

A CASE STUDY

Erin at the time of pre-testing prior to commencing the *Ready4*SUCCESS course was, 13 years and 8 months.

Erin commenced High School at the beginning of 2012 and her parents were very concerned with her transition to High School. At Primary School Erin did not receive any LAP, SSO or Special Ed. assistance, although, both her older and younger sisters had. Erin's parent's felt that she was as "needy", or maybe even more so than either of her sisters.

A summary of her parents' observations (taken from the Listening Checklist) **prior** to commencing the R4S program identified the following traits as significant ie occurring either "often" or "always":

- Short attention span
- Easily distractible, especially by noise
- Difficulty with reading, especially out loud
- Poor spelling
- Difficulty summarizing a story
- Difficulty relating isolated facts
- Stumbles over words

Motor Skills observed by parents:

- Poor posture, including slouching and slumping
- Fidgeting
- Clumsiness, including tripping and stumbling
- Confusion of right and left
- Frequent confusion about location and direction
- Messy handwriting
- Difficulty with organisation and structure

Behavioural and Social Adjustments observed by parents:

- Poor self-image or low confidence
- Withdraws from or avoids social interactions
- Difficulty setting goals and priorities
- Difficulty in beginning and completing projects
- Does not complete assignments

Level of Energy observed by parents:

- Difficulty getting up in the morning
- Habit of procrastinating
- The parents said that they had great difficulty getting Erin into bed at night and once she was in bed Erin reported that she was usually still awake at 1.00am. She reported being unable to "switch-off" and get to sleep.

PRIOR to commencing Ready4SUCCESS when Erin was 13 years and 8 months of age, her Comprehensive Learning Assessment results indicated that Erin was:

- 3 years and 1 month BEHIND her chronological age (CA) in **Reading Accuracy**
- 3 years and 9 months BEHIND her CA in **Reading Comprehension**
- 2 years and 8 months BEHIND her CA in **Sight Word Reading**, and
- 3 years and 6 months BEHIND her CA in **Spelling**

Erin's Composite Auditory Processing score is at the 5th percentile for her age group. This means that 95 out of 100 children of her age will be processing auditory information better than her.

ERIN TLP 2012 x 2 cycles		SCAN-A Auditory Processing Assessment Percentile and Outcome		Chronological Age	NEALE		BURT		WESTWOOD	
					Sentence Reading Accuracy years: months	Reading Comprehension years: months	Sight Word Reading Raw Score	Sight Word Reading years : months	Spelling Raw Score	Spelling years : months
23/01/2012	pre	5 th percentile	Well BELOW expected	13.08	10.07	9.11	72	11.00	38	10.02
	post	32 nd percentile	Within normal range	14.01	12.00	12.01	79	12.00	39	10.05
	update 2013									

Since commencing the *Ready*4 SUCCESS program Erin has made *significant* improvements in her literacy AND auditory processing skills.

It is significant to note at completion of the R4S program at 14 years and 1 month of age (and only 5 months R4S) Erin is now:

- 2 years and 1 month BEHIND her CA in **Reading Accuracy. WOW! 12 months improvement!**
- 2 yearsBEHIND her CA in **Reading Comprehension. WOW! 21 months improvement!!**
- 2 years and 1 month BEHIND her CA in **Sight Word Reading. 7 months improvement!**
- 3 years and 8 months BEHIND her CA in **Spelling. advanced by 3 months** from what it was and I believe that this will improve over the next months as she continues, on a daily basis in her every day school and home life, to use her literacy rules taught during Primary School. I also believe this because of her Auditory Processing result and also her TAPS-3 result seen below. Erin was very keen to work on her spelling so I have given her a home spelling program.

