The Assessment and Treatment of Auditory Processing Disorders in the South African Context: The Way Forward

Fouché-Copley, C., Govender, S., & Khan, N
SAJCD, 2015
Evidence from fMRI of Benefits following ARIA Training for Amblyaudia, a Type of APD - Moncrieff

Never-Ending Controversies With CAPD: What Thinking SLPs & Audiologists Know” Kamhi, Vermiglio, & Wallach (two SLPs and one AuD)

The Buffalo Model for CAPD: Looking Back & Forward- Katz

The role of the SSW and related treatment strategies (phonemic synthesis (PS)) - Katz

Never-Ending Controversies With CAPD: What Thinking SLPs & Audiologists Know” Kamhi, Vermiglio, & Wallach (two SLPs and one AuD)

Is APD a clinical entity???

Yes! You CANS! Adding Therapy for Specific CAPDs to an IEP – Ferre

Evidence from fMRI of Benefits following ARIA Training for Amblyaudia, a Type of APD - Moncrieff
James Jerger—founding president of the American Academy of Audiology—said: “There are more definitions of APD than there are children who have the disorder.” – Vermiglio (2017) – Is APD a clinical entity? “As a researcher and clinician in the field of auditory processing disorder I agree that there is heterogeneity in the patient population. As we work with a diverse assortment of what processes a patient struggles with and recommend strategies to address those difficulties, there are children who have ‘auditory processing disorder’ and provide help to the child that seeks our intervention and support.” Audiology—said: “There are more definitions of APD than there are children who have the disorder.” Over the 10 years I’ve practiced as a pediatric audiologist, I’ve diagnosed and provided intervention for numerous young children with auditory processing weakness. I prefer the term “weakness” as a reference to something easily strengthened. If addressed early enough, treating APD allows the child to build a strong foundation to succeed in school and their everyday environment. Shapiro (2016)
Reinstituting the South African APD Taskforce

1. Education & Training
   - Reassessing the curricula of training Audiologists/STA’s

2. Service Delivery
   - Collaboration between SLT & audiologist

3. Development of contextually appropriate policies & guidelines

4. Advocacy for APD
   - Creating awareness within the education system

78 participants
1. EDUCATION & TRAINING

- Reassessing the curricula of training audiologists/ STA’s, and prioritising training at an undergraduate level

- Little opportunity to manage children with APD during their undergraduate clinical training programme.

- Additional theoretical coursework & clinical training required

- UKZN Westville Audiology module for APD, now extended to full semester

- More engaged in self-studies & computerized software programs

- Hands on, practical experience
2. SERVICE DELIVERY

• Collaboration between the SLT & audiologist
• SLT & Audiologists’ assessment tools should complement each other

• AAA (2012) guidelines, SLT’s are advised to refer children presenting with APD to an audiologist for further APD assessment

• Rosen (2009) - assessments of nonverbal ability, language and literacy. This should include auditory-linguistic skills such as word discrimination, auditory conceptualization, auditory closure, phonemic awareness etc.

• AAA (2012), ASHA (2005, 2012) & Bellis (2003) - A full APD evaluation should only be administered by the audiologist once a full speech-language & psychoeducational assessment has been completed.
3. Policies & Guidelines


Multidisciplinary team
Case history
Psychologists & SLT’s

verbal & non-verbal ax tools
BSA (2017)

- Most currently used tests of APD are primarily tests of language and auditory attention that lack sensitivity and specificity.
- Fisher’s Auditory Problems Checklist (Fisher, 1985) and the Children's Auditory Performance Scale (CHAPS: Smoski, Brunt, & Tannahill, 1998) provide some useful information but are not well validated.
- Evaluation of Children's Listening and Processing Skills (ECLiPS).
- Smaller battery of tests.
- Listening in Spatialized Noise -Sentences (LiSN-S) test (Cameron and Dillon, 2007).
- Need to reduce number of tests while increasing quality.
- H93.25 for central auditory processing disorder (CAPD); a term used interchangeably with APD.
• Chermak, Musiek & Weiheing (2017)
  - non-verbal stimuli and/or simple speech (gap detection, frequency, duration pattern tests, MLD, dichotic digits)

• The BSA (2017) – simple cognitive test (e.g. tests of verbal working memory & simple tests of auditory attention).

  Adaptive algorithm.
  **Intervention:** ZooCaper Skyscraper for dichotic listening & Insane Earplanes for Tonal processing

Feather Squadron now available for South African population
• The LiSN & Learn intervention programme (Cameron et al. 2012) Spatial Processing.
• Sound Storm (update) of the LiSN & Learn however not yet been tested on the South African population.
• Earobics, Fast ForWord and musical training holds some controversies today.
4. ADVOCACY FOR APD

• Creating awareness within the education system
• Referral process & role of the audiologist
• Create awareness amongst teachers and personal in the education system
• Lewis (2014) - Current APD practices implemented by SLT’s working in private practice in JHB,
  - special interest group open to all professionals
  - roles of the various practitioners
  - more accurate referrals
• **CPD activities**

• Additional workshops & courses will help drive the management of APD in South Africa.

• Lewis (2014)
  - there is a need for additional training, courses and workshops for both the audiologist and SLT, whilst constantly keeping up to date with global standards.
In Summary

creating a collaboration amongst team members of the APD multidisciplinary team

creating awareness amongst educators and involving them in the multidisciplinary team

developing linguistically and culturally appropriate normative data

reviewing the undergraduate audiology training programmes

reinstituting the South African APD Taskforce,
• “Like the parable of the four blind men who, while each is feeling a different part of an elephant, disagree over what the animal actually is, leaders in the field of CAPD seemed to hold so closely their viewpoints that they failed to recognize that each was describing a different part of the same animal.”

(Bellis, 2003)
Questions??

It's been a rough week but I made it - how about you?
References


