

# Ling-6 Sounds daily check

Name: \_\_\_\_\_

Uses:

- A cochlear implant only
- A hearing aid only
- Both a cochlear implant and a hearing aid

Distance tested at: \_\_\_\_\_ Presentation Level: \_\_\_\_\_







- Noisy situation *OR*  Quiet situation

	ah	m	oo	sh	s	ee
<b>Week of:</b>						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						
<b>Week of:</b>						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
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<b>Week of:</b>						
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<b>Week of:</b>						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

# Ling-6 Sound – How to develop and chart

## The Ling 6 Sounds

The Ling 6 sounds represent different speech sounds from low to high pitch (frequency). They help to test your child’s hearing and to check that they have access to the full range of speech sounds necessary for learning language.

<b>m</b>	<b>a</b>	<b>i</b>	<b>u</b>	<b>sh</b>	<b>s</b>
					

## What is the Ling 6 sound test?

The Ling 6 sound test was developed as a quick and easy test that parents and professionals can use to check their child’s hearing. The test checks that the child can hear (detection) and in time recognize each sound (identification) across the different speech frequencies.

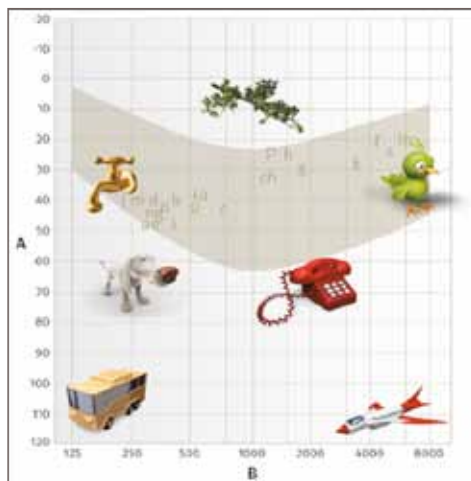
The test also checks that the cochlear implant system is working effectively.

## Why these 6 sounds?

The Ling 6 sounds are the particular sounds that occur at particular speech frequencies.

Ling sound	Frequency
<b>M</b>	/ m / is a low frequency sound and if your child cannot hear this sound it is likely they will not have sufficient low frequency information to develop speech with normal prosody and without vowel errors.
<b>U</b>	/ u / has low frequency information.
<b>I</b>	/ i / has some low and some high frequency information.
<b>A</b>	/ a / is at the center of the speech range.
<b>Sh</b>	/ sh / is in the moderately high frequency speech range.
<b>S</b>	/ s / is in the very high frequency speech range.

Table 1 shows the Ling 6 sounds, along with other speech sounds, plotted on an audiogram. This shows both the frequency and the loudness of each sound. We suggest talking with your hearing health professional for a full explanation and interpretation of this audiogram.



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## How to give the test

Present each sound individually and randomly to ensure that your child is not predicting or guessing the sound by the order in which they are presented.

Initially say the sound at a distance of 20cm from the child's microphone. Make sure that the environment is quiet and calm.

Once the child is consistently responding at that distance, increase it to 3 feet, then 6 feet, then 9 feet.

6 feet is the typical distance for conversation between 2 people.

9 feet is the typical distance for conversation between more than 2 people.

Use a normal speaking voice, and sit beside or behind the child to ensure a hearing only response. When the child responds ( smile, turn, becoming still ) give them positive reinforcement. ('You heard that!! ...Good listening!')

If the child does not respond to a sound, try saying the sound again with some intonation and longer. If your child does not respond the second time, move on to another sound. Make a note on the 6 sound chart and discuss with your audiologist and therapist.

## Use the daily check form

Record your child's information at the top of each monthly check form. This includes their name, their listening device (CI, HA, CI+HA, or 2CI), the distance and the listening situation.

Use the following symbols to show the child's response.

✓ = correct response      – = no response

If your child says the wrong sound, record what the child said. Also if repetition was required.

## Reference:

1. Ling.D. (2002) Speech and the Hearing Impaired Child (2<sup>nd</sup> ed.) Washington, DC: A.G. Bell Association for the Deaf and Hard of Hearing.