



Check Listening with Ling Sounds (From Ling 6 to LMH 10)

Is there an easy way to confirm how children listen with their hearing aids and cochlear implants? Yes! A simple listening check involves family or staff saying specific speech sounds that occur at different frequencies (Fig.1). It is a family-friendly and low-tech process done daily at home and school. This speedy check shows access to speech to be sure children are ready to listen properly with their devices.

The specific sounds (Fig.2) identified by audiologists Daniel Ling (Ling 6), Jane Madell and Joan Hewitt (LMH 10) can be introduced in play and routines. Families can build their child’s listening with toys or tasks associated with these sounds. A parent might say ooo-ooo-ooo while playing with a train or shh-shh-shh when an infant is sleeping. When children are responding to sound with their devices, parents can do a daily check following recommended steps (see pg. 2). These checks help document ongoing listening skills from toddlers to school students.

Fig. 1

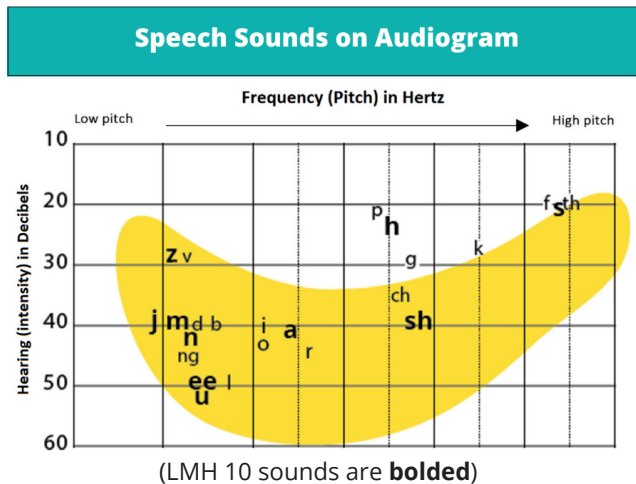


Fig. 2

Ling Six Sounds						+	Madell Hewitt Sounds				=	LMH 10 Sounds	
ah	ee	mm	oo	ss	sh		h	j	n	z			

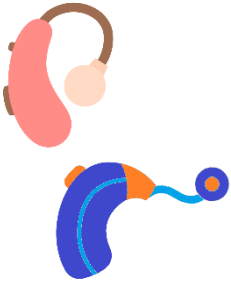
When children are listening regularly, their responses to checks are usually consistent. If responses differ, that may mean something changed. Perhaps a device needs troubleshooting, the child does not feel well, or their listening is not the same. Parents can keep records for each check to discuss concerns with providers, and problem solve listening situations. Additional helpful tools for listening checks are in kits for devices and suggested and demonstrated by service providers.

Listening checks are combined with family observations, hearing tests, speech/language assessments, teacher reports and more. Children have ongoing appointments for device care, auditory rehab, and hearing evals. Parents are guided (Fig.3) to encourage skills ranging from detection to speech perception. Together parents and providers set goals for a child’s audition, language, and speech. The Ling Six and LMH 10 checks become part of a plan to hear and celebrate progress in developing listening spoken language (LSL).

Fig. 3

Build Listening Skills
Use Sound Meaningfully
Speak Naturally
Converse Frequently
Read & Sing Playfully
Do Listening Checks Daily
Reduce Noise Purposefully
Use LSL Strategies Regularly

Check Listening with Ling Sounds



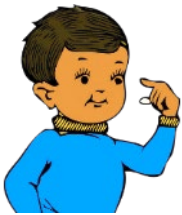
Plan this listening check daily for children who respond to sound with hearing aids or cochlear implants. Share the results to document the range of speech sounds they hear.

Do a device check first. Be sure the batteries, earmolds, coils and other parts are connected and undamaged. Confirm that devices are working and are on the correct settings by using techniques demonstrated by the audiologist.



Complete the Ling check at the beginning of each day, and at the start of therapy sessions or school time. Also check when there seems to be a difference in a child's listening.

Start with a child wearing both devices. Next check a child's listening with each device separately and then with the remote mic. Document all responses.



Tell or model what to do. A child who detects sound can point to their ear or put blocks in a bucket. A child who identifies sound picks a related toy/picture or imitates sounds.

Sit behind or next to a child in a quiet place after they put on listening devices. Using no visual cues, say each Ling sound and observe a child's responses



Speak at a conversational level. Say each sound one to three times "aah, aah, aah." Wait for a response. Vary the sound order to avoid patterns. Include a pause with no sound.

Follow all the directions above. Say only the **sounds** (not words) as they are pronounced in these examples: aah (**Aaah**), eee (**wh-eee**), h-h-h (**hot**), j-j-j (**jump**), mmm (**yum**), nnn (**no-no**), ooo(**ch-ooo**), shh (**shush**), sss (**slither**), zzz (**buzz**). See pictures pg 3.



Conduct the listening check calmly and give a thumbs-up, high five or big smile when done. Time needed depends on attention and age, but usually is only a few minutes.

Keep a record of how a child responds every day. Their responses show if devices are working and what sounds a child detects, discriminates, and/or identifies.

LMH 10 Sound Check*



aah

Name: _____

Listening Device: R _____ L _____



eee

Dates	LMH10	AAH	EEE	MMM	OOO	SSS	SHH	HHH	JJJ	NNN	ZZZ
Mon	Right										
	Left										
	Both										
	Remote Mic										
Tues	Right										
	Left										
	Both										
	Remote Mic										
Wed	Right										
	Left										
	Both										
	Remote Mic										
Thurs	Right										
	Left										
	Both										
	Remote Mic										
Fri	Right										
	Left										
	Both										
	Remote Mic										
Sat	Right										
	Left										
	Both										
	Remote Mic										
Sun	Right										
	Left										
	Both										
	Remote Mic										



mmm



ooo



shh



sss



h-h-h



j-j-j



nnn



zzz



*Ask your speech/hearing professional how to do this check at home and school. Confirm if each of these sounds occur in a family's home language and are at the same frequency on the audiogram as the English sound examples. See JTC's "Audiogram of Familiar Sounds" for more info.

<https://bit.ly/3NBCzJM>

Picture Cards for Listening Sound Check



aah



eee



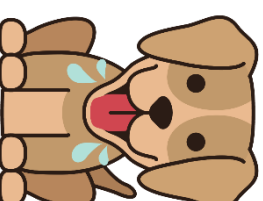
m m m m!

mmm



no

nnn



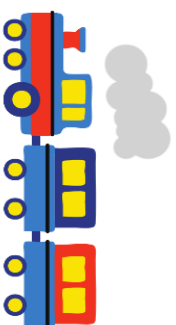
h-h-h



shh



sss



ooo



zzz



j-j-j