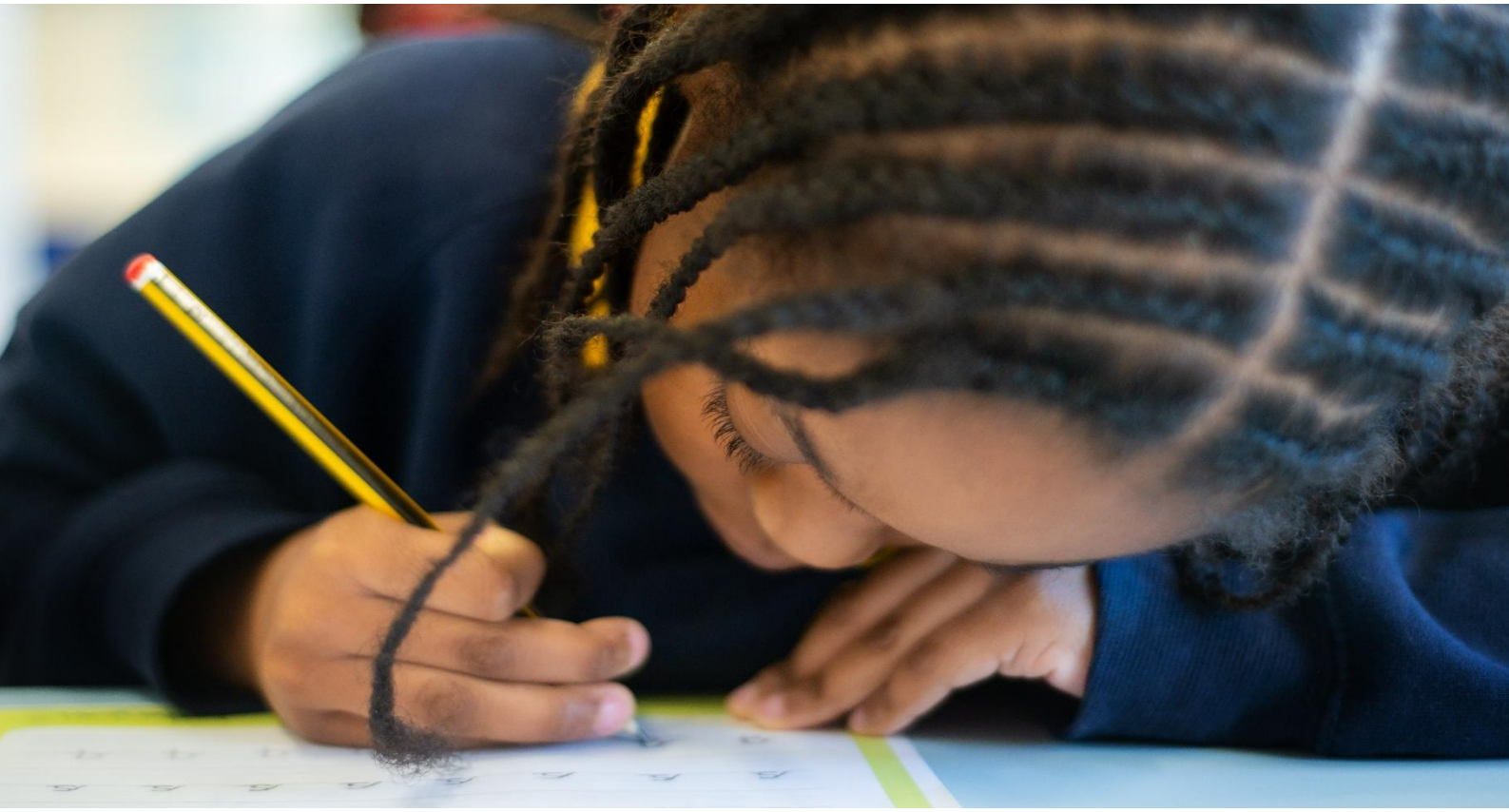
Laycock Primary School



# Audiology and Listening Policy

| | |
|---|---|
| Approved by IEB: | Prudence Barnes-Kemp |
| Ratified and reviewed on: | March 2026 |
| Next review due by: | March 2027 |

# Contents

1. Introduction ..... 3
2. The school's approach to supporting listening and hearing ..... 3
3. Deaf Provision at Laycock Primary School Objectives ..... 3
4. Pupil Objectives ..... 4
5. What we provide to facilitate hearing ..... 4
5.1 Favourable Acoustic Environments ..... 4
5.2 Radio aids ..... 4
5.3 Listening and Audiology Assessments ..... 4
5.4 Listening Fatigue ..... 5
6. Responsibilities ..... 5
7. Daily Audiology Protocol ..... 5
7.1 Start of school day ..... 6
7.2 Throughout the day ..... 6
7.3 End of day ..... 6
7.4 Half termly testing protocol ..... 7
8. Additional Documents - Audiology ..... 8
8.1 LING Sounds ..... 8
8.2 LING Sound Recording ..... 9
8.3 Audiology Protocol ..... 10
8.4 Hearing Aid Information ..... 11
8.5 Cochlear Implant Details ..... 12
8.6 Audiology Awareness ..... 13
8.7 Cochlear Implant Comparative Test Levels ..... 15
8.8 Hearing Aid checks using the FP35 ..... 16
8.9 Medel Sonnet 1 and 2 ..... 17
8.10 Setting Up a Personal Radio System Using the Fonix FP35 ..... 18
9. Additional Documents - Environment ..... 20
9.1 Managing Listening Conditions ..... 20
9.2 Noise Survey ..... 21
9.3 Pupil Survey on Noise ..... 25
10. Additional Documents - Assessments ..... 36
10.1 NAMES -Nottingham Auditory Milestones ..... 36

# 1. Introduction

Throughout this policy the terms 'deaf' and "deafness" are used to describe all types and degrees of hearing loss.

The Deaf Provision at Laycock Primary School supports deaf children with a range of hearing loss types and degrees. We pride ourselves in delivering a high standard of support for all our deaf students. We have an auditory oral approach which means we teach primarily through speaking and listening.

Deafness has a marked effect on children's listening skills and the development of their spoken language skills. Many deaf children have the potential to develop and use their hearing through the use of amplification such as hearing aids and cochlear implants and the wide range of technological developments that support these amplification systems. At Laycock Primary School we recognise the importance of encouraging the use of hearing and listening. We acknowledge the necessary management of audiological equipment to ensure that optimal listening experiences are achieved.

We strive to ensure that the audiological needs of our children are met appropriately through equipment monitoring and troubleshooting, fostering independence and self-advocacy skills; working together with other professionals such as educational and clinical audiologists.

We recognise that the benefits of auditory technologies vary for each individual and we aim to encourage children within our Deaf Provision to develop a positive Deaf identity whilst using amplification to support their communication and life skills.

# 2. The school's approach to supporting listening and hearing

Laycock Primary School recognises the importance of supporting the use of each child's hearing through audiological management of equipment to ensure that optimal listening experiences are achieved for our deaf children. It is widely recognized that deaf children receive maximum benefit from amplification if it is used consistently and if pupils are given opportunities and support to develop their auditory experience within a school which prioritises deaf awareness training for its staff. Children at Laycock are expected to wear, use and maintain their hearing aids/ cochlear implants and radio aids daily. This ensures they have the opportunity to develop the best use of their hearing in order to communicate, learn and strive both within school and in their wider lives. Laycock Primary is committed to the provision of time and appropriate acoustically friendly spaces to undertake testing.

Advances in technology are continuing to have a positive impact on the ability of deaf children to access spoken language; it is recognised that every child has the right to access the full range of technological equipment relevant to their needs. New technologies will be evaluated for suitability and upgrades, where needed, and will be made available. The current Audiology Post holder is Asha Sangha, Lead Qualified Teacher of the Deaf.

