

FELDENKRAIS GUILD® of North America
E2.2.1.18 REQUIREMENTS FOR PILOT PROJECT AWARENESS THROUGH MOVEMENT®
TEACHER TRAINING PROGRAMS

OVERVIEW:

This policy allows for accreditation of up to six Pilot Project Awareness Through Movement® (ATM®) Teacher Training Programs in the U.S. and Canada.

The intent is to test the idea of providing trainings for people who only want to teach ATM lessons (and not Functional Integration® lessons), so that we can learn about how, and how well, that can work.

Our interest is to explore how to have high quality ATM-specific training program options that result in more people teaching ATM classes, and thus expand the reach of this remarkable work.

This pilot project initiative has been developed for and is being implemented by FGNA only. Graduates will be able to apply to FGNA to be a Certified Feldenkrais Awareness Through Movement Teacher^{CM}. Graduates from these pilot projects may not be recognized in other jurisdictions.

Purpose for having training programs specific to people who want to be ATM Teachers:

- Increase public awareness of the Feldenkrais Method®
- Enrich the lives and health of more individuals through ATM.
- Build a wider interest in the public to have Feldenkrais® ATM classes, and to take Feldenkrais training programs
- Have a path available for those who only want to teach ATM
- Increase the skills of ATM teachers

Objectives of the ATM Teacher training pilot project process:

- Develop more clarity on what are the expected skills, knowledge and abilities of a beginner ATM teacher
- Find best ways of developing ATM skills
- Open the opportunity for a Trainer to be the “Program Director”, and allow for more flexibility in how and by whom the teaching in the training program can be done.

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Application process:

- 1.1. Applications for accreditation will be reviewed for completeness.
- 1.2. NATAB will convene a review group consisting of the NATAB shepherd(s), a Trainer from the NATAB (may be the shepherd), and, if available, two Educational Directors or Trainers (selected by NATAB) who do not have a direct conflict of interest. NATAB may consult with other experts.
- 1.3. The review group shall consider the viability of the educational and trainee assessment plans, qualifications and supervision of the teaching staff, and logistics of the training program (how it's going to be enacted), and give their report to NATAB.
- 1.4. NATAB will consider the review group's report, whether the application meets pilot requirements, and the overall viability of the program. The NATAB shepherd will contact the Training Organizer and proposed Program Director, if any additional information or clarification is needed, and if there are any concerns that need to be resolved.
- 1.5. NATAB will inform the applicant when a decision has been reached.

Exceptions:

Pilot project applicants may request approval of an exception to the requirements of this policy, and must provide in detail the rationale for the exception and how its effectiveness would be evaluated.

Program Standards, and the related requirements

The following standards apply to and are to be met by all pilot project ATM Teacher training programs. The requirements that need to be in the application for a pilot project are in the middle column. The requirements that need to be provided during or at the end of the training are in the column on the right. *(Standards begin on the following page.)*

