

# But My Student Doesn't Follow Directions!

The Impact of Language Processing Disorders In the Regular Classroom  
and What You Can Do About It.

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# Getting To Know You...

- Who is in the room?
- Exposure to Children with Language Disorders?



# Learner Outcomes

The Learner Will:

1. Identify the Difference between Auditory Processing Disorders and Language Processing Disorders.
2. Identify the Signs of a Language Processing Disorder in their students/children.
3. Identify accommodations and strategies you can make for your students/children with Language Processing Disorders.



# Non-Financial Disclosure

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# What is Language Processing Disorder?

- Language Processing Disorder is the inability to attach meaning to auditory information and formulate an expressive response
- It can affect the steps of Processing:
  - Perception
  - Discrimination
  - **Figure-Ground Discrimination**
  - Sequencing
  - Synthesis
  - Memory



# Auditory Perception

- The accurate perception of spoken language
- Example:
  - Teacher says, "The dog went to the park."
  - Student perceives, "The dog ran across the street."
- Not due to hearing problems



# Auditory Discrimination

- The ability to notice, compare and distinguish between distinct and separate sounds. The words *seventy* and *seventeen* may sound alike, for instance.
- Teacher says, “Turn to page 40.”
- Student hears, “Turn to page 14.”



# Auditory Figure-Ground Discrimination

- The ability to focus on the important sounds in a noisy setting. It would be like sitting at a party and not being able to hear the person next to you because there's so much background chatter.



# Auditory Sequencing

- The ability to understand and recall the order of sounds and words. A child might say or write “ephelant” instead of “elephant,” or hear the number 357 but write 735.



# Auditory Synthesis

- Also referred to as **auditory** analysis and **synthesis**, is the ability to **blend** individual sounds which form a word.



# Auditory Memory

- The ability to recall spoken information



# Differences between Auditory Processing Disorder and Language Processing Disorder

- Auditory Processing Disorder refers to how the central nervous system takes in auditory information. It is an auditory deficit. A child with an auditory processing disorder is able to hear sounds, but their brain interprets these sounds atypically. Although gathering information across many disciplines is very helpful in diagnosing CAPD, **the actual diagnosis must be made by an audiologist.**
- Language processing refers to the ability to attach meaning to auditory information and formulate an expressive response.
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# Signs/Symptoms of Language Processing Disorder

- Using generic language instead of a specific word (e.g. saying “the thing” instead of “the notebook” or “the lady” instead of “Mrs. Smith”)
- Taking a long time to respond to a question
- Experiencing difficulty following long or complicated directions
- Naming a general category instead of a specific word (e.g. saying “food” instead of “cake”)



# Signs/Symptoms of Language Processing Disorder (Continued)

- Using descriptions instead of the intended word (e.g. saying “the red thing I eat at breakfast” instead of “apple”)
- Being quick to say “I don’t know” in response to a question
- Having difficulty understanding humor or idioms
- Feeling lost when listening to stories with lots of events and characters
- Inability to repeat sentences and information that is spoken



# Now What Do You Do? Facilitating the Success of Children with LPD in the Classroom

- Use visual support to supplement auditory information. Present directions and information in written or pictorial form
- Present new information in a multi-modality and context-rich environment to tap into the other senses. Don't just say it...Demonstrate it.
- Allow more “thinking time” to prevent unnecessary pressure during moments of difficulty. Count to 5 in your head before requesting a response.
- Encourage your child to request repetition or help, rather than simply saying “I don't know” during moments of difficulty.
- Provide ample positive reinforcement and verbal praise for your student's use of these strategies



# Now What Do You Do? Facilitating the Success of Children with LPD in the Classroom

- Encourage your child to seek out a “study buddy” to check information during class assignments
- Make sure your child is ready to listen before you begin speaking
- • Explain idioms or figurative language to your child. For example, don’t assume your child knows what you mean when you say “keep a lid on it”
- • Use a tape recorder to record class lectures
- Increase your child’s awareness of his or her strengths by providing frequent positive encouragement. Be specific!



# Daily Auditory Skill Building for All

- Repeating Strings of Numbers
- Repeating Related and Unrelated Words
- Repeating Sentences of Varying Lengths
- Repeating Oral Directions Varying Steps
- Following Multi-step directions that require movement
- Enjoy yourself and make it fun!



# Quick Tech Talk

- Sound-field systems use a microphone that projects sound through mounted speakers around the classroom.
- FM systems work using radio broadcast technology. With a transmitter microphone and a receiver, the teacher and student can maintain a consistent sound level regardless of distance and background noise
- Programs like Earobics and HearBuilder
- Proofreading Software



# Q & A

- Pick our Brain...
- Thank You