Child Centre Method

External Study Exercises Module 3

Student Workbook

Name of student	
Name of Reg. CCM Practitioner/Supervisor	

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Required reading for modules 1-3

- Brandes, Bonnie L. (2016). The Symphony of reflexes.
- Goddard, Sally (2002). Learning And Behaviour: A Window into A Child's Mind: A Non-Invasive Approach to Solving Learning and Behaviour Problems.

Revision Questions Module 3

1.	What is the difference between primitive and postural reflexes?		
	,		
2.	How would you explain physical literacy to parents?		
3.	When does the Fear Paralysis Reflex become activated?		
4.	How would you test Bonding Reflex?		
5.	What impact may it have if the body is in Moro for a prolonged period?		
	·		

•	Which reflex may cause the most issues at school and why?
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	·
	How would you explain stress to a parent?
	What happens physiologically that can lead the body to a state of exhaustion?
	What happens physiologically that can lead the body to a state of exhaustion.

9.	which retiexes need to be inhibited for visual integration?		
10.	Which postural reflexes are affected by a retained TLR?		
11.	What reflex is involved in moving the eyes separately from the head?		
12.	What impact will this have on academic performance?		
	Movement stimulates the vestibular system. E.g. "tummy time" putting baby on his tummy allows baby to lift his head from the floor hence developing his core and training his vestibular system. How does retained TLR effect the vestibular system?		
14.	Poor vestibular functioning results some difficulties with gross and fine motor skills True/False.		
15.	Movement is essential for stimulation of the vestibular system. Suggest 5 possible symptoms of vestibular dysfunction.		

16.	How would you explain the importance of the amygdala to parents?		
17.	Explain the differences to parents between the hemispheres?		
	.		
18.	Why would you use pause lock?		
19.	If a client is not ready to be balanced what might be the issues. Name some ways of correcting them.		
	.		

20.	If a muscle unlocks on responsibility. Describe how you would balance that.			
21.	If you get entry point icon, describe how to get to the point of stress. Name two different ways of correcting the stress.			
22.	In simple words explain the importance of neurotransmitters and their link to the reflexes			
23.	Explain to parents what sensory integration is.			
24.	What's the role of the central nervous system with retained reflexes?			

25.	Explain, in simple terms the fight and flight system.			
26.	How does lack of balance effect self-esteem and self-confidence?			
27.	Why is crawling so important in a child's development?			
28.	What difficulties during pregnancy and birth may be indicative of retained primitive reflexes?			
29.	How would you explain the importance of spinning and going upside down and playing in the playground to parents?			

30.	Explain the role of harmonising in helping integrate reflexes.			
31.	If the DNA icon is an issue what might that indicate to you?			
32.	How would the love icon be connected to the bonding reflex?			
33.	If a child was very fidgeting and restless at the beginning of the balance what might you do to calm them down?			
34.	When might you use the heart cell points?			

Reflective Journal for required reading list.

Please complete reflective journal for the required reading material.

Reading material:	Chapter/topic:	Date of reflection:
Discuss something new you ha	ve learned, or information conso	lidated
Discuss something new you na	ve learned, or information conso	muateu.
How will I integrate this with m	ny current knowledge and practic	re?

Discuss something new you have learned, or information consolidated.		
How will I integrate this with my current knowledge and practice?		
What I liked about this book.		
What Tirked about this book.		
What I didn't like about this book.		

Reading material:	Chapter/topic:	Date of reflection:
Discuss something new yo	ou have learned, or information	on consolidated.
How will Lintegrate this w	rith my current knowledge and	d practice?
Tiow will integrate this w	tilling carrette knowledge and	a practice.

Discuss something new you have learned, or information consolidated.				
How will I integrate this with my current knowledge and practice?				
What I liked about this book.				
What I didn't like about this book.				

Please record 4 case studies including assessment & integration using CCM modality.