# 3. Deaf Provision at Laycock Primary School Objectives

- To ensure that optimum use is made of the children's cochlear implants, BAHA or hearing aids.
- To ensure that listening skills are encouraged and the use of hearing devices are seen positively throughout the school.
- To work closely with each child's audiology or cochlear implant service (GOSH, UCLH, Hackney Ark, St Thomas', Evalina Hospital St Thomas's) to ensure that pupils are provided with the most appropriate technology.

- To support staff, parents and other agencies to work together to ensure that the children's listening skills develop through the consistent use of their BAHA, cochlear implants or hearing aids.
- To communicate closely with parents regarding the working of the pupil's equipment; ensuring that issues are reported swiftly to the audiology departments as appropriate.
- To involve pupils in the daily checks of hearing aids, BAHA or cochlear implants and to promote pupils' independence in their audiological management skills, using the Personal Understanding of Deafness (PUD) check list, to teach and assess pupils' management of their own listening devices.
- To keep staff informed of audiological developments and research in order to implement them if they will provide benefit to the pupil.
- To work closely with speech and language (SaLT) services and deliver SaLT interventions in school.
- To continually review and improve the audiological provision in the Deaf Provision and wider school.

# 4. Pupil Objectives

To understand the benefits of amplification for detecting and identifying sounds in the environment and for the pupil's speech and language skills.

To take responsibility for their amplification and listening equipment.

To recognise the value of maintaining their equipment at school and at home.

To understand how their listening technology works.

To know how to read their audiogram and understand their type and degree of hearing loss. To understand how this affects their listening skills.

To recognise the benefit of radio aids and their efficient use as a means of providing a clearer speech signal in background noise.

To identify the accommodations and supports that are helpful to them to address their communication and learning needs and to self -advocate when these are not in place.

# 5. What we provide to facilitate hearing

## 5.1 Favourable Acoustic Environments

Approaches to enhancing acoustics to optimise listening and learning potential, include classes within the Deaf Provision are acoustically treated; have ceiling tiles, sound absorbent wall coverings and carpeted areas, to ensure a favourable listening environment. The halls and corridors, together with many of the mainstream classes, also have acoustic ceiling tiles. There is an on-going programme to enhance all areas of the school.

## 5.2 Radio aids

Radio aids are used in conjunction with all types of hearing aids including cochlear implants, to improve the audibility of speech in conditions when distance, background noise and reverberation make listening, more challenging. Where appropriate, children are fitted with radio aids receivers.

## 5.3 Listening and Audiology Assessments

The school liaises very carefully with professionals from the children's hospitals to track the development of children's listening skills and may ask for specific testing to be done e.g. how children can hear in both quiet and noisy environments, with and without a radio aid, and with and without lip reading. In conjunction with the speech and language therapy team, we will track the listening development of early implant users through the use of NAMES (see appendix 7).

### 5.4 Listening Fatigue

Teachers understand how to be deaf aware and adapt the curriculum to reduce listening fatigue.

Deaf students have to pay much more attention than children with typical hearing levels. This means they use more of their cognitive resources in listening, lip-reading or following conversations, and have less energy for other areas. This means they may be more tired at the end of a school day than their hearing siblings or friends. This fatigue may have a significant impact on their learning and development.

This can present itself as:

Sleepiness in the morning or falling asleep on the way home from school.

Inattentiveness or difficulty concentrating on work.

Giving up easily as tasks become more difficult.

Low frustration tolerance level

Mood changes

## 6. Responsibilities

| School Leadership Team | Audiology Lead | Teachers of the Deaf | Mainstream Teachers |
|---|---|---|---|
| Strategic development to ensure that deaf children have the best access to speech and listening.<br><br>Improving acoustic conditions in all areas of the school.<br><br>Allocating budget for audiology equipment and technology updates. | Ensuring ToDs are trained in checking equipment.<br><br>Ensuring there is equipment to mend faults that may arise.<br><br>Frequent audits of each class and its equipment.<br><br>Record keeping of radio aids, receivers and microphones.<br><br>Liaising with hospitals for appointments and repairs. | Daily checks of class equipment.<br><br>Daily checks of individual hearing aids, cochlear implants, BAHA.<br><br>A classroom that promotes good listening.<br><br>Being proactive in troubleshooting in class in the first instance. Then informing the audiology lead if difficulties are not resolved. | Ensure good liaison with ToDs for correct use of radio aids/transmitter.<br><br>Suitable seating positions in class.<br><br>Suitable listening conditions in class.<br><br>Ensuring favourable listening conditions – doors shut, windows shut.<br><br>Teachers receive ongoing deaf awareness training.<br><br>Ensuring deaf children sit next to a good language models. |

## 7. Daily Audiology Protocol

It is expected that children will arrive at school with hearing aids, BAHA or cochlear implants working and that the children's hearing would have been checked at home. However, it is possible that faults might have occurred between home and school, or indeed at any time during the day.

It is important to be systematic in checking functional hearing and the state of equipment to identify problems. Tracking hearing with the Ling sounds tracker (table in appendices) will help identify hearing at the start of the day and might help identify faults that might be developing.

**It is the responsibility of the class Teacher of the Deaf to ensure these checks are carried out.** *Teaching assistants have been trained to be able to do this in the absence of the Teacher of the Deaf.*

## 7.1 Start of school day

**Cochlear Implant Checks:**

Cochlear implant wearers to do the LING sounds, checking both sides individually. Record on checklist provided in audiology folder.

Check the processor is using the programmes advised by the cochlear implant centre

Check the batteries are the approved type. Check disposable batteries are not corroded and are in date, rechargeable batteries are charged.

Check the batteries are fitted correctly

Check that the battery contacts are clean and do not show any signs of rust

Check that the leads/ coil are not damaged

Once per week, check the function of the microphone/ speech processor through the listening checkers with use of earphones

Once a half-term, radio aids checks to be carried out (after receivers are connected to the radio aid, child to go outside of the classroom and asked to repeat a question or phrase). Left and right side to be checked separately.

**Hearing Aid Checks:**

Using a stetoclip, Teacher of the Deaf to listen to each hearing aid separately. Attenuators are used with high powered aids to enable checking at user volume setting for Health and Safety reasons to prevent the testers' hearing being affected

Check the following -

Casing and switches

Elbow for cracks, debris or moisture

Earmoulds and tubing for cracks, moisture, blockage and flexibility (plastic hardens with time)

Tubing for discolouration (re-tube if necessary).

Batteries working and in the right way

Cleanliness

Listening to the hearing aid using a stetoclip and attenuator to check sound quality.

Children, with adults, to put on their receivers. Place transmitter next to music (speakers) and listen to receivers through their hearing aids using a stetoclip. Ensure that you can hear via transmitter and not hearing aid! If unsure, send child or yourself outside classroom to listen.

## 7.2 Throughout the day

Check children are listening through the radio aid, particularly after change of teacher, after assembly or P.E. encourage children to self- advocate if they cannot hear well.

Continuously check children can hear you incidentally and visually check they have their receivers on, hearing aids and Cochlear Implants switched on.

## 7.3 End of day

Children, with adults, to put their receivers in personal, labelled boxes. Check they have not lost any!

TODs to put radio aids on charge.

Audiology files to be kept up to date. Check audiograms and hospital information is up to date. Any information that is not available speak to Leader of Deaf Provision and where appropriate ring the hospital to ask for information to be sent.

Check children's ear moulds. Clean them using ear mould cleaning equipment and change tubing. It is very important to change tubing regularly.

Read any information/reports given to you from the hospital, fill in any details needed in audiology file and return letter immediately back to Lead of Deaf Provision's office.

### 7.4 Half termly testing protocol

Every half term, the Qualified Teachers of the Deaf and those in training will monitor the cochlear implants and hearing aids with radio aid verification.

This involves the use of the test box (FP35) and recording results onto the system. These checks are then used to compare the frequency response curves with the baseline settings provided at the time of set-up.

It is important that these checks are maintained to ensure deaf children have the best access to speech signals/language through the use of radio aids.

1. Records should include:

- date of initial fitting and updates
- individual pupil profiles detailing the serial numbers of the receiver and transmitter
- receiver volume settings for ear
- details of direct audio input shoes and leads or CI speech processor adaptors and leads
- details of frequencies/channels in use by individuals if applicable
- baseline and comparative frequency response curves for hearing instrument only and hearing instrument plus personal radio aid system.

2. Maintenance routines should include:

- clear roles and responsibilities e.g. a named person in every context who accepts responsibility for monitoring the radio aid. In our setting, it would be the Qualified Teacher of the Deaf, the Teacher of the Deaf in training or the Audiology Post Holder, or Lead Qualified Teacher of the Deaf.
- established routines surrounding use, short- and long-term storage
- storage in a low humidity environment
- fully charged ready for use and be easily available to users
- availability of manufacturers' specifications and/or simple troubleshooting guides
- practical arrangements in place to allow repairs to be completed in a timely manner
- availability of spares for each system in case of breakdown and for troubleshooting (systematic substitution of component parts will be necessary to 'troubleshoot' a non-functioning system. There are helpful accessories available from manufacturers to use in this process, e.g. Connevans test kit)
- provision of a loan system while repairs are completed.

# 8. Additional Documents - Audiology

## 8.1 LING Sounds

These are the sounds that are used each morning for when ALL hearing devices are being checked.



## 8.2 LING Sound Recording

This is used to record the responses of the LING sounds daily.

-Ling sound checklist

Name:

| Date | ah | | oo | | eeee | | sh | | ss | | mmm | | dj | | z | | h | | n | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | L | R | L | R | L | R | L | R | L | R | L | R | L | R | L | R | L | R | L | R |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| Ling checks via radio aid | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |

### 8.3 Audiology Protocol

This document, which is mentioned in the policy is the step-by-step guide on what teachers of the deaf need to check each morning and week.

**Cochlear Implants**

☐ LING sounds completed (each side) – recorded
☐ Correct programme selected
☐ Batteries approved / charged / in date
☐ Batteries fitted correctly
☐ Battery contacts clean (no rust)
☐ Cables/coil intact
☐ Weekly: QToD/TA listening to hearing technology check (listening with earphones)
☐ Half-termly: Outdoor radio aid check (each side)

**Hearing Aids**

☐ LING sounds completed (each side) – recorded
☐ Casing & switches working
☐ Tone hooks clear (no cracks/debris/moisture)
☐ Earmould & tubing clear/flexible
☐ Condensation removed (puffer used)
☐ Batteries working & correct way
☐ Clean
☐ Weekly QToD: Stetoclip listening check
☐ Half-termly: At a distance/through a door, radio aid check (each side)

**Bone Conduction Device (BAHA)**

☐ LING check completed (if appropriate) – recorded
☐ Casing/components intact
☐ Headband snug contact
☐ Battery charged
☐ Vibration check completed
☐ Softband secure (if applicable)
☐ Weekly: BAHA 22 listener check

## THROUGHOUT THE DAY

☐ Encourage radio aid self-advocacy (teacher change/assembly/P.E.)
☐ Support Personal Understanding of Deafness (PUD)
☐ Check incidental hearing
☐ Visual check receivers on

## END OF DAY

☐ Receivers in labelled boxes
☐ Equipment accounted for
☐ Radio aids on charge
☐ Tubing changed if needed
☐ Hospital reports filed & returned

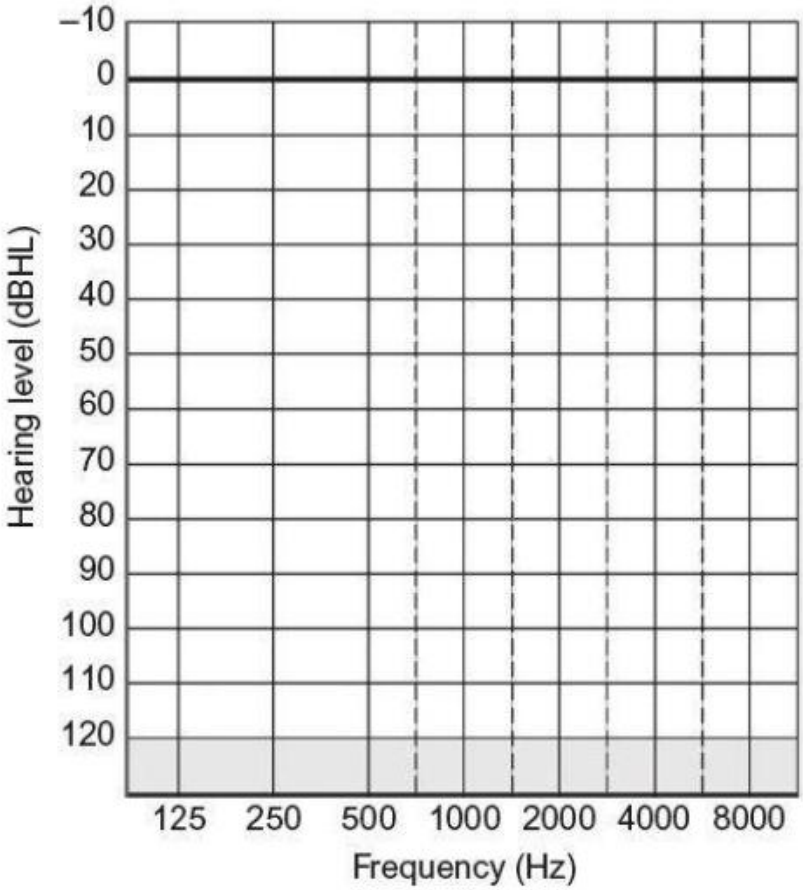
## 8.4 Hearing Aid Information

This is in the class audiology folder and has the child's hearing aid details, as well as their audiogram

Hearing Aid details

| Name: | Class: |
|---|---|

Audiogram




| Date of Audiogram: |
|---|

| Type of hearing loss: |
|---|

| Hearing aid information *(brand, serial number)*:<br><br>Left ear:<br><br>Right ear: |
|---|

### 8.5 Cochlear Implant Details

This is in the class audiology folder and has the child's cochlear processor details

| |
|---|
| Name: |
| Age of implantation: |
| Cochlear implant type: |
| Programme used and any other additional information needed: |

| |
|---|
| Radio Aid receiver information:<br><br>Type:<br><br>Serial numbers: |

## 8.6 Audiology Awareness

This is typically used with older deaf pupils to see how they are managing in class in relation to knowledge of hearing loss, their amplification management, and environmental management.

**Audiology: amplification management**

| basic | emerging | developing | secure |
|---|---|---|---|
| I accept and use my amplification device/s as directed by an adult. | I can ask an adult for help with my device/s. | I manage my device/s with minimal adult support. | I can manage my device/s independently. |
| I know that my amplification device/s has different parts. | I have some vocabulary to discuss my hearing device/s. | I know that some parts of the device can be replaced. | I can describe the range of amplification devices used by deaf people. |
| I can look after my device/s with adult support. | I can store my device/s correctly when not in use. | I can change/charge the battery when needed.<br>I can remove moisture from the hearing aid and/or tube. | I can clean my ear moulds.<br>I keep my device/s in good working order without adult support. |
| I indicate that I can't hear using facial expression or pointing. | I know and can indicate when amplification devices are not working. | I can ask for help with my device/s when needed. | I can troubleshoot minor issues with my device/s independently. |
| I indicate that I want to wear my device/s,<br>I sit still when an adult puts my devices on. | I know how to turn my device/s on and off.<br>I can remove my device and/or ear moulds. | I can put on my device/s and/or earmoulds. | I can manage all controls appropriately eg. Programs, t-coil. |
| I wear amplification devices consistently. | I understand the advantages of wearing amplification devices in the classroom. | I can explain when amplification devices are not needed and why, | I can use device controls appropriately in various listening situations. |
| I understand that a radio aid can be used to support listening. | I can make sure that the speaker is using my radio aid transmitter. | I can connect my devices to a radio aid. Independently. | I can explain how a radio aid works and why it helps me. |

## Audiology: Knowledge of hearing loss

| basic | emerging | developing | secure |
|---|---|---|---|
| I know that I have a hearing loss. | I know that my device/s help me to hear. | I know that I'm not the only person who has a hearing loss. | I can explain aided & unaided hearing loss. |
| I demonstrate an awareness that sound starts and stops. | I can recognise the difference between loud & quiet and high & low frequency sounds. | I understand a basic audiogram. | I can explain my audiogram in terms of speech sounds. |
| I know my type of hearing loss. | I know that there are different types of hearing loss. | I can explain my hearing loss. | I can explain the different types of hearing loss & the impact of this. |
| I know my level of hearing loss. | I know there are different levels of hearing loss. | I can explain my level of hearing loss. | I can explain the different levels of hearing loss & the impact of this. |
| I have a basic understanding of how the ear works. | I can name the main parts of the ear. | I can identify the parts of the ear and their function. | I understand the impact of sounds upon the ear. |
| I can show a friend my hearing aids. | I can explain to a familiar adult or child that I have a hearing loss and how to make listening easier for me in class. | I can explain to an unfamiliar adult the nature of my hearing loss and how to make things easier for me in class. | I feel confident to explain the nature of my hearing loss and implications for daily life. |

## 8.7 Cochlear Implant Comparative Test Levels

| Processor Device | Processor Microphone Response Curve 1 SPL | Processor Microphone Filter Test Response Curve 2 SPL | External Wireless Microphone Response Curve 3 SPL | Connevans Limited Test Lead | External Wireless Notes. |
|---|---|---|---|---|---|
| **Advanced Bionics Naída CI Q70** | 65dB | 65dB | 65dB | DCTEST4 | Roger 17(02) or ComPilot w/Roger X(02). |
| **Advanced Bionics Naída CI Marvel Sky CI Marvel** | | | | | RogerDirect requires suitable Roger X(02) SN1744… or higher. |
| **Med-EL Opus2** | | | | | FM Battery Sleeve with Roger X(02) CI Setting 2 |
| **Med-EL Rondo** | | | | | Mini Battery Pack with Roger X(02) CI Setting 2 |
| **Med-EL Sonnet 1 / 2** | 55dB | 55dB | 55dB | DCTEST4 | FM Battery Sleeve with Roger X(02) / Roger 21 |
| **Cochlear Nucleus 8 CP1110** | | | | | Roger 20, MiniMic2PLUS, Wireless TV Streamer |
| **Cochlear Nucleus 7 CP1000** | | | | | |
| **Cochlear Nucleus 6 CP910** | | | | DCTEST3 | Roger 14 , Euro Adaptor w/Roger X(02) CI Setting 9 MiniMic2PLUS, Wireless TV Streamer |
| Refer to Guide Sheet - How to create consistent comparative response curves of Cochlear Implant microphones Rev.9. Paul Harris. Ewing Foundation paulh@ewing-foundation.org.uk Version 2.0 2024 | | | | | |

## 8.8 Hearing Aid checks using the FP35

### Hearing Aid Checks Using the Fonix FP35

The object of the test sequence with the FP35 is to produce a set of 3 curves on the screen, which are then compared with the curves on the child's record sheet. Any significant discrepancy indicates a possible fault, which can then be investigated.

The Fonix FP35 allows hearing aid performance to be measured as **gain**, rather than **output**, in accordance with current guidelines

The recommended input figures for the 3 curves are 50dB, 65dB and 80dB, ALL MEASURED WITH THE AID AT USER VOLUME. This procedure can be used with all hearing aids, digital or analogue.

1. The FP35 has an external, laptop-style power supply which will need to be connected if it is not already. Unlike a laptop, however, the plug to the rear of the FP35 is a silver DIN plug which contains 5 pins in a semicircle. It is important that this plug is connected to its socket the correct way round **before the power supply box is connected to the mains**. If this is not done, damage may result. Switch on at the mains supply and, if necessary, press the "OPERATE" button to power up the machine and display the opening screen. Below the screen is a row of 5 buttons which have different functions depending on which "page" on the screen you are in. Press the button marked "COUPLER MULTICURVE".

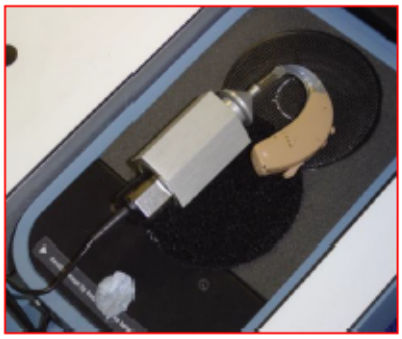
2. Open the test chamber and place the measurement microphone and coupler side by side above the loudspeaker. Close the chamber lid, press "LEVEL" and "START" to begin the levelling process, which takes a few seconds

   As we are measuring GAIN, not output, look at the top of the left-hand-side vertical graph axis on the display. If it says "SPL" (which means **S**ound **P**ressure **L**evel, or output) press MENU and use the vertical arrow keys to move the cursor in the menu box to "DISPLAY", then the horizontal arrow keys to toggle from SPL to GAIN. Press "MENU" or "EXIT" to exit the menu.



Setup for testing

3. Open the chamber, insert the mic into the 2cc coupler as far as it will go and attach the hearing aid to the plastic tubing at the end. Place the assembly so that the hearing aid mic is above the centre of the loudspeaker, and use the Velcro on the coupler to hold it in place. Switch the aid on, set to user volume and close the chamber.



Setup for levelling

4. The FP35 offers several types of test signal. To select the correct one press the F4 button repeatedly until the display above it says "DIG SPCH". This is the simulated speech signal which is used in all tests.

5. Above this display is a box indicating the source in dBs. Use the vertical cursor (arrow) keys to set this to 50dB. Press "START/STOP". A curve will appear which is "live" and sensitive to changes in hearing aid setting or outside noise. When it has settled press "START/STOP" to "freeze" it. This is now stored as curve 1, the 50dB curve.

6. Press F2 to change the display from "CURVE #1" to "CURVE #2". Check that the display above F4 still says "DIG SPCH" and if not press F4 until it does. Use the vertical arrow keys to change the source to 65dB. Press "START/STOP" to produce a second "live" curve on top of the "frozen" one. When it is steady press "START/STOP" to freeze it.

7. Repeat step 6 for an input of 80dB, always checking that the input source is "DIG SPCH" before proceeding. The 3 frozen curves can now be compared to the printed record.

   **N.B. The levelling procedure described in step 2 need only be done at the start of each session. Subsequent hearing aids can be tested beginning at step 3.**

### 8.9 Medel Sonnet 1 and 2

# MEDEL SONNET 1 AND 2

When you pull the sleeve off you will be able to see the serial number of the processor on one side and the model on the other. The model of the Sonnet (1) is ME 1300. The model of the Sonnet 2 is 1500.

