



Parent STATEMENT EXCERPTS from Case Studies

I strongly suggest you read both the classroom and in-home parent excerpts case studies since some of the classroom parents also use the same therapy in their homes and have seen remarkable behavior changes in their children. – Tom Demyk

How to use this chromotherapy (color light) | For parents in-home use with their ASD children

The light therapy location should be in a room where the child is mostly present. Control operation using APP recommended. The view should be forward at eye level. The Audio sense and proximity sense should be off. The two main therapy modes should be Balancing and Relaxing mode. Other methods are available for sleep issues and ambiance improvement.

Ideally, minimal exposure of one hour with no upper limit is required. You can expect to see some noticeable behavior changes in 1-2 weeks.

Methodology and purpose for *Color Light Therapy In-Home ASD Case Study program*

Our Case Studies use a ***Numerical Measurement States Scale*** as a rating measurement tool.

We have many therapists working with our Color Light Therapy technology to complement their therapy programs in North America and Europe. We are working with schools and academies participating in our Learning Disabilities Case Study program, with emphasis on HF ASD or similar disorders, in a classroom program that started at the beginning of 2016.

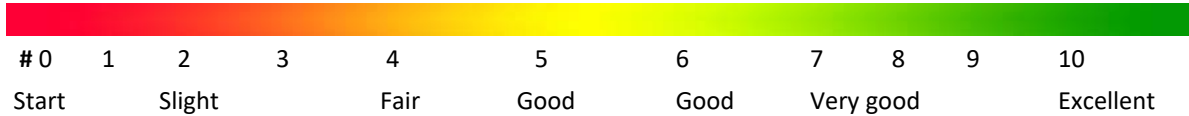
The technology we use and what it does

Patented '**Light Modulation**' technology and the sophisticated algorithms programmed in an ARM processor, as used in all our products, allow the embedding of soft light pulsations for specific interaction with various physiological rhythms, brainwaves, breath, and heartbeat. It has been developed with advanced technology from over 20 years of research by renowned Quebec physicist and inventor Anadi A. Martel and used in Professional Sensora™ Multi-sensorial therapy system in multiple professional health therapy centers worldwide. We do have clinical studies based on the technology that you can reference on our Website.

Parent Observations During Color Light Therapy –

Each child (as HF ASD or similar disorders) in the Case Study should include statements (details described) and personal interface to the therapy of both parents, all siblings, and households overall. Progression Rating # and Date of the observation.

Numerical Measurement Rating States: How you rate each relative behavior state over time



Frequency of taking measurements over the Case Study period of 8-10 weeks: Your Start should define each child's behaviors or characteristics in the study. Statements should be updated at a minimum of **30 days and 60 days, including a conclusion**, which should state **date** and **Numerical Rating State Measurement #**. **All other Dates** of noted changes can always be added for children and siblings, including household overall. Include a photo or two of children that show a child with a side or back view along with a Therapy Light view for Case Study reference only. We respect all confidentiality.

Note: Each Case Study should include details of diagnosis level in your own words along with gender and age. You can add as many new observations you experience in any of the prime categories we show or new areas.

Tip: It is recommended you keep a note pad easily referenced from notable daily activity incorporated in your periodic statements. Your notes should include comments from other individuals such as teachers, doctors, visiting friends of the family, and children. Each rating period should show your observation assessment, including no change or the same rating from the last period.

Key areas to measure progress:

Hyperactivity: for the child if applicable with details explained

Anxiety: for the child if applicable with details

Social interface: with details of the child, interface with parents, friends, other siblings, and with adults if possible, including their teachers and therapists

Organization Skills: with details of child changes

Using own initiative: with details of child change of habits

Sleep: with details of sleeping habits and changes if applicable

Sensitivity to touch sounds or smells: with details and observed changes

Calmness: with details of the child and include parents personal, all siblings and household overall

Self-Regulation: with details on habits of a child being observed that are not covered in the above segments

Academic Ability: with the Ability to improvement

Example: After 60 Days period statements

Jan 20th, 2018 (after ten weeks of therapy in this example)

Hyperactivity: (describe examples of changes) Improved. Date and Rating state #6

Anxiety: Never had concern as an issue

Social Interface: (describe examples of changes) Date and Rating state #6

Organization Skills: (describe examples of changes) Date and Rating state #2

Using own initiative: (describe examples of changes) Date and Rating state #4

Sleep: longer sleep times (describe examples of changes) Date and Rating state - #6

