

SAMPLE REPORT ONLY

This is a sample report using a fictional patient. The scores and other details in it may be inconsistent and are not meant to be read for accuracy. It is here only to give an idea of what one of our reports looks like.

AUDITORY PROCESSING ASSESSMENT REPORT

Name	Ryan Mitchell	Date of birth	08/01/2017
Chronological age	9 years 4 months	Grade	4
Date of testing	12/05/2026	Date of report	12/05/2026

History and presenting concerns

Ryan is 9 years and 4 months old and in Grade 4. He was referred for assessment of his listening and auditory processing after his parents and teacher noticed that he often mishears in the classroom, asks for instructions to be repeated, and finds it hard to keep up when several children are talking at once. His hearing had been checked and found to be normal.

Audiology assessment

Ryan's ears and hearing were assessed thoroughly before proceeding to auditory processing testing.

- Pure-tone audiometry, which tests how softly Ryan can hear across the range of frequencies important for speech, was within normal limits in each ear, with a pure-tone average of 5 dB HL on both sides.
- Speech discrimination in quiet was excellent in both ears.
- Tympanometry, a test of how well the middle ear is working, was Type A in both ears, with normal ear canal volumes and middle ear pressures, indicating healthy middle ears and clear canals.
- Acoustic reflexes were present in both ears.
- Transient evoked otoacoustic emissions were present in both ears, which confirms healthy cochlear function.
- Speech in noise was measured with the QuickSIN, which showed a mild signal-to-noise ratio loss, meaning Ryan needs a slightly more favourable signal-to-noise ratio than expected to follow speech in competing noise.

Because Ryan's hearing is normal, the results below reflect how his brain makes sense of sound rather than any problem with the ears themselves.

Test battery

This assessment used the Multiple Auditory Processing Assessment, second edition (MAPA-2), a standardised, norm-referenced battery for children aged 7 to 14 years. It looks at how the brain interprets sound when hearing itself is normal, sampling the listening skills the major audiology bodies recommend assessing, grouped into monaural (single-ear) listening, temporal (timing) skills, and binaural (both-ear) listening. Each subtest is compared with what is typical for a child of the same age and reported as a scaled score (mean 10, average range 7 to 13); the three areas and an overall result are given as standard scores (mean 100, average range 85 to 115).

Scale of Auditory Behaviors

Rating	Total	Standard score	Percentile	Interpretation
Parent	40 / 60	84	14	Low average

The Scale of Auditory Behaviors is a parent-completed checklist of how often everyday listening difficulties are noticed, converted to a standard score and percentile relative to same-age peers. Ryan's result at the 14th percentile is in keeping with the listening concerns raised at referral.

Scores and interpretation

Test / area	Scaled	90% CI	95% CI	%ile	Standard	Interpretation
Monaural domain (single-ear listening)						
MSAAT	10	7-13	7-13	50		Within normal limits
SINCA	10	7-13	7-13	50		Within normal limits
Monaural standard score		88-112	85-115	50	100	Average
Temporal domain (timing)						
Tap Test	5	2-8	2-8	5		Below average
Pitch Pattern Test	7	5-9	5-9	16		Within normal limits
Temporal standard score		70-90	68-92	9	80	Low average
Temporal supplemental						
Duration Pattern Test	12	10-14	10-14	75		Within normal limits
Gap Detection Test	6	3-9	3-9	9		Below average

