

AUDITORY PROCESSING DISORDER: WAYS TO HELP

Early Years:

Focus upon developing:

Sound discrimination (e.f. 'f' and 'th'), paying attention to verbal communication, social communication,

- Go on a sound walk to develop sound discrimination
- Obtain the child's attention before talking
- Keep instructions short – one at a time – and reinforce with visual cues, such as a picture of hands ("It's time to wash your hands")
- Focus upon the key information – don't add too much detail ("It's time for dinner", rather than "You need to get reading now because it is time to have some dinner")
- Provide actions for sounds, to demonstrate the differences between similar sounds, such as 'f' and 'th' (e.g. act out 'f' as 'fat' or 'th' as 'thin')
- Use short sentences
- Draw attention to similar sounding words; use a picture to reinforce the words
- Ask questions using resources: Can you find the red car with the big wheels?
- Match large letters with actual objects
- Use tactile letters and sounds for tracing
- Hide letters/digraphs with similar sounds in a sandpit
- Speak clearly
- Repeat and rephrase if necessary
- Allow time to process information before responding
- Draw attention to where sounds are produced within the mouth
- Wear headphones wot block out external noise
- Teach strategies, such as how to ask politely for a repeat or for someone to slow down when talking

Primary:

Focus upon developing:

Literacy skills, such as phoneme-grapheme correspondence, social communication and the ability to organise ideas and thoughts for coherent responses and within writing

- Always obtain attention and eye contact before giving instructions
- Continue to keep instructions short and to a minimum
- Focus upon key information within a sentence and do not clutter your language
- Draw attention to visually similar words when reading
- Encourage the child to wear headphones when working independently
- Take time to develop reading and spelling rules
- Continue to use real objects to match pictures and objects with words
- Continue to use pictures to reinforce the information or instructions



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- Focus upon words which are visually similar
- Use structured phonics but teach those which break the rules
- Use colour to enhance learning of sounds
- Play spot the difference games in sounds
- Use musical instruments to develop sound discrimination
- Provide word banks to encourage word retrieval, and assign a picture to the words
- Use writing frames to aid organisation in writing
- Provide writing prompt to get the pupil started
- Teach pupil to pause at a full-stop and ask themselves, 'what have I just read?'
- Play Bingo games with high frequency words or words which sound the same
- Use small response whiteboards to practice phoneme-to-grapheme correspondence
- Continue to draw attention to sounds which can be easily confused
- Focus upon homonyms: words which sound the same but are spelt differently, such as 'they're', 'there', 'their', words which sound differently but are spelt the same: 'read', 'lead', words which are spelt and sound the same, but have a different meaning: e.g. 'present'
- Continue to play discrimination games by playing snap or sound Bingo

Secondary:

Focus upon developing accuracy and fluency in reading, written organisation and spelling rules

- Teach self-help skills to monitor reading accuracy: "Have I read that correctly?"
- Teach pupils to gather their thoughts before reading and to bring to memory what they have previously read
- Draw attention to visually similar words, such as 'mitosis', 'meiosis' or 'pathogen' parasite'.
- Continue to obtain attention before giving information or instructions
- Use of headphones to block out external noise can help particularly when revising
- If listening to music whilst working, make sure that it does not have words, as this will draw the focus away from the revision
- Continue to model instructions and information
- Keep activities as active and visual as possible
- Chunk information which is given verbally
- Continue to use writing frames to aid structure and prompt ideas, such as PEE: Point-Evidence-Explain
- Continue to provide word banks and displays of key vocabulary
- Provide information as visually as possible
- Encourage pupils to discuss their reading and to highlight key words
- Continue to develop reading accuracy through use of text-to-speak software for multisyllabic words

Anticipate – Model – Personalise – Visualise - Engage



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Beyond Secondary:

Focus is upon self-help skills:

- Use should be made of text-to-speak software to develop independence in reading
- Teach use of APPs to aid organisation and memory
- Use spellchecker to aid spelling
- Use a note taking APP to aid memory

Access arrangements in exams:

There are no specific access arrangements associated with dyscalculia, but other difficulties may co-exist with dyscalculia and may require access arrangements in exams:

- Extra time for slow processing speed impacting upon rate of working and rate of reading
- Extra time for a weak working memory impacting upon ability to follow and complete multi-stepped activities, and to internalise information whilst simultaneously reading it
- Reading pen to aid reading accuracy
- Human or computer reader for significant reading difficulties

For more detailed intervention approaches contact SENDISS