

# APD REMINDER 25



All learners with APD should apply for eligibility for 25% extra time in *all* internal and external tests and examinations, to allow for delayed processing and word recall difficulties. They should also apply for the use of a reader/scribe, if appropriate to their individual difficulties, severity and all other co-existing conditions. A quiet room should also be provided to avoid distractions, (alone with an invigilator or in a small group).

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# APD REMINDER 26



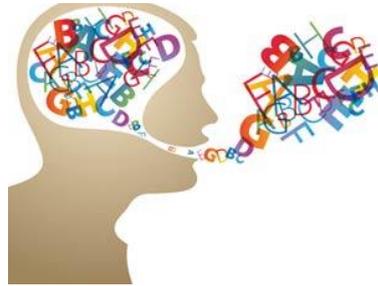
"Pershgol nif  
ert lineal bockti  
lig lig padi wadi  
goti bliper?"

When ill, tired or stressed, or on 'bad' processing days, language may sound like gibberish to someone with APD. It might sound like another language and make no sense. At these times, it is best to rest and take breaks away from sound. For some APD sufferers, depending on the type and severity of the APD difficulties, language can be just 'noise' all the time. For those who can't process gaps between words, words can run together as one sound.

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# APD REMINDER 27



A person with APD has difficulty in processing the sounds of their own language efficiently. For some people with APD, learning another language can be a real problem. Visual methods of teaching can sometimes help with this and the choice of language can also help; one language can be easier for a particular learner with APD over another. But if this problem is insurmountable, the child should be disapplied, to avoid causing them added distress and failure.

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# APD REMINDER 28



Sound sensitivity is one of the common co-existing problems for people with APD. Sound can be distracting at school and at work; it can even cause some sufferers actual pain. Allowing them to wear ear defenders, noise-cancelling headphones, or musician's ear plugs can help. Understanding speech in noise is also a problem for many people with APD. If an FM system is recommended by their audiologist, it should be funded as a reasonable accommodation under the terms of the Equality Act 2010.

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# APD REMINDER 30



People with APD often have compensatory gifts. These might be anything, e.g. art, sport, writing, caring nature, the performing arts, teaching/mentoring, culinary skill, entrepreneurship, crafts, photography, affinity with animals etc.

Their non-academic interests, hobbies, skills and attributes should always be encouraged, to foster confidence and self-esteem. These can also lead to a potential means of making a living. Reasonable accommodations should be sought, or working from home can help.

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# APD REMINDER 31



APD can also cause difficulties when learning to speak. If a child has intermittent hearing loss due to glue ear (which can lead to APD over time), or has inherited or acquired APD from whatever cause, there will be a problem in processing phonemes, the sounds in speech (poor phonemic awareness).

Speech sounds may be processed randomly, making it hard for them to recognise and reproduce them accurately and consistently. This can affect speech acquisition, or cause a problem in learning phonics and equating sounds to their written form (graphemes). In some children, this can lead to a problem in learning to read and spell, known as auditory dyslexia.

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# APD REMINDER 32



A person with APD will need to develop individual strategies, as unique as their complex pattern of APD difficulties, in order to cope with each one. In order to do so, they need accurate diagnosis, to know how they are uniquely affected, then accept and understand it. These strategies are vital, and often linked to their preferred learning style. They may need help to develop them and they should also be taught and encouraged to self-advocate. Then they can request the support that they need and are entitled to receive – in school, at work, at home, or in the community.

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# APD REMINDER 33



In a research poll of people with APD, what they voted for as one of the most helpful factors was acceptance – by family, friends, schools, employers and colleagues and society. Because APD is an invisible disability, intermittent in its effects and not as widely recognised as it should be, this acceptance is often sadly lacking.

Diagnosis can go a long way to providing validation. It is essential that schools, employers and other bodies accept the diagnosis of this very real medical condition and its effects, and provide support according to the specialist's recommendations.



# APD REMINDER 35



## How to help someone with APD:

- Face them when you speak, they may need to lip-read and your speech will be clearer.
- Speak to them somewhere quiet, the less background noise the better – speech gets lost.
- Be patient if they misunderstand what you say or ask them to do. Ask how you can help them understand you better – this can be verbally (repeating/rephrasing), in written format, by gestures, or via diagrams; also using text/email instead of phoning can help a lot.
- Give instructions one at a time, give them time to process each one and then carry it out, or write it all down.
- Don't expect them to work in large groups or noisy places; minimise distraction: their other senses can be heightened (\*different from an attention deficit).
- Make allowances when they are tired, ill or in unfamiliar/stressful situations: APD symptoms will be harder to cope with; allow frequent sensory breaks and plenty of rest.
- Learn about their difficulties; encourage use of their preferred learning style/coping strategies.

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# APD REMINDERS 36



Timed tests and exercises put people with APD at a distinct disadvantage, especially during verbal tests like mental maths and spelling tests. It is essential to give extra time, allowing for delayed processing and word retrieval issues.

The fact that the tests and exercises are timed also puts undue pressure on them, and stress can make APD harder to cope with. When ill tired and stressed, the body diverts energy to deal with those issues, leaving less resources to devote to coping strategies. As a result, at these times they can fail, to the further detriment of the person with APD.

Accommodations in exams and tests for people with APD just level the playing field, allowing them more time to do what others do automatically.

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