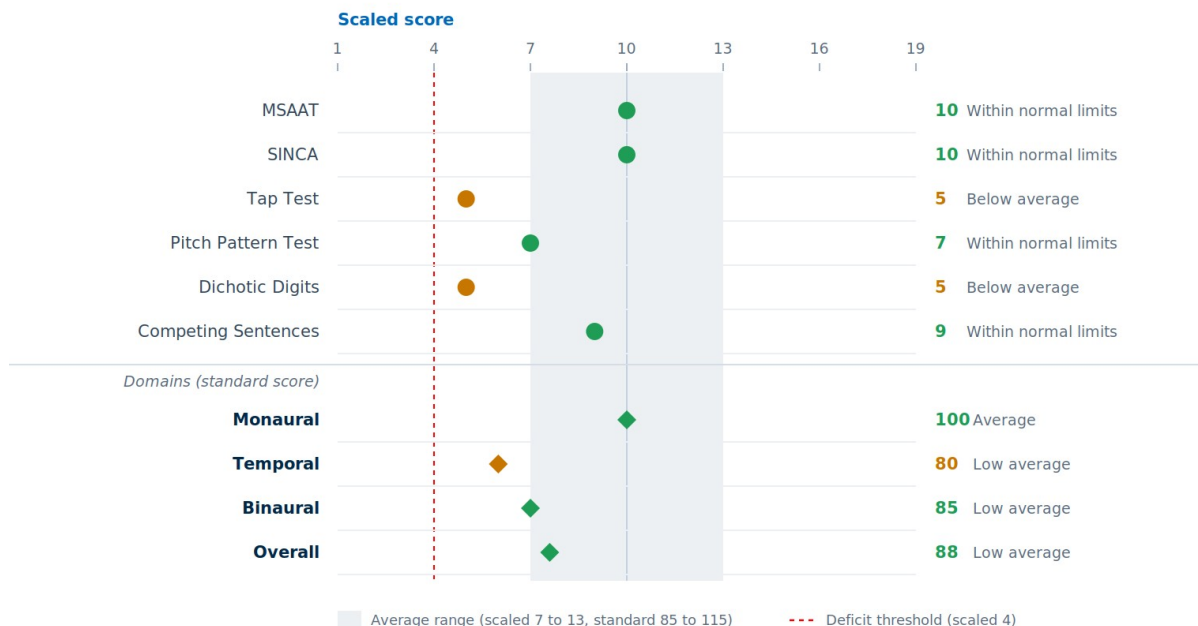
Test / area	Scaled	90% CI	95% CI	%ile	Stan dard	Interpretation
Binaural domain (both ears together)						
Dichotic Digits	5	4-6	4-6	5		Below average
Competing Sentences	9	7-11	7-11	37		Within normal limits
Binaural standard score		79-91	78-92	16	85	Low average
Overall						
Overall standard score		82-94	81-96	21	88	Low average

Scaled scores: mean 10, average range 7 to 13. Standard scores: mean 100, average range 85 to 115. A deficit is a score of 4 or below (two standard deviations or more below the mean). Duration Pattern and Gap Detection are supplemental and sit outside the domain and overall composites.

Ryan's auditory processing sits in the low average range overall, at an Overall Score of 88 (21st percentile). Single-ear listening is a strength: he understood speech in competition and in background noise within the normal range. The difficulty shows in two places, the timing of rapid sounds and taking in different information at the two ears at once. His binaural integration mechanism is intact, shown by a normal dichotic ear advantage, so the lower dichotic score reflects the load of the task rather than a breakdown in how the two ears work together.

Supplementary and derived measures. The Dichotic Advantage, the gain from the dichotic over the diotic condition, was within normal limits at the 37th percentile (raw 8, scaled 9), which points to intact binaural integration. The estimated signal-to-noise ratio on the speech-in-noise subtest was 8 dB in the right ear and 11 dB in the left. The estimated gap detection threshold was 30 ms.

Listening profile



Each subtest is plotted on the scaled-score axis and each domain on its standard-score equivalent. The shaded band is the average range; the dashed red line marks the deficit threshold.

Summary of listening skills assessed

Listening skill	What it means	Result	Possible functional impact
Listening to speech with competing talk MSAAT	Picking out and following one voice when another voice is talking in the same ear.	Scaled 10, 50th percentile. Within normal limits.	Within the typical range; a relative strength for Ryan.
Understanding speech in background noise SINCA	Recognising words clearly as background noise grows louder.	Scaled 10, 50th percentile. Within normal limits.	Within the typical range for a quiet, single-speaker signal.
Hearing fast sound patterns Tap Test	Recognising and holding a quick pattern of sounds in the right order.	Scaled 5, 5th percentile. Below average.	May find rapid speech and quick sequences hard to take in and reproduce in the correct order.
Hearing pitch patterns Pitch Pattern Test	Telling apart and remembering sequences of higher and lower sounds.	Scaled 7, 16th percentile. Within normal limits.	At the lower end of the typical range; tracking the rise and fall of the voice can take effort.

Listening skill	What it means	Result	Possible functional impact
Processing sound from both ears at once Dichotic Digits	Taking in different information arriving at the two ears at the same time.	Scaled 5, 5th percentile. Below average.	May lose track when two people speak at once and find group conversation hard, though the integration mechanism itself is intact.
Focusing on one voice while ignoring another Competing Sentences	Holding attention on speech in one ear while a different voice competes in the other.	Scaled 9, 37th percentile. Within normal limits.	Within the typical range.