Name		DOB	Date of assessment
Parents name		Address	Phone/mobile number
History			
Presenting problen	าร		
Birth history			
Vaccination history			
Developmental sta	ges		
Food and water In	take		
Sleep pattern			
L Coordination of b	ody movemen	t	
Natural body move	ment while		
marching in place Unilateral moveme	nt		
(Homolateral craw)		
Bilateral movemen (Cross crawl)	t		
(Cross crawi)			
Reading Age			
L Eyes in rotation			
Rotation of eyes Clockwise			
Rotation of eyes	Anti-clockwise		

Eyes	Near to far	Far to near	Repeat 5 x	OK	
Comments					
Eyes	Convergence		Divergence	OK	
Comments			-		
Smooth Pursuit				1	
Eyes tracking horizon	tally 20-40 times			ОК	
Eye dominance					
Auditory Integration					
Which ear do they tu	rn to hear toward the o	loor?			
Vestibular System an	nd Balance				
Static Balance					
Romberg Test: two fe	Romberg Test: two feet together – eyes open				
Repeat, eyes closed					
Dynamic balance- he	el to toe – eyes open				
Repeat, eyes closed					
Stand on right foot – eyes open					
Stand on right foot –	Stand on right foot – eyes closed				
Stand on left foot – eyes open					
Stand on left foot – eyes closed					
·					
Digit span: Auditory	Digit span: Auditory Short Term Memory				
Digits forwards	Digits forwards				
Digits backwards					

Session	Date:	Client:
Name:		
DOB:		

REFLEX	ACTIVATED (date)	INTEGRATED (date)	TEST
MORO First breath of life			Tilt backwards with head tilted back fully supported.
PALMAR			Brush on palm
Cling for safety			sideways and upwards. Hand supported, fingers curled.
INFANT PLANTAR Grasp and cling for safety			Pressure to ball of foot
TLR Trains body to changes in vestibular system as head moves			Look up towards ceiling, down to floor x6 eyes open /closed
ROOTING Turn head for sucking			Brush edge of mouth
SUCK Opening mouth to latch on			Area near lips
ATNR Free passage of air on front			Arms in front, turn head side to side
SPINAL GALANT Feel sound in utero and birthing process			Side of spine
BABINSKI Preparation of the feet for walking			From bottom side of little toe across top to big toe
STNR Crawling			On all fours look up towards ceiling and down between legs
VESTIBULAR Balance			Balance on L and R foot for 15 seconds

Date of session:	Name:	Age:
integrating the reflex. Please of did you go back to the source of constellations type of work, rerecommendations, what insiguation changed about the session if an	omplete the sequence of the bald of stress, how did you get there, w framing the story, changing the ex hts did you get whilst doing the nything? Was it linked in with som and finally what further knowledg	hich icons tested up in relation to ance, how you resolved any issues, what technique was used i.e. family experience etc. Also, what were your balance, what would you have nething that was going on with you be might you need as a result of the
Note how the client perform		
Please make note of any addi	tional information from the se	ssion.

ate of session:	Client name:	Age:
integrating the reflex. Please co did you go back to the source o constellations type of work, re-f recommendations, what insigh changed about the session if an	cactive during the session and which ic complete the sequence of the balance, I f stress, how did you get there, what te framing the story, changing the experient ats did you get whilst doing the bala sything? Was it linked in with something	how you resolved any issues, echnique was used i.e. family nce etc. Also, what were your ance, what would you have g that was going on with you
in your lije i.e. Ho oponopono a balance. Please use additional s	nd finally what further knowledge migl sheets if required.	nt you need as a result of the
Note how the client perform	ed integration exercises:	
ease make note of any addit	cional information from the session.	

Please write a brief reflection of your sessions with case study 1 below.				
Case study 1				

Name		DOB	Date of assessment
Parents name		Address	Phone/mobile number
History			
Presenting problem	าร		
Birth history			
Vaccination history	,		
Developmental sta	ges		
Food and water In	take		
Sleep pattern			
Coordination of b	oody movemen	t	
Natural body move marching in place	ment while		
Unilateral moveme			
(Homolateral crawl) Bilateral movement			
(Cross crawl)			
Reading Age			
Eyes in rotation			
Rotation of eyes	Clockwise		
Rotation of eyes	Anti-clockwise		

Eyes	Near to far	Far to near	Repeat 5 x	OK
Comments				
Eyes	Convergence		Divergence	OK
Comments				
Smooth Pursuit				
Eyes tracking horizon	tally 20-40 times			OK
Eye dominance				
Auditory Integration	:			
Which ear do they tu	rn to hear toward the o	door?		
Vestibular System an	ıd Balance			
Static Balance				
Romberg Test: two feet together – eyes open				
Repeat, eyes closed				
Dynamic balance- he	el to toe – eyes open			
Repeat, eyes closed				
Stand on right foot – eyes open				
Stand on right foot – eyes closed				
Stand on left foot – eyes open				
Stand on left foot – eyes closed				
<u> </u>		I		
Digit span: Auditory	Short Term Memory			
Digits forwards				
Digits backwards				

