

ALL SAINTS CATHOLIC COLLEGE, UK

A pilot study using TAVS and SCAN as assessment tools to assess the benefits of The Listening Program® for students with auditory processing difficulties

Alan Heath, BSc. (Hons.) Psych.
Learning Solutions

February 16, 2015

All Saints Catholic College

10 students completed a one cycle protocol of
The Listening Program

- Poor literacy skills
- Poor comprehension
- Below average verbal and non verbal skills
- Working memory problems

Ages 12 and 13 years

TLP Program Schedule

TLP Level One Nature

iPod delivery with splitters

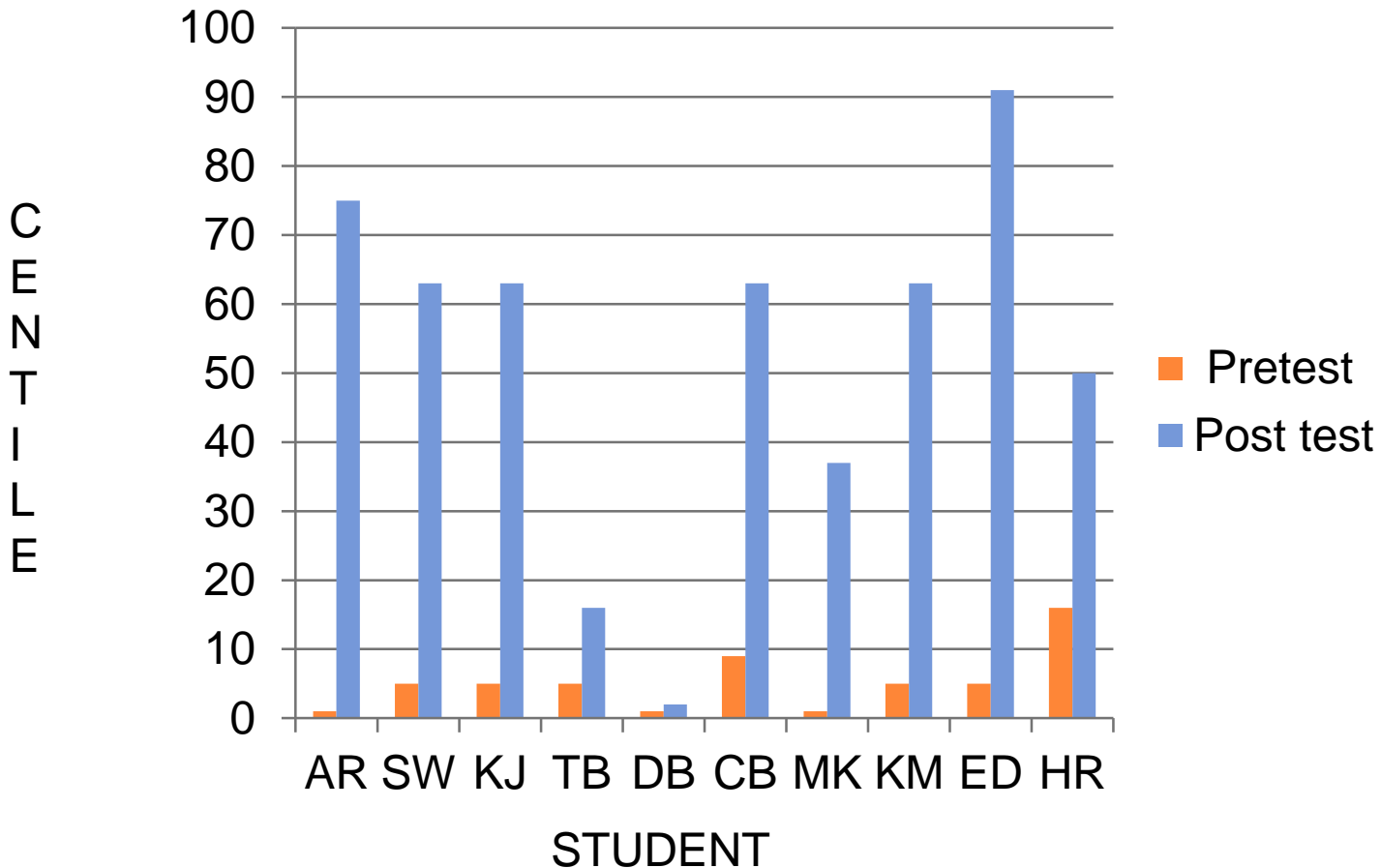
- 4 air conduction with HD518 headphones
- 2 with Waves bone conduction headphones

One cycle, Base schedule with ½ hour break between listening sessions

Listening Activities

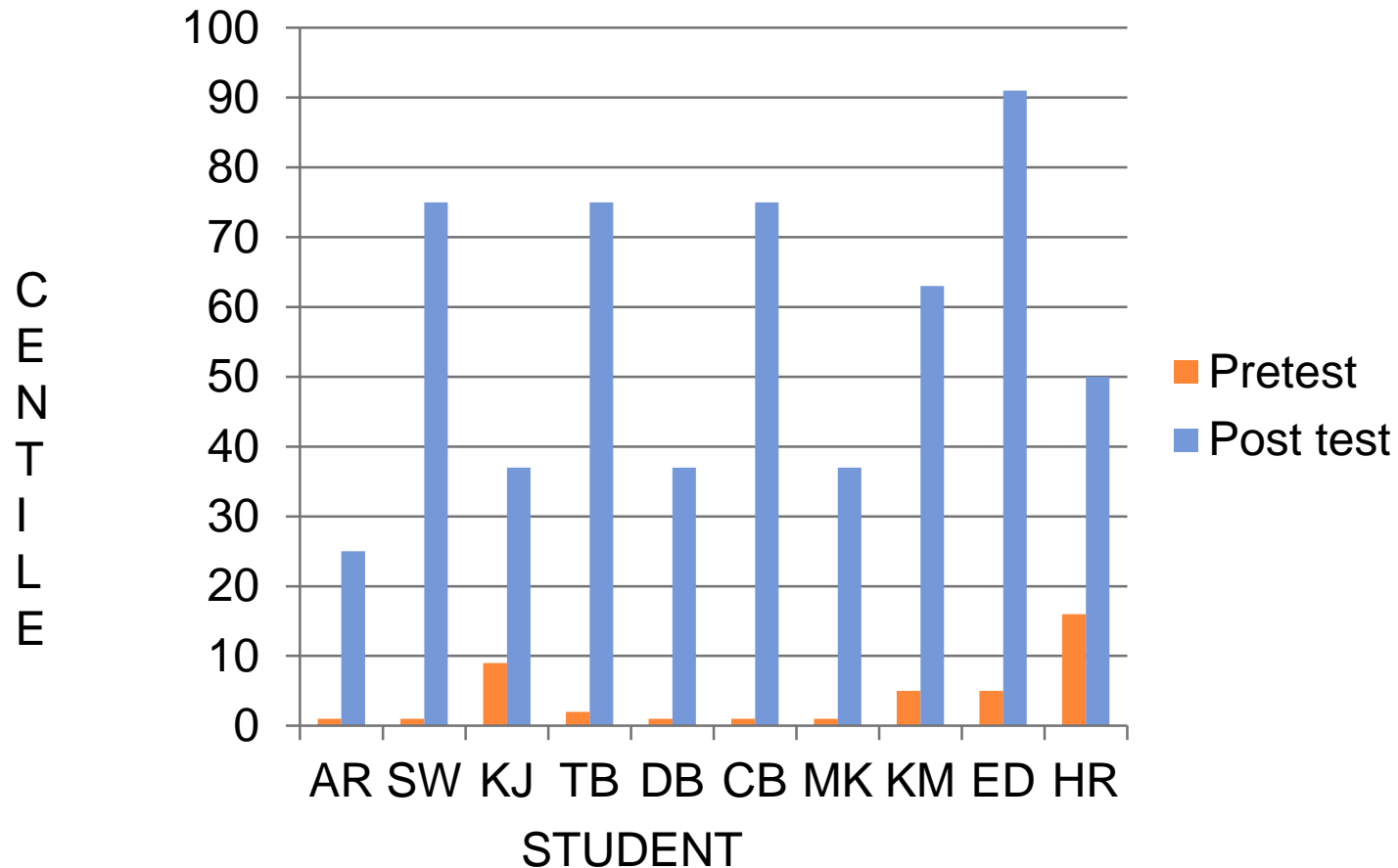
- Matching pairs games
- Matching clock face times to digital clocks
- Drawing
- Other fine motor craft activities

