



Case Study

B., Slovenia

Hello Birte and Natalina,

thank you for the guidance on the additions to my assignment and thank you for giving me the opportunity to complete my assignment as well as possible. I think it is very important to gain the clearest possible view of what the child is communicating and how to communicate this to his parents, teachers, and therapists. I think this because I see that it is absolutely necessary to know how to recognize a child in as many ways as possible, because this gives me a clearer picture of him. I think this is all the more important, because at school we are talking about testing every child who comes to us in the 1st year and also testing other children who are already at our school and in whom I see that it would be necessary for them. So I have already started testing the children who are now in the first grade through the game.

1. Anamnesis

B. had an extended pregnancy. When his mother came for an examination at the time when she was supposed to give birth, she was not allowed to leave the hospital and was sent to the delivery room. There they induced her artificial contractions and because labor did not start fast enough for them, the midwife jumped onto his mother's stomach. B. was born with varicose veins in his eyes. He started breastfeeding right away and had severe colic right from the start, so he cried a lot. B. had plenty of opportunities to practice this during his crawling days. Somewhere around 7 months, he and his mother started going to practice, where the child was taught maneuvers that should help him walk more easily. He walked at 9 months and was very skilled with motor skills. Mom says that even then he was interested in many things and that it is no different now. He started talking around one and a half years old. He was regularly vaccinated and had no post-vaccination reactions. He has an older and a younger brother, both of whom had a smooth delivery.

I chose B., who is 9 years old and I have been teaching him in play classes for the third year and am with him during the main break and in afternoon care, because



I observed in him subconsciously mean words and actions directed towards other children and teachers. Harmful behavior patterns were also reported by other teachers. I have also noticed that leaving school at a predetermined time is a problem for him. He would go home either earlier or later than agreed with his parents. When I watched him walk, he often walked like Charlie Chaplin.

Inappropriate words and actions came from him without any particular pattern. The common denominator of these evil actions was manifested in the difficulty of tolerating the proximity of another child or the actions of a certain child and the poor acceptance of the attention given to him by the teacher. In doing so, he could express himself through anger towards another person and slander. He showed his anger towards the child with an unexpected thrust into the body. He could also tackle the teacher with blows to the body.

Teachers have also reported that B. has difficulty sitting still for long periods of time in class and that he has difficulty paying attention. Because of this, he then disturbs the other students and thus brings chaos to the class. He also has a problem with determining which is the right or left side (hand, leg,...), he turns the letters vertically. When he is told to do something with his left or right hand, I notice that at that moment he does not know which is the right hand and which is the left hand. When writing letters and numbers, he reverses the letter E, L, S, Š and the numbers 2, 5, 9, 6.

2. Reflex Test

At ATNR standing, there was an arm movement up to 300 to the left and right.

This reflex becomes active at 18 months of pregnancy and should disappear 6 months after birth. If this reflex remains, it can cause problems when turning the head left and right, and loss of balance can occur. There may be a one-sided placement of the normal cruciate movement when walking, marching, or hopping a see-saw. Difficulty crossing the midline of the body may occur. There may be mixing of laterality (the child uses the left leg, right hand and right ear, or uses a mixture of left and right hand for the same task. He has poor handwriting and a lack of completion - it is difficult to put his thoughts on paper. He may have problems with visual perception, especially when placing figures symmetrically.



In the Galant Reflex test, 75% dysfunction, hip swings 300 on both sides.

This reflex appears in the 20th week of pregnancy and is active during childbirth. It should go away between 3-9 months after giving birth. It is responsible for the baby to emerge from the uterine canal and be born. If this reflex remains, it happens that children still wet the bed after 5 years of age. In a study in Chicago, Beuret (1989) found that this reflex is present in those adults who complain of a metabolic problem. In the case of school children, this manifests itself in the way that it is difficult for them to sit still. They find it difficult to wear clothes that are too tight for them. These children like to disturb others and thus seek attention. If this reflex does not disappear, it can be the cause of later scoliosis - increased curvature of the spine. Symptoms of the Galant reflex can also be poor concentration, weak short-term thinking, unilateral movement of the hips when walking.

3. Sensory Test

Brine hair and skin, no sweating or after exercising only on face and neck and at night in sleep, due to the lack of clarity about the roles and about the emotion violence, it seems here there nothing in particular, which would be obviously visible, does not live in harmony with himself, lack of trust, take care of an animal, has problems with attention, changes or reverses letters, is sensitive to distractions.

