

Understanding Auditory Processing and How it Affects Learning

Introduction

1. Visual and auditory processing are the _____ of recognizing and interpreting _____ taken through the senses of _____ and _____. So while the eyes and ears take in information, it is the _____ that _____ or processes this information.
2. Slow or _____ processing is referred to as _____ (eyes) or _____ (ears) processing disorder.
3. Other names for Visual and Auditory Processing Disorder
 1. _____
 2. _____
 3. _____
 4. _____

NOTES:

Understanding Auditory Processing Disorder

1. Auditory Processing Disorder (APD) makes it difficult to:

1. _____
2. _____
3. _____
4. _____

NOTES:

6 Types of Auditory Processing Issues

1. Phonological Awareness or Phonemic Awareness:

The understanding that _____ is made up of individual _____ called _____ which are put together to form the words we write and speak.

Signs of Phonological Weakness

1. _____
2. _____
3. _____

NOTES:

2. Auditory Discrimination

Auditory discrimination is the ability to _____ differences in _____ (or sounds).

6 Types of Auditory Processing Issues (continued)

3. Auditory Figure-Ground Discrimination

The ability to focus on the _____ in a _____ setting.

4. Auditory Memory

Auditory memory is the ability to _____ information which was given _____.

Kids with difficulties in this area:

1. _____
2. _____

5. Auditory Sequencing

Auditory sequencing is the ability to _____ the order of items in a list or the _____ in a word or syllable.

6. Auditory Blending

Auditory blending is the process of putting together _____ to form _____.

Common Signs of Auditory Processing Disorder

- Find it hard to follow _____ directions, especially _____ instructions
- Says _____ a lot, even when he has _____ much of what was said
- Be easily _____, especially by _____ noise or _____ noises
- May _____ or have difficulty remembering _____; difficulty following directions in a series
- Has difficulty _____ complex sentence structure or rapid speech
- Have trouble with _____, which require the ability to process and interpret sounds
- Misspells and mispronounces _____ or omits syllables; confuses similar-_____ words (celery/salary; belt/built; three/free; jab/job; bash/batch)
- Struggle with oral (word) _____
- Find it hard to follow _____
- Finds it difficult to stay focused on or remember a _____ or _____
- Have poor _____ ability
- Find it hard to learn _____ or nursery rhymes
- Have trouble remembering _____ of what was read or heard
- Has difficulty processing and remembering _____ tasks but may have no trouble interpreting or recalling _____ environmental sounds, music, etc.
- May process thoughts and ideas _____ and have difficulty _____ them
- May be confused by figurative _____ (metaphor, similes) or misunderstand puns and jokes; interprets words too literally
- _____ people, especially if engrossed

Skills Affected by Auditory Processing Disorder

Communication:

May not _____ clearly

May drop the ends off _____

May confuse _____ long after peers

Academics:

Trouble learning to _____, _____, and _____

Trouble learning _____ and phonemic awareness

Trouble following _____ directions

Social Skills:

Trouble _____ and _____ stories or jokes

May avoid _____ because it is hard for them to process what's being said and think of an appropriate _____

Examples of Auditory Processing Disorder by the Grade

Preschool

Doesn't like being _____ to.

Hates _____.

Seems to _____ but not _____.

Gets tripped up by _____.

NOTES:

Elementary School

Can't stand _____

Isn't interested in _____

Forgetful

Has poor _____ skills

NOTES:

Middle School

May hate _____

Has trouble following _____

Often doesn't _____

NOTES:

High School

Seems _____ of _____

Isn't a great _____

Doesn't read _____

Forgetful

NOTES:

Diagnosing Auditory Processing Disorder

Not before age _____

Have a pediatrician rule out _____

Speech-Language pathologist or school psychologist can give tests that measure:
_____ language or listening _____ skills as well as
_____ abilities (or IQ)

Audiologist??

NOTES:

The ADP, ADHD, Dyslexia Connections

Many kids with APD also have _____, _____, or other conditions.

Recent research suggests that ADP may be a _____ factor to _____.

The exact _____ is unknown.

NOTES:

Treatments for ADP

Just as with dyslexia, there is no cure - or medication for ADP. Some treatments to help strengthen areas of specific weakness.

Speech Therapy

Can improve _____ of _____ sounds in words which can help with _____ skills.

Can help develop _____ skills

Can teach how to use language appropriately in _____

Reading Instruction

A _____ education therapist or _____ dyslexia tutor can help kids _____ sounds to _____ by clearly teaching the systems of _____, _____, and _____.

Auditory Training Therapy

Considered an _____ treatment

Known as _____

Berard Auditory Integration Therapy (AIT) _____

Treatments for ADP (continued)

Fast ForWord _____

The main goal of these programs is to improve _____
_____ through various activities or games.

_____ research to prove it works

Can Processing Speeds Ever Improve?

For a _____ of kids, their processing speed may _____
_____ with their peers. This _____ likely, but it _____ in
some cases.

Strategies for Helping Kids With Auditory Processing Disorder

Interventions must be _____ to the specific needs of the child

Do not _____ solely on an area of _____

Keep the specific _____ of _____ in mind

Plan specific _____ or _____ for the areas of difficulty

Accommodations for Students With Auditory Processing Disorder

- Close _____ and _____ to _____ outside noise
- Use _____ and _____ to reinforce understanding and memory
- Show rather than _____
- Use simple, one-step _____ or provide a _____
- Ask specific _____ as you teach to find out if they do _____
- Supplement with more _____ senses (use _____ cues, signals, _____, manipulatives)
- Reduce or space out _____. Give cues such as “_____?”
- Reword confusing _____ or _____ directions
- Teach abstract _____, word _____, synonyms/antonyms
- Vary _____ and _____ of voice, alter _____, stress _____ words Ask your child to repeat directions back to you. If he'll need to act on the directions later, ask him to write notes to remind himself.
- Allow them _____ to respond (“think time”)
- Have the student constantly verbalize _____, _____ words, _____, etc.
- Have your child _____ when you're speaking
- Speak at a slightly _____ and at a slightly _____.

Assistive Technology for Students With Auditory Processing Disorder

Text-to-speech software or audio books: _____

Noise cancelling headphones: _____

Assistive Technology for Students With Auditory Processing Disorder
(continued)

Captioning: _____

Audio recorders: _____

Personal Listening Devices: _____

NOTES: