

# APDUK

Auditory Processing Disorder in the United Kingdom

## Newsletter

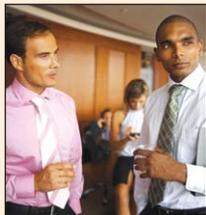
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### APDUK update

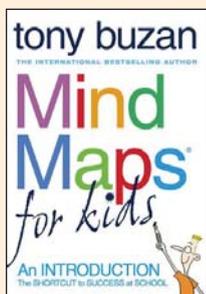
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[www.apduk.org](http://www.apduk.org)

Since the last APDUK Newsletter a great many positives have happened in the world of APD in the UK, too many to list in this short dispatch. However I will try to mention the main highlights, and apologise in advance for any omissions.

The AGM was attended by more members this year, but our discussions revolved around the imminent publication of the MRC pamphlet.

The two major improvements to our cause were the Medical Research Council's Institute of Hearing Research winning £12 million of UK Government funding for their first 5 year APD research program and APDUK being included in the consultation process prior to the publication of their first APD pamphlet. This can be viewed online at <http://apd.apduk.org/mrcihrapd.htm> or <http://www.defeatingdeafness.org/auditory-processing-disorder+page1654.html> and a similar article by Prof David Moore at <http://www.cafamily.org.uk/Direct/a82.html>

As part of the conditions of a link with Contact a Family, I have advertised a telephone support line, using my own telephone number 01442 214555, from 6.00 pm to 10.00 pm. Providing this service has been a problem for APDUK as some of the APDUK Executive Committee suffer from APD themselves and so have problems using the telephone as a form of communication.

APDUK was provided with a text-only copy of the pamphlet to display our website. The additional Acrobat file version of this text has been downloaded 288 times to date since it was added to our web site November 2004. Many of the referrals to this section came as a result of internet Showletters recommendation. I also have a new toy, a program that creates Acrobat format files, and I have taken advantage to add Acrobat version of some of the APDUK resource handouts. A compilation file of these handouts can be downloaded from <http://www.infosheets.apduk.org/> which has been downloaded 147 times so far. There is also a more extensive selection of downloads available in the APDUK Members area of

the web site.

APDUK was also given permission, by two well respected professionals Dr. Alan Gertner and Cate Turner, to publish APD friendly formatted versions of their web site and articles respectively. Together the new MRC pamphlet, and the previously published Management of Auditory Processing Disorders presentation by Dilys Treharne, now form the basis of the new APD section of the APDUK web site.

Cate Turner is also editor of 'Gifted', which is published by the New South Wales Association for Gifted and Talented Children Inc four times a year <http://www.nswagtc.org.au/index.html> They asked for a review of the APDUK web site, which appeared in the July 2004 edition.

APDUK has now met most of the conditions as set out by the Charity Commission with regard to acquiring Registered Charity Status; the only stumbling block is the financial requirements. There is a limit to how much we can expect from APDUK members in the form of fees. We have also become affiliates to Amazon whereby we gain a referral fee for each transaction resulting from a referral from the APDUK Book Section of the web site. Our current commission level is so low that Amazon are not able to send us a cheque yet. So please, if you are going to buy from Amazon, please go to the Amazon web site via our Book pages. <http://www.books.apduk.org/> It does not cost you any extra and will help us a lot.

Now that I am between jobs, I have had more time to visit the various Special Needs exhibitions of recent months to promote APD, and recently the new MRC APD pamphlet. Even some government departments were ignorant of the new publication; however that was soon remedied. I have also had time to improve the format of the APDUK web site, which now has Web page guide, and more links to related information.

**Graeme Wadlow**  
**Executive Chairman APDUK**  
[www.apduk.org](http://www.apduk.org)

### APDUK Mission Statement

*We aim to raise awareness and recognition of Auditory Processing Disorder as a disability, through educating both professionals and the public.*

*We aim to support research into APD, which will enable good diagnosis and treatment to be developed. We also support individual sufferers and parents/carers of individual sufferers, through self-help networks and internet forums.*

# The child with special educational needs and low self-esteem

By Alyson Mountjoy, Vice Chair APDUK

The issues that a child with learning difficulties has to deal with every day can be many, and will vary from child to child, according to the nature and extent of the difficulties. A common factor, however, and one of the most difficult to deal with, is their vulnerability to feelings of low self-esteem and self-confidence.

As well as being difficult for the child, it can also be awful for a parent to cope with. It is heartbreaking to see your child's happiness slip away with each passing day. One day you are looking on as your happy, lively toddler runs readily into nursery, full of anticipation and eager to learn, and the next you are helpless as your very unhappy child cries himself to sleep at night, hating school and wondering why he is so stupid. It is a living nightmare, living under a

just the same as all the other children in their class, in their street. They may have communication difficulties which will leave them disadvantaged, they might often misunderstand the words and intentions of others, and be misunderstood in return. They will suffer greatly as a result.

