



Combining Programs on the iLs Focus

Often, neither children nor adults present with clearly defined, isolated issues. For example, a child with a primary reading problem often has associated fine or gross motor problems or a visual processing issue. Or, a child with sensory-motor delays may also have delayed speech and language.

When there are multiple issues involved, the general rule is:

The longer the program, the better.

There are a number of ways to combine programs:

I. Sequencing – completing one program on the Focus system and going on to another; for sequencing, we recommend the following program order:

**Sensory- Motor > Reading
Sensory- Motor > Attention
Reading > Attention
Reading > Optimal Performance
Attention > Optimal Performance**

If the break between the 2 programs is brief, i.e. less than two weeks, and you would like to shorten the overall length of the *second* program, if the second program is

**Reading or Attention > skip sessions 2, 4, 6, 8, 10
Optimal Performance > skip sessions 1, 3, 5, 7**

II. Enhancing - customizing a protocol by mixing one program with another (adding more of the frequencies needed to address the client's issues).

Enhancing a protocol is appropriate when the practitioner believes the client might benefit by having a slightly longer time in the desired frequencies and the family would be compliant with a longer program.

Enhancing a Sensory Motor program: begin with Spectrum protocol, sessions 1-10, then do sessions 1-30 of Sensory Motor Program

Enhancing a Reading/Auditory Processing (AP) program: begin with Reading/AP sessions 1-7, Spectrum sessions 16-25 (or as many as possible), then continue with Reading/AP sessions 8-30

Attention: Attention sessions 1-7, Spectrum sessions 16-25 (or as many as possible), Attention sessions 8-30

Optimal Performance: complete sessions 1-16, repeat 10-16, and then do sessions 17-24.

MOST IMPORTANT: *The effectiveness of the program will be reflected by the diligence of the client to use the program regularly.*