

_____The_____

EMERGENT PRACTITIONER COMPETENCY PROFILE PROJECT



_____2010_____

COMMISSIONING BODIES

The Emergent Practitioner Competency Project was commissioned and funded by:

The Australian Training and Accreditation Board (AusTAB), a standing committee of the Australian Feldenkrais Guild Incorporated

Australian Feldenkrais Guild Incorporated (AFG Inc)

Feldenkrais European Training Accreditation Board Council (EuroTAB Council)

For Terms of Reference please see Appendix 3.1

AUTHORS

Chris Lambert

Stephanie Spink

Luz Stanton

The authors assert their right to be identified as the authors of this work.

Citation: *Emergent Practitioner Competency Profile* (2010) C Lambert, S Spink, L Stanton

This document is subject to copyright. You may download, display, print and copy this document in an unaltered form only for your personal use or for non-commercial use within your organisation.

Except as permitted above, you must not copy, adapt, publish, distribute or commercialise any materials contained in the document without the permission of the Australian Feldenkrais Guild Inc and Feldenkrais European Training Accreditation Board Council.

TABLE OF CONTENTS

1. Introduction	Page
1.1 Acknowledgements	4
1.2 Purpose of the Project	6
1.3 How to Read This Profile	8
1.4 Model and Rationale	10
1.5 Next Steps	14
2 Emergent Practitioner Competency Profile	
2.1 Creating a Learning Environment	16
2.2 Employing Self-Organization	23
2.3 Conducting Functional Integration	27
2.4 Conducting Awareness Through Movement	40
2.5 Undertaking Life Long Learning	52
2.6 Acting Ethically and Professionally	56
2.7 Feldenkrais Method Knowledge Base	62
2.8 Other Fields of Learning	71
3 Appendices	
3.1 Terms of Reference	74
3.2 Competencies and Learning Modules	75
3.3 Competency Sample	76
3.4 Standards	83
3.5 Our Process	84
3.6 References and Codes	86
3.7 Glossary of Terms and Definitions	90

Introduction

Acknowledgements

We recognize and applaud the genius and work of Dr Moshe Feldenkrais. As originator of The Feldenkrais Method, his legacy has lead thousands to undertake his approach and hundreds of thousands to thereby benefit.

To assist in bringing his approach as a service to the general community, he endorsed the creation of a guild and a Training Accreditation Board (TAB), the current day versions of which continue the work of establishing The Method. The three international TABs; AusTAB, EuroTAB (European Training Accreditation Board) and the NATAB (North American Training Accreditation Board) initiated the Emergent Practitioner Competency Profile project.

This current portion of the project was taken up by AusTAB, EuroTAB Council and AFG Inc. (See Appendix 3.1 Terms of Reference). As volunteer organizations, their members are commended for their willingness to dedicate their time, energy and expertise in service of their fellows. In line with the funding by previous commissioning bodies of EPCP projects, these three organizations allocated funds to enable this project to be undertaken. Undertaken, not only for the well being of their constituencies, but in the spirit of sharing, for the use of the international community. We acknowledge this generosity.

Many hours of practitioner thinking and experience preceded this current project. The TABs, the International Trainer and Assistant Trainer Academy (ITATA) and the International Feldenkrais Federation (IFF) have all worked on various facets of practitioner Competencies. Individuals over the years have produced erudite position papers on many aspects of The Method and the policies by which the provision of service to the community is shaped.

We gratefully acknowledge the contributions of all authors of the documents used as source material for this project. We have drawn heavily on their work.

This current project follows the Phase I – “Turn Towards Competencies” and Phase II – “Competences and the Educational Plan” TAB projects, the (ITATA) contributions and the (IFF) Competency Project. All are mighty works reflecting the dedication and capacities of the contributing authors.

To the practitioners who contributed to this current project by reviewing and commenting on the documents, we say a heart felt thank you.

Phase I – Turn Towards Competencies

Olena Nitefor, Bonnie Humiston, Petra Koch, Carl Ginsburg, Daniel Rosenfels and Pieter Mostert, Roger Russell, Jeff Haller, Beatriz Walterspiel, Alan Questel, Lea Wolgensinger, Paul Rubin, Deborah Bowes, Donna Blank, Steve Rosenholtz, Josef Della Grotte, Russell Delman, Yochanan Rwyerant, Larry Goldfarb, Mark Reese, Roger Russell, Ned Dwelle and Yvan Joly.

The Phase II – Competences and the Educational Plan

Carl Ginsburg, Jeff Haller, and Beatriz Walterspiel with working group members – Jeff Haller and Bonnie Humiston, Eilat Almagor, Beatriz Walterspiel, Mark Reese, Carl Ginsberg, Roger Russell, Yvan Joly, Frank Wildman, Jeff Haller.

Feedback Contributors

Janine Archer, Deborah Bowes, Alan Cameron, Jenni Evans, Miranda Foyster, Carl Ginsberg, Jeff Haller, Susan Hillier, Margie Kaye, Mary Klaver, Margaret Mayo, Julie Peck, Alan Questel, Roger Russell, Elisabeth Schmidt-Davies, Nicky Tomkins, Valerie Wycoff

And the contributors to the ITATA and IFF projects who are too numerous to identify by name

Back to Table of Contents

Purpose of the Project

Early on in our Feldenkrais community history two questions were posed:

- How to refine the Training and Accreditation Policy/Guidelines to more usefully serve the community? and
- How to develop a system by which the graduation of Feldenkrais Practitioners could be undertaken in a way that is recognized by our governments, thus accessing the benefits of government accreditation?

From these questions evolved the idea of developing an Emergent Practitioner Competency profile.

Underneath these questions was another. If we are to use a Competency system how do we represent the three dimensionality of our Method in a rigid two-dimensional system? And under this question; are we likely to harm the integrity of The Method by trying to shoe horn it into government requirements?

These are valid concerns. However as Feldenkrais practitioners we are more familiar with The Method than we are with Competency systems. Our impressions of Competency profiling are all we have to go on. If our impressions are anxieties this will impact on our belief that The Method can accurately be represented in competency format without destroying its integrity.

We believe it is possible to safeguard the “juice of the Method” and formulate Competencies. It is not the Competency system that may be dangerous to maintaining the integrity of our Method but **the way in which it may be used**. This decision rests with the active decision makers in our Feldenkrais community. Thought and commonsense must be brought to bear on any decisions made on how to use this profile. In the worst-case scenario, Competencies may be used to shoe horn the Method into inappropriate bureaucratic arenas and distort or skew the basic principles of our Method. In the best case, it may be used to establish recognition and acceptance. **We recommend to all practitioners active participation in shaping the direction in which this profile will be implemented.**

This project is being undertaken with the international platform in mind. It seems no two governments have identical laws, educational frameworks or, consequently, the same requirements for professional recognition. Our brief is to produce a profile for use in all countries with Feldenkrais guilds or associations. The question becomes - how to maintain international recognition and yet meet local requirements? Our team has been guided to approach this question by formulating what we have called a compromise profile.

We hope by this strategy to represent our Method accurately and yet demonstrate that it is possible to translate the description into competency format. The competency system we have used is not aligned to any one countries' system but rather is intended to be generic in nature.

Given that few practitioners are skilled in Competency systems, it is clear we need a document written in a style recognizable to Feldenkrais Practitioners without an overabundance of Competency jargon. This compromise profile approach is intended to make the material absorbable by any practitioner, Competency skills or no. For the reader who is interested in the form of competency systems, please refer to Appendices 3.2 Competencies and Learning Modules, 3.3 Competency Sample and 3.4 Standards.

Thus we have endeavoured to produce a generic document, one that can be used by any nation as a content template from which a competency profile can be developed under the requirements of local conditions.

Many uses for a profile of this nature have been suggested. Whether these are realized or not is moot. By having this profile, decisions can be made as to what projects might follow. Some possible uses as a resource document are as follows:

- Separating graduation from a Feldenkrais Practitioner Training Program (FPTP) from Certification/accreditation/recognition as a Feldenkrais Practitioner.
- Defining The Method
- Curriculum Development
- Developing Training outcomes
- Improving TAB Accreditation Policy
- Practitioner Advancement
- Self-assessment

Back to Table of Contents

How to Read This Profile

The body of this profile is divided into six competency sections and two knowledge sections intended to describe a key function or role able to be undertaken by an emergent Feldenkrais practitioner. An emergent practitioner is defined as a graduate of an accredited FPTP in the first occasions of working as a Feldenkrais Practitioner in the workplace or simulated workplace.

The competencies and knowledge sections are as follows:

- Creating a Learning Environment
- Employing Self-Organization
- Conducting Functional Integration
- Conducting Awareness Through Movement
- Undertaking Life Long Learning
- Acting Ethically and Professionally
- Feldenkrais Method Knowledge Base
- Allied Fields of Learning

On its own, no one section describes a part of the Feldenkrais Method. Each is only cogent if taken in context with and referenced to the other sections. We believe a description of practicing The Method is not divisible into isolated, discrete parts. To accurately describe one action, element, strategy, concept or technique of The Method the whole is required. However, to avoid producing one competency called “Practicing The Feldenkrais Method”, we have used the rationale outlined in the section on the EPCP Model to arrange the material in what we hope are useful and absorbable chunks. We suggest spending time absorbing the rationale and model of the project prior to approaching the individual sections

When reading this document we recommend keeping in mind that the divisions are somewhat arbitrary, that each section is a co requisite of all the others and elements have been placed in sections where it was deemed most applicable. It is possible that an element the reader believes “should” be in a particular section is elsewhere, principally because the organizing system of the authors is different to that of the reader. If with subsequent feedback, it is found there is a strong trend towards relocating a particular item, this is easily accomplished.

The elements in the skills sections are prefaced by the words “The practitioner is able to:” We would make the distinction between “being able to” and “having to”. The practitioner may be “able to” and choose not to. Also the practitioner may not have a particular element of a skill. We would not expect anyone other than the originator to have competency in every single feature. However we would

expect an emergent practitioner to have a spread of skills sufficient to begin to engage the general public in their Feldenkrais Method service. (Please refer to Appendices 3.4 Standards and 3.5 Our Process)

Each element in the document marked by a code has been garnered from the source material with the intention of acknowledging the original authors. The element is either verbatim or has been reformed to suit its position in the document. We are concerned, that during our process, we may have omitted some of the codes that should have been attached to elements. We beg the indulgence of the authors of the source documents if this is the case.

A few of the quotes from source documents have been further developed, combined, divided into separate ideas or reformed to a point where codes were no longer relevant or appropriate. However the original ideas in these came from the authors of the source documents and we wish to acknowledge their input here. Others bear some semblance to the original and have been marked by the device RW (reworded). The EPCP Team developed the remainder of the elements. The reader may be curious as to how we wrote this document. If so, please refer to Appendix 3.5 Our Process.

Elucidation of references and codes can be found in the Appendices (see Appendix 3.6 References and Codes)

Our language and use of terms have been shaped by our experience in The Method and the source documents we used. We have developed a rudimentary Glossary of Terms to elucidate some of the terms used synonymously in our community (please see Appendix 3.7 Glossary of Terms and Definitions).

Throughout the document we have used the terms practitioner and client. In many countries the conventional form is teacher and student. We arbitrarily chose practitioner and client.

We have used the device (s) after client [client(s)] throughout the document to avoid gender choices, to offer the possibility of both singular and plural to denote ownership and to reduce unwieldy text.

Back to Table of Contents

Model and Rationale

The body of this profile is divided into six competency sections and two underpinning knowledge sections.

Creating a Learning Environment

Employing Self-Organization

Conducting Functional Integration

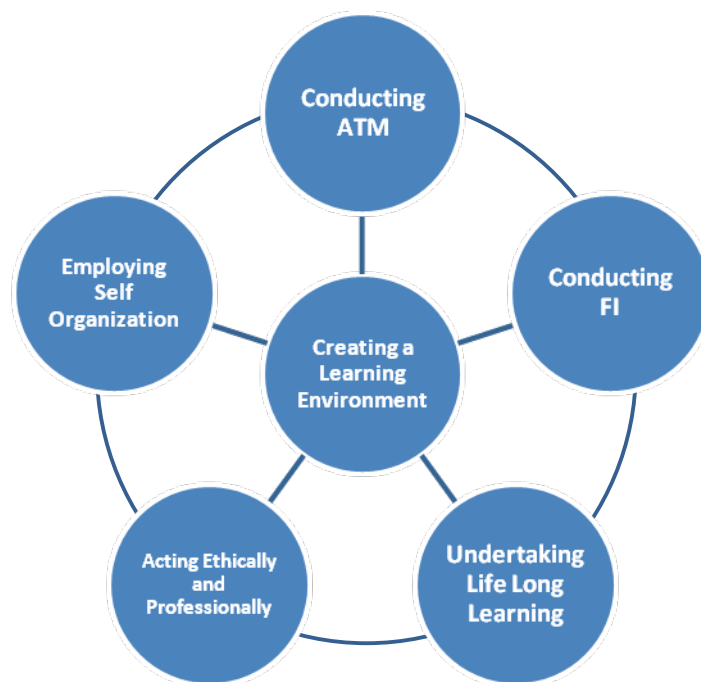
Conducting Awareness Through Movement

Undertaking Life Long Learning

Acting Ethically and Professionally

The Feldenkrais Method Knowledge Base

Allied Fields of Learning



Competency profiles are reflections of the tasks, skills, knowledge and attitudes of a practitioner in the workplace. As such, they require representation of the work as assessable elements. These elements may appear discrete, unconnected and somewhat bald when extracted from the experiential and conceptual base we call The Method.

The team's propensity has been to demand, "Everything needs to be included in everything"! How do we form a framework that reflects the depth, breadth,

three-dimensionality, the unbreakable whole? Additionally we have also been looking to a profile that is not a profile of just about anything. What makes The Method The Method?

It could be said the outcome of undertaking and exploring The Feldenkrais Method is a shift along the life continuum of maturing.

We refer to the definition of maturing in the terms of our Method to the authors of the Phase II report.

