

**Sumter School District Two – Case Study**

**Name: K.M.**

**Age: 10.7 years**

**BM**

**School: High Hills Elementary 5<sup>th</sup> grade**

**Referral information:** K.M. was referred for an Occupational Therapy assessment from Developmental Optometrist, Neil Draisin. Dr. Draisin's initial assessment noted difficulties with oculomotor convergence insufficiency and visual perception problems. The Occupational Therapy assessment found skills below average for handwriting legibility, visual perceptual skills, and postural control skills. A nine-week, 180 minute per week Occupational Therapy intensive sensory motor program was recommended.

**Results included:**

Visual perceptual skills for the DTVP-2 standardized assessment increased from standard scores of 70 to 130 or from below average to the above average range. Oculomotor skills were assessed using the Visual Skills Appraisal. This assessment evaluates oculomotor skills for eye movements and focusing using a one to five rating scale with five being excellent. Following the program K.M.'s scanning score increased from 0 to 5; alignment increased from 3 to 5 with no convergence insufficiency; locating or saccades increased from 1 to 5 and fixation unity increased from 2 to 5. Handwriting also increased to within the average range using the Minnesota Handwriting assessment.

**Benchmark scores for student for the 1<sup>st</sup> quarter (prior to assessment and intervention) were:**

**11-1-04**

**ELA = 50%**

**Math = 59%**

Following the 9-week intensive sensory program that consisted of parent instruction, auditory integration training, vestibular activation and core fitness exercises dramatic progress was noted. Benchmark scores were:

**4-12-05**

**ELA = 78%**

**Math = 79%**

**Year end Benchmark scores were:**

**ELA = 84%**

**Math = 69%**

**Report card grades were:**

**85 – Reading**

**73 – Math**

**84 – Social Studies**

**85 – Science**

**Teacher reports:** Huge improvement! K.M. has greatly increased his speed and accuracy when completing assignments. K.M. is much more confident and verbal. He is completing his work much more independently. He seems more outgoing and not as shy. Handwriting is much better and clear.

**Parent reports –** Grades have improved. K.M. is more confident, fine motor skills have improved, higher energy, and better transitions.

Sumter School District Two – Case Study

Name: S.B.

Second grade

BM

School: Shaw Heights Elementary

Referral information: S.B. was referred for an Occupational Therapy assessment for handwriting and sensory processing problems. He demonstrated a flat affect with monotone voice and limited social interaction. The Occupational Therapy assessment found skills below average skills for handwriting legibility, oculomotor skills, and postural control skills. A nine-week, 180 minute per week Occupational Therapy intensive sensory motor program was recommended.

Results included:

Oculomotor skills were assessed using the Visual Skills Appraisal. This assessment evaluates oculomotor skills for eye movements and focusing using a one to five rating scale with five being excellent. Following the program S.B.'s scores were 5 in all categories. Handwriting also increased to within the average range using the Minnesota Handwriting assessment. Postural control skills were also in the performing like peers range.

Change in report card grades include

Prior to sensory program / Following sensory program

Reading: F / C

Language Arts: C+ / B

Math: F / B

Health: F / D+

Teacher reports: S.B. has become more confident in class. He raises his hand often now. He doesn't seem to cry as easily, and he can go with the flow better now. He interacts with his classmates

Parent reports – Grades have improved. S.B. is more confident, fine motor skills have improved, higher energy, and better transitions have also been noted.

Parent reports: S.B. focuses on schoolwork now and has become more confident about independent work. Handwriting has improved. More confidence noted in verbal communication. S.B. is energetic, verbal, confident and much better!! Parent requested this program be offered in the summer to prevent any regression.

