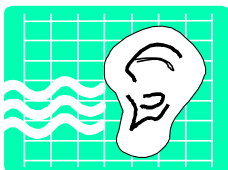


ANECDOTAL OUTCOMES IN
SUMMARY FORM
OF
AUDITORY INTEGRATION
TRAINING
IN
NEW ZEALAND

Prepared for CCS, Tauranga, New Zealand
for review of outcomes
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**ANECDOTAL OUTCOMES IN SUMMARY FORM
OF
AUDITORY INTEGRATION TRAINING
IN
NEW ZEALAND**

At the request of CCS and Lorna Sullivan, Tauranga, we have compiled the following information about anecdotal outcomes among clients from various cities in New Zealand. All comments will be given with the clients' first name and surname initial as identifiers. Also, we are citing the date of AIT training and approximate date of comment and how many follow-up reports were received. Our practice is to give families an opportunity to participate in follow-up reporting to our office for 6 months post-training. Each report referred to in this report represents approximately 6 weeks of time post-AIT.

Of the approximately 102 families, that Michael McCarthy has worked with performing AIT, about 46 have taken advantage of the follow-up opportunity and sent back two or more reporting forms. All dates registered for dates of birth of clients are written so that they read day/month/year. Note: All comments must be taken in the context of individual differences, for example: for some children having a higher pain threshold is an improvement, for others, a lower one is improvement. When a comment like this is made, it is usually meant as an improvement.

The follow-up letter sample and report forms are enclosed. Sometime in 1996, we revised our report forms, so I have enclosed samples of each type. We designed these forms ourselves, based on our clinical experiences. We have copyrighted their content and specific form, as noted. They seem to meet requirements for brief observations, yet offer some room for free-form comment. Since our follow-up procedures are voluntary, we do not wish to burden parents or teachers or caretakers with time-consuming observation forms.

Disabilities represented: 24 autism (including 1 with seizures, 1 with Fragile X Syndrome); 5 ADD (includes 1 with Oppositional Defiant Disorder, 1 with Semantic Pragmatic Language Disorder); 4 Asperger's Syndrome (includes 1 with ADHD, 1 with Semantic Pragmatic Language Disorder); 3 Language Delay and Developmental Delays; 3 with Cerebral Palsy (includes 1 with ADD and hemiplegia, 1 with autism, 1 with autistic movement disorder and asthma); 2 Semantic Pragmatic Language Disorder; 1 Depression and attentional problems; 1 Downs Syndrome; 1 with movement disorder with autistic features; 1 Dyspraxia; 1 Fragile X Syndrome.

1. R. B. 4 reports	Training: June 1996	Dx: Autism	24/1/85
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GROSS MOTOR: No changes, remained same functioning level for all reports.
 FINE MOTOR: same as above
 LANGUAGE: Speech clearer, better volume, intonation, cadence rhythm. Better sentence and word complexity, range of vocabulary and word finding. Better receptive language and better questioning skills.
 ATTENDING/FOCUSING: He notices more features in familiar environment. Although response is delayed, better and more exact response.
 SOCIAL RECIPROCITY: Better eye contact, better quantity and quality of social contact, more 'social' overall.

2. J. B. 3 reports	Training: May 1997	Dx: ADHD & Oppositional Defiant Disorder	9/11/92
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GROSS MOTOR: At 5 months post-AIT, better balance & coordination, motor planning, less tactile sensitivity and higher pain threshold.
 FINE MOTOR: Better eye-hand, eye-foot coordination, better writing skills and self-help skills.
 LANGUAGE: Overall, same as at intake, but better questioning skills.
 ATTENDING/FOCUSING: Same interest in environment, response time, but not quite as distractible, can do more complex multi-step tasks.
 SOCIAL RECIPROCITY: Initial decrease in eye contact, then back to same as at intake. Decrease in quantity and quality of social contact, better behaviors in public, fewer tantrums, less yelling and screaming.

3. S. B. 1 report	Training: April 1995 & March 1996	Dx: Autism	5/1/82
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Comment: In 1995, Shane was at boarding school on the North Island, but after AIT, was able to move back home. Able to go shopping with mother. Attempted more words. "The floodgates have now opened as a result of S's AIT. He mowed lawns for the first time in his life and is now vitally interested in his computer. He behavior is 100% better and he is very relaxed about everything. The fear is gone." (quote from mother May 24, 1995). Also, he started AIT with severe psoriasis on his scalp, this condition had diminished by the end of the 10 days of training.
 GROSS MOTOR: Tactile sensitivity, improved, he is enjoying more close contact, more normal pain threshold.
 FINE MOTOR Writing skills slowly improving.
 LANGUAGE: Voice control, etc, better, but still fairly flat intonation.
 ATTENDING/FOCUSING: More alert and interest, "response time immediate, if it suits him. Has been getting the firewood in and selecting wood for size without help."

SOCIAL RECIPROCITY: More eye contact, especially with strangers, social contact mostly with friends and family. Limited social interaction.