“The outcomes of our work are dependent on specific technical skills and knowledge. Such knowledge and skills while essential are not enough in themselves. They must be coupled with the development of other significant capabilities. Foremost is the ability of the practitioner to make contact and create the subliminal communication (both in presenting Awareness Through Movement as well as practicing Functional Integration), the ability of the practitioner to use him/her self with ease, comfort and good organization in the interaction, and those capabilities we call maturity. Here we would list, the ability to stand on one’s own feet, explore openly without preconceptions, find answers through one’s own sensory and thinking ability, self correct, and be able to respond in the moment. Implied is the ability to continue one’s learning and development process through out one’s life”.

In our Method we create a learning environment in which our client(s) may learn to learn and we act as a guide and facilitator through the medium of our own self-organization.

As such it becomes apparent that *“Creating a Learning Environment”* in concert with the honing of one’s *“Self-Organization”* are essential competencies.

The environment we refer to is one of both internal and external aspects. We look to the shift and flux of the environment of our internal and external world to create the conditions in which we can choose to change. Thus practitioners avoid the trap of becoming external authorities to their client(s). The client(s) are enabled to find their own way and to develop their own internal authority.

So it is not just the nuts and bolts of the ground and furniture but the mood, the ambience, the sights and sounds, the expectations or the lack of them, the group dynamic, the interplay between two individuals, the temperature of the air, the time ahead and the time behind.

The creation of a learning environment is an act of facilitation, preparation, modelling, opening to possibilities, enrichment of the sphere of influence, support and challenge equally tailored to need, recognition without criticism or judgement, positive or negative.

In this model we refer to employing our Self-Organization in the professional sense as a tool used for the advancement of our client(s). Although we undertake ATM and FI for our own well being and self-development, this outcome is personal. The distinction is academic in terms of self – but of primary importance when considering the attitude that must be brought to bear in ***Undertaking Life Long Learning***.

Professionally we commit to ongoing honing of self-organization in order to not just improve technical skill but to develop more presence and maturity. We explore the conceptual base of The Method and allied fields of learning to enrich the service to our client(s).

The two tangible arms of our Method, ***Functional Integration*** and ***Awareness Through Movement*** become in this model “the means by which”.

The techniques, strategies and tools we use are included in these two competencies as implements by which the environment for shift in habits, awareness, acture and function is offered the client(s). They rest on the bed of attitudes and attributes, on the underpinning principles of the Method, and on the intentions of the practitioners and client(s).

Here it becomes clear that movement is the medium through which these “goals” are sought for and achieved – not directly, thus the striving is avoided, but indirectly by the clever and quirky misdirections that perturb habit and foster recalibration of the central nervous system to a more useful organization.

And, finally we came to an ***Ethical and Professional Conduct*** and attitude to interaction with our environment; our clients, colleagues and workplace institutions.

These form the basis and working arena of all professional interactions, Feldenkrais Method or no. They define the difference between self-interest and the perspective of a fiduciary - a person in whom trust is invested by the client.

We have supported these six competencies with two knowledge sections (refer to Documents 7 and 8) reflecting the extrapolations from our experiential base in the Feldenkrais Method and the learning from disciplines at large. This may, in future competency forms be represented as learning modules. (see Appendix 3.2 Competencies and Learning Modules)

Each of these competencies is a co-requisite of the others. The divisions, while discrete, do not stand-alone. The “Conducting Functional Integration” Competency does not reflect every element of the Method although every element of the Method is used when we undertake FI. Thus when you read the document you may find elements missing. In creating categories, divisions must

be made somewhere. We trust and rely on the commonsense of assessor practitioners using profiles in the future to appreciate this.

Back to Table of Contents

Next Steps

As mentioned in the section “Purpose of the Project” there are many directions in which this phase of the EPCP may be taken. Since the TAB/Trainer meeting in Doylestown in 1990 many groups, associations and individuals have worked to refine the training policies by which we shape the Feldenkrais Method training arena. There is no doubt a general desire exists within our community to refine our functioning in the bureaucratic arena; to further the development of our Method, to facilitate teacher credentialing and to streamline training program accreditation. Amongst many, two projects are particularly relevant to this current project.

The International Working Group (IWG) on Training Policies made recommendations to the community on possible changes to our bureaucratic system and its’ policies. Some of these recommendations are pertinent to the development of this project. We recommend reference to the published outcomes of this group.

The International Feldenkrais Federation has produced Competencies of a Feldenkrais Practitioner. It describes the skills, knowledge and attitudes of an experienced practitioner.

These two projects point to a trend; use competencies and refine the bureaucratic system. Thus it could be said that the IFF Competency profile, The IWG recommendations and the EPCP project offer a foundation for the move to change.

We have outlined below some possible next steps in this trend.

1. Develop the EPCP nationally

1.1. Convert the current document to the format accepted nationally

1.2. Develop assessment protocols

1.2.1. Self

1.2.2. Peer

1.2.3. Mentor

1.3. Determine standards against which to assess

1.4. Apply nationally for accreditation of FPTPs

2. Separate graduation from an FPTP from Certification/accreditation/ recognition as a Feldenkrais Practitioner.

2.1. Create a practitioner regulatory system

2.2. Use the EPCP to assess post graduates of FPTPs for credentialing as Feldenkrais Practitioners

3. Defining The Method

3.1. Use the profile as a jumping off point for refining language used to describe The Method's concepts, strategies, tactics and techniques

3.2. Develop a database of descriptors of The Method

3.3. Develop an international definition of The Method

4. Curriculum Development

4.1. Develop training outcomes

4.2. Use the EPCP as an informing document

5. Improving TAB Accreditation Policy

5.1. Training and Accreditation Policy

5.2. Trainer /Trainer Candidacy Policy

5.3. Assistant Trainer Accreditation

6. Practitioner advancement

6.1. Informal self-assessment

6.2. Study groups

Back to Table of Contents

Emergent Practitioner Competency Profile

2.1 Creating a Learning Environment (CALE)

Title - Succinct statement of the competency expressed as an action

Overarching Statement

Descriptor - broadly communicates the content and context of the competency

The practitioner creates a learning environment through which their client's ability to learn to learn evolves towards ever greater maturity, being the capacity to self regulate, self motivate, to be self aware and self maintaining. In *Conducting Functional Integration*[®] (FI) and *Conducting Awareness Through Movement*[®] (ATM) the practitioner creates a learning environment.

The practitioner recognizes that the components of action, - thinking, feeling, sensing and moving, are dimensions of a whole and function, to varying extents, seamlessly and concurrently when *Creating a Learning Environment*.

The practitioner uses their attitudes, presence, *Self-Organization*, spontaneity, creativity, improvisational skills, sensitivity and awareness to apply the precepts of The Method to a system. The practitioner employs their embodied knowledge of theoretical concepts of the Feldenkrais Method in order to inform the quality of the learning environment.

Acting Ethically and Professionally the practitioner continues to refine their ability to create a learning environment whilst *Undertaking Life Long Learning*.

Co requisite competencies are italicized. This indicates that all material is inter- related and forms part of the whole and single competence of practicing The Feldenkrais Method[®]

Practitioner Skills and Knowledge

of significant functions and tasks of the Competency

1 Skills

The practitioner is able to:

- 1.1 personify and express attitudes including but not limited to:
 - 1.1.1 openness
 - 1.1.2 honesty
 - 1.1.3 respect

- 1.1.4 responsibility
 - 1.1.5 quiet authority
 - 1.1.6 confidence
 - 1.1.7 resourcefulness
 - 1.1.8 resilience
 - 1.1.9 empathy
 - 1.1.10 expectation that the client(s) will discover their own solution to an action problem rather than being taught it
- 1.2. unbiased recognition and acceptance of the client(s):
- 1.2.1 current state
 - 1.2.2 life history as a reflection of who they are
 - 1.2.3 cultural, religious and social characteristics and beliefs
 - 1.2.4 habits having served them at one time in their past
 - 1.2.5 having made recourse to the best solutions available to them, past and present
- 1.3 avoid a constant or overwhelming attitude of:
- 1.3.1 goal orientation
 - 1.3.2 driving for outcomes/success
 - 1.3.3 being judgmental
 - 1.3.4 superiority
 - 1.3.5 inferiority
 - 1.3.6 imposition e.g. of self, of knowledge
 - 1.3.7 authoritarianism
 - 1.3.8 impatience
 - 1.3.9 inflexibility
 - 1.3.10 bias
 - 1.3.11 cause and effect

- 1.4 value and recognize the role and effect of personal presence
- 1.5 demonstrate the qualities of personal presence including but not limited to:
 - 1.5.1 being in the moment
 - 1.5.2 inhibiting compulsive behaviour
 - 1.5.3 being confident
 - 1.5.4 having one's wits about one
 - 1.5.5 being calm in exacting circumstances
 - 1.5.6 being able to contain one's anxiety, agitation, embarrassment and panic
 - 1.5.7 having a demeanour, carriage or aspect of potent acture
 - 1.5.8 being able to authentically enact one's personality
 - 1.5.9 being in dynamic equilibrium
 - 1.5.10 having reversibility
 - 1.5.11 being functionally spontaneous
 - 1.5.12 having an open and inclusive attentiveness
 - 1.5.13 being adaptable to their own internal stimuli, the external stimuli of the wider environment, to social influences and events
- 1.6 inhabit personal presence to facilitate the creation of the learning environment, including but not limited to:
 - 1.6.1 engaging the client(s) attention in order to initiate learning
 - 1.6.2 calibrating their attention to continue to draw the client(s) into interaction
 - 1.6.3 inspiring and motivating the client(s) to continue in the process
 - 1.6.4 developing trust and rapport with the clients(s)
 - 1.6.5 furnishing the client(s) with a sense of being met

- 1.7 demonstrate the qualities of spontaneity, thus enabling creativity, which include but are not limited to:
 - 1.7.1 operating from a balanced place (neutral) allowing movement in any direction without preparatory adjustment or extraneous work
 - 1.7.2 functioning without parasitic action in the system
 - 1.7.3 thinking directly into action RW P2 Cg
 - 1.7.4 responding to internal and external stimuli appropriately
 - 1.7.5 having an adaptable agenda
 - 1.7.6 having all one's capacities on call
 - 1.7.7 acting intuitively
 - 1.7.8 being alert
 - 1.7.9 avoiding preoccupation or being driven by internal needs, associations or predispositions
- 1.8 encourage a learning perspective rather than a problem oriented approach
- 1.9 foster a sense of exploration and discovery leading the client(s) to self-ownership of their learning
- 1.10 improvise in response to the client(s) needs
- 1.11 employ opportunities over time to offer the same explorations in different ways in order to provide distinct, contrasting and various perspectives through which the client(s) have an opportunity for their learning style to be met
- 1.12 create the opportunity for choice
- 1.13 recognize that the paradoxical nature of some elements of The Method offer the opportunity to examine and explore contradictory ideas and form a central position from which both aspects are appreciated and respected
- 1.14 lightly hold elements of the paradox at the same time
- 1.15 consider the client(s) ongoing individual needs by:
 - 1.15.1 meeting them where they are at

- 1.15.2 creating the conditions in which the client(s) can dispel their preconceived notions e.g. self-expectation, cultural norms and proper behaviours, in order that they feel free to be more of themselves
- 1.15.3 honouring the client(s) initial request
- 1.15.4 utilizing the client(s) learning style
- 1.15.5 respecting the client(s) intrinsic timing
- 1.16 optimize the client(s) sense of safety by:
 - 1.16.1 giving permission to take care of themselves
 - 1.16.2 offering reassurance about the process they are undertaking
 - 1.16.3 offering information about The Method
 - 1.16.4 informing them of initial factors that influence their ability to sense and make distinctions
 - 1.16.5 acting from a professional ethical base
 - 1.16.6 crafting the lesson to avoid injury
 - 1.16.7 encouraging non-judgmental attitudes and non-threatening behaviours of others in the environment
 - 1.16.8 guiding the client(s) attention to undertake the action as if it is completely new to them (untrammelled by previous contexts and consequences)
 - 1.16.9 not imposing goals
 - 1.16.10 not punishing or rewarding learning outcomes
 - 1.16.11 recognizing indications of approaching thresholds of adaptability including but not limited to:
 - 1.16.11.1 autonomic nervous system signs
 - 1.16.11.2 decrease in presence, improvisational capacity and spontaneity
- 1.17 create an appropriate challenge by:
 - 1.17.1 utilizing learning strategies and tools including but not limited to:

- 1.17.1.1 orientation to process rather than goal
- 1.17.1.2 exploration
- 1.17.1.3 encouraging a sense of discovery
- 1.17.1.4 use of communication and language
- 1.17.1.5 employing play
- 1.17.1.6 changing orientation and configuration
- 1.17.1.7 using imagination
- 1.17.1.8 employing novelty
- 1.17.1.9 perturbing the client(s) habits of self organization to lead into the creation of new ones using constraints
- 1.17.2 providing a balance between safety, challenge and threat
- 1.17.3 ensuring the challenge meets the clients(s) learning requirements
- 1.17.4 guiding the client(s) to observe their response to challenge
- 1.18 use various educational strategies to direct and facilitate the client(s) learning which include but are not limited to:
 - 1.18.1 asking leading questions to evoke curiosity
 - 1.18.2 using images, metaphors/stories/analogy
 - 1.18.3 employing demonstration
 - 1.18.4 giving permission to make mistakes, or even intentionally make them
 - 1.18.5 supporting a reflective process
 - 1.18.6 providing appropriate explanations
 - 1.18.7 providing constructive ongoing feedback
- 1.19 recognize their particular learning style in order to be able to adapt to the client(s) needs
- 1.20 select and employ the relevant Feldenkrais Method modality e.g. FI, ATM or a combination of the two

- 1.21 prepare and optimize the learning space by:
 - 1.21.1 self preparation
 - 1.21.2 providing a physical space that is safe and conducive to learning
 - 1.21.3 considering social factors, interrelationships and group dynamics
 - 1.21.4 considering the timing and co-ordination of the session
 - 1.21.5 anticipating potential disturbances and addressing them appropriately
- 1.22 recognize the efficacy of the learning environment, indicated by shifts in ability, sensitivity and awareness in the client
- 1.23 monitor, assess and review the learning environment from information gleaned through the exploratory nature of their interaction with their client(s)

2 Knowledge

The Practitioner understands:

- 2.1 the conceptual base of the Feldenkrais Method (please refer to Document 7)
- 2.2 they have an embodied reference of the tenets of the Feldenkrais Method both explicit and implicit which enables them to trust and rely on their own perceptions JP 2010
- 2.3 various elements of associated fields of learning and adjunct disciplines (please refer to Document 8)

Back to Table of Contents

2.2 Employing Self-Organization (SO)

Title - Succinct statement of the competency expressed as an action

Overarching Statement

Descriptor - broadly communicates the content and context of the competency

The practitioner utilizes their *Self-Organization* as a means to evoke a greater capacity for learning and functioning in their client.

The practitioner recognizes that their self-organization fundamentally informs the nature of their relationship to and with their client.

They understand that co-regulation is an underpinning rationale for employing their self-organization.

The practitioner has self-organization at the core of their functioning to *Create a Learning Environment when Conducting Functional Integration*[®] (FI) and *Awareness Through Movement*[®] (ATM).

They understand the embodiment of their experience of undertaking FI and ATM creates the quality of their self-organization, this being one of the essential ingredients in making “The Method The Method”.

They understand that FI and ATM can be undertaken for their own personal development and are able to make the distinction between this and the self-organization outcomes as a professional tool.

As a part of *Acting Ethically and Professionally*, the practitioner continues to refine their self-organization whilst *Undertaking Life Long Learning*.

Co requisite competencies are italicized. This indicates that all material is inter-related and forms part of the whole and single competence of practicing The Feldenkrais Method[®]

Practitioner Skills and Knowledge

of significant functions and tasks of the Competency

1 Skills

The practitioner is able to:

- 1.1 use and rely on their self-organization as a primary device to evoke a greater capacity for learning in their client(s)
- 1.2 utilize their pre-honed self-organization to evoke learning in the client(s)
- 1.3 operate as an individual, in contact with their client(s), recognizing that the combination forms a single co-regulated system

- 1.4 make comparisons and distinctions
- 1.5 operate from, and back into, dynamic neutrality, including but not limited to the following features: RW JP 2010
 - 1.5.1 ability to maintain their centre of gravity over their base of support
 - 1.5.2 their relationship to the ground
 - 1.5.3 the freedom of their head
 - 1.5.4 the ability to move in any direction
 - 1.5.5 a small moment of inertia
- 1.6 regularly check their organization, both as a foreground and background activity
- 1.7 sense limitations in themselves
- 1.8 recognize when they are more or less efficiently organized
- 1.9 recognize the effects of their more or less efficient self-organization as reflected in their client's behaviour
- 1.10 adjust their organization, including but not limited to:
 - 1.10.1 global aspects, such as their:
 - 1.10.1.1 reversibility
 - 1.10.1.2 capacity to operate from a neutral place allowing movement in any direction without preparatory adjustment or extraneous work
 - 1.10.1.3 being present in the moment
 - 1.10.1.4 level of resistance
 - 1.10.1.5 level of effort
 - 1.10.2 moving aspects, such as:
 - 1.10.2.1 moving within the range of possibility and ease
 - 1.10.2.2 efficient skeletal connectivity
 - 1.10.2.3 ease of transmission of force through their skeleton

- 1.10.2.4 capacity to make transitions through space
 - 1.10.2.5 appropriate and proportional representation of parts involved in the action
 - 1.10.2.6 breathing adaptability
 - 1.10.2.7 capacity to operate from their centre for power freeing the periphery for refinement of direction, distance, contact and manipulation
 - 1.10.2.8 distribution of tonus
 - 1.10.2.9 balance and equilibrium
 - 1.10.2.10 freedom of their head in action
 - 1.10.2.11 accuracy of orientation
 - 1.10.2.12 timing and pacing
 - 1.10.2.13 use of ground forces
 - 1.10.2.14 use of base of support
 - 1.10.2.15 modulation of volume, rhythm, rate and intonation of voice
- 1.10.3 sensing aspects such as:
- 1.10.3.1 attuning their attention to themselves, including but not limited to:
 - 1.10.3.1.1 narrowing or widening their gaze
 - 1.10.3.1.2 softening or hardening their focus
 - 1.10.3.1.3 shifting between inclusive and exclusive attention
 - 1.10.3.1.4 shifting from and to internal and external attention
 - 1.10.3.1.5 shifting between the global and the detail
 - 1.10.3.1.6 using the device of foreground/background discrimination
 - 1.10.3.1.7 attending to multiple elements simultaneously

1.10.3.2 refining their sensory acuity, including but not limited to:

1.10.3.2.1 adjusting their touch

1.10.3.2.2 operating in their easy range of movement

1.10.3.2.3 sensing their length, width and volume

1.10.3.2.4 reducing effort

1.10.3.2.5 avoiding resistance

1.10.3.2.6 changing their breathing

1.10.3.2.7 coming into balance

1.10.4 thinking aspects such as:

1.10.4.1 attending to their thought processes

1.10.4.2 attending to their attitudes

1.10.4.3 attending to the accuracy of translation of their intention into action

1.10.5 feeling aspects such as:

1.10.5.1 the quality of their emotional equilibrium

1.10.5.2 the quality of their emotional tone

2 Knowledge

The practitioner understands:

2.1 the conceptual base of the Feldenkrais Method (please refer to Document 7)

2.2 they have an embodied reference of the tenets of the Feldenkrais Method both explicit and implicit which enables them to trust and rely on their own perceptions JP2010

2.3 various elements of associated fields of learning and adjunct disciplines (please refer to Document 8)

Back to Table of Contents

2.3 Conducting Functional Integration® (FI)

Title - Succinct statement of the competency expressed as an action

Overarching Statement

Descriptor - broadly communicates the content and context of the competency

The practitioner *Conducts a Functional Integration Lesson® (FI)* supported by their embodied knowledge of theoretical concepts, together with their skills and attitudes to *Create a Learning Environment* for the client(s).

They understand the development of the capacity to learn to learn leads the client(s) towards ever-greater maturity enabling them to act more efficiently and effectively in the world.

From the basis of their own *Self-Organization*, the practitioner engages one-to-one towards facilitating in their client(s) the development of self-image, the capacity to learn to learn and the refinement of organization.

They are able to continually monitor the progress of the client(s) in the lesson to adapt appropriately to their needs.

The practitioner conducts FI and *Awareness Through Movement®* as two arms of the same process, selecting the time and place for engaging in one or both modalities with their client(s). They understand the two modalities are expressions of the processes of The Method, are interchangeable, and paradoxically are similar and different in structure and form.

Throughout their professional life practitioners commit to *Acting Professionally and Ethically* and to *Undertaking Life Long Learning*.

Co requisite competencies are italicized. This indicates that all material is inter-related and forms part of the whole and single competence of practicing The Feldenkrais Method

Practitioner Skills and Knowledge

of significant functions and tasks of the Competency

Note: An FI lesson is conducted seamlessly from beginning to end however an artificial distinction is traditionally made between beginning, middle and end when the lesson is examined retrospectively, hence the divisions below.

Organizing an FI Session

- 1. Establishing the Logistics of the Session**
- 2. Preparing the FI Environment**

The FI Lesson

- 3. Opening the Lesson**
- 4. Unfolding the Lesson**
- 5. Closing the Lesson**
- 6. Engaging in a Series of Lessons**

- 7. Knowledge**

Organizing the FI lesson

- 1. Establishing the Logistics of the Session**

Skills

The Practitioner is able to:

- 1.1 offer an FI service
- 1.2 select an appropriate venue
- 1.3 establish practice organization (nuts and bolts), including but not limited to:
 - 1.3.1 developing a schedule
 - 1.3.2 establishing book keeping
- 1.4 develop and distribute appropriate promotional material
- 1.5 respond appropriately to expressions of interest from potential client(s)

2. Preparing the FI Environment

Skills

The practitioner is able to:

- 2.1 furnish the venue appropriately
- 2.2 organize resources for FI lessons e.g. table, seating and positional aids
- 2.3 research ATM lessons as possible templates for FI

The FI Lesson

3. Opening the Lesson

Skills

The Practitioner is able to:

- 3.1 establish and develop rapport with the client **RW P2**
- 3.2 employ an exploratory mode as the primary interactional device with the client
- 3.3 uncover the client's learning needs considering the following factors RW P2:
 - 3.3.1 the client's presentation of their issues, requests, and learning needs
 - 3.3.2 the client's abilities
 - 3.3.3 the client's acture
 - 3.3.4 the client's history
- 3.4 adapt their interviewing style to more effectively gather information from the client and to create an appropriate lead into the unfolding of the lesson
- 3.5 reframe the client's possible problem orientated approach into a learning perspective
- 3.6 where appropriate, record information gained from the interview

- 3.7 formulate an initial line of inquiry through which to engage with the client in the unfolding of the lesson
- 3.8 identify the client's level of ability to sense differences in their kinaesthetic perception
- 3.9 sort for and elucidate reference movements that are likely to have meaning for the client RW **P2 IM**
- 3.10 imitate the client's movement as a means to establish their organization P2 CG
- 3.11 move seamlessly and appropriately from the opening of the lesson into the unfolding of the lesson

4. Unfolding the FI Lesson

Skills

The Practitioner is able to:

- 4.1 seamlessly enter the unfolding of the lesson from the opening of the lesson
- 4.2 engage the client in an interaction that explores their organization, self-image and learning to learn
- 4.3 employ reference movements
- 4.4 establish a position from which to begin RW **P2 IM**
- 4.5 contact the client in a manner that is supportive, non-invasive, and non-corrective RW **P2 IM**
- 4.6 listen actively
- 4.7 determine when a verbal or non-verbal question is needed
- 4.8 continue to employ an exploratory mode as the primary interactional device with the client
- 4.9 explore the movement patterns that might be required by the client to learn a particular function
- 4.10 discover the most accessible movement patterns in relation to the function being explored **P2**

- 4.11 monitor, assess and review, from information gleaned through the exploratory nature of their interaction with the client, the following:
 - 4.11.1 the learning environment
 - 4.11.2 the state of the client
 - 4.11.3 the organization of the client
 - 4.11.4 the process of the lesson
 - 4.11.5 the progress of the lesson
 - 4.11.6 their personal state
 - 4.11.7 their personal organization

- 4.12 observe changes in the client to ascertain the next steps of the lesson including but not limited to:
 - 4.12.1 comfort level
 - 4.12.2 temperature
 - 4.12.3 changes in gradation of mobility
 - 4.12.4 changes in tonus as evidenced by the quality of movement/shape/form/organization of self RW **P2** FW
 - 4.12.5 changes in the quality of movement – including flow, size, smoothness, trajectory, ease, timing, sequence and initiation
 - 4.12.6 the presence of extraneous effort or parasitic involvement **P1**
 - 4.12.7 similarities and differences, in the action being explored, between the two sides of the client

- 4.13 heighten the client's sensitivity by adjusting their touch, changing their orientation

- 4.14 stimulate and guide the clients sensory motor attention to possibilities within the framework of a function RW **P1**

- 4.15 perceive relationships between different parts of the body in any given movement RW **P2** IM
- 4.16 clarify the movement the client is doing
- 4.17 introduce variables to expand the client's options thereby creating choice
- 4.18 direct the clients attention to reveal any parasitic work in their organization RW **IFF**
- 4.19 observe indicators of the client's state throughout the lesson including but not limited to:
 - 4.19.1 shifts in Autonomic NS functioning – heart, gut, colour, temperature, breath, tone
 - 4.19.2 eye movements e.g. pace, direction and quality AQ 2010
 - 4.19.3 presence or absence of compulsive movements e.g. continual body shifts and adjustments, lip biting, tongue licking, swallowing AQ 2010
 - 4.19.4 level of alertness e.g. apathy, hyper- vigilance AQ 2010
- 4.20 recognize and respond accordingly to constraints operating in the client's system, e.g. distortions of body image in action RW **TD** yjcg
- 4.21 be sensitive to the amount of input the client can receive RW **P2** IM
- 4.22 regulate the intensity and duration of the lesson according to what the client can accept RW **P2** IM
- 4.23 observe breathing patterns, including but not limited to: RW P2
 - 4.23.1 rates
 - 4.23.2 volume
 - 4.23.3 depth
 - 4.23.4 directions
 - 4.23.5 flow
 - 4.23.6 sequence

- 4.23.7 initiation
- 4.23.8 ease
- 4.24 observe the effect of movement on breathing, and breathing on movement
- 4.25 recognize and identify congruent/incongruent patterns of movement relative to the function being explored RW P2 EA
- 4.26 identify when a movement pattern becomes more or less differentiated
- 4.27 identify when a movement pattern becomes more or less integrated
- 4.28 utilize a change in orientation or activity in order to broaden the opportunities for comparison
- 4.29 guide the client to transfer their learning of a movement pattern to one in another orientation
- 4.30 utilize their embodied understanding of ATM lessons to inform the FI where appropriate
- 4.31 allow a lesson to evolve within the immediacy of acting within the lesson, utilizing the following: RW CG 2010
 - 4.31.1 being responsive and adaptive to new information
 - 4.31.2 improvising from this new information, including but not limited to:
 - 4.31.2.1 the ability to sense the skeleton in contact
 - 4.31.2.2 sensing when the bones of the skeleton follows an induced pressure
 - 4.31.2.3 having options to enhance the connecting and learning
 - 4.31.2.4 feeling how the client follows the direction in movement or not
 - 4.31.2.5 slowing down to indicate how a new option becomes easy and possible

