Therapeutic Listening® - Quickshifts Support for Pediatric Intervention

Bryant Luong  
*Dominican University of California*

Ann Malloy  
*Dominican University of California*

Shannon Preto  
*Dominican University of California*

Follow this and additional works at: https://scholar.dominican.edu/ug-student-posters

Part of the Maternal and Child Health Commons, Occupational Therapy Commons, and the Other Rehabilitation and Therapy Commons

Survey: Let us know how this paper benefits you.

Recommended Citation

Luong, Bryant; Malloy, Ann; and Preto, Shannon, "Therapeutic Listening® - Quickshifts Support for Pediatric Intervention" (2017). *Student Research Posters*. 30.  
https://scholar.dominican.edu/ug-student-posters/30

This Presentation is brought to you for free and open access by the The Dominican Experience at Dominican Scholar. It has been accepted for inclusion in Student Research Posters by an authorized administrator of Dominican Scholar. For more information, please contact michael.pujals@dominican.edu.
Therapeutic Listening® - Quickshifts Support for Pediatric Intervention

Bryant Luong, OTS, Ann Malloy, OTS, Shannon Preto, OTS & Julia Wilbarger, Ph.D., OTR/L
Dominican University of California, Department of Occupational Therapy

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 & Mandrussow (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.

“When listening to the music, he’s very calm, sweet, talks about how much he loves me. Seems to be a very relaxing time for him.” - Parent

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.

Results: Pre- and Post-test

- 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.

Methods
- Pre-Test, Post-Test, Case Study Design
- 5 children, ages 4-14 with sensory processing needs
- Two sensory integration pediatric clinics in Madison, WI and Vancouver, WA.
- 8-week intervention; subjects listened to one music track for 20 minutes 2x a day for two weeks.
- Music selections were reviewed and changed every two weeks based on therapists’ interpretations.
- Measures: Canadian Occupational Performance Measure (COPM), Sensory Processing Measure (SPM), Beery Buktenica Test of Visual Motor Integration (VMI), Clinical Observations of Motor & Postural Skills (COMPS), and qualitative parent journals.

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.

References: