Rhythmic Movement Training, Level 2 • Objectives, Topics and Information

Background and Description:

Rhythmic Movement Training (RMT) is based on the work and contributions of Kerstin Linde, Swedish movement therapist, Harald Blomberg, MD, Swedish psychiatrist, and Moira Dempsey, Australian educator and kinesiologist,. The courses taught through Rhythmic Movement Training International (RMTi), founded by Moira Dempsey, combine rhythmic movements with in-depth reflex integration techniques into an effective program that is taught world-wide by a network of certified trainers.
For more information, see www.rhythmicmovement.org

Objectives

Upon course completion students will be able to:

- Demonstrate 17 Rhythmic Movements plus 3 additional movements for limbic system integration and coordination of upper and lower body.
- Identify 5 signs of an underdeveloped limbic system.
- Assess 2 key primitive reflexes—Fear Paralysis Reflex and Moro Reflex and 1 protective reflex, Tendon Guard reflex.
- Apply protocols for integration of 2 key primitive reflexes—Fear Paralysis Reflex and Moro Reflex and 1 protective reflex, Tendon Guard reflex.
- Apply protocols to release tension patterns from areas affected by the Tendon Guard Reflex—legs, hip, back, neck and shoulders.

Topics

- The role infant movement and reflexes play in brain growth, learning, emotional development and behavior, and the research showing the crucial importance of integrating infant reflexes for foundational sensory processing and learning skills.

- Why un-integrated reflexes are a major factor in challenges such as ADD/ADHD, dyslexia, developmental delay, sensory processing disorder, autism, chronic stress/overwhelm and other learning, emotional and behavioral difficulties.

- The critical importance of integrating the Fear Paralysis and Moro reflexes for sensory processing, emotional regulation and social development.

The RMT courses are recommended for OTs, PTs, OTAs, PTAs, SLPs, educators, psychologists, counselors, health care professionals, developmental optometrists, vision therapists, parents, massage therapists, yoga therapists, adult students, social workers, and caregivers.

Assessments

Students taking the RMT courses for professional credit or continuing education must fulfill the following requirements:

1. Manually sign in/out for each learning session
2. Provide live demonstrations of each movement technique taught during training
3. Facilitate use of each movement technique with fellow Learners serving as "clients"
4. Complete a written exam identifying that the Learner understands the theory, principles, practices and history of the methods taught. Exam questions will be self-scored with the opportunity for discussion, Q & A and revision prior to the end of the course.
5. Submit a completed training evaluation form

Students are also expected to read course handouts in addition to course manual and to actively participate in class discussion and labs.

Text

RMT Level 2—Rhythmic Movement Training for Emotions, Memory and Behavior, by Moira Dempsey, USA Edition, Copyright, 2012

The manual for this practical and experiential course is based on the theoretical work from ***Movements That Heal***, by Harald Blomberg, MD and Moira Dempsey (2011).

Recommended/Optional texts:
Movements that Heal, Rhythmic Movement and Primitive Reflex Integration—A Drug-Free Approach to Learning, Sensory, Emotional and Behavioral Challenges**,** Harald Blomberg, MD and Moira Dempsey, 2011.

Reflexes, Learning and Behavior, A Non-Invasive Approach to Solving Learning and Behavior Problems, by Sally Goddard, Fern Ridge Press, 2002.

Additional Information & Instructional Methods:

Rhythmic Movements are gentle rocking and reflex integration movements that stimulate neural pathways and promote learning, emotional balance and ease of movement. RMT is an effective way to help with symptoms of ADD/ADHD, learning challenges, autism and behavioral/emotional imbalances without the use of drugs.

Instructional Methods Include: Lecture, training manual, power point presentation, demonstration, experiential lab practice, group discussion, and time for questions and answers.

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