- 4.31.3 perceiving through sight, sound, touch and kinaesthetic contact how the client responds to each step
- 4.31.4 information gleaned to establish the next step
- 4.32 employ the strategies of FI tailored to individual client needs including but not limited to:
 - 4.32.1 inculcation of awareness
 - 4.32.2 encouraging a learning perspective
 - 4.32.3 optimizing the client's sense of safety
 - 4.32.4 creating an appropriate challenge
 - 4.32.5 goal suspension
 - 4.32.6 utilization of human developmental sequences
 - 4.32.7 refinement of body image
 - 4.32.8 use of learning themes and meta-themes (higher order themes)
 - 4.32.9 use of stability/mobility RW **P2** tt
 - 4.32.10 guidance of the client towards discovering a pleasurable aesthetic quality
 - 4.32.11 use of ATM in an FI context RW **P1**
- 4.33 employ the tactics tailored to individual client needs including but not limited to: RW P2 MR
 - 4.33.1 supporting or interrupting the client's habits and functional patterns MR **P2**
 - 4.33.2 changing the plane of action to access a movement **P2**
 - 4.33.3 changing the proximal/distal relationship **P2** CG
 - 4.33.4 utilizing the proximal to access the distal and the distal to access the proximal
 - 4.33.5 moving from one's centre

- 4.33.6 utilizing many repetitions of barely perceptible movement
P2 FW
- 4.33.7 utilizing auxiliary movements to assist differentiation **P2**
FW
- 4.33.8 operating in an easy range of movement
- 4.33.9 finding the neutral zone in a range of movement and thus
establishing the ability to move equally in any direction
without unnecessary preparation and adjustments RW **P2**
- 4.33.10 exploring and enhancing a movement pattern in differing
orientations **P2**
- 4.33.11 changing the initiation of the action
- 4.33.12 noticing any places of interruption when exploring and
tracking transmission of movement through the skeleton
- 4.33.13 utilizing oscillatory movement
- 4.33.14 utilizing constraints TD yjcg
- 4.33.15 utilizing compression through the system
- 4.33.16 utilizing lengthening through the system
- 4.33.17 utilizing the easy direction of movement to inculcate the
possibility of movement in the opposite direction
- 4.33.18 utilizing non-habitual movements
- 4.33.19 utilizing visualization and imagination
- 4.33.20 utilizing differentiation
- 4.33.21 guiding the client to imagine a functional activity to give
intention, direction and shape to a movement
- 4.33.22 utilizing props and aids
- 4.33.23 alteration of the client's centre of gravity
- 4.33.24 adjusting the client's base of support
- 4.33.25 utilizing reversibility

- 4.33.26 utilizing rests and pauses
- 4.34 employ the Practitioner Techniques of FI tailored to individual client needs including but not limited to:
 - 4.34.1 altering their self-organization
 - 4.34.2 changing their pace, timing and rhythm
 - 4.34.3 changing their mode of attention
 - 4.34.4 changing their mode of focus
 - 4.34.5 changing the amount of support they offer
 - 4.34.6 changing their breathing
 - 4.34.7 changing their touch, including
 - 4.34.7.1 the nature
 - 4.34.7.2 the part they touch with
 - 4.34.8 changing their communication style
- 4.35 choose strategies, tactics and techniques congruent with the line of enquiry RW TD yjcg
- 4.36 recognize the client's more or less efficiently executed action characterized by their:
 - 4.36.1 reversibility
 - 4.36.2 level of effort
 - 4.36.3 level of resistance
 - 4.36.4 breathing adaptability
 - 4.36.5 length, width and volume
 - 4.36.6 efficiency in skeletal connections and connectivity
 - 4.36.7 ease of transmission of force through the skeleton
 - 4.36.8 capacity to make transitions through space

- 4.36.9 appropriate and proportional representation of parts involved in the action
- 4.36.10 capacity to operate from their centre for power freeing the periphery for refinement of direction, distance, contact and manipulation
- 4.36.11 equal distribution of tonus
- 4.36.12 freedom of their head in action
- 4.36.13 accuracy of orientation
- 4.36.14 accuracy of translation of intention into action

5. Closing the Lesson

Skills

The practitioner is able to:

- 5.1 bring the lesson to a close by integrating elements of the lesson into the “whole”
- 5.2 guide and facilitate the client to notice differences as a consequence of reference movement explorations when appropriate
- 5.3 provide the time for the client to sense and recognize changes in their organization in all phases of closing the lesson
- 5.4 bring or assist the client into an upright organization when appropriate
- 5.5 assist the client to integrate their learning in a way meaningful to their daily life RW **P2**
- 5.6 supply the client with relevant take home activities, when appropriate
- 5.7 advise the client against undertaking activities following the lesson that might disturb their learning
- 5.8 educate the client in the processes of maximizing their learning over time

- 5.9 engage or disengage in dialogue with the client in support of the outcomes of the lesson
- 5.10 record relevant information about the lesson

6. Undertake a Series of FI Lessons

Skills

The Practitioner is able to:

- 6.1 establish, in concert with the client, the desire and/or need to undertake a series of FI lessons
- 6.2 explore, in concert with the client, the experiences of previous lessons
- 6.3 develop a line of enquiry for a series of lessons
- 6.4 utilize the experiences of former lessons to inform the current lesson
- 6.5 adapt the lessons as new conditions emerge
- 6.6 negotiate the frequency and number of lessons with the client
- 6.7 communicate to the client the importance of attention, awareness and continuing discrimination over time
- 6.8 allow time for client to reflect on and report experiences from the previous lesson
- 6.9 return to elements and functions of previous lesson to highlight and assess progress and development
- 6.10 supervise the amount, timing and suitability of take home activities
- 6.11 supervise compliance with take home activities as a measure of independence, self actualization, self responsibility
- 6.12 monitor the client's satisfaction with the lessons
- 6.13 research any pertinent resources, e.g. ATM lessons and information sources, that will inform and enrich following lessons
- 6.14 keep records of the lesson and the client's progress

7. Knowledge

The practitioner understands:

- 7.1 the conceptual base of the Feldenkrais Method (please refer to Document 7)
- 7.2 they have an embodied reference of the tenets of the Feldenkrais Method both explicit and implicit which enables them to trust and rely on their own perceptions JP 2010
- 7.3 various elements of associated fields of learning and adjunct disciplines (please refer to Document 8)
- 7.4 client interview methods
- 7.5 basic business principles required in operating an FI practice
- 7.6 the range of resources and positional aids
- 7.7 methods of record keeping
- 7.8 the development and provision of take home explorations/activities
- 7.9 strategies for accessing resource materials, both ATM lessons and adjunct material such as articles, books, websites

Back to Table of Contents

2.4 Conducting Awareness Through Movement (ATM)

Title - Succinct statement of the competency expressed as an action

Overarching Statement

Descriptor - broadly communicates the content and context of the competency

The practitioner *Conducts Awareness Through Movement* (ATM) lesson(s) supported by their embodied knowledge of theoretical concepts, together with their skills and attitudes to *Create a Learning Environment* for their client(s).

They understand the development of the capacity to learn to learn leads the client towards ever-greater maturity enabling them to act more efficiently and effectively in the world.

The practitioner, using their *Self-Organization*, verbally guides the client(s) through specific and related movement explorations that have an inherent puzzle or challenge to be met and perhaps solved by them. Thus they discover how they learn to learn.

The practitioner is able to direct the client's attention to dimensions of their learning that transcend the aspect of "mere" movement leading them to improvement in all aspects of their system. RW **IFF** 1.2

They are able to select a theme, lesson or series of lessons tailored to the needs of an individual or group.

They are able to continually monitor the progress of the lesson(s) in order to adapt them appropriately to the client(s) needs.

The practitioner uses FI and ATM as two arms of the same process, selecting the time and place for engaging in one or both modalities with their client(s). They understand the two modalities are expressions of the processes of The Method, are interchangeable, and are paradoxically similar and different in structure and form.

Throughout their professional life practitioners commit to *Acting Professionally and Ethically* and to *Undertaking Life Long Learning*.

Co requisite competencies are italicized. This indicates that all material is inter-related and forms part of the whole and single competence of practicing The Feldenkrais Method

Practitioner Skills and Knowledge

of significant functions and tasks of the Competency

Organizing an ATM Session

- 1. Establishing the Logistics of the Session**
- 2. Preparing the Lesson**

The ATM lesson

- 3. Opening the Lesson**
- 4. Unfolding the Lesson**
- 5. Closing the Lesson**
- 6. Engaging in a Series of lessons**
- 7. Knowledge**

Organizing the ATM Session

- 1. Establishing the Logistics of the Session**

Skills

The Practitioner is able to:

- 1.1 offer an ATM lesson or respond to an invitation to offer an ATM lesson
- 1.2 establish the client(s) familiarity with ATM
- 1.3 research and identify the client(s) needs and expectations
- 1.4 select an appropriate venue
- 1.5 establish the lesson schedule
- 1.6 distribute appropriate promotional material
- 1.7 enrol prospective client(s) in the class
- 1.8 ascertain the composition of the group
- 1.9 establish each client's background in order to effectively monitor their wellbeing during the class

- 2 Preparing the ATM Lesson**

Skills

The practitioner is able to:

- 2.1 access and use ATM resource materials
- 2.2 choose the appropriate lesson by considering aspects including but not limited to:
 - 2.2.1 the needs of the client(s) e.g. distinct interest groups, client capabilities
 - 2.2.2 the level of experience of the client(s)
 - 2.2.3 the learning theme
 - 2.2.4 the meta- theme (higher order theme)
 - 2.2.5 implications of certain patterns of action relevant to a particular client base e.g. using extreme twists in a class for people with back pain
 - 2.2.6 the constraints of the venue
 - 2.2.7 their own level of experience
- 2.3 prepare the lesson to be offered, in ways that include but are not limited to:
 - 2.3.1 undertaking the lesson to distinguish and embed the following, including but not limited to:
 - 2.3.1.1 the structure
 - 2.3.1.2 the possible sensory cues
 - 2.3.1.3 the unfolding steps
 - 2.3.1.4 the learning theme
 - 2.3.2 considering alternative versions found in resource material
- 2.4 adapt resource materials as appropriate to meet the needs or requests of client(s) including but not limited to:
 - 2.4.1 incorporating various and appropriate ATM strategies and tactics
 - 2.4.2 adjusting the structure
 - 2.4.3 selecting lesson positions, orientations and relationships to be explored within lesson(s) RW **IFF** 1.2

- 2.5 create an ATM lesson adapting and incorporating different strategies including but not limited to:
 - 2.5.1 establishing an intention
 - 2.5.2 recognizing the functional context for action
 - 2.5.3 utilizing the strategies and tactics of The Method
 - 2.5.4 establishing a puzzle or challenge in the lesson at a level at which most clients will find something in the steps that takes them to their own solution to the action problem that was initially difficult **P2**

The ATM Lesson

3 Opening the ATM Lesson

Skills

The practitioner is able to:

- 3.1 introduce and outline the form and process of ATM lessons
- 3.2 recognize behaviours and communicate instructions that facilitate the client's learning, including but not limited to: RW JP 2010
 - 3.2.1 information about taking rests and why they are taken
 - 3.2.2 boundaries relating to comfort and discomfort
 - 3.2.3 importance of going slower
 - 3.2.4 importance of doing less to be able to sense more and make clearer distinctions
 - 3.2.5 information about not over-efforting and why we do this
 - 3.2.6 moving their position in the room
 - 3.2.7 ensuring a comfortable body temperature
 - 3.2.8 using positional aids such as props and supports
- 3.3 recognize inhibitors of client(s) learning and formulate instructions to address these features, including but not limited to:
 - 3.3.1 restrictive clothing and accessories

- 3.3.2 habits of attention e.g. always monitoring the painful part to ascertain if the pain is still there, always paying attention to sense of length but not of width
- 3.3.3 habits of self-image
- 3.3.4 external disturbances that impinge on attention
- 3.4 adapt the starting position or lesson if necessary having clarified the client(s) current status
- 3.5 reframe the way client(s) present their issues or problems into the way of thinking of the Feldenkrais Method **P2** jhbh
- 3.6 direct client(s) to be responsible for their own well-being and safety by moving only within their comfort zone
- 3.7 introduce and establish an appropriate scan and/or reference movement

4 Unfolding the ATM Lesson

Skills

The Practitioner is able to:

- 4.1 guide the client(s) awareness to what they experience kinaesthetically, emotionally, cognitively and sensorially during the course of the lesson
- 4.2 employ ATM(s) in order to facilitate client(s) to organize themselves to achieve their intention more efficiently and effectively
- 4.3 guide the client(s) to the self referential nature of ATM instructions
- 4.4 lead a group and take responsibility for group processes RW **IFF** A 1.2
- 4.5 monitor, assess and review, from information gleaned through the exploratory nature of their interaction with the client(s), the following:
 - 4.5.1 the learning environment
 - 4.5.2 the state of the client(s)
 - 4.5.3 the organization of the client(s)
 - 4.5.4 the process of the lesson

- 4.5.5 the progress of the lesson
- 4.5.6 their personal state
- 4.5.7 their personal organization
- 4.6 hold the learning theme or meta-theme as an ongoing thread while taking client(s) through the steps of the lesson
- 4.7 introduce the puzzle or challenge in the lesson
- 4.8 match the challenge in the lesson to the client(s) needs
- 4.9 provide clear instructions to evoke movement, attention and state
RW **P2** MR
- 4.10 respond appropriately to the levels and shifts of attention in the group RW **P1**
- 4.11 ascertain the current state of the client(s) by:
 - 4.11.1 determining when and what positional aids such as props and supports are needed
 - 4.11.2 observing factors that facilitate or inhibit the client(s) ability to sense and make distinctions
 - 4.11.3 perceiving relationships between different parts of the body in any given movement configuration **P2** IM
 - 4.11.4 asking questions
 - 4.11.5 observing similarities and differences in the way in which client(s) engage in the lesson
 - 4.11.6 observing their orientation in space
 - 4.11.7 tracking a client(s) movement and state through touch
 - 4.11.8 imitating the client(s) movement as a means to establish their organization
 - 4.11.9 identifying when a function becomes more integrated/differentiated **P1**
- 4.12 observe the progress of the client(s) in the lesson by observing their:
 - 4.12.1 changes in quality of action that reflect shifts in muscular tone, attention, emotional tone, attitude and affect

