

## SETTING

Speech Pathology Clinic

## CARER

Your ten-year-old daughter has been disruptive in class. The teachers thought she had Attention Deficit Hyperactive Disorder (ADHD). The educational psychologist has confirmed that she needs a speech pathologist. You are not convinced and you tell the speech pathologist that she has always been articulate even at a very young age. You think there is something else wrong.

## TASK

- Ask the speech pathologist what his/her role is when speaking is not a problem to your daughter.
- Be surprised to hear about the diagnosis of impaired Auditory Memory Processing because your daughter's memory seems fine to you.
- Explain she has always needed lots of instruction and follow-up with tasks, especially homework because she cannot concentrate for long. She often seems as though she is not listening properly.
- Agree to listen to the speech pathologist and allow him/her to commence a treatment program with your daughter at the next appointment.

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## PATHOLOGIST

Your ten-year-old female client is often distracted at school and the teachers thought she had Attention Deficit Hyperactive Disorder (ADHD). The psychologist report disputes this and instead diagnoses an impaired auditory memory processing problem. You discuss the problem with the parent and explain what your role is, and that you will provide a program.

## TASK

- Outline the main roles of a speech pathologist – speech and vocal production, swallowing and general language needs.
- Explain what an impaired auditory memory processing problems is – deficit in receiving and processing information, especially large amounts at a time.
- Ask about the girl's behaviour – her concentration, attention span etc.
- Provide techniques for the parent and teachers – written lists for the client, maximum three part instructions at a time, encourage client to suggest strategies to help herself, use positive reinforcement for good listening etc.
- Explain to the parent that you will work out a program by the next appointment.