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.

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.

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.

Results: Pre- and Post-test
- COPM Performance
- SPM Percentile*
- COPM Satisfaction
- VMI Percentile
- COMPS Weighted Scores

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: