



Association SOMA

8 rue Legouvé, 75010 Paris

info@soma-france.org

SIRET 490 459 989 000 29

www.soma-france.org

N°déclaration activité 117 540 903 75*

*Cet enregistrement ne vaut pas agrément de l'Etat.

Code NAF 8559A

Student Guide and Requirements for certification

BMC[®] IDME Program

Updated in February 2021



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PRESENTATION

The certifying BMC[®] training program offered by SOMA in France is accredited by Bonnie Bainbridge Cohen and by the school of Body Mind Centering in the United States. We follow the official course developed by Bonnie Bainbridge Cohen and by the school's educational team, especially by Myra Avedon.

Soma combines an excellence in teaching and the respect of a rigorous professional ethic in all the three programs (Somatic Movement Education, Practitioner and Certified Teacher of the School for Body Mind Centering[®]).

These programs offer very specific and detailed approaches in order to embody cells, body systems and different developmental patterns. The principles and the techniques that are thought, enhance both personal fulfilment and professional perfection.

The study of Body Mind Centering[®] is a creative process supporting the discovery of self and of others through physical exploration and assimilation. Each person is simultaneously the student and the object of the study. The principles and techniques are thought within an environment of self-discovery and of openness. We learn how to enable the expression of self and of others without judgement, starting from where each one is. This is how we look for the sensation of well-being underlying any kind of transformation.

Since over thirty years, we have been dedicated to share this dynamic research through embodiment with others. People from over 25 countries have taken our courses, workshops, and programs, and we have certified practitioners on four continents.

THE EDUCATIONAL TEAM

The members of the pedagogical team (the teachers) are certified practitioners and have also absolved the teacher training with the School of Body Mind Centering[®], as well as an in-depth training to learn how to transmit this work to groups. They have been teaching BMC[®] for many years and also have skills in other fields. The large range of teaching styles is based on their own singular way to embody and to apply this work.

SCHOOL LIFE

Learning and teaching environment

In each module, self-study guides and notebooks help students to start a continuous dialogue for exploring and studying. Class content is based on them, however, since BMC[®] holds a lot of information and is by nature a work of exploration, only a small part of the documents is directly addressed in class. The fundamental techniques and principles are clarified during the training, but not all of the specific points are studied and some other elements might be added. In order to embody the different body systems and developmental principles, we use movement, breath, touch, voice, visualization, discussion and other methods. Sometimes the focus is on the practice, other times it is on the theory.



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BMC[®] material contains many interpenetrating layers. For example, in the module on the skeleton, it is possible that a specific joint is only seen during one class, but during the whole program we will come back to this same joint in a different context, we will explore the same joint during the module on ligaments and on muscles or during developmental patterns and reflexes. During the short trainings, information from other modules is intertwined in the same way. In each course, teachers put a particular emphasis on the key elements that might be referred to, but that won't be studied in other courses.

Since every person has their own singular way to learn, it is important to become aware of your own preferences and to be open to test a different way to learn. Sometimes the information will be presented from a global point of view, other times it will focus on details. We don't intend to produce a specific type of teacher or practitioner, but want to encourage each person to fully express who they are and to approach teaching/learning from their own nature, while accepting at the same time those who have different strengths than their own. This is why our educational team is very diversified. Each member represents a distinct mode of embodying and learning/teaching.

If a student isn't able to understand the information or the teaching style of a team member, it might be partly due to a diverging approach to perceive or to act. If this happens, please ask for advice.

Personal work during the whole year

Students are supposed to continue to explore the material and to study on their own during the whole year. In each module the student receives a lot of information and even though embodiment is guided during the courses, the experience is deepened over time and is the result of a process of personal exploration outside of the school setting, for instance when taking time to study on your own or to share the material with others, allowing hence the experience you lived in class to deepen and to evolve.

School obligations

In order to be certified, each student has to receive a positive evaluation for each course, and to complete successfully all their homework and complementary activities. The final evaluations decide of the success or the failure of a course. The evaluation of a course is based on attendance and on class participation, as well as on the physical demonstration of the transmitted skills.

Participation and satisfactory physical demonstration during class

During the courses, students are asked to be physically present and ready to actively participate in the dynamics of the studio, which means that they should participate in discussions, in partnering work and exchange after a practical application or an exploration.

