



SCIENCE

Dr. TOMATIS was a French ear, nose, and throat doctor who pioneered the fields of sound therapy and auditory stimulation. On the basis of his research in 1960, Dr. TOMATIS made a distinction between hearing and listening and emphasized the interconnections of the ear, brain, and body. Hearing, as a function of the ear, is the passive reception of sound, whereas listening, as a function of the brain, is the active participation in what one hears. Someone may have good hearing, yet may be a poor listener. The ear plays a unique and critical role in our day-to-day lives, and if sensory information transmitted by the ear is misinterpreted by the brain, listening is disrupted. A variety of problems are associated with dysfunctional listening, such as interpreting certain sounds made during verbal exchanges as aggressive, lack of comprehension, difficulties with concentration, learning difficulties, and so on.

TECHNOLOGY

The system used in the TOMATIS® Method product is called Electronic Gating. Gating works on the principle of the perceptual contrast of music which causes the brain to work in such a way that triggers auditory attention. This process enables a person to regain the use of and even to improve the auditory strategies used by the brain when listening is not disturbed. In addition, headphones are also equipped with unique bone conduction technology. Bone conduction sends the sound to the brain through vibration, a split second before the ear receives it by the speakers. Thanks to this system, the brain is able to anticipate the sound, and can thus better analyze it.

After listening sessions, the brain will be able to replicate the work done with the help of the listening program.

THE TOMATIS® METHOD
NOW AVAILABLE IN THE
EDUCATIONAL FIELD!

DID YOU KNOW THAT PEOPLE CAN HAVE A GOOD
HEARING AND A POOR LISTENING?

IT'S ALL A QUESTION OF
BRAIN ATTENTION AND BRAIN FOCUS!

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TRAINING

Course summary for individual teachers and school :

SOLISTEN® training is an intense 3-day course covering the vital aspects of the ear through its integration with the brain, the nervous system, the muscles of the middle ear and the vestibular system. You will leave the workshop with a clear understanding of SOLISTEN's impact on the regulation of emotions, listening and communication, attention and behavior.

Course summary for individual foreign language teachers:

The 3-day training is specially designed for foreign languages teachers. You will be taught how the TOMATIS® Method can enhance foreign language integration and how to use SOLISTEN® within your practice. You will learn how through several listening programs the TOMATIS® Method helps people to leave the phonetic channel of their mother tongue and open themselves to the one of the foreign language.

PRODUCTS

Equipped with special headphones, SOLISTEN® plays specially processed and preselected music to stimulate the auditory integration system. By reproducing the electronic gate, this stimulation ensures the accurate integration of the acoustic information and helps the brain to better receive, select and process this information.

AVAILABLE in a group configuration as well as a portable configuration for individuals.

INTEGRATE A NEW
LISTENING PROGRAM





AT SCHOOL

Listening, the ability to tune in one's hearing, depends on auditory attention. When this ability is disturbed or not well developed, this creates not only problems of discrimination, spatialization and auditory lateralization, but also a loss of the ability to isolate an auditory message from surrounding noise and attribute a meaning to it. In this situation, it can affect the child's ability to pay attention when receiving teacher's instructions, to remember what has been said or simply to correctly understand the transmitted message. Good listening is also involved in the reading process it is the sounds that will give meaning to letters. A poor listening will definitively have a big impact on the learning ability of children.

HELP THE BRAIN TO BETTER ANALYZE SENSORY INFORMATION

The Listening training program has been specifically designed for an application in the school system. This program will intervene at the same time on the three functions of the ear in order to regulate auditory processing and allow children to increase their learning potential. This can be implemented for the whole class (school) as a preventive program or to assist children who are facing some learning difficulties. After a full Listening program improvements could be observed at different levels:

BETTER...

- Attention, understanding of instructions, memory
- Focus, stay on task, less distractibility and fatigability
- Oral communication skills and greater interest in talking
- Fluency of reading

GREATER...

- Participation in everyday life
- Self-confidence



AT LEARNING DISABILITIES CENTERS

There is a wide array of learning difficulties, and many children (between 4 and 6%) suffer from them. They are not due to a lack of intelligence, or to unfavorable socioeconomic circumstances, or to a psychoaffective problem. One of the important factors in the development of learning disabilities is a lack of awareness of the appropriate articulatory or physical gesture. This entails a disturbance of short-term memory, a prerequisite for a normal learning process.

These difficulties include dyslexia (having to do with reading), dysorthography (the relation of sounds to written letters), and dyspraxia (the use and coordination of learned gestures). Also included among these difficulties are dysphasia (for spoken language) and dyscalculia (concerning mathematical functions and numbers).

The TOMATIS® Method operates on the plasticity of the neural circuits involved in the decoding and analysis of sounds, as well as on those involved in motricity, balance, and coordination.

As such, the TOMATIS® Method can help children to develop compensatory strategies to deal with and manage their learning difficulties and language disorders. The TOMATIS® Method does not eliminate these problems altogether, but at least helps the person to manage them better and thus effectively to overcome them.

- LEARNING DISORDERS
- LANGUAGE DISORDERS
- ATTENTION DISORDERS



AT FOREIGN LANGUAGE SCHOOLS

During its development, a child has to learn to select the sound elements that are compatible with its linguistic environment, and at the same time to ignore those elements that are absent from the phonetic structures that he perceives in its usual surroundings. The child will acquire a linguistic coding by adjusting to the sound structures of his own language. But because this coding is specific to each language, it will rapidly become a brake on the learning of a foreign language, insofar as the sounds of one's foreign language do not conform to the sound patterns of its native language, which have been interiorized during infancy. A language is therefore first of all a kind of music, that is, an ensemble of specific rhythms and sounds. These rhythms and sounds constitute the fundamental sound substrate on which all other acquisitions will be based (for example, lexical, syntactical, and semantic acquisitions).

INTEGRATION OF RHYTHMS AND SOUNDS OF A FOREIGN LANGUAGE

The goal of the TOMATIS® Method is to give anyone wishing to learn a foreign language the possibility of truly appropriating these rhythms and sounds by allowing the ear to adapt itself effectively to this foreign music, so that it may analyze and reproduce it. This requires that students free themselves from the usual rhythmic and sonorous habits of their native language, habits that often have a negative influence on learning a new language.

