

# 1. How does APD challenge people in their everyday lives?

People with APD commonly report some or all of the following:

- Difficulty localising and 'tracking' sounds
- Hearing when signal is not clear or 'degraded' (e.g. accents, telephone)
- 'Mishears' auditory information (e.g. lethal/legal)
- Takes longer to respond to and process auditory information
- Poor listening skills and auditory attention
- Poor auditory memory
- Music perception difficulties
- Above difficulties may be exacerbated in noisy or reverberant environments

Additionally, in children there may also be reports of:

- Delayed auditory milestones
- Difficulty with learning songs and nursery rhymes
- Difficulty with multiple auditory commands
- Possible speech & language delay/disorder
- Phonological and phonemic awareness, reading, spelling, and academic difficulties

## Question:

1. Which of these symptoms have you encountered in your work or personal life?
2. Which of these symptoms would affect your life the most/least?

## 2. How can people with APD overcome their challenges?

- Give child the opportunity to work in a quiet environment where possible – perhaps with a small group and an assistant.
- Consider implementing a “listening programme” of 10 minutes a day, delivered by a teacher’s assistant. See suggested resources on presentation.
- Teachers help by making it physically, visually and audibly clear when they are about to begin something important (e.g. When addressing the child use name first so that you gain attention before speaking an instruction).
- Give written instructions in clear bullet pointed steps.
- The child’s auditory memory is probably weak. The first part of an instruction may be heard, but not the rest. “Chunk” information/instructions. Praise each completed stage.
- Ask child discreetly to repeat back what he/she has been asked to do. This will build comprehension skills and ensure messages have been understood correctly.
- The level of concentration needed to keep up in order to listen effectively will be high and it will need to be sustained. Greater than average effort is required. This is exhausting and the child may “switch off” and day dream. Give “time out” in a quiet place if necessary/possible.
- Encourage child to watch and listen so that he/she has visual as well as auditory clues, so provide visual aids and prompts.
- Seek advice on improving existing listening conditions
- Give time to process what is heard (thinking time) without prompting straight away.
- Consider a trial of an assisted listening device
- Seat child close to the teacher so that distance and “noise” do not interfere with his/her ability to listen to speech effectively.
- Consider delivering spoken tests – particularly mental maths - at a slower pace – i.e. 10 seconds instead of 5 seconds per question. Perhaps the child could be part of a small group with a teaching assistant out of the main classroom to minimise feelings of isolation and being “different”.

**Go through each of these strategies and decide whether it aims to:**

- 1. Improve Auditory Input**
- 2. Improve Listening Skills**
- 3. Provide Multisensory Information**
- 4. Reduce Cognitive Demands (attention/memory)**

*Adapted from Practice Guidance British Society of Audiology Management of APD 2011,*  
**Appendix I. Strategies to minimise the effects of APD (primary schools)**