

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.

m



a



i



u



sh



s



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 recognise each sound (**identification**) across the different speech frequencies.

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

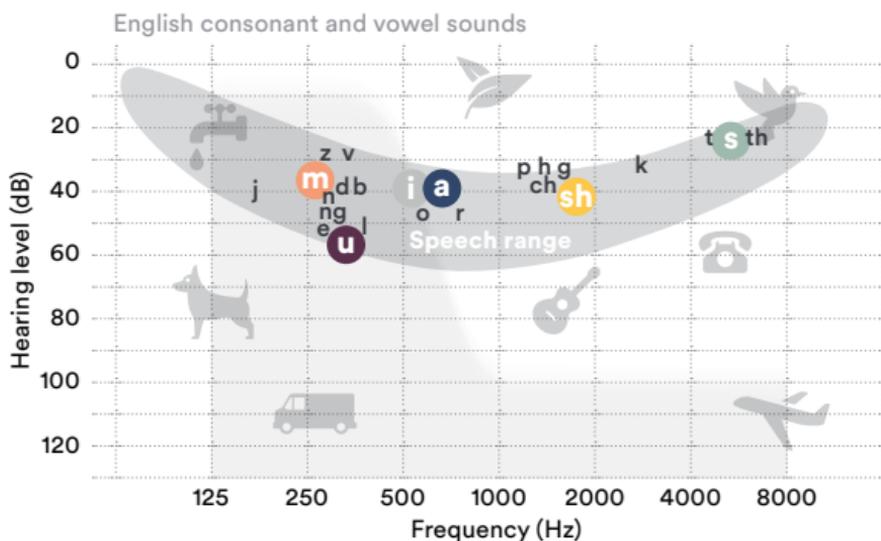
Why these six sounds?

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

Ling sound Frequency

m	“ 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 intonation and without vowel errors
u	“ u ” has low frequency information
i	“ i ” has some low and some high frequency information
a	“ a ” is at the centre of the speech range
sh	“ sh ” is in the moderately high frequency speech range
s	“ s ” is in the very high frequency speech range

The table below 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.



How to give the test

Say 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 20 cm 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 1m, then 2 m, then 3 m.

- 2 m is the typical distance for conversation between two people.
- 3 m is the typical distance for conversation between more than two 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, stilling) 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 six sounds 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, Baha®, Osia®, HA, CI+HA, or 2 CI), the distance and the listening situation.

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

X = detection ✓ = 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* (2nd ed.) Washington, DC: A. G. Bell Association for the Deaf and Hard of Hearing.

Please seek advice from your health professional about treatments for hearing loss. Outcomes may vary, and your health professional will advise you about the factors which could affect your outcome. Always follow the directions for use. Not all products are available in all countries. Please contact your local Cochlear representative for product information.

Ling 6 sound daily check

Name _____ Date _____

CI alone HA alone CI+HA Baha® Osia®

Distance _____ Presentation level _____ Noise OR quiet

Week 1

m	a	i	u	sh	s
---	---	---	---	----	---

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

Week 2

m	a	i	u	sh	s
---	---	---	---	----	---

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

Week 3

m	a	i	u	sh	s
---	---	---	---	----	---

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

Week 4

m	a	i	u	sh	s
---	---	---	---	----	---

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

m





Cochlear®

a





Cochlear®

i





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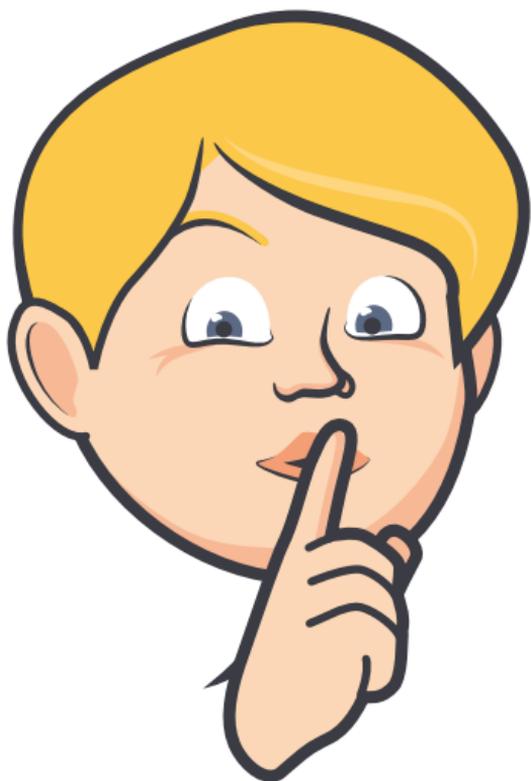
u





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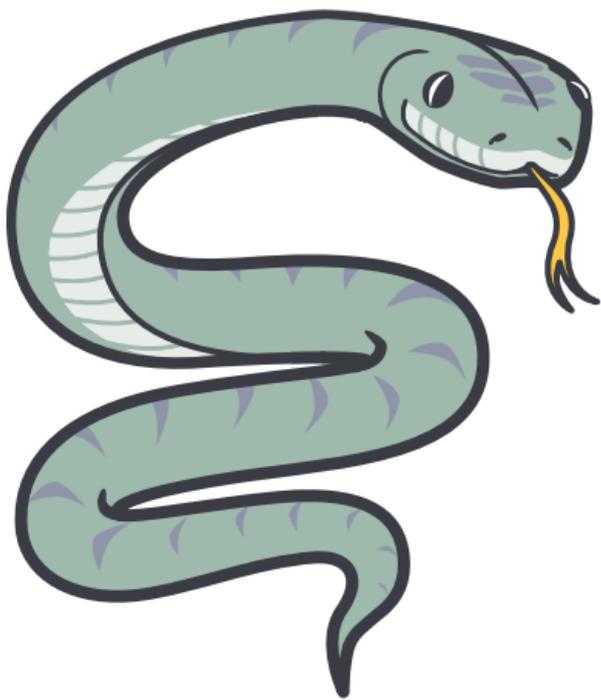
sh





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s





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