

From the Presentation of

Management of Auditory Processing Disorders

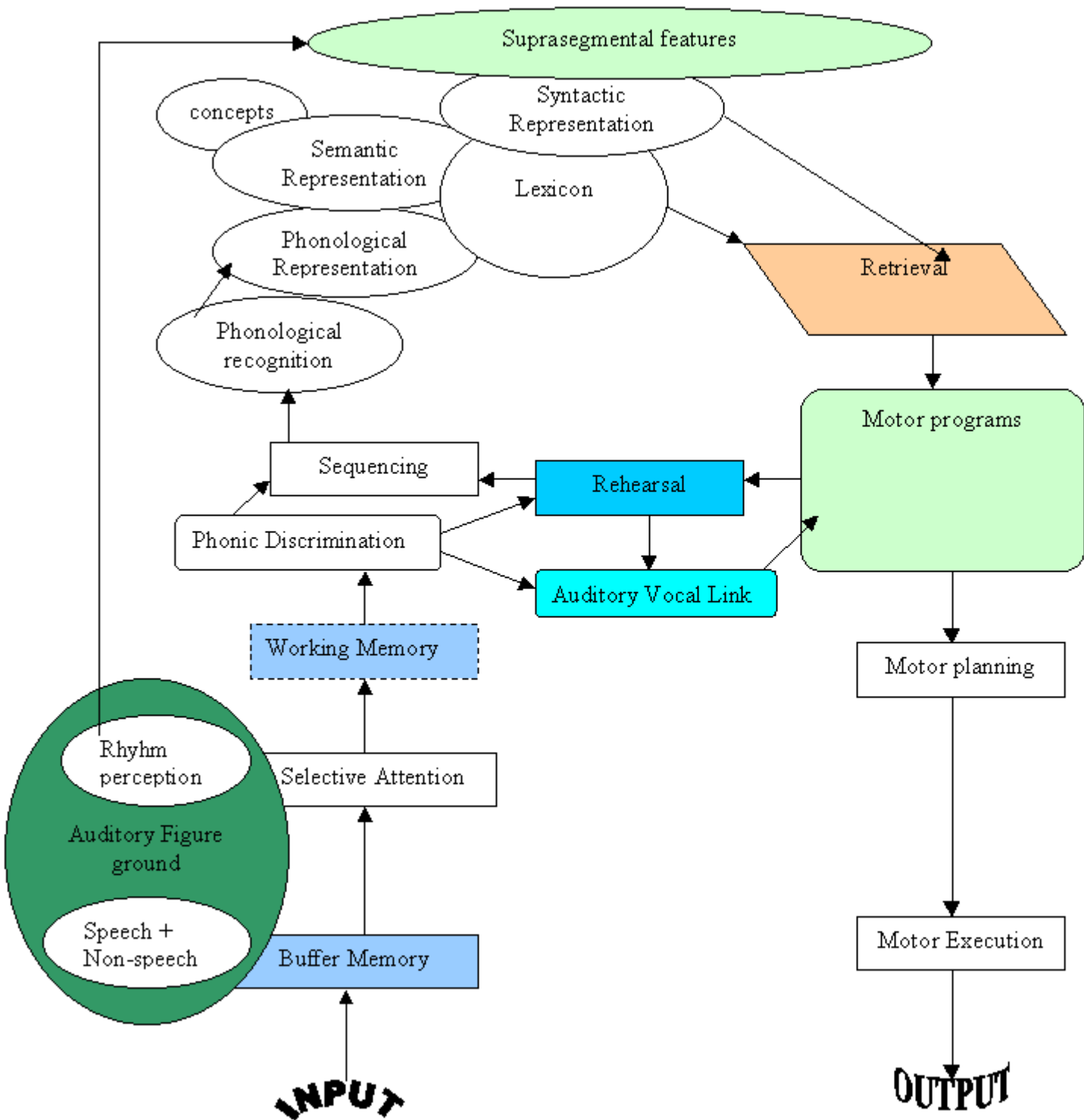
By Dilys Treharne

http://www.shef.ac.uk/uni/academic/R-Z/spsu/academics/treharne_dilys.html

This is a parent's summary of a presentation by Dilys Treharne
More detailed information is available from Dilys Treharne via Sheffield
University.