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<p>STANDARD 2 – Legal Structure and Management</p> <p>a. Legal structure and organization The training organization identifies the legal structure under which it operates (e.g. sole proprietorship, corporation, non-profit), the composition of the management team, and the composition of the board of directors if there is a board as part of the legal structure.</p> <p>b. Compliance with local business regulations It is the responsibility of the training organizers and Program Director to comply with and adhere to the local regulations and laws that apply in the state, province or territory, and the country in which the training program is held.</p> <p>c. Resource allocation Financial resources are adequate to achieve the program’s stated purpose and expected program outcomes.</p> <p>d. Insurance For training programs in the US and Canada, the Training Organizer must secure insurance including General Liability and Sexual Harassment coverage for the training program and each member of its educational and administrative staff, and naming FGNA as an additional insured. Ongoing coverage will be a condition of continued accreditation.</p>	<p>Please provide in your application:</p> <ul style="list-style-type: none"> ● Description of the training organization’s legal structure, the composition of the management team, and the composition of the board of directors if there is a board as part of the legal structure. ● Statement attesting that the training organization is in compliance with country, state, provincial or territorial, and local laws and that all necessary permits and licenses for conducting a professional training program have been obtained or will be obtained by the start of the program. ● List of fees and a budget for the training program in local currency as well as in US Dollars. ● Training Organizers for training programs in the US and Canada must provide FGNA with: <ul style="list-style-type: none"> ● A certificate of insurance meeting the requirements outlined in Standard 2.c., no less than 45 days before the beginning of the training program; and ● A certificate of renewal no less than 45 days prior to the annual renewal of the insurance policy. 	
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<p>STANDARD 3 – Enrollment</p> <p>a. Prerequisites to enroll The intent of the pilot projects is to offer professional training programs that will produce strong competent and confident ATM teachers.</p> <p>We recommend that each training program have prerequisites for people to join the training program that support this outcome. For example, people entering the pilot project training program could be asked to have a minimum of 20 hours of ATM experience, and a letter of recommendation from at least one ATM teacher with whom they have experienced ATM lessons.</p> <p>b. Late entry, transfers, make-up for time missed There shall be no late entry into this program after the first 50 hours except for the entry of trainees who have completed the first two years of an accredited Feldenkrais training program.</p> <p>The late entry of trainees who have completed the first two years of an accredited Feldenkrais training program is at the Program Director’s discretion. A trainee requesting to transfer into the pilot project training program shall present the NATAB Transcript of Transferable Educational Credit Form from the Educational Director of their previous program. The Program Director of the pilot project program will decide whether to accept the transfer and decide what additional experiences are required and how many additional hours of training are needed.</p>	<p>Please provide in your application:</p> <ul style="list-style-type: none"> ● A description of the prerequisites for your training program, if any, and your rationale for why you are including (or not including) a prerequisite. 	
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<p>The training organizer of the pilot project training program must provide a letter to any trainee who wants to transfer <i>out of</i> the pilot project program, indicating the number of days completed, and which parts of the program have been completed. The Program Director of the pilot project training program and the Educational Director of the other training program shall communicate with each other about any trainee transfers. The Educational Director of the receiving training program will decide whether to accept the transfer and decide what additional experiences are required and how many additional hours of training are needed.</p> <p>Trainees have to make up all days missed according to arrangements with the Program Director.</p> <p>c. General Trainees shall be accepted into the training program regardless of their race, gender, religion, physical limitations, age or sexual orientation.</p> <p>The training organizer shall give each prospective trainee an informed consent form that FGNA will provide, acknowledging that the training is a pilot project, and consenting to participating in it as a pilot project. Each trainee must submit the completed form before payment is accepted.</p> <p>d. Enrollment Agreement The training program shall have an Enrollment Agreement (a written agreement) that shall be signed by each applicant accepted for the training program which includes at least the following:</p>	<p style="text-align: center;">Please provide in your application:</p> <ul style="list-style-type: none"> ● A copy of the training program’s Enrollment Agreement that contains the information specified in Standard 3.d. 	<ul style="list-style-type: none"> ● The training organizer shall provide FGNA with the completed consent forms (acknowledging that the training is a pilot project, and consenting to participating in it as a pilot project) for all participants before the training program begins, and at the time of enrollment for participants who join the training program after it begins.
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<ul style="list-style-type: none">a. number of FI lessons and individual ATM lessons included in the tuitionb. fees, conditions of payment and responsibilities for non-payment of fees, tuition refund policyc. number of hours and monthsd. trainee assessment process during the training programe. causes and process for dismissalf. maximum of permitted time of absence during the training programg. criteria for authorization to teach ATM lessons after a designated period of timeh. graduation requirementsi. requirements of when and how the FGNA service marks and logos may be usedj. a statement about needing to comply with any laws that may apply in the geographical area where the graduate intends to practice.k. a statement that the training program is part of an FGNA pilot projectl. a statement that Trainees shall be accepted into the training program regardless of their race, gender, religion, physical limitations, age or sexual orientation.m. a statement that by signing the agreement, the trainee agrees that the training organizer may provide FGNA with the trainee's name, address, e-mail, and phone numbern. information about FGNA's grievance processo. a statement that graduates will not be authorized to provide Functional Integration lessons.		
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<p>STANDARD 4 – Educational Requirements and Assessment of Trainees</p> <p>a. General The training program shall prepare the trainees for competence as a Feldenkrais Awareness Through Movement (ATM®) Teacher, so that they can meet the FGNA Standards of Practice for the <i>Certified Feldenkrais Awareness Through Movement Teacher^{CM}</i>, and the expected outcomes identified for the training program as per Standard 1.</p> <p>The training program shall take place over a minimum of 18 months for a minimum of 425 hours which, in addition to classroom teaching, can include supervised teaching, online hours, meeting in small groups, etc.</p> <p>As a requirement for graduation, a trainee must teach a minimum of 25 hours of ATM lessons to the public after becoming authorized to teach ATM as a trainee, and before graduation.</p> <p>The training program will ensure that trainees understand, for when they teach ATM to the public, the opportunities and limitations for creating comfort (e.g. place pads, help a person find a comfortable position) and appropriately guiding movement and/or bringing awareness to a particular area in the context of an ATM lesson, and understand how this is distinct and different from providing FI lessons.</p> <p>b. Individual lessons as part of the training program A minimum of 3 individual (one on one) Awareness Through Movement lessons</p>	<p>Please provide in your application:</p> <ul style="list-style-type: none"> ● A clear and comprehensive educational plan, specific to the pilot project, based on the writings and teachings of Moshe Feldenkrais especially in the San Francisco and Amherst training programs, including but not limited to an outline of: <ul style="list-style-type: none"> a. Skills and functional abilities to be fostered by the ATM teacher training process b. Learning strategies to be used c. How the educational materials of Moshe Feldenkrais will be utilized in the training program and how the trainees will be exposed to the man and his teachings ● Details of the training format, including the number of hours of supervised teaching and learning experiences (which could include a mix of whole group and small group in-person learning sessions, supervised clinic hours, online sessions, etc.). ● A description of the on-going feedback and evaluation strategies you plan to implement to track the progress of the training program and the trainees, and the performance of the faculty members- 	
