Measuring The Effects of Therapeutic Listening - Quickshifts

Hannah Tashjian  
*Dominican University of California*

Phoebe Taasan  
*Dominican University of California*

Donielle Hair  
*Dominican University of California*

**Survey:** Let us know how this paper benefits you.
Follow this and additional works at: https://scholar.dominican.edu/ug-student-posters

Part of the [Movement and Mind-Body Therapies Commons](https://scholar.dominican.edu/movement-and-mind-body-therapies), [Neurology Commons](https://scholar.dominican.edu/neurology), [Occupational Therapy Commons](https://scholar.dominican.edu/occupationaltherapy), [Pediatrics Commons](https://scholar.dominican.edu/pediatrics), and the [Physical Therapy Commons](https://scholar.dominican.edu/physicaltherapy)

**Recommended Citation**
Tashjian, Hannah; Taasan, Phoebe; and Hair, Donielle, "Measuring The Effects of Therapeutic Listening - Quickshifts" (2017). *Student Research Posters*. 56.
https://scholar.dominican.edu/ug-student-posters/56

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.
Measuring the Effects of Therapeutic Listening - Quickshifts
Donielle Hair OTS, Phoebe Taasan OTS, Hannah Tashjian OTS, & Dr. Julia Wilbarger, PhD, OTR/L
Dominican University of California

Purpose
This study evaluates the effects of the Therapeutic Listening - Quickshifts (TL-Q) program and describes a standardized protocol for gathering data supporting TL-Q using a PBE* approach.

Therapeutic Listening
TL is a sound based intervention using electronically altered music used to improve self-regulation, sensory processing, attention, social skills and communication skills (Frick & Hacker, 2001). Quickshifts technique is a binaural beat technology which increases alpha brain waves to shift alertness and set up the nervous system for optimal learning (Vital Links, 2016).

*Practice Based Evidence
PBE can be used to document, measure, and review within standard clinical practice, thus providing high-quality evidence which can be generalized to larger populations as a basis for future practice (McDonald & Viehbeck, 2007).

Method
Seven U.S. clinics identified 20 eligible participants: children aged 3-12 (one girl) receiving OT services for learning or developmental disabilities, demonstrating sensory integrative concerns or learning disabilities. Complete data was available for 10 children. Pre-test, post-test design; assessments included:
→COPM, SPM, VMI, PDMS-2, BOT-2, and a modified Clinical Observation assessment
TL-Q protocol requires 30 minute intervals of listening twice a day for twelve weeks. Music was changed every two weeks or as needed determined by the therapist.

Summary of Results
Significant improvement was seen in individualized goals (as measured by the COPM), posture, and sensory processing.

Parent Quotes
“Looked forward to TL and made him feel happier and calmer”
“Approaching children his own age and asks if they will be his friend”
“Tolerated hair cut... sat by himself. allowed to be caped, did not scream or hit or flinch. HUGE moment”
“Regulated frustration... cried briefly for a moment but slowed his breathing and moved on with a cheerful attitude”

Acknowledgements
We want to thank the following individuals for their support and involvement in our study: Dr. Julia Wilbarger, Sheila Frick OTR/L, Sophie Miller, and the dedicated clinics, therapists, and participants across the United States.

References: