

**Cochlear Implant Daily Checking Procedures**

It has been made very clear by the staff at the Yorkshire and the Manchester Cochlear Implant Centres that the parents/carers have ultimate responsibility for ensuring that their child's cochlear implant system is always working and for sorting out any problems themselves if possible or by contacting the implant centres and making arrangements for spares or replacements to be sent. All parents/carers have a supply of spares, eg leads, a coil, huggies and batteries. It is good practice to establish a routine whereby the child transports spares to and from home on a daily basis. It is then the responsibility of the school staff to carry out regular daily checks and to report any problems with the implant system direct to parents/carers, noting this on the checking sheets. Any suspected problems with a radio aid system connected to the implant will need to be reported to the SEND Teaching Support Team.

Included in this pack are step by step suggestions for daily checking procedures for the four different processors that are worn by our pupils at the moment along with a copy of a possible daily checking record sheet. It is suggested that the relevant sheet is copied and given to school staff along with a master copy of the daily checking record sheet for them to copy.

It is not necessary to use the listening/monitor headphones or signal checkers on a daily basis in school. Checks using this equipment should be carried out daily by the parents/carers. SEND Teaching Support Team staff will have the appropriate equipment and will be able to carry out thorough checks when they visit using the more detailed troubleshooting and information packs as reference.

Updated September 2014



### **Daily Checks for Advanced Bionics Harmony Cochlear Implant Processors**

NB: If the child or young person has two processors then carry out the steps below for each processor in turn.

- Look at the coloured light display on the processor and if it flashes green as you speak then you know that the processor is working.
- If the light flashes red then this normally means that there is a problem with the coil, it may have slipped slightly so reposition and if it still flashes red then there is probably a problem due to faulty equipment.
- If the light flashes orange then the battery is low and will need to be replaced.
- Carry out a visual check to ensure that all the equipment is there and connected properly and that it is of a good quality, ie no cracks, split wires etc.
- Carry out a listening activity that is appropriate for the child, eg bang a drum or say the child's name from behind and check for a response, ask an appropriate question and monitor the answer, observe how the child is functioning. Older children will often report if they have a problem.

NB: If the child or young person has two processors then carry out the above step when wearing only the right processor and then repeat with only the left processor.

- If there is a radio aid system connected to the implant then a further visual check of the radio aid equipment needs to be carried out along with an appropriate listening activity that checks the radio aid system specifically, see below:
  1. The student puts on only the right processor and all the equipment is switched on. The adult asks a relevant but easy question or gives an instruction to the student using the radio aid system from behind a closed door. The student should be able to answer the question or carry out the instruction. The question or instruction needs to be easy but not predictable, for example an easy times table problem or "what day is it tomorrow?" or "touch your toes" are useful. Questions such as "can you hear me?" or "is it working" are not helpful. Neither is it appropriate to ask the same question or give the same instruction every day.
  2. Step 1 above is repeated with the student wearing only the left processor.
- Complete a simple tick sheet daily to record that all the above has been done. If there are any problems with the implant system then record them on the sheet and contact the parents as soon as possible as they are responsible for sorting out any problems and for contacting the implant centre if necessary. If there are any problems with the radio aid system then record them on the sheet and report them to the SEND Teaching Support Team as soon as possible, giving as much specific and detailed information as possible.

NB: There is no need to use listening equipment, this only informs you of the quality of the microphone and doesn't give any information regarding what the child is able to hear.

**If there are problems with the radio aid system the following troubleshooting steps can be taken:**

**No sound picked up through one receiver:**

- Change the processor battery if one is available – ear level receivers are powered from the processor battery. There may be enough charge left in the battery to power the processor but insufficient for the receiver too.
- Make sure the battery is attached properly and the receiver is pushed firmly onto the processor. The connections can become worn over time and may need to be replaced.
- Check the metal contacts on the receiver. If they are dirty try to clean them gently with a soft cloth. If they are damaged or worn then contact the SEND Teaching Support Team.
- If an ear level receiver is used then try putting the receiver on the other processor, if possible, taking care not to confuse the two. This will help to establish whether or not the receiver is faulty and is useful information to pass on to the SEND Teaching Support Team.