Sensitivity: child sensitivity to loud noises (describe patterns) Date and Rating state #2

Self-Regulation: (describe examples of changes) Date and Rating state #4

Calmness: (describe examples of moves) for the child, household, and both parents. Date and Rating state #8

PARENT EXCERPTS

Derived from In-home ASD Case Study program

Boy age 12 diagnosed HF ASD: (after 60 days of therapy and it continues)

Anxiety: School, reading, overwhelming environments, coordination

Hyperactivity: Talks a lot, mind going constantly

Social: Very awkward, not comfortable with kids his age, self-centered social

Has always had sleep issues. Needs sleep aids to help fall and stay asleep

<p>Hyperactivity: Apr 16th Rated #4 - I have noticed an improvement in attention on preferred activities. A slight improvement on chores or school homework. May 24th #4 - There has been an improvement in attention on preferred activities. We have also stopped medication on trial and there has been an increase in coping.</p>
<p>Anxiety: Apr 16th Rated #3 - I have seen a great improvement in anxiety around daily home especially around his anxiety towards what the little children are doing. He isn't as fixated on what they are doing. School has had some very unsuccessful days with a lot of meltdowns. May 24th #5: there has been significant gains in lowering anxiety in home life, but school life is still quite anxiety ridden.</p>
<p>Social Interface: Apr 16th Rated #6 - He has a lot more patience in speaking with and playing alongside other children although school has become much more difficult. He has lost all trust in their Ability to help him which results in meltdown. May 24th Rated #6: Same as above</p>
<p>Interacting with teacher: Apr 16th Rated #2 - is still quite overwhelmed at the work aspect of in school work and loses interest or breezes through work to do his preferred activity. If there is too much on one sheet, he will shut down and refuse. May 24th Rated #2 – Same as above.</p>
<p>Interacting with other adults, friends of the family, doctor, etc.: Apr 16th Rated #5 - At home we have been able to do a lot more with Desmond. We are still finding him quite emotional, but able to turn things around a lot quicker than in the past. Very much able to communicate with some anger or upset, with Mom but can get quite frustrated with others that don't know how to help him turn things around. Although Home meltdowns have been much less frequent. May 24th Rated #5 Same as above</p>
<p>Organizational Skills: Apr 16th Rated #4 - Still very unorganized in his physical space, but in preferred activities, able to gather and keep things in a lot more order. IE Model car building...learning strategies as he goes to make it easier for the next go around. In his coloring, keeping pencils, markers and crayons separate along with all the accessories. May 24th Rated #5: There have been a little more gain in this area. He is more meticulous with keeping things in their place, but not as much in an obsessive way.</p>
<p>Using own Initiative: Apr 16th Rated #4 - When it comes to helping someone out, he has always shown initiative in doing so, but he must be not doing something else. I have seen some improvement on him asking you to wait and then doing the ask soon after. We allow him the time he needs with some reminders if it has to be done sooner then later. May 24th Rated 5: Not as self-absorbed. Will still finish what he is doing, but a lot quicker than before.</p>
<p>Impulsive behavior: Apr 16th Rated #2 - Still quite high. Can become agitated quickly (mostly at school) with a lot less incidents at home with Mother guidance. May 24th Rated #4 – Still high at school but having much more success at home.</p>
<p>Standing up for himself: Apr 16th Rated #2 - only does this when angry and yells and blames everyone around him. Standing up for friends: will do so but gets very angry which in turn creates meltdown for himself. May 24th Rated 3: Not as quick to get angry but still gets agitated.</p>
<p>Sleep: Apr 16th Rated #6 - sleep has become much more consistent with the help of Melatonin which started not long before the study. May 24th Rated #6: Same as above.</p>
<p>Sensitivity to touch, sound, smells: Apr 16th No issues with this except tags in clothing, but those are automatically removed. May 24th: Same as above.</p>

