

VERY SPECIAL CHILDREN

We are all born to move and to move on



Table Of Content

- Introduction to Very Special Children and our Founder
 - Our Service Offering
 - How we can support
 - Taking the next steps



Introduction to Agi Palinkas Burley



I have been working with disabled children for over 20 years. I was curious and ambitious to solve all the physical and learning problems I encountered.

What I discovered was that all external (movement, balance, behaviour, learning skills) problems are rooted in underdeveloped inner senses and subconscious movement patterns. Movement has become my tool and target simultaneously.

Born in the restricted Eastern block of Europe in Hungary, I spent time backpacking and traveling to understand different cultures and backgrounds.

www.veryspecialchildren.com



Our Mission

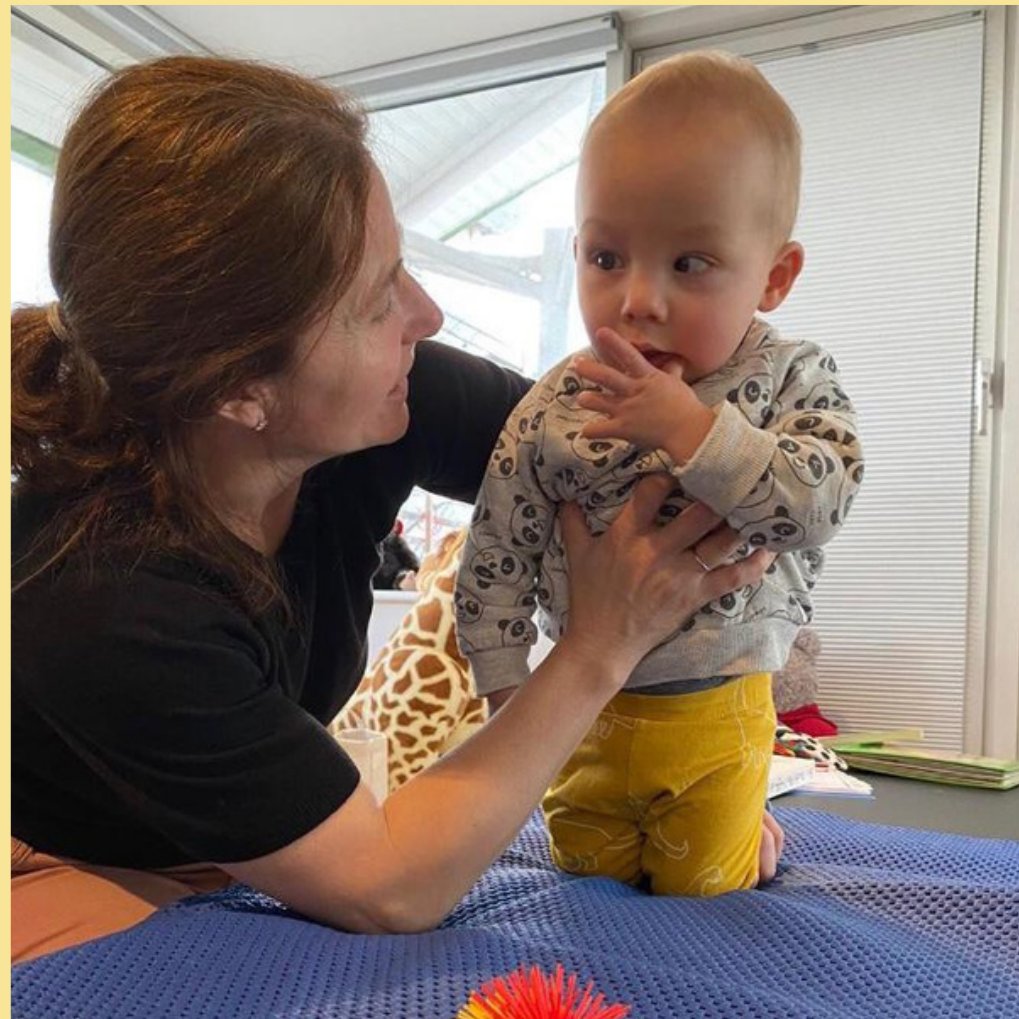
Very Special Children are dedicated to raising awareness of specialized early intervention and developmental inside-out habitation approaches.

All babies affected by an early delivery or neurological injury are entitled to receive comprehensive care to prevent further developmental delays and to enhance a natural, organic learning process to give them the best start in life.