Students have to take care of their learning needs by researching additional explanations, asking questions and/or asking the teachers and the assistants for help. Assistants are there to observe the students, support the embodiment of the material and ensure a good interaction between students and teachers. If an assistant witnesses a poor



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participation of one of the students, they will try to find a solution together. If the problem persists, the assistant will notify the course coordinator and hand him/her a written account. All the questions or agreements between the student and the assistant will be enumerated in order to give recommendations to the student on how to correct the problem.

On demand of the assistant, the course coordinator can ask the student to do some additional work, such as take a catch-up session. If the problem persists or if there is a disagreement between the student and an assistant, a meeting will be organized together with the course coordinator in order to address the questions in detail.

WAYS TO CATCH UP FOR MISSED CLASSES

In order to validate a course, the attendees have to assist to at least 90% of the mandatory classes. It is the student's responsibility to know whether they have attended all the mandatory classes, and if not, to make up for any missed classes, and submit the record for missed and caught up classes.

If you miss up to 10% of the mandatory classes

You are allowed to make-up these classes (not exceeding 10%) in an informal manner, by working on the course material with other students and by reviewing the corresponding sections in the notebook. If you want, you can also take an individual class with a teacher or a certified practitioner. The organization of these classes is up to you and you have to pay the teacher or the practitioner. Except for the review and evaluation class at the end of each course, you will not have to give account of how you made up for the missed classes. Follow the below instructions for this course.

If you miss more than 10% of the mandatory classes

You will have to make up for this class during a catch-up session with a practitioner or a teacher (preferably with a teacher or an assistant practitioner from the program, since they are up to date with all the latest research and news from BMC®). You have to organize these sessions yourself. You need a catch-up session of at least 30 min to make up for maximum 2 missed hours.

You have to take these catch-up sessions before the end of the course and hand in the account for missed and caught up classes in order to get a passing evaluation for the module. Please hand in two copies of the filled-out forms, one for yourself and another for the School. You will find the two copies in your notebooks.

If you miss the review and evaluation class at the end of the module, you will have to make up for it and hand in a report. As it is a class on evaluation it has to be taken with a member of the present educational team.



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You can't miss more than 20 % of the mandatory classes and still validate the course. If you miss more than 20% you will have to redo the course.

If a student surpasses the amount of tolerated absence for a couple of modules and hence has to take too many individual make-up classes, he will be put on probation and could potentially be excluded from the training.

Make up sessions

Make-up sessions are mandatory if the student has missed more than 10% of the classes of a given module. They are recommended and sometimes even imposed if the student needs more time to clarify certain information.

If a teacher decides that based on a student's physical demonstration in class, a make-up session is needed, he will inform by writing the elements that need to be reviewed, the necessary preparation for the student, the date and the time, as well as a deadline to take this session. These sessions have to be paid for by the student.

If the session was successfully accomplished, the teacher will make a written note and add it to the student file. Students that show up for the session without being ready and haven't done the correct preparation might be asked to take another session or get a formal notification.

The price for the catch-up session by a teacher are:

One student	30€ / ½ hour
1 or more students	60€/ hour

Unfulfilled conditions

The fact of not fulfilling the minimum conditions before the end of the module leads to a label "unfinished". The student has to speak to the course coordinator and decide of the additional work they have to do in order to fulfill the mandatory conditions for the given module. The catch-up work has to be done within four weeks after the end of the course, otherwise the module can't be validated. The student has to pay for any kind of catch-up work or additional time spent with a member of the educational team.

Failure

Every student who fails a course has to redo it, which might delay the continuation of his/her training, if the courses are required to continue to the next level.

Delay in getting certified

Students have to respect a certain rhythm for the homework, for the work concerning each course and the hours of class attendance. If a student has difficulties to keep up with a course or the program, he/she has to inform the coordinator in order to receive advice.



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If the program coordinator sees that the student doesn't fulfil the minimum conditions and hasn't come to see him, he will point it out to him/her and they will meet in order to find a solution and evaluate the student's needs in order to continue the program.

If a student shows persistent difficulties, the obtention of his/ her certificate might be postponed, and if the educational or behavioral issue isn't resolved, the student might be excluded from the program.