SCAN A – Auditory Closure



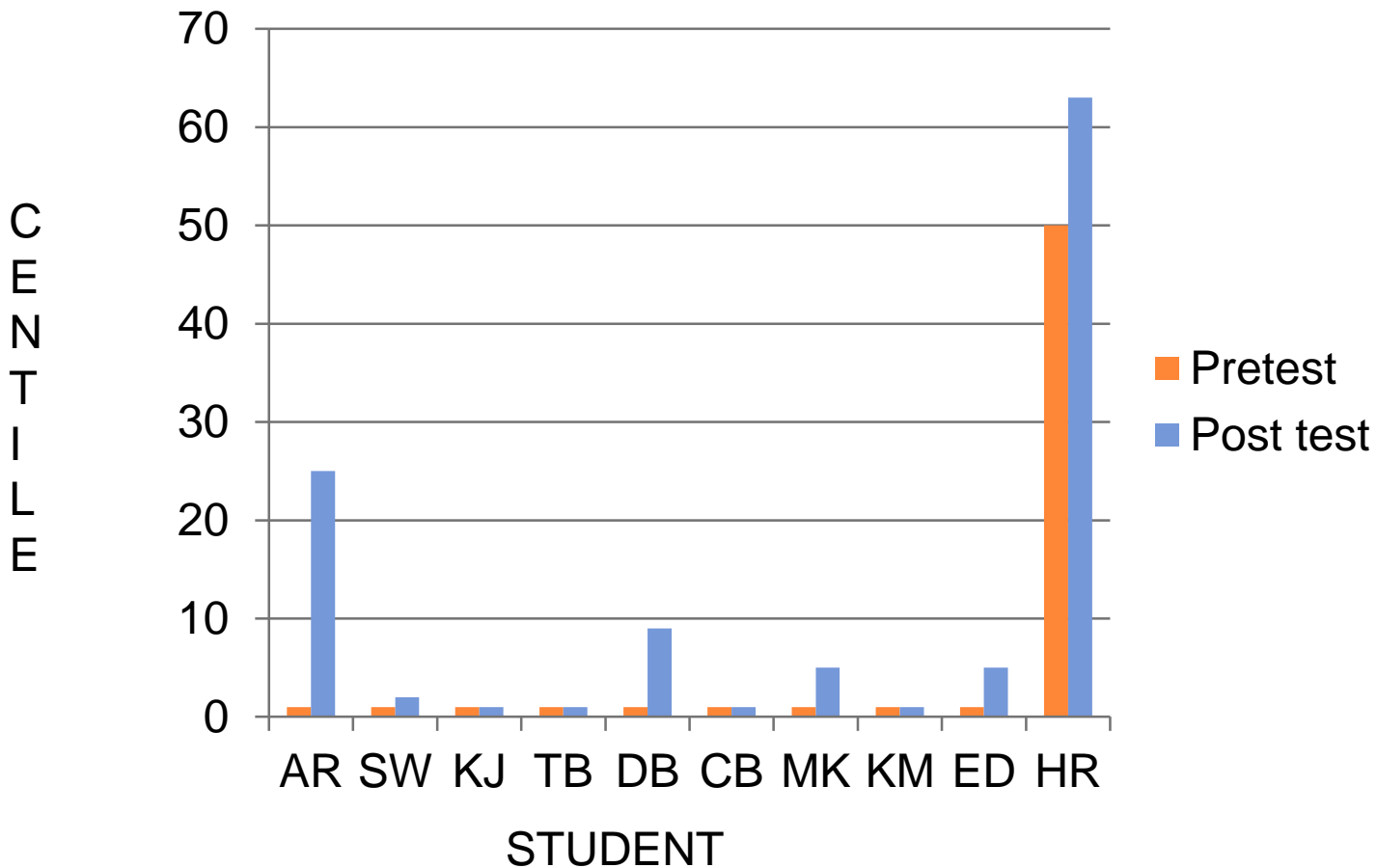
A centile rank of 16 and above is considered within normal ranges. 9 out of 10 students have moved into normal ranges.

