



North American Training Accreditation Board

ATM®
Teaching: NATAB Report on
Practitioner Surveys
August 2021

Dear Colleagues,

Since January 2020 NATAB has been conducting a multi-part project of gathering input regarding ATM® teaching from practitioners. This letter is the introduction to the project and the reports for each part are attached.

We have had a challenge in bringing this information to you. In addition to the sheer amount of commentary (and dealing with Covid) there was a need for a certain amount of synthesis of the notes.

We deeply wish for you to hear the voices of our colleagues and former students. We wrote some clearly identified overview comments. Otherwise, our intent is to bring you the thoughts of the speakers.

There are three parts to our report:

- Part 1. The January Survey data analysis about current practices
- Part 2. A compilation of the January Survey written comments and five letters
- Part 3. Notes from the seven different Zoom Conversations. All of the respondents had also commented in the survey so there is some overlap. Comments are sorted by meeting dates and topics

Parts 1 and 2: Practitioner Survey Project

In January 2020 NATAB sent a survey to the FGNA membership regarding ATM teaching. This survey included questions regarding the current ATM and FI® teaching practices of the respondents as well as questions focusing on how well they had felt prepared for ATM teaching by their original training.

There were 159 responses to the analytical survey, which was compiled by Rob Black and Virtual, Inc. This was 14% of the membership, which is considered to be an average response for this type of survey. See attached report Parts 1 and 2.

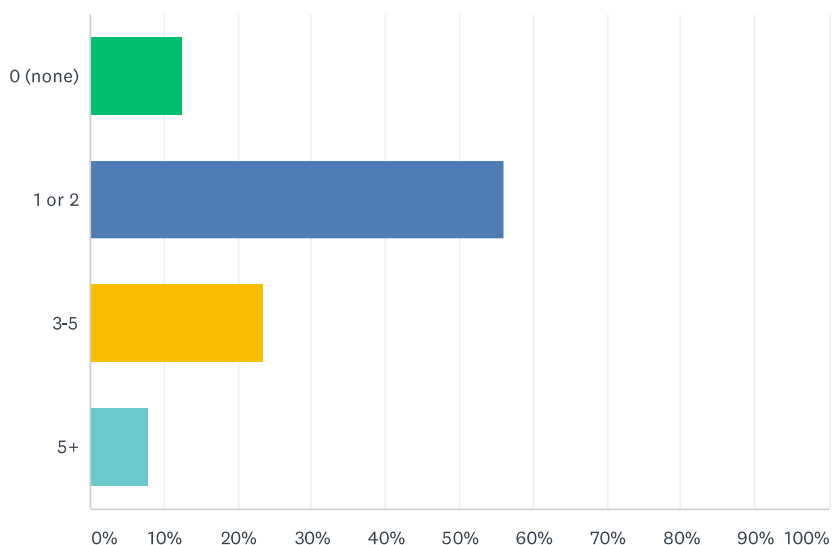
Part 3: practitioner ATM Zoom Conversations project

We also asked those who responded to the written survey, if they would be willing to talk with us about their experience of learning and teaching ATM. Around 50 practitioners, with varied years of experience, joined Anna Wolf and Olena Nitefor in ZOOM conversations. In order to allow sufficient time for thoughts to be shared, each meeting was limited to 10 practitioner participants. These meetings took place through March and April. While each was scheduled for an hour and a half, most went over that time limit. The attitude was one of appreciation for being asked to participate in such discussions. Practitioners want to be heard and have many reasoned comments. These conversations have been eye-opening to say the least.

In reading the various components of this report, you may find that we have a lot to consider as a community of practice.

Q1 How many ATM lessons per week do you teach?

Answered: 214 Skipped: 0

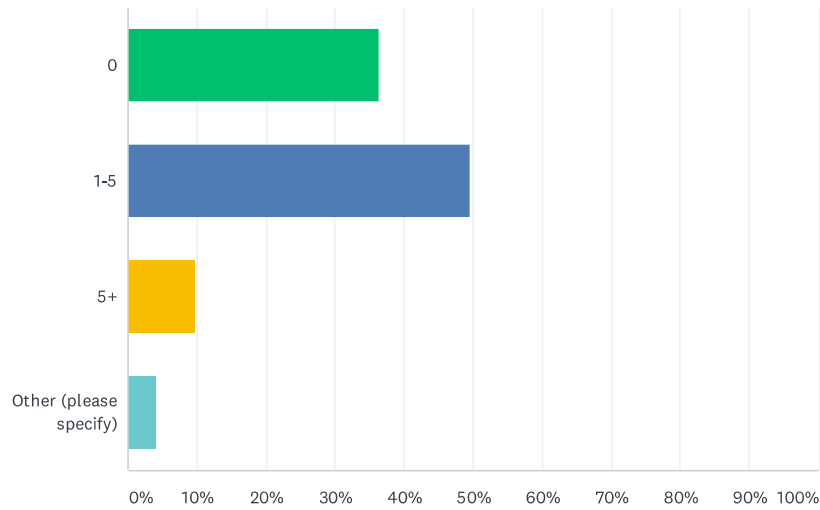


ANSWER CHOICES	RESPONSES	
0 (none)	12.62%	27
1 or 2	56.07%	120
3-5	23.36%	50
5+	7.94%	17
TOTAL		214

More than half of the practitioners who responded were teaching one or two ATM® lessons per week. Almost one-quarter taught more than three to five classes per week.

Q2 How many Workshops per year do you teach?

Answered: 214 Skipped: 0

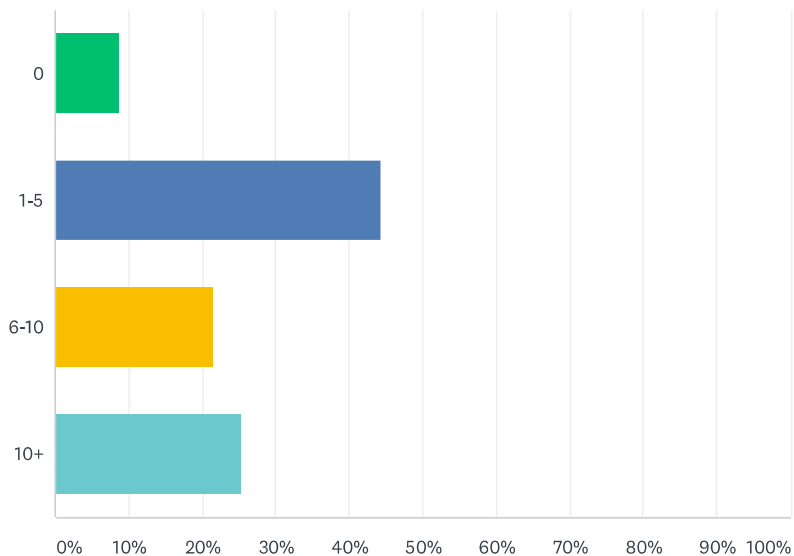


ANSWER CHOICES	RESPONSES	
0	36.45%	78
1-5	49.53%	106
5+	9.81%	21
Other (please specify)	4.21%	9
TOTAL		214

About one-third (36%) of the respondents reported that they do not teach workshops. One-half (49.5%) reported that they teach up to 5 workshops per year.

Q3 How many FI® lessons do you give per week?

