



## **EMBODIMENT CASE STUDY**

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### **1. ANAMNESIS**

My patient is a seven-year-old boy, his name is K.. He lives in a normal family of four, he has a 13 year old brother. He has short, brown hair, dark brown eyes with very strong eyebrows. His body is short, skinny and bony. K. is a very active child and is also very stubborn.

During pregnancy almost everything went well, except that at about the fifth month the mother experienced some bleeding, so she was hospitalized for a few days. The doctors said that it did not affect the development of the baby. After that everything was fine.

K. was born on the 37th week of the pregnancy, on the 16th of december, 2012, in the safety of the family home, with his father present at the birth. There were no complications. He weighed 3640g.

He was breastfed for two and a half years and slept together with his mom until the age of two. He was a very calm baby.

He gained weight very fast, so he was a big baby and ( according to the mother) that made it difficult for him to move. So there was a little bit of delay in his moving development, he first turned when he was six months old, but once he started, everything was normal. He sat at eight months, started crawling at ten months and sat up by himself at about the tenth month. He started walking when he was 14 months old and began talking when he was two years old. There was a delay in receiving his shots, because of the mother's concerns.

He started eating solid food at the age of one. He has a good appetite, loves to eat fruits and vegetables.

His baby teeth were very unhealthy, brown and chipped, but his normal teeth are fine. There were no surgeries, but he was hospitalized for a few days once, because of croup. After that he was fine.

The family moved to a new home twice, since K. was born. At both times it took a while for the mother to settle in, she didn't feel comfortable with the changes.



He started kindergarten in a Waldorf institute when he was three and a half years old. He had difficulties getting used to it. When he was five, he changed to a new kindergarten in a different town. (It wasn't because of his difficulties. There were problems with the institute and many families left.) That was not easy for him. It took him some time, before he could fit in the new school.

K. is in the first grade now of a Waldorf school, to which he needs to travel about 45 minutes back and forth every day. He mostly travels by car.

Although he was excited about going to school, he is not happy at the there now. Most of the time he does not want to go in the mornings. At class he rarely cooperates with his teacher. A lot of times he is disturbing his classmates in different ways, by making noise, poking or hitting them and usually has a few friends who are with him in these mischieves. He can be very stubborn. These are the reasons why I thought it might be good to do embodiment with him, to help him fit in.

Following are the results of the tests I did with him.

## **2. REFLEX TESTS**

-With the **Balance-test** ( „Chicken walk” ) I detected about 50% abnormality. He had difficulties placing his foot in front of the other correctly. He kept looking down and his arms moved along sometimes, his head too.

- With the **Frog-walk test ( walking on the outer side of the feet)** I hesitated, whether it was 50 or 75% percent abnormality. During the test he bended both arms and his hands seemed as if they were spasmed. His lips moved along. It seemed as a big task for him to do the movement.

- The **Eye muscle-test** was extremely difficult for him to do. He even said, that it was very painful.

- With the **ATNR-test** I detected about 25% abnormalities. I noticed a slight movement in his arms and hips.

- With the **STNR-test** I detected about 25% abnormalities. There was a slight instability in the arms, while bending his head down.

- With the **Galant-reflex-test** I detected a 50% abnormality. I thought his hips moved noticeably sideways, at least 15%.



### **3. THE SENSE-TESTS**

-The result of the test of the **Sense of Touch** suggested that he is **hyposensitive** in that area. (He is constantly touching something or someone. He likes to get into fights with his classmates. He doesn't necessarily recognize when he causes pain to someone.)

### **4. EXERCISES**

I'm a Bothmer teacher at the same school where K. is a student. I don't teach his class, but I know him, because he is the son of a good friend of mine. I knew about the struggle he had at school so I visited his class on a few occasions to see how he was doing and if I thought, that embodiment could help him.

Shortly after doing the tests with him and seeing the results I decided to have him as a patient for my case study. I'm hoping to see change in his behaviour in school, both towards his classmates and his teacher.

