

## Residual Effects of Poor Reflex Maturation Or Why is My Child Having Problems in School?

The following is a sample of residual behaviors. Any or all can be seen in preschool and school age children when the reflexes have not matured on time.

<b>Sensory Pattern</b>	<b>Child's Physical Signs</b>	<b>Possible School Effects</b>
Vestibular Dysfunction	Balance Problems Clumsy coordination Low muscle tone Motion sickness or dizziness Hyper-activity, spins, twirls Poor self esteem Poor awareness in space Poor body awareness Does not know R-L sides Difficulty crossing the body midline	Difficulty with depth perception/ bumps into things Poor motor memory/ in-coordinated Short memory retention for math facts and spelling Reverses letters, words, numbers Forgetfulness, spaciness, non-compliant Difficulty with math concepts Messy Not having a dominant hand affects handwriting Often is labeled as ADD, ADHD, and LD
Vestibular System monitors and integrates all other sense systems. When it is not working properly, the child will have difficulty with the interpretation of information coming from all other senses.		
Touch		
Tactility (hyper)	Dislikes being touched or Touches everything Skin sensitivities Poor temperature control Low threshold to pain or Light touch Concentration Problems	Eating difficulties Avoids sports activities Behavior problems in crowds Irrational complaints of pain Impulsive Difficulty understanding directions Often labeled ADD or antisocial
Tactility (hypo)	High threshold of pain Sluggishness Self rocking, head banging	Craving contact sports Roughhousing or fighting Compulsive touching Excessive drooling Poor play skills with peers
Auditory (Hyper or hypo)	Short attention span Concentration Problems Hypersensitive to sounds Poor sleeping patterns Startles easily with noise	Delayed or abnormal speech Inability to concentrate on 2 tasks simultaneously Low vocabulary Inability to grasp verbal instructions Reverses letters, words, numbers Poor reading skills: oral, spelling and comprehension Inability to filter environmental sounds Not enjoy listening to stories May be labeled ADD, Dyslexic, Autistic

Visual	Concentration problems Distractibility Clumsiness, spins often Poor ball skills Headaches Frightened of heights, playgrounds Over sensitive to bright lights Eyes don't work as a team	Reading and writing problems Misreads words or skips lines Words or letters "jump" or "wave" Handwriting problems, no spacing Poor posture when reading Maybe terrified of large buildings May be labeled ADD, Dyslexia, Low potential
Proprioception	Poor Posture Seeks out hugs Provokes fights Poor awareness of body in space	Constant fidgeting Coordination problems Handwriting very heavy or very light Injuries on playground and in PE
Smell (hyper)  (Hypo)	May soil pants or avoid bathrooms	Antisocial: dislikes or avoids peers Behaviors may increase in cafeteria of Gym Due to strong smells Smells everything
Taste	Eats anything including poisons Or Very poor eater	Child may eat hair, paste, objects  Very selective of type and textures Behaviors may increase before eating

Carla Hannaford: "Touch precedes both hearing and vision as our primary channel for learning. Touch is ten times more important than verbal or emotional contact."

Sally Goddard: "If a child does not see, hear or move in the way that it is assumed he should, the very foundations of learning are lacking."

Margaret Sasse: "It is a natural developmental pattern for children to crawl and creep. Excessive use of playpens, bouncers, and walkers deny the child free movement on the floor."

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