4. S. B. 2 reports	Training: March 1996	Dx: Autism	26/1/78
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Comment: Overall, it was stressful for S. the first month post-AIT. She makes an effort to communicate now with those close to her. She is able to seek reassurance in times of stress. Sounds are still stressful to her. "Thank you for opening our eyes to the dimensions of chaos in S's life." S is making the move to join in with her own peers (those she is familiar with), without prompts. She sits through school assemblies quietly.

5. A B. 4 reports	Training: April 1996	Dx: Autism	5/8/88
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GROSS MOTOR: Catching & throwing balls is improving, he eats more and different foods now, not as sensitive (mouth), pain threshold is more normal.

FINE MOTOR: Starting to clap his hands, wears his new glasses. He is able to find the alphabet letters on the keyboard.

LANGUAGE: New babbling patterns are emerging. Better receptive language, he responds to his name without physical prompts now. He is adding words to his vocabulary; he brings items to his mother to ask about them.

ATTENDING/FOCUSING: Anthony likes to go somewhere new, likes to look around, and follows instructions better.

SOCIAL RECIPROCITY: He now looks at people and smiles, he takes people by the hand to have them play with him. He participates in 'games'. He helps with shopping chores, gets needed items off the shelf and puts them into the trolley.

Comment: "A had a few inappropriate or obsessive behaviors to start with but what there was has disappeared right off the scale, as far as we are concerned." Head-banging has stopped; he is able to stop himself now. He takes people's hands and shows them what is upsetting him now.

6. M B. 3 reports	Training: March 1996	Dx: Asperger's Syndrome	5/7/80
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Comment: Sewing tutor has noted that M has made notable improvement in initiative, attitude, being more interested and generally more "chirpy", concentration has improved. She has become more independent and seems happy and more confident.

7. I B. 4 reports	Training: April 1996	Dx: Asperger's Syndrome and ADHA	24/12/82
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GROSS MOTOR: He tolerates being touches now. I still has a fairly high pain threshold.

FINE MOTOR: Somewhat improved eye-hand and eye-foot coordination.
His writing skills are much improved.

LANGUAGE: His written work is much better as far as sentence and word usage.

ATTENDING/FOCUSING: Still delayed in response time, and still only 1 or 2 step tasks performed.

SOCIAL RECIRPOCITY: No change with eye contact or self initiated social contact, but better quality and quantity of social functioning. He is learning how others view his conduct. Ivan still greets people inappropriately. He is engaging is slightly fewer self-stimulating behaviors.

8. J C. 3 reports	Training: May 1997	Dx: Language delay and some development delays	28/6/94
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GROSS MOTOR: Improvement overall. He has a higher pain threshold now.
He is willing to touch a greater variety of surfaces.

FINE MOTOR: Better eye-hand and eye-foot coordination. Improvement with self help skills.

LANGUAGE: Some overall improvement in voice volume and use of voice.
Sentence and word usage, receptive language and questioning as well.

ATTENDING/FOCUSING: More interested in his surroundings, better response time.

SOCIAL RECIPROCITY: Fewer self-stimulating behaviors, he seldom shows obsessions by the end of the 6-month reporting period. Better overall social functioning.

9. S M D. 3 reports	Training: April 1997	Dx: Semantic Pragmatic Language Disorder	25/10/90
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GROSS MOTOR: No overall changes.

FINE MOTOR: As above

LANGUAGE: Better sentence and word usage, and questioning skills.

ATTENDING FOCUSING: No changes recorded.

SOCIAL RECIPROCITY: Better quality and quantity of social interaction.
Tantrums seldom exhibited now, less yelling and screaming.

10. A E. 2 reports	Training: May 1997	Dx: Asperger's Syndrome	10/10/60
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Comment: By August 1997, mother writes: General behavior is much calmer, still complains about noises. Still covers ears. Mother understands more now so there is less conflict. He no longer shouts when she rustles a bag, but finds an appropriate masking sound or asks her to politely to rustle the bag quickly to get it over with. This is a great improvement.

GROSS MOTOR: Better balance and coordination, motor planning. He touches a greater variety of surfaces, and has a higher pain threshold.

FINE MOTOR: Better eye-hand and eye-foot coordination. His writing is neater but there is a decrease in self-help skills.

LANGUAGE: Flat intonation, better questioning, no change with word usage or receptive language.

ATTENDING/FOCUSING: More interesting surroundings, improved response time.

SOCIAL RECIPROCITY: Improved behaviors in public. He seldom tantrums, or screams or yells. He demonstrates better quantity and quality of social interactions.

11. R F. 4 reports	Training: October 1996	Dx: Autism	21/1/85
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GROSS MOTOR: No changes overall, but pain threshold is lower.

FINE MOTOR: Ready to try facilitated communication. Able to write an "R" for R [his name].

LANGUAGE: Louder and clearer voice usage. No other changes.

ATTENDING/FOCUSING: No changes

SOCIAL RECIPROCITY: Much improved eye contact. Greets people with a smile.

