

# DIAGNOSING AND TREATING AUDITORY PROCESSING DISORDERS

## POSITION STATEMENTS, RESOURCES FROM PROFESSIONAL ORGANIZATIONS

*Purpose of assessing auditory processing skills:* "(1) to identify the presence of abnormalities in or dysfunction of the CANS and diagnose (C)APD, and (2) to describe the nature and extent of the disorder for purposes of developing management and intervention programs for affected individuals." (AAA, 2010)

American Speech Language Hearing Association (ASHA):

- Technical Report on Auditory Processing (2005): <http://www.asha.org/policy/TR2005-00043/>

American Academy of Audiology (AAA):

- Clinical Practice Guidelines (2010): [https://audiology-web.s3.amazonaws.com/migrated/CAPD%20Guidelines%208-2010.pdf\\_539952af956c79.73897613.pdf](https://audiology-web.s3.amazonaws.com/migrated/CAPD%20Guidelines%208-2010.pdf_539952af956c79.73897613.pdf)

Colorado Department of Education:

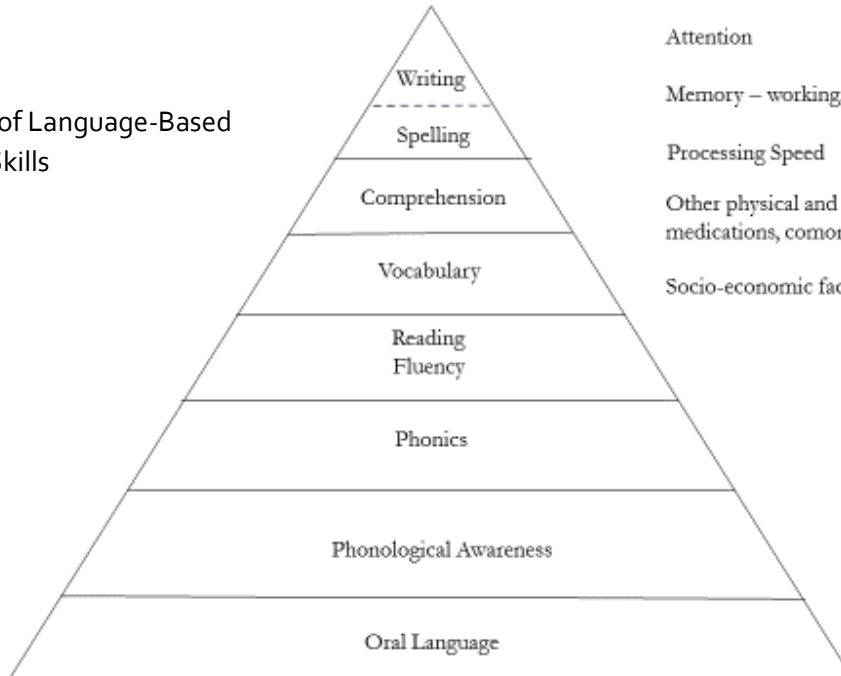
- (Central) Auditory Processing Deficits: A Team Approach to Screening, Assessment & Intervention Practices (2008): <https://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/apdguidelines.pdf>

## SIGNS & SYMPTOMS OF APD

The following are common behaviors commonly seen in individuals at risk for APD (AAA, 2010):

- difficulty understanding speech in the presence of competing background noise or in reverberant acoustic environments;
- problems with the ability to localize the source of a signal;
- difficulty hearing on the phone;
- inconsistent or inappropriate responses to requests for information;
- difficulty following rapid speech;
- frequent requests for repetition and/or rephrasing of information;
- difficulty following directions;
- difficulty or inability to detect the subtle changes in prosody that underlie humor and sarcasm;
- difficulty learning a foreign language or novel speech materials, especially technical language;
- difficulty maintaining attention;
- a tendency to be easily distracted;
- poor singing, musical ability, and/or appreciation of music;
- [and/or] academic difficulties, including reading, spelling and/or learning problems

Hierarchy of Language-Based Learning Skills



- Attention
- Memory – working, short, long-term
- Processing Speed
- Other physical and mental issues (e.g. medications, comorbid conditions)
- Socio-economic factors

