

Informational Brochure

**SEATTLE EASTSIDE FELDENKRAIS® TEACHER TRAINING VI
2017 - 2020**

Sponsored by



Angel Di Benedetto
Co-Educational Director

Richard Corbeil
Educational and Administrative Director

Lynn Bursten, Ph. D.
Training Assistant-Organizer

Accredited by The FELDENKRAIS GUILD® of North America

Licensed as a **Private Vocational School**
by the WA State Workforce Training and Education Board

SEATTLE EASTSIDE FELDENKRAIS TEACHER TRAINING VI 2017 - 2020

Owners:

Angel Di Benedetto and Richard Corbeil

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Training Location:

Saint Edward State Park
Grand Dining Hall
14445 Juanita Dr NE
Kenmore, WA 98028

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AWARENESS THROUGH MOVEMENT[®] are registered service marks,
and Guild Certified Feldenkrais Practitioner^{cm}, Guild Certified Feldenkrais Teacher[®]
are certification marks of the FELDENKRAIS GUILD[®] of North America.

This school is licensed under Chapter 28C.10 RC
Inquiries or complaints regarding this or any other private vocational school may be made to the:

Workforce Training and Education Coordinating Board
128, 10th Avenue SW
PO Box 43105
Olympia, WA 98504-3105
(360) 753-5673

Letter of Introduction

Dear prospective *Feldenkrais* Trainee,

Welcome and thank you for your interest in the
Seattle Eastside *Feldenkrais* Teacher Training VI (SEFT VI).

In the following pages, you will notice that we have written an extensive brochure for your convenience.

In this *Feldenkrais* program, you will undergo a practical training that will positively lead to a fuller realization of yourself by expanding your potential for skillful action, learning ability, sensory perception, thought and consciousness.

This program will accentuate the experiential aspect of learning, focusing on creativity, self-expression, and the inner process underlying the practice of the *Feldenkrais Method*. The journey is challenging yet wonderful, and the benefits are innumerable. You will have the incredible opportunity of rediscovering yourself and improving your life while learning a unique and innovative profession.

People from many different backgrounds enroll in *Feldenkrais* training programs. Whether you are an athlete, educator, health practitioner, visual artist, musician, doctor, retired professional, homemaker, computer programmer, lawyer, or engineer, you will find that *Feldenkrais* can integrate beautifully with your particular interests. There's always a potential for growth and improvement if you begin with yourself.

Those who enroll solely for the interest of self-improvement will surely gain a deeper understanding of themselves, others, and the world around them. A *Feldenkrais* training can also stir up hidden talents that one was not initially aware of; it's a safe haven to mature, evolve and reinvent yourself.

If you require further information or wish to make a personal contact, feel free to call to set up a meeting with either one of us.

We look forward to meeting you and reading your applications.

Sincerely,

Two handwritten signatures in black ink. The first signature on the left is 'AD' and the second signature on the right is 'RC'.

Angel Di Benedetto and Richard Corbeil
Co-Directors of **SEFT Trainings**

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The FELDENKRAIS METHOD® of Somatic Education



Moshe Feldenkrais, D.Sc. (1904-1984) was a distinguished physicist, engineer, martial artist, writer, educator and researcher. With his broad range of knowledge in biomechanics and movement, learning theories, child development, dynamic systems theory and neuroscience, Dr. Feldenkrais developed a highly sophisticated somatic learning system for self-improvement and rehabilitation.

The *Feldenkrais Method* can be experienced in two forms: ***Awareness Through Movement*** and ***Functional Integration***. Both are generated by the same conceptual framework: utilizing our nervous system's self-organizing and self-regulating faculties to improve the quality of our actions and to stimulate personal growth in order to reach our full potential and to feel at our best.

Awareness Through Movement (ATM) are group lessons. The teacher verbally directs exploration sequences that modulate the student's attention, intention and motion to create new movement skills, recover lost ones or improve existing ones. The practice of *Awareness Through Movement* leads to an independent learning that progressively enhances our ability to act with precision, power and spontaneity.

Functional Integration (FI) are one on one lessons custom-tailored to the student's state and condition, in which the Practitioner uses gentle, noninvasive touch and specific, precise verbal cues to communicate new sensory-motor patterns. The student experiences a new awareness of ease and control in their movements and learns an ever-growing range of possibilities for actions and self-expression.

The *Feldenkrais Method* is a somatic learning process that optimizes human functioning (inclusive of any pathological conditions) by stimulating the maturation of our nervous system through an organic learning process based on movement awareness, pleasurable sensations, self-discovery and organic growth.

The Seattle Eastside *Feldenkrais* Teacher Training VI (2017 - 2020)

A training in the *Feldenkrais Method* is an 800 hour program over a period of 4 years during which trainees develop the skills and understanding necessary to begin a professional *Feldenkrais* practice.

Accredited by the *Feldenkrais Guild*® of North America, this program will begin on April 24th, 2017 and consist of 800 hours of training over 160 days (5 hours a day) divided in 8 20-day segments, 2 per year, ending October 9th, 2020.

