



Association SOMA

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SIRET 490 459 989 000 29

N°déclaration activité 117 540 903 75*

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

code NAF 8559A

Professional Training OF Body-Mind Centering® Infant Developmental Movement Educator Program

Educational directors: Janet Amato and Anne Garrigues

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Body-Mind Centering®

Body-Mind Centering® is an approach of somatic reeducation through movement and touch. Developed by Bonnie Bainbridge Cohen, BMC® is an experiential study of the body in motion: mainly through explorations based on movement and touch, but also through the study of anatomy and physiology. This work invites you to discover the different body systems (skeleton, nervous system, muscular system, ...) inviting the emergence of various body states, movement qualities and a specific mind.

BMC® offers to revisit the different stages of a child's development and become aware of your movement habits and thereby extend the range of your choices.

Through movement, touch, voice and images we refine how we feel and move our tissues and body systems. As we learn, we enhance our capacity to open up to change and to support others to find new possibilities. This type of explorations supports the process of embodiment that BMC® proposes.



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Application of Body-Mind Centering[®] to Infants

This program is an application of Body-Mind Centering[®] to infancy and parenthood.

The first year of life is crucial for the development of the child and the adult he/ she will become. During this period, reflexes, developmental movement patterns, patterns of perception and of organization of information emerge. They are the base upon which the child will build his/ her relationship to self, to others and to the world. Facilitating the development during this first year of life greatly enhances the child's physical, emotional and intellectual capacities.

Touch and movement are the first pathways for the child to discover him/ herself and the world. They are the bases for more complex learning processes. They are the first learning modalities and establish a baseline for bonding, creating relationships, for perception, learning, for emotional well-being, physical agility, for cognitive functioning and facilitate the growth and development of the child.

The nervous system develops very quickly during childhood. As the neurological development affects movement, the child's movement also affects the nervous system. The neurological organization is greatly affected by the emergence and integration of the reflexes in the child's movement patterns. Patterns that don't express or that are not yet integrated can have serious effects on the functioning of the child. However, thanks to the plasticity of the nervous system during this stage, it is possible to facilitate an optimal movement.

The biggest gift we can make our children is a sense of physical and emotional well-being, a sense of comfort and of relation, of joy of being alive, of confidence, the capacity to relate to others, to organize and resolve problems. The Infant Development Movement Education program aims to instill this state of deep heartfulness in students, who through play and touch invite parents and educators to accompany this moment in the baby's life.



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Who is this program for?

This program is especially suited for professionals who work with infants and who want to enhance their skills with this global approach focusing on the movement development of babies. This program was conceived to be of interest to body workers and practitioners who wish to apply their skills to children, parents and educators.

Professionals who could benefit from IDME

People working with infants
Psychomotor therapists, Occupational therapists,
Psychologists, Psychotherapists, Physical therapists,
Osteopaths,
Manual Therapists
Teachers and Educators,
People working with toddlers, around special needs,
Geriatrics,
Dance Teachers
and all sorts teachers working
with children and people with special needs.

Prerequisites for the IDME Program

The program requires a profound interest for the movement development of babies and the wish to work with babies, families and caregivers in a kind and non-judgmental environment.

BMC[®] programs are conceived for people who already have some experience of movement, dance, yoga, martial arts, bodywork or other body mind practices. Students might have different levels of experience. Nevertheless, the following qualities are crucial:

- An interest for the body mind relationship
- An engagement to work on the material outside of class
- An open mind to learn and be responsible of one's own process
- Capacity to relate with students, teachers and assistants within the community

Our main focus is on movement facilitation, hands on work complements movement. You should be interested and open for this touch-based approach.

People with specific needs, reduced mobility, fatigability, visual or auditory issues are invited to contact us. We can then check our capacity to accompany them.



The Infant Development Movement Educator Program

This program focuses on the motor and perceptual development of normal movement patterns of babies from birth to walking and how to facilitate their development. This program offers a subtle yet precise approach of observation and facilitation of movement patterns and teaches how to interact efficiently with babies in order to support an optimal development. The aim of this movement program for babies is to help him/ her build solid foundations for easy, effortless, agile, adaptable movement freed from any restrictions that could inhibit the development of the baby's full potential.

This educational method invites you to interact with babies softly and non-invasively, inviting movement rather than requesting it. This direct approach is specific to each child. The educator has to awaken the baby's curiosity, his/ her center of interest, his/ her personality. The focus is on the baby and not on the action. We don't force, impose but try to invite the attention, the child's curiosity, his/her own interest so that the baby engages without being stimulated at all costs. This educational method places the attention on the modulation of tone, in order to find pathways that support either rest and recuperation or an opening up to the environment and to others.

