



A Program for Teaching Careful Listening and the Questioning of Unclear Directions

Robert A. Mancuso

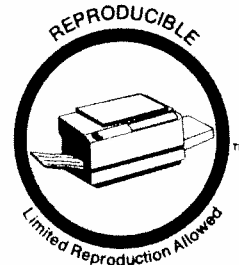
Includes:

- audiocassette
- teacher's manual
- worksheets

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LinguiSystems, Inc.
716 17th Street
Moline, Illinois 61265



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Pretest/Posttest

What do your students do when they are given directions they don't understand? Do they ask for clarification appropriately? Do they guess at what they are to do? Do they look confused and simply do nothing? This pretest/posttest will give you the answers to those questions. Administer the test before you present the *Question the Direction* listening program to determine which of the six types of inadequate directions in this program are most difficult for a certain student. You may decide that a student doesn't need to work on some of the units if he has no difficulty on the test with the types of inadequate directions covered in those units. You can also measure the progress a student has made, by giving him the test before and after he participates in the *Question the Direction* program.

The criterion-referenced test includes four items for each of the six types of inadequate directions in this program. (Please refer to the chart on page 5 for a complete description of these six types of directions.) Besides the twenty-four inadequate directions, there are eleven adequate directions that serve as foils and are not scored, making a total of thirty-five items on the test.

For your convenience, the test is recorded on the accompanying audiocassette. Use of the audiocassette enables easy presentation of distorted directions and improves pretest/posttest reliability. Do not use headphones for the test, since they tend to reduce verbal responding. If a tape player is not available, you can still administer the test live by using the script found on the following pages, and providing your own sound effects for the distorted directions. To do the indicated sound effects, you will need paper to crumple and a book to drop on the floor.

The test takes approximately 10-15 minutes to administer, and is designed to be administered

individually. If you wish to give the test to a small group, you will need to make appropriate modifications.

This test uses object-manipulation tasks which differ from tasks presented in the program, so that you can determine, when posttesting, if the student has generalized the listening skills he has been taught. The objects you need to provide for the test are:

- Small plastic bottle and lid (such as a 35mm film container or a pill bottle)
- penny
- paper clip
- two - to three-inch piece of string
- cotton ball
- brown rubber band
- red rubber band

Before beginning the test, place the objects on the table in front of the student in a random fashion. Place the lid next to the bottle. After each test item, be sure to reposition the objects as they were.

Have the student sit at a table or a desk in a room that is relatively free from distractions. Play the audiocassette on a tape player with good fidelity, and set the volume at a comfortable listening level. During the test, use the pause or off button after each stimulus item to allow time for the child to respond and for you to record his response.

After the test introduction, pause and ask the student if he understands what he is supposed to do. However, do not explain exactly how you want him to ask for clarification when directions are unclear, since the purpose of the test is to find out what the student does spontaneously in such listening situations.

Throughout testing, convey a positive attitude toward the student as he responds to the inadequate directions. Otherwise, he may become frustrated due to the numerous inadequate directions he hears. Appropriate comments may include: "You're doing fine," "Let's try another," or "That was a hard one, wasn't it?" Do not repeat any test item. Although you cannot give the student any cues how to respond to inadequate directions, you should prompt him when necessary to elaborate his reasons for not following a direction. For example, when presented with a lengthy direction, the student might simply respond, "I can't." You should then prompt him for an explanation with prompts such as, "Tell me more," "Why?," or "What do you mean?"

Recording Responses

Record the student's responses as you give the test, waiting until the test is completed to score the items. Use the following guidelines:

- If a verbal response is given, write it verbatim in the response blank.
- If the student makes no attempt to respond

either verbally or nonverbally within 10 seconds, write *NR* in the response blank.

- If the student unsuccessfully tries to follow a direction, write *Tried* in the response blank.
- If the student successfully follows an inadequate direction, such as one that is lengthy and complex, write *Did* in the response blank. Consider such a response correct.