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<p>and 3 individual Functional Integration® (FI®) lessons shall be offered to each trainee throughout the period of the training program and included in the tuition. These may be given outside the training hours. At least one of those lessons shall be given by a Trainer. Trainers, Trainer Candidates, Assistant Trainers, and other Feldenkrais Practitioners with at least five years of experience may give these lessons.</p> <p>c. Supervision and feedback for Trainees Trainees shall receive on-going supervision throughout the training and have individualized feedback on their ATM teaching throughout the training in the context of various teaching activities.</p> <p>In addition to the on-going supervision described above, each trainee shall teach at least two complete ATM lessons as formal ATM practicums before graduation from the program. The practicum process must include:</p> <ul style="list-style-type: none"> ○ A minimum of two practicum experiences, one to help assess readiness to apply to FGNA to be approved as an authorized ATM teacher while in the training program, and one more to help assess readiness for graduation. ○ For each practicum, each trainee teaches a complete lesson that includes a beginning, middle and end, with appropriate sensory cues. ○ For each practicum, a teaching staff member observes the ATM and provides constructive feedback for the trainee’s development. 	<ul style="list-style-type: none"> ● A description of the <i>process</i> that will be used for the ATM practicums, as per Standard 4.c. ● Description of the criteria/qualities that will be the basis to assess the trainee’s readiness: ● to apply to FGNA to receive Authorized <i>Awareness Through Movement</i>® Teacher status while in the training program, as per Standard 4.d., and ● to graduate as a competent ATM teacher, as per Standard 4.e. Please describe your proposed assessment process for this in detail. 	
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<p>d. Eligibility to apply to FGNA to be approved as an Authorized ATM Teacher while in the training program After completing a minimum of 200 hours of the training program and having successfully taught at least one of the ATM practicums and demonstrated competence as identified by the Program Director to show readiness to be a trainee ATM teacher, and upon recommendation of the faculty and Program Director, trainees will be eligible to apply to FGNA for permission to teach ATM lessons to the public as “Authorized Awareness Through Movement® Teachers” while enrolled in the training program, for the purpose of their own learning. They may receive payment for their work.</p> <p>e. Assessment of readiness to graduate The Program Director and the faculty will assess and determine the readiness of each trainee to graduate, according to the expected outcomes specified for the training program, including:</p> <ul style="list-style-type: none"> ○ ATM practicum requirements ○ Other requirements as specified by the Program Director 		
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<p>STANDARD 5 – Staffing Requirements</p> <p>a. Training Program Staff are in good standing and in compliance with the FGNA Code of Professional Conduct and Feldenkrais Method Standards of Practice</p> <p>All Educational Staff (Trainers, Trainer Candidates, Assistant Trainers and Practitioners) must be members of or certified by FGNA, <u>or must complete an FGNA statement of understanding and agreement to abide by FGNA ethics requirements, before joining the staff of the training program.</u> All educational and administrative staff must be in good standing with all IFF member Guilds, Associations and Training Accreditation Boards, and must be in compliance with the FGNA Code of Professional Conduct, Feldenkrais Method Standards of Practice and Grievance Protocol , <u>and any FGNA disciplinary action that is in place for that individual.</u> All staff are subject to FGNA’s grievance procedures.</p> <p>b. Qualifications and Responsibilities of the Program Director, Faculty, and Training Organizer</p> <p>Each Training program must have a Program Director. The Program Director must be an Educational Director, or a Trainer who has relevant experience.</p> <p>The Program Director is responsible for the integrity of the entire training process, the overall educational plan, the quality of the instruction, and the carrying out of the curriculum, and shall supervise all educational staff of the</p>	<p>Please provide in your application:</p> <ul style="list-style-type: none"> ● A statement attesting that each member of the administrative and educational staff meets the requirements stated in Standard 5.a. ● A description of how your Program Director has the qualifications, experience and capacity to deliver the functions identified in Standard 5b. 	
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<p>training program.</p> <p>There is no specific requirement for how much time the Program Director needs to be present. NATAB is open to considering proposals with a range of options for who is on the faculty and how the Program Director will oversee and work with the faculty.</p> <p>The Program Director must have the experience and capacity to deliver the following functions:</p> <ul style="list-style-type: none"> ● develop a relationship with the teaching staff and create a strong teaching team ● teach the skills and knowledge needed to be good ATM teachers. ● help individuals develop their process of learning ● support trainees in their learning process, and facilitate the overall group process so that there is productive learning environment ● manage the training room to provide a safe and productive learning environment ● develop the training curriculum ● manage and adjust the teaching process to make sure the curriculum is covered appropriately. ● assess the competence and readiness of trainees to be ATM teachers. ● ensure the effective administration and management of the training program <p>c. Faculty requirements Faculty roles are Trainer, Trainer Candidate, experienced Assistant Trainer, Assistant Trainer, and experienced Practitioner.</p>	<p>Please provide in your application:</p> <ul style="list-style-type: none"> ● Detailed plan for both the continuity of the training process, and variety in teaching, including: ● Identification of a continuity team member or members with the role of “being approachable, and easy to discuss any concerns, questions or other matters with”. ● How you will ensure that this continuity function is met consistently, and reliably, through all the training segments ● how you plan to balance the need for continuity with the goal of exposing trainees to multiple perspectives on the Method as per Standard 5.c. <p>Please provide in your application:</p> <ul style="list-style-type: none"> ● Description of proposed faculty-to-trainee ratios for various program elements, and how 	
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<p>Faculty must provide exposure to a variety of teaching styles within the training context, including exposure to a minimum of four teaching staff including at least two Trainers.</p> <p>There must be at least one Assistant Trainer or Trainer Candidate as part of the teaching faculty for at least half of the training program.</p> <p>Faculty-to-trainee ratios must be sufficient to meet the educational needs of the trainees in relation to the ATM teaching skills being developed.</p> <p align="center">d. Training Organizer</p> <p>The training organizer is responsible for supervising the administrative staff of the training program.</p>	<p>those ratios will be sufficient to meet the educational development needs of the trainees in relation the ATM teaching skills being developed.</p> <ul style="list-style-type: none"> ● Specify the maximum number of trainees that you would accept, and how your program will be designed to ensure individual attention and quality of education for this number of trainees. 	
<p>STANDARD 6 – Administrative Requirements</p> <p>The training classes may be held in one or more locations.</p> <p>The training program shall not commence until it is accredited.</p> <p>There shall be a visitor (trainees from other programs and graduates) and guest policy.</p> <p>All advertising and promotional materials must be approved by FGNA and shall follow the FGNA advertising policy. Advertising may begin before accreditation, after FGNA has approved the advertising material.</p> <p>FGNA service marks and certification marks shall be used appropriately at all times</p>	<p>Please provide in your application:</p> <ul style="list-style-type: none"> ● FGNA Data Record, including: <ul style="list-style-type: none"> ● Name(s) and contact information of the training program, Training Organizer and Program Director. ● Outline of the proposed schedule and teaching staff (event, hours, staff required). ● Training Accreditation Agreement signed by a representative of the Training Organization and the Program Director. ● The pilot project training program application fee. 	<ul style="list-style-type: none"> ● Inform NATAB of proposed or actual changes to the approved program.

