

By the Grace of G-d.

Charting a New Course – One Boy’s Story

A Case Study by Dr. Arnie Gotfryd, PhD and Avi Lipton, BSc., of Maxi Mind Learning Centres, Inc.

“M” was just starting Grade 7 when he was first referred to Maxi Mind having been diagnosed with hyperactivity-impulsivity disorder. His pediatrician had prescribed stimulant medication, which was only partially effective as there remained constant problems both at home and at school with unruly and argumentative behaviour, as well as poor grades at school.



Before starting Maxi Mind intervention, “M” had very high levels of restlessness and impulsivity, and moderately elevated levels of inattention as indicated by parent and teacher Rating Forms (designed by Prof. David Rabiner of Duke University). A computerized performance test (called IVA+) measuring various aspects of attention showed “A” to be mildly to seriously impaired in his ability to inhibit his impulses, and average to mildly impaired in his ability to sustain attention.

In academics, the Wechsler Test of Basic Skills found “M” to be in the 4th percentile for Reading Comprehension, the 18th percentile for Spelling, and the 16th percentile for Numerical Operations.

“M” took a 40 session Maxi Mind Neuro-Educational Course at his elementary school. He had 50-minute sessions 4 times per week, together with another boy, guided by a Maxi Mind-certified neuroeducational therapist. Together the two boys used the Integrated Listening System’s Concentration and Attention engineered music protocols. They performed a combination of sensory integration exercise routines including elements of Brain Gym, Integrated Listening System, and Balametrics, also known as the Learning Breakthrough Program. In addition they were coached on the performance of a variety of cognitive and fine motor activities.

Following the Maxi Mind Course, “M” was reassessed, taking care to rule out any test effects due to familiarity with the material and taking into consideration the higher performance levels expected by a student 3 months older. The results were remarkable and were noted by teachers and parents alike.

His classroom behaviour had improved to the point where he was able to sit in class and pay attention to lessons with much reduced restless, impulsive or confrontational behaviour. He took the focusing and academic tests again at the end of the program and performed much better overall.

The focusing tests showed that his ability to control his responses to auditory stimulus had gone from extremely impaired to mildly impaired, and his response control to visual stimulus went from mildly impaired to average. His ability to sustain attention over time had also improved – to auditory stimuli it went from slightly impaired up to average, while to visual cues his ability to sustain attention went from average to above average.

In Reading Comprehension he went up from the 4th percentile to the 58th percentile compared to other Canadian children his age. In Spelling went from the 18th to the 30th percentile. And in Numerical Operations, his scores showed he had improved from the 16th to the 45th percentile. It should be noted that there the course did not involve any exercises or tutoring in reading, spelling or mathematics whatsoever. In fact one could expect the opposite trend in relative performance since the Maxi Mind Course necessitated 40 absences from class over the 3 month period.

“M” was also tested for speed quality of reading and writing both before the Maxi Mind Course and after it. His oral reading speed increased from 131 to 147 words per minute and fluency improved as well. His writing speed, tested on unlined paper, did not increase but lines were straighter and better oriented and the letters were much more clearly formed, more even in size and more evenly spaced.

Of course both teachers and parents were pleased and the child was, too. The parents signed “M” up to another 40 session course which resulted in further improvements. The second course used upgraded music and exercise protocols and added the Play Attention system in which the child learns to control educational computer games with his mind alone, without using keyboard or mouse. The system detects brain waves and when the mind is focused the games succeed and when distracted, the games fail.

After this second course, the behavioural ratings were taken again and all of the presenting problems had improved yet further with most ratings in the normal or better than normal range. “M” was consistently able to remain seated, restrain himself from side conversations, withhold interruptions, pay attention, follow directions and complete assignments. Parents noted increased maturity, responsibility, accountability and a higher level of patience than they had ever seen in him.

Most notably he was able to retain all these gains while reducing and then entirely eliminating the stimulant medication entirely. Now, “M” attends a private high school known for its long days, high academic standards and rigorous behavioural expectations, and continues to perform well, without the use of medication.

For more information or to register your child, call 416-858-9868 or send an email to info@maximind.ca.