

Background to the document:

Yochanan Rywerant began teaching in Stockholm in 1986. He taught three basic trainings. When the third was coming to an end, the teachers in Stockholm felt that we needed more, and we asked if he couldn't continue and give a seminar in the didactics of teaching teachers. It was obvious to us that his way of training new teachers was unique. We were concerned about to accomplish and adopt as much as possible of what he represented for the future, based on his long and close relationship with Moshe Feldenkrais and not least what he himself had conceptualized, developed, and refined.

He agreed to our request and in the summer 1994 and 1995 Svenska Feldenkrais föreningen, the guild organizing his students in Sweden, organized an international TT training. He came back in 1996 for a follow up.

This outline was the structure and curriculum of what was to be discussed, digested, verbalized, and demonstrated. In these seminars. YR's teaching style for training teachers is based on informative verbal meta-communication in step with the non-verbal management in FI. He encouraged us to speak out loud and explain the thinking and use of various manipulons and doing so help the future teachers concretization the questions asked.

For teaching about ATM, he also urged us to use meta-comments and meta-meta-comments to make the teachers become independent in constructing ATMs and not only have to rely on using ATMs from the published lessons by MF and other teachers.

This outline was his hand-out. From this experience he wrote and published *Acquiring the Feldenkrais profession* in the year 2000. It was a private publication, and I asked the IFF to make the booklet available and preserved for the future, but the IFF were completely uninterested.

I am making my copy available. What is listed here is according to Yochanan Rywerant the very basic of the basic to know in order to teach teachers a Feldenkrais approach.

Solna November 2022
Eva Laser

TRAINERS TRAINING OUTLINE

- A. Improving the standards as practitioners
- B. Didactics of principles and working concepts (which, in what order)
- C. Didactics of FI demonstrations
- D. Didactics of tutoring FI
- E. Didactics of advanced situations, incl. borderline cases, medical, etc.
- F. Building a curriculum

XXX

A. Improving the standards as practitioners

- 1) The style of FI, exploring, finding functional unclarity, clarifying, integrating (general preconditions, examples).
- 2) Keeping the limits of the FM clear but daring to transgress, as long as the approach as the approach is exploratory, examples:
- 3) Sophistication in specific areas:
 - a) shoulders, hands
 - b) ankles, knees, inversion of foot
 - c) neck, jaw
 - d) C7, D1-D2
 - e) Breathing
 - f) walking with an impaired system
 - g) LBP
 - h) Spasticity
 - i) Scoliosis
 - j) the thumb, structure and function (connection with speech)
 - k) intentional use of muscle in its lower range
 - l) balance (labyrinth, skeleton, safety by ability to restore)
 - m) FI's not on the table (sitting, standing, etc.)
- 4) Disturbance in the pattern-image, its acceptance and control, and not in the muscle or in the kinesiological pattern (practical conclusion: look for an acceptable pattern), examples.
- 5) Structural limitations, or any of the client's complaints, and possible functional answers (examples).
- 6) ATM, building it, reacting to the live group, leading attention, keeping style.
- 7) Learning in secure environment vs. in extreme contexts, where you make the extreme secure; for ex. balance on unusual situation (in relation to support or to gravity.)

B. Didactics of principles and working concepts (which, in what order)

- 1) Habitual vs. non-habitual patterns.
- 2) Learning by differentiation (Weber-Fechner).
- 3) Awareness, the way for changing intentional patterns.
- 4) The stages of baby-development, hand-to-face, crawling-walking, gradual differentiation, learning of skills, improved of skills, improved control
- 5) Orientation in space and in field of gravity, orientation of parts of self
- 6) Hierarchy of levels of control, the limbic system, the cortex
- 7) Difference in clarity in the representation of distal vs. proximal parts involved in patterns of action