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<p>according to FGNA policies.</p> <p>Following accreditation, NATAB must be informed of proposed or actual changes to the approved program.</p> <p>Within the first 100 hours of the training program, orientation materials from FGNA shall be distributed to all trainees.</p> <p>The specified pilot project training program accreditation fees shall be paid on time.</p>		<ul style="list-style-type: none"> ● Within the first 100 hours of the training program, distribute orientation materials from FGNA to all trainees.
<p>STANDARD 7 – Reporting requirements</p> <ul style="list-style-type: none"> ● Trainee contact information, including the trainee’s name, address, e-mail, and phone number, shall be given to the Guild office by the training organizer within 15 days of the date that the training program begins. ● Training programs will be monitored at least every 75 hours through compliance reports to determine their compliance with this policy, and to gather other relevant information. ● Due to the nature of pilot projects, NATAB may collaborate with the Program Director and Training Organizer to alter the requirements during the course of the training program. ● The Training Organizer shall provide NATAB with a report at the end of the training program, that provides indicators and information about the success and challenges of this pilot project, including information from: 		<ul style="list-style-type: none"> ● Trainee contact information, including the trainee’s name, address, e-mail, and phone number, shall be given to the Guild office by the training organizer within 15 days of the date that the training program begins, and at the time of enrollment for participants who join the training program after it begins. ● Compliance reports, according to the schedule specified by NATAB ● Final report ● Assessment

