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Date: January 06, 2012
Name: Student-AD
Gender: Male
Chronological Age: estimated age 14.6-years
Clinical Diagnosis: Post Traumatic Stress Syndrome with Attachment Disorder

Client History

Recently adopted from a third world country by a local family, Student-AD's exact age is not known but is estimated at about 14-years old. Although his vocabulary was very limited, he caught on to English rather quickly. He spoke with an English accent, in a soft, quiet voice, with his head bowed down, and only fleeting eye contact. He loved to learn! He was motivated and a hard worker but his memory failed him more times than not. He was so very shy that he could not function in a group setting regardless of how small it was. And that is how Student-AD ended up at our learning center in April of 2008. For two years we provided his academic requirements for all the language arts requirements in his home school program. We came to love and respect him greatly. However, his progress seemed like two steps forward and four steps back.

Our goals for Student-AD were as follows:

- Increase memory capacity
- Enhance auditory processing skills
- Increase reading fluency
- Expand ability to think
- Improve eye contact
- Boost self-confidence
- Improve reading comprehension

Concurrent Treatment/Intervention

A 20-week intensive remediation program was designed to meet Student-AD's goals. It consisted of the following elements:

- The Listening Program Level 1 Kit with Nature Sounds and Bone Conduction
- Learning Ears by Moyer's Learning Systems
- Sonday System Reading Remediation Program
- Brain Builder® Software

Listening Plan

Cycle One listening used the standard *Learning Ears* listening program protocol with two, 15-minute listening sessions, five-sequential days per week, with a TLP Level One Kit with Nature Sounds and Bone Conduction.

- Phase I (4-weeks) – both 15-minute listening sessions were in the home environment.
- Phase II/III (12-weeks) – the morning listening sessions was done in the learning center as an active-listening session. A simple mixer and microphone set-up was used

(standard Learning Ears configuration), however, this session did not use bone conduction. Evening session was completed in the home environment.

- Phase IV (6-weeks) – both listening sessions returned to the home environment.

Observations

Student-AD literally transformed right before our eyes. It seemed that every week brought out a little more of child that had been hiding inside. This quiet young man went from holding his head down to sitting and walking with his head held high. Although vocabulary remained an issue, he became very articulate, describing everything from stories he read to things he saw, in great detail. His amazing sense of humor began to emerge and his delivery of jokes was spot on!

Pre/Post Testing

GIBSON TEST BATTERY OF COGNITIVE SKILLS

Test Name	Pre-Test	Post-Test	Change in years
Processing Speed	9.2	12.7	+3.5
Working Memory	12.6	15.10	+3.4
Visual Processing	6.5	12.10	+6.5
Logic-Reasoning	12.3	12.3	+0.0
Selective Attention	6.2	6.10	+0.8
Spelling	12.9	13.9	+1.0

WOODCOCK READING MASTERY

Test Name	PRE-		POST-		Change in Years
	Pre-Test in Years	SS	Post-Test in Years	SS	
Visual-Auditory Learning	6.0	68	7.9	87	+1.9
Word Identification	10.11	88	11.11	91	+1.0
Word Attack	13.11	100	18.6	111	+4.7
Passage Comprehension	10.7	87	12.0	93	+1.6

TEST OF AUDITORY PROCESSING SKILLS, VERSION 3

Subtests	PRE-		POST-		Change in years
	Scaled Scores	Age Equiv.	Scaled Scores	Age Equiv.	
<i>Phonologic Processes</i>					
Word discrimination	9	7.6	12	>9.6*	+2.0
Phonological segmentation	14	>18.11*	14	>18.11*	+0.0
Phonological blending	7	7.11	15	>18.11*	+11.0
<i>Memory Processes</i>					
Number memory forward	9	11.6	11	>18.11*	+7.5
Number memory reversed	7	9.2	11	16.10	+7.8
Word memory	7	7.7	12	>18.11*	+11.4
Sentence memory	9	12.7	11	>18.11*	+6.4
<i>Complex Processes</i>					
Auditory comprehension	7	8.4	9	12.7	+4.3
Auditory reasoning	8	11.6	14	>18.11*	+7.5

COMPOSITE SCORES FROM TAPS-3

Tests	PRE-	POST-
	Standard Scores	Standard Scores
Phonologic	100	119
Memory	90	106
Cohesion	88	108
Overall	93	107

TEST OF VISUAL PERCEPTUAL SKILLS

Basic Processes	PRE-		POST-		Change in years
	Scaled Score	Age Equiv.	Scaled Score	Age Equiv.	
Visual Discrimination	8	10.4	14	> 18.11*	> +8.7
Visual Memory	13	> 18.11*	13	> 18.11*	+0.0
Spatial Relations	8	10.7	12	16.0	+5.5
Form Constancy	4	6.5	11	16.7	+10.2
Sequential Memory	9	12.0	11	15.7	+3.7
Figure Ground	10	13.1	11	16.0	2.11
Visual Closure	11	14.0	12	17.6	3.6

COMPOSITE SCORES FROM TVPS-3

Tests	PRE-	POST-
	Standard Scores	Standard Scores
Basic Processes	91	113
Sequencing	95	105
Complex Processes	103	108
Overall	95	110

GRAY ORAL READING TESTS

Test	PRE-		POST-		Change in years
	Standard Score	Age Equivalent	Standard Score	Age Equivalent	
Rate	6	11.6-yrs.	7	12.0-yrs.	+0.6
Accuracy	5	10.0-yrs.	9	12.9-yrs.	+2.9
Fluency	3	10.9-yrs.	7	12.6-yrs.	
Comprehension	5	10.3-yrs.	9	13.9-yrs.	

Pre-remediation measured Student-AD's Oral Reading Quotient at 64, in the 1 percentile ranking. Post-remediation measured an ORQ of 88, in the 21st percentile ranking.

BASIC ACHIEVEMENT SKILLS INVENTORY

Subtest	Pre		Post	
	Standard Scores	%ile	Standard Scores	%ile
<i>Reading Total</i>	88	21	108	70
Vocabulary	88	21	108	70
Reading comprehension	88	21	110	75
<i>Written Language Total</i>	82	12	109	73
Spelling	76	5	107	68
Language mechanics	98	45	108	70

Questions/Follow-up Recommendations

Student-AD made amazing progress over the course of his intensive remediation. It was recommended that he continue instruction in critical thinking, reading and vocabulary. As well, he was asked to continue to use the Brain Builder Software and to use his TLP Bone Conduction system, following a Cycle 2/ once a day listening program.

Discussion

Student-AD finally left our learning center in June 2011, bringing an end to a three year journey. It is amazing to me that we did everything we knew to help Student-AD for two-years and he made minimal progress. But seven months of The Listening Program with Learning Ears and Student-AD's life was truly transformed. He no longer requires a private, one-on-one setting and the personal attention of our learning center. He is now attending a group home school program using a classical education curriculum -- no longer modified and adjusted to meet his needs. He participates in small groups for discussions and group study teams. His mother and father truly thought he may never be able to cope with a group setting. He continues to challenge himself and rise to meet the demands of a rich and full education in a new land.