They may have rechargeable or disposable batteries. Make sure you have some new Implant 675 batteries if they are using disposable. Don't use hearing aid 675 batteries, they must be Implant ones. If you don't have any then hopefully they will have some. Might be worth emailing beforehand to make sure. So, first thing if they are using disposables is to fit fresh ones.

Next you need to pair the processor with the remote control. If it's Sonnet 1 then you need to use the older Fine Tuner remote (slim flat rectangular shape). If it's Sonnet 2 then you need to use the Fine Tuner Echo. With the battery sleeve removed place the coil on the remote control then slide the sleeve on. The older one will show two green lights briefly once paired. The Fine Tuner Echo will display a tick on the screen.

Next mate the coil with the lead from the microphone test device Make sure the volume on the test device (the bit that looks like a coil). is at maximum and that it is switched on. Attach the button receiver to your stetoclip so you can listen. At this stage you will just hear a hiss and repeated click. You now need to use the remote to put the processor into test mode.

For Sonnet (1) using the older Fine Tuner hold it next to the processor and first press either the left or right arrow button as appropriate. Next press and hold the MT button until you hear a beep and then you will be able to hear that you can hear from the processor microphone. You can then attach the button receiver to the 2cc coupler and carry out the tests. For Med-El if you are doing the F MAdvantage then test box on SPL, first curve at 50dB (processor), second curve at 50dB (radio aid in test box, adjust output on this curve), then I like to do third curve at 55dB and 4th curve at 80dB. Only adjust the receiver on curve 2. You can skip the 55dB curve if you like. Be careful though in case the processor comes out of test mode. That's why I say use fresh Implant batteries as this reduces that risk.

If it's Sonnet 2 then you use the Fine Tuner Echo to put the processor into test mode. First use the bottom left or bottom right buttons to select left or right processor as appropriate then press and hold the MT button. It can take quite a while to enter the test mode, you think it's not working but be patient as it eventually goes. Maybe up to 15 seconds.

Once you've finished you need to remove the battery sleeve on the processor and push it on again. Don't forget to do this otherwise the processor will still be in test mode when you give it back to the student.

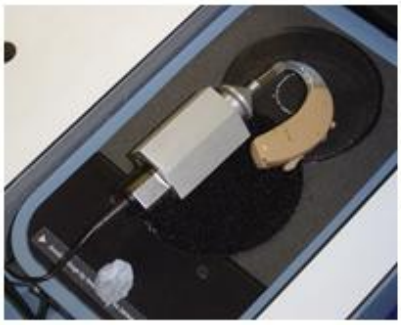
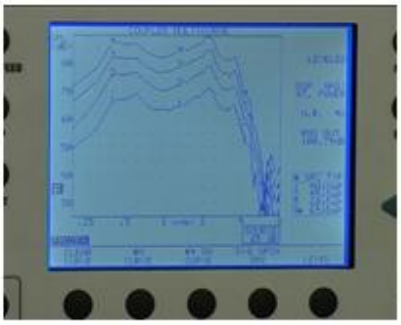
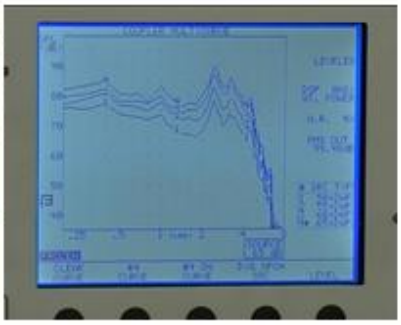
## 8.10 Setting Up a Personal Radio System Using the Fonix FP35

# Setting Up a Personal Radio System Using the Fonix FP35

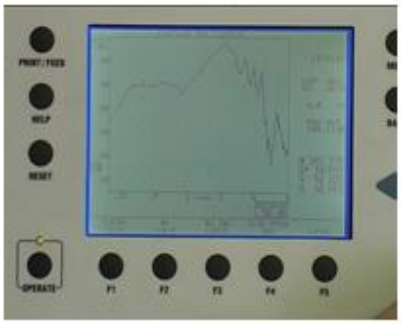
The measurement scale when setting up a radio system should always be set to OUTPUT. This is done by going into the menu and switching the "DISPLAY" from GAIN to SPL (= Sound Pressure Level = OUTPUT). On exiting the menu check that the graph's vertical axis is labelled SPL.

Before beginning the setup it is necessary to know whether the hearing aid is set up in linear or nonlinear (Wide Dynamic Range Compression) mode. If in doubt the following procedure will determine which is the case.

Place the hearing aid on normal user settings in the chamber. Check that the input is the DIGITAL SPEECH signal and run four curves: at 50dB, 55dB, 60dB and 65dB input levels. If the curves are separated by 5dB intervals the hearing aid is linear. If closer together, the hearing aid is nonlinear.

Clear the curves. The FM advantage procedure that follows assumes that the aid is set to a programme where FM is enabled and that the whole system has been checked by means of a listening test. This will ensure that the signal whose level you are about to adjust is present and correct. In the majority of cases the hearing aid will be set up with Wide Dynamic Range Compression, i.e. in nonlinear mode. If so, select curve 1, check that the input signal is the DIGITAL SPEECH signal and that the input level is 65dB. Press start. When the curve has settled, freeze it.



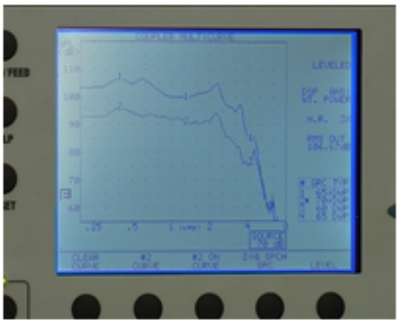
Remove the hearing aid, still attached to the 2cc coupler and place the assembly onto a soft surface outside the test box to avoid them picking up vibrations. Couple the radio receiver to the hearing aid, taking care not to change the control settings on the aid.

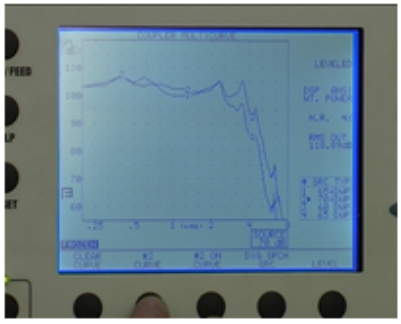


Place the lapel microphone of the transmitter in the test chamber and close the lid. Where possible, always use a lapel mic for this procedure. If this is not possible then you need to check whether the transmitter being placed in the test chamber is having a significant effect on your results. The test box may need to be re-levelled with the transmitter in if this is the case.

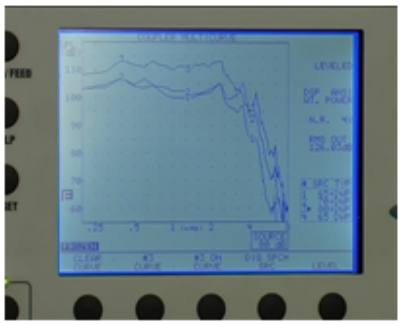


Select curve 2. Check that the input signal is still DIGITAL SPEECH and that the input level is still 65dB. Press start. A second, “live” curve 2 will appear, usually below the frozen curve 1.Beginning at minimum, adjust the Volume Control of the receiver gradually upwards until curve 2 sits approximately on top of curve 1. Freeze the curve.





Select curve 3, check that the input signal is still DIGITAL SPEECH and change the input level to 80dB. Press start. Freeze the curve. Curve 3 should always be above, or on top of, curves 1 and 2.



If the aid is linear, the procedure is the same, but for curve 2 the input level will be increased to 70 dB. Remember to always adjust the Volume Control of the radio receiver upwards from minimum and **stop as soon as the curves match**. Setting the Volume Control too high will not give any extra advantage – it will merely increase noise and distortion.