4. Chosen exercise

1. 4.12.2023 - 2.2.2024

At the beginning, I chose the course of exercises: step forward with the right leg, drop to the knees and with the hips to the right side, the head leads the turn to the right, sliding with the right hand, stretching, passing over the stomach to the left hip, bending the knees, lifting with the hands, turning to the left, sliding with the left hand, stretching, lying on the back, legs bent, 3x turning of the head to the right - left and 3x tilting of the whole body with bent legs held by the hands, stretching and turning on the stomach, windmill and exercise for incarnation. Then the transition from the stomach to the side and into a crouch and the transition over the right leg into a standing position. Then we repeated everything for the left side.

2. 2.2.2024 -



When lying on the back, I added 3x holding the left knee with the right hand and moving the head to the right and then holding the right knee with the left hand and moving the head to the left.

When lying on the stomach, I added 3 times slight lifting of the head from the hands. Both are done for both sides.

I chose the exercises based on the results of the test and given that B. has problems with determining left and right sides and problems with turning letters, and he also needs to develop more intense self-awareness through these exercises.

5. Practical work

I chose B. to work because I noticed that he repeatedly does something reflexively and thereby injures another child or makes the teacher's job more difficult. When I decided on him, I first discussed what I would do with him with the head of the school and the class teacher. After I got their consent for this work, the class teacher and I contacted his parents. The parents were in favor of getting B. tested and then seeing how he went. I tested it on Wednesday 29.11. at 8:00 a.m. When B. got home, he talked to his mother about the tests in such a way that she got the feeling that he was hurt. Worried, she called the class teacher, who calmed her down and the work with Brin could continue. We started our meetings on Monday, December 4, 2023 at 8:00 a.m. After the first five meetings, the last one was on Friday 8/12/23 at 8:00 a.m., B. fell ill. Then we didn't meet until Tuesday 19/12/2023 and we met again on Wednesday 20/12/2023 at 8:00 a.m., when his mother joined us, who accompanied and also wrote down the course of the exercises so that during the Christmas holidays, which lasted 14 days with us, she did exercises with B. During the vacation, which lasted from 25/12/2023 to 7/1/2024, mom managed to do the exercises with B. only once. She stated the reason for not doing the exercises was the inability to organize herself in this direction in order to do the exercises with B. We continued the exercises together on January 8, 2024 at 8:00 a.m. B. and I worked on the first set of exercises until February 1, 2024. Then on 2/2/2024 I added the exercises that I have already described above. We did this together until February 16, 2024, since on February 19. the summer holidays have started. I delivered pillows to his mom again so she could practice with B. She was able to complete one set of exercises during the whole week. She said again that they



could not organize themselves at home to be able to do the exercises. My mother called me on Sunday 25.2. and asked me how long B. will have to do these exercises, because it is very difficult for him when he has to do these exercises. She asked me this despite the fact that we had agreed that we would do the exercises for 3 months or 90 days. The last exercise would coincide with Monday 4 March 2024. Despite the fact that we were supposed to do the exercises until March 4th, due to her question and the Sunday exercises at home, I decided to end the exercises on Monday, February 26, 2024, and so we had the last exercises that day at 8:00 a.m. That day I also passed both tests in which there were reflex movements. I noticed that in the ATNR standing test, there was no more reflex movement in any direction. In the Galant Reflex test, however, it was shown that this remained but was reduced to 25% dysfunction in both directions. I described B.'s progress to my mother and told her that it would be very good for B. to continue practicing with his parents at home, as the Galant reflex remained. Because of this reflex, he also has great problems with an inappropriate-aggressive reaction towards his classmates.

Teachers and parents reported that when B. was doing the exercises, he was calmer and there were no major problems with him. Two days after we finished the exercises, the first incident happened, which led to B. pushing a classmate off the table so hard that she hurt herself so much that the girl's parents came to the school for a talk because of this incident. B. jerked this classmate off the table. He did this at the same time as warning him to get off the table.

From 12/4/2023 to 2/1/2024, B. performed 23 repetitions of exercises, and from 2/2/2024 to 2/26/2024 13 repetitions of exercises. All in all, he performed 36 repetitions of the exercises.

B. diligently did the exercises and tried to finish them as soon as possible because he wanted to play with his classmates who were already in school. We practiced with him every day of class, 30 minutes before the start of class. This is between 8:00 and 8:20. We spent 15-20 minutes on the exercises.

After four consecutive days of training, my parents told me that B. is kinder, calmer, and accepts both his older and younger brother more easily. The teachers told me in January that B. had calmed down in class and began to follow diligently and participate appropriately in all lessons. They almost never saw him



have any more violent outbursts until we were done with the exercises. After the end of the exercises, he had a violent outburst at school on the second day.

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