<p>Calmness: Apr 16th Rated #6 (home) - good days and bad. More at home than school. School has become a not so safe place for him as they are not creating environments that he feels help him. May 24th: Same as above.</p>
<p>Self-Regulation: Apr 16th Rated #6 - at home he has been able to calm in much short time frames, but at school more frequent and much longer periods of meltdown. May 24th Rated #6: Fewer meltdowns and able to communicate better.</p>
<p>Forgetful: Apr 16th Can still be very forgetful, but I feel this is self-inflicted when he doesn't want to remember something as he is quite good at remembering everything. May 24th Rated #4: Still forgetful of minimal things, but if asked to do things and he isn't ready to do it, he will follow through without reminders most times</p>
<p>Impulsive behavior: Apr 16th Rated #2 - same as above. May 24th; Rated 3 Same as above</p>
<p>Academic Ability: Apr 16th Rated #2 - Is very capable of doing the work but still gets very overwhelmed at it. Will either shut down or meltdown. Can do the work at home with someone reading and scribing. May 24th Rated #2: Same</p>
<p>Parent Interface with the Therapy : Apr 16th I have notice a change in my anxiety and patience level overall which can be attributed to the light and to further studies and workshops I am partaking in. May 24th, same as above.</p>
<p>Parent statement on study: May 24th - I feel that in the second half of the study, there were some gains, but minimal ones in movement on the scale. He has progressed, but I feel that all the factors play a part in it. I have stopped the stimulant medication which has also made a significant change in behaviors. I have seen some gains for myself. I feel my anxiety isn't as high, but that it hasn't changed since the first installment of answers. The 2 other children in my home (one new born one toddler, It is hard to see if it helped as I have only known them for 2 months!</p>

Boy age 5 diagnosed moderate ASD: (after 40 days of therapy) and it continues

Diagnosed with moderate ASD at age 3. Child has hyperactivity and very difficult social interactions. Child only sleeps with melatonin.

- 1) Short course on verbal communication for ASD children
- 2) Child diagnosed in 2015 with moderate ASD
- 3) Child attends special public school
- 4) Child is followed by psychologist every 2 weeks
- 5) Child also receives speech therapy occupational therapy every 2 weeks
- 6) Child takes medicine to control his behavior

<p>Hyperactivity: Feb 28. #3: Hyperactivity at home continues randomly. We only see a minor improvement here.</p>
<p>Anxiety: Feb 28. #5: Anxiety seems to have decreased at home considerably. However, he becomes highly irritated when my wife and I speak to each other either in English and/or Portuguese. He seems to want to understand the whole conversation and becomes very anxious because of it.</p>
<p>Social Interface: Feb 28. #2: There is very little social interaction at home beyond mom and dad.</p>
<p>Interacting with teacher: Feb 28. #1: Unfortunately this has seen a dramatic decrease. After Feb 2, he became very aggressive at school and had a significant reduction in the quality of time spent at school. He's still going to school, but only in a restricted schedule and not interacting a lot with other students. We still don't know exactly what happened. Everything went well from October to February, and then all of the sudden things collapsed.</p>
<p>Interacting with other adults friends of the family, doctor, etc.: Feb 28 #5: Interaction with the doctor has improved somewhat. We do seem he appears to be less anxious about seeing the doctor. Interaction with other adults has improved slightly.</p>
<p>Organizational Skills: Feb 28: This is very difficult to measure. I would say no change seen because of light therapy.</p>

Using own Initiative: Feb 28. #5: For the activities at home which interests him, we do see taking initiative to get things going until he's happy with it. However, sadly, if we don't pay attention or want to help him he becomes very aggressive from one moment to the next.
Impulsive behavior: Feb 28. #4: We do see a minor reduction at home regarding impulsive behavior. It seems the light helps him somewhat to calm him down and he's able to stay calmer for longer periods of time compared to last year.
Standing up for himself: Feb 28. #2: My son has aggression problems, so standing up has never been an issue. Our biggest concern is how to calm him down.
Standing up for friends: Feb 28: Not applicable.