Often the first indications that there is something wrong, in any child, (whether because of bullying, self-esteem issues or social stress factors), are instances of tearful or angry outbursts at school or at home, seemingly over-reacting to incidents that they would normally ignore. Maybe there will be uncharacteristic bad behaviour, attention-seeking and increased sensitivity to criticism. They could be reluctant to go out to play, or lose interest in favourite games or hobbies. Perhaps there might

be unbearable. In older children and teens this can lead to self-harm, anorexia, bulimia, alcohol and drug use to help regain control or to punish themselves. This is not said to shock, this is fact.

All children who exhibit behaviours like this do so for a reason, which is that whatever has caused them to do so, they need help. If they are not given help, the situation will worsen, especially given that APD and other difficulties do not go away when you leave school, they are present through life, in all aspects of life. So too are the feelings of failure and helplessness, in the workplace, and in relationships.

Gifted children also have enormous pressure put upon them to achieve their potential. These pressures are often too much and they end up under-achieving, disaffected young people who drop out of school or college unable to cope with others' expectations of them. You only have to look at the rise in depression and suicide among teenagers to see how vulnerable they already are, without any added pressure being brought to bear. Giftedness, like disability, is also something that does not go away at 16.

For the dual exceptionalities child, who has learning difficulties and who is also bright, able or gifted, this vulnerability is doubled, because they know in their heart of hearts they are capable of so much more than their difficulties allow them to achieve. Sometimes the happy ignorance of not knowing one's potential is a blessing. Not so for these children. They might set themselves impossibly high goals that their intellect demands but that their difficulties

**“It is a living nightmare, living under a double edged sword of wanting to do what’s best for your child, seeing what the problem is and being helpless to prevent it.”**

double edged sword of wanting to do what's best for your child, seeing what the problem is and being helpless to prevent it.

These are not isolated occurrences among children, but a major problem which so often accompanies learning difficulties, one which should not be ignored or underestimated by parents, teachers or other associated professionals. A child who struggles both in school and out is doubly vulnerable, one with learning issues and often related social problems. This is a child who may suffer, often in silence, and will suffer daily from increasing feelings of self-doubt and inadequacy.

These feelings leave a child open to becoming a prime target for bullying, by those who are quick to pick up on a child's differences and weaknesses. In turn, they only serve to echo and seemingly validate the child's own doubts and fears, which quickly lead to feelings of hopelessness and frustration that can, in turn, lead to anxiety and anger. If you get called stupid often enough you start to believe it.

Children with Auditory Processing Disorder and other so-called invisible disabilities are particularly vulnerable because they have none of the outward signs of disability, like those who have physical disabilities, or blindness or deafness. They will appear, to unsuspecting adults and unknowing children, as being

even be stress-related indicators like aggression, nightmares or bedwetting, stress-related migraines, stuttering or stammering, occasional vocal or physical tics at times of stress (unlike those of Tourette's Syndrome, which are generally present all the time in varying degrees).

Possibly they might take comfort in routines or reverting to toys, books or activities like thumb-sucking, anything that brought them comfort when they were younger, taking them back to a time when

**“By the time these children reach their teens and other pressures are forced upon them, the load can become unbearable.”**

they felt safer, more in control. All of these things can be symptoms of a bigger problem, which in some cases can even lead to school phobia and in the worst cases post traumatic stress, and can even set the child on a downward spiral to depression and worse. They should not be ignored.

This lack of control over their lives is the hardest thing to deal with, especially if they see themselves and their difficulties as the cause of it. By the time these children reach their teens and other pressures are forced upon them, the load can become

render unattainable, all of which puts them in a constant position of failure. Or they might eventually come to think they are as stupid as others say they are, and lose all confidence in themselves and their abilities. As a parent it is unbearable to see your child giving up on themselves and the world around them.

Parents and educators need to be aware of the dangers that prolonged exposure to stress can do to a child. They should look out for them and be ready to step in to alleviate the stressors and help

the child regain their self-esteem, with positive reinforcement, praise and encouragement. A teacher who is tempted to imply that a child is lazy, slow or has a bad attitude to work, should think very carefully of the impact such words may have. It is unacceptable, especially as children who see teachers behaving in this way will copy such attitudes to perpetuate bullying, both in and out of the classroom, as they think it is OK to do so.

