

## Exploring auditory processing intervention and parent counselling

Ms Eloise Doherty<sup>1</sup>, Associate Professor Wayne Wilson<sup>1</sup>, Professor Margaret Barrett<sup>1</sup>

<sup>1</sup>*The University of Queensland, St Lucia, Australia*

### Overview:

There is a lack of consensus regarding auditory processing. How to assess auditory processing, what constitutes an auditory processing disorder, and how to remediate those disorders all remain questions in need of attention. However, some aspects of this conundrum are debated more than others. There are numerous well-researched auditory processing assessments available and the definition of “auditory processing disorder” is routinely contested. Audiologists are generally aware of this research because it helps them make informed clinical decisions.

However, this focus on diagnosis can miss the point: most parents visit us in search of a *solution*, while the few parents who hope for a label require counselling to see beyond it. From this perspective, the largest barrier to assisting children with auditory processing challenges stems from the lack of understanding, consistency, and consensus around remediation. This is then hampered by a lack of appropriate counselling, ambiguity in reporting, and the outsourcing of remediation to other professions.

This learning lab will provide an opportunity to explore ways of enhancing auditory processing in children. It will focus specifically on activities that can be integrated into family routines (e.g. games and wordplay), and activities that can contribute to the child’s broader growth in addition to their auditory processing skills (e.g. music education). This will occur through hands-on experimentation with various activities, which will then inform critical discussion around how and why each might enhance auditory processing. Research into the efficacy of these remediations will also be discussed.

### Learning Objectives:

- To critically consider current intervention and follow-up practises for children with auditory processing challenges
- To explore how general activities, such as memory games, wordplay and musical engagement can support the development of auditory processing in children
- To develop a repertoire of suggested activities to discuss when counselling parents