Sleep: Feb 28. #5 There has been no change in this. My son only sleeps after taking melatonin, in a room that is completely dark. However, I do see that because of the light therapy he is more receptive to having stories read to him, which after 20-25 minutes make him more sleepy.
Sensitivity to touch, sound, smells: Feb 28. #4: There has been no change in this because of light therapy. My son continues to be very picky about touch, sound and smells. He does seem to have become more attached to the cat (sophie), and he hugs her and caresses her more. However, to human beings, he keeps his distance.
Calmness: Feb 28. #6: It is truly difficult to quantify. However, I would say that we have observed that my sone, over the past month, has increased slightly his Ability to remain calm on his own for longer periods of time. Before, it would be only 10 -15 minutes he would remain in the living room by himself, calmly. Now, it's closer to 30 minutes. Nevertheless, it is not a constant thing. When he's having bad days, it is totally
Self-Regulation: Feb 28: There really is no progress here unfortunately. We are the same as 3 months ago.
Forgetful Feb 28. #7: My son has an excellent memory and to be honest we have seen certain improvements in his logical reasoning.
Impulsive behavior: Feb 28, #6: At home, he's much calmer than before. However at school, the situation has deteriorated considerably and we might need to change schools or send him to a respite center. Mar 21: We have seen a minor improvement at school. As of yesterday he started to go again full time. He was going half time for the past 6 weeks.
Academic Ability: Feb 28. #6: As far as mathematics, there has been regression in his abilities, but he's now much more interested in reading and playing games in Lumosity. We are reading to him every night, and he's actually beginning to memorize some. story books.
Describe any recent changes that are not covered with the above sections: Feb 28: Tantrums at home have decreased. Mar 21: At home, Jr is no longer aggressive to Sheila, but now he's becoming somewhat aggressive with me. Things are slowly improving.

Boy age 9 diagnosed HF ASD: (after 30 days of therapy and it continues)

Sensory and food issues. Both my boys have issues when it comes to homework. They either don't do it or rush through it and don't do it properly. I would like for them to just sit and do their homework. I would like for them to listen to me without yelling back at me. I would like for them to pick up after themselves. They get along pretty well but I would still like fewer fights between them. I would like for both to fall asleep more easily.

For myself, I want to be more productive and more patient with my boys.

Hyperactivity: Apr 23rd, #2: Doesn't jump around as much.
Anxiety: Apr 23rd, #2: Slight improvement in anxieties.
Social Interface: Apr 23rd - Never an issue always had friends.

Interacting with teacher: Apr 23rd , - Never an issue.
Interacting with other adults friends of the family, doctor, etc.: Apr 23rd , - No change.
Organizational Skills: Apr 23rd, #1 – Still disorganized.
Using own Initiative: Apr 23rd, #3: More independence eating his snacks & filling up his water bottle.
Impulsive behavior: Apr 23rd, #2 – Still wants to spend his money but better accepts when I say no.
Standing up for himself: Apr 23rd , - Never a problem.
Standing up for friends: Apr 23rd, #0 - No change
Sleep: Apr 23rd, #2: Not so hyper when he goes to sleep.
Sensitivity to touch, sound, smells: Apr 23rd, #0 – Still highly sensitive
Calmness: Apr 23rd, #2: Quite time before bed has been a little more calm.
Self-Regulation: Apr 23rd, #0 – Unfortunately no change. He still gets angry very quickly and he screams.
Forgetful: Apr 23rd, #2: Better able to get through our routine.
Academic Ability: Apr 23rd - Always very strong academically
Describe any recent changes that are not covered with the above sections: Homework
Homework: Apr 23rd , - He has always hated homework. It was also a huge struggle getting him just to the table to do his homework & then more struggling to do the homework. Now there is less struggling! Most of the time.
Mother Statement: Apr 23rd , - I have two boys on the spectrum. They get along very well. However, they do have their moments of fighting. The first two weeks with the Sphere I noticed that they did not have one fight on the floor where the sphere was. There were still fights in the playroom without the sphere. Unfortunately, after the first 2 weeks they did start fighting again.
Personal: I have started meditating and I am better able to remain calm with my boys. I am more calm when I do homework with my boys.

Boy age 11 diagnosed HF ASD: (after 30 days of therapy and it continues)

Diagnosed ASD high functioning. Information processing disorder. Anxieties.