A child doesn't suddenly change their personality overnight without good reason. Instead of punishing uncharacteristic bad behaviour, parents and teachers should ask why it is

happening. Instead of telling the child they are under-achieving, they should find out why and work with the child to help them to achieve. Instead of isolating children with difficulties and allowing other children to reject and exclude them, they should ensure that other children in their class or street understand why the child behaves as they do, why they cannot communicate in the same way, and help them to find friendship and support from their peers.

Be aware of every child in your care, whether you are a parent or a teacher, SENCo etc. Help is available from GPs, Educational Psychologist, Children's Services or even the Samaritans. But the

first step in gaining help comes from the people closest to them.

Our vulnerable children have been isolated long enough. Please help them to learn to cope with the doubled emotional distress caused by their difficulties and poor self-esteem, and the accompanying educational and social pressures. The signs are there if you are willing to look.

We live in a society where achievement is deemed to be paramount. As a parent, I would settle for my children to be blessed with happiness.

**Alyson Mountjoy.**

***alanys@aol.com***

***Vice Chair Auditory Processing Disorder in the UK***

**For further information on Dual Exceptionalities, please see: [http://www.geocities.com/saylon\\_uk/gifted.html](http://www.geocities.com/saylon_uk/gifted.html)  
For further information on how to stop bullying, please see: [http://www.geocities.com/saylon\\_uk/AllforOne.html](http://www.geocities.com/saylon_uk/AllforOne.html)**

## To FM, or not to FM, that is the question

**H**i, my name is Louise, but some on the OldAPD List Group may know me as Nonny from overseas.

I developed a quite severe auditory processing disorder over five years ago. I went from being a highly competent and very successful professional person to one who understood the world around her intellectually the same as before injury but could no longer communicate her intelligence.

In fact, I was told many horrendously negative comments about how my life was going to be from then onwards, by health professionals who knew so little about auditory processing difficulties. The one thing I retained though was my driving determination to process sound as I am a passionate advocate in the area of social justice and it was incomprehensible to me that I would no longer be able to contribute.

Fortunately I was referred by the Audiologist who first diagnosed me to a University Hearing Clinic in my country where I met a specialist who knew all about auditory processing disorders; he was empathetic and caring and spoke to me in a manner that I could understand.

He reset my first pair of hearing aids to a sound amplification level that accentuated human voices and helped me to learn how to use a frequency modulation system with microphone.

FM brought about the most profound change in my life. I went from living in a world of bewildering confusion to having periods of time where I could understand my environment and with that returned the feeling that I was in control of my own destiny again.

I have to admit though there were times when I really felt like giving up as it was all just too hard. In this regard, the

internet saved my life as it was there that I met Dolfrog, Aly, Roo and V2 (on OldAPD's), who all helped me to refocus and find joy and laughter again.

But back to the equipment, the FM microphone had some significant shortcomings in that when it was turned on I could not hear people sitting closest to me but I could hear communications across the room, at lectures at University, or from my husband in a shopping mall. (We had some quite hilarious moments when I was trying to talk with a shop assistant and my husband was saying sweet nothings to me on the microphone!!).

During this period of time I was busy running a small but very vocal social justice group which helped me to maintain my skills base and gave me the opportunity to meet and speak with a wide range of people on a regular basis. It is all too easy to become insular and 'give up' verbal communications when you have APD however, by persisting, my verbal communications went from strength to strength.

Upon moving to Australia I was successful in finding employment as a Manager in a social justice organisation. But it was evident that my communication system (hearing aids and microphone) were not up to the job and I needed to upgrade. Fortunately one of my professional colleagues recommended an Audiologist who was enthusiastic about APD management and thus began the process of up-grading my equipment.

This Audiologist investigated the latest models of hearing aids and microphones. He then spent quite some time with my long-suffering partner and I, learning of my professional and our personal communication needs. From

these sessions I was equipped with a pair of Phonak hearing aids with built in FM. As well, my FM microphone was given a maintenance overhaul too. But the greatest advantage of this new system is that I can now have FM and hear what the people sitting close to me are saying. It is a huge bonus at work to have such capacity.

In conjunction with the hearing aids I also use a wrist watch with hearing aid control computer built into it. This is quite novel however if people don't know me, some think I am time watching during meetings so I have to be very careful when using the watch to explain that I am using the watch for hearing aid control purposes. This equipment has proven to be of enormous support professionally to the extent that most people are unaware that I have a communication disorder.

Recently, I applied for a position as Executive Officer of a social justice organisation, a role that I was working in immediately prior to injury and I am pleased to be able to advise that I have been successful in achieving the position. I have also completed post graduate studies in public policy and am now a third of a way through a Masters degree.

It truly is time that people stopped believing that APD prevents success. Providing we are given the opportunity and the equipment we can climb mountains that the poor unfortunates, who never grow because they do not have any challenges, cannot climb.

