

Our son began working with Diane Daniels at Center for Listening & Learning in Gainesville, FL, when he was in 4th grade. He was struggling with reading comprehension, focusing in class, math analysis and completing his work.

Our child had been diagnosed in 1st grade with ADHD – without Hyperactivity, a specific learning disability in reading, and auditory processing disorder. We briefly tried ADHD drugs. They did not help him, and the rebound effects were not acceptable.

He changed from a boy who loved school in kindergarten and 1st grade to a boy who was frustrated, sad and hated school. He felt very sad that he could not focus in class, particularly in math. He felt lost, couldn't answer question and could not complete his work. Our son's teachers tried interventions to help keep him focused.

At home, 30-minute homework assignments took hours and resulted in tears, tantrums and a generally upset household. He shied away from friends and classmates, who seemed to accomplish more and "got" the instructions and assignments. When we had him narrow down what he hated about school, we learned it was the academic pursuits requiring attention and focus. He loved his teachers, his classroom, and all non-academic activities associated with school.

My husband and I met with Diane Daniels to see if her program could help our son. After weeks of consideration, we decided to go ahead with it. David was apprehensive at first, thinking that this might be some type of tutoring or schoolwork. He was delighted with the ease of the program as well as getting to play games with other young participants or with Diane while he listened to the music CDs of the Dynamic Listening System.

Within two weeks we started to see changes in our son. He became able to do homework independently, minus tears and frustration. There were other changes, which we didn't expect. He became more animated and confident. His language seemed more advanced. As he continued in the listening program, he was more assertive in making requests of other people, and his sense of humor and story-telling seemed to blossom. For the first time ever, he was able to patiently build things with leggos.

At the end of the school year, our son's grades had all come up, and he got a B in his most dreaded subject, math. During the summer, he made new friends while still enjoying old ones. One of the most interesting changes has been his decision (initiated on his own) to stop watching TV. He now reads more, plays with leggos, draws, practices karate, swims, and uses his imagination to have fun!

We are looking forward to the new school year. We anticipate that our son will be successful with his new-found confidence and ability to focus, listen and complete his work.

J. H., Special Ed. Teacher & Parent
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