Session	Date:	Client:
Name:		
DOB:		

REFLEX	ACTIVATED (date)	INTEGRATED (date)	TEST
MORO First breath of life			Tilt backwards with head tilted back fully supported.
PALMAR Cling for safety			Brush on palm sideways and upwards. Hand
Cling for safety			supported, fingers curled.
INFANT PLANTAR Grasp and cling for safety			Pressure to ball of foot
TLR Trains body to changes in vestibular system as head moves			Look up towards ceiling, down to floor x6 eyes open /closed
ROOTING Turn head for sucking			Brush edge of mouth
SUCK Opening mouth to latch on			Area near lips
ATNR Free passage of air on front			Arms in front, turn head side to side
SPINAL GALANT Feel sound in utero and birthing process			Side of spine
BABINSKI Preparation of the feet for walking			From bottom side of little toe across top to big toe
STNR Crawling			On all fours look up towards ceiling and down between legs
VESTIBULAR Balance			Balance on L and R foot for 15 seconds

Date of session:	Name:	Age:
integrating the reflex. Please co did you go back to the source of constellations type of work, re-fi recommendations, what insigh changed about the session if an	active during the session and whice omplete the sequence of the balance of stress, how did you get there, who traming the story, changing the expenses did you get whilst doing the laything? Was it linked in with something the laything? what further knowledge refers if required.	ce, how you resolved any issues, at technique was used i.e. family erience etc. Also, what were your balance, what would you have thing that was going on with you
Note how the client performe	ed integration exercises:	
Please make note of any addit	ional information from the sessi	on.
Date of session:	Client name:	Age:

	Name:	Age:	
integrating the reflex. F did you go back to the s constellations type of w recommendations, who changed about the sess in your life i.e. Ho'opond	Please complete the seque cource of stress, how did ork, re-framing the story, at insights did you get ion if anything? Was it lin opono and finally what fu	r session and which icons test vence of the balance, how you you get there, what techniqu changing the experience etc. whilst doing the balance, w nked in with something that w urther knowledge might you r	u resolved any issues, e was used i.e. family Also, what were your that would you have was going on with you
balance. Please use add	itional sheets if required.		
Note how the client p	erformed integration ϵ	exercises:	
ease make note of ar	ny additional information	on from the session.	

Case study 2			

Name		DOB	Date of assessment	
Parents name		Address	Phone/mobile number	
History				
Presenting problem	S			
Birth history				
Birtiriistory				
Vaccination history				
Vacciliation history				
Developmental stag	ges			
Food and water Int	ake			
Sleep pattern				
Coordination of b	odv movemen	t		
Natural body move	ment while			
marching in place Unilateral movemen	nt			
(Homolateral crawl)				
Bilateral movement				
(Cross crawl)				
Reading Age				
Eyes in rotation		<u> </u>		
Rotation of eyes	Clockwise			
Rotation of eyes	Anti-clockwise			

Eyes	Near to far	Far to near	Repeat 5 x	OK
Comments				
Eyes	Convergence		Divergence	ОК
Comments				·
Smooth Pursuit				
Eyes tracking horizon	ntally 20-40 times			OK
Eye dominance				
Auditory Integration	n:			
Which ear do they to	urn to hear toward the	door?		
Vestibular System a	nd Balance			
Static Balance				
Romberg Test: two f	eet together – eyes op	en		
Repeat, eyes closed				
Dynamic balance- he	eel to toe – eyes open			
Repeat, eyes closed				
Stand on right foot –	- eyes open			
Stand on right foot –	- eyes closed			
Stand on left foot – eyes open				
Stand on left foot – eyes closed				
Digit span: Auditory	Short Term Memory			
Digits forwards				
Digits backwards				

Session	Date:	Client:
Name:		
DOB:		

REFLEX	ACTIVATED (date)	INTEGRATED (date)	TEST
MORO First breath of life			Tilt backwards with head tilted back fully supported.
PALMAR			Brush on palm sideways and
Cling for safety			upwards. Hand supported, fingers curled.
INFANT PLANTAR Grasp and cling for safety			Pressure to ball of foot
TLR Trains body to changes in vestibular system as head moves			Look up towards ceiling, down to floor x6 eyes open /closed
ROOTING Turn head for sucking			Brush edge of mouth
SUCK Opening mouth to latch on			Area near lips
ATNR Free passage of air on front			Arms in front, turn head side to side
SPINAL GALANT Feel sound in utero and birthing process			Side of spine
BABINSKI Preparation of the feet for walking			From bottom side of little toe across top to big toe
STNR Crawling			On all fours look up towards ceiling and down between legs
VESTIBULAR Balance			Balance on L and R foot for 15 seconds

