use the **Guide to Self-Advocacy Skill Development** hierarchy for grade-by-grade expectations to work together with LIFE-R self-advocacy results to answer the question,

“He doesn’t do X or Y self-advocacy skill. Is it reasonable to expect this behavior/skill at his age or grade level?”

Reports are intended to be shared with the IEP team and/or the classroom teacher. OR you can excerpt parts to include in your reports or discussions.

STUDENT APPRAISAL

NOTE! 100% on the student appraisal is NOT realistic. One study using the LIFE with 187 teens with normal hearing found an average score of 72%. Everyone has some difficulty in noisy settings or listening at a distance.

2 – reports

- Summary of School Listening Challenges
 - 1 star = sometimes difficult, 2 stars = mostly difficult, 3 stars = always difficult; also TOP PRIORITIES based on items with the most stars
 - This is the most used LIFE-R report!
- Individual Accommodations Due to Hearing Loss
 - Report includes Possible Impact on Understanding & Possible Social Impact based on student's level of hearing loss in best ear if bilateral.
 - Every response that is sometimes, mostly, or always difficult has a specific recommendation. These can be reviewed with the classroom teacher or put into a report.

BEFORE LIFE

- Listening Setting Information is summarized at the top of the Recommendations for Self-Advocacy Skill Building REPORT.
 - This makes it easy to include in a report or describe to the IEP team.
- Self-Advocacy report
 - Positive, Negative, and Neutral strategies are listed on the After LIFE
 - The reports all 8 situations and lists the negative strategies the students reported, and also any positive strategies the student did NOT report doing
 - This makes it easy to identify self-advocacy needs and create goals