

## Case Study – The Listening Program®

### Richard, Age 6, ADHD

Submitted by: Gerry Tissier, FIMLS NDT (INPP)  
Redhill, Surrey, ENGLAND  
November 15, 2001

Name: Richard  
Gender: Male  
Chronological Age: 6 years 11 months  
Clinical Diagnoses: ADHD and possibly Aspergers Syndrome

### BACKGROUND INFORMATION

I first saw Richard on 26th April 2001. He had been diagnosed with ADHD and an NHS doctor suggested when he was about four years old, that he had Aspergers Syndrome. At birth he had a cord around his neck, was blue, and required oxygen. After birth and for the first six months he was very quiet and slept a lot. At eighteen months he had a serious ear infection and was on antibiotics. The neurological assessment revealed 55% dysfunction on the gross-muscle coordination and balance tests. There was a 71% dysfunction for dysdiadochokinesia, aberrant reflexes 62% dysfunction, oculo-motor functioning 55%, and visual-perception functioning 53%. Richard had obvious speech and language problems, was clearly hyperactive, but seemed very intelligent. There was little eye contact. He was a floppy and jerky child in his movements; after each test he collapsed into an armchair. During the drawing and writing tests he was stimulus bound. He had a very poor short-term memory.

Tests for auditory processing disorders revealed borderline disordered in auditory figure ground. Richard was very fidgety throughout testing. His mother commented that the only time when Richard doesn't fidget is when he is in bed asleep and then he moves a lot.

### PROGRAM IMPLEMENTATION

CD #1: I started Richard on The Listening Program in May, 2001 and after fifteen minutes his mother said he was less agitated. After completion of CD1, two sessions of fifteen minutes a day which was listened to for two weeks, Richard was calmer, more relaxed, had better eye contact and much better physical coordination. Now he could attempt playground slides, climbing frames, etc. He talked more and communication was clearer. He was far more interactive with people around him. He still talked over people though. He showed more animation in his face. There was an increase in self confidence and he became more independent and responsible. He made a new friend at school. He became more adventurous, trying swimming and getting his face wet. He became less defensive, less timid, he twitched less, but was still quite active. He began to think about what he was doing; he seemed more in control. "A big breakthrough," said Mum June 01.

SENSORY INTEGRATION Week 1: I then put him on the Sensory Integration (SI) CD to improve coordination. It was used with headphones, 2 times a day for 15 minutes each session for two weeks. His mother noted more of the same that had happened before. Now he was gentler with animals and people. He began to sing a lot and in tune, copying inflection and tone. He remembered poems and facial expressions.

He became very affectionate while listening, holding hands and expressing his love for his mother. His teacher noticed more emotions, and that he was in tune with his body. He had much more contact with his friends at school; he played now and approached people more. He was making friends and they were connecting with him. His vocabulary was improving and there was

more appropriate use of words. Schoolwork was better. He could focus and Richard said there was no more ringing in his ears.

SI Week 2: He started noticing smells more, especially in relation to food e.g. "this smells lovely!" Doing well with other things too. He seemed to be awakening, picking up speed in his go-kart. His energy levels were better, more confidence, better balance, better coordination, beginning to be naughty, giggled, had two warnings at school for talking, but he was talking about the future school trip to a friend. He had reduced sensitivity to some foods that used to produce hives or rashes. He began to listen to music on his own and not move from the chair; he was very cooperative.

CD #2: By the end of CD2 his sleep patterns were better, he wasn't so tired and he had more energy. He became more physically active, e.g. wanting to kick a ball around with his friends. He came down the slide backwards, very pleased with himself. He rode a go-kart. His appetite was much better. He began to sing and play with his voice much more. He pitched his notes better and he now enjoys playing the recorder. His headaches were less frequent, but still there. His coordination was much better. He was gentler with animals; the cat now loves him! Instead of avoiding him, she lets him feed her and stroke her. Richard used to hate animals, but now loves them. There has been an improvement in handwriting. He is better in organization and he can work faster. His teacher said, "He is much more focused and he is starting to work more independently, but he never stops talking." There was much more communication and he hasn't been so huggy and kissy since he stopped the SI disc. He is less overwhelmed, and can cope with what is being given at school. He was taking more notice of body, voice and tone of the teacher. There was more appropriate interaction with adults and peers. He began to remember instructions and warnings. He began listening to his mother properly, understanding what she was saying, and then acting on it. His eye contact was getting better, not flicking his eyes away. He began to look at her face properly. Explanations and sentence structure were still difficult. He had jumbled thought, but an increased sense of humor. He was more observant with an increased self-confidence. Friends wanted to play with him at school. He wasn't so silly and he wasn't making strange noises now. He was beginning to connect with the real world.

CD #3: Teacher's comments after CD3: Doesn't react so aggressively and can fathom other people's reactions much better. There is more appropriate behavior with other children. When Richard was told off by his mother, he realized that he didn't like being distanced emotionally from her and so his behavior improved. Wonderful improvement in handwriting. At the recorder concert Richard remembered all the tunes and fingering. He realized his shirt was hanging out and tucked it in while continuing to play with one hand; very into recorder and music.

CD #4: He had changed so much, wanted to ride on the pony on holiday and wasn't afraid of the height or the ride. He stroked a tiger cub, much more interested in animals.