The baby is perceived in his/ her environment as a whole, taking fully into account him/ herself, his/ her parents and family. The family is hence guided and invested in an interactive process. The Infant Development Movement Education program aims to instill this state of deep heartfulness in students, who through play and touch invite parents and educators to accompany this moment in the baby's life. This program is made of two parts.

Course Title	Number of days	Number of hours
Senses and perception 1	4	28
Basic neurocellular patterns	7	49
Primitive reflexes, righting reactions and equilibrium responses	6	42
Ontogenetic development	5	35
IDME 1: application course: observation and exploration	10	70
IDME 2: Accompanying and interaction	10	70
Total	42	294



Operation of the IDME program

Includes:

- **4 basic courses**
Senses and Perception 1
Basic Neurocellular patterns
Primitive Reflexes, Righting Reactions and Equilibrium Responses
Ontogenetic Development

- **Two courses focusing on the application of the movement developmental material to working with babies.**
Infant Movement Development Education Course 1
Infant Movement Development Education Course 2

The aims of the IDME Program

After this training, the trainee will be able to:

- Embody the organization of the body through movement.
- Demonstrate the major stages of development in humans.
- Use tools to modulate perception, reflexes and movement patterns.
- Develop and finetune their observation skills of infants.
- Facilitate the movement of babies through touch, without risk and in an appropriate way
- Listen and guide the family to encourage the somatic repatterning of their baby through movement while engaging in their regular activities and in their own environment.
- Consolidate the value of relationship as well as the capacity of the family to take care of the child.
- Identify and analyze the major difficulties during the learning of movement and offer new choices.
- Detect if a child shows serious signs and has to be oriented towards a specific therapist.



Educational Requirements for IDME

- **Observation of babies** and their caregivers invited during the program.
- **Observation of how teachers facilitate** the movement of babies during the courses on application.
- Practice with **dolls**.
- **Role games** with other students
- The **sense of movement** is the base of this learning process: free or guided movement, with a partner or in a group, to music or in silence, eyes can sometimes be closed, always in relation with sensations.
- **Touch** is a major component of this educational training: it is guided by the teacher and during class you are invited to work with a partner respecting both your own and your partner's needs, using discernment and based on non-judgment. Touch is a support for sensing and feeling which are developed in every somatic approach.
- **Breathing and Voice** is often in the foreground.
- Working with a partner is proposed regularly.
- **Discussions** with your partner or in small groups, later with the whole group support the integration and the reflection about the exploration.
- The **anatomy and physiology** introduced during class are an invitation to deepen your theoretical knowledge during your personal work.
- Use of videos and books, age-appropriate toys, objects and tissues.
- For each module, you receive a **notebook** with all the major principles, practical descriptions and valuable information for the student to continue to explore on their own.
- **Homework** has to be submitted in order to be certified.

Important note

This program addresses only the harmonious normal motor development of a baby and doesn't teach specific skills to work with serious cases. The understanding of the optimal development is a base for working with publics showing delays or certain pathologies in their development. We invite to broaden the spectrum of observation by including the person's full potential rather than focusing on the pathology. This is one of the keystones of Somatic Education.



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In order to be certified as an IDME

The student guide describes all the requirements for being certified. You can download it from our Internet site: www.soma-france.org, tab “practical information”, and then ‘download documents’.

1. You have to validate the four basic courses: Senses and Perception 1, BNP's, RRR, Ontogenetic. And the 2 application courses: IDME 1 and IDME 2.
2. Tuition fees have to be paid.
3. You have to submit your homework:
 - 4 guidance sessions with a BMC[®] practitioner, member of BMC[®] A
 - a minimum of 2 personal sessions with a BMC[®] practitioner, member of BMC[®] A
 - 2 supervisions sessions with a Practitioner and 2 with an IDME teacher.
 - 8 study sessions
 - 20 observation sessions
 - 12 interactive play sessions
 - a video showing how you interact with a baby
 - an educational/ promotional project

The homework has to be submitted to an IDME teacher who will give you feedback.

ADDITIONAL EXPENSES

If you want to be certified, you have to do a number of Guidance and Personal sessions with a BMC[®] practitioner, member of BMC[®] A. The cost of these sessions is not included in the tuition fees. The amount is not paid to SOMA but directly to the practitioner you chose to work with.

The total amounts approximately to:

- 400€ to graduate as an Infant Development Movement Educator.



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Modes of Evaluation

- For validating the program, you have to be present to all the classes. You have to catch-up the classes if you miss more than 10%.
- For validating the course, the last day of each course is dedicated to demonstrations of the material thought and a feedback from the teachers.
- An oral statement of each student at the end of the course, a written self-evaluation sheet.
- 5 guidance sessions: students fill out a guidance self-evaluation sheet before each 30 min session with a certified BMC[®] practitioner.
- Trainee's evaluation sheet filled out by the educational team at the end of the course.
- Personal sessions supporting individual issues, questions, or the integration of the educational material.
- Each student chooses a teacher to supervise his/ her homework. There is personalized exchange during the time of the program. The supervisor reads and evaluates the homework.
- At the end of the program, the 2nd supervision session is based on the video showing your interaction with a baby. This is a crucial moment in the evaluation of the trainee. It is also the moment to speak about the homework and the final project.



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The teachers

All the Teachers of the Somatic Movement Education Program are certified Body-Mind Centering® teachers. They took a post-program with the School of Body-Mind Centering® in order to teach in the programs. They have thought many hours within French and European programs and have a solid and versatile professional experience integrating BMC® to the field of Somatics and to different body techniques. Janet Amato and Anne Garrigues are the educational directors of the IDME program.

Janet Amato is a co-director of SOMA. She also directs the program in Greece. Since 2005 she has been teaching in many professional BMC® programs in Europe: Germany, Scotland, Italy, Poland, England and also all through France.

Dancer and choreographer, she danced at the National Opera of Athens from 1982 to 1991. In 1987, she joint Vasso Barboussi's Okyroï Company for a tour of festivals in Greece performing contemporary dance and improvisation, video dance and multi-media art.

Since 1992, she lives in Paris, where she teaches and also continues her research and personal dance creations. Her artistic path was widely nourished by her encounters with Jerome Andrews (dancer and choreographer, student of Joe Pilates), Solange Mignoton and Bonnie Bainbridge Cohen (founder of BMC® in the United States). She is certified in Pilates and Reiki II. She has a large range of experience as a dancer and Pilates teacher and as a practitioner of BMC®.

Anne Garrigues is a co-director of SOMA. She regularly teaches in the main Programs of the School of Body-Mind Centering® all over Europe. In Grenoble, she is an active practitioner giving personal sessions to clients of all ages, to families with their babies and to children with special needs. In September 2017, she created the studio Jardin et Mouvement where she welcomes classes and workshops of various somatic practices and conscious movement. After a 25 yearlong artistic and choreographic career, she continues to practice and to teach dance with a strong somatic orientation to professional and amateur dancers, to children and to a vulnerable public. Committed to pair exchange she actively participated in two European Projects: SPARKS, a somatic approach for Special Needs and LEAP on teaching dance.

Marie Christine Plion is a practitioner and teacher of Body-Mind Centering®. She is a contemporary dancer, dance teacher and teacher of Analyse Fonctionnelle du Corps dans le Mouvement Dansé (functional analysis of the body in dance), and she also teaches in the official dance trainings for the State Diploma. She has a solid base in anatomy, physiology and movement analysis. She took her BMC® training with Soma in 2006-2010 and is thought by the Vera Orlock, Lulla Chourlin, Thomas Greil and Janet Amato. She becomes a BMC® teacher in 2012 and specializes herself in infant development. She regularly teaches parent – baby groups and passes BMC® on to a wide range of people of all ages, to both, professionals and amateurs. Since 2012, she's been teaching in Soma's Somatic Movement Education and IDME programs.



Basic Courses

Senses and perception 1

4 days, 28 hours

In the beginning, the senses exist only as a potential, then they develop in response to stimulation and experience. The sense of touch and movement are present in the whole body and in each single cell. Vision, hearing and taste are located in the head area. It is through the senses that we receive information from our internal environment (ourselves) and from our external environment (the others and the world).

How we filter, modify, deform, welcome, reject and use this information is part of our act of perceiving. Perception is a global experience, a psychophysical process consisting in the interpretation of information based on past experiences, present circumstances and future expectations. When we accept an incoming information, we bond with this specific aspect of our environment. When we refuse the entry of this information, we adopt a defensive position. Learning is the process by which we can change our reactions in response to an information based on the context.

This course includes:

- Exploration of the six senses (movement, touch, taste, smell, hearing and vision)
- Analysis of the perceptual-response cycle as a process of perception
- Bonding, defending and learning as a psychophysical process based on your perceptions.

Objectives for the Sense and Perception 1 course

At the end of this course, you will be able:

- To be aware of the different senses and of their perception
- To explore how they are perceived in the human body.

Basic neurocellular patterns

7 days, 49 hours

In humans, the development of patterns parallels the evolutionary development of movement in the animal kingdom. The basic neurocellular patterns are the words of our movement, the building blocks for the phrases and sentences of our activity. They are the base of our perceptual relationships (including body image and spatial orientation), for our learning and our communication.

The basic neurocellular patterns are the foundations of BMC® and are interwoven with embodied anatomy (body-systems material) later on. They have extensive applications in the areas of movement and psychophysical expression. Done in sequence, BNP's can be a basis for a movement practice.