SCAN A – Auditory Figure-Ground



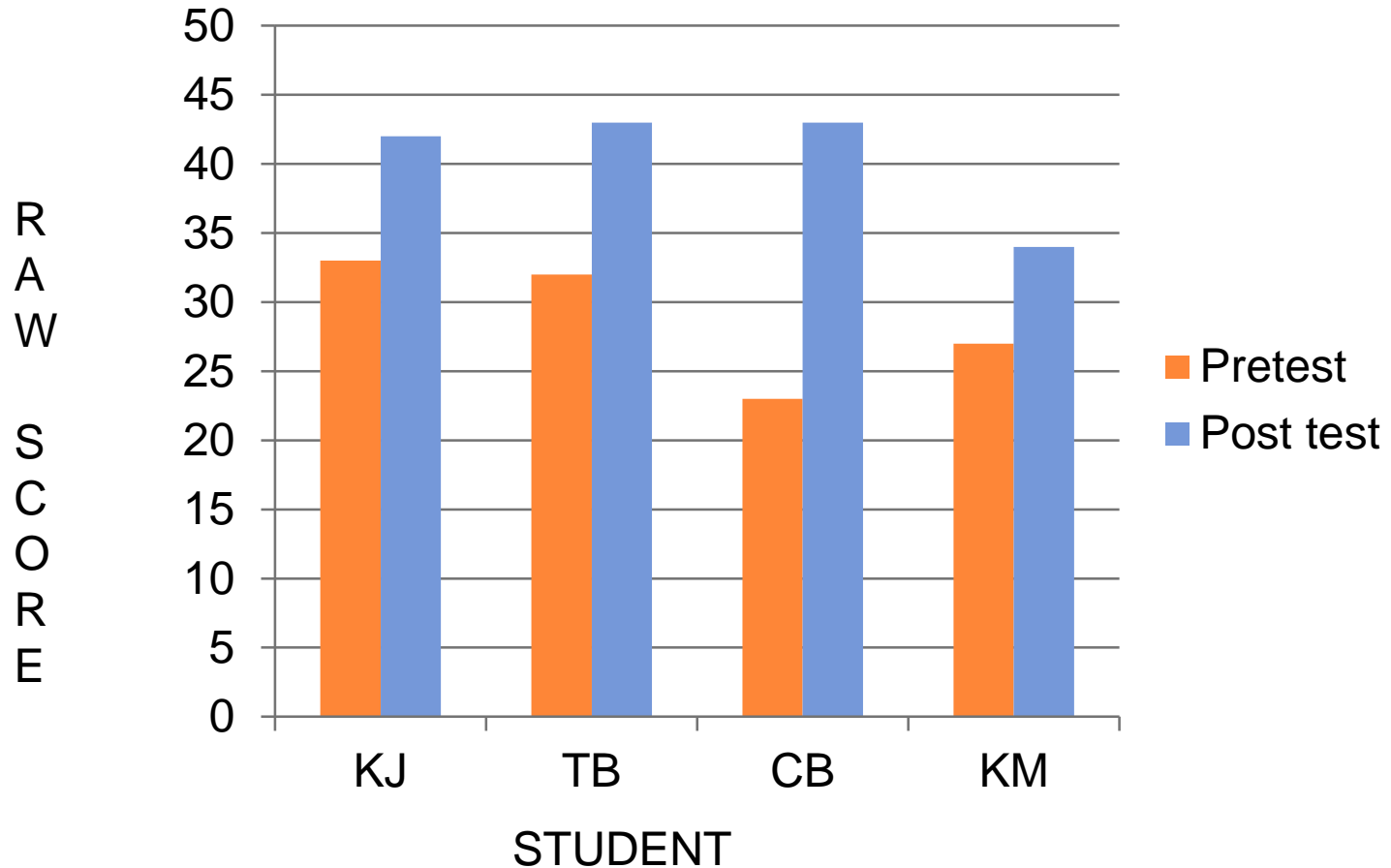
At the pretest, all students were in 'borderline' or 'disordered' ranges. On post testing, 10 out of 10 students moved to well within normal ranges