Hyperactivity: Apr 23rd , - He is not hyperactive.
Anxiety: Apr 23rd, #2 – Slight improvement. He's a little less anxious.
Social Interface: Apr 23rd, #3 – Has better relations with classmates.
Interacting with teacher: Apr 23rd , : Not an issue
Interacting with other adults friends of the family, doctor, etc.: Apr 23rd , - He has always interacted well with adults.
Organizational Skills: Apr 23rd , - Always a well-organized child.
Using own Initiative: Apr 23rd, #2 – He is showing more independence getting snacks.
Impulsive behavior: Apr 23rd, #3 – Is able to wait a little before spending his money.
Standing up for himself: Apr 14th, #4 – Stood up to a classmate. He'd only did that once before.
Standing up for friends: Apr 23rd, #0 – No change
Sleep: Apr 23rd, #0 - No sleep issues the last few years.
Sensitivity to touch, sound, smells: Apr 23rd , - No sensitivity.

Calmness: Apr 23rd, #2 – Quite time before bedtime has been more calm
Self-Regulation: Apr 23rd, #3 – Does not get as angry as quickly.
Forgetful: Apr 23rd , - Has the memory of an elephant.
Academic Ability: Apr 23rd, #0 – no change
Describe any recent changes that are not covered with the above sections: Homework: Apr 23rd , - I have always had to do most of the work for my son's homework & projects. He recently did a project and he did about half the work! That's a huge improvement for me. Homework has become less of a struggle.

Boy age 9 has difficulty focusing following through with tasks, as well as restlessness and impulsivity

- **Apr 22, 2016** - The child did not resist the **SensoSphere** sessions and was able to follow through on his tasks which mostly happened to be homework. There were less meltdowns and more focus on his work. In terms of his writing, his dictations improved but writing from his head (not memorizing words) did not improve. On the other hand, I found his reading in French significantly improved as did his English reading. I did try the energy mode a few times and found that it only elevated the child's excitement and did not help him with the focus.
- The boy says he feels he is doing better at school and he has been given more work at his own grade level. Before he was doing reading at a lower grade level.
- **Oct 16, 2016** - Reading has improved, writing dictations have improved (therefore memory) and concentration levels have improved during the designated homework time.

Boy age 5 diagnosed ASD in classroom of 11 students in private school

- **Apr 12th, 2017** - Over the past few months I have seen a lot of changes in the Kindergarten boy with ASD whom I was observing. He is very happy and seems a lot more present and aware. He is improving academically and providing relevant contributions to our class discussions. Socially (only within the classroom setting) he is better able to interact and converse socially with his peers and teachers, most of the time. There have been a handful of incidents where frustration could have got the better of him (ie. not getting a turn...), but with some support he was able to calm down quickly and the situation did not escalate.
- **Apr 7th, 2017 – Teacher requested parent provide a letter based on her child's performance.**

Dear Sir or Madam,

This is a letter concerning the Sensosphere that was used in my son's classroom for the most part of the school year. I was asked to write a few words on whether I have seen any improvements in my son's development and learning as a result of the Sensosphere.

This year my son has progressed tremendously. His speech improved significantly, he is reading, his attention span has greatly improved, etc. The problem I have is that I don't really attribute these changes with the Sensosphere. I think that all these improvements are a direct result of Shia's teacher and the smaller classroom size.

If the Sensosphere did help my son in any way, I'd like to say thank you for providing it for him.

Thank you,

- **May 30, 2017** - Students are very calm and productive. I rarely have to intervene regarding behaviour or work production. Students seem to enjoy the lamp. Personally, I find I am able to remain focused for longer periods of time with the lamp in my room. I especially notice this when I have to read long or complex texts.

Boy aged 10 diagnosed with ASD and ADHD (10 weeks of therapy completed)

(distraction rather than hyperactivity) and high functioning in mainstream classroom. With intensive ABA therapy has overcome most of the typical features of Autism. His remaining challenges are that he is disorganized, easily distracted, forgetful and doesn't quite use his own initiative.

