



The LING 10

CHECKING ACCESS TO
ALL THE SOUNDS OF SPEECH

Based on the Ling–Madell–Hewitt
10 Sound Test (Madell & Hewitt, 2021)

A Sonova brand

Adapted with acknowledgment to Jane Madell et al.
for educational use by families and educators. Not a diagnostic tool.

What this screening check is for

This check helps you monitor whether your child is hearing the low, mid, and high frequency speech sounds needed for everyday listening.

It helps you notice:

- If your child detects sounds.
- If they begin to identify or repeat these sounds.
- Whether they hear them consistently.
- Whether one ear may be hearing better than the other.

This supports the audiologist in adjusting hearing technology when needed.

The Ling 10 is a screening tool. Children still need complete speech perception assessments with their hearing care team.

The 10 sounds you will check

Some are vowels, some are consonants. They represent the full speech frequency range. Use these words to help you train your child and remember each sound: Keep the sound natural, once your child is trained on these words and sounds to do the LING 10 Sound check [say only the sound](#), not the whole word.

Band	Frequency Range	What does it mean?
Band 1	200 – 1000 Hz	Low/deep sounds
Band 2	1000 – 1500 Hz	Middle-low clarity sounds
Band 3	1500 – 3000 Hz	Middle-high consonant detail
Band 4	3000 Hz and above	Very high “quiet” sounds

LING Sound	Training Word	Alternative Training Word	Description	Band Coverage
/u/	moon	<i>boot, food</i>	Low, rounded vowel. Helps children hear deep sounds.	Band 1 ⇨ Band 3
/a/	car	<i>arm, palm</i>	Open “ah” sound. Important for loud & clear speech.	Band 1 ⇨ Band 3
/i/	leaf	<i>see, tree</i>	Bright, high vowel. Helps speech sound “clear.”	Band 1 ⇨ Band 3
/m/	milk	<i>mmm, mama, monkey</i>	Low nasal hum. Helps check low-frequency access.	Band 1 + Band 2 + Band 3
/n/	nose	<i>night, nest</i>	Softer nasal sound. Supports fine speech detail.	Band 1 + Band 2 + Band 3
/h/	hat	<i>hot, hand</i>	Soft breath sound. Can be missed without mid access.	Band 3
/dʒ/	jump	<i>juice, jam</i>	Mixed consonant (“dj”). Helps with mid-high clarity.	Band 1 ⇨ Band 3
/sh/	shoe	<i>sheep, shell</i>	Quiet “shh.” Key for hearing soft speech detail.	Band 3 + Band 4
/s/	star	<i>sun, soap</i>	Very quiet, high sound. Often hardest for children.	Band 4
/z/	zebra	<i>zip, buzzing bee</i>	High buzzing sound. Supports hearing endings (“is/was”).	Band 1 + Band 4

1. Check each ear separately

This is essential. Test in this order:

1. **Right ear only** (remove or turn off the other device)
2. **Left ear only**
3. **Both ears together**

This allows you to detect:

- Whether one ear is not performing well.
- Whether two devices together cause distortion.
- Whether a mapping or fitting needs adjustment.

2. Start with DETECTION

Ask: **Can my child hear the sound?**

How to check detection:

- Say the sound once, at a normal volume.
- Sit **slightly behind or beside** your child so they cannot lip-read.
- Look for any change in behavior:
 - Turning toward you
 - Pausing
 - Widening eyes
 - Smiling
 - Looking up
 - Stopping activity

Any consistent reaction means they detected the sound.

Record detection in the box (✓).

3. Move to IDENTIFICATION

Ask: **Can my child tell the difference between sounds?**

Methods your child may use:

- **Pointing** to the picture of the correct sound
- **Imitating** the sound
- **Repeating** the sound back to you

As children improve, imitation becomes the expected response.

Record identification in the box (✓).

4. Check DISTANCE

Once your child can detect and identify at close range, increase distance.

