

ADHD/Special Needs

The Centers for Disease Control & Prevention reports that approximately 7% of the nation's 6 to 11 year olds have been diagnosed with ADHD. Additionally, statistical research has shown that half of all ADHD students have learning disabilities and about one-third of these students have one or more of the following:

Language deficits (poor listening comprehension, poor verbal expression, poor reading comprehension)

Poor organizational skills

Poor memory

Poor fine motor skills

According to research conducted by Harris Interactive Surveys, a majority of teachers (95%) believe that left untreated, ADHD affects school performance. Among teachers who participated in the survey, 90% think that untreated ADHD usually leads to disruptive behavior in the classroom and has a negative effect on social skills.

A double-blind, placebo controlled study of 9 to 12 years old boys diagnosed with ADHD, found those undergoing the Interactive Metronome training program showed significant patterns of improvement in attention, coordination, control of aggression/impulsivity, reading and language processing. This study was published in The March/April 2001 issue of the American Journal of

Occupational Therapy.

Current IM Providers are utilizing the Interactive Metronome training program with populations ranging from pediatric to geriatric (developmentally six years of age and older). A large network of providers offer IM training to help improve:

Increased concentration and focus

Improvements in reading and language

Gains in overall coordination

Greater control of impulsivity

Reduced auditory sensitivity

Improved sensory integration

In addition, other studies showed significant correlations between IM performance and age, motor coordination, attention, academic achievement, visual motor control and coordination. You can find additional information on the IM research section.

"Timing is crucial to many aspects of human performance." Study funded by the NIH.

Concerns about timing and human performance go back for centuries. Many scientists believe that a human being's capacity for timing and rhythmicity plays an important role in a variety of behaviors including motor planning, sequencing, and cognitive functions, such as attention and academic achievement. There has been evidence that timing and rhythmicity is an important central nervous system function that relates to a variety of cognitive and motor skills.

This core process is compromised in a variety of challenges involving attention, language, motor planning, and motor coordination, social interactions, and learning disabilities, including non-verbal learning disabilities, as well as during the aging process. In just about all advanced thinking and problem solving, the ability to plan and sequence thoughts with behaviors occurs at a basic, foundational level.

Today, there are interventions that exercise and improve the middle to higher levels of cognitive and social skills, but there have not been any that directly address and improve the basic, fundamental level of timing and rhythmicity, until now.

The Interactive Metronome, a computerized version of the traditional music metronome used for centuries to improve timing and rhythmicity, has enabled research to confirm and extend the findings and demonstrate that it is possible to improve this very important, fundamental capacity.