Twenty to thirty students are expected. The teacher-students ratio is one to twenty during the first two years of training, one to fifteen for the last two years. Graduates of this program will be eligible to become *Guild Certified Feldenkrais Teachers*®, *Guild Certified Feldenkrais Practitioners*^{cm}, who are able to teach and practice *Awareness Through Movement* and *Functional Integration*, and eligible to use the *Feldenkrais*-related service marks and logo, as long as they comply with the certification and membership requirements of the *Feldenkrais Guild of North America*.

The emphasis of the **Seattle Eastside *Feldenkrais* Teacher Training VI** will be put towards a practical and intuitive understanding of the Method. The learning is experiential rather than academic; you will intuitively gain knowledge of human movement by exploring lessons designed to evoke crucial stages of development, and sense the functional possibilities of the human body based on your own discoveries.

We will use ATM and FI as vehicles for the assimilation of the principles and concepts underlying the Method. We will also cultivate additional aptitudes such as fine sensorial perception, observational skills and communication skills (verbal and nonverbal), as well as qualities to promote self-confidence, self-reliance, and to support creative and flexible thinking.

The training environment will be safe, stimulating and cooperative in order to assure ideal learning conditions and the finest preparation for the long-term practice of the *Feldenkrais Method*.

Objectives of the Training

- Enhance sensory awareness
- Develop motor skills: intention, initiation, orientation, timing, coordination
- Improve skill for self-observation and observation of others
- Learn both theoretical and practical aspects of the *Feldenkrais Method*
- Link the theory and principles of the *Feldenkrais Method* to concrete instruction of *Awareness Through Movement* and *Functional Integration*
- Acquire practical training in touching, teaching & taking the Method into the world
- Learn how to use yourself more efficiently to enhance tactile sensitivity
- Understand the common dynamics of *Awareness Through Movement* and *Functional Integration*
- Understand how to create conditions for ideal learning processes
- Acquire fundamental notions of child development and evolution of movement
- Understand basic anatomical and biomechanical principles of action
- Develop independent, creative, flexible thinking and acting habits
- Learn how to communicate functional thinking, verbally and non-verbally

Facility

This training will be held on the Eastside of Seattle.

Saint Edward State Park
Grand Dining Hall
14445 Juanita Dr NE
Kenmore, WA 98028

Training Dates and Teachers' Schedule

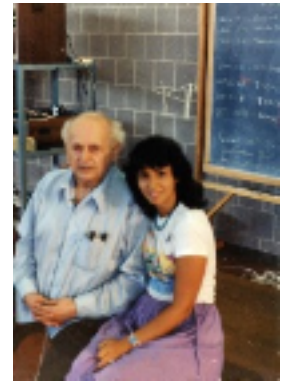
<i>Training Year</i>	<i>Segment #</i>	<i>Dates</i>	<i>Trainer</i>	<i># of Days</i>
YEAR 1	Segment 1	Apr 24 to May 5, 2017	Richard Corbeil	10
		May 8 to May 19, 2017	Angel Di Benedetto	10
	Segment 2	Sept 4 to Sept 15, 2017	Angel Di Benedetto	10
		Sept 18 to Sept 29, 2017	Richard Corbeil	10
YEAR 2	Segment 3	Mar 5 to Mar 16, 2018	Angel Di Benedetto	10
		Mar 19 to Mar 30, 2018	Richard Corbeil	10
	Segment 4	Sept 10 to Sept 21, 2018	Julie Casson Rubin	10
		Sept 24 to Oct 5, 2018	Richard Corbeil	10
YEAR 3	Segment 5	Apr 29 to May 10, 2019	Angel Di Benedetto	10
		May 13 to May 24, 2019	Richard Corbeil	10
	Segment 6	Sept 9 to Sept 20, 2019	Angel Di Benedetto	10
		Sept 23 to Oct 4, 2019	Richard Corbeil	10
YEAR 4	Segment 7	Apr 20 to May 1, 2020	Paul Rubin	10
		May 4 to May 15, 2020	Richard Corbeil	10
	Segment 8	Sept 14 to Sept 25, 2020	Angel Di Benedetto	10
		Sept 28 to Oct 9, 2020	Richard Corbeil	10

Administration

Educational Directors

Angel Di Benedetto and **Richard Corbeil** are responsible for the content and format of the **Seattle Eastside Feldenkrais Teacher Trainings**.

Angel graduated the Amherst *Feldenkrais* training and has been in full practice since 1983. She gathered extensive teaching experience, training hundreds of new Practitioners in over 50 different training programs worldwide.



Dr. Feldenkrais and Angel
1980

Richard graduated in 1991 and has been forming new practitioners within *Feldenkrais* trainings in more than 10 countries over 3 continents since 1996.

Angel and Richard will both be involved 100% of the time. When not working actively as Trainers, they will assist the process, assuring continuity of the program and the communications between teachers, students and staff. They will monitor the curriculum and interact with the students to personally assess their needs and sustain their progress.

Administrative Director

In addition to being Co-Educational Director, Richard Corbeil will also fulfill the role of Administrative Director of the **Seattle Eastside Feldenkrais Teacher Training VI**.

