



SCOTTISH COCHLEAR IMPLANT PROGRAMME

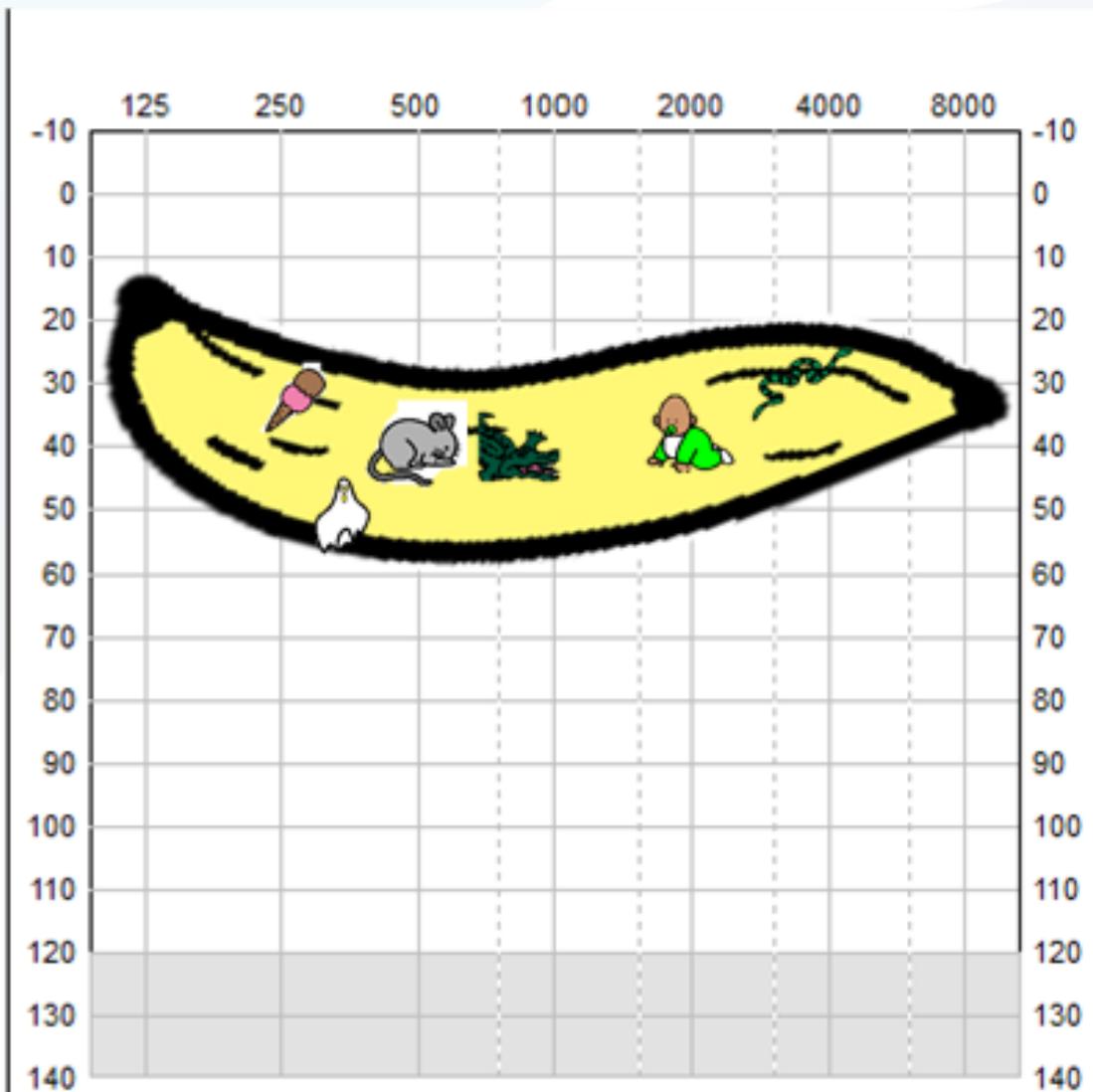
Ling Sounds

What are they and how to
use them with your child



What are Ling sounds?

These are a range of 6 sounds that we produce with our voice. These sounds run from low to high pitch sounds and cover the speech banana across the audiogram.



We can use these sounds to ensure that your child has access to all of the sounds within the speech banana. We can also check that your child is hearing them clearly. This allows us to make sure that the equipment is working and mapped appropriately.



