



## Children's Hospital Boston at Waltham

### Center for Communication Enhancement

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A teaching affiliate of Harvard Medical School

## Going for a New Map !!!

The following are examples of questions the cochlear implant audiologist may ask to parents when the child comes for a new map. Parents should inform the teacher and speech-language therapist about an upcoming mapping appointment a few days in advance, and give them permission to communicate with the audiologist. Information from the school staff is helpful in planning the best way to reprogram the speech processor and in helping the child to use it effectively.

### How the Child Uses the Processor

- How many hours a day does the child wear the speech processor? How many hours a day is the child awake but not wearing the processor?
- Has the child experienced any difficulties with the operation of the speech processor or the headset?
- Has the child experienced any irritation or other problem with the skin under the transmitting coil?
- Is the Dri-Aid Kit or other dehumidifier being used every night?
- How many hours of battery life is the child getting? What types of batteries are being used?
- Which settings has the child been using on the processor?
- First thing in the morning, does the child begin with those settings, or does the child need to listen to a quieter map first, and then go up to the settings that are used for the rest of the day?
- How long has the child been using these settings?
- Does the child use different settings for different listening conditions?
- Is the child independent in putting on the processor, adjusting it, and reporting problems?

### How the Child Responds to Sound

- On the usual settings, is any sound startlingly loud? Does the child remove his headset in the presence of any particular noise? (for example, the toilet flushing)
- On the usual settings, does the child find background noise unusually annoying or interfering?
- What changes were noticed in the child's listening and auditory abilities shortly after the last mapping session? Have any changes been noticed very recently?
- Has the child experienced any decrease in the ability to detect any sounds that he or she used to be able to detect? (for example, the /s/ sound)
- Has the child experienced any decrease in the ability to discriminate among sounds that he or she had been able to distinguish auditorily?
- Does the child appear to be "stuck" on development of any auditory skill that he or she has been working to achieve for a long time?

### How the Child Speaks

- What changes have been noticed in the child's speech production since the last mapping?
- Has the child shown any change in speech production away from more accurate productions that he or she had been using? (for example, adding a plosive sound at the beginning of words that begin with a vowel; adding a plosive in the middle of a word; substituting a fricative sound for a plosive at the end of a word; dropping initial or final consonants.)
- What changes have been noticed in the child's voice quality or vocal loudness since the last mapping session?

## How Are the Child's Audiological Needs Being Met?

- How is the child using the telephone? Listening to music?
- If the child uses an educational amplification system, is it working and used properly? If the child is using an FM receiver that plugs directly into the processor, it is helpful to bring the FM system (with the transmitter charged) to the mapping appointment. How does the child handle questions from other children about his or her equipment?
- Has there been any change in the child's educational services since the last mapping visit? Have any new issues been identified to address in the educational plan?
- When is the next educational team meeting to review the child's educational plan?
- Is there any other information the parent or school staff would like to share with the cochlear implant team?

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