Richard has been the Administrative Director of all previous **Seattle Eastside Feldenkrais Teacher Trainings**.

Training Assistant-Organizer

Lynn Bursten will serve as the Training Assistant-Organizer of the **Seattle Eastside Feldenkrais Teacher Training VI**.

In addition to being a *Guild Certified Feldenkrais Practitioner*, Lynn holds a Ph.D. in Human and Organization Systems from The Fielding Graduate University. She brings to our training over 25 years of experience in Adult Experiential Learning, Organizational Development and Community-Building.

Lynn will supervise our support staff, coordinate community and student administrative activities, as well as provide learning process consultation.

Faculty

The **Seattle Eastside Feldenkrais Teacher Training VI** faculty consists of:

Richard Corbeil

With an extensive background in music performance, education, and clinical rehabilitation, Richard has been doing considerable teaching in multidisciplinary clinics, professional training programs and private seminars, contributing his unique understanding of the method in the related fields of personal development, health, rehabilitation, and the performing arts. His approach emphasizes connection and presence. In addition to teaching worldwide, he maintains a private practice of *Functional Integration* in the Greater Seattle area, and is Organizer, Educational Director and Administrative Director of the **Seattle Eastside Feldenkrais Teacher Training** programs.

Angel Di Benedetto

Angel is an internationally recognized *Feldenkrais* trainer originally from Manhattan, NY. She began her studies with Dr. Feldenkrais in 1980. Through the *Feldenkrais Method*, her teaching focuses on developing creativity to enhance artistic expression, self-confidence, personal awareness, and one's quality of life. While maintaining a private practice in the Seattle area, she has devoted much of her time forming new *Feldenkrais Practitioners* in numerous training in the U.S.A., Canada, Europe, Israel, New Zealand and Australia. In addition to teaching, she is Organizer and Educational Director of the **Seattle Eastside Feldenkrais Teacher Training** programs.

Julie Casson-Rubin

Julie Casson Rubin did her training directly with Dr. Moshe Feldenkrais, receiving her diploma from him in 1977. Julie has studied dance since age 15 and received her B.A. degree in dance and physical education from San Francisco State University. As a practitioner of the *Feldenkrais Method*, she has worked in private practice and a variety of clinical settings including the University of California Medical Center and Kaiser Permanente's Department of Health Education. In over 30 years of practice, Julie has worked with a wide variety of clients, from professional musicians, dancers and athletes to those with chronic pain and disability. She has been educational director of *Feldenkrais* Teacher Training Programs in San Francisco, Cincinnati, Chicago, Perth, Australia and Basel, Switzerland. She is co-founder of the *Feldenkrais* Center for Movement Education.

Paul Rubin

Paul Rubin, Certified Feldenkrais Teacher and Certified Feldenkrais Trainer, founder and Executive Director of ISSE, has been lead Educational Director for nine Trainings in Cincinnati, Chicago, San Francisco, Australia, Switzerland, and Italy. As Chair of the North American Training Accreditation Board 1993-1997 and founding member of the Training Accreditation Boards for both Europe and Australia/South Pacific, Paul has contributed significantly to the evolution of training programs and procedures worldwide. Paul, a graduate of the 1975-77 *Feldenkrais* Professional Teacher Training in San Francisco, is one of only 80 people to have completed training entirely under Dr. Feldenkrais and to have received diploma from him. Additionally, Dr. Feldenkrais served as Chair of Paul's PhD committee at the Humanistic Psychology institute 1975-1978.

Curriculum

Rather than being addressed as independent courses, the following subjects will be integrated to the practice of *Awareness Through Movement*, *Functional Integration*, group discussion, group process, lectures and demonstrations:

- *Feldenkrais* pedagogy
- *Awareness Through Movement*
- *Functional Integration*
- Biomechanics and functional anatomy
- Practical elements of neuroscience and dynamic system theory
- Developmental movement
- Pathology related to somatic education
- Elements of communication science
- Creativity and self-expression
- Professional ethics and business practices

Tuition

The yearly tuition for this training is four thousand, six hundred dollars (\$4,600) per year. The total tuition for this four-year training is eighteen thousand dollars (**\$18,400**). Tuition is payable by training segments as follow:

(note: actual dates are best estimates and may change slightly):

- \$100 application fee, is credited towards the first segment tuition
- \$500 deposit within three weeks of acceptance. This deposit ensures the trainee's place in the training and is credited toward the first segment tuition payment.
- \$1,700 by the first day of segment one (Apr 24, 2017)
- \$2,300 by the first day of segment two (Sept 4, 2017)
- \$2,300 by the first day of segment three (Mar 5, 2018)
- \$2,300 by the first day of segment four (Sept 10, 2018)
- \$2,300 by the first day of segment five (Apr 29, 2019)
- \$2,300 by the first day of segment six (Sept 9, 2019)
- \$2,300 by the first day of segment seven (Apr 20, 2020)
- \$2,300 by the first day of segment eight (Sept 14, 2020)

Note:

All tuition payments stated above will require tax to be paid if necessary. (As of June 1999, no Washington State sales tax is required— trainees will be notified of any changes.)

