

AUDITORY PROCESSING REFERRAL FORM DIRECTIONS:

Please consider the following when making a referral for APD testing:

1. APD evaluations are team assessments. ***A psycho-educational evaluation and a speech-language evaluation are required components of an APD assessment, and must be completed prior to submitting an APD referral.***
2. The student should be showing academic difficulties. Please consider that the purpose of testing completed in the district is not purely for diagnostic purposes, but is to determine the educational impact of the student.
3. Differential diagnosis is difficult. Students with ADD, language disorders, and/or autism spectrum disorders have auditory difficulties associated with their disabilities that may be mistaken for APD.
4. 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 services. If the results indicate an auditory processing disorder, we will recommend classroom accommodations that can be written into a 504 plan if the student does not qualify under an accepted disability category.
5. Children who cannot be assessed for APD:
 - a. Children under the age of 6
 - b. Children with peripheral hearing loss
 - c. Non-English speaking children
 - d. Children with an intellectual function level at or below 85

To submit an APD referral please complete the attached form and mail to Kauri Sue Hamilton School - attention to your school's audiologist.

Auditory Processing Disorder Referral Form
Jordan School District Audiology
2827 W. 13400 S.
Riverton, UT 84065

Student Name: _____ Date of Referral: _____

School: _____ Age: _____

Parent's Name: _____ Current Grade/Track: _____

Home Phone: _____ Handedness: Right Left

Person Making Referral: _____ Position: _____

Current Special Education Services: _____

School Assessment Information

- Attach a copy of the student's current Team Written Report
- Additional testing which is not reflected on the Team Written Report should be listed below:

INTELLECTUAL EVALUATIONS

Test _____	Date _____	Scores _____
Test _____	Date _____	Scores _____
Test _____	Date _____	Scores _____

ACADEMIC EVALUATIONS

Test _____	Date _____	Scores _____
Test _____	Date _____	Scores _____
Test _____	Date _____	Scores _____

COMMUNICATION EVALUATIONS

Test _____	Date _____	Scores _____
Test _____	Date _____	Scores _____
Test _____	Date _____	Scores _____

OTHER (Adaptive, Behavioral, Perceptual/Psychomotor, Audiological, Vision, Etc.)

Test _____	Date _____	Scores _____
Test _____	Date _____	Scores _____
Test _____	Date _____	Scores _____

Summary of Concerns: _____

Signature of Principal: _____

FISHER'S AUDITORY PROBLEMS CHECKLIST

Observer: _____ Position: _____ Date: _____

Please check the box before each item that is considered to be a concern by the observer:

- 1. History of hearing loss.
- 2. History of ear infection(s).
- 3. Does not pay attention (listen) to instruction 50% or more of the time.
- 4. Does not listen carefully to directions--- often necessary to repeat.
- 5. Says "huh" or "what" five or more times a day.
- 6. Student cannot attend to auditory stimuli for more than a few seconds.
- 7. Short attention span: 0-2 minutes 2-5 minutes 5-15 minutes 15-30 minutes
- 8. Daydreams--- attention drifts.
- 9. Easily distracted by background sound(s).
- 10. Difficulty with phonics.
- 11. Problems with sound discrimination.
- 12. Trouble recalling a sequence student has heard.
- 13. Forgets what is said in a few minutes.
- 14. Does not remember simple routine things from day to day.
- 15. Problems recalling what was heard last week, month, year.
- 16. Difficulty following auditory directions.
- 17. Often misunderstands what was said.
- 18. Does not comprehend many words--- verbal concepts for age/grade level.
- 19. Slow or delayed response to verbal stimuli.
- 20. Has a language problem (morphology, syntax, semantics, pragmatics).
- 21. Has an articulation problem (phonology).
- 22. Child cannot always relate what is heard with what is seen.
- 23. Learns poorly through the auditory channel.
- 24. Lacks motivation to learn.
- 25. Performance is below average in one or more subject areas.