<p>Anxiety: Jan 9th Rated #2 - his anxiety had greatly diminished in the past couple of years, before we got the lamp, but I do see a continued improvement.</p>
<p>Social Interface: Jan 9th, Rated #4 - His participation in conversations at home has improved, both with us his parents, his siblings, and with friends who visit, both our friends and his friends.</p> <p>Feb 1st Rated #6 - I see a big improvement in his interaction with us, his family. He participates more in conversations, and uses a lot of humour, irony and sarcasm in proper context.</p>
<p>Interacting with teacher: Feb 1st, Rated #4 – In the past few weeks, I've noticed 2 incidences where my Son approached his teacher using his own initiative. Firstly, he asked his teacher for a second copy of a comprehension he had lost. Whenever I asked him to do this and in the past he would not have, and I would have had to write a note to his teacher myself to get the comprehension. Secondly, he asked his teacher if he could go to the lost and found to find his gloves. He did this completely off his own initiative, I hadn't asked him to do this.</p>
<p>Interacting with other adults friends of the family, doctor, etc.: Jan 9th, Rated #2 – I've noticed he will now stay in the room when we have friends over, he likes to stay on the periphery of the conversation and join in from time to time. He showed more manners and age appropriate interaction with his doctor during his last visit in November.</p>
<p>Organizational Skills: Jan 9th, Rated #4 - he has begun to get his things ready for school, he now needs no prompting to put on his winter gear for going outside, or to hang it up to dry when he comes in. This continues to improve.</p>
<p>Using own Initiative: Feb 1st, Rated #4 - I've noticed when its time to do homework, he is more able to remember what homework he has to do, find his homework sheet and start his homework by himself. I am always available to help him, because Grade 5 homework and projects are challenging, but more and more I'm just supporting.</p>
<p>Standing up for himself: Jan 9th, Rated #2 – he reports standing up to other kids in school who are insulting - he doesn't quite know how or what to say but he is trying, and showing courage to do so.</p>
<p>Standing up for friends and his brother: Jan 9th, Rated #4 – he seems to be better at standing up for his friends than for himself, and today (Jan 8th) probably for the first time ever, I saw him stand up for his brother!</p>
<p>Calmness: Jan 9th, Rated #6 - Our household has been very calm since we started using the lamp. This is the most noticeable improvement. Boy and his sibling are getting along better and arguing less, although they still argue a bit. When Son is asked to do something, he is generally more willing to do it now than before E.g. get dressed, do homework, come for his dinner, play outside with his brother.</p>
<p>Self-Regulation: Distracted: Jan 9th, Rated #2 - slight improvement</p>
<p>Forgetful: Feb 1st, Rated #4 – usually tied in with distraction. One thing that stands out for me this week is that he was able to memorize a short story in French, which he wrote and has to present to his class this week. The story is 2 pages long, with dialogue. I've never seen him be able to memorize like this before.</p>
<p>Physical Affection: Jan 9th, Rated #2 – I've noticed a slight improvement in his willingness to be touched affectionately, he will let me rub his back or his cheek for a short period (before he would pull away from affection, or squirm). Recently a family friend was rubbing his back and she asked him if he would like her to continue and he said 'yes', this is a big improvement, though it was a once-off so I can't say yet if it's a permanent change</p>
<p>Academic Ability: Feb 1st, Rated #4 - I've noticed a big improvement in his Math ability while I'm helping him with his homework. I've also noticed his written English has improved, for example his story-writing has become more structured with proper sentences and recording of events in sequence. His stories are now making more sense!</p>
<p>Mother Statement on personal effects: Jan 9th - I work from home, and I have been placing the lamp in my atelier during the day when I am working. I've noticed big improvement in my stress levels, and Ability to prioritize a very busy schedule. I've found myself able to think more clearly, to make better decisions, and to focus on tasks I undertake.</p>
<p>Conclusion: Feb 26th - In conclusion, we are very happy that we've had a chance to use the lamp. The gradual changes have made a difference to my son, and to our household.</p>

As my son had already overcome many of his challenges before we started to use the lamp, I knew the changes in him would be subtle. But even subtle changes to a parent of a child with ASD are always welcome and a reason for positivity.

And over time the subtle improvements have amounted to quite a big change in some areas, for example, participating in social conversations, using humour and even sarcasm in context, and just his overall confidence and reduced anxiety.

In our household, we are a calmer, more cohesive family, and despite the many stressors of everyday life, juggling work, school, activities, etc. I feel that we cope better and, find solutions more easily.

