STOWELL Learning Center

Auditory Processing Disorder, ADHD, and Sensory Integration Addressed through the Learning Skills Continuum Approach Make Dramatic Change in School Success and Social Skills

Emma had just turned 16 when she started at the learning center the summer before her junior year in high school. She was receiving special education services at school and even though her intelligence was well within the normal range, she was dramatically behind in all subject areas.

Emma was diagnosed with APD (Auditory Processing Disorder), ADHD, and depression. She was very unaware socially, had difficulty with conversation, sensory integration issues that caused her to be very sensitive to certain foods and clothing, and just seem generally disconnected.

Emma's world began to open up that summer as the result of a six-week intensive at the learning center. She attended 3 hours per day 5 days a week working one-to-one with a clinical team and listened to prescribed sound therapy daily at home 15 minutes twice a day. In sessions she her programming included:

- Core Learning Skills Training
- Auditory Stimulation and Training - Reading and Spelling
- PACE (Processing and Cognitive Enhancement)

At the end of Emma's first week, her mom tearfully shared that Emma asked to join her sister and friends on a trip to the mall. Emma had never chosen to do anything social, always preferring to stay in her room.

Midway through her intensive - week 3 - Emma noticed that she was better able to handle frustration and started opening up and talking about her feelings. Her mom said that Emma was wanting to read on her own, had better flexibility in movement and was more spatially aware. She had better articulation when speaking and seemed to be maturing, handling tough situations more positively instead of falling into depression moods. She was getting jokes on her own and not having to ask her mom to explain them. She was laughing more and in happier moods. She was able to get ready independently in the morning.

In sessions we noticed that Emma was more "present." It was easier for her to self-correct and activities were more effortless and enjoyable. Her gait was lighter and more upright. She was at ease and talkative,

Emma's retesting at the end of her six-week intensive showed outstanding changes.

TAPS-3 Test of Auditory Processing Skills

Auditory Comprehension	Pre: Age 8-10 Percentile 7	Post: Age 15-0 Percentile 50
Auditory Reasoning	Pre: Age 6-10 Percentile 2	Post: Age 12-6 Percentile 25

Moyers Decoding Screening

Simple Syllable (Real words)	Pre:100% correct	Post: 100% correct
Simple Syllable (Pseudo words)	Pre:50% correct	Post: 80% correct
Complex Syllable (Real words)	Pre:75% correct	Post: 90% correct
Complex Syllable (Pseudo words)	Pre:45% correct	Post: 80% correct
Multisyllable (Real words)	Pre:85% correct	Post: 100% correct
Complex Syllable (Pseudo words)	Pre:25% correct	Post: 50% correct

Emma went on to work at the Learning Center for a year after her intensive to complete the Discover Reading and Discover Math programs. A few years later, her mom, a teacher, sent this update:

"I think about you frequently. Emma is doing really well. She is attending community college and doing well in everything but math (no surprise there). She will be going to Ecuador in June with a group from her church. You wouldn't know her from the kid you taught. Can't thank you enough for all you have done for her. You do amazing work. I wish I had your skills. I could really use them!"