Measuring the Outcomes of Therapeutic Listening® in Children With Learning and Developmental Disabilities

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Recommended Citation
Hair, Donielle; Taasan, Phoebe; Tashjian, Hannah; and Wilbarger, Julia L., "Measuring the Outcomes of Therapeutic Listening® in Children With Learning and Developmental Disabilities" (2018). _Student Research Posters_. 73.  
https://scholar.dominican.edu/ug-student-posters/73

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Measuring the Outcomes of Therapeutic Listening® in Children With Learning and Developmental Disabilities

Donielle Hair OTS, Phoebe Taasan OTS, Hannah Tashjian OTS & Dr. Julia Wilbarger, PhD, OTR/L

Background

A practice-based evidence (PBE) approach was used to explore the outcomes of the Therapeutic Listening® technique. PBE examines how effective clinical practice is within the actual clinical context. PBE capitalizes on using customary procedures and measures to establish clinical outcomes. (Horn & Gassaway, 2010; Swisher, 2010).

Therapeutic Listening® (TL®) is a sound-based intervention broadly used by pediatric OTs as a complement to sensory integration interventions for children with sensory processing disorders.

Methods

Mixed methods pretest-posttest design for 13 children with learning or developmental disabilities listened to TL® Quickshifts selections 2x/day for 30 mins across 12 weeks.

Quantitative Measures:
Canadian Occupational Performance measure (COPM), Sensory Processing Measure (SPM), & Clinical Observation of Postural and Motor skills

Qualitative Data:
Gathered from weekly parent logs

Themes from COPM Goals with Parent Log Quotes

<table>
<thead>
<tr>
<th>Themes from COPM Goals with Parent Log Quotes</th>
<th>Mean Change in COPM score (10 point scale)</th>
<th>Clinical Measures Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Care</td>
<td>Performance: +3.2</td>
<td>Satisfaction: +3.3</td>
</tr>
<tr>
<td>Sleep</td>
<td>Performance: +4.3</td>
<td>Satisfaction: +5.5</td>
</tr>
<tr>
<td>Emotion &amp; Behavior Regulation</td>
<td>Performance: +3.4</td>
<td>Satisfaction: +3.2</td>
</tr>
<tr>
<td>Social Skills &amp; Communication</td>
<td>Performance: +1.8</td>
<td>Satisfaction: +1.9</td>
</tr>
<tr>
<td>School Participation</td>
<td>Performance: +2</td>
<td>Satisfaction: +2.5</td>
</tr>
<tr>
<td>Play</td>
<td>Performance: +2</td>
<td>Satisfaction: +2</td>
</tr>
<tr>
<td>Sensory Processing</td>
<td>Performance: +2</td>
<td>Satisfaction: +1.4</td>
</tr>
<tr>
<td>Motor and Posture</td>
<td>Performance: +3</td>
<td>Satisfaction: +4.2</td>
</tr>
</tbody>
</table>

Clinical Measures Data

- **COPM**
  - COPM Goals & TL® Programs were administered and documented by OTs who have advance training in TL®
  - Both qualitative reports and clinical outcome measures demonstrated improvement

- **SPM**
  - Improvement in multiple areas of occupational performance
  - The COPM assessment was particularly sensitive to reported change
  - The PBE approach was a powerful method for documenting clinical change within OT practice

Key Results & Implications

- Complete data was collected from 13 children within 5 clinics across the US
- Programs were administered and documented by OTs who have advance training in TL®
- Goals and TL® treatment plans were individualized for each child
- Participants using TL® showed improvement in multiple areas of occupational performance
- Both qualitative reports and clinical outcome measures demonstrated improvement
- The COPM assessment was particularly sensitive to reported change
- The PBE approach was a powerful method for documenting clinical change within OT practice

Acknowledgements

Thank you to Sheila Frick OTR/L, founder of TL and to the dedicated clinics, therapists, and participants across the US.

References


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Social Skills

- Communication

School Participation

- More on task with school work... focused well to complete regular work plus extra work

Play

- Better at sustaining play activities on his own, playing outside or in his room

Sensory Processing

- Tolerated hair cut without sitting chest to chest on mother’s lap... did not scream or hit or flinch. HUGE moment

Motor and Posture

- Increase in desire for gross motor activities like bike riding

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