



## **The Difference Between Learning with Sound Therapy and the Typical Approach to Learning**

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Developmental learning with sound therapy uses a total person learning approach. This means that specific skills are not ‘taught’; they develop naturally, from within the person, leading to a level from which other specialists can then ‘teach’ any remaining weak skills.

This total person learning approach is developed through the voice-ear-brain connection first identified by Dr. Alfred Tomatis, and further validated and expanded by Ms. Dorinne Davis, Founder of The Davis Center. There is a cyclical connection between what the ear hears, with what the voice expresses, and what the brain uses. Dr. Tomatis demonstrated that the organs for voice and hearing are part of the same neurological loop. Changes to one influence the other. He found that an individual must consciously choose to actively listen to a sound in order for their voice to produce and respond with the appropriate sound. This connection is very important for learning and development. When not properly working, this cycle must be retrained and in turn, this will allow the person to develop more appropriately.

The Davis Center’s philosophy revolves around The Tree of Sound Enhancement Therapy®. The developmental progression—from improvement of one’s physical sense of hearing responses, to using sound processing skills better, to developing specific auditory processing skills, to enhancing academic skills, while supporting one’s health and wellness—is the optimal maturation process. Through sound stimulation, the ear charges the brain with electrical impulses which through neurological branching, allows for better comprehension of overall sensory input. With better reception, comes better understanding. Changes can be as minimal as improved balance and coordination, and extend to advanced skills such as improved reading and writing. It is the repatterning performed by the brain and sent to the body that allows balance, coordination, reading, and writing skills and more to develop on their own. These skills are not taught as separate skills. The body figures out its own way to make the change after developing better sensory recognition.

A flower doesn’t grow from the blossom down; it grows from the root upward. Neither does the early learner learn from the sentence backward to the sounds within the words. The Davis Center believes that all learning needs to go through appropriate learning channels and appropriate developmental stages. The ear is our first fully functioning sensory system and by its very development is key to a person’s learning. The voice-ear neurological loop while developing, strengthens good development of the voice. The

voice is the indicator of a well functioning listening system. This cycle then supports the correct patterning in the brain. When weaknesses exist within this loop, it is important to stabilize them so that learning outcomes are maximized.

Developmental learning with sound therapy is different from the standard learning approach of repetitively teaching to the deficient skill. A child may have a reading comprehension problem that stems from his/her inability to do more than the skill of sounding out words. Once the voice-ear-brain is repatterned, the sounds themselves are received more clearly (helping both hearing and reading), and comprehension can take place immediately or as soon as the language makes sense. Skills for utilizing auditory/visual/language skills can then be specifically taught and enhanced. A person may have poor handwriting. After repatterning the voice-ear-brain, the eye-hand/body movement skills needed for handwriting have also been repatterned. The handwriting improves automatically and can be further refined, if necessary, by the teacher or through practice.

Learning by repatterning with sound therapy allows for the body to learn skills through exploration of the new skill and by providing opportunities for the brain to integrate the new skill on its own. Once done, the body will naturally pull together the needed responses for better learning. For the gifted child, for example, the talent is often accelerated once all of their skills have been stimulated through sound. To enhance creativity, we need a chance to explore whatever skills we are interested in. By stimulating and charging the brain to be more receptive, these exploratory activities have endless possibilities. The person will take their creative skills to the levels they desire.

Sound therapy opens the pathways for natural development and a better all around growth and learning experience. Learning can occur at any age.

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