**Sumter School District Two – Case Study**

**Name: K.F.**

**Second grade**

**WM**

**School: Shaw Heights Elementary**

**Referral information: K.F. was referred for an Occupational Therapy assessment for handwriting and sensory processing problems. He demonstrated a depressed affect with reports of failure and low self-esteem. The Occupational Therapy assessment found a student who was preparing to repeat second grade. This was his second failure since beginning Kindergarten. Student was unable to read at the time of the assessment and verbalized this deficit during the assessment. Skills related to OT noted below average included non-motor visual perceptual skills, handwriting legibility, and postural control skills. A nine-week, 180 minute per week Occupational Therapy intensive sensory motor program was recommended.**

**Results included:**

**Oculomotor skills were assessed using the Visual Skills Appraisal. This assessment evaluates oculomotor skills for eye movements and focusing using a one to five rating scale with five being excellent. Following the program K.F.'s scores were 5 in all categories. Handwriting also increased to within the average range using the Minnesota Handwriting assessment. Postural control skills were in the performing like peers range. Non-motor visual perceptual skills tested in the average range using the MVPT-2 test for visual perception. Other changes included: 40% increase in reading comprehension, 18% site word recognition increase, and 6 wpm increase in reading fluency using the CBA assessment.**

**Student is reading now and much more confident in all areas.**

**Richland School District Two – Case Study**  
**Fifth grade class**  
**School: Center for Inquiry**

**The 2004-2005 regular education fifth grade class performed the Cortex Fitness program daily in the class for the last nine weeks of the school year. The teacher reported notable progress with student's organization skills and attention skills. Year- end PACT scores found 22/22 students scoring basic and above in all four core areas. These students had the same teacher the previous year and 3 scored below basic in a core subject.**

**Name: Michael**  
**Age: 9.9**

**Linda Lutzeier, MOT, OTR, Ann Arbor, MI**

Listening program initiated at school; followed up at home after a short period.

Michael was eligible for special education services as Emotionally Impaired and Speech and Language Impaired. He was referred for an occupational therapy evaluation at the end of fourth grade due to concerns related to writing and sensory processing. He also had difficulties with reading, math and spelling.

The Wilbarger Touch Pressure Protocol was implemented, a sensory diet of heavy work activities was developed and Michael was introduced to Therapeutic Listening to address identified difficulties with auditory defensiveness, bilateral coordination, laterality, visual motor integration and markedly delayed self drawings. Michael listened to 30 minutes of EASe 1 and 7 minutes of Carulli (CQ level).