The obtention of the certificate could be delayed for the following reasons:

Educational reasons

1. If the teachers, the coordinator and the program director consider that the student doesn't fulfill the conditions of the module.
2. If the student missed more than the allowed 10%.
3. If a student received a warning and didn't take the necessary measures during the imparted time.

Disciplinary reasons

1. If the student's attitude is opposed to the deontology, is unprofessional or interferes with the educational process.
2. If a student received a disciplinary warning and didn't take the adequate measures in the imparted time.

Administrative reasons

1. If a student doesn't respect the financial commitment.

Procedure

1. The pedagogical team will inform, if necessary, the program coordinator of any educational or behavioral problems. The administrative director is in charge of the formal financial notice. He takes an appointment with the student, the competent members of the educational team, the coordinators and /or directors in order to identify the required conditions for the student to be able to continue the program. The student will be notified of these conditions in writing and this will be added to his/ her file.
2. Once the conditions are fulfilled, the training coordinator will inform the director that the situation is back to normal.
3. If there is no significant progress after the written notification, this might lead to course failure and/or an educational or financial suspension, or even an expulsion from the training.
4. The program coordinator will briefly explain in writing the deadline and the specific conditions that need to be fulfilled for the student to reintegrate a regular situation.



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Requirements for Certification

Requirements for being certified as an Infant Development Movement Educator

You have to have:

1. Assisted to all the courses of the IDME program.
2. Received a satisfactory evaluation from the educational team.
3. Finished all your homework (required sessions and project).
4. Paid all the tuition fees.

In order to be certified, all the requirements have to be fulfilled.

Overview of homework and deadlines

	Total	To submit	
		Before IDME 1	Before IDME 2
Study Sessions (2 for each one of the basic courses: S&P 1, BNP, RRR, Ontogenetic)	8	8	-
Guidance Sessions (1 for each one of the basic courses: S&P 1, BNP, RRR, Ontogenetic)	4	4	-
Observation Sessions	20	8	12
Play Sessions	12		12
Personal Sessions	2	-	2
Educational/ Promotional project	1	-	1
Video project interaction with 1 or more babies	1	-	1
Supervision Sessions	2	-	2*

*the second Supervision Session might be taken during the last application course IDME 2

Submitting your homework and deadlines

In order to be certified, you have to submit all your homework at least 2 months prior to the



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deadline. In some exceptional cases you can ask the teachers to extend the deadline. The two sheets for the report of your homework, which you'll find in this Student Guide, indicates you to whom you have to submit your homework.

Your homework has to be finished and submitted at the latest six months after you finished the course of the program. A student who hasn't finished his/ her work and didn't ask for an extension by writing, declares hereby that they will not end the training. A student, wishing to reintegrate the program, can re-enroll. If this student is accepted, he/ she will pay the possible cost of re-enrollment and respect the requirements of the program.

Penalties for late submission of homework

If you didn't submit your homework before deadline, you have to pay a penalty of 30€, granting you a 2 months extension. If the delay of the submission of the homework exceeds 2 months, the applicable penalty is 60 €.

Important information

At the moment of writing this guide, the information about the program and courses is right. Modifications can happen without notification. For educational or administrative reasons, the School of Body-Mind Centering® (SBMC®) has the right to adjust the program, the calendar, the places where the training is held and the tuition fees.



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HOMWORK DESCRIPTION

8 Study Sessions

Study Sessions are an informal sharing of the material with one or more people lasting between 1h and 1h30. The report of these sessions is sent to the School for Body-Mind Centering[®] through the Study Session report sheet, you'll find in the notebooks, in section 2. Two Study Sessions per course are required, 2 for each of the following courses, Senses and Perception 1, Basic neurocellular Patterns, Primitive Reflexes, Righting Reactions and Equilibrium Responses (RRR), Ontogenetic Development.

Who can I do the Study Sessions with? For the four basic courses you should share what you've learnt with another person. It is recommended that you do your Study Sessions with one person at a time. 20% of your Study Sessions can be done with 2 people or more.

These sessions give you the opportunity to organize what you've learnt and share it verbally with another person. You can give a class to a friend, a member of your family or another student from the program.

What is my focus? These sessions focus on the BMC[®] principles. Your aim is to share those principles – as a student – with another person.

These sessions are not formal. You can either explore globally a principle or a system, or choose a specific aspect you want to explore in detail. You can use your notebooks, notes, anatomy books to deepen your study.

