

Preface

“The student has a processing disorder.”

Have you heard that before? Probably more times than you care to mention. But do you really know what that means? Are you comfortable designing an assessment plan or generating intervention goals for the disorder? Do you feel like you know how to make a difference for the individual? And if you were asked, could you explain the difference between an auditory processing disorder and a language processing disorder?

If you answered yes to all of these questions, then pat yourself on the back and get on with your work. If you weren't quite sure how to respond and lack confidence in differentiating auditory processing, central auditory processing, language processing, and so on, then this book is for you! And you are not alone in your dilemma. Many professionals struggle with the relationship between auditory processing disorders and language processing disorders.

The purpose of this book is to help professionals differentiate characteristic components of processing disorders so that intervention efforts can become focused and more effective. Not all the answers are available yet, but research in the areas of audiology, speech–language pathology, psychology, neurology, and learning has certainly helped to sort out the critical aspects. This second edition of *Processing Disorders* explains how to differentiate among the processing disorders, discusses the major processing models, explains assessment procedures, and outlines intervention strategies across types of processing disorders.

If you're ready for a great adventure and the answer to some of the challenges and confusion surrounding processing, then proceed forward.