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As a Scotland wide service we have asked that all local authorities use the same pictures and objects to represent each ling sound. This allows for consistency during testing both pre and post implant. The sounds are:

<div style="border: 1px solid black; padding: 5px; width: fit-content;">Low pitch</div> <div style="text-align: center; margin: 10px 0;">↑</div> <div style="text-align: center; margin: 10px 0;">↓</div> <div style="border: 1px solid black; padding: 5px; width: fit-content;">High pitch</div>	MM 	Sound: 'm' as in man. Represented by: something yummy e.g. ice cream.
	OO 	Sound: 'oo' as in boo. Represented by: a ghost.
	EE 	Sound: 'ee' as in see. Represented by: a mouse.
	AH 	Sound: 'ah' as in bad. Represented by: a crocodile (or something that opens its mouth).
	SH 	Sound: 'sh' as in shoe. Represented by: a baby.
	SS 	Sound: 's' as in sock. Represented by: a snake.

What you will need: Gather a bag of toys or objects that you can use to represent each of the sounds as discussed. If you don't have a toy for each, don't worry. Here are a few ideas that you could use:

MM 	<ul style="list-style-type: none"> ● A wrapper of a favourite food. ● A small snack.
OO 	<ul style="list-style-type: none"> ● A tissue stuck over a pen. ● A blanket placed over the head.
EE 	<ul style="list-style-type: none"> ● A piece of cotton wool to be fluffy. ● A shoe lace to represent the tail.
AH 	<ul style="list-style-type: none"> ● Using a sock as a puppet to open and close its mouth.
SH 	<ul style="list-style-type: none"> ● A dummy. ● Rocking from side to side.
SS 	<ul style="list-style-type: none"> ● A piece of wet spaghetti. ● Some slime.



Activity 1 - Detection

Aim: For your child to be able to hear and respond to each sound.

1. Say each sound out loud while sitting to the side of your child. What do they do? They may turn or may give a more subtle behavioural change in response to the sound.
2. No response? Then try: Producing the sound louder, getting closer to your child's processor, using a sing song voice with up and down pitches or breaking the sound up e.g. ah ah ah.
3. Play close attention to your child's behaviour. Do they still? Do they look up?
4. Even if you see no response, show your child the toy or object that goes along with the sound. Produce the sound again in front of them so that they can see your lips.
5. Let your child explore the object. It's ok if they want to hold it, feel it, or even mouth it (as long as it is safe to do so).
6. Go through each of the sounds one at a time as described above.
7. Keep this short and snappy so that your child does not get bored. Repeat this every day until you start to notice a slight change in your child's behaviour.
8. Record your observations on the table provided.

Activity 2 - Discrimination

Before beginning this activity you will have to be confident that your child can hear each of the ling sounds.

Aim: For your child to be able to identify each of the ling sounds.

What you will need: The ling sound objects that your child is familiar with or the ling sound flash cards.

It is important that when producing the sounds for a discrimination task, that you:

- Are in a quiet and calm environment
- Remove any distractions e.g. turn off TV/music
- Use a normal volume of voice
- Don't use intonation patterns e.g. mmmmmm with rise and fall pitch
- Don't use syllable breaks e.g. ee-ee-ee with pauses between sounds
- Are aware of lip patterns and when to use them

By doing this we can be sure that your child is listening to pick up on each sound rather than using other clues to help them.





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TIP – Begin by choosing two sounds that are very different to each other. E.g. one that is high pitch (shhh) and one that is low pitch (ooo). This will make it easier for your child to discriminate.

- Place two of the ling sound objects/pictures in front of your child.
- Produce the sound of one of the objects/pictures you have chosen.
- Ask your child to identify which one you produced?
- If your child is able to confidently discriminate between two sounds, make it harder by adding in three choices.
- Keep increasing the choices until your child is able to discriminate between all of the ling sounds. Always keep all 6 toys on the table so that your child is having to think about what they heard.

Remember to think about visual clues and when to use these.

EE



SS



AH



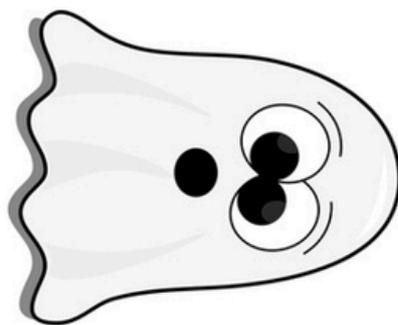
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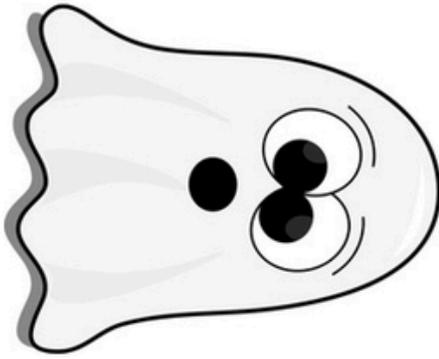
SS



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OO



MM