Very happy, all this was very new. He is making far more mental connections and telling jokes. Better interaction. On a hazard assault course for children, he attempted the beam walks. His posture was better, straighter. He looked more mature. Richard knows that he was different from other children, but he is intelligent. He is practicing writing with a tutor who wants an educational psychologist to give him appropriate work. Richard's headaches have gone completely. He has fewer mood swings. He feels so much better after TLP. He is far more sensitive to those around him and to different situations. He has started offering his food and sharing it with his parents. He couldn't share anything before. He had wonderful school holidays exploring everything and asking questions all the time. He had a much better relationship with his father; he asked him to take time off work to play with him.

CD #5: So different going back to school, happy, confident, rushing in, cheerful. Totally different from last year. He is beginning to write, can copy and do some dictation. He is year 3 now and wearing a proper school shirt, which he can do up by himself. "No thank you mummy, I can manage by myself now." Energy levels are much better. Used to be lackluster, no energy, reluctant to go to school. He wants to go to bed later now. Lots more good days now, hardly any bad ones. He is sunnier and more pleasant to be with. Classmates approach him now and chat to him. He relates accurately what has been said at school. He doesn't say "me first" all the time. "After you mummy." His personality is coming out and his ADHD has almost gone, just occasionally perhaps after stressful situations.

CD #6: "I'm sorry to interrupt you mum, I can see you're busy but..." He is far more sensitive to mother's body language. He was requested to bring his PE bag home and he remembered. In swimming lessons the teacher said that he needed to straighten out. He couldn't stand the trumpet noise a friend was making. His drawings are getting much better; he drew a recorder with all the details. He can draw people more accurately. He notices details more. He has excellent observation. He says, "I accessed my brain." He is very knowing yet immature at the same time. Homework is much better. He is formulating sentences better. He uses his left hand for grasping and eating, and his left foot for kicking. The school wants him to be assessed for special educational needs. They have put him on a tracks literacy scheme, a special literacy program for slow readers.

CD #7: He tried two new vegetables. He is willing to try new things, pulling a face but coming back for more. He can brush his own teeth now and he dries himself after a bath. He would have been far too tired to do these things before. He achieved a yellow belt in tai-kwan'do. He is much more confident, talking to new boys about tai-kwan'do. Repetitive things are easy but his short-term memory is a big problem. He is more emotional and needy. TLP improves his mind and makes him happy. Father notices his face is much happier and relaxed after listening.

CD #8: Improved spelling, both written and aural. His physical coordination is better. At tai-kwan'do Richard is listening to the instructions and remembering them, to the extent that he will correct other children if he sees a wrong movement. His teacher says, "He is very intelligent" and is coming along nicely. He sat quietly and cooperatively while having his hair cut. Previously he would wriggle about and recoil when the water spray was used. He chatted to the hairdresser and smiled at his mother.

His drawing ability has improved steadily, so has painting, cutting, coloring, and stenciling. He is showing an increased willingness for these activities, even instigating them. When assisted, sentence structure is formed very well; he can do it, but resists strongly. Short-term memory is still a problem. He forgets what he has said halfway through a sentence. Behavior is still not age appropriate. He rubs out things written on the board at school, has good and bad days, fluctuating energy levels, especially after exercise and physical activity, tires very easily. He can be quite uncooperative at school.

HIGH SPECTRUM, Week 1: Ill at the moment with cough and cold, not a good fortnight. Being ill, he was uncooperative, complained of illness and flopped about. He achieved very little at school. These are all comments coming from a very strict teacher. Drawings are coming on very well, and he is fascinated by how things work. He is detailed and specific, and interested in constructing models. He is fascinated by the TV program the "scrapheap challenge." On bonfire night he was given sparklers, which he loved. Before he had hated them. Bought an English CD-ROM that he loves: synonyms, nouns, pronouns, games, etc. On Brain Builder he is stronger on the visual than the auditory.

HIGH SPECTRUM, Week 2: All sorts of things are going on in Richard's head. He prepared cushions on the sofa for his mother when she said that she was going to tell him a story, showing preplanning for the first time. On a school visit to the dentist, Richard related all the details in the correct order and with rational thought, showing that he could relate events accurately. Sometimes, when Richard talks to people, he fidgets, fiddles and has poor eye contact. Other times, when he is calm, he is coherent and clearly spoken. When Richard got pushed over in the playground, he related what had happened to his mother in a rational manner. He wasn't upset about it. He had looked around and challenged the child. This had never happened before. In the past, he would have been very negative and very upset. More memories are surfacing for Richard and his parents are very encouraged. "Another little light has been switched on." Richard does some amazing forward thinking now and can predict what people might do. His parents are amazed. He protects himself much better at school. "I'd like to be a scientist," he says. He can propel himself on the swings now and enjoys it very much. He hasn't fallen over at school for some time now. His drawing and coloring are coming along very nicely.

## DISCUSSION

Richard is having a break from The Listening Program at the moment. He is continuing to do an exercise to reduce his Moro reflex and an exercise to continue improving his balance. I'm always very impressed by the commitment shown by some parents in helping their children. Richard is very fortunate in having such a parent, who is also sensible and caring. I'm very fortunate in having discovered your wonderful TLP. It has improved the quality of lives in so many people who were written off by professionals and specialists in the medical and educational fields.

End of Case Study

© 2003 Advanced Brain Technologies, LLC



PO Box 1088 | Ogden, UT 84402

801.622.5676 | fax: 801.627.4505

provider@advancedbrain.com | www.advancedbrain.com