SCAN A – Competing Words



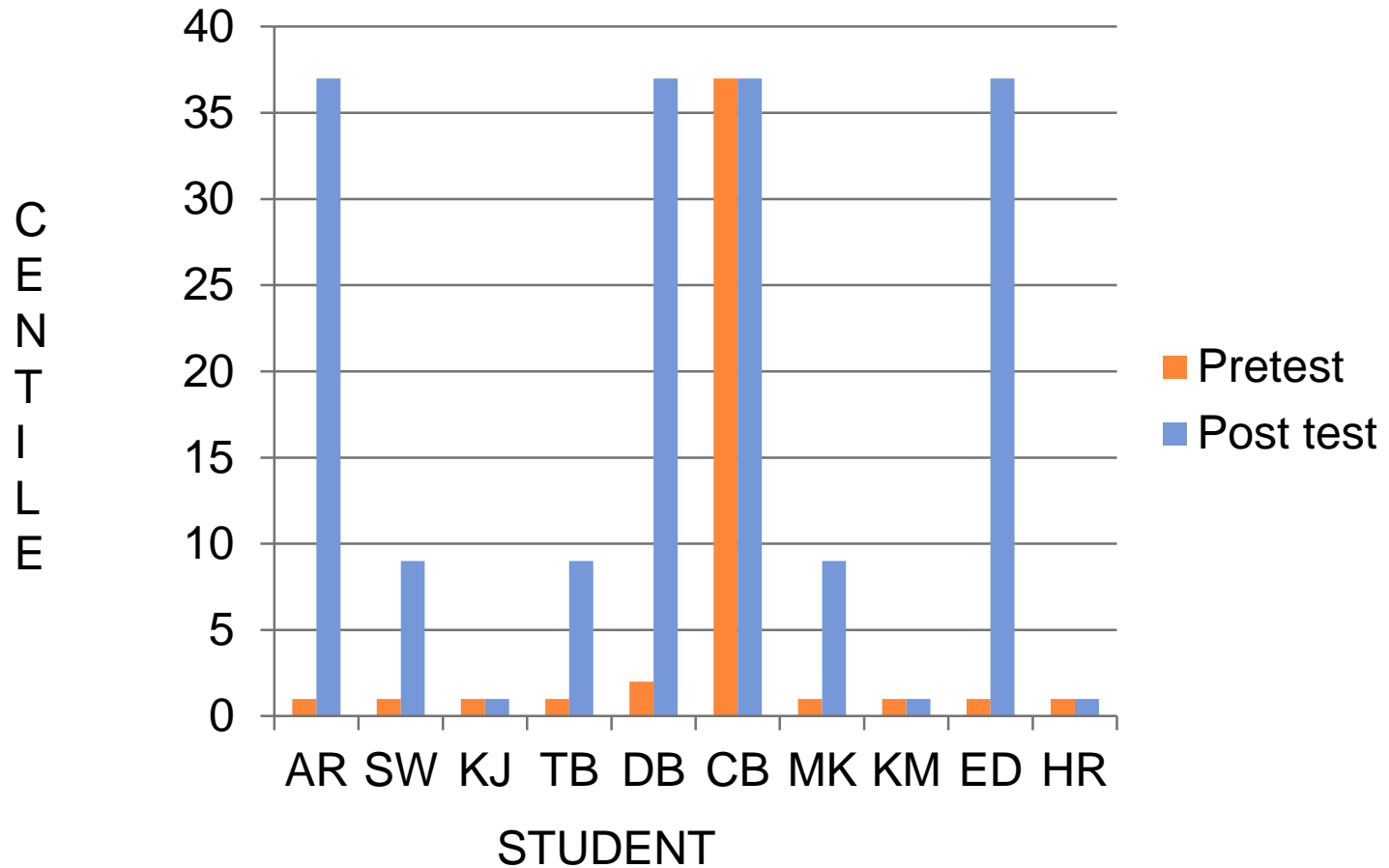
Between the pre and post test, 6 students have improved centile results.

