Recommendations for Persons with Auditory Processing Challenges

Select all that apply to your client!

Adjustment Strategies

- Strengthen skills
  - Strengthen language by writing in the language being studied and speaking it aloud to get used to the rules of the language and its grammar, as well as the pronunciation and meaning of vocabulary.
  - Use study tactics such as flashcards to strengthen memory.
  - Strengthen attention by focusing on one thing at a time, like assignments for foreign language classes, and by limiting distractions.
  - Speechreading - “read” the lips of others by watching mouth movements during speech to anticipate which word(s) have and/or will be said. For example, if someone were to say, “Bring me your work,” you would look for the lips to come together for the “b” and then round for the “r” in bring, and for them to round again for the “w” in work. By “reading” the lips in this way, you can anticipate the words which could come next, or guess which words were being said when listening became difficult.

- Take responsibility for listening
  - Use effective clarification skills by asking questions in class. Clarification skills are ways in which the listener can gain better understanding of what the speaker has said and resolve any confusion. For example, the listener can repeat the meaning of the message, as (s)he understood it, back to the speaker to check if his or her understanding of the message is correct.
  - Politely request information from others when listening becomes difficult or if the message becomes difficult to understand.
  - Ask your conversational partner to rephrase his/her message if you are unable to understand it.

- Active Listening Strategies
  - In the classroom, use active listening strategies such as sitting up straight and making eye contact with the professor.

- Vocabulary Building
  - Build knowledge of vocabulary to increase understanding by practicing writing down and saying the vocabulary words and their meanings aloud.
  - Practice using the vocabulary with and explaining its meaning to a partner or study group.

- Problem-Solving/Flexible Thinking
  - Think about and anticipate what could have been said when something is misheard, even if uncertain.
  - Use vocabulary and context to try to reason the meaning of words or phrases you did not hear or did not understand.
• Sorting
  o Use conversational context to sort things that are said by category to fill in missing information and/or improve listening.

• Keywords and Main Ideas
  o Use knowledge of keywords and context clues (hints from surrounding words and phrases) to extract the main idea of messages.

• Verbal Rehearsal
  o Practice speaking new words aloud to become accustomed to hearing the language and its sounds.

Environmental Modifications
• Improve signal to noise ratio through acoustic enhancements
  o Decrease Background Noise
    • Limit the amount of background noise (HVAC system noise, humming of projectors, fans blowing, etc) whenever possible by placing the noise behind you if unable to eliminate completely.
  o Wear hearing protection when around dangerous noise levels (hunting, yardwork, loud music, etc.).
  o Seating
    • Sit at the front of the room close to the speaker/professor and away from any distracting noise (hallways, doors, etc.).
  o Conversational Partners
    • Ask conversational partners to speak with a slower rate while enunciating their words.
    • Face conversational partners and make eye contact before beginning a conversation.
    • Ask conversational partners to make sure nothing is in front of their mouths during conversations

Study Strategies
• Review new vocabulary and topics before they are taught in class to increase familiarity.
• Read class material before it is covered in class.
• Print PowerPoint lectures to take notes on during class.
• Make use of visual aids such as written directions, graphic organizer/outlines, and checklists when studying to organize information and provide a visual representation of relationships between words and topics. Link to graphic organizers: http://www.enchantedlearning.com/graphicorganizers/
• Use someone to take class notes and/or compare your notes with.
• Study for tests and other assignments in small groups.
• Do not schedule classes that require heavy listening back-to-back.
• Record presentations and lectures, with the speaker’s permission, to review at a later time.
• Use test-taking strategies such as reading test directions carefully, crossing out answers you know are incorrect, paying close attention to matches or discrepancies between grammar in test questions and answer choices, using clues from other test questions, and reviewing all test questions after completing the test.

Self-Advocacy
• Inform others (teachers, students, family members, etc) of listening difficulties.
• Be active in letting others know what helps you listen and understand better.

Other Recommendations
• Utilize the professor’s office hours to discuss material that he is uncertain of;
• Discuss personal learning styles with professor
• Utilize tutoring services;
• Sit in the front or second row of the classroom
• Sit with back to noise sources, including windows and doors;
• Ask questions in class to clarify information he is unsure of;
• Record lectures for playback and review later (with the professor’s permission);
• Continue to review readings and notes before and after class;
• Build knowledge of new vocabulary by writing the words and saying them aloud;
• Use context to understand the meaning of unfamiliar/unclear words or phrases of words;
• Take listening breaks by scheduling breaks between classes and activities that require intense listening;
• Take all foreign languages from the same professor, if possible;
• Learn a set of questions to use when needing to ask for clarification in class (i.e. “Can you say that in English?”, “Can you repeat that?”, “Slower, please.”).
• Continue using flashcards, online quizzes, and workbook, and compare notes with classmates.
Interview for Auditory Processing Disorder
*Notes to the interviewer are italicized
**If the question has multiple parts, remember to ask one question at a time and pause so the interviewee can answer.