Scoring

Each time a student spontaneously asks for clarification or explains why a direction is inadequate, score the response with +. All other responses are considered incorrect and should be scored with -. Then, count the number of + items for each unit, and enter these numbers in the appropriate blanks on the front page of the test. Training is recommended if the student misses one or more of the four representative items of that particular unit. Circle the unit numbers that need training. Finally, compute the total percentage score as indicated.

Pretest/Posttest

Name _____

Date _____

Unit	Direction Type	Correct Items
2	Unreasonable	_____
3	Distorted	_____
4	Vague	_____
5	Unfamiliar	_____
6	Lengthy	_____
7	Unknown	_____
Total Correct		_____

(Total Correct _____ ÷ 24) × 100 = _____ %
Total % Score

Instructions: (To be given if you are not using the taped version of the pretest/posttest.) Listen. I'm going to tell you to do some things with the objects in front of you. If my directions are clear and you know what to do, then do what I tell you to do. Sometimes my directions will not be clear and you won't know what to do. Tell me when that happens.

Unit	+/-	Stimulus	Response
		1. Put the penny in the bottle.	_____
2	___	2. Hide the paper clip under the penny so you can't see any of it.	_____
4	___	3. There are two rubber bands. Pick up that one. (Don't point.)	_____
		4. Put the lid on the bottle.	_____
3	___	5. Put the (cough) in the bottle.	_____
6	___	6. Wait until I finish talking and then do what I tell you to do. After you put the paper clip and the cotton ball in the bottle, put the penny on the lid and then put the string through the red—no—the brown rubber band.	_____
7	___	7. Look at the objects. Name the one I'm thinking of.	_____
		8. Look at the objects. Touch one that is round.	_____
5	___	9. Now, touch the object you can biffle.	_____
		10. Put the string through the paper clip.	_____
6	___	11. If you haven't put the string in the bottle yet, do it; but first, touch the cotton ball, move the penny and, turn over the lid after you pick up the paper clip and the rubber bands.	_____
2	___	12. Put the paper clip through the lid.	_____
5	___	13. Look at the objects. Touch the stilkiest one.	_____

Pretest/Posttest, continued

Unit	+/-	Stimulus	Response
		14. Put the cotton ball on the penny.	_____
		15. Put the string around the bottle.	_____
3	—	16. Touch the <u>paper clip</u> and then touch the <u>rubber band</u> . (Whisper <i>paper clip</i> and <i>rubber band</i> .)	_____
7	—	17. Tell me what bank the penny came from—but don't guess!	_____
5	—	18. Touch the one that looks just like a snuss.	_____
		19. Cover the penny with the lid.	_____
2	—	20. Throw the penny and the lid on the floor.	_____
6	—	21. Touch these things in the order I say them, but wait until I finish talking. First, touch the bottle; then the red rubber band; then the lid; then the cotton ball; then the penny; then the brown rubber band; then the paper clip; and then the string.	_____
4	—	22. When I say "go," touch it with your little finger. Ready? Go!	_____
		23. Tell me what color the cotton ball is.	_____
7	—	24. Now, tell me how many inches long the string is—but don't guess!	_____
4	—	25. Pick up the paper clip and put it over there.	_____
3	—	26. Pick up the <u>bottle</u> and hold it in your hand. (Crumple paper while saying <i>bottle</i> .)	_____
		27. Pick up both rubber bands.	_____
2	—	28. Pick up the bottle—but don't touch it and don't move it.	_____
6	—	29. Use the lid to touch the bottle and the penny; then touch the penny and the lid with the bottle; and then touch the bottle and the lid with the penny.	_____
		30. Blow on the cotton ball to make it move.	_____
5	—	31. Dab the penny with your thumb.	_____
3	—	32. Pick up the <u>lid</u> and then put it back down. (Drop a book on the floor while saying <i>lid</i> .)	_____
4	—	33. Put that one next to the bottle.	_____
7	—	34. Tell me exactly how many pennies can fit in the bottle—but don't guess!	_____
		35. Put your thumb on the lid.	_____