

This is general information for your knowledge and understanding of how to support students with learning disabilities. It is important to remember that Auditory Processing Disorder affects all people differently. Speak with the student and family to understand how Auditory Processing Disorder affects the student and their learning and environmental needs. It is not Tutor Doctor's role to suggest a learning disability is present in a student, diagnose learning disabilities, suggest a course of action with the school, or to suggest treatment for learning disabilities.

What is Auditory Processing Disorder?

Auditory Processing Disorder affects the brain's ability to recognize and interpret information taken in by the ears. This is not a hearing difficulty, but differences in the way the brain deals with information provided by the sense of hearing.

Auditory Processing Disorder is also called **Auditory Perceptual Disorder**, **Auditory Processing Deficit**, or **Central Auditory Processing Disorder**.

What does Auditory Processing Disorder impact?

Auditory Processing Disorder can affect:

- **Phonemic Awareness:** the understanding that language is made up of different sounds. This can cause:
 - Difficulty recognizing and creating rhyme
 - Difficulty recognizing differences in phonemes (sounds)
- **Decoding:** the ability to match letters to their sounds
- **Auditory memory:** the ability to store and recall information that has been given verbally or has been heard
- **Auditory sequencing:** the ability to remember and reconstruct the order of items in a list or sounds in a word. For example:
 - Saying or writing "ephalant" instead of "elephant"
- **Auditory blending:** the process of putting together phonemes (sounds) to form words. For example:
 - The individual phonemes d, o, g are blended together to form "dog"

Strategies for Supporting Students Who Have Auditory Processing Disorder:

- Reduce background noise and auditory distraction.
- Try visual learning strategies (see the Learning Styles Guide for ideas).
- Have the student review study guides, outlines, or notes before a session to help refresh their memory.
- Provide new vocabulary or concepts in writing before the session in which they will be covered so the student can familiarize themselves with them and give you their full attention during the session.
- Pause frequently when speaking.
- Give the student time to process information- both when speaking to you and listening to you.

- Ensure the student can see your face when you are speaking.
- Consider taking an audio recording of sessions so students can listen again and again.
- Picture cards and/or flash cards are very helpful for young students.
- Have the student rephrase what you have said to help them process information.
- Encourage the student to speak up when they need you to repeat yourself or clarify information.
- Use written lists and reminders to help them remember important homework or tasks.
- Have them visualize important points, facts, or images to help memory.