12. M F. 2 reports	Training: April 1997	Dx: Autism	29/10/87
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GROSS MOTOR: Slight improvement in motor planning, no other changes noted.

FINE MOTOR: Better facilitated communication attempts, some improvement in self-help skills.

LANGUAGE: Better voice usage and questioning, no other changes noted.

ATTENDING/FOCUSING: Better response time, no other changes noted.

SOCIAL RECIPROCITY: Improved eye contact, quantity and quality of social interactions. More appropriate behaviors in public, fewer tantrums, less yelling and screaming.

13. J G. 4 reports from mother, 3 reports from teachers; 1 from class assistant	Training: October 1996	Dx: Autism	24/7/82
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Mother's reports:

Comments: ..."found it difficult myself to see any changes until he went back to school. In fact, seemed to be somewhat withdrawn, quieter, up 'til then but as you will see on his sheets, lots of other things going on."

GROSS MOTOR: Better motor planning.

FINE MOTOR: Uses computer to write, sequences ideas better and comprehension tasks improved.

LANGUAGE: More relevant speech, imitates with no prompts, better group functioning.

ATTENDING/FOCUSING: Likes to participate in group efforts now.

SOCIAL RECIPROCITY: Wants to be with classmates, less hand flapping and running away.

Teachers' reports:

GROSS MOTOR: Seems a little more relaxed, otherwise no changes.

FINE MOTOR: No changes

LANGUAGE: Words coming easier to him, uses a few new words, appears to be listening better.

ATTENDING/FOCUSING: Some improvement in interest in environment.

SOCIAL RECIPROCITY: Likes to talk to teacher on a one to one basis. Initiates language better with teacher, better transitions at school, shows a sense of humor at school.

14. R G. Mother's: 4 reports; Teacher's: 3 reports Class assistant: 2 reports	Training: October 1996	Dx: ADHD	8/1/85
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Mother's reports:

Comments: "R's 'behavior' changed last 2 days of treatment. This continued until midway through December. 'Window' closed, again and still is." ... "Playing by self much more constructively and for very long periods of time. Language going ahead in leaps and bounds – interesting in the last few weeks, though – spelling homework big problems. Doesn't seem to hear, can't tell me the beginning letter of words. Troubles with see, coming, could, etc..."

Teachers' reports:

GROSS MOTOR: Some improved balance and coordination.

FINE MOTOR: More cohesive written work, better sequencing.

LANGUAGE: Improved use of voice quality.

ATTENDING/FOCUSING: More in-depth follow-through on his ideas. Very quick response time, anticipates now, and completes tasks.

SOCIAL RECIPROCITY: Self-initiated social interaction problems, and no other changes overall.

Mother's report:

GROSS MOTOR: Not as clumsy, still limited on what foods he'll eat.

FINE MOTOR: While writing skills have deteriorated, drawing has improved. Some improved eye-hand and eye-foot coordination.

LANGUAGE: Improved speed, still too loud, improved content (speech) and improved word and sentence usage. He stays on topic better, more constructive speech. Improved listening, better questioning. Still a little confused sometimes.

SOCIAL RECIPROCITY: More aware, not so much the 'boss'. More confident. He continues to improve in quantity and quality of social interactions with adults.

READING: Excellent progress. Enthusiastic about learning.

15. D H. 3 reports	Training: October 1996	Dx: Dyspraxia and ADHD	29/3/91
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Comments: 1st report: "D seems so much more settled now than when first tested. He is trying more sounds." 2nd report: "His words have gone up to 46, although not all are clear. They're getting clearer all the time with new words all the time. I no longer dread taking him places. He tries hard to be good."

GROSS MOTOR: Improved in balance & coordination & motor planning.

FINE MOTOR: Better visual motor & writing skills improving

LANGUAGE: More new words.

ATTENDING/FOCUSING: More interest in his surroundings, improved response time.

SOCIAL RECIPROCITY: Better 2-way communication, more 'trustworthy' in public, fewer tantrums.

16. L H. 4 reports	Training: March 1996	Dx: Autism	6/1/86
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GROSS MOTOR: 2nd report: "Had to switch cars with my husband, as the sounds in my car upset him." 4th report: "Still covers ears and hums in my car and has taken to covering ears and humming when the mail van goes down the road."

FINE MOTOR: 2nd report: Neater and more uniform writing skills. 4th report: Had slowed down doing very uniformed printing, but has gone back to rushing and consequently is not really as neat.

LANGUAGE: 1st report: Uses quieter language in class. Good oral response to questions in written language too. Response immediate at times. 2nd report: Talks louder and more. Still asks old questions for reassurance. 3rd report: Volume has reduced to a more normal level again. 4th report: Volume very much a problem, especially in places that we don't often go.

ATTENDING/FOCUSING: 4th report: Still extremely concerned about rain, thunder, lightening, etc. L finds it all very frightening.

SOCIAL RECIPROCITY: More eye contact, increased quantity of social contact, but not of high quality.

