



## Rowan University, Disability Resources

### Faculty Fact Sheet- Auditory Processing Disorder

*Definition: A disorder that interrupts or delays the brain's processing of auditory information. It is NOT caused by a physiological impairment of any part of the ear, but is attributed to the central nervous system (brain). APD results in difficulty recognizing and interpreting sounds.*

#### Typical Symptoms:

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| <ul style="list-style-type: none"><li>• Difficulty concentrating</li><li>• Difficulty distinguishing sounds</li><li>• Poor retention of spoken information</li><li>• Difficulty understanding spoken information</li><li>• Easily distracted or bothered by extraneous sounds</li><li>• Difficulty following directions</li></ul> | <ul style="list-style-type: none"><li>• Disorganized, forgetful</li><li>• Problems with comprehension</li><li>• Language difficulties</li><li>• Requires more time to process information</li></ul> |
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#### Classroom Behaviors:

Students may:

- Exhibit poor listening skills: "They seem to hear, but don't listen."
- Repeatedly ask for clarification / for professor to repeat what was said
- Frequently misunderstands / misinterprets / mishears what is said
- Not follow directions given, especially if multi-step instructions are given orally
- Respond slowly or after an irregularly long pause
- Act out in boredom or frustration at not being able to keep up / follow along

(Please note: not every student with APD will demonstrate all these Symptoms and Behaviors.)

#### Strategies:

1. Provide **written** expectations and rules for behavior: handouts, emails, write instructions on the board, etc.
2. Keep instructions brief and direct. Limit the number of steps included, or at least provide enough explanation.
3. Provide written materials covering key words and points of the lecture.
4. Use visual aids such as power point presentations or materials uploaded to Blackboard.
5. Limit distracting noises and activities.
6. Get the attention of the student. Confirm that you have their attention, *and then* begin speaking.
7. Give your student breaks!
8. Give your student time to catch up and keep up with the class.
9. Preferential seating, preferably front row. This makes you an immediate visual cue to listen.
10. Ask the student for feedback! Ask them how they are doing in your class and how you can help them.

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