For each session you have to choose a different principle and/ or a different structure. On each Study Session report sheet, you will find a list of aspects and principles you can choose from.

Note: For the course on Ontogenetic, two Study Sessions are required. In the first Study Session you should share the material (Study Session Report 1 – Principles) and in the second Study Session, observe a baby (Study Session Report 2 – Observation).

If you've already done some Study Session for the SME or Practitioner program, you don't have to redo them. You can simply resubmit the report sheets.

20 Observation Sessions

The aim of these 20 observation sessions is to refine your observation skills in order to deepen your understanding of the developmental process. It is intended that you can observe the baby within his/ her family. These sessions provide – for you and the family- the opportunity to measure the value of observation and of a gaze that includes the whole situation and all the people implied: the baby, the caregivers and you. These sessions develop your inner witness, your kinesthetic empathy, your skill to attune and to listen.



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Each observation should last between 30 minutes to 1 hour. Use your observations to fill out the Observation Report sheet. You will find all the information and additional guidelines in the section guidelines for Observation Sessions before the empty report sheet.

In order to observe use everything, you've learnt in the four basic modules – and especially the Observation Guide of Ontogenetic development, you'll find it in the respective notebook.

You have to do

- **8 Observation Sessions before IDME 1.** If possible, observe babies from these different age categories (new-born, 1 – 3 months, 4 – 6 months, 7 to 9 months and 10 -12 months).
- **12 Observation Sessions before IDME 2.** If possible, observe babies from these different age categories (new-born, 1 – 3 months, 4 – 6 months, 7 to 9 months and 10 -12 months).

12 Interactive Play Sessions

Each interactive play session should be of at least 30 minutes. Again, the focus is to observe the baby and his/ her environment first. However, in these sessions, you will not only observe the baby: based on your observations, you will start to relate with the baby through educational play, keeping in mind the principle of least effort. The principles of interactive play are as follows:

- Engage the baby's participation by arising his desire
- Observe and understand what the baby does.
- Respect and listen to the baby, the parents and the caregivers.

These sessions are not about the execution of tasks and the manipulation of the baby or making him/her do something. The aim is to support the baby in his/her efforts to move through space, and/or his/her efforts to reach the object of his/her desire, keeping always in mind the principle of least effort (for yourself and for the baby).

You have to do 12 Interactive Play Sessions before IDME 2. If possible, observe babies from these different age categories (new-born, 1 – 3 months, 4 – 6 months, 7 to 9 months and 10 -12 months).

Outside sessions taken with a practitioner or a teacher include:

4 Guidance Sessions

Guidance Sessions are an opportunity to meet a certified practitioner or teacher for 30 minutes and receive personalized advice on class material and get feedback on your understanding and embodiment of the principles and of the essential techniques of the 4 basic courses (S&P1, BNP, RRR, Ontogenetic). These sessions can be taken once you've



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taken the course, and you should use the Self-Evaluation sheets for Guidance Sessions, which you'll find in each respective notebook.

These Sessions can be taken individually, with another student or in a small group, as long as the teacher can give 30 minutes of their attention to each student for each subject.

In preparation of a Guidance Session, you need to review the material listed on the Self-Evaluation forms. Do this either by yourself or with another student. Fill out the section "self-evaluation of your understanding of these principles" by ticking the box that best corresponds to your level of integration and embodiment.

Then take this form with you for the Guidance Session. The practitioner or teacher you work with will look at it to know where you need the most support. The practitioner or teacher has to tick the box of the principles that he/ she reviewed during the session and date and sign the form. In no way is this an evaluation by the practitioner or the teacher.

The Self-Evaluation forms are an important tool to help you organize your learning process. They don't list all of the principles studied in class or mentioned in the notebooks. However, the principles on these forms will be used as a basis for evaluating your understanding and your embodiment.

The cost of these sessions is not included in the tuition fees. The students have to contact the teacher or practitioner, who has to be a member of BMC[®] A and pay them directly.

A list of all active certified practitioners and teachers is available on the Internet site: www.BMCassociation.org/locate/professionals

Every certified practitioner and teacher of BMC[®] can nourish you through their experience of the principles underlying the work. Those who've been working with these principles for many years have a profound personal experience to share. Over the years the IDME program has evolved, new understandings and courses have been added to the program. When you book a Guidance Session, you should check whether the practitioner or the teacher you've chosen is able to help you with the specific principles you want to work on.