17. B J. 4 reports	Training: April 1996	Dx: mild Cerebral Palsy, ADD, left side hemiplegia	15/5/81
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Comments: By September "B progressed from non-reader to confident reader above his age level. Vocabulary is +400 words. Math is somewhat behind his reading. He is better at story problems. He is making excellent progress socially. He began forming friendships and began to play rough

& tumble. His typing and written work shows much wider vocabulary than his oral language. Still, there are some problems with basic concepts. He often takes meaning quite literally. Autistic behaviors have almost disappeared. He is not so repetitive in speech. No longer 'pencil gazes' or aimlessly rolls things. His hearing is not so sensitive since AIT. He is less sensitive to smell and touch."

October report: Perseveration much diminished compared to the echolalic chunking B expressed in the past (pre AIT). He now uses it as attempts to remain part of a conversation or as an attention-holding tactic. We are now teaching him to express himself verbally. Eye contact is normal for his age now. He is maintaining attention longer. "With him being emotionally stable, we can convert the questions-answer communication to a very simple conversation of which he is now comfortable with." "Pre AIT, B was completely unable to read emotions —now overly sensitive and we are working on equalizing this." ... "Behavioral problems at home are diminishing."

Teacher reports: "Since the auditory training in April, B has not been so distracted by noise, making teaching much easier. Other sense[s] are also less acute, particularly the smell and touch." ... "During the last few months his writing and language has (sic) improved rapidly." "His math also made a slow start but recently he has been able to keep up with his peers. He has to be systematically taught many skills but once taught he is able to maintain the ability. However he cannot transfer his skills to other aspects of learning."

"His coordination has also improved and despite the fact he is always looking round and his ungainly gait, he rarely falls or hurts himself."

"He is much more confident and more willing to communicate with other children & adults." These quotes are dated 23 October 1996.

Mother reports: 14 October 1996: "Improvements post AIT are impressive: i.e., immediate and during AIT:

- 1) could push his sister on a swing (both hands)
- 2) could kick a soccer ball
- 3) catch a large ball bounced to him
- 4) walk backwards on a path"

"Now after extending on these improvement he can:

- 1) Run while kicking a soccer ball with good direction & control of the ball – returning it to me while running.
- 2) Catch a ball on the fall – both hands (no need to bounce it)
- 3) Drop kick a soccer ball
- 4) Throw a large ball up 6 to 12 " & catch it – both hands
- 5) Play hockey with both hands
- 6) Joins in folk dancing & fitness at school"

"Swimming – he now goes underwater face down instead of back of head down first. He is not disoriented when surfacing as he used to be." "His drawing is phenomenal. Pre AIT there was only what I/we had taught him to put on paper."

“Creativity – this I had felt B would never develop, but he now spends hours talking to snails and slugs, making them houses & beds. He’s playing with Lego and pretending to be the driver, he’s building roads with his digger in the sandpit, or driving a bus on his climbing frame & opening & shutting the door.”

“He is learning off the strategies presented quickly, rendering him a more expressive, confident, capable and sociable little person.”...”B still has sound sensitivities, a retest will confirm these, unless it is just the memory of the pain he has experienced from sound sensitivity in the past, that he reacts as he does when motor bikes go past or when a topdressing plane was working nearby.”...”Rain on the roof is still loud for him. His lack of selective suppression of non-essential information is significantly less than pre-AIT as his academic/social progress indicates.”

18. A K. 2 reports from father	Training: March 1996	Dx: Autism, Partial Complex Seizures & Discontrol Syndrome	30/7/85
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GROSS MOTOR: No changes
 FINE MOTOR: May report: Eye-hand, better, A can catch a ball much better, otherwise, no changes noted.
 LANGUAGE: May report: Receptive language – “can hear better”, responds more quickly, more compliant.
 ATTENDING/FOCUSING: May report: A bit more interested in other children. A small interest in TV. Much better response time, less delay.
 SOCIAL RECIPROCITY: May report: More interest in playing with his brother and sister. There is room for improvement with quantity and quality of social interactions, he is more settled in crowds. There is a small reduction in self-stimulation.

19. L H L. 1 report	Training: October 1996	Dx: Autism	19/2/85
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March 1997 report only received.
 GROSS MOTOR: Able to cross a rope/wood swinging bridge, able to respond to directions when prompted, touches and hugs people more.
 FINE MOTOR: Improved scissors use. Able to scribble/draw vertical strokes, independently, copies letters (14) before he becomes distracted.
 LANGUAGE: Volume is more controlled, he recognizes and names familiar items in pictures.
 ATTENDING/FOCUSING: He looks around more and with increased extensiveness. He responds slowly, but is able to greet people and repeats words.
 SOCIAL RECIPROCITY: A little improved eye contact. Quantity and quality of social interactions is a little improved.

20. D L. 3 reports from grandfather – primary caretaker	Training: March 1996	Dx: Autism	11/4/90
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GROSS MOTOR: Noticeable improvement in all areas
 FINE MOTOR: Noticeable improvement in all areas.
 LANGUAGE: as above.
 ATTENDING/FOCUSING: All areas improved.
 SOCIAL RECIPROCITY: as above.

21. E L. 4 reports	Training: May 1997	Dx: Fragile X Syndrome	25/12/82
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GROSS MOTOR: Improved in all areas since intake, except pain threshold.
 FINE MOTOR: Improved eye-hand, eye-foot and writing skills, but still dependent on others for most self-help chores.
 LANGUAGE: Improved slightly in all areas.
 ATTENDING/FOCUSING: Increase interest in her surroundings. Reduced response time. She is able to do somewhat better with multi-step task performance.
 SOCIAL RECIPROCITY: Overall improvement all around.

22. J L. 3 reports	Training: May 1997	Dx: ADHD	10/6/87
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GROSS MOTOR: Improved tactile sensitivity, he is willing to touch a greater variety of surfaces. Slightly higher pain threshold.
 FINE MOTOR: No changes.
 LANGUAGE: Better word and sentence complexity, improved vocabulary, improved questioning skills.
 ATTENDING/FOCUSING: Improved response time. Much improved multi-step task performance.
 SOCIAL RECIPROCITY: Slightly better eye contact, but all other areas are unchanged.

23. M L. 4 reports	Training: March 1996	Dx: Autism and Fragile X Syndrome	22/12/85
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GROSS MOTOR: Improved in all areas through first three of the four reports.
 FINE MOTOR: Improved in all areas (now uses tinted lenses)
 LANGUAGE: Improved in all areas, big changes. Once she was taught to type, using a Lightwriter – she was able to ask questions. This improvement showed up in last two of the four reports.
 ATTENDING/FOCUSING: More interest, more appropriate exploring of her surroundings. More independent behaviors, able to do multi-step tasks out of sight of supervision.

SOCIAL RECIPROCITY: Very good eye contact now. Initiating social contact now. Gaining attention appropriately. Reduced self-stimulating behaviors. Fewer terrible tantrums.

Comments: June report: “M is using the Lightwriter for maths, spelling, comprehension, & communicating her feelings, writing letters, etc. I don’t know how we existed without it.”

September report: Tantrums would occur in the morning just before the 1st break. The class assistant asked Melissa why? She typed: “Run way outside to play. Need to break the air. Run, run to the edge of tomorrow because today won’t stop and wait.” Later when asked to explain the above, M wrote “Traci, I have to try to keep up everything goes too fast – have trouble to keep up.”

Last report: Traci says she feels relaxed about taking her to public places, M is more reliable.

24. R L. 4 reports	Training: May 1997	Dx: Depression, & Attentional Problems	21/10/80
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GROSS MOTOR: While pain threshold has gone unchanged, all other areas have improved.

FINE MOTOR: All areas slightly improved.

LANGUAGE: No changes.

ATTENDING/FOCUSING: By the end of the 4th reporting period, his response time was the same, but his interest in his surroundings increased. General improvement seen in his ability to sequence events and perform complicated tasks.

SOCIAL RECIPROCITY: More dramatic changes occurred within in the first 6 weeks post training. Then the behaviors remained stable through the reporting period – 6 months.

25. H M. 1 report (December)	Training: October 1996	Dx: Asperger’s Syndrome & Semantic Pragmatic Language Disorder	17/8/91
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Comments: “H has been much more verbal since the AIT. & is readily attempting words and phrases that were not possible before. So we are presently very optimistic that with AIT, Lovaas and more intensive language therapy in the new year, we will make some real progress.”

26. S M. 2 reports	Training: October 1997	Dx: mild autism	5/4/94
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GROSS MOTOR: Most dramatic results by the end of the ten days of training, after that, changes remained stable.

FINE MOTOR: Same as above except that by March he had been toilet trained. Improved in self-help skills.

LANGUAGE: Good positive changes recorded in the January report, then changes settled out by March, though all reports were still positive in nature.

ATTENDING/FOCUSING: Greatest changes recorded in January and March reports. He started AIT not able to do 2 step tasks, by March, he was good with 2 step tasks.

SOCIAL RECIPROCITY: Better social functioning. Overall there were fewer tantrums and less yelling and screaming.

27. M M. 4 reports from mother, 1 report from teacher	Training: October 1996	Dx: Developmental Delay and Aphasia	23/11/85
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Teacher's report: March

GROSS MOTOR: Balance & coordination continually improving, pain threshold is very high.

FINE MOTOR: Eager to write about personal experiences. She writes 2 or 3 sentences.

LANGUAGE: Constantly grasping new vocabulary, shows curiosity with appropriate questioning.

ATTENDING/FOCUSING: Very noisy and curious.

SOCIAL RECIPROCITY: Eye contact constantly improving, very sociable.

Mother's reports:

GROSS MOTOR: Overall good improvement, the 4th report notices that pain response is quicker.

FINE MOTOR: Although small improvements in reports 1,2, and 3, the 4th report indicates more dramatic improvements in writing skills.