- 4.12.2 response to the learning theme
- 4.12.3 response to particular variations
- 4.12.4 capacity for self -regulation, self -direction, self – motivation
- 4.12.5 interpretation of the instructions
- 4.12.6 behavioural responses to instructions
- 4.12.7 presence or absence of congruity in directions of movement
- 4.12.8 presence of extraneous effort
- 4.12.9 presence of parasitic movements
- 4.12.10 size of movements
- 4.12.11 speed of movements
- 4.12.12 sequence of movements
- 4.12.13 initiation of movements
- 4.12.14 left/right confusion
- 4.12.15 orientation to self or the external environment
- 4.12.16 attitude to doing the lesson
- 4.13 clarify and address individual client(s) needs by directing the instruction to the whole group rather than singling them out
- 4.14 shift style and emphasis over time so each client(s) individual learning style is eventually addressed
- 4.15 create successive approximations of success by establishing multiple references
- 4.16 direct client(s) awareness toward sensing differences and perceiving whole, inter-connected patterns in movement
- 4.17 guide client(s) to find the trajectory of minimum resistance RW **P2**
tt
- 4.18 intermittently offer reminders about characteristics that enhance and inhibit learning as appropriate
- 4.19 intermittently visit the scan or reference movement(s) as appropriate

- 4.20 intermittently remind client(s) to move within the limits of safety by avoiding pain, strain and effort and paying attention to quality movement , as appropriate
- 4.21 manage any disturbances appropriately
- 4.22 shift attention and focus to more completely appreciate the gestalt of the class
- 4.23 evolve the lesson within the immediacy of acting in the lesson, including but not limited to: RW CG 2010
 - 4.23.1 determining what other steps are needed in the lesson to bring the client(s) to discover what is missing for them in their awareness
 - 4.23.2 use the steps of the lesson to lead the client(s) to another possibility
 - 4.23.3 be spontaneous and leave the script
 - 4.23.4 observe any changes in how the client(s) move, that shift them to more efficient patterns of action
- 4.24 employ the strategies of ATM that include but are not limited to:
 - 4.24.1 inculcation of awareness
 - 4.24.2 encouraging a learning perspective
 - 4.24.3 optimizing the client(s) sense of safety
 - 4.24.4 creating an appropriate challenge
 - 4.24.5 goal suspension
 - 4.24.6 use of human developmental sequences
 - 4.24.7 refinement of body image
 - 4.24.8 use of learning themes and meta-themes (higher order themes)
 - 4.24.9 use of stability and mobility
 - 4.24.10 guidance of client(s) towards discovering a pleasurable aesthetic quality
 - 4.24.11 use of FI in an ATM context

- 4.25 employ the tactics of ATM that include but are not limited to:
RW P2 MR
 - 4.25.1 reduction of effort
 - 4.25.2 use of slow, gentle movement
 - 4.25.3 use of many repetitions of barely perceptible movement
 - 4.25.4 operating in an easy range of movement
 - 4.25.5 finding the neutral zone in a range of movement and thus establishing the ability to move equally in any direction without unnecessary preparations or adjustments
 - 4.25.6 noticing any places of interruption when exploring and sensing transmission of movement through themselves
 - 4.25.7 use of easy direction of movement to inculcate the possibility of movement in the opposite direction
 - 4.25.8 use of inclusive/exclusive attention
 - 4.25.9 change of the initiation of an action
 - 4.25.10 change of the range and speed of an action
 - 4.25.11 exploration of a movement in different orientations in space
 - 4.25.12 use of rests and pauses
 - 4.25.13 use of metaphor, anecdotes, stories, narrative elements, and learning themes
 - 4.25.14 use of visualization and imagination
 - 4.25.15 guidance of the client to imagine a functional activity to give intention, direction and shape to a movement
 - 4.25.16 changing foci of attention
 - 4.25.17 clarification of relationship and elements of movement in an action
 - 4.25.18 alteration of the centre of gravity
 - 4.25.19 adjustment of the base of support
 - 4.25.20 utilization of weight shift
 - 4.25.21 change planes of action

- 4.25.22 change of pace, timing and rhythm
- 4.25.23 use of reversibility
- 4.25.24 use of foreground /background attention
- 4.25.25 use of breathing schemas
- 4.25.26 perturbation of habit
- 4.25.27 exploration of familiar and unfamiliar movements in non-habitual positions RW **P1**
- 4.25.28 inversion of proximal/distal relationships
- 4.25.29 use of auxiliary movements
- 4.25.30 use of differentiation
- 4.25.31 use of integration
- 4.25.32 use of first and subsequent approximations
- 4.25.33 use of oppositional movements
- 4.25.34 use of constraints
- 4.25.35 use of props and aids
- 4.25.36 utilizing the proximal to access the distal and the distal to access the proximal
- 4.25.37 modelling by client(s) of each other's pattern of action
- 4.25.38 moving from the centre
- 4.26 employ the techniques of ATM that include but are not limited to:
 - 4.26.1 altering their self-organization
 - 4.26.2 changing their communication style
 - 4.26.3 using variation of language
 - 4.26.4 changing their pace, timing and rhythm
 - 4.26.5 changing their mode of attention
 - 4.26.6 demonstrating to appreciate the variety of ways in which an instruction can be realized

4.27 choose strategies, tactics and techniques congruent with the line of enquiry of the lesson RW TD yjcg

4.28 offer first aid if required

5 Closing the Lesson

Skills

The practitioner is able to:

5.1 select an approach for ending the lesson including but not limited to:

5.1.1 bring the lesson to a close by integrating elements of the lesson into the “whole”

5.1.2 highlighting sensory distinctions and drawing attention to change by returning to the scan

5.1.3 revisiting the reference movement(s)

5.1.4 facilitating the transition from the floor, or other position, to being erect in gravity

5.1.5 guiding the client(s) to observe changes in the upright position

5.1.6 guiding the client(s) through the transition from the environment of the lesson to the environment of the “outside” world

5.1.7 providing opportunity for client(s) to ask questions

5.1.8 providing opportunity for client(s) to share their experiences RW **IFF** 1.2

5.1.9 engaging or disengaging in dialogue with the client(s) in support of the lesson

5.1.10 recording observations, ideas and requests as necessary

6 Engaging in a Series of lessons

Skills

The practitioner is able to:

6.1 establish a meta-theme (higher order theme)

- 6.2 link lessons to create a series
- 6.3 obtain a series of lessons from source material
- 6.4 sequence lessons in order to meet specific needs and skill levels of a given group RW **P2** IM
- 6.5 ascertain the progress of the client(s) to inform the next lesson
- 6.6 monitor the learning theme to ensure the integrity of the lessons' functional intention
- 6.7 return to one or more reference movement(s), lesson after lesson, to check their progress and learning

7 Knowledge

The practitioner understands:

- 7.1 the conceptual base of the Feldenkrais Method (please refer to Document 7)
- 7.2 they have an embodied reference of the tenets of the Feldenkrais Method both explicit and implicit which enables them to trust and rely on their own perceptions JP 2010
- 7.3 various elements of associated fields of learning and adjunct disciplines (please refer to Document 8)
- 7.4 basic business principles required in operating an ATM class
- 7.5 time management skills
- 7.6 client interview methods
- 7.7 methods of record keeping
- 7.8 external environmental factors that facilitate or inhibit the client(s) learning
- 7.9 the characteristics of a venue as appropriate for an ATM class
- 7.10 the range of resources and positional aids
- 7.11 strategies for accessing resource materials, both ATM lessons and adjunct material such as articles, books websites
- 7.12 first aid methods

Back to Table of Contents

2.5 Undertaking Life Long Learning (LLL)

Title - Succinct statement of the competency expressed as an action

Overarching Statement

Descriptor - broadly communicates the content and context of the competency

The Practitioner bases their engagement in The Method on the premise that they are learning to learn. *Undertaking Life Long Learning* as a professional activity spans not only their undergraduate experience but also their professional life. They do this to facilitate their client's maturation by *Creating a Learning Environment* that is primarily enriched by the practitioner's presence as a self-honed system.

The practitioner takes responsibility for orchestrating their learning process and pathway.

In order to provide an increasingly ethical and professional service to their clients(s), (*Acting Ethically and Professionally*) the practitioner develops their *Self-Organization* and skills in *Conducting Functional Integration*[®] (FI) and *Conducting Awareness Through Movement*[®] (ATM). They expand their theoretical and conceptual knowledge base of the Feldenkrais Method.

To enrich the learning environment the practitioner undertakes broader studies in the fields of adjunct disciplines, allied modalities and non-sentient systems.

Ongoing learning and assessment occurs in a variety of contexts, in both formal and informal settings and supported by peers, supervisors and mentors.

Co requisite competencies are italicized. This indicates that all material is inter-related and forms part of the whole and single competence of practicing The Feldenkrais Method

Practitioner Skills and Knowledge

of significant functions and tasks of the Competency

- 1. Developing Practice of the Feldenkrais Method**
- 2. Expanding Adjunct Knowledge Base**
- 3. Knowledge**

1. Developing Practice of the Feldenkrais Method

Skills

The practitioner is able to:

- 1.1 initiate professional learning processes, including but not limited to:
 - 1.1.1 supervised learning e.g. ATM classes, workshops, advanced trainings, courses and attending Feldenkrais Professional Training Programs as a visitor
 - 1.1.2 unsupervised learning e.g. doing ATM, accessing and using the source material, study groups, home study
- 1.2 refine their self-organization by undertaking ATM and FI both as the giver and the receiver
- 1.3 develop their FI and ATM skills, including but not limited to:
 - 1.3.1 refining their FI and ATM strategies, tactics, and techniques
 - 1.3.2 expanding their repertoire of FI and ATM strategies, tactics and techniques
 - 1.3.3 refining their creation of learning themes to match the client(s) needs
 - 1.3.4 relying on the outcomes of undertaking many FIs and ATMs
 - 1.3.5 expanding their application of theoretical concepts
 - 1.3.6 recognizing emerging patterns from the distinctions made in FI and ATM RW **P2**
- 1.4 utilize mistakes as an opportunity for learning
- 1.5 develop strategies for overcoming obstacles
- 1.6 develop new habits
- 1.7 develop the capacity to extrapolate theoretical concepts into action
- 1.8 access information on available sources of learning the Feldenkrais Method e.g. courses, websites, books, peer knowledge etc
- 1.9 monitor the development of their expertise by:
 - 1.9.1 recognizing their current level of ability

- 1.9.2 defining parameters for professional development
- 1.9.3 identifying their response to challenge and ascertaining the level of challenge they are capable of sustaining
- 1.9.4 recognizing shifts in personal strengths and weaknesses
- 1.9.5 tracking the development of their teaching skills from small groups to larger groups, from classic ATM's to the more difficult RW P2 DZB
- 1.9.6 tracking the development of their teaching skills in FI from client(s) whose wants and needs present little challenge, to client(s) whose wants and needs present a greater challenge
- 1.10 establish the relevancy of continuing education options
- 1.11 create a concrete action-based plan to develop a particular area of interest or address a weakness in their practice AQ 2010
- 1.12 evoke and utilize feedback from supervisors, mentors and peers

2 Expanding Adjunct Knowledge Base

Skills

The practitioner is able to:

- 2.1 initiate professional learning processes in allied disciplines and adjunct modalities, including but not limited to:
 - 2.1.1 The Arts and Music
 - 2.1.2 The Sciences
 - 2.1.3 The Humanities
 - 2.1.4 Technology
 - 2.1.5 Law
 - 2.1.6 Methods of somatic education
 - 2.1.7 Commerce
- 2.2 access information on available sources of learning in allied fields e.g. courses, websites, books, research papers, peer knowledge

- 2.3 create a concrete action-based plan to develop a particular area of interest or address a weakness in knowledge base AQ 2010
- 2.4 evoke and utilize feedback from supervisors, mentors and peers

3 Knowledge

The practitioner understands:

- 3.1 the conceptual base of the Feldenkrais Method (please refer to Document 7)
- 3.2 they have an embodied reference of the tenets of the Feldenkrais Method both explicit and implicit which enables them to trust and rely on their own perceptions JP 2010
- 3.3 they rely on and utilize the capacities gained from undertaking ATM and FI towards improvement in their practice of FI and ATM
- 3.4 the possibility of deterioration or regression of their self-organization as a consequence of sustained absence from learning opportunities
- 3.5 the honing of self-organization for professional reasons has the same results as:
 - 3.5.1 the honing of self-organization for their personal development
 - 3.5.2 the outcomes for clients(s)
- 3.6 Moshe Feldenkrais incorporated many fields of learning in the development of his Method
- 3.7 various elements of associated fields of learning and adjunct disciplines (refer to Document 8)
- 3.8 strategies by which to access continuing education
- 3.9 strategies by which to access professional educational resources
- 3.10 strategies for accessing feedback from:
 - 3.10.1 supervisors
 - 3.10.2 mentors
 - 3.10.3 peers

Back to Table of Contents

2.6 Acting Ethically and Professionally (AEAP)

Title - Succinct statement of the competency expressed as an action

Overarching Statement

Descriptor - broadly communicates the content and context of the competency

The practitioner utilizes their skills, attitudes and knowledge to the highest standard possible in service of their client(s), in a variety of workplace settings and contexts. They recognize professional standards and ethics as essential underpinnings in their work in order to *Create a Learning Environment* for the client.

The practitioner provides information about theoretical concepts underlying the Feldenkrais Method® to both individuals and groups for the purpose of explaining and promoting The Method and/or their own practice. In doing so they utilize *Functional Integration®*, *Awareness Through Movement®*, their *Self-Organization* and commit to *Undertake Life Long Learning*.

