



Checklist for suspected Auditory Processing Difficulties (APD)

Key facts to remember:

Prevalence

- *Approximately 5% of school-age children have a type of APD*
- *In children with learning difficulties, prevalence of APD is 43%*
- *Approximately 50% of dyslexic children with dyslexia have co-existing APD*
- *It affects functioning across the lifespan*
- *“High co-occurrence of APD with language, attention, memory, and executive difficulties in both children and adults underscores the importance of a multi-faceted approach throughout life.” (British Society of Audiology 2018)*
- ***All** needs must be considered and managed; not just a ‘primary need’.*
- *We need to look at every aspect of their learning; the ‘whole child’ to ensure their needs are met.*

Professional Development

- *Ensure **all** team members receive accredited professional development in Specific Learning Difficulties i.e. Teacher Training for Students with Neurodiversity*
www.getintoneurodiversity.com

Auditory Skill Development

- *Higher level language & auditory skills are not fully developed until approximately 15 years of age.*
- *One of the last higher order listening skills to develop is isolation of one voice in background noise e.g. teacher. Thus, limiting the value of telling young children to ‘Listen!’*



QUICK CHECKLIST FOR SUSPECTED APD

Signs of APD in younger children ...	
	Suspected or diagnosed Specific Learning Difficulties
	Learning rhymes / songs
	Speech / language delay
	History of ear infections / Glue ear
	Locating teacher's voice when moving around the room
	Poor listening
	Poor auditory memory
	Difficulty following instructions
	Difficulty with phonics
	Difficulty with phonological skills
	Confusing similar sounds e.g. 19 / 90
	Worse in noisy background e.g. children chatting / chairs moving / music playing / traffic
	Noise leading to stress
Signs of APD in older children ...	
	History as above and then ...
	Poor Listening (despite normal audiogram)
	Poor Attention
	Remembering
	Processing auditory information
	Greater difficulty in background noise
	Need for frequent requests for repetition (unless embarrassed)
	Poor attention
	Poor memory for auditory instructions
	Challenges grasping language spoken at speed
	Lag in auditory responses
	Learning other languages
	Additional Notes