



Educational Management of APD BAPA

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Who am I?

- Chair BSA APD SIG
- What is a TOD?
- What is role of TOD for APD?



Good listening skills enable us to...

- process a complex social existence with many people
- develop self orientation
- understand what is being taught, asked, answered, discussed and ordered



Auditory Skills

- How loud is it?
- What pitch is it?
- Attend to it
- Attend to it in conflicting background noise
- Where is it coming from?
- Is one sound different to another?
- Fill in the gaps
- What is the sequence?

OBSTACLES TO LISTENING



consider the impact of a poor listening environment

- Missing what teacher & classmates say
- Concentrate on an individual word and you may miss the meaning of the whole sentence
- Children cannot decode unclear words reliably until around 15yrs – even in quiet conditions
- Health issues for children and teachers
- Noise leads to noise. Noise leads to stress.
- Background noise in early years classes often greater than 85dBA

Speech intelligibility

“We would never teach reading in a classroom without lights. Why then do we teach in acoustical darkness? Speaking to a class, especially of younger children, in a room with poor acoustics, is akin to turning out the light.”

John Erdreich PhD

Not a problem if you have normal hearing and listening development?

The average student misses twenty five per cent of what you are saying.

If we're not careful

every child who.....

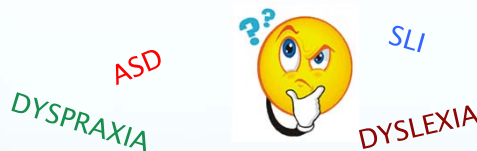
- is easily distracted
- has poor attention
- has poor reading skills
- forgets instructions
- drives the teacher potty

..... might have APD.



So - proceed with caution ...

Given the co-morbidity of Developmental APD, SLI and Dyslexia, the diagnosis made may be dependent on the professional seen



This is confusing for both professionals and parents – mixed messages, conflicting advice, time-consuming, expensive, therapy 'burn-out' for the child

N Campbell S'ton

A multi-disciplinary approach enables ...

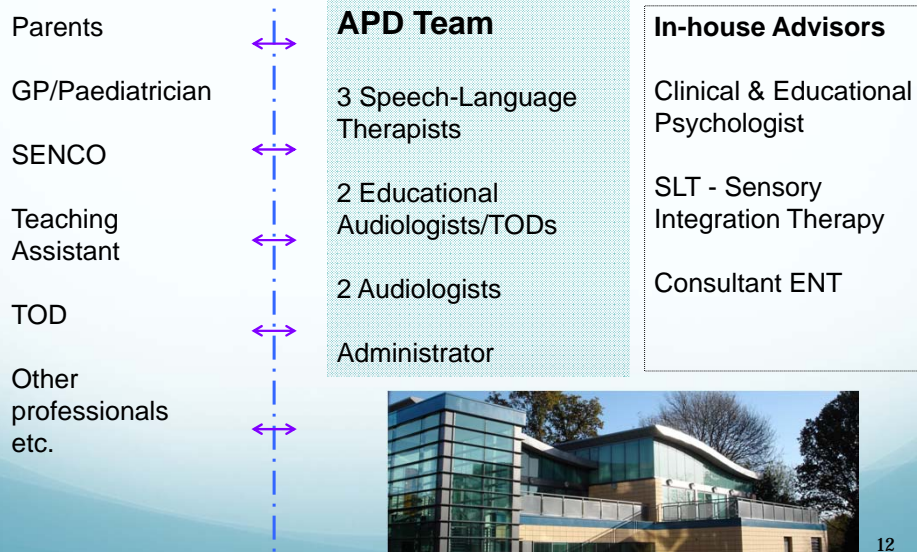
- The results of all assessments to be integrated in a holistic way
- The needs of the child to be prioritised and intervention more effective, because
- APD may not be the primary concern.



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Example of an Interdisciplinary APD Service, e.g. UoS

(Thanks to Prof. Nicci Campbell University of Southampton)



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What is 'APD'?

- APD is characterised by poor perception of both speech and non-speech sounds
- APD has its origins in impaired neural function
- APD impacts on everyday life primarily through a reduced ability to listen – and so respond appropriately – to sounds
- APD does *not* result from failure to understand simple instructions
- Poor listening is usually co-morbid with other disorders/difficulties

• BSA Position Statement on APD Prof. Dave Moore (March 2011) Currently under review

Hearing is passive - Listening is active.
Auditory Processing is what we do with the
sounds we hear

Listening skills have to be learned – and given time to develop



Three Categories of APD

- Developmental
- Acquired
- Secondary

But watch this space!