Co requisite competencies are italicized. This indicates that all material is inter-related and forms part of the whole and single competence of practicing The Feldenkrais Method®

Practitioner Skills and Knowledge

of significant functions and tasks of the Competency

1. **Maintaining an Appropriate Ethical Base**
2. **Maintaining Appropriate Professional Standards**
3. **Presenting The Feldenkrais Method**
4. **Adhering to the Law**
5. **Joining a Professional Association**
6. **Undertaking Research**
7. **Knowledge**

1. **Maintaining an Appropriate Ethical Base**

Skills

A practitioner is able to:

- 1.1. adhere to an appropriate ethical base and refrain from abusive, addictive and exploitative behaviour

- 1.2. constantly refine and tune their ethical base
- 1.3. identify the potential for unethical behaviour (e.g. sexual, financial or power based exploitation) and respond appropriately RW **P1**
- 1.4. exhibit responsibility and honesty in all matters RW **COPC**
- 1.5. show a commitment of service to the client(s) RW **COPC**
- 1.6. assist those who seek their professional advice without prejudice or discrimination RW **COPC**
- 1.7. respect the rights and dignity, both of the client(s) and themselves RW **COPC**
- 1.8. respect and support interventions and/or information about the Feldenkrais Method provided by other practitioners, in a collegial manner
- 1.9. uphold the precepts of confidentiality
- 1.10. be sensitive and appropriately responsive to cultural differences **P1**
- 1.11. be open to client(s) questions
- 1.12. respond appropriately to client(s) concerns or grievances

2. Maintaining Appropriate Professional Standards

Skills

A Practitioner is able to:

- 2.1 give a competent and accountable professional service RW **P1**
- 2.2 act as a fiduciary - a person in whom trust is invested by the client
- 2.3 commit to learning lifelong to enrich their practice and maintain currency
- 2.4 operate within defined and established professional boundaries considering:¹
 - 2.4.1 beneficence – the likelihood that it will do good
 - 2.4.2 non-maleficence – the likelihood that it will not cause harm
 - 2.4.3 client autonomy – the likelihood that it will foster client independence

¹ Boundaries of Professional Relationship – Gary Richard Schoener

- 2.4.4 fidelity – the degree to which it reflects what was promised and is true to the articulated goals of the professional service
- 2.5 provide the client(s) with sufficient information including the inherent potential and limitations of the Feldenkrais Method RW **COPC**
- 2.6 undertake only those activities that are within their professional competence RW **P1**
- 2.7 provide the client(s) with information about their professional expertise, limitations and previous experience
- 2.8 provide the client(s) with information about their service
- 2.9 recognize situations and circumstances that require their client(s) to be referred to another practitioner or other professional
- 2.10 consult with or refer to practitioner colleagues or other professionals where appropriate RW **COPC**
- 2.11 manage difficult situations and seek assistance and/or supervision where necessary
- 2.12 interact around and settle disputes with a client AQ 2010
- 2.13 support and cultivate professional cooperation and productive relationships within the workplace
- 2.14 provide the client with service information including but not limited to:
 - 2.14.1 hours and location of service
 - 2.14.2 fees
 - 2.14.3 rebate and insurance provision
 - 2.14.4 Code of Professional Conduct
 - 2.14.5 Standards of Practice
 - 2.14.6 ancillary services
- 2.15 work in a culturally diverse environment
- 2.16 manage a sustainable practice schedule and workload
- 2.17 apply and maintain time management skills
- 2.18 employ quality assurance activities

- 2.19 observe occupational health and safety requirements

3. Presenting The Feldenkrais Method

Skills

A practitioner is able to:

- 3.1 plan, execute and evaluate a presentation on the Feldenkrais Method to an individual or group of people
- 3.2 relevantly communicate the main concepts underlying the Feldenkrais Method
- 3.3 develop promotional materials relating to the Feldenkrais Method and their professional practice appropriately, including but not limited to:
 - 3.3.1 printed material
 - 3.3.2 websites
 - 3.3.3 brochures
 - 3.3.4 flyers
- 3.4 undertake public relations activities within their skill base

4. Adhering to The Law

Skills

A practitioner is able to:

- 4.1 comply with local, state and federal law
- 4.2 comply with statutory and regulatory requirements e.g. Insurance or licensing requirements
- 4.3 adhere to all relevant professional association policies, procedures and protocols required in order to practice as a Feldenkrais Practitioner

5. Joining a Professional Association

Skills

A practitioner is able to:

- 5.1 access information about their local professional association
- 5.2 exercise decision-making skills in regard to joining a professional association
- 5.3 reflect on the potential for making a personal contribution to the professional association RW **IFF** 4.1
- 5.4 utilize the policies, procedures and protocols of their professional association including but not limited to:
 - 5.4.1 Code of Professional Conduct
 - 5.4.2 Code of Ethics
 - 5.4.3 Grievance procedures

6. Undertaking Research

Skills

A Practitioner is able to:

- 6.1 recognize that research serves the establishment of the efficacy of the Feldenkrais Method
- 6.2 exercise decision-making skills in regard to choosing to undertake research

7 Knowledge

A practitioner understands:

- 7.1 the conceptual base of the Feldenkrais Method (please refer to Document 7)
- 7.2 they have an embodied reference of the tenets of the Feldenkrais Method both explicit and implicit which enables them to trust and rely on their own perceptions JP 2010
- 7.3 the nature and scope of an appropriate ethical base
- 7.4 mechanisms for refining their ethical base
- 7.5 the implications of unethical behaviour
- 7.6 confidentiality protocols

- 7.7 strategies for undertaking lifelong learning
- 7.8 the nature and scope of a professional base
- 7.9 the professional relationship represents a fiduciary contract - that is, an agreement between unequals in which one person has more power, and therefore more responsibility. Thus, while both have duties and responsibilities, it is the professional who has greater duties and responsibilities – Gary Richard Schoener²
- 7.10 the scope of their professional expertise
- 7.11 methods of accessing and providing information
- 7.12 client referral procedures
- 7.13 the range of concomitant modalities to which they may refer client(s)
- 7.14 supervision strategies
- 7.15 grievance management techniques
- 7.16 teamwork
- 7.17 cultural diversity
- 7.18 quality assurance procedures
- 7.19 the general structure, function, and processes of their local professional association RW **IFF** 4.1
- 7.20 promotional activities and resources
- 7.21 presentation styles
- 7.22 the role of research into the Feldenkrais Method
- 7.23 general principles of the law of the land
- 7.24 the educational, health care, and other pertinent regulatory/social systems in one's own country **IFF** 4.1

Back to Table of Contents

² Boundaries of Professional Relationship – Gary Richard Schoener

2.7 Feldenkrais Method Knowledge Base

The knowledge base of the Feldenkrais Method applies to all the skills of an emergent practitioner reflected in the six competencies.

To avoid repetition in each competency section we have developed in this section a list of some relevant knowledge elements. To take this further is tantamount to writing a textbook and we recommend this activity be undertaken more fully in the future (please refer to Next Steps in the Introduction).

The Practitioner has an embodied understanding of:

- 1. The foremost concepts underpinning The Method**
 - 2. The general and possible outcomes of undertaking lessons**
 - 3. The mechanisms utilized in achieving these outcomes**
 - 4. The underpinnings of creating a learning environment**
 - 5. The underpinnings of ATM and FI**
 - 6. The underpinnings of self-organization**
 - 7. The enrichment of The Method by the inclusion of allied fields of learning**
-
- 1. The practitioner has an embodied understanding of the foremost concepts underpinning The Method including but not limited to:**
 - 1.1. the Method infuses the capacity to learn to learn
 - 1.2. the mechanism of learning to learn is partly realised by recognizing emerging patterns from the distinctions made in FI and ATM. This process is commonly called the “ah ha” within the community
 - 1.3. there is always an insistence on function
 - 1.4. there is a focus on the efficiency of intention realised in action
 - 1.5. one acts according to one’s self-image
 - 1.6. FI and ATM are the modalities by which the Method is undertaken and experienced
 - 1.7. undertaking FI and ATM affords the opportunity to develop the capacity for making distinctions, developing and increasing sensitivity, efficiency and effectiveness JP 2010
 - 1.8. through discerning small differences choice is created

- 1.9. the act of making a distinction is directly related to the act of learning
- 1.10. timing, orientation and manipulation (T.O.M.) are primary characteristics of action
- 1.11. a learning environment is created by the practitioner, in which the client(s) realise their capacities for self-authority, self-direction, self-organization, self-correction and self-maintenance
- 1.12. exploring and sensing what is efficient and effective for self rather than correcting to meet an external ideal
- 1.13. the importance of developing self ownership of the learning – the sense of having discovered independently of the process or the “teacher”
- 1.14. there is no correct action, rather an action that reflects one’s intention
- 1.15. function in the context of environment - the environmental niche provokes the behaviour and the behaviour shapes the environment
- 1.16. the practitioner’s honed self-organization is a tool that facilitates the client(s) learning
- 1.17. refinement of awareness assists the development of integrated functioning
- 1.18. movement is the medium used for inculcating awareness – awareness through movement, not awareness of movement
- 1.19. lessons are not concerned with movement as such, but with the process of creating shifts in ability, sensitivity, and awareness designed to bring about specific biodynamic changes **P2**
- 1.20. the distinction made between learning to accomplish a particular skill or function (traditional learning) and learning how to achieve new strategies and possibilities for choice of action in the environment **RW P2 jhbh**
- 1.21. human structure and function may be used as a learning frame
- 1.22. the progression or interconnectedness of one function into another **RW P2 EA**
- 1.23. the mode of learning is the same as that seen in infant development
- 1.24. the process of enquiry and the fostering of exploration serve organic learning

- 1.25. work with an intention and yet maintain a sense of detachment from outcomes, goals and successes, so as not to interfere with the process, not impose on others, and ensure actual greater success
RW P2 cgr
- 1.26. the process of exploration, the gathering of information, the making of distinctions and the return to consequent explorations forms a recursive loop that is the basis of interactions in The Method
- 1.27. the process must be enjoyable in order to learn – learning becomes difficult or non-existent in a fatigued, anxious or fearful state
- 1.28. an important form of learning is discovering different and many ways of doing the same action. Thus choice becomes available and it becomes possible to fit the action appropriately to the demands of the environment
- 1.29. improving an aspect of the system is likely to influence the whole
- 1.30. differentiation and integration are primary devices
- 1.31. efficient action is mono-motivated bringing one's intention directly into action
- 1.32. cross motivation perturbs the realization of efficient action
- 1.33. habit formation and habit disruption - see Amherst lecture on Invariance
- 1.34. gravity as the only constant
- 1.35. dynamic acture rather than correct posture
- 1.36. make the impossible possible, the possible easy and the easy elegant MF
- 1.37. the outcomes of our work are dependent on specific technical skills and knowledge, coupled with the development of significant capabilities. Foremost is the ability of the practitioner to; RW P2
 - 1.37.1. make contact with the client(s)
 - 1.37.2. create an effective communication, both consciously aware and subliminal
 - 1.37.3. use him/her self with ease
 - 1.37.4. maintain comfort and good organization
 - 1.37.5. employ those capabilities we call maturity such as:

- 1.37.5.1. standing on one's own feet
- 1.37.5.2. exploring openly without preconceptions
- 1.37.5.3. finding answers through one's own sensory and thinking ability
- 1.37.5.4. self –correcting
- 1.37.5.5. being able to respond in the moment

2. The practitioner has an embodied understanding of the general and possible outcomes of undertaking lessons, including but not limited to:

- 2.1. The Method evokes shifts in perception, self organization and efficiency of action that are not programmed but come from within the person's potential for learning, self correction and self-organization RW P2
- 2.2. successful lessons are those which result in an experienced shift for the client(s) which has meaning for their life RW P2
- 2.3. lessons are designed to evoke a shift in the nervous and musculoskeletal systems of the person experiencing the lesson and a shift in their relationship to their environment RW P2
- 2.4. outcomes of lessons are not always predictable RW P2
- 2.5. the development of a more accurate self-image
- 2.6. the development of a capacity to move without unnecessary preparation or adjustments
- 2.7. reduction in compulsive action with more possibilities for spontaneity
- 2.8. use of the centre for power and the periphery for refinement, direction, contact and manipulation
- 2.9. shifts in the autonomic nervous system of an individual, as reflected in their organization and metabolism

3. The practitioner has an embodied understanding of the mechanisms utilized in achieving these outcomes including but not limited to:

- 3.1. the appropriate selection of the strategies, tactics and techniques of ATM and FI tailored to the individual needs of the client(s)
- 3.2. a spread of the strategies, tactics and techniques of ATM and FI over time will meet the client(s) learning style

- 3.3. increasing sensing ability by:
 - 3.3.1. moving within limits in an easy and comfortable way
 - 3.3.2. attending to self
 - 3.3.3. decreasing effort
 - 3.3.4. discerning small differences
- 3.4. making distinctions with one's own senses to gain information about the client(s)
- 3.5. using sensory input to effect the motor output
- 3.6. disrupting habit in order to free the system to explore for a new organization
- 3.7. searching for efficient action
- 3.8. scaffolding the lesson explorations into approximations that encourage continual improvement and learning RW JP
- 3.9. recognizing parasitic or effortful movement
- 3.10. creating a balance between safety and challenge
- 3.11. offering appropriate gradations of support in all its meanings
- 3.12. effectively communicating
- 3.13. using an exploratory mode in gathering information
- 3.14. monitoring the process and progress of the client(s) to determine the next steps in the lesson
- 3.15. structuring a lesson to evoke the learning process
- 3.16. using scanning, moving and imagining as tools for making distinctions
- 3.17. the use of pattern disruptors as a means of 'compelling' the nervous system to find new options and novel patterns P2 CG
- 3.18. inspiring curiosity in order to maximise the thread of inquiry
- 3.19. discovering the clients(s) wants and needs to create a situation in which they are motivated to learn
- 3.20. reframing the way client(s) present their issues or problems into the way of thinking of the Feldenkrais Method RW P2 jhbh

- 3.21. matching the client(s) needs to the learning theme of a lesson
- 3.22. assisting the client(s) to experience themselves kinaesthetically and to make discernments and judgements out of that experience
- 3.23. contextualizing a lesson, i.e. developing an introductory and closing focus for the lesson
- 3.24. using the emergent learning of previous lessons to develop the next lesson
- 3.25. developing appropriate take home explorations/activities

4. The practitioner has an embodied understanding of the underpinnings of creating a learning environment, including but not limited to:

- 4.1. the inter-relationship between themselves, the client(s) and the wider environment
- 4.2. the shifts in the organization of their client(s) central nervous system towards functional efficiency and effectiveness are evoked through the environment
- 4.3. the shifts in the client(s) abilities, sensitivity and awareness demonstrate the efficacy of the learning environment
- 4.4. the impact of the environment on the lesson
- 4.5. the attitudinal framework used to inculcate a learning environment
- 4.6. a variety of strategies to enhance rapport, spontaneity, creativity, improvisation and presence

