

# Listening in noise

## REMEMBER THE EARLY LISTENING LEVELS

- Discrimination: Can I hear whether the words are the same or different?  
E.g. Pairs game – have I said the same two words or two different words?
- Identification: Can I hear what the word or sentence is?  
E.g. Picture Lotto, Shopping Game, Battleship
- Comprehension: Can I understand what has been said and use this information to respond?  
E.g. Guess Who, Happy Families

Remember that it's easier to hear if you know what is likely to be said (the context). At first, go through the words or sentences that are going to be used – possibly write them down.

Start off with words or sentences which are very different. Short versus long sentences / words are the easiest.

Gradually make it harder by making the words or sentences more similar and giving them a larger range to choose from.

Introduce the game and play the first half in quiet, then turn on the television, very quietly at first, and carry on playing the same game.



# Listen on the telephone

Once your child has established language (4–5 word sentences) they are ready to practise using the telephone.

## LISTENING ON THE TELEPHONE

Talk with your child about the different sounds they will hear on the telephone.

### Remember the listening levels – Easiest to Hardest:

- 1) Detection – I can hear there is a ring tone or a voice compared to silence.
- 2) Discrimination – I can tell that two sounds are different or the same.  
I can hear when a ringing tone changes to a voice because they sound different.
- 3a) Identification – I can hear the sound and know what it is. I know the sound of a ring tone, an engaged sound, an answer machine voice, whose voice it is.
- 3b) Identification – I know what words are being said.
- 4) Comprehension – I know what is being said and can understand enough of them to be able to respond.

## COCHLEAR TECHNOLOGY: FREEDOM

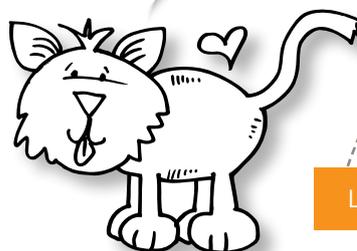
Try using your 'noise' setting. N6 – Ask your audiologist to see how much time in 'noise' you have been exposed to since your last visit.



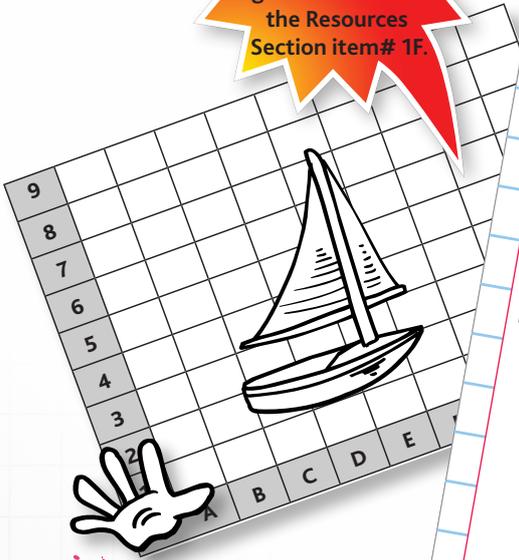
**ONLINE VIDEOS** 

You need to practise if you want your child to be able to use the telephone confidently.

➤ REF: 2.6 You need to practise if you want to listen on the telephone



 **NOTE:** Pre-made grids available in the Resources Section item# 1F.

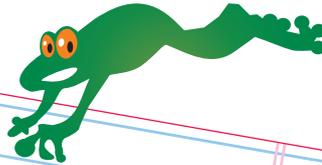


*something to do*

### ACTIVITY: Battleships / Find the Treasure / Find the Princess / Find the Space Alien

#### Instructions:

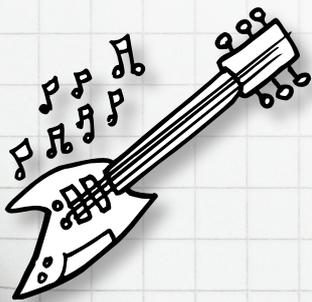
- Set up a barrier between you and your child. Listen to the co-ordinate given. Take it in turns to ask if a co-ordinate discovers a ship.
- Once you have found one square that is a hit – carry on asking about next door squares so that you fully discover the object.
- Your partner must tell you when you have sunk the whole ship by finding all of its squares.
- Mark down on your paper each time you ask about a square, was it a hit or a miss? The winner is the person who finds all the objects first.
- Once you can easily remember 1 co-ordinate, move onto 2 co-ordinates each go. E.g. B3 & F10.
- To make it really tricky, try 3 co-ordinates! But only once you have mastered 2.



### REPEATING WORDS

This is a great section for also thinking about your child's vocabulary learning.

- Focus upon topics, but remember that new or less familiar words take up a lot more memory space than very well-known words. This means that bread, ham and cheese are likely to be easier to remember than broccoli, pumpkin and cauliflower.
- Start with a few words, gradually build up to more, always build upon success to maintain their confidence.
- Always end with success even if it means making the last few turns easier again.



# > LISTEN – 1F



ACTIVITY: Battleships, Find the Treasure, Find the Princess, Find the Space Alien

