

## Psychomotor Difficulties

Psychomotor difficulties concern a delay in the acquisition, coordination, and execution of gestures that are not learned culturally or through an explicit education, but are instead acquired “naturally” over time (for example, walking, running, jumping, tapping out a rhythm with the foot or with the fingers). These are different from gestures related to dyspraxia, which are learned culturally (for example, eating with dinnerware). Psychomotor disorders therefore concern the integration of gestures having a universal character into an individual bodily framework. For example, children who experience these difficulties may be unable to coordinate their arms and legs when they swim, may run in a disordered manner, may have difficulty balancing on one foot or going down stairs, etc. Disorders that affect proper coordination are also regularly correlated with dyslexia, albeit to differing degrees.



**The Ear is not merely a sensory organ that captures sounds. It also plays an important role in motor function thanks to an internal organ known as the vestibule. The role of the vestibule is to manage the sense of balance. By means of its direct action on the vestibule, the Tomatis® Method acts directly on the regulation of muscular tone and thus on verticality, but also on the difficulties of laterality. Moreover, in conjunction with several other parts of the brain, the vestibular system plays an important role in the mechanisms controlling coordination and rhythm. As a result, the Tomatis® Method can effectively intervene on difficulties with rhythm and of coordination. Finally, in conjunction with the cerebral cortex, the vestibule is highly involved in the capacity of spatial navigation and in the formation of the body schema. This is why Tomatis® Method’s fields of application also include difficulties of spatialization and of the body schema.**