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GET A COMPLETE PICTURE OF LANGUAGE AND AUDITORY PROCESSING!

TAPS-4 NEW EDITION

Nancy Martin, PhD / Rick Brownell, MS / Patricia Hamaguchi, MA, CCC-SLP

A test of language processing skills

The TAPS-4 (2020) features new subtests along with revisions to subtests from the TAPS-3, fully updated norms, and an expanded age range (through 21 years). The TAPS-4 subtests were also reorganized into Index and Supplemental subtests, reducing testing burden and increasing flexibility in administration.

The TAPS-4 also features audio administration for the subtests in which proper pronunciation of speech sounds is critical, providing a greater degree of standardization and accuracy during the testing process.

Assess the areas that underlie effective listening and communication skills.

- | | | |
|--------------------------------|------------------------|--|
| Phonological Processing | Auditory Memory | Listening Comprehension |
| Word Fluency Incremental | Number Memory Forward | Processing Old Directions (without background noise) |
| Phonology of Deletion | Word Memory | Auditory Comprehension of Language |
| Phonological Blending | Sentence Memory | Auditory Figure-Ground (Processing Old Directions with background noise) |
| Syllable Blending | Number Memory Reversed | |

MAPA-2 NEW EDITION

Ronald L. Schow, PhD, CCC-A / Anthony Siskel, PhD, CCC-SLP

Jill E. Brockert, SLP, CCC-A / Mary M. Wheeler, Aud, CCC-A

Identify children who have auditory processing disorders.

The Multiple Auditory Processing Assessment (MAPA-2) is an individually administered assessment for ages 7 through 18 that speech language pathologists and audiologists can administer in just 15 to 45 minutes. It may be used as a screener to be followed by other behavioral or physiological tests or it may be used for a preliminary diagnosis in the auditory area. The test is administered via CD and can be used in a clinic setting or a school booth.

The MAPA-2 also includes the Scale of Auditory Behaviors, a normed 12-item parent or teacher completed questionnaire of listening behaviors. Items on the SAB reflect behaviors reported in individuals with listening challenges and auditory processing difficulties.

Eight subtests in the three skill areas most recommended for APD assessment

- | | | | |
|--|--------------------|---------------------|------------------------------|
| Monaural | Temporal | Binaural | Supplemental Subtests |
| Monaural Selective Auditory Attention Test | Tap Test | Dichotic Digits | Duration Pattern Test |
| Speech in Noise for Children | Pitch Pattern Test | Competing Sentences | Gap Detection Test |

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Language Hearing Association
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Community, promise and success

By Jordan Girala

LISTEN

WHAT IS CSHA? How would it impact me if I were involved in this professional organization as a student? What would this mean to me? These were the questions I deliberated over in my approach to life as a student during my undergraduate coursework at CSHA Sacramento.

The membership commitment, the date and the application process appeared forbidding to me. I was already involved in the National Student Speech Language Hearing Association (NSLHA). What was it about CSHA that would also appeal to me as a student? The answer to all these questions came quickly and easily as soon as I became a CSHA student member: "What I know now - that I wish I knew three years ago - is the message I want to send to all students.

Involvement in speech, language and hearing organizations at a state level is the first and most rewarding aspect I get from CSHA. Being local (offering opportunities as a student) opened so many doors for me. This opened a pathway to leadership in which I became involved as a student within CSHA at the district level.

I started attending district meetings as a student representative for District 2, and then attended board meetings where I had the pleasure of being informed and involved at the executive level. Understanding that my voice matters as a student during CSHA meetings created a passion for advocacy within me. I felt comfortable being a

voice for students within these meetings and felt welcomed and heard.

My leadership journey did not stop there. I continued my work with CSHA as a graduate student by accepting the position of CSHA Northern Student Representative. This fortunate to have had experience with CSHA at the district and state levels, and am proud to be actively contributing to a robust, growing association. I am now the president of NSLHA and I understand from both the state and national levels the importance of involvement in state associations.

The amount of professional development opportunities, advocacy, leadership growth, networking and scholarships all helped lead to my success as a student. CSHA provided me with the tools and opportunities to become the compassionate, research-minded and leadership-driven student I am today.

Not only did CSHA witness my evolution and growth as a student and leader, I had the true pleasure of being a part of CSHA's own evolution. I witnessed CSHA's brand strategy, website, magazine and governance structure evolve and re-structure. As CSHA continues to grow and change, its trajectory is headed in the right direction and I am happy to continue to be involved in CSHA every step of the way.

I look forward to carrying on, inspiring and encouraging other students to be leaders the way CSHA did for me. The questions I posed three years ago have come full circle

as I am now entering my last year of graduate school and I cannot help but feel an overwhelming sense of community, promise and success.

Jordan Girala is a former CSHA Northern Student Representative and a current member of the State Executive Committee. She is a member of the American Speech-Language-Hearing Association and a graduate student at the University of California, San Diego. She is a past president of the American Speech-Language-Hearing Association and a past president of the California Speech-Language-Hearing Association.

“CSHA provided me with the tools and opportunities to become the compassionate, research-minded and leadership-driven student I am today.”