I highly recommend the use of Phonak FM hearing aids and microphone for people with APD.

***Ps: thank you to my husband and children who have persisted in loving me during this journey back.***

# Teaching children with learning difficulties – the SENCO’s view

By Clare Revera

As a primary SENCO with seven years experience it has been my great privilege to work with a range of children with a variety of learning difficulties. I work in a small, voluntary aided rural primary school on the edge of the Vale of Glamorgan. Our locality is conducive to including children with a diversity of needs into our mainstream school (a long taxi ride to the nearest special school or unit), however inclusion underlies the whole ethos and philosophy of our church school. We aim to provide ‘Excellence for All’.

Striving to provide an ‘excellent’ education for a child with Auditory Processing Disorder has been a new experience for us and finding the correct way to enable her to access the curriculum has been an interesting, although at times very frustrating, experience. Parents will no doubt empathize when I say that obtaining a clear multidisciplinary assessment and then obtaining the necessary support from the LEA is not an easy job. School, parents and specialists had to work very closely together to try to understand the condition, decide on the most appropriate form of support and then pressurize the Local Education Authority into providing that support.

## EXPERIENCED

Completing this process has resulted in a mixed system of support for the child which includes 5 hours 1-1 learning support assistance provided by the LEA under a ‘Note in Lieu’ of a statement. The Learning Support Assistant is highly skilled and experienced and we have funded her to complete a 10 week ELKAN speech and language therapy course to ensure her skills are even more specialised. In addition to the 1-1 support we also provide cover for a scheduled planning meeting of classteacher and LSA to take place, specific literacy teaching and monitoring (Phonographix) and a comprehensive assessment profile which breaks the

National Curriculum into very small steps and ensures tight continuity and progression of skills. The system is flexible so that sometimes LSA support is in class and sometimes withdrawn (particularly for speech and language work). Parental liaison is daily through a home/school liaison book and concepts that need reinforcing are also sent home. We also have a Soundfield amplification system on loan from the pupil support service to trial in the classroom (although this has had to go for repair at the moment!).

We feel that this is providing a good level of support and the child is making good progress at present.

## PROTECTION

Our biggest disappointment has been the lack of school based SALT. The child was referred in Year 3 but an assessment still has not been undertaken, let alone a therapy programme been devised. Community speech and language therapy has unfortunately been sporadic. As for the future, I am concerned that the Note in Lieu will not provide the necessary protection for this level of support to continue when the pupil transfers to Secondary school. We need to make a decision as to whether to try to get the note in lieu converted to a full statement later this year. I am hoping that the SALT assessment will help here.

It is very easy to focus on difficulties and forget strengths. All children have a wealth of talent and many strengths, maybe not always where we expect to find them. Part of our job is finding those strengths and celebrating them.

The Special Needs Code of Practice 2001 states that a pupil with special needs should have his or her needs met; the special needs of pupils will normally be met in mainstream schools; the views of pupils should be sought and taken into account; parents have a vital role to play in supporting their pupil’s education and pupils with SEN should be offered full access to a broad, balanced and relevant education – we continually strive to offer this at St Brides School.

**Editor: This poem was written by another of our friends on the OldAPDs list, a lady from the US who tells of her feelings on being an adult with APD.**

I am a 45 year old divorced woman with a Master’s Degree in English and an invisible disability. I always knew something was wrong with me because I have struggled all of my life, socially and in school. I can never remember a time when I did not feel guilty for not being “normal.”

When my children got older, I returned to college. I still had problems with “hearing” and on the advice of a professor, I was tested for learning disabilities. I scored high in many areas, but severely low in auditory processing. After a lot of tests and a bit of drama, I was finally diagnosed APD. Thank God! A diagnosis! This poem reflects the mixed feelings I have about my my APD. It reveals the process of trying to reconcile my guilt over being different with my relief at finally knowing why.

## Atonement

*Warm sand closing around my bare feet*

*Binding and slowing my steps*

## Teasing

*Tides of lunacy swelling near Insistent*

*Comforting pain shielding me from the shards of clarity*

*Piercing my mind through the dimming fog of my dis-ease*

*Familiar*

*Feeling the frigid undertow suck me into nothingness*

*At one with the ocean*

*Knowing becomes my atonement*

By Nina

**Clare Revera is a SENCO at St Brides Major Church In Wales Primary School, South Wales**

# The trouble with strangers

By Damien Howard

Communication is about more than what is said and heard. People bring to a conversation a background of knowledge that helps or hinders the communicative process. This knowledge is particularly important with people with auditory processing difficulties. The relationship that people have provides the framework of knowledge that shapes their communication. With strangers, a limited knowledge of each other makes communication harder. Where people have an established relationship they find it easier to predict what the other may say- so it is easier to understand them.

