
Auditory Processing Disorder Qualifying Considerations

Please note that ***APD is not a disability under IDEA, and the student must qualify for services under an accepted disability category (CD, LD, etc.) in order to qualify for special education services.*** If the results indicate an auditory processing disorder but the student does not qualify under an accepted disability category, **we will recommend classroom accommodations that can be written into a 504 plan.**

Prior to the assessment of Auditory Processing Disorder (APD), it is important to understand there are cognitive, developmental, and behavioral deficits which can interfere with the current tests for APD. Thus, it may be difficult to differentiate and diagnose APD from related deficits that have overlapping attributes such as ASD, ADD/ADHD, language deficits, learning disabilities, and cognitive deficits. Certain factors must be considered to determine the appropriateness of a referral:

- Hearing acuity must be within normal limits.
- For APD screening, it is generally not appropriate until the student is 5/6 years of age.
- For APD assessments, it is generally not appropriate until the student is 7/8 years of age.
 - This age criterion is important as it reflects the development component of the central auditory pathways.
- Cognitive ability must be within the normal range (> 85)
- Language can significantly impact the performance of these tests, so extra caution must be given to students who are non-native English speaking or struggle with skills that require a higher language processing level.
- Test procedures and interpretation for APD must be considered along with the results of a multidisciplinary assessment in order to look holistically at the student, and interventions are targeted to the problem and analyzed for their impact on the auditory processing issue.

Questions to be considered prior to an APD referral to an Audiologist:

- What behaviors does the student exhibit which may be indicative of or associated with auditory processing difficulties?
- How does the child respond to general auditory processing intervention strategies?
- What are the outcomes of RtI interventions?
- What is the age of the student?
- What is the student's cognitive status?
- What is the level of the student's speech/language competence and English proficiency?
- What is the student's hearing acuity?

General Auditory Processing Intervention Strategies:

- Strategic seating
- Reduced background noise in the classroom
- Highly structured, systematic, rule-based environment
- Eye contact
- Highly animated teacher with melodic voice
- Use of visual clues/demonstrations and examples/multisensory approach to

learning

- Ample repeated practice and review; pre-teaching
 - Chunking meaningful units, verbal chaining, rehearsal/re-auditorization, paraphrasing and summarizing
 - Check comprehension by asking for demonstration or paraphrase rather than repetition of information
 - Training for organization, study skills, note and test taking
 - If appropriate, written instructions
 - Use of multiple choice or closed-set tests
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Auditory Processing Disorder Referral Steps

Permission to Test form:

Hearing must be checked on the form.

Parent:

Have them fill out the Case History.

Teacher – Recommendations for questionnaires

Children’s Auditory Processing Performance Scale (CHAPPS) - The CHAPPS is used to quantify the observed listening behaviors of children 7 or older and can help determine individual management strategies for the student.

Screening Instrument for Targeting Educational Risk (SIFTER) – The SIFTER sifts out students who are educationally at risk, possibly as a result of hearing problems.

Speech-Language Pathologist – Recommendation for testing

The Clinical Evaluation of Language Function – Fifth Edition (CELF-5) – This test looks at Auditory Association/Receptive Vocabulary, Auditory Memory, Phonemic Awareness Skills, Auditory Comprehension and Auditory Cohesion Skills, Expressive Vocabulary Skills, and Word Retrieval Skills.

Psychologist – Recommendation for testing

A **comprehensive cognitive evaluation** appropriate for the students age and cultural factors.