**No sound through both receivers:**

- This means there is likely to be a problem with the transmitter.
- Check the transmitter is switched on.
- For radio aid systems (Genies and some Inspiros) check the correct frequency is displayed on the screen. If a different frequency is displayed then contact the Teaching Support Team.
- For digital systems (Roger Inspiros) check that the receiver is connected to the transmitter by pressing the connect button on the Roger Inspiro when it is next to the Roger receiver which must be connected to a hearing aid which is switched on.
- Make sure the transmitter is fully charged – the level is indicated on the screen.
- Check that the microphone is not on 'mute'.
- If the problem can not be resolved then contact the SEND Teaching Support Team.

**Interference or other sounds/voices are heard:**

- It is helpful to note the times and specific locations when this problem occurs and contact the SEND Teaching Support Team.

**Transmitter not holding its charge:**

- Charge the transmitter every night, not just when the battery indicator is low.
- If the transmitter does not have sufficient charge for one working day then contact the SEND Teaching Support Team to arrange for replacement batteries or, if it is a Genie transmitter, you can try different AA batteries.

## Daily Checks for Advanced Bionics Naida Cochlear Implant Processors

NB: If the child or young person has two processors then carry out the steps below for each processor in turn.

- Look at the coloured light display on the processor and if it flashes green as you speak then you know that the processor is working.
- If the light flashes red, once per second, then this normally means that there is a problem with the coil, it may have slipped slightly so reposition and if it still flashes red then there is probably a problem due to faulty equipment.
- If the light blinks red rapidly, more than once per second, then this means the coil is connected to the wrong implant, try it on the other side – only appropriate if child or young person has two implants.
- If there is a solid red light then there is a processor error – try removing the battery, re-insert it and restart the processor.
- If the light flashes orange then the battery is low and will need to be replaced. The light may fade completely.
- If there is a solid orange light then the battery is completely depleted and will need to be changed.
- Carry out a visual check to ensure that all the equipment is there and connected properly and that it is of a good quality, ie no cracks, split wires etc.
- Carry out a listening activity that is appropriate for the child, eg bang a drum or say the child's name from behind and check for a response, ask an appropriate question and monitor the answer, observe how the child is functioning. Older children will often report if they have a problem.

NB: If the child or young person has two processors then carry out the above step when wearing only the right processor and then repeat with only the left processor.

- If there is a radio aid system connected to the implant then a further visual check of the radio aid equipment needs to be carried out along with an appropriate listening activity that checks the radio aid system specifically, see below:
  1. The student puts on only the right processor and all the equipment is switched on. The adult asks a relevant but easy question or gives an instruction to the student using the radio aid system from behind a closed door. The student should be able to answer the question or carry out the instruction. The question or instruction needs to be easy but not predictable, for example an easy times table problem or "what day is it tomorrow?" or "touch your toes" are useful. Questions such as "can you hear me?" or "is it working" are not helpful. Neither is it appropriate to ask the same question or give the same instruction every day.
  2. Step 1 above is repeated with the student wearing only the left processor.
- Complete a simple tick sheet daily to record that all the above has been done. If there are any problems with the implant system then record them on the sheet and contact the parents as soon as possible as they are responsible for sorting out any problems and for contacting the implant centre if necessary. If there are any problems with the radio aid system then record them on the sheet and report them to the SEND Teaching Support Team as soon as possible, giving as much specific and detailed information as possible.

NB: There is no need to use listening equipment, this only informs you of the quality of the microphone and doesn't give any information regarding what the child is able to hear.

**If there are problems with the radio aid system the following troubleshooting steps can be taken:**

**No sound picked up through one receiver:**

- Change the processor battery if one is available – ear level receivers are powered from the processor battery. There may be enough charge left in the battery to power the processor but insufficient for the receiver too.
- Make sure the battery is attached properly and the receiver is pushed firmly onto the processor. The connections can become worn over time and may need to be replaced.
- Check the metal contacts on the receiver. If they are dirty try to clean them gently with a soft cloth. If they are damaged or worn then contact the SEND Teaching Support Team.
- If an ear level receiver is used then try putting the receiver on the other processor, if possible, taking care not to confuse the two. This will help to establish whether or not the receiver is faulty and is useful information to pass on to the SEND Teaching Support Team.

