



Inspiring Change for People
with Disabilities

Administering the Functional Listening Evaluation

A "How-To" Module for Audiologists, Speech and Language Pathologists, and Teachers of the Deaf/Hard of Hearing

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Module Objectives

Participants will:

- Explain why a Functional Listening Evaluation is conducted.
- Identify the steps to conduct a functional listening evaluation.
- Given a set of completed FLE data, identify the student's best listening environment and name an accommodation that can be beneficial to the student based on the results.
- Name two additional resources you can use to prepare for or administer a functional listening evaluation.

What is the Functional Listening Evaluation?

- A tool designed to assess the impact of noise, distance, and visual access in the student's natural listening environment.

Purpose of the Functional Listening Evaluation

- attempt to quantify the impact of noise and distance and visual access on an individual learner
- compare accessibility to spoken language with and without assistive listening technology
- can support the need for additional accommodations

FLE Administration

Who can administer the FLE?

- Educational Audiologists
- Speech and Language Pathologists
- Teachers of the Deaf/Hard of Hearing

The administrator should have experience with the evaluation and an understanding of how deafness can impact performance in the classroom.

FLE Data and the IEP Team

- can help determine auditory access to the mainstream classroom teacher
- provides information for considering specific accommodations for access

Limitations of the Functional Listening Evaluation

- Measures access to spoken language, not comprehension of the language
- Varied acoustic environments in the school/varied educational environments
- Varied readability of the instructor/educator
- Personal preference (Learner and Parent)

Materials Needed

- Sound Level Meter
- Recording of cafeteria noise
 - Can be simulated using an app
 - Must be able to play continuously at a set level for 10 minutes
 - Needs to be on a different device than the sound level meter
- Listening hoop
 - Allows sound to pass through undistorted, but blocks visual access to speechreading

Materials Continued

- Measuring tape
 - Needs to measure a 3 and 12 foot distance
- Stimulus materials
 - Age of the student
 - Can the student repeat back a 5-10 word sentence accurately? Or should the stimulus of single words or two word phrases be used?
 - Does the student have adequate articulation to accurately repeat the sentence? Or should a picture pointing task be used instead?

Close Condition

- Examiner and sound source are each placed three feet away from the student, forming a triangle with the sound source, student, and examiner.

Far Condition

- Sound source remains 3 feet from the student and the examiner is 12-15 feet from the student.

Test Conditions

Abbreviations used in the FLE:

- A means the stimulus is presented Auditory ONLY
- AV means the stimulus is presented AUDITORY PLUS LIPREADING(visual)
- C means at the 3 foot distance, or close
- F means at the 12 foot distance, or far
- N means with background noise
- Q means in quiet

Test Conditions Table

	Close/Quite	Close/Noise	Far/Quiet	Far/Noise
Auditory Visual	AVCQ	AVCN	AVFQ	AVFN
Auditory	ACQ	ACN	AFQ	AFN

Case Study 1

Reflection Questions:

- What is the student's best listening condition?
- Is a remote microphone system recommended/needed?

	Close/Quite	Close/Noise	Far/Quiet	Far/Noise
Auditory Visual	AVCQ 100%	AVCN 90%	AVFQ 100%	AVFN 90%
Auditory	ACQ 90%	ACN 90%	AFQ 90%	AFN 90%

Case Study 1 Recommendations

Possible Recommendations:

- If there are no concerns about this student's classroom performance and the child does not express any difficulty, no RM/HAT may be needed.
- If there are academic concerns and/or the child complains or exhibits symptoms of fatigue, a trial of RM/HAT can be conducted to see if there is a change in performance in the classroom setting.

	Close/Quite	Close/Noise	Far/Quiet	Far/Noise
Auditory Visual	AVCQ 100%	AVCN 90%	AVFQ 100%	AVFN 90%
Auditory	ACQ 90%	ACN 90%	AFQ 90%	AFN 90%

Case Study 2

Reflection Questions:

- Why might three of the auditory plus visual conditions not be tested?
 - What additional information would that have given you?
- What can you conclude from the results you have?

	Close/Quite	Close/Noise	Far/Quiet	Far/Noise
Auditory Visual				100%
Auditory	100%	48%	98%	<25%

Case Study 2 Recommendations

Possible Recommendations:

- A remote microphone system may be helpful to this student as they show difficulty in noisy environments when lip reading is not available to them.

	Close/Quite	Close/Noise	Far/Quiet	Far/Noise
Auditory Visual				100%
Auditory	100%	48%	98%	<25%

Case Study 3

Reflection questions:

- What does the difference between with and without visuals tell you about the student's access to spoken language?
- What is your interpretation of how well this child can access a general hearing classroom without a remote microphone? With a remote microphone?
- What additional supports or services might this child require in addition to a remote microphone?

	Close/Quite	Close/Noise	Far/Quiet	Far/Noise
Auditory Visual	90%	80%	80%	60%
Auditory	60%	48%	40%	<25%

Case Study 3 Recommendations

Possible Recommendations:

- The IEP team needs to consider how to decrease the barriers to this child's access. This may take some trial and error. Some possibilities are:
 - Visual language supports
 - Pre-teaching and re-teaching of content
 - Use of small group instruction
 - Use of captioning
 - Small group work moved to a quiet environment
 - Professional development for the educators

	Close/Quite	Close/Noise	Far/Quiet	Far/Noise
Auditory Visual	90%	80%	80%	60%
Auditory	60%	48%	40%	<25%

**Thank
You
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