

## Brain and Sensory Foundations Training—Agenda

(Times noted here are approximate and subject to change)

### Evening session

6:15 to 6:30 pm

Arrival, sign-in, turn in enrollment form, receive manuals

6:30 to 7:30 pm

#### I. Welcome/Introduction

- A. Instructor intro and Course Overview—goals and objectives for the class/adapt movement to your ability
- B. What is neurodevelopmental movement? How does it differ from other forms of movement? The brain's response to movement, research & case studies.
- C. Lab—2 Minute Brain Tune Up (from Brain Gym)—Water, Brain Buttons, Cross Crawl & Hook Ups

7:30 to 8:30 pm

#### II. Introduction to Innate Rhythmic Movements—History, Harald Blomberg, MD, & Moira Dempsey

- A. Babies make spontaneous rhythmic movements to develop:
  - a. Neural networks, Myelination of nerves
  - b. Head control, core and limb strength
  - c. Linking up of various brain centers
  - d. Sensory Integration
  - e. Reflex Integration
- B. Stimulation of vestibular, tactile and proprioceptive senses.
- C. Maturing Affects on Brainstem, Cerebellum, Basal Ganglia, Limbic System and Cortex
- D. Research on Infant Rhythmic Movement, Case Studies

#### III. What to do if someone is physically or emotionally triggered by movement

- A. Stop and rest, offer water
- B. Rub K27 points (Brain Buttons)
- C. Do Emotional stress release points
- D. Hook ups
- E. If disorientation persists, offer client Support Repatterning Sequence

#### IV. Rhythmic Movement Lab—Demo and Experiential Lab Practice

### Full DAY 1

8:30 to 9:15

#### I. Review and Heart Coherence

- A. Review Brain Tune up with Goal context, Lab Practice
- B. Heart coherence determines brain coherence; intro to Heart Coherence while doing Hook ups—Heart Coherence Posters
- C. Review: What to do if someone is physically or emotionally triggered by movement
  - a. Stop and rest, offer water
  - b. Rub Brain Buttons
  - c. Do Emotional stress release points
  - d. Hook ups
  - e. If disorientation persists, offer client Support Repatterning Sequence

# Brain and Sensory Foundations Training—Agenda

## Full DAY 1, continued

- 9:15 to 10:00** II. Introduction to Primitive Reflexes and Tonic Labyrinthine Reflex
- A. Definition and function of reflexes
  - B. Lifecycle of a reflex—primitive reflexes & postural reflexes
  - C. Typical causes of un-integrated reflexes
  - D. Main challenges of un-integrated
  - E. Video of ‘Before and After’ Reflex Integration
  - F. Tonic Labyrinthine Reflex (TLR)
    - a. Description & function
    - b. TLR—how to recognize lack of integration—case study

## 10:00-10:15 BREAK

- 10:15 to 12:30** III. Key Reflexes for Balance and Learning—TLR, ATNR and STNR—description and function, relation to learning, sensory, motor, social and emotional skills
- A. Tonic Labyrinthine Reflex (TLR)
    - a. Lab—Activities for integrating TLR
    - b. Discussion
  - B. Symmetrical Tonic Neck Reflex— STNR description & function
    - a. STNR—how to recognize lack of integration—case study
    - b. Lab—Activities for integrating STNR
    - c. Discussion

## 12:30 to 1:45 LUNCH

- 1:45 to 2:45** IV. Key Reflexes for Balance and Learning—TLR, ATNR and STNR, continued
- A. Asymmetrical Tonic Neck Reflex—ATNR description & function
    - a. ATNR—how to recognize lack of integration—case study
    - b. Lab—Activities for integrating ATNR
    - c. Discussion

- 2:45 to 3:30** V. Hand Reflexes—Grasp and Palmar/Babkin Reflexes
- A. Grasp Reflex—description and function, relation to learning, sensory, motor, social and emotional skills
    - a. How to recognize lack of integration—case study
    - b. Lab—Activities for integrating Grasp reflex
    - c. Discussion
  - B. Palmar/Babkin—description and function
    - a. How to recognize lack of integration—case study
    - b. Lab—Activities for integrating Palmar/Babkin Reflex
    - c. Discussion

## 3:30 to 3:45 BREAK

# Brain and Sensory Foundations Training—Agenda

## Full DAY 1, continued

- 3:45 to 4:30** VI. Rhythmic Movements—application in -depth, Lab demo and practice continued
- A. The Go-Slow protocol
  - B. Experiential practice review of key rhythmic movements
- 4:30 to 5:15** VII. Feet Reflexes—Plantar and Babinski
- A. Plantar Reflex—description and function, relation to learning, sensory, motor, social and emotional skills
    - a. How to recognize lack of integration
    - b. Lab—Activities for integrating Plantar reflex
    - c. Discussion
  - B. Babinski Reflex—description and function, relation to learning, sensory, motor, social and emotional skills
    - a. How to recognize lack of integration
    - b. Lab—Activities for integrating Babinski Reflex
    - c. Discussion
- 5:15 to 5:30** VIII. Ending Review and Q & A
- A. Experiential review of reflex stimulation and Support Repatterning Sequence
  - B. Q and A
  - C. Open book test, hand out

## Full DAY 2

- 8:30 to 9:00** I. Overview/ Questions/Review
- A. What to do if someone is triggered by movement
  - B. Importance of Reflex integration
  - C. Importance of Infant Rhythmic Movement
- 9:00 to 10:00** II. 2 Key Reflexes for Emotional, Social, Physical Health & Sensory Processing—FPR and Moro
- A. Fear Paralysis Reflex (FPR) description & function
    - a. FPR—how to recognize lack of integration—case study
    - b. Lab—Activities for integrating FPR
    - c. Discussion
- 10:00-10:15 BREAK**
- 10:15 to 12:30** III. 2 Key Reflexes for Emotional, Social, Physical Health & Sensory Processing—FPR and Moro
- A. Moro Reflex, description and function
    - a. How to recognize lack of integration—case study
    - b. The Critical Role of Moro Reflex for Sensory Integration
    - c. Lab—Activities for integrating Moro Reflex
    - d. Discussion

## Full DAY 2, continued

### 12:30 to 1:30 LUNCH

1:30 to 2:30

#### IV. Spinal Galant Reflex

- A. Spinal Galant Reflex—description and function, relation to learning, sensory, motor, social and emotional skills
  - a. How to recognize lack of integration—case study
  - b. Lab—Activities for integrating Spinal Galant reflex
  - c. Discussion

2:30 to 3:15

#### V. Head Righting Reflexes

- A. Checking for proper Head Righting reflexes
- B. Lab—Activities for Integrating Head Righting reflexes
- C. Discussion: Head righting check as a method for early detection of Autism
  - a. Osnat and Philip Teitelbaum research study

### 3:15 to 3:30 BREAK

3:30 to 4:00

#### VI. Review of Reflexes; 5-Step Balance Process in Depth

- A. Reflex Stimulations and Movement Patterns
- B. Balance Process
- C. How to Facilitate a 5-Step Balance Process for Reflex Integration and Goals

4:00 to 5:00

#### VII. Lab—Partners Practice facilitating 5-Step Balance Process for Reflex Integration and Goals

- A. Discussion of Experiences with 5-Step Balance

5:00 to 5:30

#### VIII. Course Ending Requirements

- A. Written Assessment (open book test), discuss and correct
- B. Q & A
- C. Evaluations
- D. Certificates