LANGUAGE: More vocal, appropriate joining in and attempting words. She is very inquisitive.

ATTENDING/FOCUSING: Some slight improvement, no changes in sequencing chores or going beyond 3 step tasks, though.

SOCIAL RECIPROCITY: Better eye contact, becoming too friendly with people, more appropriate behavior in public. School behaviors are improved.

28. C M. 1 report dated August 1996	Training: March 1996	Dx: moderate autism	6/12/84
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Comments: Noticeable improvement in word endings, event recall. Better able to express himself more clearly. Parents realized he had an exceptional memory.

GROSS MOTOR: Overall improvement, pain threshold still high.

FINE MOTOR: No eye contact changes, but slight improvement in writing skills.

LANGUAGE: More expression in his voice. He contributes in class. C understands more, has greater capacity. Some improvements in questioning.

ATTENDING/FOCUSING: Interested in more topics, his response time is immediate.

SOCIAL RECIPROCITY: Good eye contact, sporadic changes in quantity and quality of social interactions. Good behaviors in public, tantrums are non-existent now.

29. J M. 4 reports	Training: October 1996	Dx: Autism	13/11/86
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Comments: 1st report: Changes in food sensitivity. 2nd report: Now stays in same room when visitors come – inquisitive (didn't use to stay around.)

GROSS MOTOR: Food sensitivity is the only change in this area.

FINE MOTOR: 2nd report: Better writing skills otherwise no changes noted.

LANGUAGE: 2nd report: More complex words and sentences. Better word finding & better receptive language.

ATTENDING/FOCUSING: 3rd report: Improved response time. 4th report: reduced response time (always says 'no').

SOCIAL RECIPROCITY: 2nd & 3rd reports: Fewer self-stimulating behaviors and fewer tantrums. 4th report: Vocalizing a variety of sounds, very badly. He is becoming aggressive when someone coughs, lines up boxes, videotapes, started some old self-stimulations. Mother notes however, that J's custom is to "shut down" for periods of time one or two times a year in which he picks up old 'awful' habits & becomes 'anti' every thing. After 3 or 4 weeks, he snaps out and goes ahead to a higher level. She suspects that's what's happening.

30. J O. 4 reports	Training: May 1997	Dx: Autism	29/8/91
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GROSS MOTOR: No changes from intake.

FINE MOTOR: 2nd through 4th reports: Increase in facilitated communication skills and increased self-help skills.

LANGUAGE: Many changes in all reports. Slight increase in voice quality, more complex words and sentences. Much better receptive language. Better questioning skills and clearer articulation.

ATTENDING/FOCUSING: No changes since the end of AIT. There are big changes in multi-step task performance. He is independent in toileting and performs other tasks now independently. He thinks for himself and is more reliable – noted in the 3rd and 4th reports.

SOCIAL RECIPROCITY: Better eye contact, better overall social functioning, fewer tantrums, he is not yelling or screaming as much.

31. E P. 3 reports	Training: March 1996	Dx: Autism & Developmental Delay	24/6/92
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GROSS MOTOR: 2nd report: Exploring more. 4th report: Better motor planning and more willing to touch a greater variety of surfaces. No change in pain threshold.

FINE MOTOR: No change, but not as resistant to hand over hand instruction for handwriting.

LANGUAGE: 2nd report: His babble has a new character. There are more "g" sounds. 1st report: Able to gain attention better.

ATTENDING/FOCUSING: Good progress with attention to new visual stimuli. He responds to his name better. 4th report: Improved multi-step performances, he is doing as directed more often.

SOCIAL RECIPROCITY: 1ST report: More eye contact. By the 4th report: He runs up to people to be picked up. Up to this report he was very elusive. More willing to observe visitors. Sensitive to loud noises still. 3rd report: Appears more sound sensitive.

32. O R. 4 reports	Training: March 1997	Dx: Downs Syndrome, Trisomy 21	10/10/90
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GROSS MOTOR: Most changes occurred by the end of AIT and then again by the 4th report. Good changes overall.

FINE MOTOR: Good changes in eye-hand, eye-foot. Very good changes in writing and self-help.

LANGUAGE: Most of the changes occurred in the 3rd and 4th reports. Very good changes overall in language processing and production.

ATTENDING/FOCUSING: Initial reduction in interest in his surroundings, but by the 4th report, very good attending.

SOCIAL RECIPROCITY: Slight changes in quantity and quality of social contact issues and self initiated social function. Better changes in appropriateness of his behaviors in public. Still some yelling and screaming, but seldom has tantrums.

33. L R. 1 report, received September 1996	Training: March 1996	Dx: Autism	2/3/92
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GROSS MOTOR: No changes.

FINE MOTOR: Visual motor improving with practice, otherwise no other changes.

LANGUAGE: Only changes noted in receptive language, this is slowly changing.

ATTENDING/FOCUSING: No changes.

SOCIAL RECIPROCITY: Eye contact increased. The quantity and quality of social functioning is slightly better.