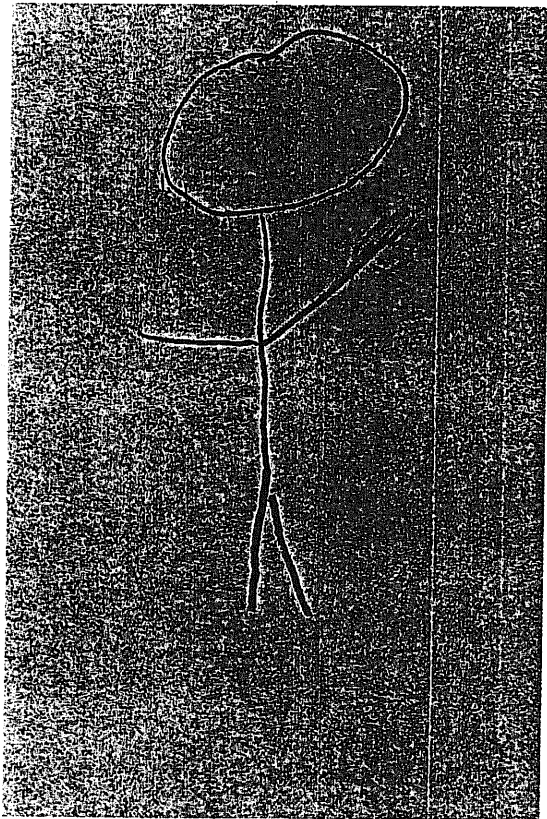
5/97

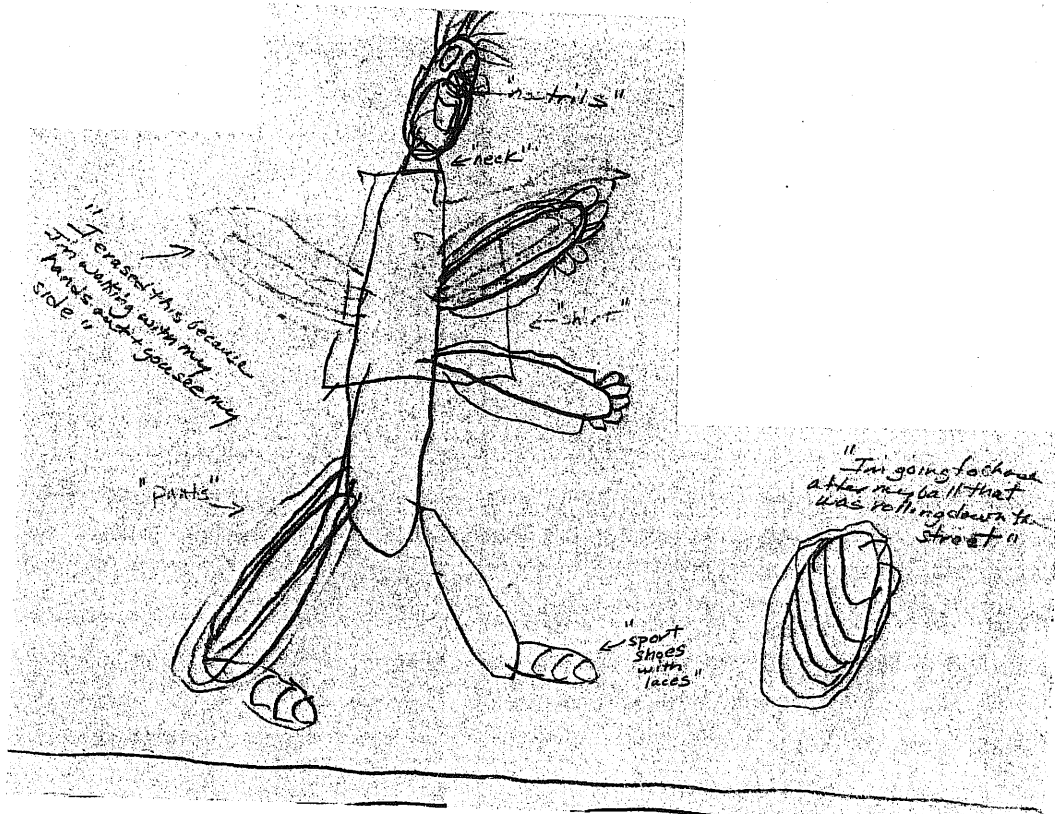
*Draw A Person prior to listening program.*

*Score MA: 3.6*

*VMI Score: 5th percentile*

*AE: 6.2*





7-24-97  
MA: 8.0

Michael continued to listen 3 out of seven days a week until 8-21-97 when he was retested. VMI score: 15 percentile; AE: 7.0

Name: Charles  
Age: 11.0

Genevieve Jereb, OTR, Madison, WI

Labeled 'severely emotionally  
disturbed;' placed in  
self-contained classroom.  
In-school listening program.

Writing sample prior to listening

Watch  
your  
handwriting.

(92) 3-9-98  
Betty D.O.L. ? Saw  
Toad on Hallow-1.  
I am angry.  
Jerry's book fell down.  
My sister likes  
pretty clothes.  
1. The man drew da map  
for Mrs. Dun.  
2. My parents and I  
found da perfect kitten.  
1. Dear Sally,  
I haven't any gum  
to give you.  
2. Your friend, Betty.  
I dun

Charles had been put on a strict behavior management program and was described by those who knew him as being a very angry kid. As an OT it was clear to me that sensory defensiveness was an issue. I placed Charles on a Disc EASE 1 Therapeutic Listening program for 30 minutes twice daily. The first two weeks were like a roller coaster ride, and aggressive outbursts were frequent. Just as we considered reducing his listening time, something shifted for Charles. All aggression subsided. Academic performance took a leap. After 4 weeks, I compared a writing sample from his journal with his initial writing sample. The comparison was astonishing. Changes in spatial organization were dramatic. His teacher informed me that Charles looked happy.

*Writing sample 4-15-98*

5-15-98

I won't go with you.

Has she gone to the lake for  
summer vacation?