2 Personal sessions

Personal sessions offer you the opportunity to work one on one with a practitioner or a teacher. The focus of the session is on you. You can work on a physical or a body-mind issue, on a concern you might have, on questions you have about the material or any other aspect you want to work on. The report of the individual sessions is done on the sheet for the account of personal sessions.

Each session lasts around 1 hour and the Personal Sessions have to be taken before IDME 2. For these sessions, contact a certified practitioner or teacher, member of BMCA.

Sessions must be done by a certified practitioner or teacher either during the modules, or in between modules, if you have the opportunity to live near or have access to certified



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person. Doing them during the modules offers support for your learning process. Doing them in between modules can support your continuous learning process.

The cost of the sessions is not included in the tuition fees. The students have to contact the teacher or practitioner and pay them directly.

A list of all active certified practitioners and teachers is available from SOMA or on the Internet site: www.BMCassociation.org/locate/professionals

2 Supervision Sessions

The Supervision Sessions give you the opportunity to have a direct feedback on your skills to facilitate movement and to understand the role and skills of an Infant Development Movement Educator. Two supervision sessions are required, and you have to fill out the report sheet for Supervision Sessions.

During the first Supervision Session, you position yourself as an educator and work directly on the practitioner or teacher (who takes the role of the client) who can give you direct feedback. The first session lasts around 1 hour. The focus is placed on your skills to facilitate through touch the different aspects specific to motor development as well as on your general capacity to accompany, before starting to work with babies. You can either take this session during IDME 1 or after. You can take it with any certified Practitioner or Teacher, ideally with a certified IDME teacher or practitioner or a practitioner who has experience working with babies and families.

The second Supervision Session is used to speak about your work and your evolution in the program. You will have to do this session with a member of the teaching team for IDME 2 or a person designated by the team. The session is done after you have submitted your personal project (video and educational/ promotional project). This session lasts around 1h30. This time is necessary for the supervisor to watch both the video and the educational/ promotional project. The verbal exchange can be done over phone or Skype if necessary.

The cost of these Supervision Sessions is not included in the tuition fees. The students have to contact the supervisors themselves and pay them directly.

2 Projects

1 Educational/Promotional Project

For this project, students have to prepare an educational or promotional support. This proposition should be submitted before IDME 2 and will be shown during the course. Discovering and exchanging about the different projects is often useful and encouraging for all the participants (students, assistants, teachers). The support can be a brochure, a flyer, a poster, an article, etc., and should help the public to better understand what infant movement development education is. This work in process shows your own unique manner



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to present Infant Development Movement Education. Once you've received the feedback from the group and you've watched all the projects, you might want to change your brochure/flyer. The themes addressed can be: What does professional Infant Movement Development Educator? What is Infant Movement Development Educator? How does it help babies and families? ... You are contributing to the establishing of a new profession. As member of a professional body, it is important that we coordinate our efforts and explain clearly our work.

1 Video Project

Each student has to prepare a short video showing key moments of his/her interaction with one or more babies. This video shows that you have understood and embodied the major basic principles of this subtle and precise approach as Infant Movement Development Educator. The video has to be finished before IDME 2. It should be available for watching during the second Supervision Session but also during the IDME 2 course, where it will be shared and discussed within the group.

The video should not be longer than 10 minutes. You can choose to interact continuously for 10 minutes with the baby, or edit different moments of a same session, or of different sessions with different babies. You can use your iPad, tablet, phone or any other device to film the session and save it on a DVD or on a USB key.

Inform the parents/ caregivers that the video will be used for educational purposes only and that there will be no public screening or sharing.



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Homework Sheet

First homework packet has to be submitted before IDME 1

The following homework has to be submitted maximum 6 weeks before the beginning of the first application module, IDME 1 (deadline:)

This time is necessary for the teachers to read and to take into account the report sheets. In order to respect the deadline, start your homework as soon as possible, and if you encounter a problem, please contact your teacher – homework reader.

All written reports are to be submitted to SOMA in one single, complete packet. Use this sheet to keep track of the work you have already completed and use it as a cover for your homework packet. As you complete the requirements, put a check mark next to the completed box.