*I have to understand people so that I can predict what they are going to say so that I do not miss too much.*

Knowing a person well also helps people to read their verbal and facial expressions more accurately.

*You have to know the person to read their expressions, not all mean exactly the same. With new people I can't judge intonation/pitch, so it's hard to know when they're joking, angry, sad, etc unless I know them.  
(It takes time) getting used to new voices.*

Familiarity also helps someone to know the best way of communicating with a person with auditory processing difficulties - how and where to say things. So, established relationships support the communicative process in various ways. These issues have important social implications for those with auditory processing difficulties.

People with auditory processing difficulties are often more at ease with people they know well. Many people prefer to socialize only with those they know well as they find it hard to meet and socialize with new people. At work this may mean people gravitate to jobs where they have a stable and limited range of people they have to communicate with. One man I worked with had established a small family business where he worked mostly with family members and a few well known employees.

Nevertheless, some people with auditory processing difficulties can adapt to working with strangers. One woman I

worked with was very successful in the tourist industry where she was working with a constant parade of new clients. She knew the products she sold very well and had a range of 'mental scripts' that helped her make her interactions with travelers predictable. Her highly developed skills in reading body language meant that she was very client focused. Yet, despite this success, she found it difficult when her organization gathered staff together from different offices for team building days and confronted them with unfamiliar situations - she found that coping with unpredictable events in a group of people she didn't know well was terrifying.

This highlights the way in which people with auditory processing problems can be prone to anxiety. The level of understanding they need to be comfortable in a social situation is greater than for others and they can experience anxiety when they are in situations where unknown people are doing unpredictable things. It may be worse if you know you will meet strangers and think about it before. Many people find anticipating meeting strangers harder than if it just happens. Some people find they get so worked up being with strangers that it is hard to think, which makes listening even harder.

However, in established relationships people with auditory processing difficulties can be devoted partners and friends. They are often not as easily distracted by enthusiasms for new friends or new jobs. Preserving established relationships is often a priority so they can be reliable friends, partners and employees. They can be uncomfortable with strangers. This is particularly true when people's auditory processing difficulties are compounded by cross cultural communication issues. It is even harder to understand strangers from another culture. This is important for groups such as Indigenous Australians, many of whom have auditory processing problems related to endemic childhood middle ear disease.

People with auditory processing problems are at their best with people they know and with whom they are comfortable. The absence of stress and being accepted allows them to be more themselves as well as it being easier to communicate with well known people. Others accepting people's different

communicative needs is important for mental health as well as good communication.

Some ways of coping with social difficulties seeks to avoid difficulties, which may not always work. Some of these strategies are:

- *when in doubt, smile and nod*
- *pretend you have a hangnail that needs immediate attention*
- *if you don't get it, fake it till you do*
- *try to get away as quickly as possible*
- *pray that they are talkative*

Other strategies find ways to cope with difficulties. Some of these are:

- *Arrive early at social gatherings so you can watch and assess people as they arrive, instead of arriving to face a sea of unfamiliar faces.*
- *Find out who will be there and as much as you can what they are like before hand. This will help you feel more comfortable and even plan conversations.*
- *Don't forget others do not experience noisy group situations the same way that you do. Don't expect yourself to manage them as others do.*
- *Tell people when you find it hard to cope with the background noise.*
- *Go to social gatherings with a friend who knows you and can help to clear up any misunderstandings.*
- *Although it is easier to talk when you know others, take a risk and talk about what you are interested in to strangers.*
- *Find a quiet place and spend some time there.*
- *Use your understanding of body language to work out what is going on.*
- *Offer to help - having a job often makes it easier to cope, but don't hide in the kitchen.*

This article is based on comments made by clients or people participating in APDUK chat groups. The types of experiences described are not the same for everyone with auditory processing difficulties, but they are illustrative of the kinds of social difficulties and coping strategies of some people.