Boy age 7 diagnosed as ASD – (10 weeks of therapy completed)

He is Hyperactive and High Functioning

<p>Hyperactivity: Jan 11th, Rated #4 - He is a bit hyper and especially rushing to get his things done both at home and school. He competes with his peers in the classroom according to his teachers</p>
<p>Social Interface: Jan 11th, Rating #6 - His participation in conversations at home has greatly improved, both with us, with his grandparents, his brother, his cousins and relatives even neighbors etc.</p>
<p>Interacting with teacher: Jan 11th, Rated #8 - Lately we have noticed, as did his teachers, that he was more forthcoming with questions, in volunteering answers, in participating, and in asking the teacher for things he needed, he also observes other students and reports to the teacher their status, for example who is in today, who is absent, who is laughing and who is crying etc.</p>
<p>Interacting with other adults friends of the family, doctor, etc.: Jan 11th, Rated #6 - We have noticed he will now stay in the room when we have friends over, he likes to stay on the periphery of the conversation and join in from time to time. He hugs families, his peers and even the people he meets first time.</p>
<p>Organizational Skills: Jan 11th, Rated #6 – He has been learning to get his things ready for school, his school bag, lunch box and water bottle etc. he now only needs us to push a bit to put on his winter gear for going outside, or take them off and put them at the place where they usually are when he comes in. I have seen him opening his lunch box and checking on what's for lunch and snacks prior to leaving the house.</p>
<p>Using own Initiative: Jan 11th, Rated #2 - He is showing more responsibility for his own things, getting himself ready. When it comes to things he's passionate about, for example his IPAD, or food, drinks and snacks etc. he shows plenty of initiative and focus.</p>
<p>Impulsive behavior: Jan 11th, Rated #6 – we see improvement on the impulsive behavior such as he no longer insist on moving recycling bin and garbage bin all by himself, no one else was allowed, now he is loosening up on that.</p>
<p>Standing up for himself: Jan 11th, Rated #2 - not sure this is the other way to say willing sharing with other people or not. He protects his own stuff especially his favorite toys, snacks</p>
<p>Sleep: Dec 06th, Rating # 4: Son's sleeping has improved as well, three nights in a row he didn't wake up until 5:50am.</p>
<p>Calmness: Dec 04th, Rating # 4 - Son is now feeling very comfortable sitting beside the lights and if the lights are not on he will try to turn it on, meanwhile he is getting calmer and keeps improving overall per his ABA therapist.</p>
<p>Jan 11th, Rated #6 - Our household has been very calm since we started using the lights. This is the most noticeable improvement. He likes staying under the lights meanwhile playing with his toys or watching his IPAD. Feb 12th, - My son can sit longer playing or watching his IPAD with the lamp on. Sometimes he lies on the couch watching IPAD he can stay for about half an hour without moving around. This usually happens during the evenings. Believe it has something to do with the lamp combined with his activities during the day (his tiredness)</p>
<p>Self-Regulation: Distracted: Jan 11th, Rated #2 - slight improvement</p>
<p>Forgetful Jan 11th, Rated #2 – usually tied in with distraction</p>
<p>Physical Affection: Jan 11th, Rated #8 - I've noticed great improvement in his willingness to be touched affectionately by families and friends of ours. He started hugging everyone in the house before he goes to bed every night and he demands us his parents comes to his bedroom with him and we three will have a "group hug" together and kissing each other on the cheeks</p>

Mother Statement on personal effects: Jan 11th, (Parents + brother): When the families and I sit on the couch beside the light. We have noticed big improvement in stress levels; feel peaceful, quiet and able to think more clearly, to make better decisions, and to focus on tasks I undertake.

Feb 1st, Both my husband I when we are feeling tired, depressed, unfocused we turn on the lamp. We feel that the color-changing illumination have positive effect on regulating our sleep cycles, boosting productivity, and beyond. We eventually reach a state of *serenity*, our minds are still and perfectly calm. We are rested, focused and happy

Academic Improvement: Feb 12th – My son now memorizes more words and tries to come up with longer sentences to express himself.

Boy aged 11 diagnosed HF ASD – (4 weeks of therapy completed and continues).

Anxiety: School, reading, overwhelming environments, coordination

Hyperactivity: Talks a lot, mind going constantly

Social: Very awkward, not comfortable with kids his age, self-centered social

Has always had sleep issues. Needs sleep aids to help fall and stay asleep.

Hyperactivity: Apr 16th I have noticed an improvement in attention on preferred activities. A slight improvement on chores or school homework.

Anxiety: Apr 16th I have seen a great improvement in anxiety around daily home especially around his anxiety towards what the little children are doing. He isn't as fixated on what they are doing. School has had some very unsuccessful days with a lot of meltdowns.