**No sound through both receivers:**

- This means there is likely to be a problem with the transmitter.
- Check the transmitter is switched on.
- For radio aid systems (Genies and some Inspiros) check the correct frequency is displayed on the screen. If a different frequency is displayed then contact the Teaching Support Team.
- For digital systems (Roger Inspiros) check that the receiver is connected to the transmitter by pressing the connect button on the Roger Inspiro when it is next to the Roger receiver which must be connected to a hearing aid which is switched on.
- Make sure the transmitter is fully charged – the level is indicated on the screen.
- Check that the microphone is not on 'mute'.
- If the problem can not be resolved then contact the SEND Teaching Support Team.

**Interference or other sounds/voices are heard:**

- It is helpful to note the times and specific locations when this problem occurs and contact the SEND Teaching Support Team.

**Transmitter not holding its charge:**

- Charge the transmitter every night, not just when the battery indicator is low.
- If the transmitter does not have sufficient charge for one working day then contact the SEND Teaching Support Team to arrange for replacement batteries or, if it is a Genie transmitter, you can try different AA batteries.

## Daily Checks for Cochlear Nucleus Freedom Cochlear Implant Processors

NB: If the child or young person has two processors then carry out the steps below for each processor in turn.

- Look at the digital display on the battery pack and refer to the official troubleshooting guide for interpretation of the error codes. It is important to check regularly that the system is switched on by looking at the display as some systems tend to switch themselves off!
- Carry out a visual check to ensure that all the equipment is there and connected properly and that it is of a good quality, ie no cracks, split wires etc.
- Carry out a listening activity that is appropriate for the child, eg bang a drum or say the child's name from behind and check for a response, ask an appropriate question and monitor the answer, observe how the child is functioning. Older children will often report if they have a problem.

NB: If the child or young person has two processors then carry out the above step when wearing only the right processor and then repeat with only the left processor.

- If there is a radio aid system connected to the implant then a further visual check of the radio aid equipment needs to be carried out along with an appropriate listening activity that checks the radio aid system specifically, see below:
  1. The student puts on only the right processor and all the equipment is switched on. The adult asks a relevant but easy question or gives an instruction to the student using the radio aid system from behind a closed door. The student should be able to answer the question or carry out the instruction. The question or instruction needs to be easy but not predictable, for example an easy times table problem or "what day is it tomorrow?" or "touch your toes" are useful. Questions such as "can you hear me?" or "is it working" are not helpful. Neither is it appropriate to ask the same question or give the same instruction every day.
    1. Step 1 above is repeated with the student wearing only the left processor.
- Complete a simple tick sheet daily to record that all the above has been done. If there are any problems with the implant system then record them on the sheet and contact the parents as soon as possible as they are responsible for sorting out any problems and for contacting the implant centre if necessary. If there are any problems with the radio aid system then record them on the sheet and report them to the SEND Teaching Support Team as soon as possible, giving as much specific and detailed information as possible.

NB: There is no need to use listening equipment, this only informs you of the quality of the microphone and doesn't give any information regarding what the child is able to hear.

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**If there are problems with the radio aid system the following troubleshooting steps can be taken:**

### **No sound picked up through one receiver:**

- Change the processor battery if one is available – ear level receivers are powered from the processor battery. There may be enough charge left in the battery to power the processor but insufficient for the receiver too.
- Make sure the battery is attached properly and the receiver is pushed firmly onto the processor. The connections can become worn over time and may need to be replaced.
- Check the metal contacts on the receiver. If they are dirty try to clean them gently with a soft cloth. If they are damaged or worn then contact the SEND Teaching Support Team.
- If an ear level receiver is used then try putting the receiver on the other processor, if possible, taking care not to confuse the two. This will help to establish whether or not the receiver is faulty and is useful information to pass on to the SEND Teaching Support Team.

### **No sound through both receivers:**

- This means there is likely to be a problem with the transmitter.
- Check the transmitter is switched on.
- For radio aid systems (Genies and some Inspiros) check the correct frequency is displayed on the screen. If a different frequency is displayed then contact the Teaching Support Team.
- For digital systems (Roger Inspiros) check that the receiver is connected to the transmitter by pressing the connect button on the Roger Inspiro when it is next to the Roger receiver which must be connected to a hearing aid which is switched on.
- Make sure the transmitter is fully charged – the level is indicated on the screen.
- Check that the microphone is not on 'mute'.
- If the problem can not be resolved then contact the SEND Teaching Support Team.