Always keep a copy of your work as well as this homework sheet!

All work must be typed.

If for another BMC® program (SME, Practitioner in BMC®, Embodied Developmental Movement and Yoga (EDMY)), you have already submitted parts of the homework, include a copy of your certificate and of the corresponding report sheets.

Your homework should be sent directly to the teachers – readers of the application module IDME 1.

This homework packet includes the following reports (use this sheet to keep track of your homework):

First homework packet:

Study Sessions

- 8 (2 for each one of the 4 basic courses S&P1, BNP, RRR, Ontogenetic)

Observation Sessions

- 8 If possible, one for each age categories (new-born, 1 – 3 months, 4 – 6 months, 7 to 9 months and 10 -12 months).

Guidance Sessions

- 4 (2 for each one of the 4 basic courses S&P1, BNP, RRR, Ontogenetic)

Office use only

Name of Homework reader : _____

Date of submitting this sheet to SOMA : _____

Comments by the homework reader : _____

-
- Incomplete: Action taken

To be precised :

- Complete Satisfactory

Unsatisfactory – needs to be redone

Date

Signature



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Homework Sheet

Second homework packet has to be submitted before IDME 2

As a reminder, the first homework packet has to be submitted before the first application module IDME 1.

The following homework packet has to be submitted maximum 2 months before the beginning of IDME 2 (deadline:), to give the teachers sufficient time to read your homework.

In order to respect the deadline, start your homework as soon as possible, and if you encounter a problem, please contact your teacher – homework reader. If you are not able to submit the homework packet before the deadline, you can ask for an individual arrangement. They are granted exceptionally and you will have to pay the penalties corresponding to your delay.

Your homework has to be submitted as a single, complete packet. Use this sheet to keep track of the work you have already completed and use it as a cover for your homework packet. As you complete the requirements, put a check mark next to the completed box. **All work must be typed.**

Always keep a copy of your work together with this homework sheet!

Your homework should be sent directly to the teachers – readers of the application module IDME 1.

Name _____ Date _____

Second homework packet

- | | |
|--|---|
| Observation Sessions | <input type="checkbox"/> 12 if possible, at least two for each age category (new-born, 1 – 3 months, 4 – 6 months, 7 to 9 months and 10 -12 months) |
| Interactive Play Sessions | <input type="checkbox"/> 12 if possible, at least two for each age category (new-born, 1 – 3 months, 4 – 6 months, 7 to 9 months and 10 -12 months) |
| Personal Sessions | <input type="checkbox"/> 2 |
| Educational/Promotional Project | <input type="checkbox"/> 1 |
| Video project with one or more babies | <input type="checkbox"/> 1 |
| Supervision sessions | <input type="checkbox"/> 2 |

*The second session might be taken during IDME 2.

Office use only

Name of Homework reader : _____

Date of submitting this sheet to SOMA : _____

Comments by the homework reader : _____

Incomplete: Action taken

To be precised :

Complete Satisfactory

Unsatisfactory – needs to be redone

Date

Signature



Association SOMA
8 rue Legouvé, 75010 Paris
info@soma-france.org
SIRET 490 459 989 000 29
www.soma-france.org

N°déclaration activité 117 540 903 75*

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Code NAF 8559A

Recommendations for Observation Sessions

The aim of the 20 Observation Sessions is to finetune your observation skills in order to deepen your understanding of the developmental process. It is intended that you can observe the baby within his/her family. These sessions provide – for you and the family- the opportunity to measure the value of observation and of a gaze that includes the whole situation and all the people implied: the baby, the caregivers and you. These sessions develop your inner witness, your kinesthetic empathy, your skill to attune and to listen.

As a support for your observations, you can use the basic principles and elements of attention, such as: tone and regulation, self-regulation of the autonomic nervous system, proximal and distal, inner and outer focus, internal and external movement. Look at the principles listed in the Study Session and in the Self-Evaluation for Guidance Session sheet of the basic courses S&P1, BNP, RRR, Ontogenetic.

You can also notice how the different inner states,

“survival, comfort, bonding, curiosity” are present in all the people present and how those states transform, and how this dance transforms and shapes relationships.

