

Appendix C

What is the movement like?

When I first began working with Kris on the Touch and Tell, I had never heard of FC. This was something I stumbled across as I tried different things with him. I knew he would put his hands in ours when prompted to make a sign for more, or one of our made up signs for one of his favorite songs. When Kris would put his hand in mine as we answered questions on the touch and tell, I attempted to let him lead the movement, but did not give him any stability or resistance either. It was a light touch. His movement was very tentative and I was unsure what was going on, but I did observe that he would sit with me and seemed to enjoy this activity. It was the first, and one of the only 'sitting' activities we did together. Kris was always on the move. We had cleared off all of our tabletops, and put pictures hanging on the wall up out of his reach. For him to sit with me doing a 'cognitive' activity for five to ten minutes was extremely unusual.

When Kris typed 'Raffi' with me, I had then been instructed by the speech therapist to resist his movement. In this instance there was no tentativeness. It was very clear to me that he was moving to each of the letters with clear motoric intent. He stopped after the i. I have a toll that measures hand grip strength. I estimate the pressure between my hand pressing up against Kris and his pushing down to the board to be between 1 and 2 PSIs.

While Kris' motor intent was very clear, and I have had similar experiences with other kids, there are also times when the intent is not as clear, and nothing clear to me is typed. The person pushes to the letterboard, but there are not discernible words typed to me. The person is typing towards the board, I am not guiding, yet the motor intent may be .5 PSIs rather than 1.5.

Alternatively, when I have noted that for some of the people who are independent, there seems to be a consistent rhythm to their typing. I have noticed independence when the person gets to the point where they are consistently moving in a rhythm. In other words, that is when the physical support can be taken away

More generally, we have come to approach the kids at camp as if they had difficulty initiating, inhibiting or sustaining movement. This was based on other special educators works, autobiographical accounts, my experience with Kris and professional observations of some of the core therapists. Examples of this are if the child is sitting in a group activity and is called upon to participate in an activity such as passing something to another child. This child does nothing. Instead of repeating the request again louder, we might touch the person on the hand giving them a sense of where their arm is. Frequently, they will pass the object. Another example might be that a child has difficulty staying seated (difficulty with inhibiting a movement). We would stand close and redirect them when they began to stand up. This is not a physical guidance, but a cue to stay in the group.

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