

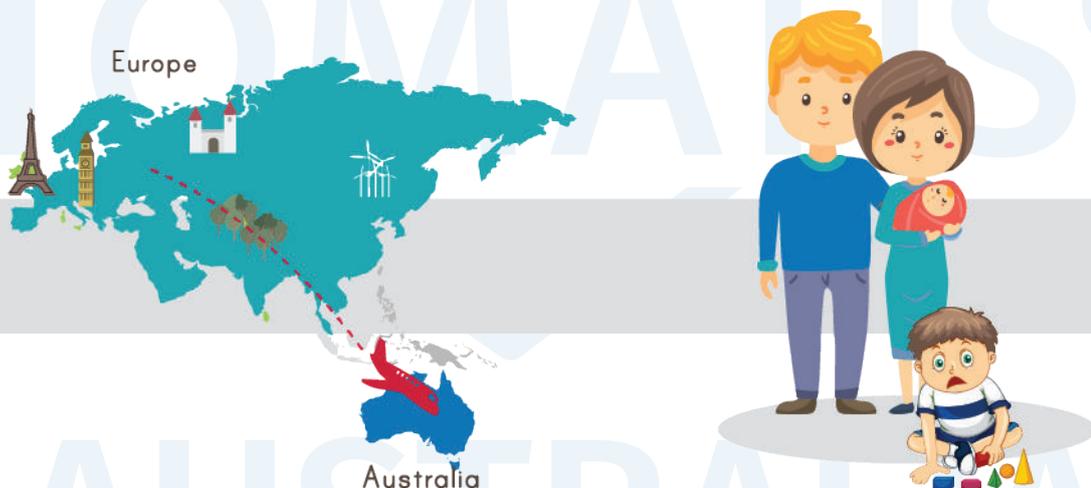
Defying Dyslexia to Unlock Creative Brilliance Learning Difficulties and the Tomatis® Method: A Case Study

Peter was a Year 3 student, and is the oldest child of Maureen and John. They were just recently married when Maureen became pregnant with him.



The pregnancy went on without any problems and led all the way up to a natural birth. Mum breastfed Peter and when he was three months old, she fell pregnant again and had a little girl.

When Peter was four-years-old, the family moved from Europe to Australia and Peter started school at age five. That was when he began experiencing some difficulties with speech and he could not express himself well.



This led to an increasing frustration on his part, and he often had meltdowns at home. This forced his parents to have him repeat KD and change schools.

When he started Year 1 at the age of seven, that's when he started showing severe inability to read and write. At first, his teacher pointed out that Peter had difficulties with reading which prompted his concerned parents to finally have him diagnosed.

The official result was that he had dyslexia.



Immediately, his parents tried tutoring as they realised that Peter was better off learning one-on-one. They had also realised that trying to do homework with one or the other parent was very difficult as he would throw tantrums all the time.

It was a very tough time for the family. Peter's parents could see that he was a very bright and very creative child, but they could not understand why it was not showing in his academic performance.



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They sought ways to help Peter, but it nothing was really working until they heard about the Tomatis® Method through a friend of theirs.



We did the assessment and we found that the two ears were not in sync.

And when two ears are not in sync, it is also highly likely that the muscle of the eyes are not in sync either. Both these muscles and the ears are all linked to the vestibular system.

Moreover, the way information is conveyed to the brain greatly differs between the right and left ear. A lack of synchronisation leads to increasing confusion when the listener tries to comprehend oral and written information.

Thus, it's no wonder Peter could not read or express himself properly as his brain was not able to process the information coming from the ears!

It was after this discovery that we had Peter undergo a home-based Tomatis® program.

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He did three intensives, with the first two comprised of 14 days listening to filtered music for 80 minutes a day. This is further broken down into two sessions of 40 minutes each.

He enjoyed the program very much, and even did it alongside his mother, who had some learning difficulties herself when growing up.

After the first intensive Mum and Peter reported that he was calmer and less frustrated about doing homework. His school teacher reported that he was a bit more focused and less distracted. He was more flexible in his interaction with his peers (unlike before, where he had a tendency to be bossy and cause other children to stay away from him).

We then did a second program, four weeks after the first one and continuous improvements were reported by parents, family and the school. The clarity of his speech had improved and reading started to be less difficult.