- The BSA Position Statement on APD is currently under review.
- Moser et al., *Otology & Neurotology*, 2013 suggest that the problem may lie in the ear.....
- Poor listening – in the same way as poor attention, poor reading skills or poor language development could be a symptom of multiple diagnoses which contribute to neurodevelopmental syndrome.

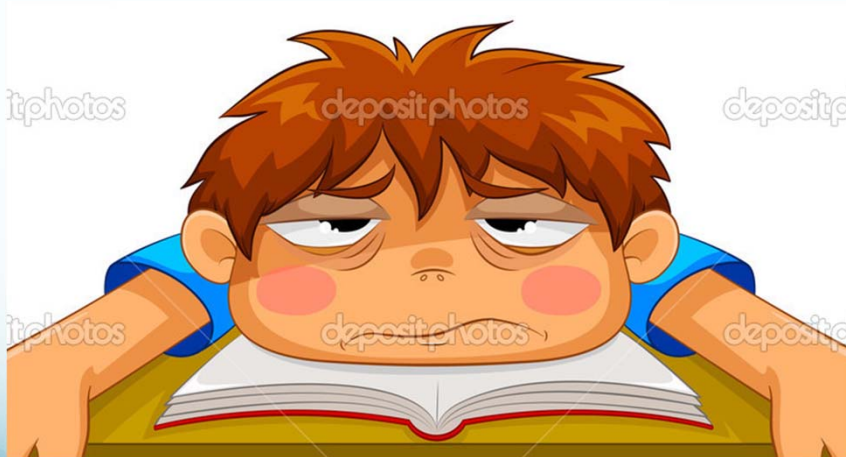
Moore & Hunter, *Hear Bal Comm* 2013

All this is essential research....



BUT... If auditory processing *difficulty* impacts on everyday life primarily through a reduced ability to listen – and so respond appropriately – to sounds.....

What do we do about it?

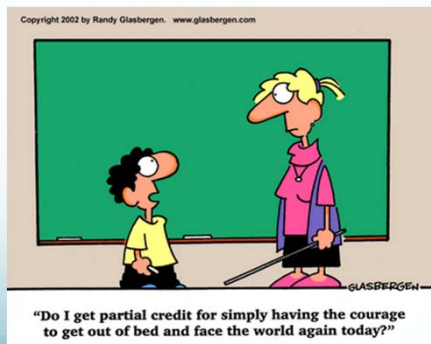


How do we ensure the educational needs of children with confirmed or suspected APD are understood and met?

- We must develop the confidence and expertise of school based staff
- Knowledge needs to be shared by and with teachers, parents, medical professionals and other external organisations and support groups
- Interventions need to be carefully evaluated and assessed by teachers and teaching assistants given the skills to deliver and monitor them effectively
- Track listening and attention skills and behaviours in all subject areas

FIRST THINGS FIRST

- Reassure the child (and parents) that the problem is real and not his/her fault
- Assure the teacher that the child is not simply being difficult!
- Listen to the child



L.I.F.E Assessment

D . Canning 1999

Completed with the child

- Icebreaker
- Encourages the child to think about when listening is easy or difficult
- Encourages child to talk



L.I.F.E

'M' said

- Noise outside the classroom made teacher 'mumbly'
- Working in groups 'always difficult'
- Hard to understand in Gym and Games when people shout
- Misses 'bits of words' in spelling tests

Intervention needs to address ...

- 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

Thanks to Dr.Dilys Treharne - University of Sheffield

Consider.....

Different listening situations

- **Critical** (5 Ws)
- **Active** (guided conversations)
- **Informative** (instructions)
- **Appreciative** (music, poetry, audio books)
- Other SEN
- Teaching and learning styles

The Classroom



- Reduce background noise & reverberation
- Personal & soundfield FM systems
- Adaptation of teaching styles
- The best place to sit?
- Encourage “good listening, good looking”
- Check understanding
- Ensure spoken instructions are reinforced by written/visual information
- Pre- teaching
- Use of USB stick

FM Technology

Receivers



Amigo Star-
Oticon

iSense-
Phonak



Mini Mic- GN
Resound



Also Classroom systems!

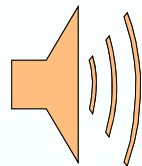
Sharma et al (2012)

Hornickel et al (2012)

Assisted Listening Devices

- Work for some children
- Need to be monitored – urge a trial period
- Only truly effective if other management strategies and interventions are in place
- Classroom systems will not “cure all” unless acoustics are already favourable
- Need to define criteria for provision
- Who funds?

