

Case Study – The Listening Program®

Joseph, Age 7, Hyperauditory

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Chatham, New Jersey
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Name: Joseph
Gender: Male
Chronological Age: 7 years
Clinical Diagnoses: Hyperauditory, hyperperipheral vision, hypo and hyper tactility issues, mixed dominant, digestive issues, sensory integration dysfunctions.

BACKGROUND INFORMATION

Joseph had turned 7 and had just finished 1st grade. It was not a good year for him. He was hyperauditory to the extent that he would hide under his desk in school to block out some of the auditory and visual bombardment within the classroom. He could only follow 1-2 step commands. His reading was without feeling or fluency and his writing was extremely difficult for him. He was able to write perhaps only 1-2 sentences at a time. At the school staff's request Joe underwent an evaluation by a pediatric neurologist for Attention Deficit Hyperactivity Disorder or ADHD. ADHD was ruled out. However, the neurologist suggested that Central Auditory Processing Disorder (CAPD) was developing. A baseline audiological exam was performed and found to be normal. A Speech Evaluation revealed a mild receptive language disorder. An Occupational Therapy Evaluation revealed an array of sensory integration dysfunctions, including visual, auditory and tactile.

TREATMENT

Joseph was taken to a behavioral optometrist and he went through a 10-month intense vision therapy program to correct the inefficiencies in his eye-teaming, eye-tracking, and eye-focusing skills. This therapy was moderately successful and any academic improvements in first grade seemed to correspond to breakthroughs in his vision therapy. He still struggled with simple classroom routines and transitions, forgetting to bring home notices and homework on a daily basis. His teacher continued to comment on his hyper-activity, his constant motion. His parents had heard about Fast ForWord and felt that it would be good for Joseph to go through the program. However, we suggested that they try The Listening Program® first. At the beginning of summer, Joseph's mother developed an at-home summer school program. She used materials from Joseph's first grade teacher including math work sheets and developed a summer writing journal for him. This turned out to be very difficult mainly because of Joseph's struggle with any form of written work.

PROGRAM IMPLEMENTATION

Joseph followed the Base Schedule of The Listening Program, twice a day for 15 minutes each session and began the program on July 3, 2000. Joseph's mom set up a special "listening center" with numerous suggested activities for him and for his brother Jason to do while listening. The positive changes by using TLP were apparent after the very first week. Joseph was completing a whole page of math problems in about ten minutes and his writing samples were getting longer, now 3-4 sentences.

As the summer progressed, Joseph was able to do more work in one sitting and without pressure from his mother. His writing samples were now 7-8 sentences long. His drawings became more detailed and clearer. He stopped wearing Good Nites and his bedwetting became infrequent. He was sleeping better.

At the end of 8 weeks, the changes were amazing. Joseph went from writing 1-2 sentences at a time to 7-8 sentences and they were completed within a much shorter time span. His reading was more fluent. He could hold a conversation for a longer period of time and he could now follow a 3-step command. He was able to do balance related activities better, like a pogo stick. He became more confident on his bicycle, going at faster speeds and smiling while riding. Before TLP he would grimace and really have to concentrate to keep his balance. He could be inverted (held upside down) for a longer period of time.

At the Open House a few days before the first day of school, Joe's first grade teacher spoke with him for a few minutes and told his mother, "I don't know what you did with him this summer, but keep it up. He is more focused and attentive to the conversation. And his eye contact has improved." When Joseph returned to school, the teachers (including speech, music and regular education teacher) were so amazed at the changes in him; it was the buzz of school for the first few weeks of second grade. The third day of school Joseph completed a two-sided math paper in the time allotted the rest of the class. Especially noticeable was the fact that much of the "antsy" behaviors teachers had noted in first grade were now less evident or gone completely. At a back to school night, the music teacher spoke to Joe's mom and asked about the program that had been used to bring about all the changes.

During the second week of school Joseph began a second round of TLP using CD numbers 5-8 following the Base Schedule. He continued to improve. He was now following most classroom routines without problems. His reading skills greatly improved and he was now scoring at the 4th grade reading level although his comprehension was age appropriate. His digit span increased a whole digit by the end of the second session. He was still exhibiting problems in the afternoon with attention, so he has been given exercises to help him maintain focus for extended periods.

After completing CDs 5-8, Joseph listened to the Extension Series CD for Speech and Language. Joseph's conversations now contained more details about school and his comments were longer. Joseph is still somewhat hypersensitive to certain frequencies. But each time he repeats TLP, especially the extension CDs, sounds do not bother him as much and his mother notices changes. He is less distracted at school and sleeps better at night. At the end of October, Joseph's mother attended Parent Teacher Conferences. His teacher is very happy with his writing progress and reading skills. Math is still a struggle, but he is working hard and slowly improving.

SUMMARY OF CHANGES

At the end of two rounds of TLP that were completed in four months time, Joseph had improved in almost all areas of sensory perception. He was much better at following directions than he had been initially. His Sensory Profile had improved considerably, particularly in the areas of Sensory Processing and Behavioral and Emotional Responses. His SCAN results also improved with his Age Equivalent scores going from 6 years 3 months to 7 years 2 months. Following are additional pre and post test scores.

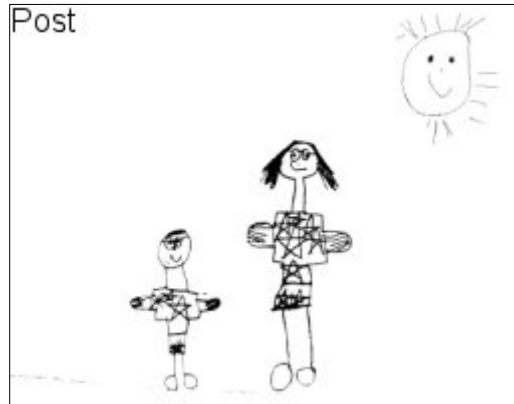
Quick Neurological Screening Test (QNST) - 15 tasks

| | Pre TLP | Post TLP |
|----------------------|---------|----------|
| Severe Discrepancy | 4 tasks | 1 tasks |
| Moderate Discrepancy | 4 tasks | 3 tasks |
| Normal Response | 7 tasks | 11 tasks |

In particular Joseph made considerable improvements on the Figure Recognition and Production, Sound Patterns, Postural Control and Balance sections of the QNST.

Beery-Buktenica Developmental Test of Visual Motor Integration (VMI)

| | | |
|---------------|----------------------|-----------------------|
| | Pre TLP | Post TLP |
| VMI | 13% (5 yrs 10 mo.) | 61% (7 yrs 6 mo.) |
| | No. of Parts Pre TLP | No. of Parts Post TLP |
| Draw-A-Person | 16 | 38 |



| | | |
|------------|---------|-----------------------------------|
| Digit Span | Pre TLP | Post TLP |
| Written | 5 | 5 |
| Verbal | 3 | 4 (equivalent to a one year gain) |

In the two years since Joseph first used TLP, he has gone through the program several more times including the Extension Series CD's. He is doing very well in school. His reading skills are two grades above his level. His language skills are more advanced than his peers are and he is extremely imaginative and creative in his story telling and drawings. He still experiences some difficulties in the classroom, particularly with the mechanics of writing and math fact recall.

FOLLOW-UP

Follow-Up Note From Joseph's Mom:

"TLP is a very powerful tool. I think that for my sons, it helped to eliminate and/or reduce an issue that was really hampering their success and improvements. It was almost as if the "cobwebs" got cleared from their heads and all subsequent therapy was more effective. TLP is something I could go on and on about, it has been that successful for us."

Joanne Swanson, OT

Sue Beasley, OT

Sheila Smith-Allen, MA OTR BCP of Pediatric Therapeutics in Chatham, NJ.

End of Case Study

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