STOWELL Learning Center

The Impact of Processing Skills Training on Social-Emotional Development

Anya was timid, quiet, and a perfectionist. She was sweet and determined but didn't trust or feel confident in herself. When answering questions, she corrected herself, changed her answers, said, "wait," "like," and "probably" very often, and nearly always ended with, "I guess."

Anya was assessed at Stowell Learning Center at age 12 because of concerns in the following areas:

- Math
- Listening and comprehension
- Speech/articulation
- Verbal expression
- Processing skills
- Memory
- Attention/concentration
- Self-esteem
- Avoidance of schoolwork/homework

She had a family history of learning and attention challenges. In testing, Anya showed lagging skills in working memory, auditory processing, math computation, reasoning, and listening and reading comprehension.

Anya's **Cognitive Learning Therapy Plan** included 3 steps.

Step 1

Objective: Strengthen auditory processing skills and increase listening and reading comprehension, reasoning, and oral expression. Increase integration and synchrony of auditory and visual processing to increase processing speed, fluency, and response time.

Programming:

- The Listening Program - Level 1 (TLP-Online)
- Auditory Stimulation and Training- Comprehension (AST-C)
- Brain Integration Training (BIT)

Step 2

Objective: Increase overall cognitive efficiency, attention, and confidence.

Programming Recommendations:

- The Listening Program- Level 1 (TLP-Online)
- AMPS (Attention, Memory, and Processing Skills)

Step 3

Objective: Increase math concepts, computation, and reasoning skills.

Programming Recommendations:

- The Listening Program- Level 1 (TLP-Online)
- Discover Math (DM)

Anya attended 3.5 hours of Cognitive Learning Therapy for four months, followed by a six-week intensive program of 3 hours a day five days a week in order to complete steps 1 and 2 before the start of seventh grade.

Anya was very consistent with her home listening program (TLP-Online). She said that this passive auditory training program helped her to feel calm. With the active auditory and comprehension skills training (AST-Comprehension), Anya became more open and expressive about her feelings, frustrations, and things she would like to change. She was more spontaneous and articulate in conversation and was able to express herself more concisely instead of talking around things.

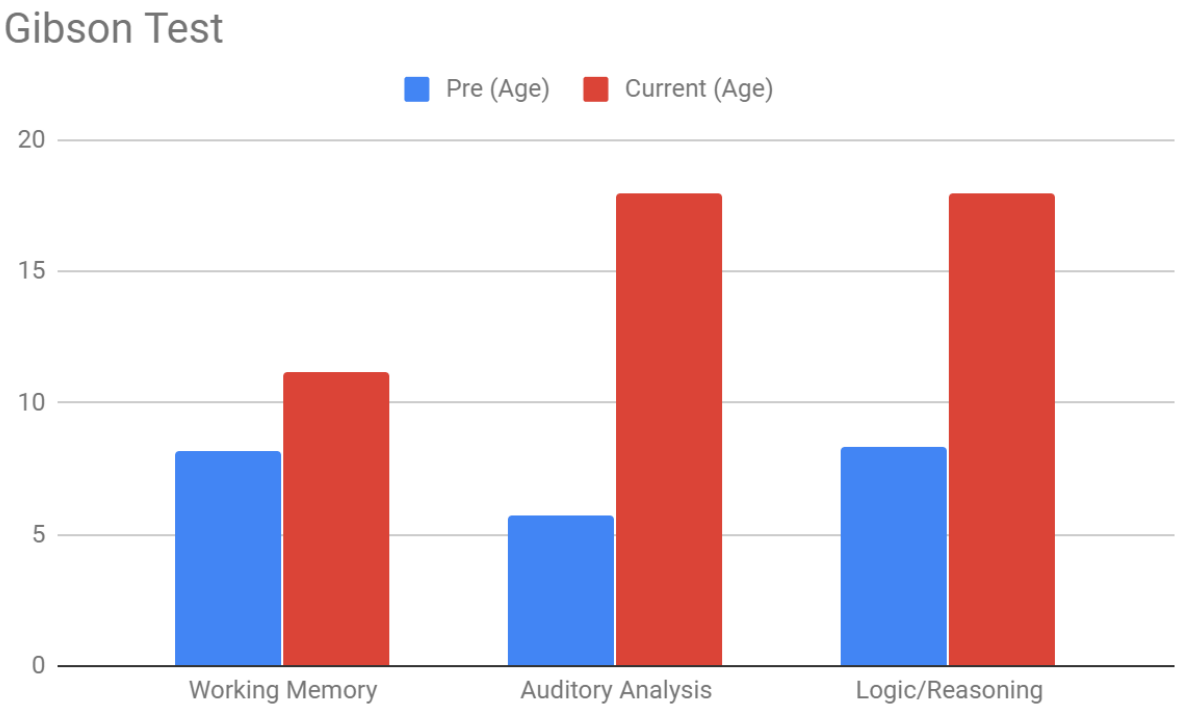
AMPS (cognitive processing skills training) was added to Anya's program as a part of her summer intensive and had a dramatic impact on her social-emotional presentation and skills. Her ability to work quickly under pressure improved dramatically. She was able to work through mistakes and frustration without getting "stuck" and even say, "This is easy for me," or "I did good," after some activities. She developed a confidence and resolve that translated into her social life

Retesting following Anya's intensive program showed strong improvements in her deficit areas::

Gibson Cognitive Test Battery

Scores on the Gibson are reported by age. Please note: 18 is the maximum age reported since performance at this level is similar to that of an adult and 5 is the minimum age reported.

Pre	**Current**	**Subtest**
8.2	**11.2**	WORKING MEMORY – ability to store, retain, and retrieve information.
5.7	**18**	AUDITORY ANALYSIS – the brain's ability to blend, segment, discriminate, and analyze speech sound within a spoken pattern
8.3	**18**	LOGIC AND REASONING – to reason and solve spatially defined problems which require high level conceptual abilities.



"Current" represents post test scores

Anya's parents were a bit skeptical at the beginning of her cognitive learning therapy but at the end, said to the center director, "You said you'd be telling me, 'I told you so' and you didn't lie!"