

# *Child Development Paediatrics*

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## **HELPING THE CHILD WHO HAS AUDITORY PROCESSING PROBLEMS**

The following are suggestions for helping the child who has a auditory processing problems. All the information given may not apply to your child as each child has his / her individual difficulties. A trial and error approach is needed when using the strategies to discover that which works best for your child.

Keep verbal information simple and clear. Avoid "verbal overload" by giving long explanations where the answer can be kept short and concise.

These children may "tune out" to verbal information therefore in communicating with them it is important to make sure that they are looking at you, even touch your child while you are speaking to him / her, to ensure that the message you are trying to convey is being received.

Remember to keep information short, specific and concise if you wish your child to retain what you have said.

With teaching, verbal information that is presented along with visual feedback is more likely to be retained and recalled. Whenever possible use visual aids, videos or presentations of the topic under discussion. Many creative strategies can be used to incorporate a combined visual and auditory approach to learning.

These children often have good visual memory and therefore visual prompts to help them to "tune in" or to recall learned information is helpful. They are often very tactile so that the use of their hands and creative abilities when teaching them new tasks can assist their learning.

Teaching your child to listen to what is being said and to respond with the appropriate response enables the child to learn social rules of conversation such as turn-taking. Children with auditory processing problems do not learn these skills as well as other children and they need modelling of good language techniques. Encourage eye contact with the listener.

If your child has social interaction difficulties, build confidence by encouraging your child to take small steps in making new friends. With repeated success the child is more likely to approach children to play and to make further friendships. Teaching your child about friendships and the rules of developing and maintaining friendships is even more important in the child who has processing difficulties. Modelling of behaviour is important as all children learn by watching their parents interact with other adults and children.

Do not be discouraged if you do not see immediate success. These children may take time to develop these skills. Consistent repetition and positive encouragement for their efforts, even if apparently minimal, goes a long way to help your child become more confident with respect to their learning and their social skills.

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