Verify information from the intake (name, age, school, address, phone number, email, etc.)

Basics
1. What brings you here today?

2. What do you hope to gain from this evaluation?

3. What is your major? What is your desired profession?

4. Why did you decide to get tested at our facility?

5. Describe the problem you are having. *Reword if the client does not understand: what is your main concern or challenge?*

6. Do you notice if you have more difficulty with *use wording of the challenge that the client uses* at other points of the day? *(Probe if needed: Is it easier to complete these tasks in the morning, afternoon, or evening)*
7. Do you engage in any recreational activities that may affect your hearing? (Probe if needed: Do you hunt/shoot guns, go four-wheeling, listen to loud music, etc.)

8. Have you ever been diagnosed with a brain injury? (Probe if needed: Have you been diagnosed with a concussion? Have you been in a car accident that caused head trauma?)

**High School**

9. What foreign languages did you take in high school? How long did you take these classes? Why did you choose that language over the others that were offered?

10. How often was your foreign language class scheduled? (Probe if needed: What was the delivery schedule? 4X4, A/B schedule, every day?)

11. What grades did you earn in foreign language classes? What grades did you get in general education classes? (Probe if needed: What do you think caused the difference in your grades? I.e. delivery method)

12. How were you graded in your foreign language classes in high school? (Probe if needed: Was your grade weighted on speaking/listening or reading/writing?)
13. Did you receive any accommodations in high school? (Probe if needed: Were you allotted extra time when taking tests, or alternate testing environments (quiet rooms), have a note taker? Were you offered any special education (SLP or learning disability services)?)

14. Did you receive gifted services in high school?

15. Is there anything you wish to share pertaining to your high school education that would be helpful for us to include in the evaluation?

**College**

16. What foreign languages have you taken/are you taking in college? How long did you take these classes? Why did you choose that language over the others that were offered?

17. How often was your foreign language class scheduled? (Probe if needed: What was the delivery schedule? Every day (50 minutes), twice a week (75 minutes), once a week (2 hours 45 minutes).

18. Realistically, how often do you attend classes? Is there a difference between your foreign language and general education class attendance? Why? (Percentage of attendance: 100%, 80%, etc.)
19. What grades did you earn in your foreign language classes?

20. What grades did you earn in other classes? Probe: Biology, chemistry, English (Probe if needed: What were your best classes in college? What were your most challenging classes in college? Why do you think there is a difference in your grades?)

21. How were you graded in your foreign language classes in college? (Probe if needed: Was your grade weighted on speaking/listening or reading/writing?)

22. Do you currently receive accommodations from the Office of Disability Resources? Probe: Are you allotted extra time when taking tests, or alternate testing environments (quiet rooms), have a note taker?

23. Have you ever taken less than 12 credits per semester? Why?
24. Now we are talking about classroom environments as a whole. Tell me about a classroom where you experience the most difficulty. (Probe if needed: how many students are there; is there a lot of noise (fan, projector, outside noises); how large is the classroom; where are you positioned in regards to the professor; how are the seats arranged?)

25. How do you study for classes? Do these strategies differ from how you study for a foreign language? (flashcards, read material in advance, get notes in advance) What do you do in class to learn? Do you use the same method for all classes? How do they differ? Is it effective?

26. Do you notice a difference between professors in foreign language? What professor is/was better, stylewise? Please describe their teaching style and why you prefer that method over other teaching methods. (Do not include professors’ names)

27. Is there anything you wish to share pertaining to your college education that would be helpful for us to include in the evaluation?

Medical
28. Are you currently taking any medications? What are the medications for? Per your doctor, how often are you supposed to take your medication? Did you take them today? (Probe if needed: Are you supposed to take your medications daily or as needed?)
29. *If the interviewee states that they take medications for Attention Deficit Disorder (ADD), anxiety, or concentration, ask this question. If they do not mention a diagnosis listed above, disregard this question.*

If you do take any form of medication, do you notice a difference when you are taking it? Please describe the difference. *(Probe if necessary: Do you notice a difference in your concentration when you take *(insert medication name)*? Please explain)*

30. Do you have a family history of Attention Deficit Disorder (ADD), hearing loss, or auditory processing disorder (APD)? Which family members have this diagnosis?