Personal FM demonstration



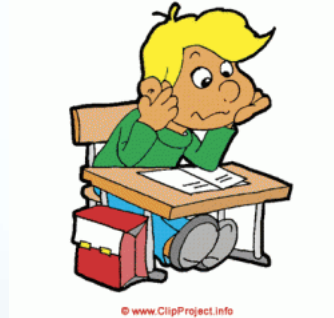
Encourage listening & attention

Just expecting children to listen is not enough!

- Hearing/listening
- Active listening
- Who is a good listener?
- Now your turn!

Pay attention?

- Preparatory attention
- Selective attention
- Divided attention
- Vigilance
- Sustained attention



Informal auditory training for young children

- Active listening skills and different types of listening
- Phonological awareness games
- Musical chairs or statues
- Simon Says
- Blind man's bluff
- Same and different
- Music, Songs and rhymes
- Listening to stories/reading



General advice for schools should include

- Acknowledging the problem!
- Preferential seating
- Adapting teaching styles
- Giving more thinking time - particularly in tests
- Preparation for new topics and vocabulary
- Suggestions to develop better listening skills
- Auditory training activities
- Ideas for home

www.thebsa.org.uk APD Management Guidelines

APD PASSPORT TO BETTER LEARNING



This book is about me! My name is



I have a few problems with listening. This book explains my difficulties and how to help. Please take some time to read it!

Thank you!

Facts About Me!

- My name is X
- I am X years old
- I am in X class
- I am good at
- My hearing is good – in fact, I hear some sounds too well!



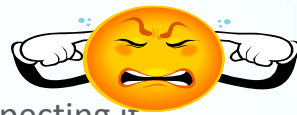
You need to know...



My hearing is fine, but

- I have an auditory processing difficulty. This means:
- I can't understand the teacher's voice very well when other people are talking.
- I might miss important information – please check!
- Some sounds are uncomfortable for me

I get fed up!



- When the bell rings and I'm not expecting it
- In the dining hall
- When we play noisy games in the gym
- When I misunderstand what I have to do
- When I forget what I have to do

I wear a device to help me listen



So please remember to use the transmitter!

You can help me to listen

Please DO

- Believe that my listening difficulty is real and out of my control at the moment
- Give me time to think

Please DON'T

- Speak an important instruction when people are still talking
- Forget to use the transmitter!

I have some ideas of my own!



- I'd prefer to listen to mental maths CDs on personal headphones
- I find it easier to revise if I do a mind map
- I find it hard to remember spoken instructions. Please write them down

If you want to know more, please ask:



(Photo and name of a key person in the school)

APPS!

- UCL – English vowel trainer. Dept. of Speech Hearing and Phonetic Sciences. Paul Iverson 2012
- Hear Coach. Starkey Hearing Technologies. Auditory training games to challenge cognitive skills
- Auditory Figure Ground The Speech EZ programme. Can select Signal to noise ratio and the type of background noise
- Phonetic Birds: Trains for Tone/ Pitch/ Volume



Let me know when you find a good one!

Other Tried & Tested Resources

- Earobics – computer learning programme to build listening skills www.Earobics.com
- CD Rom – “Inspiration” Education Software www.inspiration.com/ie
- Short Term Memory Difficulties in Children – Jan Rutland (Pub. Speechmark)
- Mind Maps for Kids – Tony Buzan
- Listening and Processing Auditory Directions – Jean Gilliam DeGaetano
- The ‘Whisper Phone’ www.WhisperPhone.com
- The Central Auditory Processing Kit Books 1-3 (Ages 6 -14) Mary Ann Mokhemer (also on CD)
- Just for Me! Phonological Awareness www.linguissystems.com
- Links to websites via www.apduk.org

Stand by for.....

The Children and Families Bill

Introduced to Parliament Feb 4th 2014

- A new duty for local authorities to work in partnership with Health and Social Care for all children with SEN.
- “Education, Health & Social Care Plan” 0 – 25yrs
- A personal budget for children and young people with an EHC Plan ***if asked to do so by parents or young person***

Please keep checking!

- Keep an eye on the APD SIG pages on the BSA website:

www.thebsa.org.uk



Socializing with APD

"There's just a little gap of air between me and my peers. I'm not being excluded. That's not it. I'm there, but I'm just not fully there like everyone else is. I'm not like everyone else."

apdwarrior17, August 28, 2011, apdwarrior17.blogspot.com

THANK YOU FOR LISTENING!



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