34. M S. 7 reports	Training: March 1996, October 1996 & April 1997	Dx: Autism & Cerebral Palsy	27/3/83
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GROSS MOTOR: 1st time: No real changes. 2nd time: Same balance & coordination skills, increase in motor planning, more normal tactile sensitivity and high pain threshold. 3rd time: Improved in that he climbs over obstacles.

FINE MOTOR: 1st time: Facilitated Communication skills vastly improved. He is able to press harder to write. 2nd time: Only light touch required to help him type. 3rd time: Very good facilitated communication skills. Better self help skills.

LANGUAGE: 1st time: Although loud, he is able to use quiet sounds. "Excellent" receptive language. 2nd time: Good reading skills, "wonderful" receptive language. 3rd time: Excellent receptive language, still loud.

ATTENDING/FOCUSING: 1st time: Good interest in his environment. Slight delay in response time. 2nd time: Works 2 to 3 step math problems well. 3rd time: Better response time, follows 2 step commands.

SOCIAL RECIPROCITY: 1st time: Good eye contact, interested in meeting new people. Very little screaming by the 4th report. 2nd time: Excellent eye contact, screams with over-stimulation and frustration, otherwise he is quiet. 3rd time: The first and second reports indicated good improvements in social functioning, but by the 4th report he had an ear infection, displayed poor public behaviors and reduced social functioning.

35. A S. 2 reports	Training: May 1997	Dx: Developmental Delay & Speech & Language Delays	3/1/90
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Comments: June report: Mother gave him a vitamin supplement that made him more excitable, so she stopped it and he became calmer. July report: Aggressive at school, attention seeking, rocking in his chair. His mother reduced his school hours, this reduced his hyperactivity. He has become a happier person, singing, playing and engaging in games.

GROSS MOTOR: No changes at all.

FINE MOTOR: Improvements in visual motor and slight improvements in his writing skills.

LANGUGAE: No changes overall.

ATTENDING/FOCUSING: As above.

SOCIAL RECIPROCITY: No changes

36. S S. 1 report	Training: October 1996	Dx: Autism	26/10/88
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GROSS MOTOR: Positive changes in balance & coordination motor planning & tactile sensitivity. No change in pain threshold.

FINE MOTOR: Improvements in overall fine motor function.

LANGUAGE: Reduced questioning skills, but other areas have improved somewhat.

ATTENDING/FOCUSING: Improvement in all areas.

SOCIAL RECIPROCITY: Decrease in tantrums and yelling and screaming (this greatly reduced. A slight decrease in inappropriate behaviors and obsessive behaviors. Improvement in social functioning.

37. R S. 4 reports	Training: April 1996	Dx: Autism	28/8/89
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GROSS MOTOR: Good improvements in all areas. Normalized pain threshold.

FINE MOTOR: Very good improvements in all areas.

LANGUAGE: His voice usage is normal by the 3rd report. Good progress with more complex words and sentences. Improved receptive language. The 3rd report says that R asks deep questions, but can become obsessive about some topics.

ATTENDING/FOCUSING: 2nd report: Quicker response time. He can cope with multi-step tasks on the 3rd report.

SOCIAL RECIPROCITY: 2nd report says more normal eye contact. The 3rd report indicates normal behavior in public now. 4th report: Nothing inappropriate to comment on. He tantrums as often as a normal child by the 4th report. The 3rd and 4th reports indicate a great decrease in screaming and yelling.

38. K S. 3 reports	Training: November 1997	Dx: Semantic Pragmatic Language Disorder	14/4/91
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GROSS MOTOR: Only change is a lower pain threshold in the 3rd report.

FINE MOTOR: No changes.

LANGUAGE: Slightly better performance overall.

ATTENDING/FOCUSING: Better response time, no change in his multi-step task performance.

SOCIAL RECIPROCITY: Few tantrums, less yelling and screaming, about the same social functioning as at intake.

39. C T. 4 reports	Training: March 1996	Dx: Autism	13/2/82
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Comments from teacher, dated November 1997: Able to cope with louder noise levels in class. Able to cope with children who tease. Stands up for himself verbally or physically. Talking more in class situations. Reading in group situations. Will read a poem with the class. Reads tongue twister on his own.

December 1997: K is becoming more physical, some fists flying.

GROSS MOTOR: 3rd and 4th reports indicate better ball play, but no other changes.

FINE MOTOR: No changes.

LANGUAGE: Louder voice volume. He talks very fast, some more complex sentences, no other changes.

ATTENDING/FOCUSING: 1st report and all subsequent reports indicate and increase in the number of multiple steps task performance, all else is the same.

SOCIAL RECIPROCITY: Improvement in eye contact. More self initiated social contact. Some outbursts direct at mother.

40. R T. 2 reports	Training: October 1996	Dx: ADHD	11/10/85
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GROSS MOTOR: Improved balance & coordination, able to climb 10' on a climber. Trying bike riding again. More normal pain threshold.

