

Introduction

Speech-language pathologists are seeing more and more students referred for suspected auditory processing difficulties. Referrals made by the classroom teacher may describe a student with difficulty following verbal instructions and sequential directions, distractibility, inconsistent academic performance, poor spelling and reading skills, and/or poor participation in group work. These types of behaviors, however, are common across a variety of diagnoses, including auditory processing, attention deficit, and specific language disorders. Effective screening and evaluation procedures help define the student's location of breakdown in auditory to linguistic processing ability, allowing more productive use of treatment time with focused treatment materials. Available instruments include *Differential Screening Test for Processing* (LinguiSystems, Inc.), *SCAN-C: Test for Auditory Processing Disorders in Children* (Harcourt Assessment, Inc.), and *Test of Auditory-Perceptual Skills-Revised (TAPS-R)* (Psychological and Educational Publications, Inc.).

There are three books in the *Differential Processing Training Program*:

- *Differential Processing Training Program: Acoustic Tasks*
- *Differential Processing Training Program: Acoustic-Linguistic Tasks*
- *Differential Processing Training Program: Linguistic Tasks*

These books contain sets of tasks developed to provide hierarchical practice across the continuum of auditory and linguistic processing. Used together, they provide material to strengthen the auditory foundations of basic sound difference awareness, manipulating those skills in sound and letter use, and finally mastering those skills in prosodic features and language efficiency. Each book may be used in isolation or in the continuum of related skills at that processing level.

Differential Processing Training Program: Acoustic Tasks is divided into three sections: Dichotic Listening, Temporal Patterning, and Auditory Discrimination. Each section provides tasks arranged in a hierarchy for effective auditory processing practice. Each task uses increasing auditory awareness and attention, helping to strengthen the child's overall active listening abilities.

There are a variety of treatment materials currently available that address various parts of the central auditory processing skills spectrum. The goal of the three books in the *Differential Processing Training Program* is to give the speech-language pathologist a range of related materials to use with all children with language processing difficulties, regardless of whether those difficulties begin with non-linguistic or linguistic language performance.

The *Differential Processing Training Program* was designed to help expand therapy resources for processing, from both the auditory and linguistic perspectives. I hope you find these exercises as exciting and effective as my clients have.

Kerry