Six weeks after the second program, Peter underwent a third program with a microphone, using the active phase of the Tomatis® Method.

AUSTRALIA

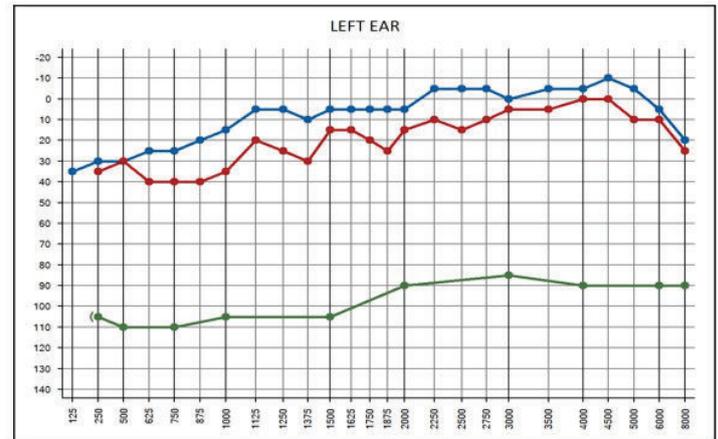
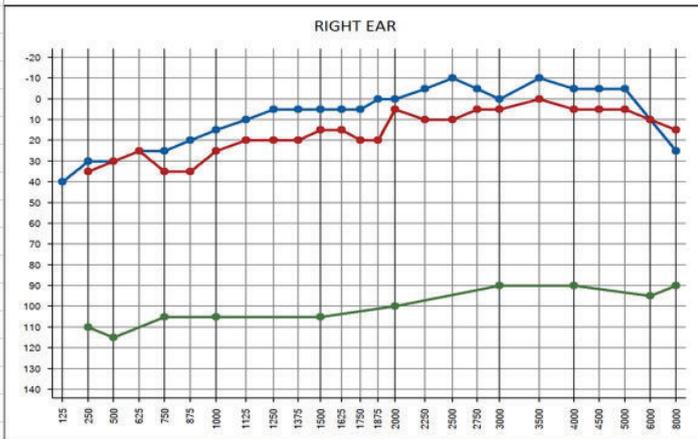


TOMATIS® LISTENING TEST

Name: Peter Last Name: _____ Age: 9,9

MIC CD
LATERALITY +8

MIC CD TEST NO
LATERALITY +10



SELECTIVITY

	125	250	500	625	750	875	1000	1125	1250	1375	1500	1625	1750	1875	2000	2125	2250	2375	2500	2625	2750	2875	3000	3125	3250	3375	3500	3625	3750	3875	4000	4500	5000	6000	8000	SCORE			
L AC																																						0%	
L BC																																							0%
R AC																																						0%	
R BC																																						0%	

By: FNT Date: 8 10 18 Time: 1H30

Observations: after tp3

Here is Peter's test after the third program. He told us straight away that he could now read entire chapters. (In fact, when he started reading the popular *Harry Potter* series, he said it was a dream come true.) He was so happy to have conquered the battle he had with putting letters together and finally being able to read (while also comprehending what he was reading).

In one interview, his father had also reported that his relationship with Peter had improved immensely as they were not having conflicts any more. Peter was no longer frustrated when asked or challenged to do something. He did not need to be prompted to do his homework any more, and was so happy to show his parents that he was doing it all by himself.

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The teacher also mentioned that she did not have to repeat instructions either, and that Peter was participating in class discussion in a very nice, courteous way. His attention and comprehension had changed from how he was at the beginning of the year. She told the parents, “Continue to do what you are doing as it has a very positive impact on him!”



The whole atmosphere at home had changed because it was no longer dependent on Peter’s mood. Peter even asks his little sister to help sometimes as she was in the same grade as him in a different school.

Bringing the two ears to work in sync and getting the brain to finally hear what the ears were hearing helped Peter to overcome his auditory processing difficulties and therefore master his reading abilities.



Story reported by Françoise Nicoloff, Psychologist and Senior Tomatis Consultant and Trainer with over 40 years of experience in the field. Françoise is based in Sydney but travels to Melbourne, Brisbane and wherever there is a need to help children to learn and communicate better. You can contact her at info@tomatis.com.au or call on +61 2 9326 1650.