

Introduction

HELP for Auditory Processing is the first volume in a new product line within the *HELP* series known as *HELP for . . .* Unlike previous *HELP* books which target several related skill areas within each book, the *HELP for . . .* series addresses a single skill area. *HELP for Auditory Processing* focuses specifically on auditory processing skills, or the skills necessary to receive, interpret, and internalize language presented in an auditory mode.

The development of auditory processing skills is critical to the reception and encoding of language skills basic to effective expression and functional communication skills. *HELP for Auditory Processing* presents eight units which focus on processing in the auditory mode within the contexts of word classes, directions, details, information, asking and answering questions, sequencing information, stories, and sounds in words.

As with *HELP 1 - 5*, *HELP for Auditory Processing* targets the six-year-old to adult population with stimulus items arranged in order from the easiest to the most difficult whenever possible. IEP goals are listed at the bottom of each page to further explain the individual tasks, as well as to assist in writing goals. Activities to expand and reinforce the chapter tasks are combined into one section at the back of the book. These activities also help integrate therapy approaches into classroom settings and everyday life situations.

The following guidelines are offered for effective use of the tasks in *HELP for Auditory Processing*:

1. Although a listening book, many of the tasks can be used as written worksheets. Use your own judgment in presenting the tasks orally or as worksheets. Depending on the ability of the client and the overall purpose of remediation, you might want to follow up the auditory tasks with review and reinforcement through written worksheets.
2. As the ages and skills of the children or adults will vary, use your own judgment to decide which portions of each section to use with individual clients.
3. Many repetitions of items may be necessary before target accuracy levels are reached. Keep track of performance on the specific items you determine to be within the client's ability range.

4. Strive to achieve carryover of target areas in conversation, and in everyday and classroom activities through constant repetition, questioning, and stressing of specific concepts. These exercises may be successfully used by parents and paraprofessionals with some guidance from the clinician. Communication between home and school or clinic is essential if carryover is to be effective. Carryover is critical to derive maximum benefit from the *HELP* approach.
5. The tasks in *HELP for Auditory Processing* reflect the expressed need of clinicians across the country for more auditory processing tasks in therapy materials. We've included not only items specifically requested, but also those tasks we feel are essential for the remediation and development of critical auditory processing skills. As with our other *HELP* products, we proudly present *HELP for Auditory Processing* to our colleagues and hope that it will be a valuable aid to you in therapy.

Andrea and Patti