Answered: 214 Skipped: 0

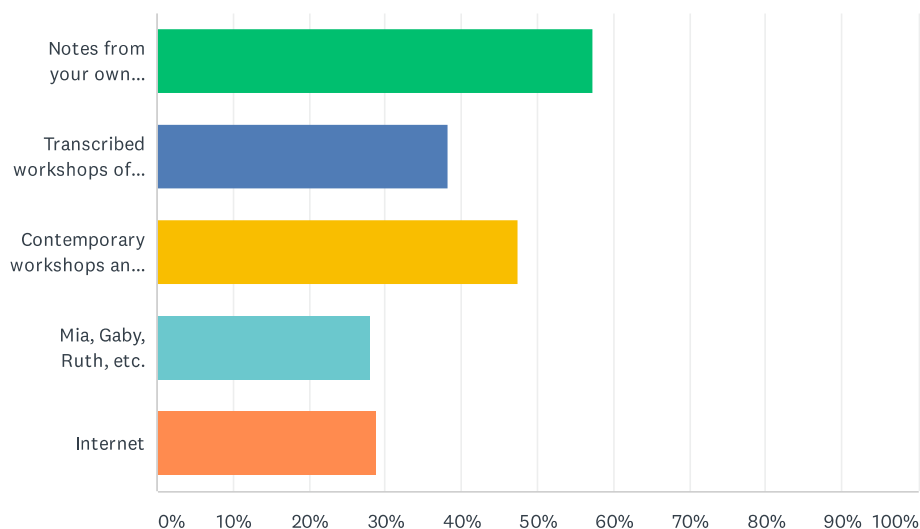


ANSWER CHOICES	RESPONSES	
0	8.88%	19
1-5	44.39%	95
6-10	21.50%	46
10+	25.23%	54
TOTAL		214

Very few respondents (9%) reported offering no FI® lessons weekly. The majority (44%) offer between 1 and 5 lessons per week. About one-fifth (21%) offered between 6 and 10 lessons per week.

Q4 What sources do you use most for ATM lessons? Please pick up to 4

Answered: 211 Skipped: 3



ANSWER CHOICES	RESPONSES	
Notes from your own training	57.35%	121
Transcribed workshops of Moshe's such as AY, Esalen, SF evening notes, etc.	38.39%	81
Contemporary workshops and classes	47.39%	100
Mia, Gaby, Ruth, etc.	27.96%	59
Internet	28.91%	61
Total Respondents: 211		

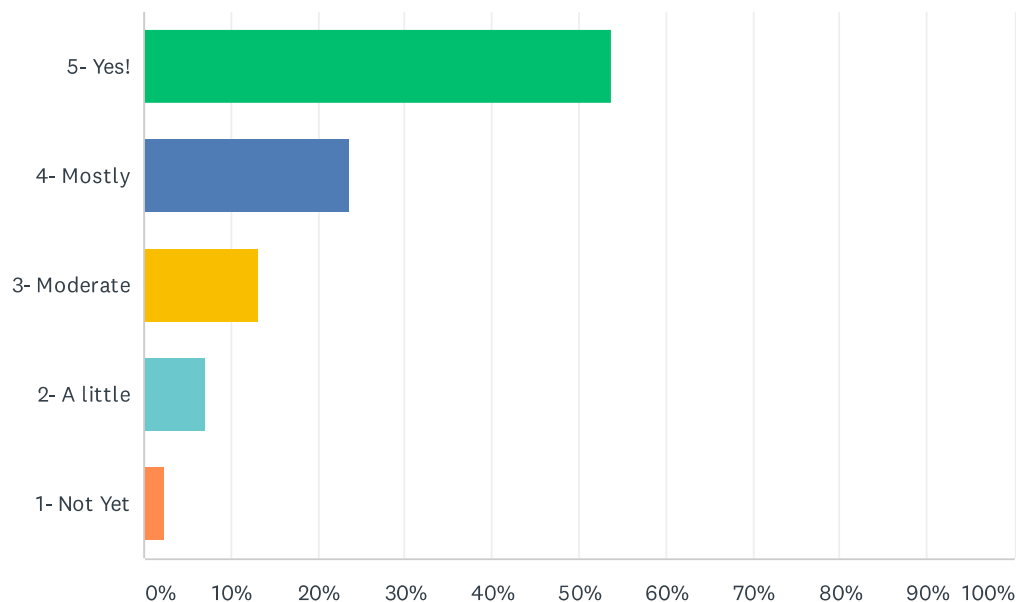
In the survey that was initially distributed there was an error that excluded the options, “Transcribed workshops of Moshe...” and “Mia, Gaby & Ruthy”). This was corrected very quickly. The corrected proportions are below:

Option	Responses	Proportions	
Notes from your own Training	121	57%	
Contemporary workshops and classes	100	43%	
Internet	61	29%	
Transcribed workshops of Moshe's...	81	74%	Based on 110 respondents
Mia, Gaby, Ruthy etc	59	54%	Based on 110 respondents

Most respondents (74%) reported using transcriptions of work by Dr. Feldenkrais. The next highest was notes from their training (57%) closely followed by the materials by Mia, Gaby and Ruthy (54%).

Q5 Do you feel you understand how to put lessons together into a functional series?

Answered: 212 Skipped: 2

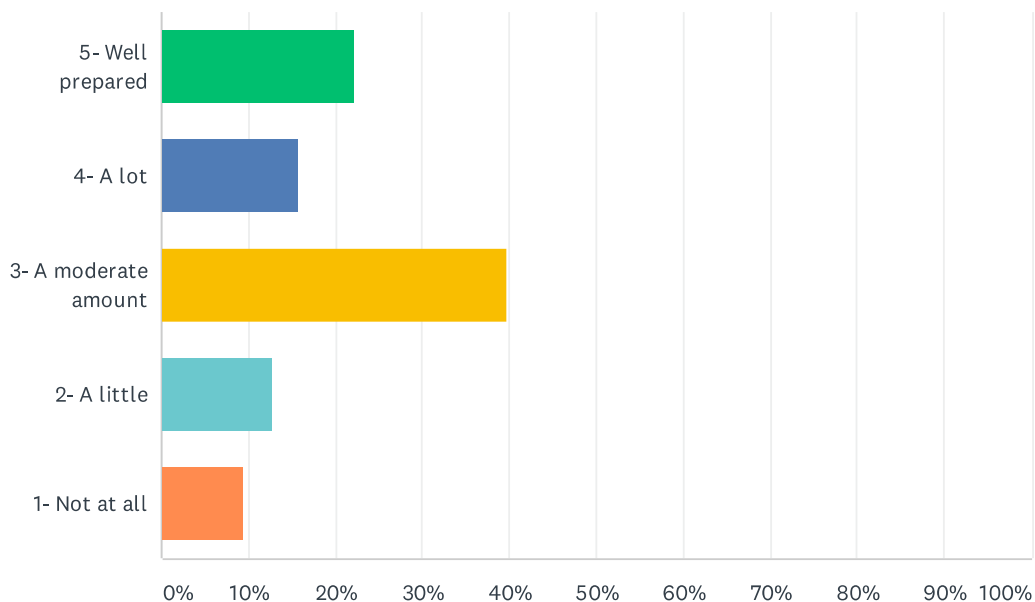


ANSWER CHOICES	RESPONSES
5- Yes!	53.77% 1
4- Mostly	23.58% 5
3- Moderate	13.21% 2
2- A little	7.08% 1
1- Not Yet	2.36%
TOTAL	212

Most (91%) of respondents felt that they had at least a moderate understanding of how to put together a lesson for a functional series.

Q6 In the early days of teaching did you feel well prepared by your training?

Answered: 211 Skipped: 3



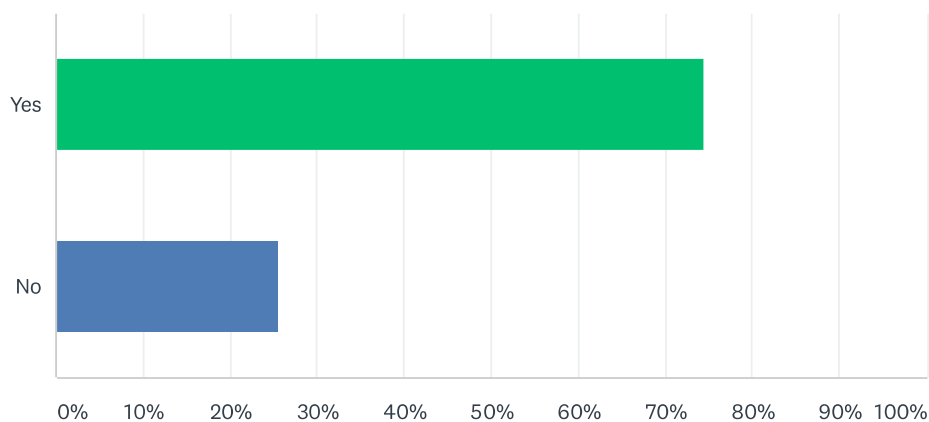
ANSWER CHOICES	RESPONSES
5- Well prepared	22.27%
4- A lot	15.64%
3- A moderate amount	39.81%
2- A little	12.80%
1- Not at all	9.48%
TOTAL	

The most common response was “A moderate amount” (39.8%).

Over three-quarters (78%) felt prepared. That is, they chose one of “Well prepared”, “A lot” or “A moderate amount”.

Q7 Did you have previous training/teaching skills that helped you begin?

Answered: 211 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	74.41%	157
No	25.59%	54
TOTAL		211

Three-quarters (74%) of respondents reported they had prior training or teaching skills that helped them begin.

Part 2: A Compilation of the January 2020 Survey Written Comments and Five Letters

These are collated from the 97 pages of comments in The General Membership Survey sent out January 2020 (159 respondents, 14% of Membership) plus five letters. We have attempted to let people speak in their own voices and acknowledge these are compiled from our notes taken from the survey. There is some grouping into common areas. Overall, there is support for the ATM Pilot Project and there are some very clear and often repeated comments about what's needed for better ATM teacher training. We've included a few of the not great ideas too! The seven Zoom meetings are reported in Part 3.

Overview Comments re: NATAB's plan to have ATM Teacher pilot project training programs:

Why haven't we already created an ATM teacher training process separate from FI®? Clearly ATM can be used to elucidate FI, and vice versa, but from a propagation standpoint, ATM is where the work could and should spread more widely. If we're not thinking about this, we're not in business at all.

The idea of ATM only certification at the end of 2 years makes good sense. Focusing on ATM lessons only during that time and including teaching of the entire group would be useful with appropriate feedback.

Overview comments re: How Trainings prepared ATM teachers

I do not think we were trained for ATM teaching, but rather for ATM experiencing, which is very different.

Enhancing awareness & kinesthesia exclusively may be a great way to teach Feldenkrais® clients, but a lousy way to train practitioners. Practitioners need an intellectual grounding, including explicit analysis of lesson structure, musculoskeletal anatomy & rudimentary biomechanics, & some idea of how the nervous system actually works, including reflexes, motor development, etc.

Teach students how to be teachers.

A training, if its function is to produce teachers, needs to address the competencies of teaching, as well as the understanding of the work, the principles etc.

What preparation in your training served you well for teaching ATM?

My trainers said JUST DO IT! Teach. Teach the Lessons. That helped me and which was the way I proceeded. Although feeling unknowing and inadequate in the process. Our trainers would say 'Don't worry. The work is good and it works. Just teach.' So I trusted that.

How to read a room and how to market ATM classes. My training did a great job with how to do this, but I've heard from colleagues, not all trainings do.

It taught me to see better.

Practice, variety of instructors, using language to describe movements, dissecting an ATM, opening a class outside of the training

I felt adequately prepared. I think it is essential that Year 3 and 4 students continue to be allowed to teach ATM and that graduates continue to be encouraged to learn from their experience actually teaching in the community, without a burden of additional requirements for supervision.

I completely loved my training and it felt like exactly what I needed at the time. Even so, hindsight being what it is, here are a few ideas...

What served me well

- The quantity of ATM with short FI practices from the beginning.
- The individual FI's offered twice/session with different practitioners, exposure to the differing styles and the opportunity to get more organized
- the availability and absolute kindness of the training staff, it was very easy to meet with and talk to the trainers.

Making a parody of an ATM was useful.

What would have helped your understanding of ATM?

The focus, at some point, has to be on the actual teaching of ATM, and not the endless discussions of each person's personal experience within each lesson.

Spending more time teaching and processing before and after rather than just doing lots of ATM.

Much more individual training. I don't really think the people training really know what their students understand.

In the real world, teaching small groups, sometimes with 3 people, I can't ignore my students the way the trainers did in the training. It would have been helpful maybe to see the trainers teach a group of beginners with limitations.

Opportunities to watch!!! When ATM is instructed in the training (some many hundred) I never had a chance to observe it. Observe a whole gym full of people doing an ATM! It would be so

insightful. See how differently people interpret and perform movements or rest during instruction.

Trainees should be able to take turns observing while a trainer is teaching. This would enable the trainee to gain a greater understanding of how people change from beginning to end of the ATM. It would also allow the trainee to internalize what the trainer addresses verbally vs what is left unsaid.

To be present and observe the class.

Have students start teaching in the first year and continue throughout the four years. I think spending more time with observational skills in ATM and also a bit more on the developmental piece throughout the training.

Clarifying the use of constraints. Identifying alternate pathways from one beginning, teaching how to link lessons, dissecting the underlying function of a lesson, how to recognize cues from your students – especially when they don't know they are providing them.

How to set the class up, and make the space appropriate for learning... Teaching a lesson in full to a small group- students or not with review...

Self assessment tools and how to use them.

Needed dissection of ATMs, (the movement patterns/ compensations)... more real time examples of how to use props, how to adapt an ATM (from lying to sitting etc.), how to interchange constraints. These are simple and can be figured out, but there were many opportunities to demonstrate and I would have liked to have graduated with more knowledge in this area.

I think more work should go into helping trainees practice creating ATM sequences for individuals or groups. It might also be good to spend more time on learning to adapt lessons, or learning how to group lessons based on themes so that the best one can be chosen for the circumstance.

1. Need for more supervised practice

I wished I had more constructive feedback during my training about my teaching, I had none from my trainers/assistant trainers about the practicum (except, "well done", which is nice but useless in term of preparing me for teaching the public).

The expectation (and documentation) of practice; chance to practice small bits with fellow students; mentors who support rather than find picky points just because they feel they have to criticize something; mentors who find socially appropriate ways to provide more serious feedback when needed.

Lots more guided practice teaching - and to non-trainees! Assistance in self reflection.

Practical experience.

There should be more practicing during the training.

More time practicing teaching with feedback, or mentoring with a practitioner.

Encourage students to begin teaching ATM as soon as possible. Let trainees give ATM to trainers.

A basic principle of teachingallow students to teach with a trainer observing or participating and provide feedback. Simple feedback such as to be aware of one's questioning or cueing habits, etc..... We should not have to go to advanced trainings before we get the most basic feedback about the skills of teaching ATM.

Need more practice in ATM so student gets more feedback.

Possibly more leading discussion with, or doing Q&A with, students in a group class.

Allocate more time to teach in front of the peers sooner before the practicum or requiring 10-20 community teaching classes as a prerequisite.

More practice opportunities during the training. Trainees should be able to take turns observing while a trainer is teaching to gain a greater understanding of how people change from beginning to end of the ATM to internalize what the trainer addresses verbally vs what is left unsaid.

More teaching practice and more time to delve into what lessons are about.

Be sure they can teach an entire ATM. Have them do a small group for the public ATM before they get certified to teach. In my training, we never taught an entire ATM and never prepared one on our own, always in a group. That was sad.

An internship or a chance to teach ATM to the public (more than once) and hone skills akin to teachers in training who have an internship or therapists who have fieldwork experience in a hospital or clinical setting.

The best training for making better ATM teachers is practice, for one's own state of consciousness, ... self assessment on what are your 'weaknesses' and then finding your own 'solutions' or even just your own 'awareness'...

2. *How to adapt lessons for different groups.*

It would've helped if trainers had shown how positional adaptations were made to lessons for trainees who were struggling. When I finished I still was unsure of how to adapt a lesson... or how to make students more comfortable on the floor during a lesson.

An understanding of the difference between the bare bones of the movements in an ATM lesson and the context created to flesh out those bare bones. Constructing lessons from one single ATM that would apply to different populations. Application of the basic principles to create new or fresh lessons.

More about the main theme or connecting idea of the lesson, if not already included and basic information about pathologies and contraindications that directly apply to your students and teaching. Also, more discussion of how to develop themes and how you can teach the same ATM with an emphasis on a different theme.

More up-front discussion of lessons, and why you might choose to teach certain lessons. That is, who are the people you are teaching and what would they benefit from doing?

Group the ATM work in categories of what it addresses. I would love if there were more places to ascertain what to use for whom

Giving more ATMs and relating them to a set of common body positions in FIs. These are lying on back lessons, these are seated, these are standing, these are lying on front, these are side-to-side.

Chair work. Many of us teach seniors or the disabled or we are in settings where floor space & mats are not available. As Moshe did not teach many chair classes I think that learning to adapt floor lessons to chair would be a great contribution.

2a.

More emphasis on how different challenges such as sciatica or spinal problems can either benefit from or be exacerbated by particular movements. When would it be a good idea to do a seated or standing lesson.

I do think it's this different approach one needs to take with people completely new to Feldenkrais vs people who have familiarity. I think it's just so counterintuitive in contemporary culture to do less I've been amazed how people can screw themselves up trying to do an ATM like exercise.

It would be extremely important to teach contraindications to specific activities. Even though we don't fall under the umbrella of health practitioners it would be hard to argue the benefits of being knowledgeable in that department...

2b.

I think it would be beneficial if we had training on how to deal with all the psychological and emotional experiences that come up for ATM students. To set clear and careful boundaries and to refer them to appropriate resources and behaviors for them to manage -and work through their emotional discoveries in their own time and space.

Emotional support for clients/students. I feel the mind/brain studies are lacking.

3. *Business skills*

Practical information: Space need for various class sizes. Range of pricing for ATM. How to draw yoga students in. Facebook templates to promote ATM. Where to buy mats. How to find spaces. How to determine profitability. Real time investment needed. How to become and find substitutes.

Coach trainees in how to find venues to teach at, and in marketing, ie, give them business training.

I was lucky to have experience teaching and also running my own business. These are two skills that I believe should be emphasized more in training.

Marketing...

Experience teaching and also running my own businessare two skills that I believe should be emphasized more in training.

What did you wish you had developed before you started? ... An invitation to students..... Where and how to market... How to get to follow up visits from students (emails, text)..... How get students to be "sales people".

4. *Functional Anatomy*

Practitioners should be required to learn basic anatomy. I had this, but others in my training did not and on more than one occasion I've felt embarrassed on behalf of our profession when a colleague has very inaccurate understanding of human anatomy.

I feel like specific anatomy and focus on mechanical function i.e. bending, flexing, etc will help having the technique of teaching solid so that you can move onto the artistry of it...

How a lesson is structured pedagogically, more explanation of what function is anatomically and bio-mechanically- ideally 101 anatomy is required and also some biomechanics

More in depth study of the function of anatomy.

I really wanted to see more anatomy included in ATM lessons.

The importance of knowing/feeling/understanding the human skeleton/anatomy – including your own.

5. Themes & Sequencing

More discussions of various lessons woven throughout training!

Help in getting a clearer understanding of things to think about in choosing a particular lesson for a given group, and guidelines that give direction for choosing lessons for a workshop series. How to feel confident that the lessons apply to a given theme--tying the lessons together so there's a sense of coherency.

There should be more discussion about purpose/ intent of an ATM. What are the essential parts and how do I recognize those? It was hit or miss if such things got talked about. Break down into what lessons are good for what kinds of problems.

Also, a taxonomy of topics. At my training many things were talked about, and left as an exercise to the reader to put them all together. While some may have been very good this I was not.

Need choosing & stringing lessons together for a series or workshop;

Make clear the functional relationships at work in the lessons. That would have been helpful

Understanding the structure of ATMs, better understanding... of sequencing and definitely series...

Also, more discussion of how to develop themes and how you can teach the same ATM with an emphasis on a different theme.

An understanding of the difference between the bare bones of the movements in an ATM lesson and the context created to flesh out those bare bones. Constructing lessons from one single ATM that would apply to different populations. Application of the basic principles to create new or fresh lessons.

Not just teaching the X lesson, but all the delicious richness that is the pattern in our entire body. And the synergy... for the teacher to really understand those concepts and be able to play with them during a lesson.

6. *More skillful use of the voice and language*

How to use language that is inclusive of various learning styles.

It does not seem to be obvious to some that if the students are not doing what you are suggesting, you may not be saying what you think. Learning to modify your language to what you see.

Language. Finding different analogies/imagery for people to understand concepts. Use of voice and power of language.

I wonder if there might need to be extra support in the form of voice work and more practice presenting lessons?

Use of the voice

Vocal & verbal sensitivity

Perhaps some training in Hypnotherapy how to induce a 'hypnogogic state of mind' would be important thing, quality of voice is all important!

Having an authentic voice when you teach.

Training in using the voice for teaching, including modeling and pacing in a lesson but also including knowledge of how the voice works—breathing, support, functional anatomy of singing/speaking..

Noticing your own emotional responses/inner voices while doing ATM... While teaching ATM...

Understanding the crucial importance of humor in your work – how/when to employ it.

(From a voice teacher:)

The Importance of Personal and Vocal Presence in Teaching ATM

...Presentation skills: Ability to project voice and presence to a roomful of people

....Ability to effectively use sound reinforcement equipment.

...Ability to project your voice and presence in a large space.

...Intention plays a large part in projection. Project to the back of the room even when you use amplification.

...Take enough time to speak slowly and clearly, especially in a large room leaving space between instructions.

...Vary your tone of voice, not in a monotone. (Most speakers of American English use a very narrow range of pitch.)

....Rehearse the ATM using varied intonation, have fun, exaggerate, (This will give you variation when you teach)

....Record yourself speaking the lesson or part of the lesson and listen to improve your pacing, tone, etc.

.... Don't act shy about yourself. It's not about you.

Participating in a public speaking group (Toastmasters?) may help confidence. Theater/acting training can be useful. Voice or singing lessons may be useful.

... Listen to a variety of recorded ATM lessons ...What are strong points?

.... Having a sense of humor is a big plus- enjoy the teaching. What do you intend to communicate in your teaching? ...Be kind.

What was useful in your practicum for learning to teach ATM?

I think it was easy to shine in a group ATM Practicum. However, performing an ATM solo would be a much greater challenge!

What was useful in your supervision when you were learning to teach ATM? ... Comments from peers

What was useful in the (practicum) supervision and what I wished for?...I don't have anything to say here, it was very well done.

Even though I was uncomfortable with it at the time, the practicum was really helpful. It forced me to do it the first time.

What experiences have been useful for you after graduation? What did you need before you started teaching?

Understanding more possibilities for how someone might be approaching a movement puzzle from their limited experience, and how to present an alternative in a gentle and playful way...I think I am more sensitive now to what people might be experiencing while they are moving

More coaching, and post graduation, a mentorship program to help new practitioners, for at least one year... Directing them to such It's hard to do that on your own without support when you're such a new practitioner. Many are isolated in rural areas with few to support. Not everyone is good about reaching out.

In education you practice with a supervisor for 6 months. It sure was helpful before walking into teaching solo.

Mentoring with experienced teachers would help--assisting, substituting, getting feedback. More guidance in articulating what we see as we teach. Community classes--free or low-cost--in which new teachers can practice under the eyes of more experienced ones.

What experiences for a beginning teacher would have been useful for you? Ongoing supervision ... Sending a recording to be discussed... Submitting self assessment tools..... Current technology information.

What do you see your colleagues need to learn?... How to work on the fly How to reduce a lesson for people who can't learn fast.

I am very, very grateful for my Feldy support group and they all have been beyond helpful. If there is a way to be notified about new graduates in the area, I would love the opportunity to pay it forward.

Oh boy! It would be so great if there were seminars/quarterly meetings/mentoring for folks the first year out (or whenever they begin teaching and practicing), all those little unexpected, yet common, things that happen in a class, and experiences during FI, would have been great to learn from each other.

(Comment from a Trainer re: teaching Advanced Trainings:) “... we (needed to) work a lot on learning to analyze lessons, adapt them, understand the learning strategies involved, how to use of one's voice and finding a teaching place in the room. People needed a lot to learn how to learn from ATM, how to present lessons, link lessons in thematic ways, figure out why something was included, deal with questions after class.”

After finishing, I did not feel able to begin to teach ATMs for another 1.5 years and that came only after I took additional classes from another experienced Trainer. I did not feel prepared, at all, when I left my training.

In my training, we're asked from the first segment to remember what you can from a lesson, share what you remember in small groups and teach 5 minutes. This really helps develop skills and remove the terror of the practicum with little or no practice in class.

I believe it's a learned skill to do an ATM- to prepare to give a lesson rather than to do it for personal growth or satisfaction. There is a different process I engage in when I'm preparing a lesson. I can't just experience, I have to contemplate each direction and movement from the view of how to convey it.

Big picture

Spread the word that ATM's are not the step child of the method.

Other Ideas:

Develop a true database of lessons and variations as taught by Moshe & others. If we are to pass in Moshe's canon, we must know the ur texts. That doesn't mean we can't evolve them, but we need to know the sources. Many of us, myself included, teach from interpretations of lessons by his students, which is fine.

But we should all be able to reference the root texts and recordings easily.

Access to AY easily and inexpensively

It might be possible after the practicum, definitely for the 3rd and 4th year to have an early morning ATM class before the training each day, taught by a student. Sign up for a slot.

More time with one to one ATM time. Teaching groups allows for observing variety, but I feel having individual experiences allows for refining observation skills, which can then better allow for group management.

Then have 3rd and 4th year students video two ATM lessons a year.

There seems to be a bit of stage fright around teaching ATM initially. So why not implement some tools from theater and acting schools to help overcome this fright.

There was videotaping done of our training but most of the time the camera remained at only one angle, so even in retrospect I cannot learn by watching how people move.

Another good prep would be to break up in groups and one student simply reading from let's say AY, being the teacher, and thus have the challenge to see how the others interpret the lesson, while a few students could listen and watch.

I never use notes. I think to teach you just really have to know the material in a solid way to allow spontaneity and depth. I would challenge the students to take 2 related ATMs and combine them but stay within a 50 min timeframe.

Practice, practice, practice.

Listening to my mentors' ATMs and then typing that up works now for me, but that is something only discovered 6 years after I completed training.

Explore the competency tools that have been developed by FGNA.

Provide transcripts or notes of (at least some) lessons. It would be helpful to have discussion after an ATM to talk about the pearl/red thread of the lesson at least sometimes. As I said, I was in one training for 3 years and made up the first year elsewhere, so I saw 2 trainings other than my own. Some were better than others.

Each person could be required to record a lesson, self evaluate, and get feedback from others. It would also be good to have help on how to do recordings.

As graduation requirements: 1) Practicing a minimum of 3-4 ATMs per week in between segments. 2) Designing a 6-lesson ATM program or workshop based on a theme of the student's choice; and 3) Teaching at least 6 practice ATMs to others in the FFTP during the Program, not just once.

Have them do a small group for the public ATM before they get certified to teach.

return to teaching ATM at the end of training. maybe taking several basic developmental lessons and discussing the structure and how to let them be simple and easier.

They need to teach ATM at least at home during last 2 years.

More formal homework.

Emphasizing the value of use of self in increasingly subtle maneuvers and exploring many variations from many different perspectives. Use of the imagination to revisit a lesson before leaving it.

I think the bridge between teaching ATM and it's useie. why do ATM? needs to be more directly built for people. There can just be too big of a gap between the method and it's usefulness to people. This is why I started to teach in themes so show people easily that it's useful!

Narrated video of trainers teaching ATM to a class. Videos could explain/explore the dynamic relationship between the teacher and the students.

My guiding question was... what are relationships that are simpler, utilize the whole self, and need to be present and available for the person before they can do such and such a lesson. Then I would try to think of a lesson that would prepare these relationships under simpler conditions a different orientation in space, or a lesson with fewer variations.

Admission Requirement? Previous teaching experience, or experience in presenting to the public is a plus.

Commit to a personal ATM practice outside the training periods, through classes, recordings, written materials. Commit to doing at least one ATM lesson per week outside the training periods. Journal ATM activities/thoughts.

Have Learning Outcomes: Be familiar with and able to evaluate sources of ATM materials
...Build a personal ATM library...Create and present an introductory ATM series to the public.
...Create and present a one-day or 3-hour workshop on a theme to the public.....Possibly create online content for ATMs. ...Understand types of ATM ...Analyze ATM presentationsATMs for particular populations

Other Comments...

I'm amazed that even many elders in our work have such a dearth of emotional intelligence.

Teaching ATM and Feldenkrais is SO DIFFERENT that my previous teaching experience was almost irrelevant. There's a difference between didactic instruction and facilitating experiential learning.

What is the basis of this question/ Are ATM teachers not good enough? Are you researching ATM only trainings? If, that, then the trainings need to be an additional two years - continue with full FI study and ADD more work in ATM.

Having more exposure to teaching from Assistant Trainers. In fact I think highly skilled practitioners and Assistant Trainers should be teaching ATM only training programs. I don't believe ATM only programs should be at the behest of established trainers.

Add visceral manipulation and craniosacral principles.

We must teach from kindness, and an overarching desire to give (y)our students what they need in order to improve themselves (as modeled by the trainers!)

Comments on FI influencing ATM

FI gave me the room to improvise.

ATM changes FI clearly. Also refinement of details in teaching ATM.

Receiving gives sense of time and spaciousness.

Own embodiment

Understanding how approach a movement puzzle from within their own limited experience.

Power of small, easy, & safe

Ripple effects of a movement

Doing FI teaches us an openness to discovery. We gradually find how to see what we feel and to feel what we are looking at.

Teaching a good FI lesson requires a truly nonjudgmental attitude. It helps me to be in the same mindset when teaching an ATM so that the class doesn't feel like they are being evaluated.

The temptation to define what is true and correct is always present in us and in our students. I find that to give a lesson is to get a lesson. For me this was clear first in FI. I think it applies to preparing an ATM lesson and to 'teaching' one. I am finally comfortable (mostly) with finding I have given a somewhat different ATM lesson than I had planned.

FI gives you a much more up close experience of what an individual might be struggling with in terms of their limitations, their blind spots in how they sense and organize themselves. It informs your capacity to create language/questions/indications that address particular deficits of understanding and function that could be helpful for an entire class to investigate as part of the structured exploration of the lesson.

Make the ATM more personal, make sense to them.

Feeling in own skeleton.

Gave me a greater idea of the possible organizations that others might have other than my own in any given movement situation. So it increased my sensitivity in that way.

Understand the variations among people, see what they are doing

Stronger sense of individuals and their unique selves.

Learning that getting to a specific predetermined goal is not the important thing

Couldn't have done well with ATM without experiencing FI and doing a lot of it. Doing FI teaches us an openness to discovery. We gradually find how to see what we feel and to feel what we are looking at. Our speaking begins to be informed by this.

Make connections between ATM and FI more obvious.

"Gained more kinesthetic understanding of others to avoid(!) blocks."

Part 3: Notes from Seven Zoom Conversations Sorted by Meeting and Topics

ATM Zoom Conversation Questions:

To orient you to the reports of the Zoom meetings, this is the letter which was sent to participants in advance of each meeting:

As you know, NATAB is working on a proposed PILOT project for an ATM teacher training. We're looking at the transition from being a student who experiences ATM, to being a teacher of ATM. We want to hear more from our colleagues about how the both curriculum and practicum in your training were useful in your learning to teach (or not). We also want to hear what you would have wished for as support in the trainings and in supervision.

In order to organize our discussion tomorrow, we propose the following questions.

1. What served you well as preparation in your training and what would you have wished for?
2. What was useful in your supervision when you were learning to teach ATM and what would you have wished for then?
3. Would some experiences, specifically tailored for a beginning teacher, have been useful for you within the first year or so after your graduation?
4. What did you wish you had developed before you started teaching. What do you see your colleagues need to learn?

We would like to devote about 15 - 20 minutes to each question, so that towards the end of the meeting we can have at least a little time for an open ended sharing of ideas.

Below are the comments from 50 people at 7 distinct meetings. Some topics were not spoken about in every meeting. Trainings are extremely different, but note how many points were brought up repeatedly across the various groups of practitioners. The participants' graduations ranged from San Francisco in '77 to last year (2019). The great majority of participants were highly experienced.