5. The practitioner has an embodied understanding of the underpinnings of self-organization, including but not limited to:

- 5.1. co-regulation as the rationale for using their self-organization to evoke and influence learning in the client(s)
- 5.2. the use of their self their honed system to:
 - 5.2.1. evoke a greater capacity for learning and functioning in their client(s)
 - 5.2.2. enhance the quality of their interaction with the client(s)
 - 5.2.3. interact with their client(s) without causing self-interference

- 5.2.4. interact with their client(s) without imposing limitations
- 5.2.5. perceive the more subtle changes in the client(s) reorganization
- 5.2.6. heighten their sensory acuity
- 5.2.7. more accurately discern differences
- 5.2.8. enhance efficacy of strategies, tactics and techniques
- 5.3. undertaking ATM and FI refines their sensory capacities
- 5.4. the possibility of deterioration or regression of self-organization as a consequence of sustained absence from ATM and FI
- 5.5. the indicators of efficient and inefficient self-organization
- 5.6. the effects on their client(s) organization and behaviour resulting from their own efficient or inefficient organization
- 5.7. methods of adapting their self-organization, such as:
 - 5.7.1. methods of attuning (calibrating) attention
 - 5.7.2. methods of refining sensory acuity
 - 5.7.3. methods of adjusting thinking
 - 5.7.4. methods of balancing emotional tone
 - 5.7.5. methods of adjusting acture
- 5.8. the honing of self-organization for professional reasons has the same outcomes as the honing of self-organization for their personal development and as the outcomes for client(s)
- 5.9. the value of learning to trust and rely on their own perceptions JP 2010
- 5.10. strategies for reflecting on their own actions
- 5.11. committing to refining the practice of The Method throughout their professional life

6. The practitioner has an embodied understanding of the underpinnings of FI and ATM including but not limited to:

- 6.1. the rationale, design strategies and principles of ATM and FI lessons , both implicit and explicit, empirical and cognitive RW P2 jhbh

- 6.2. FI and ATM are fundamentally the same, each being a rich resource for the other
- 6.3. the recursive loop of the learning/feedback process
- 6.4. the rationale and theory underlying a range of strategies, tactics and techniques
- 6.5. strategies, tactics and techniques (variations) in ATM and FI do not work for all clients all the time
- 6.6. every lesson has a theme or meta-theme (higher order theme)
- 6.7. the theme or meta-theme of a lesson is partially determined by the intention of the practitioner
- 6.8. the same lesson can be taught with different meta-themes to provoke different outcomes
- 6.9. lessons are tailored to the needs and abilities of client(s)
- 6.10. the skill of responding to emergent opportunities for learning in a lesson evolves once the practitioner begins to use this skill in their practice RW CG 2010
- 6.11. the qualities and characteristics of efficient action
- 6.12. metabolic changes in the client(s) reflect shifts in the functioning of their Autonomic Nervous System
- 6.13. movement instructions in ATM are referenced relative to the client(s) not gravity
- 6.14. ATM lessons may form templates for FI
- 6.15. each client may require different amounts of time to experience the outcomes of a lesson(s)
- 6.16. effects of lessons are generally cumulative
- 6.17. the lesson, while ostensibly concluding when the practitioner and client(s) part, may continue to evolve for the client over the next hours, days, weeks or months
- 6.18. factors to be considered in making a choice between offering client(s) ATM or FI, such as:
 - 6.18.1. the level of their guarding
 - 6.18.2. their need to develop personal responsibility
 - 6.18.3. the presence of pain, anxiety, fear

- 6.18.4. the level of desire for attention
 - 6.19. the relevancy of an ATM lesson for a particular client base
 - 6.20. the range of resources and positional aids
 - 6.21. factors that inhibit or facilitate organic learning
 - 6.22. a foundation of learnt ATM lessons
- 7. The practitioner has an embodied understanding of the enrichment of The Method by inclusion of allied fields of learning**
- 7.1. Moshe Feldenkrais incorporated many fields of learning in the development of his Method
 - 7.2. the way of thinking and experiencing developed by Moshe Feldenkrais shapes all actions in The Method

Back to Table of Contents

2.8 Other Fields of Learning

The practitioner has an embodied knowledge of:

1. elementary principles of educational theory as it applies to creating a learning environment including but not limited to:
 - 1.1 the nature and characteristics of group dynamics RW **IFF** K1.1
 - 1.2 communication skills
 - 1.3 interview skills
 - 1.4 the diverse effects of language e.g. use of words, images, sounds, tone of voice **IFF** K1.1
 - 1.5 teaching styles
 - 1.6 learning styles
 - 1.7 teaching strategies
 - 1.8 learning strategies
 - 1.9 development of take home activities

2. elementary principles of human functioning, including but not limited to:
 - 2.1 sensorimotor theory
 - 2.2 functional anatomy
 - 2.3 biomechanics of human movement
 - 2.4 characteristics of human states, behaviours and relationships – dynamics of ‘power’ in relationships, transference, projection
 - 2.5 proxemics and personal boundaries
 - 2.6 efficient acture
 - 2.7 human developmental sequences

3. elementary principles of physics as applied to human action including but not limited to:
 - 3.1 altering relationship to gravity by manipulation of positions in space and relationships of body parts

- 3.2 force transmission, sheering and torque
 - 3.3 effects of forces on the human system
 - 3.4 base of support
 - 3.5 centre of gravity
 - 3.6 balance of forces
 - 3.7 weight shift
 - 3.8 work and effort
 - 3.9 moment of inertia
4. elements of physiology including but not limited to:
- 4.1 respiratory
 - 4.2 neuromuscular
 - 4.3 sphincters
 - 4.4 metabolism
 - 4.5 senses
 - 4.6 autonomic nervous system
 - 4.7 perception e.g. Stephen's law (Weber Fechner)
 - 4.8 relationship between the nervous system, muscular system, skeletal system and environment
5. elementary principles of dynamic systems theory, including but not limited to:
- 5.1 non-linear thinking as opposed to cause and effect thinking
 - 5.2 emergent behaviour and characteristics
 - 5.3 co-regulation
 - 5.4 feedback loops and recursive processes
 - 5.5 chaos theory, fractals
6. elementary principles of other fields of learning as they relate to the Feldenkrais Method including but not limited to:

- 6.1 The Arts and Music
- 6.2 The Sciences
- 6.3 The Humanities
- 6.4 Technology
- 6.5 Law
- 6.6 Methods of somatic education
- 6.7 Commerce

Back to Table of Contents

Appendices

3.1 Terms of Reference

AusTAB Proposal to Develop an Emergent Practitioner Competency Profile

1. Purpose / Rationale

To develop a Competency profile that can be used:

- 1.1 In the Application for Accreditation of Australian FPTPs
- 1.2 As a template document to be used by other Guilds
- 1.3 As a source document in the evaluation process for AFG Inc Certification/Registration of Practitioners (in the event that graduation is separated from Certification/Registration)
- 1.4 To serve as a foundation document on which subsequent profiles of FPTP teacher skill recognition can be developed further. This concept reflects the life long learning aspects of the Method and developmental process as one moves through various levels of teaching skills.
- 1.5 As a fundamental document that informs the hiatus between the “Emergent Practitioner Profile” and the “5 year Practitioner Profile”
- 1.6 To serve curriculum development
- 1.7 To serve the Membership of the AFG Inc (and other Guilds) in understanding and describing the nature of the Method
- 1.8 To serve as a source document for other Guild competency projects

Back to Table of Contents

3.2 Competencies and Learning Modules

The EPCP has undertaken the task of producing a competency-based profile of the skills, knowledge and attitudes of an emergent Feldenkrais Practitioner. This work is intended as an international template document that can subsequently be adjusted locally to meet the demands of national law and national competency education.

By definition, **Competencies** form the base of all courses in competency-based training systems. Competency documentation describes key functions or roles in a given occupation and the skills, knowledge and attitudes required to effectively undertake the tasks involved. However, in some instances, such as educational fields, competencies may not be sufficient or appropriate and learning modules may be required.

Learning Modules are a description of learning outcomes that are not in competency-based format. In Australia, modules may be applied in vocational courses where there is a significant amount of underpinning knowledge that is applicable to a number of different units of competence. In these circumstances, modules are developed as a prerequisite for a range of units of competence rather than being included in the underpinning knowledge in each unit of competence. So for example, the conceptual base of the Feldenkrais Method may be elucidated via a Learning Module.

The process of developing learning modules involves the determination of educational objectives called 'Criterion Referenced Instruction'.³ Determining educational objectives for all Feldenkrais Training Programs is an exercise requiring greater training community involvement and is not in the scope of the EPCP. Clearly defined educational objectives may be required for the purpose of government accreditation and/or recognition of FPTPs. These objectives would also ensure the continuance of high educational standards and the quality of graduating practitioners.

In this project we have endeavoured to include as much as possible the underpinning knowledge relevant to all competency sections.

Back to Table of Contents

³ ¹ P21 Mager, R (1975) Preparing instructional Objectives (2nd Ed.) Belmont, California; Pitman Learning.

3.3 Competency Sample

Preamble - Below is a subsection from 'Conducting Functional Integration' translated into a sample document using the Australian Competency system. The purpose of this sample is to demonstrate how the generic document might appear when translated to meet local government requirements. The sample also demonstrates how government systems address qualitative aspects in vocational training and assessment by breaking down each task or function into more detailed, assessable components. Further aspects relating to Australian industry workplace requirements have not been included.

Although the terms and format below may be unfamiliar to the reader, they form part of the requirements of, and are used within a submission for Competency profiling. We understand that in other countries there may be different terminology and structures used.

COMPETENCY SAMPLE

Competency standards are made up of a number of **units** of competency each of which describes a key function or role in a particular job function or occupation.

Unit Title	Form intentions for exploration in a Functional Integration (FI) Lesson
Descriptor	This unit specifies the competence required to enter into a Functional Integration lesson, forming intentions for exploration, recognizing that the client's current organization and expressed desires are the basis for the development of an FI lesson and to record client information where appropriate.
Application	<i>Fleashes out the unit of competency's scope, purpose and operation in different contexts e.g. showing how it applies in the workplace.</i> This unit is intended to specifically address skills and knowledge required by a Feldenkrais Method practitioner engaged in the initial process of conducting a Functional Integration lesson with a client in a range of settings. It does not address aspects such as client relationship, professional ethics, self-organization skills or the skills and attitudes

required to create a learning environment that form the components of other Feldenkrais units.

Application of this unit should be contextualized to reflect any specific workplace requirements, issues and practices if needed.

Co Requisites This unit forms part of a number of co requisite units and learning modules that form the competency standard for a practitioner of the Feldenkrais Method. Including: Unfolding the FI Lesson, Closing the FI Lesson, Creating a Learning Environment, Conducting Awareness Through Movement, Employing Self-Organization and Acting Ethically and Professionally.

(Elements define the essential outcomes of a unit of competency. The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are further elaborated in the Range Statement.)

ELEMENT

PERFORMANCE CRITERIA

1. Conduct client Interview

- 1.1. Determine if an interview would serve the client
- 1.2. Interview client in order to draw out *relevant information*
- 1.3. Adapt the *interview style* to meet the client's *specific needs*
- 1.4. Ascertain the clients learning needs out of expressed wants and desires
- 1.5. Identify *the way a client presents their request*
- 1.6. Reframe *client expectations* into a Feldenkrais Method learning perspective when needed.

2. Explore client's organization

- 2.1. Establish a *particular function* to be refined and begin to explore the client's movement patterns.
- 2.2. *Form working hypotheses*
- 2.3. Explore and modify movement options creatively
- 2.4. Frame FI approach in *themes, meta-themes/ function*
- 2.5. Sort for and elucidate appropriate test movements

3. Maintain client information

- 3.1. Where appropriate record interview information
- 3.2. Garner/ elicit information from the client about ***history and risk factors***
- 3.3. In concert with the client, evaluate ***outcomes of previous lessons***
- 3.4. Adapt future procedures appropriately

REQUIRED SKILLS AND KNOWLEDGE

Required Skills:

Required skills include:

- Create rapport
- Identify appropriate interview style
- Adapt interview style to meet the client's needs.
- Ask relevant questions
- Encourage client to express their wants and needs
- Respond sensitively to clients specific needs
- Use Self-Organization to observe and sense client's movements
- Apply Feldenkrais Method knowledge concepts to:
 - Identify signs of client's embodied patterns, intention and self-image
 - Translate what is identified in the way the client presents their issues
 - Identify difficulties in the clients learning process
- Maintain records and other documentation

Required knowledge:

Required knowledge includes:

- Strategies for inviting questions from the client to elicit information
- Various ethical considerations inherent in conducting FI
- Feldenkrais Method knowledge concepts relating to:
 - Self Image
 - Movement patterns
 - Organic Learning
 - Reference movements
- Relevant information for client records

The **Range Statement** relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Any essential working conditions that may be present depending on the situation, needs of the candidate and local industry and regional contexts may be added.

Numbering in brackets below refers to the Performance Criteria from which the italicized text was extracted

RANGE STATEMENT

Relevant information (1.2) may include:

- expressed wants and desires
- previous experience with:
 - the Feldenkrais Method
 - other modalities
- occupation
- injuries or illness
- recreational activities
- cultural or language
- posture and acture
- accuracy of self image

Interview style (1.3) may refer to:

- use of language depending on age, gender, culture, religion etc
- environment such as others present
- rapport
- formal/informal
- objective/subjective questioning

Specific needs (1.3) may refer to:

- respect personal boundaries
- the use of the environment
- the speed of approach
- obtaining permission
- a sense of safety

The way a person presents their request (1.5) may include:

- emotional or psychological issues
- learning needs
- movement problems
- religious or cultural references

Client expectations (1.6) may include:

- problem centred
- pain oriented
- goal related
- quick fix

Particular function (2.1) may refer to:

- functions potentially available to the client
- functions related to expressed desires of skill or ability

Form working hypotheses (2.2) may include:

- observing embodied patterns
- elucidating intentions
- discovering self image

Themes, Meta- themes/ function (2.4) may refer to:

- a class of action intended to fulfil an intention, for example;
 - reaching forward for the keyboard
 - reaching to interact with another person
 - standing on one's own feet in conversation
 - finding one's voice in the meeting

History and risk factors (3.2) may include:

- personal history
- medical history
- observations made by the practitioner
- personal situations which may surface during the lesson causing the client potential harm

Outcomes of previous lessons (3.3) may include:

- sensory experiences and changes
- refinement of accuracy of self image
- state of well being
- learning to learn

The **evidence guide** provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and the range statement.