### **Interference or other sounds/voices are heard:**

- It is helpful to note the times and specific locations when this problem occurs and contact the SEND Teaching Support Team.

### **Transmitter not holding its charge:**

- Charge the transmitter every night, not just when the battery indicator is low.
- If the transmitter does not have sufficient charge for one working day then contact the SEND Teaching Support Team to arrange for replacement batteries or, if it is a Genie transmitter, you can try different AA batteries.

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### **Daily Checks for Cochlear Nucleus 5 (CP810) Cochlear Implant Processors**

This system comes with a remote control that is the main way of checking that it is working properly but parents are advised to keep this at home as it is very easy to interfere with the settings if you don't know what you are doing! It is possible for the parents to set up the system so that there are visible indicator lights on the processor so it is important to encourage them to do this.

- Check the indicator light, if it is flashing green then the system is working correctly. It may be flashing red or orange, if this is the case refer to the official troubleshooting guide.
- Carry out a visual check to ensure that all the equipment is there and connected properly and that it is of a good quality, ie no cracks, split wires etc.
- Carry out a listening activity that is appropriate for the child, eg bang a drum or say the child's name from behind and check for a response, ask an appropriate question and monitor the answer, observe how the child is functioning. Older children will often report if they have a problem.

NB: If the child or young person has two processors then carry out the above step when wearing only the right processor and then repeat with only the left processor.

- If there is a radio aid system connected to the implant then a further visual check of the radio aid equipment needs to be carried out along with an appropriate listening activity that checks the radio aid system specifically, see below:
  1. The student puts on only the right processor and all the equipment is switched on. The adult asks a relevant but easy question or gives an instruction to the student using the radio aid system from behind a closed door. The student should be able to answer the question or carry out the instruction. The question or instruction needs to be easy but not predictable, for example an easy times table problem or "what day is it tomorrow?" or "touch your toes" are useful. Questions such as "can you hear me?" or "is it working" are not helpful. Neither is it appropriate to ask the same question or give the same instruction every day.
  2. Step 1 above is repeated with the student wearing only the left processor.
- Complete a simple tick sheet daily to record that all the above has been done. If there are any problems with the implant system then record them on the sheet and contact the parents as soon as possible as they are responsible for sorting out any problems and for contacting the implant centre if necessary. If there are any problems with the radio aid system then record them on the sheet and report them to the SEND Teaching Support Team as soon as possible, giving as much specific and detailed information as possible.

Please note that this system has rechargeable batteries.

NB: There is no need to use listening equipment, this only informs you of the quality of the microphone and doesn't give any information regarding what the child is able to hear.

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**If there are problems with the radio aid system the following troubleshooting steps can be taken:**

**No sound picked up through one receiver:**

- Change the processor battery if one is available – ear level receivers are powered from the processor battery. There may be enough charge left in the battery to power the processor but insufficient for the receiver too.
- Make sure the battery is attached properly and the receiver is pushed firmly onto the processor. The connections can become worn over time and may need to be replaced.

- Check the metal contacts on the receiver. If they are dirty try to clean them gently with a soft cloth. If they are damaged or worn then contact the SEND Teaching Support Team.
- If an ear level receiver is used then try putting the receiver on the other processor, if possible, taking care not to confuse the two. This will help to establish whether or not the receiver is faulty and is useful information to pass on to the SEND Teaching Support Team.

### **No sound through both receivers:**

- This means there is likely to be a problem with the transmitter.
- Check the transmitter is switched on.
- For radio aid systems (Genies and some Inspiros) check the correct frequency is displayed on the screen. If a different frequency is displayed then contact the Teaching Support Team.
- For digital systems (Roger Inspiros) check that the receiver is connected to the transmitter by pressing the connect button on the Roger Inspiro when it is next to the Roger receiver which must be connected to a hearing aid which is switched on.
- Make sure the transmitter is fully charged – the level is indicated on the screen.
- Check that the microphone is not on 'mute'.
- If the problem can not be resolved then contact the SEND Teaching Support Team.