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integrating the reflex. Please of did you go back to the source of constellations type of work, re-j recommendations, what insigh changed about the session if ar	omplete the sequence of the bald of stress, how did you get there, w framing the story, changing the ex hts did you get whilst doing th nything? Was it linked in with som and finally what further knowledg	hich icons tested up in relation to ance, how you resolved any issues, what technique was used i.e. family experience etc. Also, what were your e balance, what would you have nething that was going on with you be might you need as a result of the
valunce. Fleuse use auditional s	sireets if required.	
Note how the client perform	ned integration exercises:	
·	_	
lease make note of any addi	tional information from the se	ssion.

Date of session:	Client name:	Age:
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Note how the client performe	ed integration exercises:	
	-	
Please make note of any addit	ional information from the session	

Case study 3		

Name		DOB	Date of assessment
Parents name		Address	Phone/mobile number
History			
Presenting problem	ıs		
Birth history			
Vaccination history			
Vaccination history			
Developmental stag	ges		
Food and water Inta	ake		
Sleep pattern			
Coordination of b	ody movemen	t	
Natural body move	ment while		
marching in place Unilateral moveme	nt		
(Homolateral crawl)		
Bilateral movement (Cross crawl)	į		
Reading Age			
Eyes in rotation			
Rotation of eyes	Clockwise		
Rotation of eyes	Anti-clockwise		
		1	

Eyes	Near to far	Far to near	Repeat 5 x	OK	
Comments					
Eyes	Convergence		Divergence	ОК	
Comments			-		
Smooth Pursuit				1	
Eyes tracking horizor	ntally 20-40 times			ОК	
Eye dominance					
Auditory Integration					
Which ear do they tu	irn to hear toward the	door?			
Vestibular System a	nd Balance				
Static Balance					
	eet together – eyes op	en			
Repeat, eyes closed					
Dynamic balance- he	el to toe – eyes open				
Repeat, eyes closed					
Stand on right foot –	eyes open				
Stand on right foot –	eyes closed				
Stand on left foot – e	eyes open				
Stand on left foot – e	eyes closed				
		·			
Digit span: Auditory	Short Term Memory				
Digits forwards					
Digits backwards					

Session	Date:	Client:
Name:		
DOB:		

REFLEX	ACTIVATED (date)	INTEGRATED (date)	TEST
MORO First breath of life			Tilt backwards with head tilted back fully supported.
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TLR Trains body to changes in vestibular system as head moves			Look up towards ceiling, down to floor x6 eyes open /closed
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Note how the client perform	med integration exercises:		
·	C .		
Please make note of any add	itional information from the sess	sion.	

Date of session:	Client name:	Age:
integrating the reflex. Please co did you go back to the source of constellations type of work, re-fr recommendations, what insigh changed about the session if any	ctive during the session and which is mplete the sequence of the balance, is stress, how did you get there, what to eat the experients did you get whilst doing the balanthing? Was it linked in with something of the did finally what further knowledge mighteds if required.	how you resolved any issues, echnique was used i.e. family ence etc. Also, what were your ance, what would you have by that was going on with you
Note how the client performe	ed integration exercises:	
	-	
Please make note of any additi	ional information from the session	

Case study 4			

Final reflections for Module 3 CCM

I feel confident about taking case history	
and assessing new clients and discussing	Strongly Disagree Disagree Undecided Agree Strongly Agree
this with parents.	(1) (2) (3) (4) (5)
I can explain how the reflexes effect learning and behaviour.	Strongly Disagree Undecided Agree Strongly Agree
	(1) (2) (3) (4) (5)
I can make links from the icons that come	
up to tell the "story" for the client.	Strongly Disagree Undecided Agree Strongly Agree
	(1) (2) (3) (4) (5)
I feel confident to valete the "etem," to	
I feel confidant to relate the "story" to clients.	Strongly Disagree Undecided Agree Strongly Agree
	(1) (2) (3) (4) (5)
I can easily demonstrate integration	
exercise to clients.	Strongly Disagree Undecided Agree Strongly Agree
	(1) (2) (3) (4) (5)
I understand and can explain, to clients, the	
importance of integration exercises.	Strongly Disagree Undecided Agree Strongly Agree
	(1) (2) (3) (4) (5)

I have questions about the following:				