You are recommended to look at the Observation Guide sheet showing the ontogenetic development both before and after the session. It is not recommended to look at the sheet during the session. Those guides are a support for your study and help you organize the information you’ve gathered about the baby. Always remember that ontogenetic development happens in interweaving waves with many possible differences from baby to baby.

Note afterwards whether your observations are limited on certain categories and try to find how you could widen your focus and your perception. Ask yourself what you’ve learnt from this observation.

Keep in mind:

1. You only observe and notice what is present in the **child-family unity** at the moment of the session. You shouldn’t evaluate, make diagnostics, or judge.
2. A child might or might not show certain **anticipated developmental patterns**, his/her development is not therefore exceptional.
3. Be careful and mindful when you speak to **parents and caregivers**. When communicating with them be guided by heartfelt curiosity. Don’t try to educate or to teach them. Ask them what they observe in the present situation, and what they could observe before in a different context. Maybe share your own observations, if you feel it is right.
4. It is important that you focus your attention fully on the observation and the collecting of information. **Don’t suggest anything, don’t say to parents or caregivers that you notice a problem or a deficiency with their child.**



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Each session has to be around 30 minutes to one hour long.

After the session, identify **5 major principles that you've noticed**, and write a brief report about your observation experience and your time shared with the family.

Please type the report. The report should not be longer than half a page. Copy this sheet as many times as you need.



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OBSERVATION SESSION REPORT

Your name _____ Date of report _____ Report number _____

Babies first name _____ Date of birth _____ Age _____ Gender _____

Date of session _____ Length of session _____

In the recommendations for Observation sessions, you will find all the information you need to include into your report. **Please type the reports.** The reports should not be longer than half a page. Copy this sheet as many times as you need.

- Age Category**
- Newborn
 - 1-3 months
 - 4-6 months
 - 7-9 months
 - 10-12 months

Remember 5 specific moments that caught your attention during the session: what movement patterns, reflexes/ perceptions/ etc. are related with what you've observed.

- 1.
- 2.
- 3.
- 4.
- 5.

Short report: half a page



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Recommendations for interactive play sessions

Interactive Play Sessions provide you with the opportunity to teach you how to be in the presence of a baby and how to relate with him/her and the parents and caregivers if present. You are not supposed to play randomly, but rather establish a dialogue and listen to the baby and his/her parents or/and caregivers. In this dialogue, try to gently encourage the baby to participate, in helping him to adjust his phases of attention and of intention so that he/she can express his/her authenticity and relate with the object of his/her desire. The baby should feel at ease, playful, interested in doing new things, curious, express him/herself and manifest a positive sense of self whilst being aware of others.

If you don't know what to do, do nothing. Simply continue to observe, and if you relate with the baby, be heartfelt, joyful and calm. Wait for the baby to show you his/her way. Respect his/her integrity and his/her intelligence. Let the baby teach you and take off the burden to have to be the one who knows. Show an inner receptivity and availability.

Attune to the parents' and caregivers' deep love and fears. He has chosen his parents. Be aware of your own history and preferences concerning education. Don't project anything on the family. Offer them unconditional support. If you don't know what to do, be silent, listen and observe. The baby shapes his/her parents and caregivers as they shape him too. Wrap the whole family/caregivers with love, respect and gratitude. Taste the joy of being present to a new life. Enjoy!

Each session should last around 30 minutes.

Type the reports of the session and use the Interactive Play Sessions report to write a brief description that the teachers (maybe the parents and caregivers) can understand This report shouldn't exceed one page. **However, for each one of the 12 Interactive Play Sessions, check whether you've addressed all of the following issues.**

1. What are the themes or the general qualities of this baby and his/her parents and caregivers – what did you observe?
2. How did you enter in relationship with the baby and the caregivers? Which interaction mode did you choose?
 - How did you start? (with the baby: movement, touch, toys, which position did you chose, etc.... With the caregivers: demonstration, directing of attention, educational exchange, etc....)?
 - Which skills have you stimulated in the baby, which activities did you propose? (ex: curiosity, sucking, bonding, relating, withdrawing, rolling, knee-sitting, eye-hand coordination etc....)?



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3. How did you choose your starting point (observation, contribution of one of the caregivers, the baby's initiative....?)
4. During the session (beginning, middle, end) were you drawn to something specific or did you remain more general?
5. Is the development of the baby matching his/her age group?
6. How could your support be useful for the baby and his development?
7. If the parents/caregivers were present, how were they involved? How available were they and what did they get out of this interaction?
8. What did you learn from your observation and interaction with the baby? Did this play session bring up questions or enquiries about a topic you would like to learn more about?