Processing Problems

Separating target sound from background noise
Auditory Closure tasks
Memory: Sequential and processing
Recognising sounds
Sequencing sounds
Sequencing Verbal Concepts
Rhythm/ pattern perception and prosody
Processing at speed
Integrating Speech with Movement



Environment Compensation Remediation

Bellis 1996 Tripod

FM sound reproduction systems
Visual aides / clues handouts
Demonstrations of task to be performed
Limited auditory input
APD is not curable
Use an Auditory recording device.

Remediation Activities

To reduce the degree of difficulty by training specific skills
To stimulate the system to produce a functional change
Reduce Redundancy of language - sample language

The Listening Program (TLP)

from

Learning-Solutions

or

Rocky Mountain Learning Systems

or

Advanced Brain Technologies

What is The Listening Program?

Sound Stimulation auditory training program
Derived from the Principles of Tomatis
Home programme
User friendly
8 week duration
8 CD set
classical music - filtered
sounds of nature

sounds played different speeds, and intensity etc.

What Mechanisms does it employ?

- Sonic Neuro-technologies
 - Filtering
 - Gating
 - Binaural beat effects
- Psycho-acoustic refinements

Assessments

- Scan C revised (Keith 2000) base line measure for screening
- GFW Auditory Skills Battery
 - Selective attention
 - Memory (Woodstock 1976)
- TAPS-R
 - Selected subtest (Gardner 1985)
- Rhythm test TraCoL (Treharne 1999)

Selective attention

Problems hearing Speech in a noisy background

Test used :

- GFW Test of Selective attention

Subtests

- Active listening - report what had been heard.
- Fan background (white noise)
- Cafeteria babble background (pink noise)
- Voice - person reading a story

Memory

Test of Auditory Perceptual Skills - Revised Gardener
Digit Span forwards
Digit Span reverse
Auditory Sequential memory
Digit span (TAPS)
Working memory
Reversed digit span (TAPS)

Rhythm

Temporal Pattern perception
TraCoL

For more detailed results and statistical data of the research done; please contact Dilys Treharne via Sheffield University.

Separating Target from background noise

Test :
SCAN,
GFW selective attention.
Therapy :
TLP,
Earobics
Discrimination tasks with increasing background noise

Auditory Closure Tasks

Test :
SCAN,
ITPA
Therapy :
Familiar lines completion
Rhyme activities
Missing syllable exercises
Missing phoneme exercises
Add background noise

Localisation training
TLP
Vocabulary building

Working Memory

Test :
Digit
Word and sentence span (TAPS)
GFW memory
Therapy :
Aunt Sally
Kim's game
Logic puzzles
Matching games
Earobics

Recognising Sounds

Test :
Tallal type discrimination tasks
SCAN
Standard auditory discrimination tasks- timed
Non speech patterns (eg TraCoL)
Therapy :
Phoneme discrimination training
Earobics
Prosody Training

Sequencing

Test :
Tallal type tasks
Verbal comprehension of a series of verbal concepts
Non speech sequences eg TraCoL
Therapy :
Earobics
Aunt Sally went to market
Kim's game with sequences
Some FastForward activities.

Temporal Pattern Processing

Tests :

TraCoL

Therapy :

Training in the recognition and use of prosodic aspects of speech eg
stress change eg *record* / *Record*

Sentence stress training

Non speech pattern recognition

Copying and word prosody recognition

Processing at Speed and Inter-hemispheric Processing

Test :

SCAN

Verbal comprehension tasks timed eg TROG

Therapy :

TLP

Cross modal exercises

Brain Gym

Singing to music

Integrating Speech with Movement

Test :

Walk talk tasks

Therapy :

Involves inter-hemispheric activity

Brain Gym

Following the use of The Listening Program during trials
(For more detailed results and statistical data of the research done; please
contact Dilys Treharne via Sheffield University.)

An improvement in auditory figure ground task was evident

An improvement in sequential memory tasks was evident

Qualitative changes in attention were noticed

Change was more marked in those more severely affected.

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