Materials and Equipment

We recommend that trainees read books and articles relating to the curriculum, but the purchase of this material is not mandatory.

A small number of *Feldenkrais* tables, stools, rollers and foam pillows will be provided for demonstration and will be available to trainees when not in use by the teaching staff.

Trainees are encouraged to bring their own mats (\$20- \$80) and, in the third and fourth year, the following equipment:

- *Feldenkrais* table (\$400 to \$800)
- Stool (\$20 to \$120)
- Rollers and props (\$50 to \$250)

This equipment will be used for many additional years in the future practice of the graduates.

Living Expenses

Trainees will be solely responsible for their housing, transportation and food expenses during training segments. The staff of SEFT VI will assist whenever possible by providing referrals, housing and commuting information, local maps, etc.

Financial Aid and Placement

No financial aid is offered as a part of the **Seattle Eastside *Feldenkrais* Teacher Training VI**.

No placement services are available.

Trainee Profile

Past participants in *Feldenkrais training* programs have included performing artists, athletes, educators, health practitioners, visual artists, doctors, retired professionals, homemakers, computer programmers, lawyers, engineers... in short, anyone looking for a new means to personal and professional transformation.

Entry Requirements

Applicants to the **Seattle Eastside Feldenkrais Teacher Training VI** should be college graduates or have an equivalent, though perhaps less formal, learning experience. If an interested applicant has no college or other degree, the applicant should include in their application a statement describing how their life experience brought them the maturity and focus in life that will be a suitable foundation for entry into a *Feldenkrais* Training Program.

Diversity of backgrounds of the training's participants contributes greatly to the richness of the training and *XplorAction* encourages applicants to come from a wide variety of professions, occupations, and fields of endeavors.

Applicants shall be accepted into the training without regard to their race, gender, religion, physical limitations, age, or sexual orientation.

We encourage applicants of the **Seattle Eastside Feldenkrais Teacher Training VI** to be committed to completing all eight segments of the training because the learning process is enhanced when the group remains constant and the trainees remains in the same group.

Application

Please submit the following information:

- Current date, name, address, day and evening phone, fax and e-mail (if any), age, date of birth and present occupation.
- A recent photograph of yourself standing, close up from head to toes, frontal view, with face shown.
- Educational background.
- Work experience.
- Special interests, hobbies, avocations, etc....
- Health and medical history.
- A description of past experiences with the *Feldenkrais Method*.
- A description of areas in which you find yourself successful, satisfied or competent.
- A description of areas in your life you would like to enhance or improve, including dreams and goals.
- A description of what you think the *Feldenkrais Method* is and what you expect to get from the training.
- Two letters of reference from people not related to you, describing your character, aptitudes, etc.
- A general statement regarding your ability to meet the financial requirements of the training.

Send this information with an application fee of \$100 (payable to: XplorAction) to:

XplorAction
6421 NE 135 Place,
Kirkland, WA 98034-1626

Note: The \$100 application fee is nonrefundable after five business days after receipt by XplorAction.

Acceptance Process

Application will be reviewed in the order they are received. Applicants will be notified of acceptance within four weeks of receipt. The \$100 application fee will be applied to tuition for those who are accepted. They will then be required to sign an Enrollment Agreement and pay a deposit of \$500 within three weeks of acceptance to reserve their place in the training. This deposit (\$500) will be credited toward the first segment tuition payment.

Cancellation and Postponement

XplorAction reserves the right to cancel the **Seattle Eastside Feldenkrais Teacher Training VI** before Apr 24th, 2017 if the number of students enrolled is deemed insufficient. In the event of such cancellation, a full refund of all money paid will be made to each applicant.

XplorAction reserves the right to suspend or postpone a segment of the training in the event of unforeseeable circumstances or in the event of an occurrence that unavoidably limits the use of the training facilities, such as fire, flood, storm, war or civil disorder. Such time lost will be made up as soon as possible so as to maintain the overall training schedule. If a segment is postponed for 30 calendar days or more, trainees will be entitled to a pro-rata refund for that segment.

If XplorAction discontinues instruction after trainees enter the training, including circumstances where XplorAction changes its location, students must be notified in writing of such events and will be entitled to a pro-rata refund of all tuition and fees paid by the trainee. A written request for such a refund must be made within 30 days from the date that the program is discontinued or relocated and the refund must be paid within 30 days after receipt of such request.

Refund Policy

Any applicant who is not accepted into the training program will receive a refund of any money paid to XplorAction as follow:

- Prior to the beginning of the training program, any applicant may cancel their enrollment by sending written notice of such cancellation by midnight of the fifth day (excluding Sundays and holidays) following their signing of the Enrollment Agreement. Such notice must be personally delivered to one of the training organizers or sent by certified mail, return-receipt requested, to XplorAction, 6421 NE 135 Place, Kirkland, WA 98034-1626.

Any money prepaid will be refunded.

- Prior to the beginning of the training program, but more than five business days after signing the Enrollment Agreement, applicants who cancel their enrollment will forfeit the application fee (\$100) but receive a refund for the balance of any money prepaid.