FINE MOTOR: No changes.

LANGUAGE: Able to regulate voice volume, no other changes.

ATTENDING/FOCUSING: Much improved with multi-step task performance, more independent.

SOCIAL RECIPROCITY: No problems at school, fewer outbursts.

41. S V.A. 3 reports	Training: March 1996 & April 1997	Dx: Severe Movement Disorder & Autistic tendencies	22/7/87
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GROSS MOTOR: Learned many new skills. Better balance & coordination, motor planning and improved tactile tolerances. He will eat greater variety of foods, more normal pain threshold.

FINE MOTOR: Better writing, better eye-hand and eye-foot.

LANGUAGE: Learned to use a communicator well, better voice usage. More complex verbalizations.

ATTENDING/FOCUSING: Increase in his interest in surroundings. Some delays in his response time, no changes in multi-step task performance.

SOCIAL RECIPROCITY: Better eye contact with familiar people, not with strangers. A decrease in touching strangers. He is still obsessive about certain rituals, still self stimulates on letters and numbers. No tantrums or yelling or screaming.

42. Q V. 4 reports	Training: May 1997	Dx: Autistic movement features, Cerebral Palsy & Asthma	20/8/81
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Comments in the 2nd report: "Q is slowly showing signs of being more tolerant to the noises he, in the past, has not liked very much." 4th report: "When Q is having outbursts, he is going back to old behaviors, e.g., being very sensitive to all noises." "Overall he is much better with noises in general." J.P.

GROSS MOTOR: No changes

FINE MOTOR: (Slight) decreases in eye contact, all else, no change.

LANGUAGE: Voice volume has been reduced, variable receptive language and slight increase in questioning.

ATTENDING/FOCUSING: Decrease in response time, same interest in environment. No change in multi-step task performance.

SOCIAL RECIPROCITY: No changes in social functioning, but more anger control and some increase in yelling and screaming.

43. A W-C. 4 reports	Training: March 1996	Dx: Mild Autism	11/2/89
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Comments: 3rd report: Important development: A is able to say yes to answer a question. She was unable to do this since age 3 ½. Was only able to indicate ascent by repeating the question as a statement. Now more appropriate. Also this report indicates that mother feels that she has gained weight as a result of AIT, well beyond a healthy situation.

GROSS MOTOR: Fair improvement in balance & coordination. Improvement in tactile sensitivity. Better coping with pain.

FINE MOTOR: Better scissors usage. Better writing skills, especially drawing.

LANGUAGE: "More melody" in sentences now from 1st report. Better imitation of sounds, more normal voice usage, uses whole sentences more. Often uses more complex and more new words (all reports). Quicker processing and uses more 'wh' questions now.

ATTENDING/FOCUSING: More organized exploration of surroundings, more appropriate normal interest in environment. Immediate response time. More focused response. More willing to perform more complex tasks.

SOCIAL RECIPROCITY: Very good contact now (all reports.) More and better spontaneous self initiated social contact, quantity and quality. Also, improving in terms of reduced obsessive behaviors and at first tantrumed intensely in the first two weeks after AIT. Then each report indicates less and less until the 4th report indicates only tantrums when very tired or in crowded situations.

44. J W. 3 reports	Training: October 1996	Dx: Autism	15/11/89
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GROSS MOTOR: No noticeable changes in balance & coordination or motor planning, but an increased tolerance for new tactile experiences. Increase in pain threshold.

FINE MOTOR: Able to use appropriate tripod grip for a pencil.

LANGUAGE: Improvement in most areas. Likes to sing to TV ads. Uses 3 word sentences with up to 6 words sometimes.

ATTENDING/FOCUSING: Greater interest in his environment. No change in multi-step task performance.

SOCIAL RECIPROCITY: 2nd report: Can initiate social contact better, hardly ever engages in inappropriate behaviors. Able to try shoes on with out flying into a tantrum. Uses new words, tries to converse with younger brother.

45. B S-O. 1 report	Training: April 1996	Dx: Dyspraxia	26/1/89
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GROSS MOTOR: Improvement in all areas.

FINE MOTOR: As above

LANGUAGE: Still loud voice volume, excellent complexity of sentences and words. Lots of questions.

ATTENDING/FOCUSING: Delayed response time, increase in interest in environment.

SOCIAL RECIPROOCITY: Improvement in social functioning, but still obsessive, still tantrums.

46. O S-O. 1 report	Training: April 1996	Dx: Autism	28/9/91
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GROSS MOTOR: Some improvement overall.

FINE MOTOR: Better visual motor functioning.

LANGUAGE: A few changes, nothing noticeable or dramatic.

ATTENDING/FOCUSING: Increase in appropriate interest in surroundings.

SOCIAL RECIPRICITY: Good eye contact, still tantrums, still has to work at appropriate social functioning.

Many thanks to the families, teachers, and caretakers of the 46 participants who have made this review of Auditory Integration Training results possible. It takes discipline and time to complete the forms and send overseas to our home office.