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The Difference in One Boy's Life

A Case Study of the Treatment of AD/HD with EEG Neurotherapy

By

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Let's just call him Tommy. It was several months ago when I first met Tommy's parents. I remember the urgency and fatigue on their faces as they entered my office and began to tell me of their 14-year-old son's poor school reports, forgotten homework, under achievement, roller coaster grades and oppositional conduct. They were at the end of their rope. Tommy would probably not be promoted to ninth grade, and they had tried everything they could think of to help him.

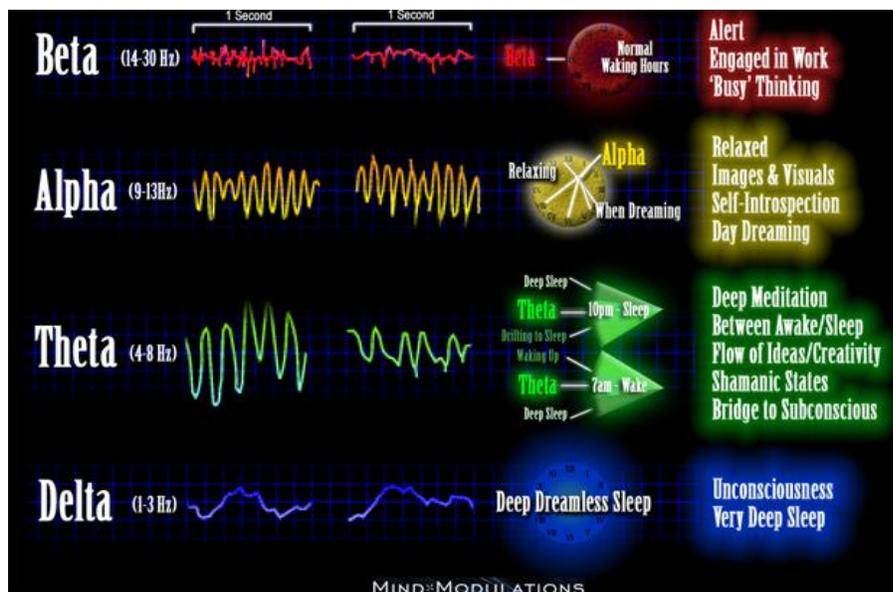
In the 30 years that I've been working with children and their families on school related issues I have heard this story countless times. This time, Tommy's parents were committed to doing what it takes to help their son through a very critical time in his life. He was at a crossroads. Tommy needed a fresh start in order to have a chance to succeed in high school and to resuscitate his self-esteem.

We began with a comprehensive psychological and psycho-educational evaluation to assess Tommy's innate cognitive abilities, academic achievement levels and emotional dynamics. Attention Deficit Hyperactivity Disorder was diagnosed through clinical observation and was corroborated by the brainwave patterns revealed in the Neurophysiological assessment. Tommy's attentional problem might have gone undetected and may have been confused with a conduct disorder or even possibly low intelligence without a careful assessment. As is the case with so many ADHD youngsters who are not hyperactive, the symptoms are somewhat subtle and often mimic other problems.



Tommy's parents made the considerable commitment to provide their son with Neurotherapy treatment, which he required five days a week for seven weeks for one hour sessions of brainwave training. Tommy arrived promptly at 5 p.m. each day for his sessions of EEG Neurotherapy. He trained

his brain with state-of-the-art computer equipment, which provided him auditory and visual feedback. Through operant conditioning, he learned to alter his brainwaves to achieve a state of mental alertness, while maintaining a relaxed physical state.



It was the 12th session when Tommy bolted into the office with something to say. We had not seen this Tommy before. He was talking all the way to the Neurotherapy lab and told me, "In science class today I really understood what the teacher was saying! When she asked a question I raised my hand with the right answer. I never know what she's talking about and today I understood what she was

saying!" Tommy was so excited! From then on, he could hardly wait to get in to the lab for his session. From that day on, we began to hear about the "Ds" and "Fs" changing to "Bs" and "As." At first we were cautiously optimistic, and then we began to believe the change. The brainwave patterns were changing as well. Tommy was feeling better about himself. He was more relaxed and much more present and alert. It was working.

Tommy has since graduated from the eighth grade, much to the relief of his parents, who had been told by school personnel that he had a very slim chance of passing that semester. His family relocated to the East Coast, where his father assumed a top position within his corporate headquarters. There, Tommy entered high school and started his freshman year.

Tommy's parents stayed in touch with our office to provide us with follow-up progress reports on Tommy's progress. They told us that Tommy's freshman year had started well, with his counselors and teachers fully participating in a multi-modal approach outlined in the psycho-educational recommendations portion of the Neuropsychological Evaluation that we prepared for him. These specific academic suggestions were designed to help Tommy continue to achieve academically with Attention Deficit Hyperactivity Disorder.

Through his achievement in EEG Neurotherapy training, Tommy has been able to concentrate and focus on scholastics to a much greater degree than before. He requires no medication. His family dynamics have improved dramatically, and Tommy and his parents report that he is feeling successful and worthwhile. Perhaps the greatest gain from the EEG Neurotherapy intervention was to see the change on Tommy's face over the weeks. His self-esteem dramatically improved and Tommy began to set worthy goals for himself and for his future.

Just before Christmas, the year of our successful intervention, I was called out of a conference to the telephone, where Tommy was on the line. He was calling from his school in North Carolina. Breathlessly, Tommy told me with excitement and near disbelief, that he had just made straight A's for the semester! He also said, "Thank you."

In all my years of clinical work with people of all ages, this case study stands out as one of the most touching and compelling true stories of the difference the proper treatment can make in the life of an individual. We know from the literature that persons with ADHD are at risk for Reward Deficiency Syndrome and often develop the secondary overlay emotional and behavioral problems that may include Oppositional Defiant Disorder, Conduct Disorder and an array of Substance Abuse problems. Tommy had already begun the downward journey toward delinquency before treatment when he sneaked out of the house late at night with friends and “borrowed” his parents’ car and drove without a license. Tommy’s story helps us see that, properly treated, ADHD does not have to result in personal tragedy.

EEG Neurotherapy is just one part of this highly successful intervention, but it is a monumental breakthrough in the treatment of Attention Deficit Hyperactivity Disorder and related disorders.



If you would like additional information, please call the office for a complimentary telephone consultation.

