

Bio: Tessa Grigg

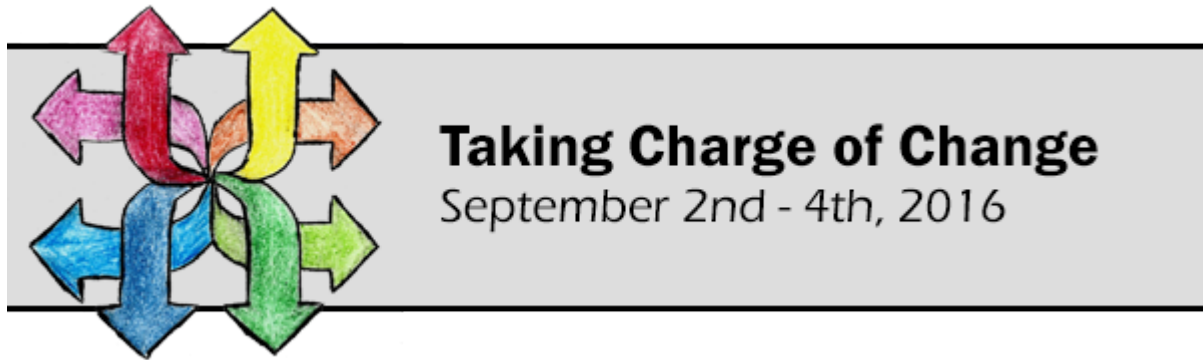
Tessa Grigg has a background in teaching, making music with a specialist focus in sensory motor education. Alongside her educational career, Tessa is a Touch for Health Kinesiology Instructor.

While teaching adult students in 1989 Tessa met a Kinesiologist who talked of all the clever things she could do help learners who were struggling. "Well I have the student for you" thought Tessa. This particular student had multiple learning issues as a result of a brain injury. In short after three sessions the student was getting 'excellent' on essays and she passed the course in the top 10 students in a group of 40 and went on to a very successful career in her chosen profession.

Encouraged by this result and her own experience of Kinesiology, Tessa was inspired to learn the techniques for herself. What began as some fun with students, mainly to prove to other teachers that the student could be a highly successful learner, has developed into a business which Tessa runs from her office at home.

Tessa also regularly teaches the Learning for Life (child development) session as part of the Parent's Centres 'Baby and You' Course, she is teaching music and movement to the 5 to 7 year olds at Medbury School and she runs pre-school sessions called M&M @ Medbury. In 2016 she completed a Master's in Education. Her master's thesis is focused on primitive reflexes and the problems associated with the retention of these reflexes.

Primitive reflexes will be the focus of Tessa's talk. Primitive reflexes (also known as primary reflexes or infant reflexes) develop before birth, are activated through the birthing process and are useful during the child's early life. They are involuntary reactions that originate in the brainstem and are considered a fundamental part of the development process.



Examples include the Moro reflex that lets the caregiver know the baby is frightened and the spinal galant reflex that empties the immature bladder of a new baby. As the child matures, the reflexes are integrated (disappear) allowing movement and intellectual processes to be controlled by cognition rather than reflex. For some children the integration process is interrupted and the reflexes do not fully integrate. Tessa will explain the research she completed and the findings that we can all gain insight from.