SCAN A – Competing Words



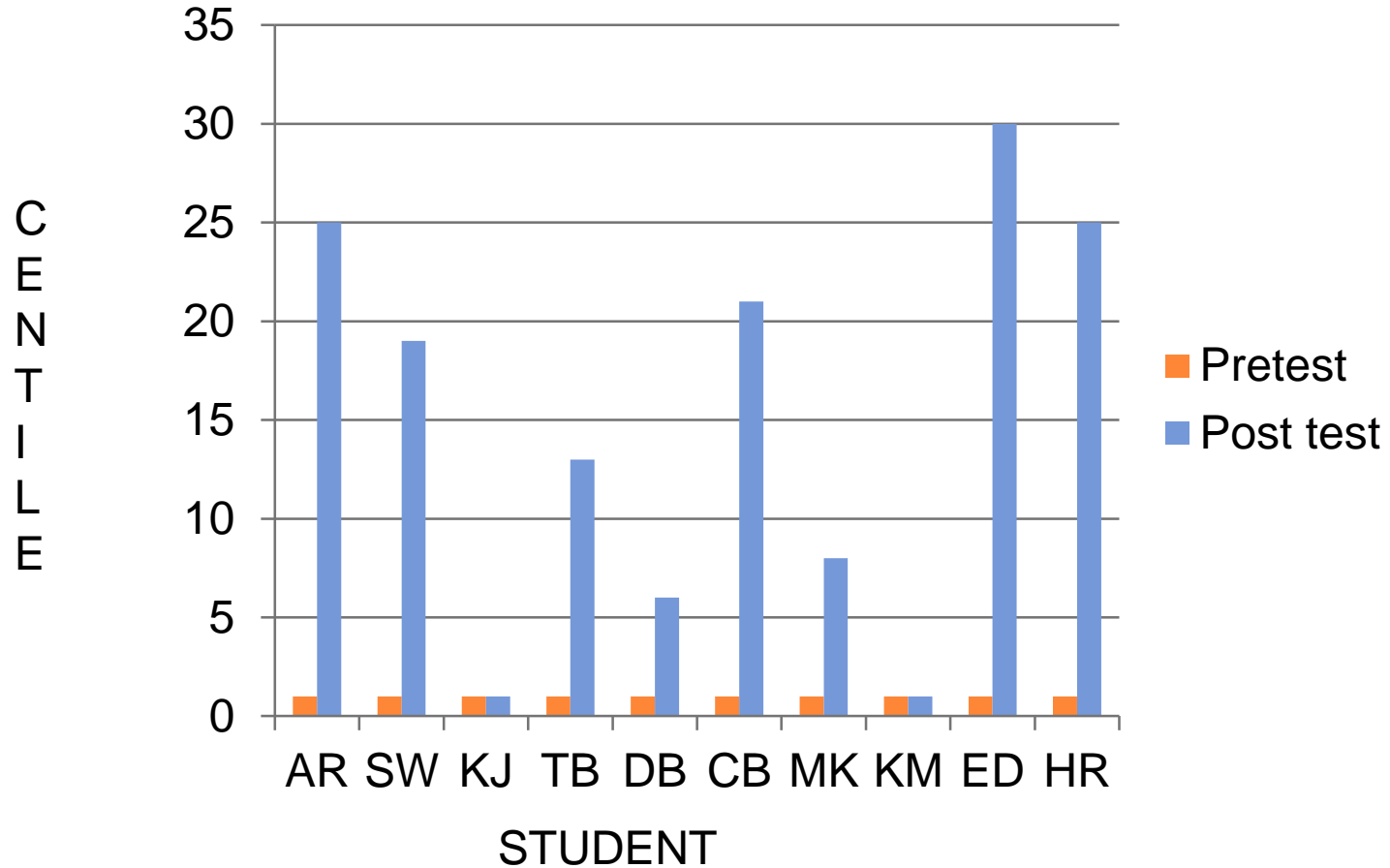
Raw score improvements for students still on the 1st centile. The low initial score masks the improvements made so far.