**Damien Howard is a psychologist interested in the social effects of listening difficulties. More information on his work is available at [www.eartroubles.com](http://www.eartroubles.com)**

# Dear Diary...

*I feel so sick inside and I do not know how to feel better. I have tried for so many years to fake being OK and to learn to pretend to be OK when I am not. It is not working. The house of cards has collapsed.*

*My disability is getting so bad that I cannot hide it anymore. I cannot play the disability card until I am employed. At this rate, I am doomed. My education and degrees are meaningless if I cannot function normally in a corporate environment.*

*I need to stay out of public places. I do not have the reserves to listen, screen, or try to tune out background noise while trying to listen to someone else's conversation. It disorients and nauseates me to even try.*

*I am losing it. I am not OK, and I am tired of trying to reassure people that I am.*

*I hate that when I feel terrible people won't leave me alone to withdraw and heal, and then they expect me to cheer up because they are there and ask me constantly how I am feeling.*

*I know it is out of caring and love, but that does not change the fact that it is draining me of what little emotional reserves that I might have left.*

*When I try to express what I am feeling, I am told to calm down. My feelings are invalidated. I think it makes people uncomfortable. So I must deal with all this pain and illness alone. God helps me. Thank you, God.*

*I feel like an evil person, but I cannot*

*deal with anything anymore, especially guilt. I feel so guilty that I cannot cheer up and make my friends happy, so I expend the last dregs of my waning and sick energy reassuring other people that I am OK when I am so very not. I feel like I will never be OK again. How is that for honesty? Does it seem as if I am wallowing in misery?*

*I hate imposing my depression on other people. I prefer to hide in my cave until it passes. Unfortunately for me, it simply is not passing. My meltdowns are becoming more frequent and more intense. The frequency and intensity makes it ever so much more difficult to ride out my abysmal episodes.*

*No, you cannot do anything to help and I do not want you to feel like you should. This is purely an informational epistle, not an invitation to for you to feel like you should help me or feel guilty that you cannot.*

*It is an irony that I can release others from guilt, but not myself. I cannot handle the guilt of not being able to pull myself out of the abyss for your sake, or anyone else's . . . even my own.*

*I just cannot get through this. My heart echoes with desolation.*

*I would say I am sorry, but I have not the strength to feel anything but desolate. I am still scared. But, I am strong and can be alone and in pain forever.*

*My sense of guilt is so deep and so intense that I feel that I cannot ever expect anything*

*from anyone, because I feel that I will never be able to meet their expectations and I will always feel like a failure in everything I do.*

*I cannot handle the guilt of still not being OK. But I cannot make myself OK, no matter how hard I try. I cannot inflict my depression on other people. It is stressful for them and for me too, to feel so much pressure from loved ones who are "there for me" and to reassure them that I am ok when I am so not. I put on the facade in the morning and by the afternoon, I am a sobbing mess. God help me. I am sorry that this has been all about me.*

*Sometimes intuition is a curse. Why did God give me this amazing gift and then allow the degradation of my understanding?*

*Forgive my rambling. I know that I am a mess, but I am just trying to make sense out of what seems senseless.*

**ANONYMOUS**

The identity of this writer has been concealed to maintain their privacy. We would like to thank them for their honesty and courage in submitting this excerpt from their diary, which shows those who do not have APD just what it's like to feel so alone. It also shows the importance of acceptance by friends and family, not only of APD or any other disability, but acceptance of who you are. Anyone experiencing depression should always tell someone and seek help and support.

## Essential fatty acids and specific learning difficulties

I first came across Essential Fatty Acids and their application for children and adults with Specific Learning Difficulties while trying to help my daughter who has moderate to severe Dyspraxia, Dyslexia and possible Auditory Processing Disorder.

My daughter was referred to the Dyslexia Research Trust for a visual assessment and while looking at information on their website [www.dyslexic.org.uk](http://www.dyslexic.org.uk) I found a very interesting article by Dr Alex Richardson, "Dyslexia, Dyspraxia and ADHD: can nutrition help?" which has now been updated on the website under nutrition research and includes the autistic spectrum.

This article led me to try a supplement called Eye Q (available in supermarkets and chemists and at [www.equazen.com](http://www.equazen.com)) which at the time only came in capsules which I opened and put into Tuna to disguise the taste. From there we started using the liquid version which came in lemon or vanilla flavours and I found that it really did seem to make a difference to her behaviour, less temper tantrums and improved reading and concentration which even her school SENCO noticed.

The research that Dr Richardson had

done was on a Dyslexic group and found positive results for both behaviour and learning, and now the research has been extended to Dyspraxic children in Durham with another double blind trial and an adult version known as the Mansfield study.

There is also another essential fatty acid supplement on the market, which I now use as it comes in a more concentrated format, and is being recommended by the Dyslexia Research Trust. This is called Mini Mor EPA for children and Mor EPA Smart Fats for adults and is available either from Healthy and Essential at [www.healthyandessential.co.uk](http://www.healthyandessential.co.uk) or from the Tesco's Nutricentre website [www.nutricentre.com](http://www.nutricentre.com) The childrens version comes as very small strawberry flavoured capsules which have no fishy taste at all and can be split open into food or drink.