IN ADDITION,

- Trainees who cancel their enrollment after the training program begins will forfeit the application fee of (\$100).
- Trainees who cancel their enrollment before 50% of a training segment is completed will receive a pro-rata refund (rounded down to the nearest 10%) for that segment.
- Trainees who cancel their enrollment after 50% of a training segment is completed will receive no refund for that segment.
- Trainees who cancel their enrollment between training segments will owe tuition through the end of the last training segment they attended.
- Trainees on the monthly payment plan who cancel their training will owe the difference between the total tuition they would have paid had they been on the segment payment plan plus processing fees (with pro-rated refunds as described above) and the total amount paid of the time of termination, with monthly payments to be continued until balance owed is paid in full.

Note: Refunds shall be made within 30 calendar days of the trainee's official date of termination. Calculation of all allowable charges will be made using the last recorded date of attendance, if any, as a baseline.

Attendance

Trainees may miss no more than five days in any year, and no more than 10 days during the whole course of the training program, without having to make formal arrangements with the Educational Director(s) to make up missed class time. Trainees are responsible for the content of the missed material. Make-up work is to be done as soon as possible and if done in another training program, it must be comparable in both content and stage of the original training process. If a trainee has to interrupt the training program and wishes to continue in another program after a period of time, the Training Accreditation Board of the FELDENKRAIS GUILD will determine eligibility to do so on a case-by-case basis. All trainees must complete their training process within seven years.

Termination

Trainees who fail to maintain satisfactory progress, fail to comply with the attendance policy, violate safety regulations, interfere with other trainees' learning, are convicted of a felony, are boisterous, vulgar, or obscene, are under the influence of or abusing alcohol or drugs, use the *Feldenkrais*-related service marks or logo inappropriately, or do not make timely tuition payments are subject to immediate termination. The Educational Director (s) will make decisions regarding termination or probation of trainees after a full discussion of the perceived problems with the trainee. In event termination of a trainee is merited, the trainee's deposit, any tuition paid for the training segment (prorated), and any prepaid tuition for future train segments will be refunded.

Trainees may terminate their participation in the training program by giving written notice of their intention to discontinue. Date of termination is defined as the date that a trainee is terminated by a decision of the Educational Director(s), or the date the Educational Director(s) receives written notice of a trainee's decision to terminate their participation in the training, or the last date of a training segment when a trainee has failed to attend that segment of the training without notifying or making prior arrangements with the Educational Director(s).

Transfer

It is important that trainees be committed to completing their training in the **Seattle Eastside Feldenkrais Teacher Training VI** because the learning process is enhanced when the group remains constant and trainees remain in the same group.

Nevertheless, trainees who need to transfer out of SEFT VI can receive a letter from the Educational Director(s) and/or Administrative Director containing information on the amount of tuition paid, the number of days of training the trainee has completed, which parts of the program have been completed, so that the trainee may continue their training elsewhere.

Trainees who want to transfer into SEFT VI must present a letter with the same information set forth above from the director of their prior training program.

Visitors

Because space is limited at our training site, visitation will be given to visiting practitioners on a space available basis. There will be a 50 % reduction of the daily tuition fee charged to members in good standing of the FELDENKRAIS GUILD® or of any Guild recognized by the IFF. Visiting Practitioners will have their own space available to them so as not to interfere or distract the trainees in their learning process. Visiting Practitioners will be asked to give prior notice to the training organizers. It is expected that visitors will work with each other and not with trainees during class time, unless granted permission by the trainers.

Trainees visiting from other programs will also pay 50% of the daily tuition fee and participate only in designated areas so as not to disturb the learning process of the trainees.

On a space available basis, members of the general public may observe the training but will not be allowed to participate fully in the training.

Trainees visiting from other programs who are **making up time missed for their own programs** will pay the full tuition, prorated per day of attendance, and have all the rights given to them as if they were students enrolled in the SEFT VI program. Credits for those days will then be transferable to their original training.

Evaluation

Trainees will have the opportunity to meet individually with the educational director(s) to give and receive feedback about their training, their individual process and their progress. They will also file a written self-evaluation and feedback form in the second and fourth year

Graduation

In order to graduate from the **Seattle Eastside Feldenkrais Training VI**, a trainee will:

- Participate in the training program within the attendance guidelines,
- Participate in his/her own self- and course-evaluation processes,
- Adhere to all training policies,
- Comply with proper usage of service marks,
- Teach ATM under supervision,
- Give two FIs under supervision,
- Demonstrate acceptable competency in practicing the Method as defined by Educational Director(s)
- Meet his/her financial obligations.

Certification

Each graduate will receive a certificate of graduation from XplorAction and will be eligible to become **Guild Certified Feldenkrais Teachers®** or **Guild Certified Feldenkrais Practitioners^{cm}**, who are able to teach and practice **Awareness Through Movement® (ATM)** and **Functional Integration® (FI)** and eligible to use the *Feldenkrais*-related service marks and logo.

