
APD: A COLLABORATIVE EXPERIENCE BETWEEN ONE AUDIOLOGIST AND ONE SLP

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In Plain English, LLC

Clear, Confident Communication

DISCLOSURE

- **Financial Disclosure:** I am not receiving any financial support for my presentation at this conference.
 - **Non-Financial Disclosure:** I will be presenting information gained from my clinical experience in the field which supports collaboration between SLPs and Audiologists.
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BACKGROUND

- M.Ed. From the University of Virginia in 1978. Worked in public schools (2 years) , hospital inpatient and outpatient settings (4 years) , supervised therapists for a large corporate practice in nursing homes and rehab facilities (2 years).
 - Hiatus to raise children.
 - 2005-decided to come back to the field in the area of accent modification. Formed In Plain English, LLC
 - September 1996 “Central Auditory Processing: Mostly Management”, SUNY Buffalo, NY.
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APD and SLPs

WHY WE DO
WHAT WE DO.

...JUST ONE EXAMPLE...



EVALUATION

- Patient and parent complaint/description of the problem.
 - Case History- I always ask questions to clarify information. Quite often there is more to the story than is written on the form.
 - Standardized tests- qualitative and quantitative information.
 - Observations- spontaneous speech, following directions, etc.
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STANDARDIZED TESTS

- **When I see a client for an evaluation, I want a very thorough look at receptive and expressive skills.**
 - **A few favorite Tests:**
 - **Differential Screening Test of Processing**
 - **Auditory Skills Assessment**
 - **Comprehensive Test of Phonological Processing**
 - **Test of Auditory Processing**
 - **Test of Narrative Language**
 - **Executive Functions Test**
 - **Language Comprehension Test**
 - **Beery Visual Motor Integration Test**
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QUANTITATIVE AND QUALITATIVE INFORMATION FROM TESTING SESSIONS

- **Quantitative: Certain subtest scores appear to be lower in those suspected of having APD.**
 - **Test of Auditory Processing-3**
 - **Comprehensive Test of Phonological Processing-2**
 - **Articulation tests**
 - **Executive Function Test**
 - **Differential Screening Test for Processing**
 - **Auditory Skills Assessment**
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QUANTITATIVE AND QUALITATIVE INFORMATION FROM TESTING SESSIONS

- Quantitative: Certain test scores tend to be in the normal range with suspected APD although not always.
 - TNL- Test of Narrative Language
 - LCT-2- Listening Comprehension Test
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QUALITATIVE OBSERVATIONS

- During assessments, it is interesting to note:
 - How the child responds-too quickly, delays?
 - Are they comfortable asking for repetition?
 - Are they fidgety when the task is more challenging?
 - Are they able to persevere on tasks or do they give up easily?
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THERAPY- BASICS

- If possible, APD therapy is the first line of treatment.
 - Basics- How we listen.
 - Focus
 - Body awareness
 - Self-advocacy
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THERAPY BASICS

- Following directions of increasing difficulty
 - Recalling who, what, where, when, and/or why. following the oral presentation of one or more sentences.
 - Recall of orally presented lists of numbers, words.
 - Phoneme blending, manipulation, deletion tasks.
 - Articulation therapy.
 - Auditory discrimination of minimal pairs.
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THERAPY-BEYOND BASICS

- **Listening for key information.**
 - **Reading information accurately.**
 - **Comprehension of written and oral information.**
 - **Recognizing the importance of punctuation.**
 - **Visualizing and verbalizing.**
 - **Understanding intonation and the effect it has on meaning.**
 - **Pragmatic skills**
 - **Understanding humor.**
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FAVORITE BOOKS

- Eats, Shoots and Leaves Why, Commas Really DO Make a Difference! by Lynne Truss
 - Girl's Like Spaghetti Why, You Can't Manage Without Apostrophes! by Lynne Truss
 - Twenty-Odd Ducks Why EVERY Punctuation Mark Counts by Lynne Truss
 - How Much Can a Bare Bear Bear? What are Homonyms and Homophones? By Brian P. Cleary
 - You're Toast and Other Metaphors We Adore by Nancy Loewen
 - Crazy Like a Fox A Simile Story by Loreen Leedy
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THERAPY- BEYOND BASICS

- The fascinating world of multiple meaning words.
 - Idioms.
 - Expressions.
 - Matching tone of voice with oral message- are they compatible?
 - Understanding information with flexibility of language.
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FLUENCY AND APD

- Comorbidity between APD and stuttering / cluttering?
 - It seems likely in some cases given test results.
 - DSTP- 4/4 students failed at least one subtest at the acoustic level.
 - C-TOPP-2- 4/4 students failed the non-word repetition subtest.
 - 2 clients referred for APD testing had seen BRFS who said “the APD therapy wouldn’t help” according to the parents.
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WHAT HAPPENS IF WE DON'T DO OUR WORK!

STUDENTS MAY NOT REACH THEIR POTENTIAL

- AUDITORY SYSTEM INEFFICIENCY MAY BE MISINTERPRETED AS:
- BEHAVIOR PROBLEM
- LACK OF CONFIDENCE
- LAZINESS
- INATTENTION
- LACK OF COOPERATION

