



Episode 35: Bilateral Coordination and the Vestibular System

Hosts: Tracy Stackhouse · Cory Dundon · Michelle Maunder



LISTENER NAME

DATE LISTENED

TOTAL LISTENING + REFLECTION TIME (MINS)

CPD HOURS CLAIMED



Episode Summary

This one started, as so many of our best conversations do, with Michelle bringing a genuine clinical wondering. A five and a half year old, a diadochokinesis task, and a quality of movement that looked robotic no matter how much practise was offered. We took that single clinical moment and mapped it all the way through the SPIRIT model, landing somewhere we didn't expect: the vestibular system as the foundational source of bilateral coordination, rhythm, and midline reference.

Tracy did what Tracy does and made the neuroscience not just accessible but genuinely exciting, and by the end of it we were all doing bicep curls at home. This is one of those episodes where we kept saying we'd keep it simple, and then absolutely did not, but in the best possible way.



Resources & Mentions

- Sheila Frick, vestibular and auditory processing courses.
- Shelly Lane, Advanced neuroscience supporting Ayres Sensory Integration.
- The SPIRIT model and STEPPSI, DFX Learning Journeys.
- Check out DFX's Learning Journeys to build your clinical reasoning skills: [DFX Learning Journeys](#)



Reflection Prompts

Take a few quiet minutes to consider each prompt and write freely. Add or remove a prompt block to suit the episode.

1

How would you describe the difference between bilaterality as a sensory integrative function and bilateral coordination as a motor skill? How does that distinction change the way you reason about a child's presentation?

- 2** Think about your own experience doing the bicep curl exercise from this episode. What did you notice when you shifted from an in phase to an antiphase pattern? What does that tell you about the demands we place on children during clinical observations?

- 3** Identify a child on your caseload who relies heavily on visual monitoring during movement tasks. Where might you begin to explore the sensory integrative roots of that presentation?

- 4** How does your team or setting currently support clinicians to reason through complex sensory integrative presentations? Are there opportunities to build more reflective supervision or peer consultation into your workflow?

- 5** In your next session with a child who struggles with bilateral coordination tasks, try grading back to a simpler homologous pattern first. What do you notice, and what does it tell you about where to go next?