So why do these children benefit from essential fatty acid supplements? Apparently they contain Omega 3 fatty acids which are essential for normal functioning of every cell in the body. Our western diets contain very little omega 3 fatty acids which come from oily fish so the best

way to help these children is by very good quality supplementation.

The best results from supplements of essential fatty acids can be seen after using them for 3 months. However there are no guarantees that it works for everyone, as each persons difficulties are different but it is definitely worth trying.

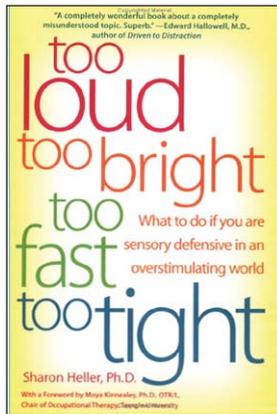
**by Angela Mitchell**

**Editor's comment:** *I recently tried the Mini MorEPA with my son and found that the strawberry flavour, although listed as natural, did not seem to taste or smell natural at all. The actual flavouring used was not listed on the packaging. While taking this supplement his behaviour became very over-active, like the reaction he experiences to diet drinks and other foods where chemicals are present that cause a similar reaction. The increased concentration and attention span benefits that he experienced from EyeQ were present, but were counteracted by the added restlessness and impulsivity. (My son does not have ADHD). This shows that although they all seem to have great benefits, it is important to find the product and dosage that suits your child best.*

# Suggested books

These books can be ordered via the APDUK book page at no extra cost to you, but it will help our funds as we receive a small commission from Amazon.

<http://www.books.apduk.org/>



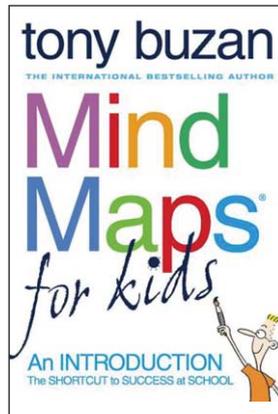
**Too Loud, Too Bright, Too Fast, Too Tight : What to Do If You Are Sensory Defensive in an Overstimulating World**  
by Sharon Heller  
Only available from Amazon in the US but can be ordered by clicking the link on the APDUK book page.

**When the Brain Can't Hear**  
Unraveling the Mystery of Auditory Processing Disorder  
Teri James Bellis, Ph.D.  
Amazon & Barnes and Noble

**Assessment & Management of Central Auditory Processing Disorders in the Educational Setting: From Science to Practice**  
Teri James Bellis, Ph.D.  
Amazon

**Handbook of Clinical Audiology**  
Jack Katz (Editor), Robert Burkard (Editor), Larry Medwetsky (Editor)  
Amazon

**Central Auditory Processing Disorders: Mostly Management**  
M. Gay Masters, G. Master, Nancy A. Stecker, Jack Katz  
Amazon



**Mind Maps for Kids: An Introduction**  
Tony Buzan  
Available from Amazon in the UK and can be ordered by clicking the link on APDUK book page.

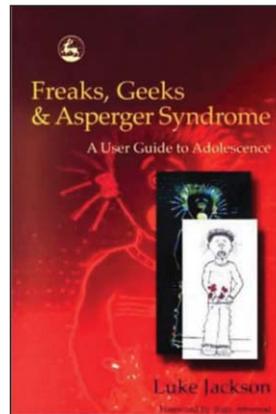
**The Einstein Syndrome: Bright Children Who Talk Late**  
Thomas Sowell  
Amazon

**Central Auditory Processing Disorders: New Perspectives**  
Gail D. Chermak, Frank E. Musiek, Chie Higuchi Craig  
Amazon

**Like Sound Through Water**  
A Mother's Journey Through Auditory Processing Disorder  
Karen Foli  
Amazon & Barnes and Noble

**"Words Fail Me": How Language Works and What Happens When It Doesn't**  
Priscilla L. Vai  
Amazon

**Smart Kids With School Problems: Things to Know and Ways to Help**  
Priscilla L. Vai, Patricia Vai  
Amazon



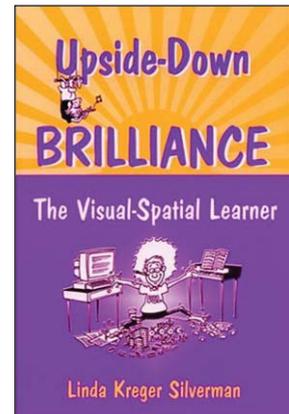
**Freaks, Geeks and Asperger Syndrome: A User Guide to Adolescence**  
Luke Jackson  
Available from Amazon in the UK and can be ordered by clicking the link on APDUK book page.

