STOWELL Learning Center

Reflex Integration and Auditory Training Reduce Neurological Interference to Learning, Anxiety, and Roadblocks to Verbal and Reading Fluency

When Donovan came to Stowell Learning Center as an 8 ½ year old, he was profoundly dyslexic. Whether speaking, reading, or writing, words seemed to jumble together, causing him to be incredibly anxious. In first grade, Donovan was pulled out of school to be homeschooled due to his anxiety.

Donovan's initial testing at the Learning Center showed presence of retained reflexes likely causing neurological interference to learning and creating anxiety for him. Inefficiencies in auditory processing were impacting his listening, speaking, and reading. Decoding skills were far below expectancy and his reading accuracy, while in the low average range, was already a year below grade level due to his auditory challenges and visual disorientation on the page.

Programming recommendations for Step 1 of Donovan's program included:

1. QRI (Quantum Reflex Integration) to reduce anxiety and integrate retained reflexes
2. CLS (Core Learning Skills Training) to support attention, visual skills, spatial orientation, ability to cross the midline, and stamina.
3. TLP (The Listening Program) to improve auditory processing, orientation, and language expression
4. AST-Reading and Spelling (Auditory Stimulation and Training) to improve auditory processing, phonological awareness, sequential processing, decoding, reading fluency, and spelling skills.

Donovan attended sessions at the Learning Center 1.5 hours per week for 7 months. Retesting at that time showed improvements in auditory processing and decoding skills:

SCAN-3 Test of Auditory Processing Skills

Competing Words	Pre:9th percentile (Borderline)	Post: 25th percentile (Normal)
Competing Sentences	Pre:16th percentile (Low Normal)	Post: 25th (Normal)

Gibson Cognitive Test Battery

Auditory Analysis	Pre:Age 5	Post: Age 9.4

Moyers Decoding Screening

Simple Syllable (Real words)	Pre:90% correct	Post: 100% correct
Simple Syllable (Pseudo words)	Pre:30% correct	Post: 100% correct
Complex Syllable (Real words)	Pre:55% correct	Post: 95% correct
Complex Syllable (Pseudo words)	Pre:15% correct	Post: 95% correct

Gray Oral Reading Test - V (GORT-5)

Accuracy	Pre:Grade Level 1.7	Post: Grade Level 3.4
Reading Fluency	Pre:Grade Level 2.2	Post: Grade Level 3.4

Reflex Testing

Unintegrated Reflexes	Pre:16/17	Post: 8/17

By the end of Step 1, Donovan was much more settled, confident, and flexible. He was able to deal with challenges and transitions with more confidence and reduced anxiety.

It was recommended that Donovan begin Step 2 programming to continue integrating retained reflexes, improving integration for learning and attention, and begin a processing skills program to further increase auditory and visual processing, logic and reasoning, and overall cognitive efficiency. Programming recommendations were:

1. QRI
2. CLS
3. AMPS (Attention, Memory, and Processing Skills)

Donovan continued to attend 4.5 hours per week at the Learning Center. Re-evaluation of processing skills was completed after 5 months.

Gibson Cognitive Test Battery

Processing Speed	Pre:Age 8.6	Post: Age 13.5
Working Memory	Pre: Age 8.6	Post: Age 12.6
Visual Processing	Pre:Age 7	Post: Age 9.6
Word Attack	Pre:Age 7.6	Post: Age 13
Auditory Analysis	Pre:Age 5	Post: Age 18
Logic and Reasoning	Pre:Age 6.6	Post: Age 12.3
Spelling	Pre:Age 8.7	Post: Age 12

Donovan successfully returned to the regular classroom and continues to be an A and B student.

When he was 11, Donovan had a television interview on ESPN after catching a home run ball at Dodger Stadium. When his mom sent us a clip of the interview, she said, "He could never

have done this interview without the work he did with you. He just thanked me a few weeks ago for sending him to the Stowell Learning Center."