- Start at **1 meter**
- Then **2–3 meters**
- Then **from behind** (still ensuring audibility but no visual cues)

Distance helps screen whether high-frequency sounds (like **/s/** from *star* and **/sh/** from *shoe*) remain audible with soft speech.

Record distance in the box (✓ or note the distance heard).

5. Keep sessions short

Brief, daily checking.

A full check should take **2–3 minutes.**

Stop if your child becomes tired or loses interest.

Interpreting the results

If your child responds to all sounds, this suggests good access across:

- low frequencies
- mid frequencies
- high frequencies

If your child regularly misses specific sounds, this may indicate difficulty in a frequency range:

- Missing /u/ (moon), /m/ (milk) ⇒ Low frequencies
- Missing /a/ (car), /i/ (leaf/see) ⇒ Vowel clarity / mid frequencies
- Missing /n/ (nose), /h/ (hat), /ʃ/ (jump), /z/ (zebra) ⇒ Mid-high consonant bands
- Missing /sh/ (shoe), /s/ (star) ⇒ Very high frequencies

If hearing changes from one day to the next, check:

- battery
- coil
- microphone
- occlusion
- ear infection
- mapping changes

Then repeat the check.

If missing sounds persist, contact your audiologist.

How often to use this screening tool

- For [young children](#) or [children new to technology](#): [daily](#).
- For children who are [stable listeners](#): [several times per week](#).
- After [illness](#), [mapping changes](#), or [technology issues](#).
- Whenever you notice a [change in listening or speech clarity](#).

Parents' reports help audiologists tune devices more accurately.

Final note

The Ling 10 (LMH Test) is a [screening tool](#), not a diagnostic test.

It helps you monitor your child's listening at home and supports your clinical team in adjusting their technology.



/u/ - "oo" (moon)

ABOUT THIS SOUND: A long, rounded vowel made with lips pushed forward. Encourage the child to listen for the long "oo" sound, not the whole word moon.

CAREGIVER CUE: Make your lips round and say "oo". Only the sound, not the word.

Band 1 (200–1000 Hz) ⇒ Band 3 (1500–3000 Hz)

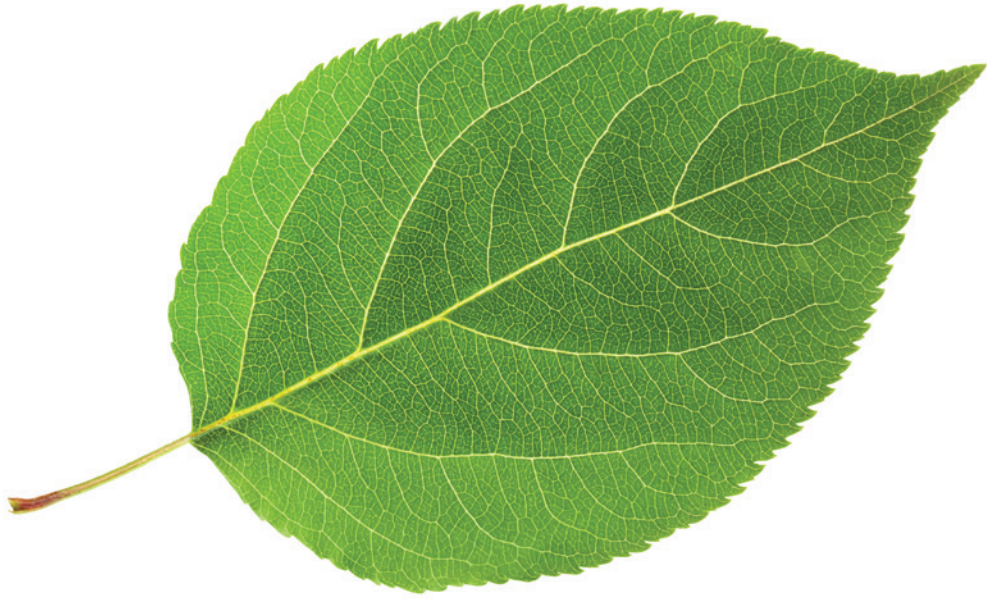


/a/ - "ah" (car)

ABOUT THIS SOUND: A wide, open vowel made with the mouth open and the tongue relaxed. The sound is "ah", like in car or arm.

