

## Case Study – The Listening Program®

### Case Study - Greg - Age 9, Autism

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**Submitted by:** Mary L. Padula, MA, CCC/SLP

**Date:** October 2005

**Name:** Greg

**Date of Birth:** 3/12/1996

**Chronological Age:** 9 years 4 months

**Gender:** Male

**Clinical Diagnosis:** Autism

#### **Editors Note:**

This case study is particularly significant as it chronicles a child who has been on The Listening Program® for 5 years and continues to not only maintain changes but to make significant gains. It reinforces the benefits of ongoing listening with TLP and demonstrates the creative use of the TLP Original Kit, specialized CDs and TLP Level One.

Mary Padula, Greg's Certified Provider has been working with The Listening Program for several years and was recently invited to join the ABT Training Faculty as a Provider Mentor.

#### **Background Information:**

Greg was diagnosed with Autistic Spectrum Disorder at the age of 2½. Greg was non-verbal, gravitationally insecure, severe anxiety, low tone, and lacked all forms of verbal and non-verbal interaction and engagement. When left to his own accord, he would sit and do nothing.

At the age of 3 (1999), Greg began early intervention at a private pre-school in Middleburg Heights, Ohio. I began treating him at the pre-school 1 time per week for 1 hour per session using a sensory motor based/floor time model of speech/language therapy. Home and school follow through equaled a 30 hour per week program. Recommendation was made for a medical evaluation to assess any biologically based issues that may be interfering with Greg's development. Greg started on a Gluten/Casein free diet at the age of 3½ years, along with heavy metal chelating, and multiple vitamin supplements for vitamin/mineral deficiencies. Greg also began to receive sensory motor based occupational therapy 1 time per week for 1 hour per session at this time. After one year of this level of intervention Greg's ability to accept interaction, and maintain a place of homeostasis in the classroom setting, along with his interest in being around other people emerged.

In September, 2000, Greg began his first round of TLP using the Original Kit and closed headphones on the extended schedule.

#### **Treatment:**

Greg has been participating in TLP since September, 2000. He has worked through 7 cycles of the Original Kit while incorporating all specialized discs. He currently has completed 1 cycle using the Level One Kit.

#### **Program Implementation:**

During his first cycle of TLP Original Kit, Greg had significant challenges listening to discs 4-8. During these discs we would increase sensory input using the Wilbarger deep pressure protocol/oral protocol, along with vestibular/proprioceptive input through a structured sensory diet.

The Classic specialized discs were incorporated to Greg's therapy program post 3 cycles of the Original Kit. We began with the SICD-Classic, used primarily as a grounding source for the higher level discs 4-8. For 2 cycles using this disc, it was used post disc 5, to reground Greg, so that he could more calmly work through discs 6-8. At cycle 5, I introduced SPCD-CL, much to Greg's demise. The initial session using this disc was challenging to Greg's system, although the positive language changes outweighed the challenges. This disc was followed by SICD-CL with an immediate calming. High Spectrum was introduced in cycle 7, again a challenge to Greg's system, but positive changes were noted in abstract language and humor understanding and use.

SICD-K and SPCD-K were used as interim CDs until the Level One Kit came to the forefront. These 2 discs in isolation were calming, organizing and allowed Greg's natural communication with age matched peers to emerge.

Level One Kit was introduced in January, 2005. Greg completed this kit using the Condensed schedule.

### **Summary of Changes:**

Post cycle 1, Greg began to use phrases to communicate, show interest in peer play activities, and began drawing and writing perfectly clear, verbally labeling his drawings.

Subsequent cycles of the Original Kit intertwined with all 5 specialized discs resulted in significant auditory processing changes, focus and attention, and as a result changes in language production and use. Greg was fully participating in his pre-school classroom structure with a floating aid, without the use of a visual schedule and was maintaining age appropriate pre-academic skills.

The combination of cranial-sacral therapy and TLP resulted in a significant shift in Greg's food repertoire in the summer of 2002. Prior to the combined program, behavioral interventions combined with sensory integration therapy were used consistently for 1 year without success to increase Greg's limited food repertoire. Within 3 months post the combined use of SICD-Classic and Original Kit discs 1, 2, 3 used in conjunction with cranial-sacral therapy, Greg spontaneously chose to eat all foods that his mother prepared for the other family members to include fresh vegetables, fruits and meats.

In 2002, Greg transitioned into regular education kindergarten with an aid, fully included into the classroom. Greg was only pulled out for speech services upon request of his mother and this therapist Greg just completed 2nd grade (June, 2005), regular education functioning at grade level in all areas of academics. He also completed 7 cycles of TLP Original Kit intertwined with the 5 specialized discs, and one cycle of the Level One Kit. He will enter regular education 3rd grade with an aid, still only pulled out for social skills and language therapy.

Greg was still in school when we initiated the Level One Kit, and his mother did not tell the school of our treatment program. After 2 weeks on the Level One Kit the school teacher and aid wrote a note to Greg's mom asking, "What did you do to Greg? He is so natural in his communication these days." This continued the duration of the Level One Kit, and continued this summer.

### **Follow-up Recommendations:**

Greg will continue on Level One Kit for at least 1 more cycle, before I begin to intertwine kits and Specialized CDs. His mother would say that she sees the greatest changes with Greg when he is on the Speech-Classic, Speech-Kids, and Level One Kit. Greg continues to have difficulty with High Spectrum Classic CD, which I would like to see being used more often to develop his creative thinking and abstract language skills.

**Discussion:**

Greg is a 9.4 year old boy who has Autism. He has an extremely supportive family who has implemented all recommendations to allow Greg to develop in a holistic way. TLP Original Kit, and specialized CDs provided the ground work to Greg's auditory system's development, so that the transition to Level One Kit was easy, and fostered even more natural communication. Greg will continue to use TLP as a primary intervention throughout his life, because it has made such a significant impact on his ability to communicate, and participate in a typical life. TLP, along with monthly speech consultation and a social skills group is Greg's only outside therapies at this point.



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