- 8) Anti-patterns, defense-mechanisms.
- 9) The manipulon, communicative manipulation.
- 10) The relation force-surface-pressure, the "surface-like" style
- 11) Changes by clarifying alternative choices and not by imposing corrections
- 12) Goal-directedness vs. attention to process; playful learning and non- intrusiveness to enhance communication.
- 13) Neutral position vs. extreme position.
- 14) Potent state, or readiness to act, vs. mere relaxation.
- 15) Efficient use of skeleton in gravitational field and in acting.
- 16) Acceptance of proposed new patterns; the "Aha!"-insight.
- 17) The Judo-principle.
- 18) What constitutes a pattern of action, sensory anticipations learned.
- 19) Corollary discharge and 'relative conjugate movement'.
- 20) Sensory filtering in habitual patterns, superfluous or misdirected efforts in new patterns with sense of possible inability, inadequateness, or impairment.
- 21) Causality vs. stimulus-response.
- 22) Heuristic learning vs. imitation of model, etc.
- 23) Using the senses, calibrating the gain of the response.
- 24) "What stops me?" as a way to go on exploring.
- 25) Making use of existing patterns and responses.
- 26) Agonists and antagonists being linked neurologically.
- 27) Multiple functional involvement of muscle-group.
- 28) Non-normative approach vs. indoctrinated or hidden norms; to be process-oriented vs. diagnostic approach, testing and labels.
- 29) Involving the cortex by unusual contexts and settings; breaking up habitual patterns.
- 30) Addressing different levels of control by different 'languages'
- 31) To seize the moment of shift of the control-level.
- 32) Learning being connected with a shift of the control-level
- 33) Learning-exploring, not in the extreme position, but near 'home' ('security' for the limbic system)'
- 34) Verbal (serial, digital) and sensory communication (images).
- 35) The concepts of monitoring and choice-making
- 36) Reversibility, a way to learn improved control
- 37) "Measuring" pain, progress, rate of rehabilitation
- 38) Drawing attention (in the basic level and in the meta-level) to situations, changes, or achievement, putting them in perspective verbally, by touch, or by experiment; span of attention.
- 39) The role of pain.
- 40) The language of the limbic system, security vs 'danger', confidence, curiosity
- 41) Meta-messages in ATM, FI, language of the senses, touch'
- 42) Completing, or providing, the necessary ingredient in a deficient pattern.
- 43) Pattern recognition as a phase of learning; how to facilitate it.

- 44) Primitive patterns in regression: foetus position, hand-to-face, self-preservation (fingers to eyes, being taken by the hair), use of skeleton, looking for support, artificial floor, postural and righting reflexes.
- 45) Respecting dominance, not equalizing, but comparing, also in ATM.
- 46) The view on posture.
- 47) Respecting the structure.
- 48) Shearing, supporting, at a right angle.
- 49) Testing by going to extremes.
- 50) Repetition, its rationale.
- 51) Integration through relation to immediate environment, change of position or context, readiness to act in different patterns, combined actions.
- 52) Integration essential, the prevailing "fixing it" not enough.
- 53) Integration through head, as an important phase in organization.
- 54) Keystone-manipulon for integration and summing-up.
- 55) Self-monitoring and self-direction, meta-brain.

C. Didactics of FI demonstration

- 1) Factors that allow gradation in complexity.
- 2) First approximation: not all the aspects and not all the details.
- 3) Gradation in pattern-recognition, integrating by variation. scapula \square side, then arm supine.
- 4) Short sequences, then making them longer by the idea of integration.
- 5) Point out efficiency of neutral pos., judo principle., rel.conj.mov., etc.
- 6) Very soon to be of help to the student, or partner, in the sense of clarifying.
- 7) Intersperse with theoretical background and practical applicability.
- 8) Differentiate habitual from non-habitual, by starting with conforming manipulons, point out signs of acceptance.
- 9) Point out exploring-sensing-trying out - proposing as a way of asking questions.
- 10) When doing more than one demonstration for the same issue then vary (easy-difficult, heavy-slender, etc.) and point out varied approaches for varied situations.

D. Didactics of tutoring FI

- 1) Time is needed to recognize patterns, changes; allow the student to explore.
- 2) Too much doing and too little sensing.
- 3) Not paying attention to response, then interfere
- 4) Seeing an idea that seems right (or almost so), then acknowledge it; you may give then advice for more efficiency, or for a shortcut

- 5) What next? Integrate!
- 6) When the pattern is not clear for several, go back to demonstrate with other subject
- 7) Make tutoring student-specific, for each according to his level, but sum up frontally those issues that came up with several students.
- 8) Chose subsequent issue according to the average level reached.

E. Didactics of advanced situations, incl. borderline cases, medical, etc.

- 1) Synthetic and analytic approaches in judging a situation
- 2) Releasing spasticity.
- 3) Compensation in joints (arthrotic hip-joint, etc.).
- 4) Hemiplegia.
- 5) Cerebral palsy.
- 6) Keeping the borders with the medical profession clear.
- 7) Cooperating with the medical profession.

F. Building a curriculum

- 1) Sequence of ATM.
 - a) Flexors
 - b) Extensors
 - c) side position
 - d) twisting
 - e) combinations
- 2) Considerations in ATM.
 - a) how to intersperse the different themes
 - b) when to start meta-comments
 - c) doing the other side in imagination
 - d) ATM by students, themes for comments and discussions
- 3) Sequence of FI.
 - a) exploring structure and texture
 - b) exploring movability, discriminating habitual and non-habitual patterns, the manipulon
 - c) neutral position and new direction
 - d) starting to integrate, perceiving differences in structure, habits and responses
 - e) perceiving changed responses and seeing this as clarifications

