
Why APD assessment? and Why APD therapy?

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Not only parents, but also many professionals, have difficulty understanding Auditory Processing (AP). This confusion is caused in part, because AP problems are heterogeneous, so they may look quite different from one child to the next. To add confusion there are many approaches in evaluating those children in dealing with their problems. It is also confusing to see the variety of tests that claim (probably correctly) to evaluate AP disorder or dysfunction (APD). Finally, it is often hard to see how the school/ communication problems for the child relate to the tests administered, and therapy or management strategies that are recommended. It should empower the parents to ask informed questions and ultimately get appropriate services.

The central auditory system is extensive and requires exquisite precision (little wonder that there is such diversity in AP problems, depending on where the breakdown/ difficulty may be). However, the relationship between the child's problems and the test results adds confidence to the diagnostic process. It helps in developing an effective program of remediation and support based on the test findings.

Our brain has to block irrelevant information and focus on relevant input from the ears. It combines the auditory and visual information, remembers what was heard, recalls what was stored, and maintains sequence and order of information flow.

Listening weakness occurs when specific parts of the auditory system do not coordinate and function efficiently. This is not a brain damage but rather an ineffective connection between stations in the brain. Due to differences in central nervous system functions and connections, it is very necessary for early identification of atypical processing in children to capitalize on nature's time-table in developing auditory skills. The specific problems when identified through tests will provide a good plan of action for remediation.

Regardless of the approach for remediation, it is imperative to know the therapist's past success stories in improving auditory skills. (Example: The Buffalo Model for Auditory Processing skills is one of the few approaches that has a strong history of success in improving listening abilities). Of course, not all children make equal gains. There are many factors that determine the extent of success in remediation. When issues do not resolve as expected, it requires further investigation. Regardless of the amount of improvement made, these children make positive gains in therapy.

PS: We believe that it is best to assess and treat Auditory Processing Disorders by addressing all the areas of listening skills (see the link: [Essentials of active listening in the 'About APD' page](#)) using a holistic approach.