Meta comments in italics

Overviews

Overview: 3/15

Immersion in the ATM experience is necessary and significant, but immersion is not enough to be able to teach. Experience did not automatically transform into understanding.

While everyone had their own words, everyone said that understanding, analyzing, thinking about structure within an ATM was important for being able to teach. (One participant, who came with a PhD, said that she does not know whether during the training she would have been able to benefit from conceptual analysis. For her, the sensory experience was profoundly important. She came into ATM analysis afterwards.)

While everyone agreed that it was necessary to be able to think, analyze and understand in order to be able to teach, there was no uniformity in the balance of those two approaches in the trainings. Comments ranged from someone who found their training to be a soup of sensations with an anti-intellectual bias to those who explicitly said what conceptual exercises helped them; a background of teaching was useful and some will always have difficulty teaching.

Training size might not matter as much as the culture co-created by the training facilitators- the 'ego' a trainer and staff bring to the experience really sets a culture into motion. Then it's up to the trainees to find their way through. This is from personal experience in my training as to why my experience was so different from some others.

Overview: 3/21

Immersion in ATM experience was valued but most said that was not enough to be able to teach.

Understanding lessons:

How does each step of the lesson contribute to the whole? Why is each step there? Why that step and not another? What was Moshe after? What is the kernel of the lesson?

How to create a series of lessons? ... critical thinking on how to do so (one training had this as a separate private pay offering- this should be part of the training!)
It should not take 10 years to find this out by oneself

Agreement that this should not be left to the student to "find" or struggle through, but should be incorporated into training. Those who had some of this in their training recall it as fundamentally important

Overview: 3/23

...many of the same issues (how to teach, mentoring, the split practicum) but also talked more about the need for anatomy and marketing in the trainings. Another theme was how to be articulate both in and about the work.

Overview: 3/27

Some practitioners were in an experientially biased training and others in an analytically biased training. Each was valued, but not at the expense of the other. Steeping oneself in doing ATM was described as essential

Teaching a small piece does not give enough depth to the ATM practicum experience. Some said that there was nothing useful in their practicum experience. Just a “pass” and a pat on the back. This was stressed by each person who had done a three person split ATM as the only practicum experience.

Overview: 4/17

...more personal supervision in smaller groups and more variety of teaching experiences. There was a very interesting discussion of our business model.

Overview: 4/20

It would be great if trainers modeled ATM in action and expressed surprise or learning in the process of teaching... if they would model the learning model. It would be great to experience deep listening and curiosity about the students' voices from them.

How do we keep the transformative fire of self-learning alive so it's exploratory and not corrective?

Overview: 4/29

One person spoke about the significant evolution she sees in teaching how to teach ATM. She pointed out that now she was currently witnessing students being guided in how to conceptualize the function of a lesson and how to enrich it with sensorial guidance.

Experiencing ATM is not enough. Conceptual understanding is important.

In the training what worked

In the training what worked...3/15

Having a variety of teachers and styles.

Having a chance to practice: teaching ATM to each other in the training was valuable.

Teaching to colleagues so one can make mistakes and be messy. This allowed for uncensored conversation. This gives safety and also shifts one from thinking of oneself as a trainee to thinking of oneself as a teacher.

Small groups and practicing how to describe the movement we saw – learning how to language movement.

Using analogies- ingredients and improvisation.

It was great to have good metaphors pointing to what we needed to understand how to develop a lesson.

Really dissecting an ATM

I immediately felt a sense of connection and community coming from a large to a smaller training. There was a beautiful model of how to deal with confusion and we practiced moving from FI to ATM. It would be good to have learning pods in a big training and teach each other one on one.

Teaching in our own private group was extremely important because it wasn't public.

It's important to learn about holding the space. Our small group would work in a messy way. The only rule was to not read, but put it in our own words like an uncensored conversation.

In the training what worked...3/21

Valuable to have a variety of teachers to experience different ATM teaching style, different approaches. Good to have variety in trainers, AT's as well as senior ATM teachers.

I loved the variety of trainers.

In the training what worked...3/23

We had a lot of teachers which helped.

In the training what worked...3/27

How to diagram a lesson to understand it was valuable.

Some trainings focused more on conceptual understanding ("analysis heavy, but bit by bit") which was valuable for becoming a teacher.

Being exposed to a variety of teacher in the training

Relationship of ATM and FI was really good.

Learning a structure for observations and analyzing lessons was good

In the training what worked...4/17

I did get a sense of pacing from the teachers.

We were encouraged to teach as much as we could and just learned by doing it.

The practicum served me well. We developed a trust in the lesson and how they work.

I consistently heard the trainers responding to the students.

In my training I was impressed with how those who were insecure were supported.

We were given the context of the lesson groups, lists of lessons, cues, etc. but not what they were actually about.

In the training what worked...4/20

Small team was useful- we learned from each other. We attend to certain things in ourselves so what do others attend to? The structure for observations and analysis really helped.

It was a tremendous opportunity to go through our own stuff, to know deeply what is possible and our own reactions. The depth of self-experience; we gain compassion from that. You can't teach from analysis. Some things need to be learned, not taught.

The variety of styles was great.

I have a hard time memorizing and appreciated the no pressure.

The practice in trios was useful

Time to regress, to feel internally... the personal process... this was very important

Time to deconstruct oneself, to get below the mind & the belief of who you are

Kinesthetic immersion into a transformative process

Working with other trainees to prepare ATM lesson – teaching others

Marketing, specifically how to teach specific groups... preparing a series of lesson for a specific group

Learning to prepare teaching, not just preparing a specific lesson

In the Training what worked...4/29 (not spoken to in this discussion.)

In the training what did not work

In the training what did not work...3/15

Teaching an ATM in three's for the practicum generally did not work. It may have been a good way to start learning to teach, but was not valuable or good as a practicum. Teaching in three's was called "silly" and "a performance."

The practicum was bitter: multiple people read the lesson.

Nothing was useful. It was a token practicum. People did reading of a partial lesson. We never talked of structure. It's easy to appear to be teaching.

The training fostered a passive literacy, so I immediately started teaching. I fell down a lot too. I hooked up with colleagues and chewed on an AY a day for about 100 lessons. There was not much direction on what is important. It's like trying to learn to play music but only by ear. We have to learn how to learn and then work alone.

The divided ATM practicum was just a performance.

Small groups are the blind leading the blind. Need more supervision and guidance. I knew previously about a lesson structure but I'm still not clear about a series of lessons.

There's the question of different learning styles too. Are students kinesthetic, visual, aural? That was not addressed in either training program I attended, yet it's important when you teach. Are your cues intelligible to the students you're teaching?

In the training what did not work...3/21

There was no ATM teaching or learning in my training. We had no supervision.

Much more supervised teaching/practicum experience.

Need more smaller groups with Trainers and ATs.

Discussion only amongst peers was not productive.

More smaller groups within training time to help process own experience.

Discussion and help regarding how teaching went between segments was not at all available.

Needed more learning to "see" movement and understand it.

Thinking how to adapt lessons to different capabilities, participants. I teach in a senior center and have to teach the same lesson in different orientations.

It's important to know who we're teaching... not just what.

Individuals need conversation (*feedback*) about their styles.

Specific resources on how to prepare a lesson for teaching.

Would be great to teach a lesson, get feedback and then have the opportunity to teach it again (like a rewrite on a paper).

We need more peer learning and how to use resources. There is the issue of how we interact as a group when ATM is a singular (personal) experience.

(Surprises!)

Question: 'What lessons are good for 'feet, lower back, etc?'...

Comment 'I teach ATM with observation of students like in the training- those that are more accurate, or I do a hands-on contact to show them.'

In the training what did not work...3/23

We only learned content, not how to teach. Needed themes for application, and content.

The fact that we all learn differently needs to be supported... find our own tools.

In the training what did not work: ...3/27

The focus was about us, not the ability to teach. People were in a hurry to be original & teach rather than learning Moshe's lessons.

How to de-construct a lesson wasn't taught very well. Had little chance to teach or practice de-constructing, either before the practicum or after.

How to give scans and provide cues

Would like to have known what are the teacher's references and sources

There was so much focus on the skeleton the richness gets lost.

I got the meta-message but couldn't get the skeletal connections.