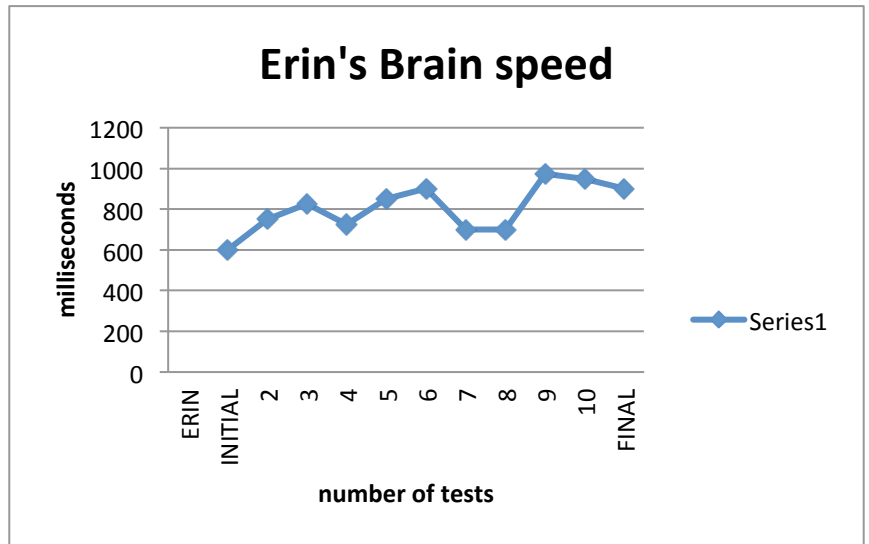
Erin's Composite Auditory Processing score is NOW at the 32nd percentile for her age group. This means that she is now ahead of 32 out of 100 children from her age.

BRAIN SPEED

Brain speed is an indicator of visual and auditory sequential processing, or working memory.

Working memory is the ability to retain and manipulate information during short periods of time.

This is an essential skill for the development of cognitive processes such as learning, reading and comprehension.



TEST OF AUDITORY PROCESSING SKILLS-3rd Edition

The **TAPS-3** is an assessment of auditory processing skills that perhaps relates better to skills and abilities required for success in the school setting.

From the Table and Graph below, it can be seen that three skills have been assessed: phonologic, auditory memory and auditory cohesion.

ERIN	TEST OF AUDITORY PROCESSING SKILLS-3 rd Edition	RESULTS pre Ready 4 SUCCESS		RESULTS post Ready 4 SUCCESS	
		PERCENTILE	RANGE	PERCENTILE	RANGE
PHONOLOGIC	A test of auditory discrimination which assesses phonological abilities which allow one to, discriminate between sounds within words, segment words into morphemes, and blend phonemes into words. All of these skills are important for understanding language and when learning to read.	34	Within NORMAL/ BORDERLINE range	63	Well within NORMAL range
AUDITORY MEMORY	A test of basic memory processes, including sequencing. Memory is another process that underlies most processing abilities; if one cannot retain what has been hear and maintain it in correct sequence, one cannot process that information accurately.	10	BORDERLINE	18	Within BORDERLINE /NORMAL range
AUDITORY COHESION	The most complex of the subtests assesses auditory cohesion. This is a higher-order linguistic skill that requires the student not only to understand exactly what is said, but also to be able to use inferences, deductions, and abstractions to understand the meaning of a passage.	58	Well within NORMAL range	63	Well within NORMAL range
OVERALL	The TAPS-3, provides a "snapshot" at a point in time, of an individuals' ability to comprehend auditory information.	25	Within NORMAL/ BORDERLINE range	42	Within NORMAL range

It is absolutely inspiring to see the number of positive and significant changes that Erin and her parents have been able to identify.

A very lovely comment from Erin's mum sums it up for me. At approximately half way through the *Ready4SUCCESS* program she was trying to explain some of the changes they had already witnessed but didn't really know how. She said "I'm not sure how to say this or even if it is relevant but, Erin's face is somehow lighter and brighter?? Does that make sense?"

YES! It absolutely does!

Imagine if all day you are struggling to keep up with conversations going on around you. Everything is a strain and difficult including learning and just keeping up with friends. So you end up with a constant frown or scowl of concentration because you are trying so hard to "hear" – process. Then all of a sudden (well after a number of weeks on the R4S program) it's not so hard! You seem to be keeping up a bit better. In class you actually "get" some of what the teacher is on about and then you can ask for some help because you don't feel as if you are the only one who doesn't "get" it. So your face starts to lose the deep concentrated look and starts to look more open and relaxed. And now you can even get to sleep more easily at night because you are not so exhausted and "wound up" by the days interactions and learning.

So yes, Erin's face really does look "lighter and brighter".

The two different Auditory Processing assessments which were carried out both pre and post *Ready4SUCCESS*, indicate that Erin has made significant improvements in her auditory processing skills.

It is important to remember at this time that, auditory processing is not what a person hears but what they do with what they hear. In Erin's case she is beginning to process auditory information more effectively and as a result her Literacy skills have been seen to improve significantly as well. Erin has also begun to feel more confident in herself and her abilities. Her organisation has improved and she is feeling more comfortable at school and with friendships as she has settled into the rigours of High School. These were issues that both Erin and her parents had indicated as concerns.

With the growth and development of Erin's auditory pathways as a result of the *Ready4SUCCESS* program, it is expected that Erin's auditory processing skills will continue to improve as she uses these pathways in her daily social and academic life. Her literacy skills will continue to improve as a result of her excellent basic grounding in literacy throughout her Primary years and also because she is now processing sound more effectively. It is recommended that Erin continue to read regularly both silent reading AND out loud to someone who can then ask her WHO, WHAT, WHY, HOW, WHEN and WHERE questions to reinforce her vocabulary and understanding. Spelling will be an area on which Erin will need assistance with proofreading and editing as she continues to develop her phonologic skills as they relate to her spelling as well as her reading accuracy.

At this time Results would indicate that Working Memory AND Auditory Processing are the two areas in which Erin still requires improvement.

Erin's Observations (using TLP Checklist) were completed with Robyn explaining each item.

FEEDBACK from Erin's Mum and Dad:

Erin is now:

- Less emotional/anxious and restless/fidgety
- More animated when recounting the days activities

They have noticed very obvious improvements or increases in Erin's:

- Self confidence
- Eye contact
- Motivation
- Independence
- Relationships with both peers and adults
- Talking and communicating
- Showing affection
- Vocabulary when speaking
- Initiation of reading
- Ability to relate/tell stories
- Ability to gather required materials
- Ability to organise materials

Erin's mum wrote after only 10 weeks on the R4S program: "Erin is sleeping soundly, is more organised with bed times and getting up in the morning. She is actually getting herself organised for the school day!"Wow.....sounds to me like she is actually enjoying school?????

Feedback from Erin after 20 weeks of Ready4SUCCESS:

Erin now feels that she is less:

- Less emotional/anxious especially about school stuff
- Less restless and fidgety
- Frustrated with her learning and friendships

Erin feels that she has improved in the following:

- Eye contact
- Motivation
- Animation
- Being more responsible eg "remembering diary signing and other school stuff"
- More independent
- More flexible. Gets upset at the little things less now.
- Relationships with peers and adults
- Better able to "read" people using their tone of voice, facial expression and body language
- Showing affection
- Sense of humour (she "gets" more now)
- Talking and communicating
- Following verbal directions/questions
- Vocabulary when speaking
- Phonological awareness ie hearing sounds in words (supported by the TAPS-3 results)
- Sight word recognition and spelling she is feeling much more confident (some evidence of this in her literacy assessments and certainly her attempts were more accurate)
- Starting to read more, silent reading!
- Still doesn't like reading out loud though!! 😊. Who does?
- Feels more confident to ask questions in class because she now feels she is understanding a lot more of what is going on
- Creating and telling stories
- Posture and coordination, rhythm and timing
- Energy levels
- Improvement in handwriting
- Able to stay on task better and maintain attention and focus for longer
- Completing more tasks due mainly to better attention, focus and sequencing abilities and organisation of self and materials

Erin reports:

After a few weeks of R4S "I have felt more coordinated and in netball I am more balanced when I'm running and landing.....I have already felt a difference in remembering to do my homework, school work and helping around the house. Now that I have started (R4S) I now have been sleeping better."