Feldenkrais®, *Feldenkrais Method®*, *Awareness Through Movement® (ATM)*, *Functional Integration® (FI)* and the *Feldenkrais* logo are registered service marks of the FELDENKRAIS GUILD® of North America and may only be used by those certified by the Guild in accordance with Guild guidelines (certain exceptions apply to authorized *Awareness Through Movement* teachers). Trainees may not use the *Feldenkrais* logo, and graduates may only use it according to Guild requirements.

Trainees may not use the service marks or practice *Awareness Through Movement* or *Functional Integration* professionally until they have graduated from an accredited training program with the following exception:

Authorization to Teach Awareness Through Movement

Upon the successful completion of the first two years of the Seattle Eastside *Feldenkrais* Training V program, trainees will become authorized by the Educational Director to teach ATM as student teachers. After also receiving authorization from FGNA, trainees at this level may call themselves *authorized Awareness through Movement* teachers, **not certified**. If a trainee drops out of the training program after completing the first two years but before graduation, the trainee will lose the right to teach ATM, unless the trainee has been granted a leave of absence.

Feldenkrais Guild Membership

The FELDENKRAIS GUILD:

- Provides educational services to the public about *Feldenkrais* Somatic Education
- Ensures standards of practice and adherence to the code of professional conduct for practitioners/teachers
- Accredits training programs and certifies Practitioners, Trainers, and Assistant Trainers
- Protects and preserves the *Feldenkrais* work through its service marks
- Publishes a directory and a journal annually, and a quarterly newsletter
- Promotes the profession while maintaining the standards and meaning of *Feldenkrais* Somatic Education

Student Guild membership is encouraged but not mandatory.

Upon graduation from an accredited training, new practitioners/teachers are eligible to join the Guild as Practitioner members for reduced rates. Guild membership is not required for certification as a *Feldenkrais* Practitioner/Teacher.

To maintain their certification and the right to use the service marks and logo, graduates will need to meet the Guild's ongoing certification requirements and either maintain membership in the Guild or pay a certification fee to the Guild.

Licensing

No specific professional license is required to attend or graduate from a professional *Feldenkrais* training program.

In certain countries, states, provinces, or local jurisdictions, the professional practice of the *Feldenkrais Method* may be subject to licensing laws that set forth requirements in addition to graduation from a Guild accredited training program. We make no attempt to provide additional course work that may be required for licensing, apart from that related to learning the *Feldenkrais Method*. Trainees are solely responsible for meeting any such requirements and acquiring and maintaining such licenses.

Note: In 1997, the Washington State legislature exempted the practice of the *Feldenkrais Method* from regulation under the Massage Practice Act.

Standards of Practice For The *Feldenkrais Method* ®

Preface

Any attempt to write a definition of the FELDENKRAIS METHOD® might be seen as producing a somewhat static description of a highly fluid and dynamic method. FELDENKRAIS METHOD practitioners/teachers continually evolve their understanding and practice of the Method and in offering definitive statements about the work we must not lose our perspective of dynamism and evolution. This document should be interpreted in this light. Innovation and growth in this field are valued, especially when based on a solid foundation of understanding, sensitivity and skill embodied in the Methods' present form. As valid innovations become accepted in the FELDENKRAIS METHOD community, these standards will be changed accordingly. This document will be updated at regular intervals by a committee to be appointed by the Board of Directors of the *Feldenkrais Guild* for the purpose of reviewing and making revisions to the Standards of Practice.

Introduction:

The FELDENKRAIS METHOD assumes that human beings have transformational potential and that all people, regardless of their age or condition, have the ability to learn.

Moshe Feldenkrais wrote in HIGHER JUDO; "In a perfectly matured body which has grown without great emotional disturbances, movements tend gradually to conform to the mechanical requirements of the surrounding world. The nervous system has evolved under the influence of these laws and is fitted to them. However, in our society we do, by the promise of great reward or intense punishment, so distort the even development of the system, that many acts become excluded or restricted. The result is that we have to provide special conditions for furthering adult maturation of many arrested functions. The majority of people have to be taught not only the special movements of our repertoire, but also to reform patterns of motions and attitudes that should never have been excluded or neglected."

The FELDENKRAIS METHOD: What it is and what it does.

The FELDENKRAIS METHOD is an educational system that develops a functional awareness of the self in the environment. The Method utilizes the fact that the body is the primary vehicle for learning.

The FELDENKRAIS METHOD is an approach to working with people which expands their repertoire of movements, enhances awareness, improves function and enables people to express themselves more fully.

The FELDENKRAIS METHOD directly addresses the question of how to facilitate the learning that is necessary for organizing the whole self and recovering excluded and unconsidered movement patterns or actions. This is done by expanding the self-image through movement sequences that bring attention to the parts of the self that are out of awareness and uninvolved in functional actions. Better function is evoked by establishing an improved dynamic relationship between the individual, gravity, and society. Feldenkrais, himself, defined function as the interaction of the person with the outside world or the self with the environment. The Method enables people to include in their functioning, movements and parts of the body unconsidered, forgotten or excluded from their habitual actions or images of actions. By allowing a person to learn how their whole body cooperates in any movement, the FELDENKRAIS METHOD assists people to live their lives more fully, efficiently and comfortably.

The improvement of physical functioning is not necessarily an end in itself. Such improvement is based on developing a broader functional awareness which is often a gateway to more generalized enhancement of physical functioning in the context of one's environment and life.

The FELDENKRAIS METHOD is based on self-organization and self-regulation in learning.

The FELDENKRAIS METHOD is expressed in two parallel forms: AWARENESS THROUGH MOVEMENT® and FUNCTIONAL INTEGRATION®.

AWARENESS THROUGH MOVEMENT consists of verbally directed movement sequences presented primarily to groups. There are several hundred hours of AWARENESS THROUGH MOVEMENT lessons. A lesson generally lasts from thirty to sixty minutes. Each lesson is usually organized around a particular function.

In AWARENESS THROUGH MOVEMENT lessons, people engage in precisely structured movement explorations that involve thinking, sensing, moving, and imagining. Many are based on developmental movements and ordinary functional activities. Some are based on more abstract explorations of joint, muscle, and postural relationships. The lessons consist of comfortable, easy movements that gradually evolve into movements of greater range and complexity. There are hundreds of AWARENESS THROUGH MOVEMENT lessons contained in the FELDENKRAIS METHOD that vary, for all levels of movement ability, from simple in structure and physical demand to more difficult lessons.

AWARENESS THROUGH MOVEMENT lessons attempt to make one aware of their habitual neuromuscular patterns and rigidities and to expand options for new ways of moving while increasing sensitivity and improving efficiency.

A major goal of AWARENESS THROUGH MOVEMENT is to learn how one's most basic functions are organized. By experiencing the details of how one performs any action, the student has the opportunity to learn how to:

- attend to his/her whole self
- eliminate unnecessary energy expenditure
- mobilize his/her intentions into actions
- learn.

FUNCTIONAL INTEGRATION is the other form of expressing the Feldenkrais Method. Just as FELDENKRAIS METHOD practitioners can guide people through movement sequences verbally in AWARENESS THROUGH MOVEMENT, they also guide people through movement with gentle, noninvasive touching in FUNCTIONAL INTEGRATION.

FUNCTIONAL INTEGRATION is a hands-on form of tactile, kinesthetic communication. The FELDENKRAIS METHOD Practitioner communicates to the student how he/she organizes his/her body and hints, through gentle touching and movement, how to move in more expanded functional motor patterns.

The FUNCTIONAL INTEGRATION lesson should relate to a desire, intention, or need of the student. The learning process is carried out without the use of any invasive or forceful procedure. Through rapport and respect for the student's abilities, qualities, and integrity, the practitioner/teacher creates an environment in which the student can learn comfortably.

In FUNCTIONAL INTEGRATION, the practitioner/teacher develops a lesson for the student, custom-tailored to the unique configuration of that particular person, at that particular moment. The practitioner conveys the experience of comfort, pleasure, and ease of movement while the student learns how to reorganize his/her body and behavior in new and more effective manners.

In FUNCTIONAL INTEGRATION, the practitioner/teacher's intention is instructive and communicative.

FUNCTIONAL INTEGRATION is usually performed with the student lying on a table designed specifically for the work. It can also be done with the student in sitting or standing positions. At times, various props are used in an effort to support the person's body configuration or to facilitate certain movements.

The Method is based on principles of physics, biomechanics and an empirical understanding of learning and human development.

What the FELDENKRAIS METHOD is not.

The Method is not a medical, massage, bodywork, or therapeutic technique. The Method is a learning process.

The FELDENKRAIS Practitioner has no sexual intent and does not place hands on or in the genitals or anus. Chemical or mechanical aids are not used in the practice of the FELDENKRAIS METHOD

What a FELDENKRAIS METHOD practitioner knows, understands and does in practicing the FELDENKRAIS METHOD.

The practitioner/teacher:

- Understands that all actions in the FELDENKRAIS METHOD are a product of a way of experiencing and thinking as originally developed by Moshe Feldenkrais, and structured in the curriculum of FELDENKRAIS METHOD Professional Training Programs. All expressions of the FELDENKRAIS METHOD in the design and teaching of AWARENESS THROUGH MOVEMENT or in the implementation of a FUNCTIONAL INTEGRATION lesson, represent that way of thinking.

- Is sensitive to the interdependency of acting, sensing, thinking, and feeling that constitute human activity, and recognizes that changes in movement influence all these factors.
- Understands the rationale, design strategies and principles of FUNCTIONAL INTEGRATION and AWARENESS THROUGH MOVEMENT lessons. This understanding can be implicit and/or explicit, empirical and/or cognitive.
- Understands the effectiveness of and can communicate the basic learning strategies of the FELDENKRAIS METHOD in teaching AWARENESS THROUGH MOVEMENT, such as:
 - a: orienting to the process of learning and doing rather than working towards a goal;
 - b: using slow, gentle movement;
 - c: directing awareness toward sensing differences and perceiving whole interconnected patterns in movement;
 - d: allowing the student to find his/her own way with the lesson;
 - e: directing students to move within the limits of safety by avoiding pain and strain.