- f) ways of integrating: change of context (change of position, change of relation to environment and gravity, change of intention)
 - g) FI sitting, standing, transition from one position to another
 - h) the structure of an FI lesson, summing up the lesson, plan for next lesson
 - i) specific examples of inefficient organization
 - j) advanced topics: atlas-occiput, jaw, impaired hand-functions, moving ribs
 - k) demonstration FI's on outside people, videos of FI
 - l) organizing a practicum
- 4) Frontal talks or lectures.
- a) the origin of patterns of action, phylogeny, learning in different stages and in different ways, adaptation, constraints, damages
 - b) communication by words, by images, language of images
 - c) image of action, map-territory, incomplete representation, use of the image in the control of action
 - d) distal and proximal involvement represented; voluntary patterns conceived distally; images of action related to environment (use of eyes, 'push!' vs. 'straighten arm!', etc.)
 - e) learning by differentiation, by completing the map, by raising the level of control
 - f) levels of control, hierarchy in the CNS
 - g) structure and function, the links between the sides of the quadrangle: skeleton, muscles, CNS, environment
 - h) the skeleton, levers, anti-gravity function, efficient transmission of force, clarification of its function by support
 - i) cause-effect, stimulus-response, the energy-channels, communication, acceptance, freedom of choice
 - j) Weber-Fechner, importance in communication
 - k) non-intrusiveness about shearing (in the spinal column, in moving the shoulder rel. to the sterno-clavicular joint, in a hyper-extending knee)
 - l) neutral point, feeling safe ("home"), starting point for action
 - m) normativity vs. own judgment (maturity) proposing, not imposing
 - n) relation of the head and the self, the environment; teleceptors, upright stance, field of gravity, functions of survival
 - o) touch: intimacy vs. communication respect of privacy, considerations of culture, gender, age
 - p) perception of the world as invariant through sensory stimuli, while moving, the role of corollary discharge and the boundary between the self and the immediate environment
 - q) damage to the CNS connected with release of extra-pyramidal reflexes: spasticity, myo-clonus, Babinsky, athetosis
 - r) muscles, proprioceptors, control, stretch-reflex, residual tonus, touching muscle together with its action
 - s) the neuron: communication-link, processing element; the synapse, its role in the theories of memory and learning

- t) entropy, awareness and monitoring -learning as factors acting against the increase of entropy
- u) the two hemispheres, dominance, localization of factors or diffuse representation
- v) upright stance in the gravitational field; the bodily part of anxiety
- w) physical principles: force, acceleration, friction, momentum, energy, moment of inertia, conservation of energy, levers, oscillatory movements, elasticity
- x) passivity - activity; the creasing tissue; acceptance as an active process
- y) dualism in language and in philosophy; phenomenological unity
- z) recommending a bibliography and additional learning

XXX

TT, Preliminary assumptions and understandings

Basic attitudes in the FM

Teacher: I am going to help you clarify something about your possibilities, options and hence your adaptability and efficiency; you might learn something about yourself.

Client: This is not all that I can do; I might do more and better. (Aha!)

Principles and working concepts

- a) Is the principle necessary.
- b) Is there any possible difficulty in accepting it, because of prevailing thinking or working habits, or because of preconceived ideas or judgments.
- c) What might be a good way to present the principle and to have it accepted.

Development of refined senses, dexterity ambidextrousness

Reaching this by intentional, client-directed use; not by isolated exercise

Improved awareness of the student

Paying attention to the sensory input coming from the partner trains the same faculty as dealing with self-awareness, so that both are developed the same together; no preliminary phase is necessary.

Gradual approximations in learning

To be aware of what is left out (in details, in depth, in integration, in precision), until a subsequent phase in the training

Information as difference that makes a difference

Senses and perception, nervous impulses, communication, pattern recognition

Description, explanation, tautology

Scientific explanation, causal relationships, facts and assumptions, paradigms.

Control-loops and collateral energy

Feedback, bias, gain, calibration, steady state, threshold and continuous change.

Criteria of mental processes (Bateson)

1. A mind is an aggregate of interacting parts or components.
2. The interaction between parts of mind is triggered by difference.
3. Mental process requires collateral energy.
4. Mental process requires circular (or more complex) chains of determination
5. In mental process, the effects of difference are to be regarded as transforms (i.e., coded versions) of events which preceded them.
6. The description and classification of these processes of transformation disclose a hierarchy of logical types immanent in the phenomena.

Logical typology

as it manifests itself: in communication and language; in concepts; in learning; in change of organization and behavior.

The map-territory relation (Korzybski)

Possible confusion, the language of images, engrams, encoding, cybernetic use (planning, controlling, changing).

Learning of higher logical type

Insights, integration, solving not only the particular problem, but a class of problems, the story of the trained dolphin.

XXX

Copyright © 1993 by Yochanan Rywerant