Select curve 3, and change the input level to 80dB. Curve 3 should always be above, or on top of, curves 1 and 2.

Note that the above procedures employ a body-worn radio receiver with a simple volume control. If an ear-level receiver is used, the output level will be set via computer software or by buttons on the transmitter. However, the principles and objectives are exactly the same.

Before running curve 2, set the receiver output to a low level. Run curve 2 and note the amount by which curve 2 is below curve 1. Increase the output level of the receiver by this amount and run curve 2 again to verify that they now match. Finally, run curve 3 at 80dB as above.

# 9. Additional Documents - Environment

## 9.1 Managing Listening Conditions

This is checklist used to assess a classroom to see if it's acoustically favourable.

### Managing listening conditions checklist

**Has the teacher:**

☐ Reduced noise from outside the school, for example, by closing windows?

☐ Reduced noise from elsewhere in the school, for example, by closing the door?

☐ Reduced unnecessary noise within the classroom, for example, turning off noisy projectors and making sure ventilation systems are regularly serviced?

☐ Reduced noise from other pupils, for example, making sure that pupils move quietly through school corridors during lesson times?

☐ Made improvements to the quality of sound within the classroom, for example, sticking soft pads on the bottom of chairs and table legs, using fabrics to reduce hard surfaces, and installing improved ceiling tiles or acoustic clouds?

**Teachers should also use the checklist below to help them to support deaf pupils:**

☐Is the child seated near to and with a good view of you?

☐Is the child seated as far as possible from any external noises (e.g. a playing field, road, building works, etc.)?

☐Have you reviewed the timetable to make sure you can manage noise effectively? (For example, by not timetabling design and technology or music lessons in a classroom where a deaf child is learning literacy.)

☐Are you delivering lessons with high language content in rooms with the best acoustics, and are the rooms easy to identify for staff?

☐ Are you aware of the challenges that a deaf child might face in the classroom and how you can help to mitigate them? (For example, using radio aids and Soundfield systems properly, using visual cues , and ensuring other pupils are deaf aware.)

**Our *Here to Learn* video has more information on the steps that teachers should be taking to improve acoustics at www.ndcs.org.uk/heretolearn.**

**You can also read our Deaf-Friendly Teaching resources for simple tips on how to ensure your teaching is accessible to deaf children. www.ndcs.org.uk/deaffriendlyteaching.**

## 9.2 Noise Survey

This is a survey that can be completed by parents, teachers and senior leaders to observe different forms of noise that a deaf child may find impactful.

### Creating good listening conditions for learning in education: Preliminary noise survey

National Deaf Children's Society

**What is the survey for?**

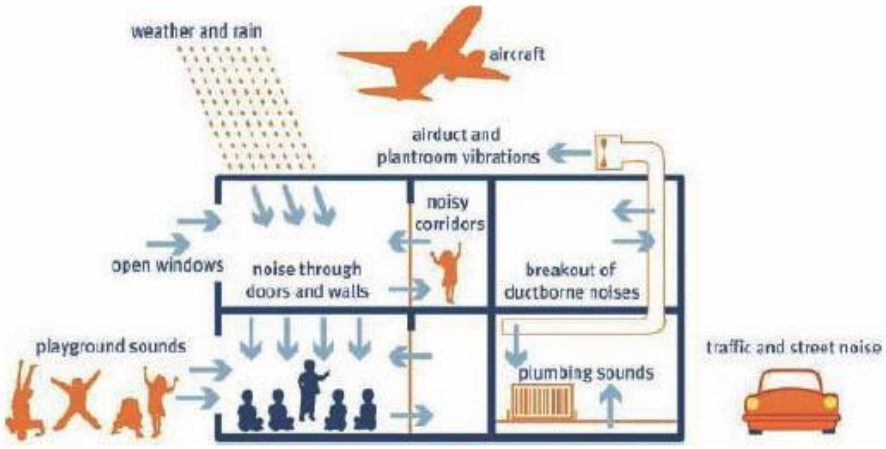
The survey will help you to assess a nursery or school's listening environment.

**Who can conduct the survey?**

Parents, teachers, school leaders or a Teacher of the Deaf with permission from senior management.

**How does it work?**

You will need to move around the school, inside and outside, and listen for noises which you think might cause problems for deaf children – examples can be found at www.ndcs.org.uk/acoustics. You may already have feedback from the child which will have given you some idea of the types of noises that cause issues, however it's important that you look for other sources of noise which the child may not have noticed. The picture below shows sounds which can affect noise levels inside a school.




The survey covers:

- noises outside the building
- noises in the classroom when the nursery or school is empty
- noises in the classroom under normal working conditions, with no children in the classroom
- noises in the classroom under normal working conditions with children in the classroom.

**When should I do the survey?**

Try to complete the survey at the time of day when the child said they had most problems with noise. Some noises will be intermittent and may only last a matter of seconds but others will be constant.

## Survey

Name of person/s undertaking survey……

Role of person/s undertaking survey……

### 1. Outside the school

Date ……

Time of day ……..

Weather conditions (it's important to note the wind direction)……..

Stand outside the child's classroom and list the most obvious noises you hear and roughly how long they last. Then rank them in order of loudness (with 1 being the loudest).

1.

2.

3.

4.

5.

### 2. Noise in the classroom when the school is empty

Date ……

Time of day ……..

Stand in the child's classroom and list the most obvious noises you hear and roughly how long they last. Then rank them in order of loudness (with 1 being the loudest). This time you need to have the windows open, and heating, ventilation systems and lights on.

1.

2.

3.

4.

5.

### 3. Noise in the classroom (normal working conditions, with no children)

Date ……..

Time of day……..

You should do this when there are no children in the classroom, for example, during playtime or PE. You need to be inside the child's classroom and listen to the noises coming from around the classroom. List the most obvious noises you hear and roughly how long they last. Then rank them in order of loudness (with 1 being the loudest).

1.

2.

3.

4.

5.

### 4. Noise in the classroom (normal working conditions, children in the classroom)

Date…….

Time of day…….

Type of lesson……..

You need to be inside the child's classroom and listen to the noises coming from inside the classroom. List the most obvious noises you hear (including the teacher's voice) and roughly how long they last. Then rank them in order of loudness (with 1 being the loudest).

This should be the time of the lesson or time of day the child said was most problematic.

1.

2.

3.

4.

5.

After taking this survey you should discuss the results with the child's parents, teacher, the special educational needs coordinator[1] and other professionals such as the Teacher of the Deaf, local authority officials or an acoustician. The following chart may be useful to help summarise your results and recommended actions.

| **Results and analysis of the preliminary survey** |
| --- |
| The survey has identified the following issues:<br>1.<br>2.<br>3.<br>4.<br>5. |
| After discussions the recommended actions are:<br>1. ……<br>Lead person……Date for completion……<br>2. ……<br>Lead person……Date for completion……<br>3. ……<br>Lead person……Date for completion……<br>These actions should be SMART (**S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime bound) and achievable rather than aspirational. They could include actions for the school, the teacher or the local authority. |

Last reviewed: December 2019

[1] Known in Scotland as an additional learning needs coordinator.

### 9.3 Pupil Survey on Noise

This survey is done with pupils, giving them opportunities to speak about what parts of their school environment are acoustically good or challenging.

National Deaf Children's Society

## Creating good listening conditions for learning in education - Gathering feedback from pupils on classroom acoustics

### Introduction

Research shows that an important first step in evaluating listening conditions at school or nursery is to ask a pupil for their feedback – in particular on those noises that annoy them and make it hard to hear and understand.