Our Service Offering

- For Carers and Parents
- Nurseries
- Charities
- SEN Settings
- Children / Development Centres



How we can support

Service Providers

- Custom-made developmental awareness training for groups of carers and SEN educators
- 6-12 week SEN group developmental physical movement programmes
- 6-12 week multi-sensory movement sessions to support neuro-motor readiness for pre-schoolers



Carers / Parents

- Baby Clinic - 20-minute advisory service
- 6-week small group movement programmes for SEN children.
- Therapy Block - Integrative movement sessions 3-4 days per month for preschool children
- Applied therapy strategies to support continuous development at home/school. (bespoke arrangements)



Bringing Health-Science and Education Together

Six/twelve-week multi-sensory movement sessions to support neuro-motor readiness for Reception; Year 1-2. (During or after school sessions)

- Deliver a developmental sequence of physical activities based on neuro-motor development
- Assess and monitor the development of inner senses and primitive reflexes
- Engage 'clumsy' students in playful, attention-building games
- Challenge children's abilities to improve movement, attention, and social skills
- Support everyday activities to create a physical learning approach and teach self-care skills
- Learn new physical skills and strategies to facilitate students
- Help children to improve their motivation, attention, and social interactions in a group setting



The prerequisites for learning are physical skills. Children are only ready to listen to and copy someone else when they are confident and competent in their bodies. Examining children for school readiness is now in the past.

Bringing Health-Science and Education Together

Small SEN group sessions (Six to twelve weeks block)

- Opportunity for families, and carers to connect
- Assess, monitor, and boost development by acknowledging areas of strength and needs
- Build confidence by becoming familiar with the framework and exercises and the way to support your child over the weeks
- Ease to ask questions, and voice doubts in a non-judgemental environment
- Build a trusting bond with your child by supporting but not overhelping
- Learn about how to explore and expand their children's movement vocabulary
- Engage in connective-sensory play, the primary learning tool of early years

These (pre-rollers/pre-crawlers/pre-walker) sessions run during school term time.



Bringing Health-Science and Education Together

Individual one-to-one Integrative Movement Sessions

- 45 minutes of intense professional physical therapy to stimulate senses, reflexes, and functional movement
- Personalized program specifically designed to meet your child's needs.
- Explore new movement possibilities to challenge and overcome individual limitations
- Train parents on how to apply therapeutic strategies in the home environment
- Parents are active parts of the therapy
- Discussions on specific issues about specific handling or development



TESTIMONIAL

“The transformation has been incredible. We started with Agi back on October 19th. Our little daughter would only stay lying on her back. She had very tight muscles and little to no head control (Classic Quad CP). In a short 7 months, she could roll over back to front, sit supported, and weight bear!”

–Maria Crous

“We will be forever grateful to you Agi for this. In 14 months, James has gone from not being able to raise his head to rolling, crawling, cruising, climbing, and now walking.”

–Sinead Peters



Contact

To book an exploratory chat, visit our website



07837 562633



info@veryspecialchildren.com



www.veryspecialchildren.com



UK Based



@very_special_children



@veryspecialchildren



GLOSSARY

Habilitation

Services and interventions that support development aiming to achieve milestones and skills that have not yet been developed.

Rehabilitation

It's a process, tools, and services that aim to help regain lost functions or skills.

Sensory-motor system:

The motor system initiates sensations, and the sensory system drives and gives feedback to the brain. The integration of these two systems is a dynamic process and their interactions are the foundation of all development and learning.

Inner and Outer senses:

We have eight senses that make up our sensory system.

Inner senses:

Vestibular/Balance (move without the feeling of falling or insecurity),

Proprioception (to be aware, feel, and differentiate between different body parts. To be able to move isolated parts of the body)

Interoception (having a sensation of what is happening inside the body: hungry, thirsty full, hot, cold)

Outer senses:

sight, hearing, taste, touch, smell.

Developmental (inside-out) approach:

It focuses on the sensory-motor system, rather than the skeletal-muscular (muscle strengthening, postural management)

School readiness: These abilities and skillsets reach beyond with the child's chronological age.

To adjust and perform in a directed school environment the child needs to be able to sit still, focus on one task, hold and manipulate writing tools, control eye movement to be able to maintain and follow a printed line, and comfortably adjust visual focus between different distances. These abilities are linked to the maturation of motor skills and postural control.





WE LOOK FORWARD TO MEETING YOU