



# 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 \_\_\_\_\_

<b>L.I.F.E Classroom Listening Situations</b>					
<b>Instructions:</b> 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. <i>Thank you for your assistance.</i>	No challenge or very rare	Occasionally challenged	Sometimes challenged	Often/regularly challenged	Almost always challenged
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
6. Ability to attend to class activities (distractibility, fidgety, typical level of attention):	5	4	3	2	1
7. Ability to stay on task (re: need for individual redirection):	5	4	3	2	1
8. Level of hesitation when volunteering to answer class questions in relation to peers:	5	4	3	2	1
9. Ability to answer questions appropriately (shows understanding of question and reasonable response):	5	4	3	2	1
10. Ability to understand information presented via instructional media (videos, computer, etc.):	5	4	3	2	1
11. Ability to focus on and understand morning announcements or large group assemblies:	5	4	3	2	1
12. Ability to attend to verbal instruction and understand when noise is present (i.e., transitions):	5	4	3	2	1
13. Ability to focus on/understand peer comments during small group work:	5	4	3	2	1
14. Comfort during social involvement/informal peer conversations in comparison to peers:	5	4	3	2	1
15. Overall rate of listening/learning in comparison to class peers (rate of comprehension):	5	4	3	2	1
<b>Comments:</b> (absences, equipment use problems, etc.)	<div style="background-color: #92d050; display: inline-block; padding: 2px 5px;"><b>CLASSROOM LISTENING SCORE</b></div> Sum of Items 1-15 (75 possible) Pretest _____ Post-test _____				
No listening challenges or very rare	Occasional listening challenges	Sometimes experiences listening challenges	Often or regularly has listening challenges	Almost always has listening challenges	
75.....	60.....	45.....	30.....	15	



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## Teacher Checklist: Self-Advocacy and Instructional Access

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

Name \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

Teacher(s) completing form \_\_\_\_\_ Date Started \_\_\_\_\_ Date Ended \_\_\_\_\_

Self-advocacy for listening and technological needs for students with hearing loss is fundamental for their success in the classroom and beyond. The purpose of this LIFE-R tool is to help the teacher to identify when the student with hearing loss uses self-advocacy strategies in the classroom. Self-advocacy may also be a goal/objective on the student's IEP, as indicated below by the student's teacher of the deaf/hard of hearing, educational audiologist or other specialist.

Student's IEP goals related to self-advocacy:	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
<b>Comments on this student's ability to advocate for his/her own listening and learning needs:</b>	<b>Total</b> of 32 possible				
	<b>Percent</b>				