EVIDENCE GUIDE

Overview of assessment	<p>To demonstrate competency against this unit, candidates must be able to provide evidence they can form initial intentions for exploration in a Functional Integration Lesson.</p> <p>The practitioner must demonstrate the forming of intentions using one or more interview styles that are client-oriented, adaptable to individual needs, and appropriate to the opening sequence of a Functional Integration lesson. Demonstration of effective communication, interpersonal skills and explorative skills are pivotal to demonstrated competency in this unit.</p>
Critical aspects for assessment	<p>Assessment of this unit should be conducted concurrently with assessment of other units relating to Functional Integration and may include Create a Learning Environment, Self-Organization and Execute Professional Skills.</p>
Products that could be used as evidence include:	<ul style="list-style-type: none">• evaluations from clients• evidence of self-evaluation and improvement of skills, for example, a journal and/or client record• video of an FI Lesson
Processes that could be used as evidence include:	<ul style="list-style-type: none">• how communication skills have been used in interviews, exploration, listening and interpretation• how the client's learning needs were matched to the intentions for exploration formed• how an intention was formed to meet learning needs
Resource implications for assessment include:	<ul style="list-style-type: none">• appropriate materials and venue for Functional Integration lesson• permission of venue management for time and resources where necessary

The collection of quality evidence:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of demonstrations assessed at different points in time
- a judgment of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- a minimum of two examples of the opening sequence of a Functional Integration lesson being conducted, with different individuals to demonstrate interview skills and one or more of the exploration styles identified must be demonstrated

***Note:** This unit reflects current practice, i.e. minimum of two FI practicums are undertaken in FPTPs prior to graduation.*

Back to Table of Contents

3.4 Standards

There are many ways of developing assessment standards in a Competency system.

- Elements of competencies may be endorsed as essential or desirable.
- It is possible to require, for example, any three elements of ten to be present in order to say emergent skill is present in a task.
- It is possible to judge that a task is successfully undertaken, for example, five out of ten times (a measure of reliability)
- Any combination of the above

Some emergent practitioners, commenting on the EPCP project during the feedback period, used the device below as a tool to reflect on their abilities. They ascribed a code to their current level of capability relative to each element.

R	- Reliably
M	- Mostly
S	- Sometimes
N	- Not yet

This material is available should a project be undertaken to develop standards.

Back to Table of Contents

3.5 Our Process

Over the years members of our team have been involved in the various competency projects undertaken by our community, ranging from Trainer Competencies, the TAB and then ITATA projects, the IFF project and in Australia the National Accreditation Taskforce. One member of the team has certification in developing Competency documents.

At the outset we gathered all the documents relevant to the project and re-familiarized ourselves with their content.

Some of the material to date has centred on curriculum and what is taught in training programs. This, obviously, is different to describing what an Emergent Practitioner does in the workplace. Hence there are elements from these documents not included in this profile and elements in the profile that do not come from those documents.

We selected six documents as our primary source material and separated the ideas in them into individual strips referenced to the author and the document. We then sorted the strips into like ideas. From this process, categories emerged that described or encapsulated our thinking at the time. We came up with 17 categories.

We then refined the seventeen categories and began to develop additional material. When in doubt we included rather than excluded material in the expectation that the development of standards against which to assess would ascertain the relevancy of the item. We were also aware that within FPTPs there are differing models of tuition. To borrow from the document Reflections and Proposal for Training Design in FPTPs (1998) of Carl Ginsberg, Yvan Joly, Roger Russell and Ulla Schlafke, it is possible to see in training forums a spread of pedagogical styles. These styles lean towards “the experiential mode”, “the experiential/expressive mode” or the “experiential/analytical mode”. What is important in one model may only be incidental in another. Thus we have not taken it upon ourselves to select a particular training style and write to reflect it.

We note too that some elements in our project reflect the quality one might expect of more experienced practitioners. However, again we would say that this breadth gives greater scope in the possible future assessment against standards procedure and could be bracketed out if not required. Lastly we were also faced with the dilemma of writing to describe the outcomes of what is currently the norm in FPTPs or of writing to what some might hope will become the product of the norm of the future.

Concurrently, we developed a series of models to reflect our thinking, the source documents and the material we had developed. We were conscious of gently holding the whole while sorting for categories that could accurately reflect the gestalt of the Feldenkrais Method. We looked for the interfaces and interconnections. We looked for a way to disintegrate the three dimensional into two dimensions in service of writing toward a competency model.

Having completed Conducting FI in its first approximation, we sent this to the TABs, the funding bodies and practitioners who had agreed to make comment on this document. Regrettably we received just two practitioner returns.

We completed the remaining five competency documents and made a second distribution to the same practitioners and organizations. We subsequently sent a reminder notice requesting feedback. We received 17 returns. Of these, three practitioners made multiple contributions over time and so our particular thanks go to Alan Cameron, Carl Ginsberg and Alan Questel.

We processed and incorporated the feedback and made yet another round of refinements to the competencies. Next was the introduction and explanatory notes attached via appendices that may assist those not deeply immersed in competency development. Finally, we completed the model and rationale behind the project, an organic outcome of a long process.

Back to Table of Contents

3.6 References and Codes

Codes

Elements in the competencies selected from the source materials have been referenced by use of a **code**. These codes are inserted below each of the source documents.

The code “RW” has been used to signify the rewriting or development of an idea extracted from the source documents.

Where we have incorporated direct quotes from feedback received we have used codes which are referenced in the Source material below.

Source Materials

Documents used as source material are highlighted in bold. Documents used as resource material are not highlighted.

1. Turn Towards Competencies, A TABs' Initiative to Describe the Competences of the Training Program' February 15th 2001

Commissioned by the AusTAB, EuroTAB and NATAB

Pieter Mostert - In consultation with Working Group

First drafts of this report were discussed during several telephone conferences among Olena Nitefor, Bonnie Humiston, Petra Koch, Carl Ginsburg, Daniel Rosenfels and Pieter Mostert. Comments were asked from Roger Russell, Jeff Haller, Beatriz Walterspiel and Alan Questel.

In March a full version of this report was discussed during telephone conferences with Lea Wolgensinger, Paul Rubin, Deborah Bowes, Donna Blank, Steve Rosenholtz, Alan Questel, Josef Della Grotte, Russell Delman, Yochanan Rwyerant, Beatriz Walterspiel, Larry Goldfarb, Mark Reese, Roger Russell, Ned Dwelle and Yvan Joly. The current version is a revised text, on the basis of the comments from these conferences.

EPCP Code P1

2. The Phase II Report, Competences and the Educational Plan

International Trainer and Assistant Trainer Academy (ITATA) 26.10.2002

Carl Ginsburg, Jeff Haller, and Beatriz Walterspiel. Working group members - Jeff Haller and Bonnie Humiston, Eilat Almagor, Beatriz Walterspiel, Mark Reese, Carl Ginsberg, Roger Russell, Yvan Joly, Frank Wildman, Jeff Haller - 'Toward a Competency Based Educational Plan'

EPCP Code P2

Working group members authored sections of the report

EPCP Code

IM Inside Moves - Jeff Haller and Bonnie Humiston

EA Eilat Almagor

BW Beatriz Walterspiel

MR Mark Reese

CG Carl Ginsberg

RR Roger Russell

YJ Yvan Joly

FW Frank Wildman

tt Theoretical Topics – Jeff Haller, ‘Toward a Competency Based Educational Plan’

3. Reflections and Proposals for: Training Design of Feldenkrais Professional Training Programs’ 1998

Carl Ginsburg, Yvan Joly, Roger Russell, Ulla Schläfke

EPCP Code TD

4. Working Group on Competencies

ITATA Paris Meeting Notes December 2002

Marie-Lorraine Berube, Deborah Bowes, Petra Koch, Garet Newell, Margaret Kaye and Andrea Wiener

EPCP Code WGC

5. Code of Professional Conduct

The Australian Feldenkrais Guild Inc 1992

EPCP Code COPC

6. IFF Competency Profile

International Feldenkrais Federation 2008

EPCP Code IFF

7. Feedback material

EPCP Code

AQ 2010 Alan Questel

JP 2010 Julie Peck

CG 2010 Carl Ginsburg

Reference Materials

8. Standards of Practice
Committee of the FGNA 2004
Adopted by the IFF

9. Feldenkrais: Tasks, Activities, Development of a New Profession
(Berufsbild)
Commissioned by the German Feldenkrais Gilde 1996
Barbara Pieper, Sylvia Weisse
10. Thoughts on the Feldenkrais Trainer Competency Profile
and Trainer Candidacy process
March 2005
Second version: Cliff Smyth
11. A Phenomenology of Skill Acquisition as the basis for a Merleau-Pontian
Non-representationalist Cognitive Science
Hubert L. Dreyfus
Department of Philosophy
University of California, Berkeley
12. Awareness Group Report
International Trainer and Assistant Trainer Academy (ITATA)
13. The Potent Self
Harper & Row 1985
Moshe Feldenkrais
14. The Master Moves
Meta Publications 1984
Moshe Feldenkrais
15. Awareness Through Movement, Health Exercises for personal growth
Harper & Row 1972
Moshe Feldenkrais
16. Body and Mature Behaviour
Routledge and Kegan London 1949
International Universities Press NY 1950
Alef Publishers Tel Aviv 1966
Moshe Feldenkrais
17. The Elusive Obvious
Meta Publications 1981
Moshe Feldenkrais
18. Alexander Yanai Manuals
Lectures
International Feldenkrais Federation
Moshe Feldenkrais (1950's-1970's)

19. Areas of Competence for a Trainer in the Feldenkrais Method
International Guidelines for Trainer Candidate and Trainer Certification
20. Competency Standards TAA04
Commonwealth of Australia
Training And Assessment Training Package Volume 1, 2004
[http://www.ntis.gov.au/Default.aspx?/trainingpackage/TAA04/volume/TA
A04_1/chapter/CompStandardsESMandText](http://www.ntis.gov.au/Default.aspx?/trainingpackage/TAA04/volume/TA
A04_1/chapter/CompStandardsESMandText)
21. Establishing Competency-Based Standards in Professions,
National Office of Overseas Skills Assessment: Occasional Paper No. 1,
Canberra, 1990.
22. Competency- Based Assessment in the Professions,
National Office of Overseas Skills Assessment: Occasional Paper No. 2,
Canberra, 1990
23. Boundaries in Professional Relationships
Gary Richard Schoener 1997
www.advocateweb.org

Back to Table of Contents

3.7 Glossary of Terms and Definitions

Glossary of Terms

We understand that Feldenkrais terminology is not universal. All practitioners use language differently to describe similar concepts, strategies, tactics and techniques.

In line with the feedback received on this document, we have chosen to use the most common terminology, according to our understanding, that is as “Feldenkrais jargon free” as possible.

Alternative Language/descriptors

Reference Movement/test movement/test activity

Meta themes/overarching themes or concepts/higher order theme

Theme/organizing principle/red thread

Parasitic activity/involvement/effort/work/movement

Disrupted/dysfunctional/disturbed/perturbed/less efficient patterns of

Action/movements

Foreground-background /figure-background

Inclusive-exclusive/wide-narrow/detail-global

Focus/attend

Line of enquiry/working hypothesis

Compression/approximation/shortening

Distraction/lengthening/elongating

Components/ingredients/elements/parts/constituents

Basic/elementary

Fundamental/essential/primary

Interruption/resistance

Rapport/being met/empathy/being met were they are at

Bias/ skew/preference

Perturbations/interruptions/disturbances

Exploratory/conversational

Template/boiler plate/model/rote/resource lessons

Improvisational/intuitive/non-template lessons

Professional boundaries/ethics/code of professional conduct

Flexion/bending/folding/closing/bending forward

Extension/ straightening/unfolding/opening/bending back

Side bending/lateral flexion/folding to the side

Twist/rotate/turn/turn around central axis/spiral

Anterior/front

Posterior/back

Proximal/central

Distal/peripheral

Our Terminology

Strategy	planning
Tactics	the means to realize a strategy
Technique	practitioner procedure
Monitor	check/observe/supervise/examine/evaluate
Assess	gauge/calculate/consider/evaluate/appraise/judge/ determine/weigh up
Review	re-examine, re-assess, re-evaluate, appraise

Definitions

A number of comments were received during the feedback phase of this project suggesting we develop a set of definitions for the terminology of the Feldenkrais Method. We think this is a good idea. However, this is a task separate to the EPCP project and the deadline precludes us undertaking what might be described as another mammoth task.

Interesting conversations could have ensued from the feedback we received. It seems many feel strongly that the words they use to describe their work are accurate, desirable and in some cases mandatory. Not surprisingly, some views were contradictory suggesting the task of making definitions is not as simple as it might seem at first viewing.

We recommend this activity be undertaken in the interests of clarity. Having a commonly agreed upon language may serve the advancement of our Method.

We list below some of our thoughts as a jumping off point for future consideration.

Movement Pattern – refers to the global involvement of the skeleton in space

Action

Function

Functional Movement

Functional Action

Pattern of action

Differentiation/s

Integration

Awareness – Note: Awareness Project – ITATA

Assessment – Note: Assessment Project - ITATA

Neutral as the balance of muscular or gravitational forces

Neutral/easy range – able to move from this place in any direction without

Objective/subjective

Proxemics

Figure/background

Foreground/background

Inclusive/exclusive

Unnecessary preparatory movements

Self-Organization/Self Use - we use our selves in a way that the organization of our entire system is as efficient as we are able in the moment. Self-use is the action of self-organization?

Back to Table of Contents

END OF DOCUMENT