### **Interference or other sounds/voices are heard:**

- It is helpful to note the times and specific locations when this problem occurs and contact the SEND Teaching Support Team.

### **Transmitter not holding its charge:**

- Charge the transmitter every night, not just when the battery indicator is low.
- If the transmitter does not have sufficient charge for one working day then contact the SEND Teaching Support Team to arrange for replacement batteries or, if it is a Genie transmitter, you can try different AA batteries.

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### **Daily Checks for Cochlear Nucleus 6 (CP910) Cochlear Implant Processors**

This system comes with a remote control that is the main way of checking that it is working properly but parents are advised to keep this at home as it is very easy to interfere with the settings if you don't know what you are doing! It is possible for the parents to set up the system so that there are visible indicator lights on the processor so it is important to encourage them to do this.

- Check the indicator light, if it is flashing green then the system is working correctly. It may be flashing orange, if this is the case it could be one of the following. If not, refer to the official troubleshooting guide.
  - Flashing orange every second - the coil is off or is connected to the wrong implant processor battery is empty, charge the battery
  - Rapid orange flashes - there is a fault, report to parents
  - Steady orange light -

- Carry out a visual check to ensure that all the equipment is there and connected properly and that it is of a good quality, ie no cracks, split wires etc.
- Carry out a listening activity that is appropriate for the child, eg bang a drum or say the child's name from behind and check for a response, ask an appropriate question and monitor the answer, observe how the child is functioning. Older children will often report if they have a problem.

NB: If the child or young person has two processors then carry out the above step when wearing only the right processor and then repeat with only the left processor.

- If there is a radio aid system connected to the implant then a further visual check of the radio aid equipment needs to be carried out along with an appropriate listening activity that checks the radio aid system specifically, see below:
  1. The student puts on only the right processor and all the equipment is switched on. The adult asks a relevant but easy question or gives an instruction to the student using the radio aid system from behind a closed door. The student should be able to answer the question or carry out the instruction. The question or instruction needs to be easy but not predictable, for example an easy times table problem or "what day is it tomorrow?" or "touch your toes" are useful. Questions such as "can you hear me?" or "is it working" are not helpful. Neither is it appropriate to ask the same question or give the same instruction every day.
  2. Step 1 above is repeated with the student wearing only the left processor.
- Complete a simple tick sheet daily to record that all the above has been done. If there are any problems with the implant system then record them on the sheet and contact the parents as soon as possible as they are responsible for sorting out any problems and for contacting the implant centre if necessary. If there are any problems with the radio aid system then record them on the sheet and report them to the SEND Teaching Support Team as soon as possible, giving as much specific and detailed information as possible.

NB: There is no need to use listening equipment, this only informs you of the quality of the microphone and doesn't give any information regarding what the child is able to hear.

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**If there are problems with the radio aid system the following troubleshooting steps can be taken:**

**No sound picked up through one receiver:**

- Change the processor battery if one is available – ear level receivers are powered from the processor battery. There may be enough charge left in the battery to power the processor but insufficient for the receiver too.
- Make sure the battery is attached properly and the receiver is pushed firmly onto the processor. The connections can become worn over time and may need to be replaced.
- Check the metal contacts on the receiver. If they are dirty try to clean them gently with a soft cloth. If they are damaged or worn then contact the SEND Teaching Support Team.
- If an ear level receiver is used then try putting the receiver on the other processor, if possible, taking care not to confuse the two. This will help to establish whether or not the receiver is faulty and is useful information to pass on to the SEND Teaching Support Team.

### **No sound through both receivers:**

- This means there is likely to be a problem with the transmitter.
- Check the transmitter is switched on.
- For radio aid systems (Genies and some Inspiros) check the correct frequency is displayed on the screen. If a different frequency is displayed then contact the Teaching Support Team.
- For digital systems (Roger Inspiros) check that the receiver is connected to the transmitter by pressing the connect button on the Roger Inspiro when it is next to the Roger receiver which must be connected to a hearing aid which is switched on.
- Make sure the transmitter is fully charged – the level is indicated on the screen.
- Check that the microphone is not on 'mute'.
- If the problem can not be resolved then contact the SEND Teaching Support Team.