Social Interface: Apr 16th He has a lot more patience in speaking with and playing alongside other children although school has become much more difficult. He has lost all trust in their Ability to help him which results in meltdown.

Interacting with teacher: Apr 16th is still quite overwhelmed at the work aspect of in school work and loses interest or breezes through work to do his preferred activity. If there is too much on one sheet, he will shut down and refuse.

Interacting with other adults friends of the family, doctor, etc.: Apr 16th At home we have been able to do a lot more with Desmond. We are still finding him quite emotional, but able to turn things around a lot quicker than in the past. Very much able to communicate with some anger or upset, with Mom but can get quite frustrated with others that don't know how to help him turn things around. Although Home meltdowns have been much less frequent.

Organizational Skills: Apr 16th Still very unorganized in his physical space, but in preferred activities, able to gather and keep things in a lot more order. IE Model car building...learning strategies as he goes to make it easier for the next go around. In his coloring, keeping pencils, markers and crayons separate along with all the accessories.

Using own Initiative: Apr 16th When it comes to helping someone out, he has always shown initiative in doing so, but he must be not doing something else. I have seen some improvement on him asking you to wait and then doing the ask soon after. We allow him the time he needs with some reminders if it has to be done sooner then later.

Impulsive behavior: Apr 16th Still quite high. Can become agitated quickly (mostly at school) with a lot less incidents at home with Mother guidance.

Standing up for himself: Apr 16th only does this when angry and yells and blames everyone around him.

Standing up for friends: Apr 16th will do so but gets very angry which in turn creates meltdown for himself.

Sleep: Apr 16th sleep has become much more consistent with the help of Melatonin which started not long before the study.

Sensitivity to touch, sound, smells: Apr 16th No issues with this except tags in clothing, but those are automatically removed.

Calmness: Apr 16th good days and bad. More at home then school. School has become a not so safe place for him as they are not creating environments that he feels help him.

Self-Regulation: Apr 16th at home he has been able to calm in much short time frames, but at school more frequent and much longer periods of meltdown.
Forgetful: Apr 16th Can still be very forgetful, but I feel this is self-inflicted when he doesn't want to remember something as he is quite good at remembering everything.
Impulsive behavior: same as above
Academic Ability: Apr 16th Is very capable of doing the work but still gets very overwhelmed at it. Will either shut down or meltdown. Can do the work at home with someone reading and scribing.
Parent interface with therapy: Apr 16th I have notice a change in my anxiety and patience level overall which can be attributed to the light and to further studies and workshops I am partaking in.

Boy age 10 diagnosed in Grade 5 public school – Year 2 using Color Light Therapy for 30-60 minutes daily
Mother statement Feb 8th, 2018 –

He loves to read and reads approximately 30-60 minutes daily outside of school which amazes us. He is still not at his reading level (still around 1 and half years behind) but he read his first novel this past month on his own initiative. He still prefers to read comics in both French and English as he is drawn to the drawings being highly artistic himself. Another change in my son is that he has become self-motivated to do his homework on his own without being reminded. As for my sons writing we are happy to report that it has improved significantly. Included please find a note from my sons reading and writing teacher I received:

"I am so impressed with your sons progress in SFA (Success for All Program). His notebook and printing are very neat. I can read everything, even if he has spelling errors. You have one fantastic hard worker. It's so exciting to see his growth!"

This is a big change for my son. He already had the Ability to write neatly but now he **chooses** to write neatly all the time. Also, before nobody could make out the spelling of the words he was writing. He couldn't either. Now, both the teacher, my son and myself can read the words even if they are still somewhat incorrect. There are some set words that he now spells correctly every time.

I believe the sensosphere aids my son in his concentration and relaxation. Around the sensosphere he appears to read longer and is able to stay on task to finish his homework on his own without reminders. In addition, he definitely shows less signs of anxiety, stress, nervousness, fatigue and anger. My son starts the day very early (6:00a.m.) and despite his long day, he is still able to do his homework, chores and activities after school without meltdowns like before.

In summary, I think the sensosphere supports my son in getting through his days and work with more calm and ease. I will continue keeping the sensosphere on for 30 minutes a day or more after school for my son. I look forward to seeing more positive results!