CAREGIVER CUE: Open your mouth wide and say "ah". Only the sound.

Band 1 (200–1000 Hz) ⇒ Band 3 (1500–3000 Hz)



/i/ - "ee" (leaf)

ABOUT THIS SOUND: A bright, high vowel made with a wide smile shape.
The sound is "ee", like in leaf or see.

CAREGIVER CUE: Smile and stretch your lips to say "ee". Only the sound.

Band 1 (200–1000 Hz) ⇒ Band 3 (1500–3000 Hz)



/m/ - "mmm" (milk)

ABOUT THIS SOUND: A nasal sound made with lips closed and
sound humming through the nose like in milk.

CAREGIVER CUE: Close your lips and hum "mmm".

Band 1 (200–1000 Hz) + Band 2 (1000–1500 Hz) + Band 3 (1500–3000 Hz)



/h/ - "hhh" (hat)

ABOUT THIS SOUND: A gentle breath sound with no voicing.
It is produced by softly pushing air out like in the word hat.

CAREGIVER CUE: Whisper a soft "hhh" like warm breath on your hand.

Band 3 (1500–3000 Hz)



/n/ - "nnn" (nose)

ABOUT THIS SOUND: A soft nasal sound made with the tongue touching behind the upper teeth while air flows through the nose. The aim is "nnn", like in the word nose.

CAREGIVER CUE: Put your tongue behind your teeth and hum "nnn".

Band 1 (200–1000 Hz) + Band 2 (1000–1500 Hz) + Band 3 (1500–3000 Hz)



/dʒ/ - "dj" (jump)

ABOUT THIS SOUND: A quick "dj" sound made with the tongue briefly stopping the airflow, then releasing it. "dj" sounds like in the word jump.

CAREGIVER CUE: Make a small popping sound with your tongue: "dj".

Band 1 (200–1000 Hz) ⇒ Band 3 (1500–3000 Hz)



/sh/ - "shh" (shoe)

ABOUT THIS SOUND: A quiet hushing sound made with lips slightly forward and teeth close together. The sound is "shh", like in the word shoe.

CAREGIVER CUE: Make a gentle quiet sound: "shh".

Band 1 (200–1000 Hz) + Band 2 (1000–1500 Hz) + Band 3 (1500–3000 Hz)



/s/ - "sss" (star)

ABOUT THIS SOUND: A very soft high-frequency sound made with the tongue close to the top teeth. The soft “sss” sound like in the word star.

CAREGIVER CUE: Make a long soft sound like air through your teeth: “sss”.

Band 4 (3000 Hz and above)



/z/ - "zzz" (zebra)

ABOUT THIS SOUND: A buzzing sound made with the same tongue position as /s/, but with voice turned on. Use the “zzz” sound like in the word zebra.

CAREGIVER CUE: Make a buzzing sound with your voice: “zzz”.

Band 1 (200–1000 Hz) + Band 4 (3000 Hz and above)

Child: _____ Tester: _____ Date: _____

LING Sound	Training Word	Right Ear			Left Ear			Both Ears			With Remote Microphone Technology			Comments
		Reacted	Repeated	Distance	Reacted	Repeated	Distance	Reacted	Repeated	Distance	Reacted	Repeated	Distance	
/u/	moon													
/a/	car													
/i/	leaf													
/m/	milk													
/n/	nose													
/h/	hat													
/dʒ/	jump													
/sh/	shoe													
/s/	star													
/z/	zebra													

Note for the caregivers

Use ✓ for sounds your child hears, ✓ for sounds they repeat or point to the picture, and write the furthest distance they responded at (e.g., 1 m, 2 m, across room, behind).

Use the Comments column to note:

- Changes since last check
- Missed sounds
- Technology concerns (battery, coil, microphones)
- Illness or congestion
- Listening behavior

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