

Thomas*

Thomas talks too loud to the chagrin of his teachers and his siblings living with him. He talks all the time to himself, to everyone around him and often interrupts conversations with verbal quips that are inappropriate to the conversation. He does not stop talking even when repeatedly asked to do so.

When he does, he stops for a moment, picks up on a word that the other speaker has uttered and starts to talk on the subject incessantly, again. Friends of the family have learned to ignore him to co-exist in his world which does not help Thomas' self-esteem.



He fails to read verbal cues, tone-of-voice, and/or facial cues and therefore always has trouble fitting in his peer group and almost always gets into trouble most of the time in school. Thomas voice is flat and monotone; and inflection is absent. Because the voice can only reproduce what the ear can hear.(Tomatis).

At The Dan Center, Thomas has an individually designed program based on the results of the listening assessments. The agents of change to Thomas' sensory processing problems include sensory integration and auditory training program.

Over the course of the program, he has become more attuned to the volume of his own voice. He can adjust the volume of his voice after being made aware of how loud or soft his voice was, as well as being made to focus on the verbal, tone-of-voice, physical and facial cues of people he is interacting with. He interrupts less during a conversation and when he does want to, he now raises his hand to be heard. Sensory integration and the individualized auditory training program has helped Thomas to speak with more inflection in his voice and with a more appropriate vocabulary. This has also greatly enhanced his ability to interact with his family, friends and classmates.

His teachers report easier management of verbal disruptions, increased focus during class and increased interactive socialization between him and his siblings.

*Name changed for privacy