- Observes and interacts with students from the initial contact and interview in a manner that leads to the development of Functional Integration lessons coherent with the principles as stated above. This means the practitioner/teacher knows how to translate the way students present their problems into the framework of thinking of the FELDENKRAIS METHOD.
- Distinguishes between solving a problem that the student presents and evoking a response designed to create a new way of thinking, feeling, sensing and moving.
- Knows the difference between learning to accomplish a particular skill or function and learning how to achieve new strategies and possibilities for action in relation to one's intentions in the environment.
- Uses his/her voice, body, presentation and presence in relation to the student's, so as to encourage a supportive environment for learning.
- Continually reorganizes him/herself in relationship to perceived changes in the student undergoing AWARENESS THROUGH MOVEMENT lessons and FUNCTIONAL INTEGRATION.
- Contacts another person through touch in a manner that is supportive, noninvasive in intention, and non-corrective.
- Meshes his/her movements with the easiest directions in which the student moves.
- Becomes aware when support is given to the student, when quality of action improves, and when function becomes more integrated.
- Alters his/her self-organization in order to evoke greater feelings of comfort, greater capacity for learning and improved ability to function in the student.
- Has the necessary skills to evoke the student's self-regulating abilities.
- Determines what movement patterns a person needs to learn in order to learn a function.
- Makes distinctions between a more or less efficiently executed action, becomes aware of the presence of extraneous efforts and can feel where a student interferes with intended actions.
- Detects changes in muscular patterns, skeletal configurations, respiration, and autonomic nervous system signs in both him/herself and the student.
- Makes basic distinctions about differences in muscular tonus throughout the student's body and more importantly, knows how to find those differences by increasing one's own sensitivity when needed.
- Is sensitive to the amount of input a student can receive during each lesson and regulates the intensity and duration of each lesson accordingly.
- Can discuss and describe to others what his/her intentions are or were during a FUNCTIONAL INTEGRATION lesson.
- Organizes FUNCTIONAL INTEGRATION lessons understanding both the symbolic and bio/mechanical aspects of self-expression and how they are interwoven.
- Most importantly, knows how he/himself or she/herself, learns.

Organizing Processes of the FELDENKRAIS METHOD

At the core of the FELDENKRAIS METHOD is a state of mind that fosters a process of inquiry rather than one that seeks to define solutions. The practitioner and the student join together to discover and promote the awareness necessary in order to improve functioning in the student.

The following questions are unique coordinates for the FELDENKRAIS METHOD. When they are all brought together as a constellation they represent a unique signature of the FELDENKRAIS METHOD. Practitioners teach the FELDENKRAIS METHOD by translating the answers to these questions into actions, whether the questions are asked or answered explicitly or implicitly. These questions might never be brought into language by a FELDENKRAIS METHOD Practitioner but rather form a sea of thoughts which might occasionally bubble to the surface in an articulate form, and be asked by the practitioner of themselves or another directly.

Questions practitioners/teachers refer to themselves

1. How am I presenting myself in relationship to my student?
2. What can I do to achieve greater rapport with my student?
3. What must I do with myself to create the environment for learning for any lesson?
4. How am I organized to make contact with another person?
5. How do I organize myself to be able to feel more sensitively (for feedback)?
6. How am I organized to communicate and to act (for feed forward)?
7. What can I do to communicate support and ease with my student?
8. What must I do to evoke a response from my student without being overly directive?
9. How can I work so that my intention is clear but not imposed on the student?
10. What feelings are evoked in myself while working with my student and how is this affecting my actions?

Questions related to observing the student.

1. How can I discover the needs or wants of my student and how can I arrange myself to address them?
2. How does the student succeed in his/her life or in any particular actions of importance in life?
3. If the student feels unsuccessful, has he/she felt successful previously and how did he/she organize themselves to succeed in the past?
4. What can I sense in the way of differences about this person that reveals what is needed, e.g., one side compared to the other, high and low tone, between this person and others, etc.?
5. What can I see, feel or sense that will allow me to discover for myself and to reveal to my student the pattern of organization he/she is currently maintaining? And how can I feel and reveal the direction he/she might be moving towards from their current pattern of organization?
6. What can I feel, see, or sense that will allow me to move the student in the direction that will evoke greater learning and increased ability?
7. How can I perceive what is missing or unattended in the student's self-image as it is revealed in his/her body?

Cognitive questions in the mind of the practitioner/teacher, that he/she considers.

1. What is the student doing and not doing to fulfill his/her intentions in life?
2. How can I find what the student wants in the context of his/her life? What function or functions might be involved?
3. What movement sequences can be organized around a theme which can create a possible learning experience for the student, that will help complete what is missing or unattended in their self-image?
4. What kind of lessons are most appropriate for this person's needs?
5. Is there a major function I would like to explore with my student and what steps are necessary to embark on the exploration of that function?
6. What movement possibilities and/or what functions are developmentally required prior to working with the function we intend to restore?
7. What can this student learn right now? What is the time frame for his/her learning and what would be required to deepen it?
8. What are the distinctions I need to make and what are the categories and abstractions I might need to form in order to continue my and my student's learning?

**Developed and adopted by the FELDENKRAIS GUILD of North America in 1992
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