This resource includes examples of questions you can use to find out pupils' opinions on listening conditions in the classroom. They are based on the Listening Inventories for Education (LIFE) questionnaire.[1] We haven't used the word 'noise' in any of the questions as pupils may have a different concept of noise from adults.

We've included three examples which you can use or adapt according to the individual needs of the child or young person that you're working with. The interviews can be conducted by a parent or carer, teacher, special educational needs coordinator[2], teaching assistant or Teacher of the Deaf, for example.

In **example one** (page 2) the questions are open-ended, giving a child of any age the opportunity to share their opinions.

**Example two** (page 4) has a more detailed chart which you could use with an older child – in addition to or instead of example one. You'll need to complete a new sheet for each classroom.

**Example three** (page 6) is a questionnaire which asks pupils to give a scored response to specific questions.

**Whichever example you use, we recommend completing a follow-up sheet summarising what the local authority, Teacher of the Deaf or the school will do as a result. You can find this template on page [xx].**

In Appendix A, B, and C we have examples of how you might fill out each survey and how it can lead to improvements.

You can find other useful tools from our website at www.ndcs.org.uk/acoustics.

Last reviewed: December 2019

### Example one: Pupil interview questions

[1] Developed by David Canning, Education Audiologist and Teacher of the Deaf.
[2] Known as an additional learning needs coordinator in Scotland.

1

**Background:**

| | |
|---|---|
| Pupil name: | |
| School: | |
| Date of birth: | |
| Age (years, months): | |
| Description of hearing loss: | |
| Hearing technology used: | |
| Interview carried out by: | |
| Role of interviewer: | |
| Date of interview: | |

**Questions:**

**I want to talk to you about sounds that you hear at school. The first set of questions is about sounds that come from outside the classroom.**

| Question | Response |
|---|---|
| Can you tell me some sounds you can hear coming from outside your classroom? | |
| When do you hear these sounds? | |
| Do you like to hear any of these sounds? | |
| Are any of these sounds nice to listen to and do they make you feel happy? | |
| Can you tell me why you like to hear them? | |
| Are any of these sounds that you don't like to hear? | |
| Can you tell me why you don't like to hear them? | |

2

| | |
|---|---|
| What is the loudest sound you can hear coming from outside your classroom? | |
| Do any of these sounds annoy you and stop you hearing your teacher or other children? | |

**The next set of questions is about sounds inside your classroom.**

| Question | Response |
|---|---|
| Can you tell me some sounds you can hear from inside your classroom? | |
| Do you like to hear any of these sounds? | |
| Can you tell me why you like to hear them? | |
| Are any of these sounds that you don't like to hear? | |
| Can you tell me why you don't like to hear them? | |
| What is the loudest sound you can hear coming from inside your classroom? | |
| Do any of these sounds annoy you and stop you hearing your teacher? | |
| Are any of these sounds nice to listen to and make you feel happy? | |
| Which lessons or times of day do you find the noisiest? | |
| Do you have any suggestions for things we can do about the sounds that you don't like? | |
| Do you have any suggestions on how to make listening easier for yourself in lessons? | |

3

## Example two: Questions for older children

Help us work out how we can make it easier for you to listen in school. Put a circle around anything that causes you difficulties when trying to hear, listen or understand. You can fill in a new form for as many rooms or places as you want. Some rooms may have better listening conditions than others.

### About you:

| | |
|---|---|
| Your name: | |
| School: | |
| Your date of birth: | |
| Age (years, months): | |
| Description of hearing loss: | |
| Hearing technology used: | |
| Did anyone help you with this interview? What was their name and role? | |
| Today's date: | |

| | |
|---|---|
| What's the name or number of the room you're giving feedback on? | |

| **Describe the room** | | | | | |
|---|---|---|---|---|---|
| High ceiling<br>- | Low ceiling<br>+ | Open plan<br>- | Small room<br>+ | Doors open<br>- | Double glazing<br>+ |
| **Room acoustics** | | | | | |
| Soft furniture<br>+ | Acoustic ceiling tiles<br>+ | Painted ceiling<br>- | Brick walls<br>- | Curtains<br>+ | Blinds<br>+ |
| Display boards<br>+ | Bookshelves and books<br>+ | Hard floor<br>- | Carpet<br>+ | No window covers<br>- | |
| **Noises in the room** | | | | | |

4

| | | | | |
|---|---|---|---|---|
| Computers<br>- | Noisy lights<br>- | Projector<br>- | Children talking<br>- | Children working quietly<br>+ |
| Air conditioning<br>- | Scraping chair legs<br>- | Clattering pens and pencils<br>- | Radiators<br>- | Machines (Sewing, woodwork, cooking)<br>- |

| **Noises outside the room** | | | | | |
|---|---|---|---|---|---|
| Sports field/ playground<br>- | Classroom next door<br>- | Traffic<br>- | Gym<br>- | Dining hall<br>- | |

**Final score**

In each box there was a (+) and a (-) symbol. How many boxes did you circle that had a (+) in it? And how many boxes did you circle that had a (-) in it?

Number of +.....
Number of - .....

If you scored lots of (+) this suggests that the classroom might be a good listening environment. If you scored lots of (-) this suggests that the classroom might be a poor listening environment and that listening in this classroom is not easy. What do you think? Do you agree?

**Thank you!**

5

## Example three: Pupil feedback questions

### About you:

| | |
|---|---|
| Your name: | |
| School: | |
| Your date of birth: | |
| Age (years, months): | |
| Description of hearing loss: | |
| Hearing technology used: | |
| Did anyone help you with this interview? What was their name and role? | |
| Today's date: | |

**What to do**

We're going to describe lots of different classrooms or places in your school. Can you imagine what it would be like to be in that classroom or place? Can you think about how well you would hear what the teacher or your friends were saying if you were there?

Underneath each question are five faces. The sad face means that it is always difficult to hear. The happy face means that it is always easy to hear. The face in the middle means that it is sometimes difficult to hear.

For each question put a mark, colour in or circle one of the five faces.

1. **You are in a classroom. There is a lot of noise outside the classroom.**

**How easy or difficult is it to hear what the teacher is saying?**

| Always easy | Mostly Easy | Sometimes difficult | Mostly difficult | Always difficult |
|---|---|---|---|---|
|  |  |  |  |  |

2. **You are in a classroom. It's a quiet day and there's no noise from outside the classroom.**

**How easy or difficult is it to hear what the teacher is saying?**

| Always easy | Mostly easy | Sometimes difficult | Mostly Difficult | Always difficult |
|---|---|---|---|---|

6



3. **The class has just finished an activity and are tidying up and getting ready to leave. The teacher says something to the class.**

**How easy or difficult is it to hear what the teacher is saying?**

| Always easy | Mostly easy | Sometimes difficult | Mostly difficult | Always difficult |
|---|---|---|---|---|
|  |  |  |  |  |

4. **The teacher is talking but you can't see their face.**

**How easy or difficult is it to hear what the teacher is saying?**

| Always easy | Mostly easy | Sometimes difficult | Mostly Difficult | Always difficult |
|---|---|---|---|---|
|  |  |  |  |  |

5. **The teacher is talking but there are children making a noise outside your classroom.**

**How easy or difficult is it to hear what the teacher is saying?**

| Always easy | Mostly easy | Sometimes difficult | Mostly Difficult | Always difficult |
|---|---|---|---|---|
|  |  |  |  |  |

6. **The teacher is talking. Some other children in the class are tidying up their things, moving pencils, paper, chairs, walking around and whispering.**

**How easy or difficult is it to hear what the teacher is saying?**

| Always easy | Mostly easy | Sometimes difficult | Mostly Difficult | Always difficult |
|---|---|---|---|---|
|  |  |  |  |  |