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<ul style="list-style-type: none"> ● the Program Director, ● the training program’s educational staff, and ● the trainees. ● NATAB and the Training Organizer shall develop a plan for the overall assessment of the pilot project training program, including the identification of information to be provided by the training organizer, in order to draw out what can be learned from the pilot project to inform future policies and decisions. 		<p>plan for the overall assessment of the pilot project training program, and provision of the identified information as outlined in the plan.</p>
<p>STANDARD 8 – Eligibility for Certification</p> <ul style="list-style-type: none"> ● Graduates will be eligible to apply to FGNA to become Certified Feldenkrais Awareness Through Movement Teacher professionals according to the certification policies in place at the time of accreditation. 		

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APPENDIX 1: EXAMPLE OF EXPECTED OUTCOMES OF AN ATM TEACHER TRAINING PROGRAM (THE SKILLS AND KNOWLEDGE THAT TRAINEES WILL HAVE)

The training organization shall have a statement of the expected outcomes for trainees in the training program. The outcomes shall include the expected knowledge and skills of trainees as Trainee ATM Teachers, and at the completion of the training program.

Some possible resources to help inform the training organization's development of its expected outcomes include the FGNA [Feldenkrais Practitioner Profile](#) (FPP) that was approved by the Board of Directors in 2015, and the example of expected outcomes provided below. Note that the expected outcomes may be in wording developed by the training program team; the outcomes do not need to be worded the same as the wording in the FPP or in the example below.

Example of expected outcomes:

In order to be recommended as a Trainee ATM teacher, the trainee will demonstrate entry level ATM teaching skills including:

- Use of voice, language, timing, rhythm
- Understand the structure of a lesson
- Observe the skills in the students in the class, and shift what and how you are teaching as needed
- Establish a connection with the group
- Create a learning environment
- Choice of appropriate lesson
- Give appropriate sensory cues
- Use a reference movement & return
- Can lead a group comfortably
- Opening & ending the lesson

At the end of the training program, the trainee:

- Will embody the "learning to learn" principle in the way that they personally engage in ATM lessons.
- Will be able to teach different kinds of lessons. (dynamic, quiet, imagery related, complex, etc.)
- Will have a knowledge of basic history of the Feldenkrais Method® of somatic education including theory, principles, and the origins and nature of Awareness Through Movement and of Functional Integration.
- Will be able to speak fluidly while teaching a lesson about the process of learning, sensing, experiencing, imagining, etc.
- Will be able to adjust their language and tone to match the needs of a variety of lessons, and to match the needs of a variety of participants
- Will be able to explain and incorporate "learning to learn" principles, not just the learning within a lesson.
- Will be able to identify and talk about what is distinct and different about the Feldenkrais experience (i.e. how is this distinct and different from therapies, and from other practices)

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- Will be able to teach in a way that potentiates a lesson by using the relationships between directing attention, and timing.
- Will understand what makes an ATM lesson an ATM lesson and not just a movement sequence
- Will be able to relate ATM lessons to daily life concerns and interests
- Will have knowledge of both “developmental” learning, and the phases in child development, and be able to distinguish between the two
- Will be able to weave a group of lessons together
- Will have knowledge of the body of Dr. Feldenkrais’s work, and the developments in his way of teaching ATM lessons over the decades (from the Alexander Yanai lessons through to the Amherst lessons)
- Will be able to notice how students in their ATM class are embodying the instructions, and to adjust their teaching accordingly.
- Will be able to articulate, demonstrate (based on their own experience) and utilize basic principles of human movement and biomechanics as expressed in ATM lessons such as differentiation, distribution of force, reversibility, base of support, initiation, etc.
- Will understand the opportunities and limitations for how to create comfort (e.g. place pads, help a person find a comfortable position) and to appropriately guide movement and/or bring awareness to a particular area in the context of an ATM lesson, and understands how this is distinct and different from providing FI lessons.
- Will be able to distinguish between a corrective process, and a learning process.

Last revised September 28, 2020 by FGNA Board of Directors
Adopted August 24, 2020 by FGNA Board of Directors