**The Dominance Factor: How Knowing Your Dominant Eye, Ear, Brain, Hand, & Foot Can Improve Your Learning**  
Carla Hannaford PhD  
Amazon

**In the Mind's Eye: Visual Thinkers, Gifted People With Dyslexia and Other Learning Difficulties, Computer Images and the Ironies of Creativity**  
Thomas G. West  
Amazon

**Language Processing Problems: A Guide for Parents and Teachers**  
Cindy Gaulin  
Amazon

**The Processing Program, Levels 2 and 3: Using Language Webs and Altered Auditory Input to Improve Comprehension**  
Sandra McKinnis  
Amazon



**Upside-Down Brilliance: The Visual Spatial Learner**  
by Linda Kreger Silverman  
Only available from Amazon in the US but can be ordered by clicking the link on APDUK book page.

**Childhood Speech, Language & Listening Problems, 2nd Edition**  
Patricia McAleer, Hamaguchi  
Amazon

**The Einstein Syndrome: Bright Children Who Talk Late**  
Thomas Sowell  
Amazon

**Smart Moves: Why Learning Is Not All in Your Head**  
Carla Hannaford PhD  
Amazon

**The Processing Program, Level 1: Using Language Webs and Altered Auditory Input to Improve Comprehension**  
Sandra McKinnis  
Amazon

**Brain Gym: Simple Activities for Whole Brain Learning (Orange)**  
Paul E. Dennison, Gail E. Dennison  
Amazon

Log onto [www.books.apduk.org](http://www.books.apduk.org) for more books on APD issues and related invisible disabilities

# APDUK Membership Application Form

## Auditory Processing Disorder in the United Kingdom

**I AM/WE ARE APPLYING FOR** (please tick)

Name .....

Address .....

.....

.....

Postcode .....

Tel. No.....(preferably not a mobile No)

Email .....

Please tick your preferred options regarding how we can contact you.

- Post       E-mail       Telephone

**I am interested in APD for one or more of the following reasons** (Please tick the relevant box(es) which apply to you)

- I think I may have APD
- A young member(s) of my family may have APD
- An adult member(s) of my family may have APD
- I have a professional interest regarding APD
- I am interested in issues relating to APD and the Education System
- I am interested in issues relating to APD and Employment
- I am interested in Support for Families coping with APD

**Please tick the nature of your interest**

- Audiologist
- Paediatrician
- Educational Psychologist
- Special Educational Needs
- Other
- Speech & Language
- SENCo
- Parent Partnership
- Occupational Therapist

- Individual Membership      **£5.00**
- Family Membership      **£7.50**
- Concessionary Membership      **£2.00**
- Professional Membership      **£10.00**

**TYPES OF APDUK MEMBERSHIP**

**Individual Membership**

Annual Membership for anyone with an interest in Auditory Processing Disorder. Parents, relatives, friends, of sufferers or even the individual sufferers themselves.

**Family Membership**

Annual membership for families who have an interest in Auditory Processing Disorder. This is a Single Annual payment for all the named members of a family unit.

**Concessionary Membership**

Annual Concessionary Membership is for someone interested in Auditory Processing Disorder and is in full time education, unwaged / low waged or over 60.

**Professional Membership**

Annual Membership for the many professionals groups whose work will involve them with those who suffer from APD and the related disabilities.

Please send the completed form together with a cheque made payable to APDUK to:  
**Mr. Mark Mitchell,**  
**Membership Secretary APDUK**  
**c/o Dacorum CVS, 48, High Street,**  
**Hemel Hempstead, Herts HP1 3AF**

### APDUK Chats

All APDUK members are automatically registered for our private chatrooms as part of their membership. We hold several chats a month, the details are listed below. They are held here.  
<http://client.sigmachat.com/sc.pl?id=46104>

For those who are not members and who wish to participate in our international and adults with APD chats, please contact me [olanys@aol.com](mailto:olanys@aol.com) as you will have to be registered in advance. Transcripts of the chats are only available to those who participate.

### CHAT DIARY:

**First Saturday of the month - APDUK International Chat.**  
 Open to everyone with an interest in APD. (International chatroom)

**Third Saturday if the month - APDUK Adults with APD chat**  
 For those interested in the issues surrounding adults with APD. (Old\_APD chatroom)

**Last Sunday of the month - APDUK Members Chat**  
 For paid members of the UK voluntary organisation APDUK. (APDUK\_members chatroom)

APDUK Committee meetings are held as and when necessary. Although generally for committee only, we often hold open meetings for all paid members who wish to contribute ideas and help, and who are always welcome to join the committee. (APDUK\_Exec chatroom)  
 You are all welcome to join us.

**Aly(olanys@aol.com) Executive Vice Chair APDUK: <http://www.apduk.org>**