In the training what did not work...4/17

The jargon was crazy-making.

It would've been useful to see the trainers teach outsiders, not just us. It was about doing ATM, not learning to teach it.

There was no focus on how to empower me to become a teacher

I was overwhelmed by the number of lessons out there and left the training feeling unprepared, turned off and intimidated. I felt better doing the lesson but not reading it. I didn't get the chance to practice teaching, so I read it and didn't embody it.

Resources were hidden.

In the training what did not work. 4/20

What would support look like? Well, the current process lacks respect.

Too much one-way top-down from the trainers. Wisdom within the group was not tapped

Short segments do not provide time to go deep and to get undone

Need longer segments to really go deeply. ...needs to be intense enough to go deeply no matter what.

The "no structure" between segments was not good

More staff and staff being available rather than chatting between themselves

In the training what did not work. 4/29

We saw Amherst videos but didn't have any context or analysis.

We were just told to "trust the lesson"

What was missing in the training

What was missing in the training.4/17

To be mentored for teaching; I had no understanding really what the lesson was "about"

No "framework" for what are basic concepts and what is "enrichment" in a lesson

Learning how to observe people, what was happening. .. only watched people walk.

What was missing in the training. 4/20

It is not a professional training.

We only taught and learned from each other. Can use social media now better for debriefing.

My question was where to get lessons and how to divide the training lessons into one hour lessons?

Needed guidance/structure to start the (*teaching*) process... it took a year.

Lost between segments... only private pay mentoring groups were offered

In the training what was missing... 4/29

Need more practice teaching within the training with feedback

Teaching to people other than trainees and getting feedback

Wish for more “learning how to see”

How to engage a group that you are teaching

In the training what was wished for

In the training what was wished for ...3/15

More teaching in front of peers and supervisors.

Guidance about how to teach a series of lessons.

More practice teaching while in training- within the segments of the training.

To be told the expectations for what to “do” between segments.

Mentoring between segments.

Having a “self assessment list” for oneself as a teacher.

There needs to be a scaffolding for new teachers going from smaller to larger sized and from different levels of complexity.

We need to develop our dialogue; we need more open ended discussion.

It is too evaluative; There needs to be time to ponder.

In the training what was wished for...3/21

Individual guidance from staff.

Needed more opportunities to teach and more feedback

More shared experiences and a supervisor!

What was Moshe after in a lesson- the kernel? I was amazed at an older teacher's critical thinking. We need to understand why the steps are done.

Being given a structure for observations and analysis gave me the main thread and what were the assistant steps. It gave me my freedom to adjust later.

What are those constraints actually for in that context?

Develop specificity of language.

How do we give instructions... language, awareness, comments, etc.

Start beginning teachers with easier lessons so there's room to track the bigger picture.

Teaching under supervision, having discussions not only with fellow trainees but also with staff.

Someplace to bring back questions when one had been student teaching. Bring back experiences and questions to a supervision group within the trainings.

I learned from the teaching process and would've liked to bring that back in. I learned it by doing it. I needed feedback on how I structured the lesson. There are different needs and learning styles.

A marketing component ought to be included

Needed time (help) to develop marketing materials.

In the training what was wished for...3/23

How to talk about the method

How to teach a series

How to choose lessons

More about what is fundamental in lessons – making the implicit more explicit

Mentoring and continuing education with the training group

Needed more how to break-down a lesson and how to do meta-comments

Would've liked a variety of trainers teaching the same lesson. It's a different view of the work to go from learning for yourself to teaching others.

How to take notes in a training... What shelves into which to organize the learning

Needed marketing, communication, business skills... sooner in the training, so there's feedback

We had marketing towards end of training and then there was no one to talk to

How to market and get students

Anatomy!

Learning use of the voice

Understanding learning theory

Have a structure for the lesson & go from there... skeleton, a poem, etc. learn how we 'touch' the student

More self-reflection about who we are... our skills and competencies.

Needed to know what to teach, where to find support? Needed mentoring and study groups...

Learn how ATM impacts people differently given what emphasis you choose as a teacher.

What was wished for...3/27

How to "transfer" learning from floor to upright, standing, sitting, action.

Need more focus on the relationship to daily activities. We lose focus on why we do this.

More supervised practice time before practicum:

Mentoring, supervision and oversight

Needed mentoring. How to deal with the room would've helped... cues (clarified, choices), scans, language... how to understand learning styles and group dynamics.

More input on meta commentary

How to deal with a roomful of people.. dynamic of interaction when one person can “shift” the whole room

How to reach people where they are

Building observational skills in watching people

Guidelines for how to observe, what to look for... to train the eye

Wanted more about learning sequencing...

How to prepare so we can see the spiral... a bit more at a time (*...of relationships to more ATMs of ever greater complexity*)

How we prepare a lesson is important.

Need more practice teaching so it’s not such a big deal. Need different types of feedback from the staff. I’m excited about professional dialogue.

Vocal skills teaching is needed

Language skills... variations, saying a different way.

Presentation Skills- creating the environment.

Business skills

Being a teacher is different from being a therapist.

What was wished for...4/17

ATM is all about utilizing words. We needed more input on the use of language

Have smaller group discussions

More practice teaching within the training

Would love to have taught the same lesson several times under supervision.

Teach a lesson to fellow students and then teach same lesson to a public group

Teach members of the public and NOT only trainees

Practice teaching larger groups. At first it is hard to even follow 3 people

In teaching the public, I had to respond to particular people's situations and needs. Would have liked modeling in training for how to work with student's particular "situations"

How to go "off script" into auxiliary movements and when to modify a lesson. Leave more time for off-script observations & adaptations.

It would've been good to practice and come back and talk about it in the class. How to understand the lesson wasn't done and there was nothing about how to observe the students.

How to assist people to notice a change... the clues. More discussion of how to bridge into everyday life. How to help learning a capacity to notice... the habit of attending.

Need anatomy!

How do we embody sensing ourselves... our words- what and how we use them. We need more awareness of how we convey what and how we're thinking.

Needed experience with the public, the sensitivity is so different.

We needed

- a. small group mentoring
- b. contact between segments
- c. to learn to hear how we're teaching
- d. how to pick a series of lessons and
- e. to teach the whole class.

The business process is hard. (The cost benefit analysis means lower income for classes. e.g. Business Skills ...if you get a lot of students the cost benefits flip the other way anyway)

A much stronger focus on language.

More mentorship

Organization of the material would've helped.

Maybe teach the lesson and in small groups, discuss and figure out what it was about. "How do you see the constellation in the stars?"

What was wished for...4/20

More on use of the voice, timing, and phrasing in teaching.

Mentoring is really important.

My fantasy would be not teaching peers but the public with preparation and supervision from the teachers.

Learning the use of voice on an ongoing basis

Continued mentorship and help with preparation of lessons.

In a “profession” there are particular steps and structures: like working under a licensed professional for four years and then take a licensing exam

Get supportive teaching suggestions. E.g. “What if you tried it this way?”

I continued with mentoring afterwards and learned there how to dissect a lesson.

What was wished for...4/29

Small group mentoring

Need better feedback process.

We need anatomy!

Business structure learning, insurance so grads are prepared to run a business

Need more & more practice teaching.

Need to be guided to understand what is essential in a lesson. To understand.

Training should be competency based

How do we create the context, the clues about movement for who is there.

Practicum

Practicum: 3/21

Just a “pass” and a pat on the back. On going discussion and feedback was missing.

Had one practicum and got feedback from the students... not from teachers.

Don't pass over those who just "look good."

We had a little feedback and it was over and done. I needed feedback on how I structured the lesson.

It was all very foggy... we did parts of an ATM.

It was counterproductive to be told not to teach from cards. I had to pretend and teach "as if" I knew what I was doing.

My trainers did use index cards.

How do we tell the steps when index cards and notes are forbidden?

Practicum: 3/23

Splitting up the ATM did not help at all. There was no formal asking of the students about how the process worked.

Teaching 50% of a lesson did not work.

In supervision there is a relationship even if only one on one. 90% of the time there was no feedback... just 'you're fine'. It was really frustrating- I wanted to learn more.

