

Case Study – The Listening Program®

Jason, Age 5 1/2, Speech Delay

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Name: Jason
Gender: Male
Chronological Age: 5 1/2 years
Clinical Diagnoses: Severe Speech and Language Developmental Delay

BACKGROUND INFORMATION

Jason was diagnosed as severely developmentally delayed in speech and language. At 3 1/2 he was assessed, classified and placed in a preschool disabled program with an emphasis on speech. His vocabulary was very limited. He spoke in one or occasionally two word phrases when he wanted or needed something, e.g. "juice please" or he pointed and grunted. Most of the time he was very quiet. He did develop body and facial expressions, so he learned to communicate very well in other ways.

TREATMENT

The first two years Jason was in a traditional preschool disabled program. During school breaks, he had speech therapy 3 times a week. In the summer, Jason had speech therapy at Children's Specialized Hospital in Mountainside, New Jersey. His mother worked with him extensively on vocabulary, phrases, and sentence structure. At the end of preschool, when he turned 5, his speech and vocabulary had improved, but not enough. His speech was still choppy with sentences being only about 3-4 words long and still not in logical sequence. As his mother explained, "We called it 'Jasonspeak'. You had to listen to everything he said and put it in order to figure out what he meant." Jason had a very slow response time to communication, had difficulty maintaining a conversation, and had limited eye contact. He was characterized as below average with great difficulty understanding spoken language and syntax and at great risk with math concepts. He had difficulties with classroom routines and transitions to new activities. He was characterized as hyperactive. The specialists at school felt he would probably fail in the first month of kindergarten.

PROGRAM IMPLEMENTATION

Jason started The Listening Program that summer following the Base Schedule, listening twice a day, 15 minutes per session.

The positive changes by using TLP were apparent after the very first week. Jason would sit for longer and longer periods of time with books, coloring, and drawing as he progressed through TLP. Jason's speech improved; it became much more fluid with more logical sequencing. He used more words in a sentence. He had better eye contact and quicker response time. His conversational skills improved. These improvements were all reported by Jason's school speech therapist who couldn't believe his improvement. On the first day of school after a brief conversation with him, she asked, "What did you do this summer?" Even his coordination skills improved. He was able to master riding a bicycle without training wheels during this time and jump with the pogo stick also. He was now able to ride his bicycle joyfully, without a lot of concentration to keep his balance. His eye-hand coordination improved, not just with writing, but also with catching and throwing a ball. He would quickly do any task his parents asked him to perform.

After completing the original 8 week program, Jason began a second round of TLP using CD numbers 5-8 following the Base Schedule. He then used the Extension Series CD for Speech and Language. Jason's conversational abilities and response time have continued to improve. Although he is still a bit slow to respond and his speech is still a bit choppy, his sentence structure is better and longer.

Jason's teacher reported that Jason is very bright and doing very well academically. He is writing words and sentences. His pre-reading skills and math skills are right where they need to be to succeed in kindergarten. Routines and transitions are not an issue and he is now one of the first students to follow an instruction and proceed to the next activity. He will sit and complete projects without reminders or prompting.

Jason has been through TLP several more times. Each time his mother has reported improvements. Two years after starting the program, Jason's reading skills are two grade levels above his current grade as well as his math and writing skills.

SUMMARY OF CHANGES

At the end of two rounds of TLP that were completed in four months time, Jason had improved in many areas of sensory perception. His attention had improved and his auditory and visual processing had improved. His SCAN results also improved with an increase from 5% to 37% in the Competing Words section, and his Age Equivalent scores going from 4 years 5 months to 5 years 1 month. Following are additional pre and post test scores.

Test of Gross Motor Development

	Pre TLP	Post TLP
Locomotor	75%	98%
Object Control	75%	98%

Quick Neurological Screening Test (QNST) - 15 tasks

	Pre TLP	Post TLP
Severe Discrepancy	4 tasks	4 tasks
Moderate Discrepancy	8 tasks	5 tasks
Normal Response	3 tasks	6 tasks

	No. of Parts Pre TLP	No. of Parts Post TLP
Draw-A-Person	5	14

FOLLOW-UP

Follow-Up Note from Jason's Mom:

"All I can say is 'Wow!' What a difference for my son. I'm happy to report that he did not fail in kindergarten, in fact, quite the opposite. He did very well. His processing skills are still not quite where they should be, but we're close so we keep working on that with the NACD (National Academy for Child Development) program. We have used The Listening Program several more times since the first round and each time I notice subtle improvements in my son's speech. This year he completed first grade in a regular classroom (he was declassified.) He is reading on a third grade level and has lots of friends. Of course you can imagine him now, all those great facial and body expressions now coupled with language. He's a lot of fun and spends much time entertaining his classmates. Now I have to worry about him being too verbal in school and being the class clown! But I don't see that as a problem... It is music to my ears."

Joanne Swanson, OT
of Pediatric Therapeutics in Chatham, NJ.

End of Case Study

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