SCAN A – Competing Sentences



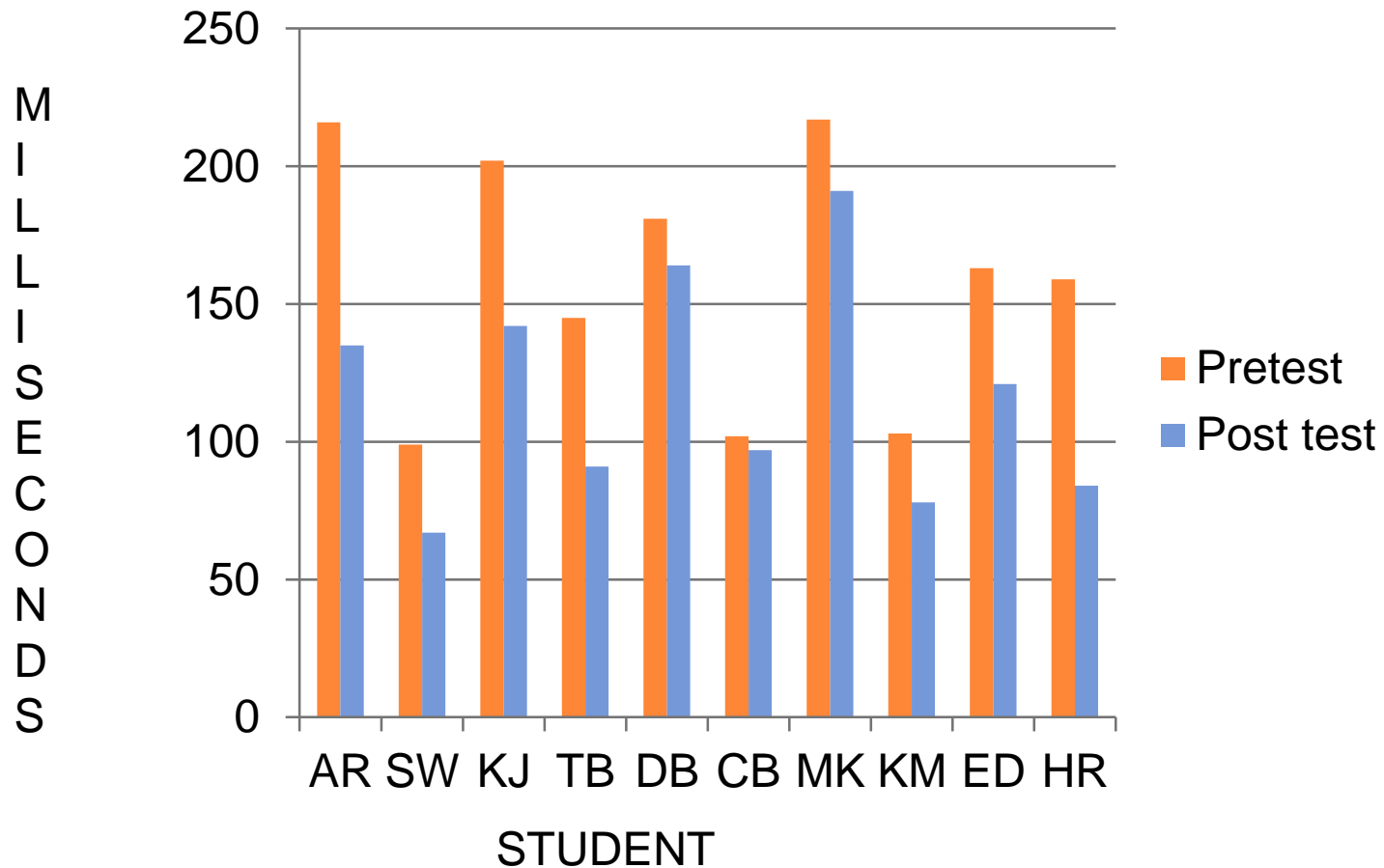
Between the pre and post tests, 4 students have improved, CB already in normal ranges.

