

# C-5 Listening Observations Checklist

**DIRECTIONS:** Read and become familiar with the items below. Then observe the student in situations that require the use of listening skills and behaviors.

After observations have been completed, check (✓) the column to the right of items that best describe and apply to the student's listening skills and behaviors.

Student's Name: \_\_\_\_\_

Observer/Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

School/Program: \_\_\_\_\_ Grade: \_\_\_\_\_

	Yes	No	Not Observed	Explain any significant observations or concerns.
<b>I. Indications of Possible Hearing Problems: Does the student</b>				
1. appear to need to watch the speaker's face closely in order to understand?				
2. turn his/her head to one side as if attempting to turn the "favored" ear to the speaker?				
3. appear to have difficulty recognizing the source of sounds?				
4. appear to have difficulty hearing over background noises?				
5. tend to tire easily while listening?				
6. speak in a monotone?				
7. speak excessively loudly?				
8. frequently ask that directions be repeated?				
9. answer questions irrelevantly, as if question or information was misunderstood?				
10. complain of earaches or ear noises, such as a "ringing in the ear(s)"?				
11. tend to become restless and frustrated while listening?				
12. use hands and gestures to make needs known?				
13. frequently seek proximity to the source of sound?				
<b>II. Listening Skills: Does the student</b>				
14. comprehend appropriate grade-level vocabulary words?				
15. appear to understand reading material read aloud?				
16. follow oral directions in the sequence given?				
17. wait until all directions are given before beginning a task?				
18. wait until all facts are given before making judgments or stating opinions?				
19. appear to be able to "tune out" minor background noises and other distractions during a listening activity?				
20. refrain from talking and other activities when he/she should be listening?				
21. maintain eye contact with the speaker?				
22. show an interest in what the speaker is saying?				
23. wait courteously until it is appropriate for him/her to speak?				
24. push away problems when trying to listen?				
25. shift attention to different speakers in situations such as a small-group discussion?				

## C-5 Listening Observations Checklist

### Overview

The Listening Observations Checklist may be used optionally

1. to help identify specific skills and behaviors that may be changed or improved to help the student become a more effective listener.
2. to record observations that are suggestive of a hearing problem and warrant referral for further evaluation and treatment.
3. to meet program requirements, such as IDEA, which require observation and informal assessment.
4. as part of the case study.

### ASSESSMENT METHOD

Observation

### MATERIALS

- Copy of the Listening Observations Checklist on page 146 or page 12 of the student's *Record Book*
- A pencil

### NOTES

**Rationale for the Checklist:** Students with hearing problems are typically identified by one of two procedures—auditory screening or teacher observations. The checklist serves as a quick and useful way for the teacher to record and share observations. The teacher's observations are a helpful added source, even if the hearing problem is identified by screening.

### Directions for Assessment: Observation

This assessment is made by recording observations of the student's listening skills and behaviors in different situations by responding to the items on the checklist on page 146.

The checklist can be completed by the examiner, teacher, or any other person who has observed the student in enough different situations to assess the student's skills and behaviors related to listening.

#### Features of the Checklist:

*It can be completed quickly*—The format allows the observer/examiner to record each item quickly by placing a check (✓) in the most appropriate column (*Yes, No, or Not Observed*). Space is provided to explain any significant observations or concerns.

*It can be reviewed quickly*—All items have been listed on one page for quick review.

*Hearing problem areas can be easily identified*—Items related to symptoms of a hearing problem have been grouped together. If several of these items have been checked (✓), a hearing problem might exist. If so, a referral to a hearing specialist is in order.

*All items are stated positively.*