What this difficulty means day to day

Ryan's more reliable listening is for single-stream sound and for picking one voice out of competing talk, and his ability to combine the two ears is mechanically intact. The difficulty shows up with timing and with taking in two different streams at once. Fast speech and quick sequences are hard for him to track, following two people at the same time is effortful, and listening in background noise is a little harder than for most children his age.

- Expect Ryan to miss or muddle what is said when several people are talking at once, during group work, and in fast-moving discussion.
- Rapid instructions and long multi-step messages are harder, since the timing and order of the sounds are where he struggles.
- He will do best in quiet, with a clear view of the speaker, with instructions kept short, given one step at a time, and checked back in his own words.

Conclusion

Ryan's hearing is normal in both ears, his middle ears are healthy and his cochlear function is intact, so the difficulties identified here sit in the central auditory pathway rather than in the ears. The MAPA-2 shows auditory processing in the low average range, with the timing and binaural areas the most affected while single-ear listening is a strength. Taken with the concerns at home and school and the mild difficulty understanding speech in noise, these results are consistent with a mild auditory processing disorder affecting timing and binaural processing. A finding like this has nothing to do with how intelligent a child is. With the right support in place, children with this kind of difficulty do well.

Management plan

Low-gain hearing aids

A trial of low-gain hearing aids is recommended. In an auditory processing difficulty the ears pick up sound normally; the challenge lies in how the central auditory pathway makes sense of it, especially when speech is fast or set against background noise. A low-gain hearing aid feeds that pathway a clearer, steadier speech signal, which is useful for Ryan given the mild signal-to-noise ratio loss in noise and his difficulty with timing and with two competing streams. With regular use it gives the developing auditory system well-defined input to work with and helps train it to handle sound more reliably. Because the incoming signal is cleaner, Ryan spends less effort decoding speech and can hold his attention on meaning and on learning, and lower listening effort means less of the auditory fatigue that builds across a school day.

How these aids are fitted matters as much as the decision to trial them. They should be fitted by an audiologist experienced in low-gain fitting for auditory processing difficulties, working to low and carefully verified gain targets, because too much amplification can over-stimulate and sensitise the auditory system rather than help. The highest level of technology the family can access is preferred, as this gives the best signal-to-noise ratio through advanced directional microphones and noise management, the most natural sound quality, and the lowest internal circuit noise. These points are best talked through with Ryan's parents so the choice of device and the fitting are right from the start.

Auditory training

Auditory training works on the listening skills themselves. Through structured, repeated practice it prompts the auditory system to process sound more accurately, drawing on its capacity to reorganise when it is given focused, well-targeted input. For Ryan the exercises target where he is struggling, namely the timing and ordering of rapid sounds and combining the differing information arriving at the two ears, rather than general tutoring. A course of around ten to twelve sessions is planned, with the tasks and their order set by the profile and adjusted as Ryan responds.

Advice for teachers and parents

The strategies below support children with auditory processing difficulties at school and at home, and work alongside the management plan.

For teachers

- Seat Ryan where your voice carries clearly and the noisier parts of the room are behind him, with a clear view of your face so he can use lip and facial cues.
- Lower background noise where it is practical: soft furnishings, doors and windows closed during quiet work, and a check on humming or clicking sources in the room.

- Gain attention before speaking, then give the key point first and keep instructions to one step at a time.
- Speak clearly at a natural pace, and avoid long sentences with several clauses, which ask the child to hold more information for longer before it can be processed.
- Repeat and rephrase rather than only repeating word for word, and check understanding by asking the child to put it in their own words.
- Pair what is said with something to see or read: written instructions, visual organisers, and access to the lesson material or notes beforehand.
- Build in short listening breaks, as following speech in noise across a day is tiring.

For parents

- Get your child's attention and have him face you before you give an instruction.
- Keep instructions short and in order, and ask your child to say it back so you can both be sure he has it.
- Turn off competing noise such as television or music during conversation and homework, and give your child a quiet, settled place to work.
- Pair spoken instructions with written lists or visual reminders for routines and multi-step tasks.
- Speak clearly and not too fast, and allow processing time: a delayed or off-target response is the difficulty itself, not a lack of effort or listening.
- Keep in close contact with the school so everyone works the same way, and encourage your child to speak up when he has not caught something.

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