

OFFICE OF DISABILITY SERVICES

INFO/STRATEGIES PAGE

CENTRAL AUDITORY PROCESSING DISORDER (CAPD)

Central Auditory Processing Disorder (CAPD) is a disorder that occurs when the ear and the brain do not coordinate fully. A CAPD is a physical hearing impairment, but one which does not show up as a hearing loss on routine screenings or an audiogram. Instead, it affects the hearing system beyond the ear, whose job it is to separate a meaningful message from non-essential background sound and deliver that information with good clarity to the intellectual centers of the brain (the central nervous system).

SIGNS AND SYMPTOMS:

- Has difficulty processing and remembering language-related tasks but may have no trouble interpreting or recalling non-verbal environmental sounds, music, etc.
- May process thoughts and ideas slowly and have difficulty explaining them
- Misspells and mispronounces similar-sounding words or omits syllables; confuses similar-sounding words (celery/salary; belt/built; three/free; jab/job; bash/batch)
- May be confused by figurative language (metaphor, similes) or misunderstand puns and jokes; interprets words too literally
- Often is distracted by background sounds/noises
- Finds it difficult to stay focused on or remember a verbal presentation or lecture
- May misinterpret or have difficulty remembering oral directions; difficulty following directions in a series
- Has difficulty comprehending complex sentence structure or rapid speech
- “Ignores” people, especially if engrossed
- Says “What?” a lot, even when has heard much of what was said

Students with CAPD can complete academic requirements; however some **strategies** may be required. The following are a few of those strategies that you, as an instructor, might consider when presenting subject matter:

- Provide a detailed course syllabus (including papers and projects) before class begins, or as soon as possible.
- Show rather than explain

- Supplement with more intact senses (use visual cues, signals, handouts, manipulatives)
- Reduce or space directions, give cues such as “ready?”
- Reword or help decipher confusing oral and/or written directions
- Allow them 5-6 seconds to respond
- Avoid asking the student to listen and write at the same time

For more information visit: www.ldonline.org or contact your campus Disability Services Specialist.