Listening Comprehension Worksheet

# Purpose

The purpose of this worksheet is to document that a student has received appropriate instruction and intervention in listening comprehension. Educators should ensure that sufficient data exists to paint a meaningful picture of a student’s needs to set up the rest of the Evaluation Process for success, but lack of access to that data or completion of any intervention prior to referral is not a rationale for delaying a student evaluation.

Listening comprehension references an individual’s understanding of the implications and explicit meanings of words and sentences of spoken language. This can impact the student’s abilities to follow directions and comprehend questions, including listening and comprehending in order to learn. It can also be observed in the student’s ability to make connections with previous learning.

Listening comprehension often co-exists with difficulties in reading comprehension and challenges in auditorily processing oral information. Children who struggle with processing and interpreting spoken language frequently can experience difficulties in mastering syntactic structures, receptively and expressively. While some students appear to perceive and interpret the words used in spoken sentences, they may not be able to grasp the interrelationship among the words used in the sentences.

It is necessary that a Speech Language Pathologist is involved in assessing and analyzing data related to listening comprehension. Listening comprehension involves the integration of multiple linguistic and nonlinguistic components and expertise related to language development should be included when determining appropriate instruction, progress monitoring, and intervention.

This checklist is traditionally completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability in the basic skill area of listening comprehension.

# Use of Assessment Data to Guide Instruction by General Education Teacher (Tier I)

The student has participated in daily general education instruction across disciplines using evidence-based practices provided to the entire class by the general education teacher. Please visit the [Levels of Evidence and Research-Based Practices](https://education.vermont.gov/documents/levels-of-evidence-and-research-based-practices) guidance document when considering expectations related to research-based practices and special education eligibility.

Evidence that assessment data has been used to guide instruction, that the student’s concerns have been documented (i.e., concerns were discussed at building level EST meeting), and that if language concerns have arisen, those concerns have been shared with the speech language pathologist.

# Differentiated Instruction by General Education Teacher (Tier I)

Student instruction has been differentiated as part of Tier I general education instruction (i.e., for all students). When appropriate, a speech language pathologist has been included to support guidance in differentiating instruction for language-based needs.

Description – How Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:

# Progress Monitoring Assessments (Tier I)

Continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student’s response to instruction. When appropriate, a speech language pathologist has been included to provide guidance on selecting tools to monitor progress.

In the table below, describe, provide source of Evidence of Progress Monitoring.

| Assessment (e.g., curriculum-based measurement, curriculum-based assessments, diagnostic assessments) | Skills/Competencies Targeted (e.g., background knowledge, vocabulary, language structure, verbal reasoning, literacy knowledge) | Dates |
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Results attached.

# Supplemental evidence-based interventions (Tier II – targeted interventions; Tier III – more targeted and intensive interventions)

Language-based interventions have been implemented based on specific student needs. Students experiencing difficulties with listening comprehension might exhibit the following needs: Trouble following directions, challenges with understanding oral narratives and text, difficulty responding to questions about the content of information given, deficits in age-appropriate critical thinking leading to logical answers, struggles with word associations such as antonyms/synonyms, and delays in notetaking or dictation.

The student was referred to Speech Language Pathologist for a possible language screening.

Appropriately qualified and trained staff have provided the interventions, and decisions have been made in consultation with experts in language development. Interventions have been implemented with fidelity (i.e., delivered in the way they were designed and intended to be used). Documentation indicating frequency, duration and type of intervention is either listed on this form or attached.

The teachers have systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

# Lack of sufficient progress to meet age or State-approved grade-level standards (Tiers II/III)

The student has not made sufficient progress in the supplemental intervention(s) implemented above despite attempts to improve, individualize, and intensify the intervention.

Source of Evidence: Attach teacher support and/or intervention team information (including data in numeric and graphic formats) AND complete chart below:

| Evidence-based interventions used as supplemental and/or intensive interventions These interventions are in addition to what is provided for all students (i.e., Tier I) | Student’s response to interventions Baseline plus at least four additional progress monitoring measurements for each intervention (Curriculum-Based Measurement (CBM) or other appropriate measure) | Dates of intervention implementation |
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Teacher Date

Person(s) responsible for item #5 Date

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