When we started practicing I met with him every day in school for two weeks. After that I invited his mother as well and taught her the exercises. From then on, I meet with him in the school three times a week. At home he does the exercises with his Mom two times a week and the „windmill” exercise on the weekends. Whenever I add a new exercise I invite his mother to the school and teach it to her as well, so she can practice it at home with him. Every time I invite the mother to the practice we go over the details of the exercises again and again, to make sure that they do it the right way at home.

K. is very happy to come with me every time I go to fetch him from his class. He is willing to do the exercises.

I started doing the embodiment exercises with him on the

**20th of November.** This time we only did the stepping-kneeling and the „Little Mermaid” exercise. ( I noticed he had difficulties knowing which side is the left or the right.) I chose these exercises because I thought they were suitable for all the reflex abnormalities he had.

On the

**23d of November** I added the „ windmill” exercise to the previous ones. That I also chose because I thought it could help him with all the reflexes he needed help with.

On the

**1st of December** I added the „turning of the head” exercise. I added this to help him with the ATNR reflex. I invited his mother to the school on this day and taught her everything we had done up to that day.



On the

**5th of December** he got sick and we couldn't meet for almost two weeks. In the first week he didn't do the excersises at home, because he was feverish. The second week hi did the „Windmill” only.

When we met again on the

**18th of December** we started with the „Little Mermaid” and the „Windmill” excersises only.

On the

**18th of December** we added the „turning of the head” again.

During the Winter break I did not meet with him, but talked with his mother on a few occasions about how they were managing with the excersises. They seemed to be doing good, practicing as much as they could during the Holiday Season.

On the

**8th of January** we met for the first time after the break. We did all the previously learned excersises. I invited the mother as well on this day, to see if they were doing the excersises at home the right way.

On the

**15th of January** I introduced the „cradle” excersise (the head turns together with the body). I added this one, to help him with the ATNR reflex.

On the

**19th of January** I invited the mother again, to teach her the „cradle” excersise.

After that K. got sick again and he was missing from school, so I could not meet with him. At home they only could do the „windmill” excersise.

We met again on the

**24th of January** and we did all the previously learned excersises, including the „cradle”.

On the

**5th of Febuary** I introduced the excersise where he holds on to one knee with one hand and turns the head the opposite direction. This I chose to help him with the STNR reflex.

On the

**9th of Febuary** I invited his mother to teach her the new excersise.

On the

**14th of Febuary** I asked him to draw a picture, with himself, a house and a tree on it. (Attached) He started with the drawing of himself, then the house and finally the tree. When



he first finished it, I asked him, if he was done. He said yes, though there were no arms of the person. When I asked again, then he realized they were missing and added them.

## **5. SUMMARY**

K. is very cooperative in doing the excersises. We seem to have found a good rythm for practicing. I meet him every Monday, Wednesday and Friday at school at the same time. Tuesdays and Thursdays he practices at home with his mother. On the weekends they do the „windmill” only.

The illnesses and the Winter break were a bit of a set back, after each one we started slowly again.

K. has improved a lot regarding the form of the excersises.

For example he can keep his hands very close to his body, when doing the „Little Mermaid”. It was difficult for him in the beginning.

He knows wich is his right or left hand now.

He is very patient with the „head turning”, or the „cradle” excersises and does them nice and slowly, instead of wanting to be hasty, as he was, when we first started practicing.

We haven’t noticed much change in his position in class yet, but I’m very optimistic, that it will happen soon. One thing has happened though, and I’m guessing the Embodiment has something to do with it: he stopped saying each morning to his mother, that he doesn’t want to go to school.

## **6.THE FUTURE**

I’m planning to introduce the following excersises to K.:

- The lifting of the head, while lying on the stomach
- The lifting and turning of the head, while lying ont he stomach
- The hip-pressing excersise, lying ont he stomach

All these excersises I’m choosing to help with the Galant-reflex and also with the hand-mouth coordination problem.

I’m hoping to see real changes in his behaviour due to the practice of Embodiment. I hope he will be cooperative with his teacher and kinder, more gentle to his classmates and find his true place in his class.