### **Interference or other sounds/voices are heard:**

- It is helpful to note the times and specific locations when this problem occurs and contact the SEND Teaching Support Team.

### **Transmitter not holding its charge:**

- Charge the transmitter every night, not just when the battery indicator is low.
- If the transmitter does not have sufficient charge for one working day then contact the SEND Teaching Support Team to arrange for replacement batteries or, if it is a Genie transmitter, you can try different AA batteries.

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### **Daily Checks for MED-EL Opus 2 Cochlear Implant Processors**

**NB:** There are no switches on the Opus 2 processor and it is adjusted using a Fine Tuner remote control. It is not anticipated that the Fine Tuner will be needed on a daily basis.

- Check the indicator light and refer to the official troubleshooting guide for interpretation of the signals.
- Carry out a visual check to ensure that all the equipment is there and connected properly and that it is of a good quality, ie no cracks, split wires etc.
- Carry out a listening activity that is appropriate for the child, eg bang a drum or say the child's name from behind and check for a response, ask an appropriate question and monitor the answer, observe how the child is functioning. Older children will often report if they have a problem.

NB: If the child or young person has two processors then carry out the above step when wearing only the right processor and then repeat with only the left processor.

- If there is a radio aid system connected to the implant then a further visual check of the radio aid equipment needs to be carried out along with an appropriate listening activity that checks the radio aid system specifically, see below:
  1. The student puts on only the right processor and all the equipment is switched on. The adult asks a relevant but easy question or gives an instruction to the student using the radio aid system from behind a closed door. The student should be able to answer the question or carry out the instruction. The question or instruction needs to be easy but not predictable, for example an easy times table problem or “what day is it tomorrow?” or “touch your toes” are useful. Questions such as “can you hear me?” or “is it working” are not helpful. Neither is it appropriate to ask the same question or give the same instruction every day.
  2. Step 1 above is repeated with the student wearing only the left processor.
- Complete a simple tick sheet daily to record that all the above has been done. If there are any problems with the implant system then record them on the sheet and contact the parents as soon as possible as they are responsible for sorting out any problems and for contacting the implant centre if necessary. If there are any problems with the radio aid system then record them on the sheet and report them to the SEND Teaching Support Team as soon as possible, giving as much specific and detailed information as possible.

NB: There is no need to use listening equipment, this only informs you of the quality of the microphone and doesn't give any information regarding what the child is able to hear.

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**If there are problems with the radio aid system the following troubleshooting steps can be taken:**

**No sound picked up through one receiver:**

- Change the processor battery if one is available – ear level receivers are powered from the processor battery. There may be enough charge left in the battery to power the processor but insufficient for the receiver too.
- Make sure the battery is attached properly and the receiver is pushed firmly onto the processor. The connections can become worn over time and may need to be replaced.
- Check the metal contacts on the receiver. If they are dirty try to clean them gently with a soft cloth. If they are damaged or worn then contact the SEND Teaching Support Team.
- If an ear level receiver is used then try putting the receiver on the other processor, if possible, taking care not to confuse the two. This will help to establish whether or not the receiver is faulty and is useful information to pass on to the SEND Teaching Support Team.

**No sound through both receivers:**

- This means there is likely to be a problem with the transmitter.
- Check the transmitter is switched on.
- For radio aid systems (Genies and some Inspiros) check the correct frequency is displayed on the screen. If a different frequency is displayed then contact the Teaching Support Team.

- For digital systems (Roger Inspiros) check that the receiver is connected to the transmitter by pressing the connect button on the Roger Inspiro when it is next to the Roger receiver which must be connected to a hearing aid which is switched on.
- Make sure the transmitter is fully charged – the level is indicated on the screen.
- Check that the microphone is not on 'mute'.
- If the problem can not be resolved then contact the SEND Teaching Support Team.

**Interference or other sounds/voices are heard:**

- It is helpful to note the times and specific locations when this problem occurs and contact the SEND Teaching Support Team.

**Transmitter not holding its charge:**

- Charge the transmitter every night, not just when the battery indicator is low.
- If the transmitter does not have sufficient charge for one working day then contact the SEND Teaching Support Team to arrange for replacement batteries or, if it is a Genie transmitter, you can try different AA batteries.