There was no feedback before the Practicum and I had wanted to do a whole lesson...

Wanted to do a community ATM for the practicum, not the training people.

It was not clear what competencies grads should actually have demonstrated

Practicum: 3/27

Hardly had a practicum.

When 3 people shared teaching one ATM it was not sufficient preparation for teaching the public.

On-going discussion and feedback was missing

It was more about the anxiety issue.

We taught half a lesson to half a training, but to see, we needed fewer people at first

Teaching the public is so different from teaching us

The process of analysis was helpful, but the event was just that and not a supervision.

We had study groups of three and didn't know what we were doing. We only taught part. The feedback wasn't helpful. We need the resources of other teachers to get a wide exposure.

Practicum: 4/17

We had one practicum in the second year and needed more chances to teach.

We taught part of a lesson and needed more than just the two. Having been a teacher made it easier

It takes doing it. We were given an ATM and taught by rote to the group, but not mentored.

Practicum: 4/20

Mine was fun and a peak experience... I got to do the whole group which was great, teaching the public group was really different.

Good not to have much critical attitude in the practicum.

The practice in trios was useful, but I never got to teach a whole lesson. I didn't get evaluations or feedback. Wanted a debrief and 'what was learned' from the others.

It was never clear what was expected about practice.

We had no practicum

We had two practicums. It was good not to have had much criticism as in my earlier learning.

I wanted to do the whole lesson for both peers and public.

I had only one chance to teach others and that was with a written script. Many people in my training never had the chance to get comfortable with teaching and stopped.

No opportunity to teach a full lesson... a missing pedagogical element!

Disappointed that there was no feedback in practicum and we taught in threes.

Practicum: 4/29

ATM practicum where 3 people shared teaching one ATM was not sufficient preparation for teaching. Better to teach a whole lesson, even if it is shorter

Two 'practicums' are not enough.

Ideas

Ideas: 3/15

I had difficulty teaching pelvic clock. I went back and did the whole series of pelvic clock lessons from my training and actually heard what was said. They had done a good job analyzing and I had not caught it at all.

I started my own class because there wasn't enough time to practice (in the training.)

I did two ATMs a day by myself

I recorded a lesson. Then I did it. Then I re-thought what did not make sense in what I said. I redid it!

I prepared every lesson by first test teaching it to 2 friends, a mother and daughter. They gave me feedback throughout each lesson. (Each had multiple injuries/difficulties and were highly kinesthetic). So I had some idea of what could flower from each lesson beyond my initial understanding.

Part of my self-assessment strategy is a list of things: how did I greet them, was the money issue dealt with easily, how closely did I teach to the lesson, where did I deviate and why, how did I assess what people took out of the class, and what other classes might appeal to the group?

Ideas: 3/21

I taught my roommates during the training.

Doing a lot of ATM after graduation was important to the ability to teach.

I've used the competencies to see where I can grow, to support change and conversation on how to develop.

AYaDay has helped me to learn to see and hear (good and bad).

Go to other people's classes and experience others to help with self-assessment.

I did a lot of ATM experiences with a variety of teachers and practitioners. It gave a broader experience of how we teach, how to navigate that.

A friend and I co-created a series and then discussed it with each other.

My process is read it slowly for content and then do it over a 3 day period to find the kernel so I can keep to the theme.

A Practicum project could be to shorten the lesson into something that could be marketing material.

Ideas: 3/23

Maybe do the same ATM 2/3 times and have feedback from people with different issues. Learn how the structure of ATMs links the organization.

The community needs to learn how to make the lessons interesting, joyful, a container that has beauty/ aesthetically pleasing. Imagery...

I developed my process with (a SF graduate and trainer) and worked with them during my training.

We need a mentoring process

I struggle with figuring out what ATMs to teach for what conditions and ailments

Ideas: 3/27

It was subjectively intense but I didn't learn the structures... perhaps explore themes on our own between segments, then get more concrete.

I assisted a practitioner in his classes, taught when he was gone, then he listened to the recordings and gave me feedback. Mentoring is essential. It was personal and not paid.

Some people in trainings had no (*previous*) experience ... maybe support practitioners & the process with more (*training*) criteria.

In yoga training you have to take other teachers classes to understand differences and gain your own voice.

I couldn't afford anything after the training so why not (*develop in the Feld community*) an expectation of a 'give back' to the profession?

We need to resolve the issue of isolation in being a practitioner... (*need more community*)

How is the gospel being interpreted now? MF taught developmentally at Amherst but not in SF.

Ideas: 4/17

I kept going to 'continuing education' things. Gaby & Mia lessons are very accessible. We need simple material at first.

I was a PT and just practiced with them. It's taken me until 10 years ago to teach in my practice.

I had to get over the specific outcome idea and understand the web of connections. I need to do my own explorations and then I can read the AY lesson. For me it's a brief increasing complexity process to find the connections.

It was helpful teaching the same lesson to different groups... to students and to the public. Really important.

I wanted post graduation input on how to work with people's attention

Find ways to bring out the timid voice and the introverts.

It's important that we record ourselves and listen to our habits and pacing.

It's important to listen to the lessons of the senior trainers... use the recordings!

Ideas: 4/20

I taught my neighbors but had no materials, it made me learn a new lesson every week.

My main learning was a note taking group, but found re-doing them was best. Learning how to do the instructions was challenging

It was very helpful to teach a series of lessons to a specific group. Learning how to prepare for a group was important.

I'm doing mentoring with new practitioners now.

I taught friends starting the second year so I had done a lot of teaching by graduation.

Need practices developed for between the segments... so can go more deeply later.

Prerequisite for the (ATM) training should be getting an FI so they are aware of that aspect of the work as well.

Need to learn how to be a professional, as well as the process of being 'cracked open' and present to yourself. An intensity is necessary and two years a more appropriate timing (for an ATM Training).

ATM is trial and error and the training is a chance to fumble - good not to have too much input
(from a musician)

Teach the same ATM lesson numerous times. Each time bringing a different component to the foreground. How do you ask questions differently? Do this in the trainings

Ideas: 4/29

Meet with a local practitioner group. Build relationship with local regions and Guild

Teach the same ATM lesson to different groups and see the differences.

Give a community project assignment to teach people you do not know, perhaps to a group that already exists.

Small group mentoring

Voice... Small groups discuss ATMs given by the staff and what were the differences. What worked and not.

Professional Dialogue. Video tape classes and have feedback by three groups of three people, do assessments and have a group feedback session.

Students meet online to support each other

Utilize Standards of Practice #9 - 12

FPTPs should have time and experiential prerequisites like the Laban training's 20 hours of anatomy

A person who came to her training for "her pain" found that reading and editing the AY lessons was very important for her to begin to think about lessons.

We need trainer and staff evaluations (*manners!*)

Have a direct student to NATAB evaluation process.

Did learning FI effect your learning to teach ATM?

It was hard for me to see in ATM, I learned that through feeling in FI. I had to come into seeing through feeling.

I started this for the FI training and fell in love with ATM. I was also terrified to teach. I had a lot of bad experiences so I just did a lot of ATM for myself. We need more teaching of each other in the training. ATM is great fun now.

FI helped with skeletal learning

Learning FI was important in understanding function in

ATM. Is there value in “knowing” through your hands?

In an ATM training, without the experience of learning to do FI, could a person just “recite” a lesson? (??)

Developed observation

skillsTouch assisted my

seeing.

FI helped me understand the structure of a lesson.

Comments:

Trainings have been heavy on FI Practice... time and attention on teaching people to touch. Must figure out how to do verbal.

When I started training I only wanted to do ATM. In mine, practice was a sidebar and we had only one practicum.

I was pleased to see development towards “more rigor” in teaching how to teach ATM

I had been a movement teacher but hadn't been around FM trainings. I had expected an approach to learning, like the ability to construct a lesson and human movement, not just a rote following of a lesson. Needed to learn how to have flexibility, creativity and how to adapt lessons. (Laban trained) I had expected ...

more structure: e.g. assessment and feedback on all assignments.

that lessons would be spoken about in terms of “elements,” building blocks to be understood to create a learning experience for a client.
to be learning how to come up with