

Auditory Processing Services

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to the American Speech-Language-Hearing Association (ASHA, 1999).

Jack Katz, PhD, a leading expert in the field, describes auditory processing as “what you do with what you hear.” While a professor at SUNY Buffalo, he led in the development of a battery of tests called the Buffalo Model that describes four clusters of test results and behavioral characteristics for those diagnosed with what he calls a central auditory processing disorder (CAPD); Tolerance Fading Memory, Decoding, Integration and Organization. Each of these four categories has been associated with a specific region of the central nervous system and has been useful in diagnosing CAPDs as well as recommending appropriate therapeutic strategies to help improve the student’s functional skills. Audiology Partners, LLC in Marlton, NJ (<http://www.hearingaidsnj.com/>) provides CAPD assessments that follow the Buffalo Model of testing in our area.

Behaviors of children considered at risk included:

- ◆ Frequently misunderstands oral instructions or questions
- ◆ Delays in responding to oral instructions or questions
- ◆ Says “Huh” or “What” frequently
- ◆ Frequently needs repetition of directions or information
- ◆ Has problems understanding in background noise
- ◆ May have problems with phonics, discriminating speech sounds and/or sound distortions in speech (particularly /r/, /l/, /s/)
- ◆ May have poor expressive or receptive language skills

An auditory processing disorder is defined as a breakdown in the auditory nervous system that interferes with rapid and efficient awareness, recognition, decoding and integration of auditory signals especially those occurring in speech. In other words, “the inability to understand spoken language in a meaningful way in the absence of what is commonly considered a hearing loss is referred to as an auditory processing problem,” according

- ◆ May have spelling, reading, and other academic problems
- ◆ May have “behavioral” problems

T’zuna Bria Speech & Feeding Services offers a number of therapeutic services for central auditory processing disorders for children ranging in age from five to six years of age to adulthood.

One program offered at our center was developed by Dr. Katz and is described in his therapy manual. This program provides the foundation skills many students may be missing that impact academic progress in phonics, reading, spelling and following oral directions and includes the following activities:

- ◆ Training in hearing sounds more accurately (Phonemic Training),
- ◆ Training in putting sounds together in words (Phonemic Synthesis),
- ◆ Training in listening to words in background noise (Words in Noise)
- ◆ Training in increasing auditory memory skills with numbers, words and sentences.

In addition to the foundation skills that are addressed in the Katz CAP therapy program, some students also need more specific therapy during and/or after this therapy program is completed. Other programs we provide at our office include Scientific Learning’s Fast ForWord (<http://www.scilearn.com/> products), Learning by Design’s Spell Talk tools (<http://www.learningbydesign.com/>) and Lexercise (www.lexercise.com). In addition, we work closely with Catherine Chase, MA, LDTC, a Psycho-Educational Diagnostician and Learning Consultant/Reading Specialist at our center who provides assessments and strategy interventions for students of all ages.

If you believe your student or child is struggling in any of the above areas, please contact the office for a free consultation. A multi-system approach is used to diagnose and treat the problems associated with CAPD to insure individual attention and success every step of the way!

“Let’s Work Together to Improve Auditory Processing Skills!”