7. **The teacher has asked a question to the whole class. Someone behind you is giving an answer.**

**How easy or difficult is it to hear what they are saying?**

| Always easy | Mostly Easy | Sometimes difficult | Mostly Difficult | Always difficult |
|---|---|---|---|---|
|  |  |  |  |  |

**8. The teacher is talking to the class and the smart board is on. A computer is also making a noise.**

**How easy or difficult is it to hear what the teacher is saying?**

| Always easy | Mostly Easy | Sometimes difficult | Mostly difficult | Always difficult |
|---|---|---|---|---|
|  |  |  |  |  |

**9. The teacher is talking and moving around the room, and you can't see them.**

**How easy or difficult is it to hear what the teacher is saying?**

| Always easy | Mostly Easy | Sometimes difficult | Mostly difficult | Always difficult |
|---|---|---|---|---|
|  |  |  |  |  |

**10. The teacher is giving a test to the class and reading out the instructions in front of the classroom.**

**How easy or difficult is it to hear what the teacher is saying?**

| Always easy | Mostly Easy | Sometimes difficult | Mostly difficult | Always difficult |
|---|---|---|---|---|
|  |  |  |  |  |

**11. There are two teachers in the class. They are both talking. One of the teachers is talking to you from the front of the class.**

**How easy or difficult is it to hear what the teacher is saying?**

| Always easy | Mostly easy | Sometimes difficult | Mostly difficult | Always difficult |
|---|---|---|---|---|
|  |  |  |  |  |

**12. You are all working in groups.**

**How easy or difficult is it to hear other children in your group?**

8

| Always easy | Mostly Easy | Sometimes difficult | Mostly difficult | Always difficult |
|---|---|---|---|---|
|  |  |  |  |  |

**13. You are in assembly.**

**How easy or difficult is it to hear what the teacher is saying?**

| Always easy | Mostly easy | Sometimes difficult | Mostly difficult | Always difficult |
|---|---|---|---|---|
|  |  |  |  |  |

**14. You are sitting in a circle and you can see everyone.**

**How easy or difficult is it to hear what other people are saying?**

| Always easy | Mostly Easy | Sometimes difficult | Mostly difficult | Always difficult |
|---|---|---|---|---|
|  |  |  |  |  |

**15. You are talking with your friends in the playground.**

**How easy or difficult is it to hear what they are saying?**

| Always easy | Mostly Easy | Sometimes difficult | Mostly difficult | Always difficult |
|---|---|---|---|---|
|  |  |  |  |  |

**16. You are in the hall doing PE and moving around.**

**How easy or difficult is it to hear what the teacher is saying?**

| Always easy | Mostly Easy | Sometimes difficult | Mostly difficult | Always difficult |
|---|---|---|---|---|
|  |  |  |  |  |

**17. You are in the dining hall. Someone is talking behind you.**

**How easy or difficult is it to hear what they are saying?**

| Always easy | Mostly easy | Sometimes difficult | Mostly difficult | Always difficult |
|---|---|---|---|---|
|  |  |  |  |  |

**18. You are in the corridor talking with your friends.**

**How easy or difficult is it to hear what your friends are saying?**

| Always easy | Mostly easy | Sometimes difficult | Mostly difficult | Always difficult |
|---|---|---|---|---|
|  |  |  |  |  |

**Scoring sheet**

| Comment | Always easy | Mostly easy | Sometimes difficult | Mostly difficult | Always difficult |
|---|---|---|---|---|---|
| Score | 1 | 2 | 3 | 4 | 5 |

| | Question number | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Date of test | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| Score | | | | | | | | | | | | | | | | | | | |

**Comments:**

## Follow-up sheet

| | | |
|---|---|---|
| **Following on from a discussion with..... about listening conditions in the classroom, the main feedback and issues raised were:**<br><br>1.<br>2.<br>3.<br>4. | | |
| **The suggested actions to address these issues are:** | **Lead person** | **Date for completion** |
| 1.<br>1.<br>2.<br>3.<br>4. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| These actions should be smart, measurable, attainable, relevant and time-bound (SMART) and achievable rather than aspirational. They could include actions for the school, the teacher or the local authority.<br><br>**Signed.....**<br>**Role.....**<br>**Date.....** | | |

## 10.1 NAMES -Nottingham Auditory Milestones

This assessment is primarily used with newly implanted children. It tracks listening progress over two years.

Nottingham Auditory Implant Programme

# NAMES: Nottingham Auditory Milestones
## Summary Sheet

Nottingham University Hospitals NHS NHS Trust

Child's name: _____ DOB: _____ NHS No: _____ Initial programming: _____

| Milestone 1 | Milestone 2 | Milestone 3 | Milestone 4 | Milestone 5 |
|---|---|---|---|---|
| Wears processor for extended periods | Adults can notice definite changes in child's behaviour if the system stops working. | Child recognises if the system stops working. | Sings fragments of familiar tunes and songs. | Overhears and responds appropriately to conversation not specifically directed towards them. |
| Noticeable changes in behaviour when the processor is worn. | Recognises some familiar everyday sounds. | Joins in with the appropriate actions and later with vocalisations for familiar action songs [without prompting]. | Understands simple, one step directions without relying on context or predictable routine. | Able to listen as part of a small group and to pick up the key messages and instructions alongside their peers. |
| Detects and reacts to environmental sound. | Is puzzled/ more interested in new or unusual sounds | Recognises voices. | Constantly imitates fragments of what they hear [and overhear]. | Able to have an age appropriate telephone conversation with a familiar adult. |
| Definite turns to locate interesting sounds. | Moves to music | Knows and turns to name even in less favourable conditions. | Can complete simple auditory closure activities. | Enjoys memorising funny expressions, rhymes and messages. Remembers lists of 4-5 items. |
| Responds to music and noise making toys. | Listens to others talking | Links a range of symbolic sounds and early phrases to objects/events. | Can pick out two objects from a set of familiar objects. | Can solve riddles, which involve identifying objects on basis of 3 key features. |
| Attention can be captured by voice only. | Consistently takes a vocal turn. | Joins in with language of social routines. | Responds to simple questions. | Follows more complex instructions and questions. |
| Interested in talk directed towards them. | Non-looking vocal turns established. | Understands a questioning voice. | Can pick out three objects at one time from a set of familiar items. | Can answer simple questions about themselves. Understands simple 'why' questions. |
| Affected by tone of voice. | Vocalisations are influenced by what they hear. | Demonstrates understanding of familiar phrases and simple instructions strongly linked to context. | Can identify an object/person from a minimum choice of four using two key features. | Notices deliberate mistakes in familiar spoken language routines and stories. |
| Use own voice purposefully. | Recognises own name in favourable conditions. | Can select one item from a small set of familiar objects. | Follows two part instructions. | Has favourite stories, often repeated. Remembers and uses phrases from stories. |
| Detects a wide range of sounds across the speech frequencies. | Demonstrates specific responses to wide range of sounds. | Anticipates and enjoys the sequence of familiar stories and songs. | Can complete a simple sequence of known events. Recounts events with prompts. | Retells/recounts simple stories/events independently. |

Baseline score:

**Enter date of assessment, name of professional assessing and cumulative score:**

| | Date | Score | |
|---|---|---|---|
| 3 m | | | |
| Name | | | |
| Sign | | | |
| 6 m | | | |
| Name | | | |
| Sign | | | |
| 12m | | | |
| Name | | | |
| Sign | | | |
| 24 m | | | |
| Name | | | |
| Sign | | | |
| 36 m | | | |
| Name | | | |
| Sign | | | |

Colour top half of box if skill sometimes achieved but inconsistent = 1 point

Colour whole box if skill established = 2 points

© Nottingham Cochlear Implant Programme 2011