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An Auditory Processing Disorder (APD) interferes with a person's ability to recognize, distinguish, and interpret sounds. Often misdiagnosed as ADHD and considered to be a source of other speech and language disorders, APD is not one of the 14 federal disability categories outlined in IDEA. Although there has been an upsurge of public and professional awareness, there is a dire lack of understanding about APD - just what it is and what it isn't. The purpose of this presentation is to increase awareness surrounding APD so teacher's can better identify children with APD earlier on. In addition, a review of the literature will provide a comprehensive understanding to the instructional strategies that have been linked to successful learning amongst children with APD. Evidence shows that children with APD who receive customized and deficit-focused instruction complete with cognitive strategies, environmental modifications, and an increased use of interactive visual aids will have improved learning outcomes. In conclusion, this presentation recognizes APD as a distinct disability, thus advocating that it be included within IDEA so children with APD can receive the deficit-focused services they need to academically succeed.