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**Therapeutic Listening® - Quickshifts Support for Pediatric Intervention**

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**Therapeutic Listening® - Quickshifts Support for Pediatric Intervention**

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**Background**

- Therapeutic Listening® (TL) is a sound-based intervention based on neurological principles (Frick & Young, 2009).
- Therapeutic Listening-Quickshifts (TL-Q) are 20 min sessions used as part of a sensory diet or with long-term intervention (Vital Links, 2015).
- Hall and Case-Smith (2007) found that children with sensory processing disorders demonstrated significant improvements in visual-motor skills, attention and sleep following use of a sensory diet and TL.
- Bazyk, et al. (2010) reported significant improvements in school performance in preschoolers with developmental disabilities using TL.
- Sheehy & Mandrusow (2015) found very little consistency in clinicians’ documentation of TL-Q, suggesting a need for standardized assessment procedures.
- Horn, DeJong & Deutscher (2012) advocate for practice-based methods, which may be more apropos to capture change from highly individualized interventions than studies with stringent controls.
- Significant empirical evidence for the effectiveness of the TL-Q intervention is currently lacking.

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**Objective**

Utilizing a practice- and case-based research method, the researchers intend to show how Therapeutic Listening® Quickshifts can improve function of ADLs, social interaction, school performance, sensorimotor skills, and self-regulation in children with sensory processing difficulties.

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**Results: Pre- and Post-test**

- **COPM Performance**
- **SPM Percentile**
- **COPM Satisfaction**
- **VMI Percentile**
- **COMPS Weighted Scores**

- Three children (C1, C3, and C5) showed an improvement in self-regulation, social interactions, and communication.
- Child C2: Variable performance on the VMI and SPM. COPM and parent journals indicated a slight increase in social interaction.
- Child C4: Variable performance on the SPM, COMPS, and VMI. Parent journals indicated positive changes in social interaction and arousal.
- Overall, the COPM was the most sensitive assessment in detecting change.

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**Discussion**

- Results of our study indicate changes in all ADLs, social interaction, school performance, sensorimotor skills and self-regulation domains.
- Changes were noted across all measures, though some measures were more sensitive to change than others (e.g., COPM).
- Changes were more evident through qualitative feedback and often reaffirmed through quantitative measures.
- Future studies may benefit from adopting a longer experimental period and more homogenous subjects (i.e. schedule and needs).
- Support of quantitative data through positive qualitative results reflects the concept of practice-based evidence as effective methodology.

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**References**


