

# L.I.F.E.

## Listening Inventory For Education

### An Efficacy Tool

#### Teacher Appraisal of Listening Difficulty

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Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

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

Hearing Aid User Y / N Trial Period \_\_\_\_\_ Type of Classroom \_\_\_\_\_

Trial Period Y / N Length \_\_\_\_\_ Weeks Hearing Technology \_\_\_\_\_

Instructions: Circle the item which best describes the student's listening and learning behaviors. See reverse for suggestions to aid this student in listening and understanding classroom instruction.

**The student's:**

	<u>AGREE</u>	<u>Not Observed</u>			<u>DISAGREE</u>
		<u>NO</u>	<u>CHANGE</u>		
1. Focus on instruction has improved (more tuned in to instruction).	(2)	(1)	(0)	(-1)	(-2)
2. Appears to understand class instruction better.	(2)	(1)	(0)	(-1)	(-2)
3. Overall attention span has improved (less fidgety and/or less distracted).	(2)	(1)	(0)	(-1)	(-2)
4. Attention has improved when listening to directions presented to whole class.	(2)	(1)	(0)	(-1)	(-2)
5. Stays on task longer with less need for redirection.	(2)	(1)	(0)	(-1)	(-2)
6. Follows directions more quickly or easily (less hesitation before beginning work).	(2)	(1)	(0)	(-1)	(-2)
7. Answers questions in a more appropriate way or answers appropriately more often.	(2)	(1)	(0)	(-1)	(-2)
8. Improved understanding of instructional videos and/or morning announcements.	(2)	(1)	(0)	(-1)	(-2)
9. More involved in class discussions (volunteers more often, follows better).	(2)	(1)	(0)	(-1)	(-2)
10. Improved understanding of answers or comments by peers during discussions.	(2)	(1)	(0)	(-1)	(-2)
11. Improved attention and understanding when background noise is present (ie., transitions).	(2)	(1)	(0)	(-1)	(-2)
12. Improved ability to discriminate auditorily (understand similar words or sounds).	(2)	(1)	(0)	(-1)	(-2)
13. Attention improved when listening in groups (small group/cooperative learning activities).	(2)	(1)	(0)	(-1)	(-2)
14. Socially involved more with other children or more comfortable in peer conversations.	(2)	(1)	(0)	(-1)	(-2)
15. Rate of learning <u>seems</u> to have improved (quicker to comprehend instruction).	(2)	(1)	(0)	(-1)	(-2)
16. Based on my knowledge and observations I believe that the amplification system is beneficial to the student's overall attention, listening and learning in the classroom.	<u>(5)</u>	<u>(2)</u>	<u>(0)</u>	<u>(-2)</u>	<u>(-5)</u>

**Comments:** (e.g., absences, equipment use problems)

**Total Appraisal Score** \_\_\_\_\_

Place an X on the continuum below to record the appraisal score:

Strong support for Positive Change: Use is Highly Beneficial	Support for Positive Change: Use is Beneficial	No Change: Benefit of Use Not Identified	Support for Negative Change: Use is Unfavorable	Strong support for Negative Change: Use is Highly Unfavorable
<b>35</b>	<b>17</b>	<b>0</b>	<b>-17</b>	<b>-35</b>