SCAN A – Composite Results



Between the pre and post tests, 8 students show improvements with 5 students moving into normal ranges.

TAVS – Temporal Order Threshold



All students improved their result with five moving into normal ranges. Around 85 milliseconds is considered to be within normal ranges.

TAVS – Auditory Fusion Threshold

	Pre test	Post test
AR	n/r	3.98
SW	6.64	-
KJ	2.00	-
TB	7.22	-
DB	8.16	5.67
CB	9.30	8.41
MK	12.87	3.49
KM	3.00	-
ED	3.61	-
HR	4.60	-

The results are shown in milliseconds. A figure of 8msec is considered to be within normal ranges. 6 students within normal ranges were not retested. All other students improved their result moving into normal ranges.

TAVS – Auditory Motor

	Pre test	Post test
AR	540	540
SW	480	280
KJ	500	400
TB	n/r	440
DB	n/r	340
CB	n/r	200
MK	n/r	n/r
KM	320	320
ED	n/r	440
HR	320	260

The results are shown in milliseconds. A figure of up to 353msec is considered to be within normal ranges. 7 students improved their result with five moving into normal ranges.

The 'n/r' indicates that a student found the subtest too difficult to obtain a score.

TAVS – Pitch Discrimination

	Pre test	Post test
AR	n/r	n/r
SW	8.5	0.5
KJ	11.5	4.5
TB	8.5	1.5
DB	9.0	not tested
CB	3.0	3.0
MK	n/r	9.5
KM	not tested	0.5
ED	6.0	0.5
HR	0.5	0.5

The results are shown in semitones. A figure of up to 4.5ST is considered to be within normal ranges. 6 students improved their result with 5 moving into normal ranges.

The 'n/r' indicates that a student found the subtest too difficult to obtain a score.

TAVS – Duration Pattern

	Pre test	Post test
AR	n/r	137
SW	n/r	97
KJ	240	200
TB	87	-
DB	328	266
CB	132	-
MK	n/r	n/r
KM	n/r	83
ED	145	-
HR	87	-

The results are shown in milliseconds. A figure of up to 170msec is considered to be within normal ranges. 4 students were in normal ranges at the pre test. Five students improved at the post test with 3 moving into normal ranges.

The 'n/r' indicates that a student found the subtest too difficult to obtain a score.

Pupil - AR

“I’ve found The Listening Program has helped me concentrate more in Maths. It helps me listen more in lessons and I feel calmer and not stressed out. I really enjoyed it and I want to do it again”

An increase of 4 sub levels in Maths was achieved.

Pupil - KJ

“The listening has helped me more in my classes to concentrate and make more progress and help me listen more. Also my art work has improved”

Pupil - SW

“The listening group I have been in was fantastic but it was really annoying because I really wanted to write. It makes me concentrate in lessons and I loved the music too”

During the initial listening period, a number of other pupils noticed the improvements in their peers who were in the group listening to The Listening Program.

The students who were not involved in TLP, asked if they could also listen. They had noticed how much better the listening, concentration and ability to stay on task were improved in their friends who were listening.

A further group of listeners are now undertaking a period of listening and All Saints are using Catch Up and Pupil Premium funding to increase TLP participation.

With thanks to the following staff at All Saints Catholic College, without whom TLP could not have been introduced and managed within school:

Jackie Fletcher – English Faculty Leader

Kate Lyell – SEN Teacher

Diana Wright – Dyslexia Teacher

