THE TOMATIS PROGRAM HAS BEEN TESTED RIGOROUSLY

This Tomatis Method has been tested rigorously and has been found to be very effective in the treatment of learning difficulties and behavior problems.

In 1999, Tim Gilmor published a meta analysis based on five studies involving 231 children. The study was published in the International Journal of Listening, a peer reviewed journal. A meta analysis is a very powerful statistical tool, extensively used in medical research. It allows the researcher to combine the data from several studies, and arrive at more definite conclusions than the original studies. **The study showed that the Tomatis Method significantly improves:**

- **Linguistic skills**
- **Psychomotor skills**
- **Personal and social adjustment skills**
- **Cognitive skills**
- **Auditory skills**

The meta analysis was based on the following publications by:

- **Dr. Tim Gilmor**, who studied of 102 children at the Tomatis Center in Toronto.
- **Dr. Byron Rourke** of the University of Windsor, Ontario, who studied 25 learning disabled children from nine to fourteen years of age, following them over a period of one year.
- **Dr. Barbara Wilson** of the North Shore University Hospital, who studied 26 language-impaired preschool children over a period of nine months.
- **Dr. John Kershner** of the Ontario Institute for Studies in Education, who followed the progress of 32 underachieving children, ages eight to twelve years.
- **Peter Mould**, Chief Remedial Teacher of Brickwall House, East Sussex, who followed the progress of two groups of 46 severely dyslexic boys, ages ten to fifteen, over a two year period).

The Tomatis Center in Toronto, Canada, also studied the results of the Listening Therapy on over 400 children and adolescents. They all had well-documented histories of learning problems, as well as a pattern of under achievement on psycho-educational tests. The results of the treatment were graded by the parents. In this test, 95% of the parents responded that the program had helped their children. **The parents saw improvements in the following areas:**

Skill or Ability	Percent of Improvement
Greater Communication Abilities	89%
Better Attention Span	86%
Frustration Level Decreased	80%
Reading Comprehension Increased	85%
Quality of Speech Improved	74%
Memory Improved	73%
Better Spelling Aptitude	69%
Showed more maturity	84%

In a follow-up six months after the program, 83% of those children in the study had maintained the improvements and/or had continued to make even further gains. An additional 14% of the children had maintained some of the gains. Only 3% had maintained none of the improvements.

A Canadian researcher, H.A. Stutt (9) concluded that the Tomatis Listening Program produces benefits beyond what could be expected by maturation or remedial education alone. The benefits mentioned by Stutt include:

- **A significant increase in I.Q.**
- **Better reading skills**
- **More perceptual processing**
- **Increased academic skills**
- **A general sense of adjustment**
- **More developed communication skills**
- **A greater ability to verbally express thoughts and feelings**

During the 1980's, the Tomatis Listening Program began being used in several French schools with funds allocated by the Ministry of Education. Children, both then and now, are chosen on the basis of the severity of their school difficulties. While conducting the Tomatis Listening Program in these environments, away from the clinics, has been far from ideal, the results were good enough for the program to be conducted year after year at the insistent requests of parents. **The parents saw the positive and lasting changes in their children lives and took a stand to keep the program in place.**

In 1983, De Bruto conducted a carefully controlled study to investigate the efficacy of the Tomatis Method on the severely developmentally delayed people. Thirty inmates of the Witrand Care and Rehabilitation Center (South Africa), aged 4 to 14 years and previously diagnosed as severely developmentally delayed, but with the ability to sit and walk, were randomly assigned to three groups which received:

Group A: auditory stimulation (Tomatis) and a sensory motor stimulation program.

Group B: music stimulation (without the Tomatis effect) plus the same sensory stimulation program.

Group C: no-treatment.

Psychological tests included the Bailey Scales of Infant Development and a measure of responsiveness. **The results indicated that both experimental groups manifested an increase in mental age, but the increase in the Tomatis stimulation group (group A) was significantly higher than in group B.** No change was found in group C.

Whereas no significant differences in terms of responsiveness in group A and B were observed prior to the stimulation program, a statistical significant reduction of self-directed responses, together with a significant increase in object-directed responses occurred after the Tomatis stimulation program.