

Course Syllabus

Course:	EDZU 9063 <u>Central Auditory Processing Disorder</u>
Credit Hours:	3.0 credits / 45 hours
Instructor:	Elizabeth Williams

Course Description

CAPD is a disorder in which the brain has difficulty processing auditory information. In other words, a person's ability to understand what was heard. Huh? What? How many times have you heard that from your students? Are the same students saying that time and time again? Children with CAPD exhibit difficulty attending, following directions, as well as remembering and comprehending spoken information. When directions are given verbally, these children may not enact them correctly. When answering comprehension questions, they may give you an odd answer because they misinterpreted the question. When told to do the odd math problems, they may complete the even numbers instead. When the brain isn't properly processing incoming information, output is going to be affected causing these students to make countless errors. By taking this class, participants will have a better understanding of this disorder, how it is diagnosed and treated, and classroom modifications/teaching strategies that will enable these children to be more successful within the school environment. (Speech Language Pathologists can expect resource lists of tests, reference materials, and suggested therapy materials to expand their toolbox.).

Course Goals

To Know

1. The definition and symptoms of a Central Auditory Processing Disorder.
2. The impact CAPD has on learning.

To Understand

1. How and when CAPD can be diagnosed.
2. What treatment strategies are used by a speech language pathologist.
3. That CAPD can often appear similar to other disorders.

and To Be Able To

1. Use checklists to identify behavior that may warrant a referral for testing.
2. Apply teaching strategies that benefit a learner with CAPD.
3. Modify the classroom environment to better meet the needs of a child with CAPD.

Course Outline

Section One: Definition and Symptoms of CAPD

1. Video-What is an Auditory Processing Disorder?
2. Auditory Processing Disorder-overview
3. Auditory Processing-Symptoms Checklist
4. Auditory Processing-Behaviors Exhibited
5. Evaluation FAQ CAPD
6. Symptom Overlap in Select Childhood Syndromes (ADHD, CAPD, AS, NVLD)
7. Living with APD

Section Two: Assessment of CAPD

1. APD Evaluation-Eligibility Requirements-McPherson County Special Education Cooperative
2. Fisher's Auditory Checklist
3. Children's Auditory Performance Scale (CHAPS)
4. Video-Diagnosing Auditory Processing Disorders
5. Diagnosis by an Audiologist
6. Age of diagnosis
7. CELF-5
8. ROWPVT-4
9. The Word Test-2

Section Three: Treatment of CAPD by the SLP

1. Speech Therapy-Where do we begin
2. Auditory Awareness and Attention Activities; Reference: Therapy Focus
3. Do you hear what I hear? (Multiple website recommendations)
4. Activities to Enhance Auditory Skills
5. Help for Language Processing (Books 1-5)
6. Comprehending More Complex Auditory Information (Sample Pages)
7. Auditory Training Therapies

Section Four: Classroom Modifications/Teaching Strategie

1. Excerpt-Classroom Accommodations
2. Classroom Accommodations for children with difficulty in Auditory Processing-PDF
3. Five General Profiles of APD students with classroom recommendations
4. Video: Smartboard Lesson-Math
5. Video: Smartboard Lesson- Word Families
6. Environmental Modifications of APD at Home
7. Additional Home Strategies
8. "Let's Talk Auditory Processing"
9. More School and Home Strategies
10. Extra Teaching Strategies
11. Additional Teaching Strategies
12. Strategy for Teaching Auditory Processing Students How to Read
13. Curriculum and Test Modifications

Section Five: Advocacy

1. Compensatory Strategies for the Student
2. Ten Strategies to enhance student's memory
3. Twelve great memory strategies for better Grades
4. Students with Disabilities Preparing for Postsecondary Education

Methods of Instruction

This class is separated into 5 sections. For Fall and Spring courses, consider each section to be one week. Assignments are scheduled to be submitted each week to keep the course moving along. If you should require extra time please contact me to discuss this. Each assignment will receive a grade and brief written feedback.

Inservice Students: Please complete all assignments. Please write "inservice" in the final assignment location.

Graduate Students: Please complete all assignments in addition to a final assignment. In the final assignment description, you will see the differentiated requirements needed to receive an A or a B.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

For Graduate Students

To obtain a B: Complete all assignments and forum posts assigned throughout the course. Explain some of the steps listed in the document that students with disabilities will need to follow in order to secure accommodations in a collegiate environment.

To obtain an A: Same assignment as described above as well as choose a college/university and describe or provide a link to the disability services/accommodative resources page.

Inservice Students

Complete all assignments and forum posts assigned throughout the course. Write "inservice" in the submission space. **You do not have to complete the final assignment.**

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation

Names	Time
Introductory Documents (About the Instructor, Teacher Expectations, Troubleshooting, graduate form)	0.5
Introductions	0.5
What is an Auditory Processing Disorder?	1
What is an Auditory Processing Disorder?	0.5
Auditory Processing Disorders-Overview	0.5
How does it affect language and learning?	0.5
Auditory Processing Disorder-checklist	0.5
Auditory Processing-Behaviors Exhibited	0.5
Symptom Overlap	1
Symptom Overlap in Childhood Syndromes	1
Evaluation of CAPD-FAQ	0.5
Living with APD	1
Blog: Living with APD	1
(The Source for Processing Disorders)	0.75
Before Audiologist Testing	0.5
APD Evaluation: Eligibility Requirements	0.5
Fisher's Auditory Checklist	0.5
CHAPS	0.5
How is CAPD diagnosed?	0.5
Diagnosing Auditory Processing Disorders	0.75
CAPD Diagnosis Facts	0.5
Diagnosis by an Audiologist	0.5
Age of Diagnosis	0.5
Language Processing Assessment	1
CELF 5 Description	0.5
ROWPVT-4 Description	0.5
The Word Test-2 Description	0.5
Sharing information with Evaluators	0.5
Other Tests for SLP Use	0.5
Beginning Treatment	0.5
Therapy-Where do we begin?	0.5
Building Listening Skills	0.75
Auditory Awareness Activities	0.5
Do you Hear What I hear-Multiple Links	1
Building Processing Skills	0.5
Activities to Enhance Auditory Skills	0.5
Help-Book 1	0.5
Help-Book 2	0.5
Help-Book 3	0.5
Help-Book 4	0.5

Help-Book 5	0.5
Comprehending More Complex Auditory Information-Part One	0.75
Comprehending More Complex Auditory Information-Part Two	0.75
Research	2
Auditory Training Computer Programs	0.5
Classroom Modifications	1
Excerpt: Classroom Accommodations	0.5
Classroom Accommodations	0.5
Teaching Strategies	1
Classroom Accommodations-5 General Profiles	0.5
Multisensory Lessons	1
Smartboard Lesson-Math	0.75
Smartboard Lesson-Word Families	0.75
Home Modifications	1
Home Modifications	0.75
More Home Modifications	0.5
Compensatory Strategies	0.75
Compensatory Strategies for the student	0.75
Memory Strategies	0.5
10 Strategies to Enhance Student's Memory	1
12 Great Memory Strategies for Better Grades	1
Share your best memory/study strategy	1
Auditory Processing	0.5
Final Assignment	2
Students with Disabilities Preparing for Postsecondary Education	0.5
Total Hours	45