RESEARCH SUMMARY

The following studies measure the efficacy of iLs in a variety of areas including auditory processing, reading and general academic performance. (These studies are available for viewing on the Research page of www.integratedlistening.com)

University-based Controlled Study

A controlled study involving 64 K-2 at risk students was conducted by U of New Mexico researcher Anne Calhoon, Ph.D. Students participated in the Alpha Program,* a program combining iLs with art therapy (see following page for details). **The average improvement in reading over the 3-month intervention was 2 years.**

"Taken as a whole, this analysis indicates that the students in the experimental group have improved in all categories associated with reading. This improved achievement is significantly greater (more meaningful) than the improvements of the control group peers. Overall the picture presented of the students in ALPHA is one that shows immense growth in cognitive, academic, and psychological areas." *J. Anne Calhoun, Ph. D. Educational Psychology, College of Education, University of New Mexico 2006*

Report re: Auditory Processing Disorder

Therapeeds, a private clinic in Ft. Lauderdale, Florida, reports the results of 29 children diagnosed with APD who completed the Therapeeds' H.O.P.E. sensory motor program combined with iLs' receptive and expressive programs. The iLs equipment used was a combination of the iLs Pro, Focus and Expressive Language Program. Among the pre- and post-program tests are the following:

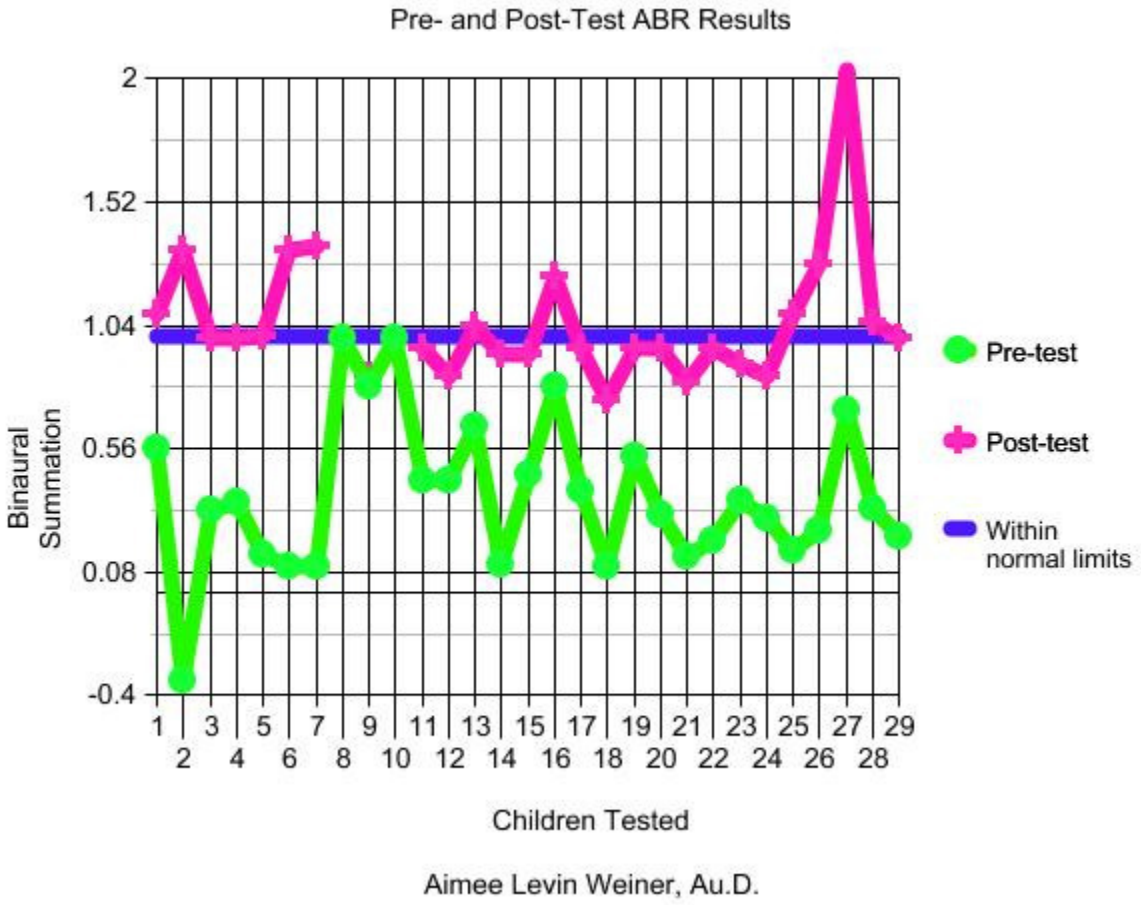
- **Vestibular**: Pre-testing indicated 0 of the 29 children had intact vestibular processing skills measured by the PrN and functional skills. Post-testing showed all 29 in normal range.

- **Ocular Motor**: Pre-testing showed that 28 of the 29 demonstrated ocular-motor deficits in the areas of visual pursuits, saccades and convergence/divergence skills. Post-intervention, 25 of the 29 demonstrated intact ocular motor skills.

- **All Auditory Processing Skills**: Post-intervention, 22 of the 29 children had auditory processing skills that were completely within normal limits *in every area*.

- **Medications**: Seven of 29 children began this therapy on medication for attention-related concerns. By the end of the program, the medications for all 7 had all been discontinued.

- **ABR Binaural Summation**: Pre-intervention ABR tests showed all 29 children had little difference between listening with one ear and listening with both ears (binaural summation). Post-intervention, all 29 tested in the normal range. SEE GRAPH ON FOLLOWING PAGE



Denver Elementary School Pilot Study, 2009

A variety of normed, standardized tests were used to assess 20 children with learning difficulties before and after iLs programs. The report includes each child's pre- and post-program test scores as well as teacher and parent comments. **Teachers involved in the program reported "significant improvement" in 19 of the 20 children.** ("Significant improvement" indicates either being transitioned from special education to regular education, having an IEP removed or overcoming a substantial academic deficit.) The equipment used was the iLs Focus.

Private Clinic Data

Data Summary covering 4 aspects of auditory performance affected by iLs programs: visual/auditory processing speed, selectivity, auditory digit span, and right-ear dominance. The sample size ranges from 30-46 subjects. Programs lasting 3-5 months show **average improvement of 78% in auditory processing, and average improvement of 81% in selectivity (phonetic differentiation).** The iLs equipment used was the iLs Pro. *data collected by Harry Armytage, Hillside Health Center, Australia*