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This course includes:

- Exploration of the successive stages of the prevertebrate patterns: vibration, cellular breathing, sponging, pulsation, mouthing, and prespinal.
- Exploration of vertebrate patterns: spinal, homologous, homolateral, and contralateral.
- Distinguishing and integrating the actions of yield, push, pull and reach.
- Combination of the vertebrate patterns that facilitate their integration.
- Facilitating developmental repatterning in yourself and in others

Objective for the Basic neurocellular patterns course:

At the end of this course, you will be able to:

- To distinguish the different processes at the origin of the phylogenetic (animal) and ontogenetic (human) development.
- To relate the different Basic neurocellular patterns to the human body.

Primitive Reflexes, righting reactions and equilibrium responses

6 days, 42 hours

If the Basic neurocellular patterns are the words, the reflexes, righting reactions and equilibrium responses are the fundamental elements, the alphabet, of our movement. Underneath all successful and effortless movement are reflexes, righting reactions and equilibrium responses. Reflexes are the most primitive patterns occurring in response to specific stimulation and establish basic survival patterns. Righting reactions help to establish a vertical alignment against gravity and a continuous head-torso axis. The equilibrium responses maintain the balance of the whole body in the dynamic relationship between the shifting of one's center of gravity through space and one's base of support.

This course includes:

- The fundamental building blocks of human movement (the alphabet of movement)
- Postural tone, physiological flexion and extension
- Differentiating between the different reflexes, righting reactions and equilibrium responses in relation to the three planes of movement (horizontal, frontal, sagittal)
- The roles of reflexes, righting reactions and equilibrium responses in establishing a relationship, connecting to earth and to heaven, gathering and reaching, catching something and letting go, bearing the weight, rolling, standing upright, moving and finding one's balance.

Objectives for the RRR course:

At the end of this course, you will be able to:

- To discriminate the underlying presence of primitive reflexes, righting reactions and equilibrium responses in the modulation of tone.



Ontogenetic development

5 days, 35 hours

The period from intrauterine life to approximately 12 months of age is an extraordinary formative time for humans. Our basic movement patterns and habits emerge in utero, are present at the moment of birth and continue to develop through the first year of our life. During this time, we build our foundation for our movement and our future perceptual skills, as we pass through the milestones of our development.

This course includes:

- Developmental milestones: fetal movement, nursing, head control, hands-eye coordination, rolling, circumduction, crawling, quadrupedal creeping, transitioning from sitting to standing (kneel-sitting, kneel-standing, half kneel-standing, squatting, standing, cruising, walking).
- The sequence of development supporting the baby to progress through each level of development.
- Movement patterns that inhibit an efficient development of skills.
- Facilitating integrated movement and inhibiting patterns which limit full development.

Objectives for the Ontogenetic course

At the end of this module, you will be able to:

- To demonstrate the different stages of human development, from conception through the first year of life.
- To Integrate the more primitive (older) developmental patterns as a foundation for the following patterns.

Application courses

Infant Development Movement Education 1

10 days, 70 hours

- Analyze the development of a baby from birth to 12 months.
- Apply repatterning principles through movement to working with babies.
- Learn how to touch babies without risk and in an adapted way.
- Use appropriate educational props and toys
- Professional issues about working with babies, parents and caretakers.
- Recommendations, counter-recommendations, applications and recommending to see a doctor or therapist of needed.

Objectives for the IDME 1 course:

At the end of the course, you will be able to:



- To develop and refine your observation skills of babies.
- To see the baby and his/ her family as a unit.
- To establish a relationship with them and facilitate bonding between baby and family.
- To regulate your own tone to attune to their tone.
- To analyze precisely the development of a baby from birth to 12 months.
- To understand the importance of play and toys when interacting with a baby.
- To integrate all the senses

INFANT development Movement Education 2

10 days, 70 hours

- You continue to analyze the motor development of babies and learn how to use your skills to repattern through movement a baby, in relation with his/her parents, his/her family and his/ her caregivers.
- You'll learn how to repatterns through movement a baby as he/ she engages in his usual activities and with his/ her environment.
- Professional issues about working with babies, parents and the different caregivers.
- Professional issues about working as an educator after having finished the program.

Objectives for the IDME 2 course:

At the end of this course, you will be able to:

- To consolidate and refine your analysis of the baby's motor development.
- To facilitate repatterning through movement on a baby.
- To listen and guide the family to support the baby's repatterning through movement in his/ her regular activities and own environment.
- To reinforce the value of relationship and the family's capacity to take care of the child.
- To identify and analyze the basic difficulties during the learning process of movement and offer new possible choices.
- To detect if a baby needs to be recommended to a special therapist.