
Tips for the Differential Diagnosis of Central Auditory Processing Disorder (CAPD)

INTRODUCTION

When examining scores on central auditory processing tests, the examiner looks for patterns across the test battery to make a diagnosis. Often, the pattern is very clear and indicates a specific primary type of central auditory processing disorder (CAPD). But sometimes the pattern isn't so clear, and we risk over- or underinterpreting the data, leading to misdiagnosis and ineffective intervention. In this course, Jeanane Ferre will discuss case studies to illustrate when data supports a diagnosis of a specific CAPD and when it does not. You'll walk away with greater confidence in diagnostic decision making.

LEARNING OUTCOMES

After completing this session, you will be able to:

- use the central auditory processing test battery to rule in or out a specific primary CAPD
- identify test results suggesting secondary (nonauditory) processing issues

PROGRAM HISTORY

Available: May 1–31, 2016



ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.05 ASHA CEUs (Intermediate level, Professional area).

EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term *evidence-based practice* refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006

Case Studies by ASHA Professional Development 16259