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INTERACTIVE PLAY SESSION REPORT

Your name _____ Date report _____ Report number _____

Babies first name _____ Date of birth _____ Age ____ Gender _____

Date of session _____ length of session _____

In the recommendations for Interactive Play sessions, you will find all the information you need to include into your report. **Please type the reports.** The reports should not be longer than half a page. Copy this sheet as many times as you need.



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PERSONAL SESSION REPORT

Personal sessions offer you the opportunity to work one on one with a practitioner or a teacher.

Each session lasts around 1 hour and Personal Sessions have to be taken before IDME 2. For these sessions, contact a certified practitioner or teacher, member of BMC[®] A. The students have to pay the teacher or practitioner directly.

A list of all active certified practitioners and teachers is available on the website: www.BMCassociation.org/locate/professionals

The focus of the session is on you. You can work on a physical or a body-mind issue, on a concern you might have, on questions you have about the material or any other aspect you want to work on.

The report of the individual sessions is done on the sheet for the account of Personal Sessions.

Sessions must be done by a certified practitioner or teacher either during the modules, or in between modules, if you have the opportunity to live near or have access to certified person. Doing them during the modules offers support for your learning process. Doing them in between modules can support your continuous learning process.

Please use this sheet to report your Personal Session. Ask the practitioner or the teacher to sign it during the session.

Name _____

Date of the Session	Name of the certified Practitioner or Teacher (in capitals)	Signature of the certified practitioner or Teacher



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RECOMMENDATIONS FOR SUPERVISION SESSIONS

The Supervision Sessions give you the opportunity to have a direct feedback on your skills to facilitate movement and to understand the role and skills of an Infant Development Movement Educator. Two supervision sessions are required, and you have to fill out the report sheet for Supervision Sessions.

During the first Supervision Session, you position yourself as an educator and work directly on the practitioner or teacher (who takes the role of the client) who can give you direct feedback. The first session lasts around 1 hour. The focus is placed on your skills to facilitate through touch the different aspects specific to motor development as well as on your general capacity to accompany, before starting to work with babies. You can either take this session during IDME 1 or after. You can take it with any certified Practitioner or Teacher, ideally with a certified IDME teacher or practitioner or a practitioner who has experience working with babies and families.

The second Supervision Session is used to speak about your work and your evolution in the program. You will have to do this session with a member of the teaching team for IDME 2 or a person designated by the team. The session is done after you have submitted your personal project (video and educational/ promotional project). This session lasts around 1h30. This time is necessary for the supervisor to watch both the video and the educational/ promotional project. The verbal exchange can be done over phone or Skype if necessary.

The cost of these Supervision Sessions is not included in the tuition fees. The students have to contact the supervisors themselves and pay them directly.



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REPORT FOR SUPERVISION SESSION 1

Name _____ Date _____

Supervision Session 1: Your skills to facilitate the different aspects of movement development are tested.

Date of Session _____ **Name of facilitator** _____

To be filled out by the facilitator

I have examined the student's skills to facilitate the different aspects of movement development. I think the skills are

Satisfying Unsatisfying (If unsatisfying, fill out a monitoring form)

Facilitator's remarks: (Please type your report sheet. This can be done on a separate page)

Signature of the facilitator

Student's comments: (Please type the report. This can be done on a separate page)
What themes did you approach during the session? How did this session serve you?



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REPORT FOR SUPERVISION SESSION 2

Name _____ Date _____

Supervision Session 2: Final exam of your evolution during this program. This session is to be taken once you've submitted your homework, including your video project and your educational/ promotional documents.

Date of Session _____ Name of facilitator _____

To be filled out by the facilitator

I have examined the video and the educational/ promotional project as well as the student's evolution during the program. I have addressed all of these aspects with the student. I think that his/ her work and evolution is

Satisfying Unsatisfying (If unsatisfying, fill out a monitoring form)

Facilitator's remarks: (Please type your report sheet. This can be done on a separate page)

To be filled out by the student:

Why was the Infant Development Movement Education useful for you? (Please type your report sheet. This can be done on a separate page)