

INFANT DEVELOPMENTAL MOVEMENT EDUCATION – IDME

PROGRAM

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INFANT DEVELOPMENTAL MOVEMENT EDUCATION – IDME

Developed by Bonnie Bainbridge Cohen, this program is a highly sophisticated and subtle approach to observing patterns in infants. It trains people to recognize early movement patterns and to interact effectively with infants in ways that will have a positive effect on their growth and development. The approach is gentle, non-intrusive, and enticing rather than demanding. It is direct and highly specific to the individual child. It incorporates the child's curiosity, interest and inclinations into the relationship with the educator. It is child centered and relationship centered, and child oriented rather than task oriented. It does not force or impose, but focuses, engages, interacts, entices and seek to engage the child's inherent curiosity and interest. It always looks at the whole child and fully embrace each child and their parents and family. It includes and educates the family in the interactive process.

This program is especially suited for people who work with infants and wish to enhance their skills with an embracing, child-centered approach; for bodyworkers and somatic practitioners who wish to expand their skills to include infants; and for parents and caregivers.

The program includes more than 280 hours of classes and leads to the certification of “Infant Developmental Movement Educator”, certification accredited by The School for Body-Mind Centering®.

THE IDME PROGRAM INCLUDES EIGHT MODULES

- Senses and Perception 1
- Basic Neurocellular Patterns (BNP)
- Primitive Reflexes, Righting Reactions and Equilibrium Responses (RRR)
- Ontogenetic Development
- IDME 1A
- IDME 1B
- IDME 2A
- IDME 2B

SENSES AND PERCEPTION 1

4 days / 28 class hours

Originally, our senses exist only as potential and then develop in response to stimuli and experiences. Tactile perception and sense of movement are located in every cell of the body. Sight, hearing, taste and smell are localized in the head. It is through the senses that we receive information from our inner (ourselves) and outer (others and the world) environments.

The way we filter, modify, distort, accept, reject and use this information is part of the act of perception. Perception is a global experience. It is the psychophysical process of interpreting information based on past experiences, present circumstances and future expectations.

When we choose to absorb information, it means that we create a link with that aspect of our environment. When we block it, keep it out, it means that we are defending ourselves from that same aspect. Learning is the process by which we vary our responses to information based on the context of each individual situation.

FOCUS ON:

EXPLORATION OF THE SIX SENSES (MOVEMENT, TOUCH, TASTE, SMELL, HEARING AND VISION).

ANALYSIS OF PERCEPTION AS A CYCLIC DYNAMIC PROCESS.

BONDING, DEFENDING AND LEARNING AS PSYCHOPHYSICAL PROCESSES BASED ON YOUR PERCEPTIONS.

HOMEWORK AND
REIREMENTS

IDME
CALENDAR

REGISTRATION
FORM

BASIC NEUROCELLULAR PATTERNS (BNP)

7 days / 49 class hours
1 day off

The development of these patterns in humans parallels the evolutionary development of movement through the animal kingdom. The Basic Neurological Patterns are the words of our movement. They are the building blocks for the phrases and sentences of our activities. They also establish a base for our perceptual relationships (including body image and spatial orientation) and for our learning and communication.

The BNP are one of the foundations of Body-Mind Centering® and are interwoven with the Embodied Anatomy (body-systems material) in later courses. The BNP have extensive application in the areas of movement and psychophysical expression. Done in sequences, the BNP can also form the basis for a deep and ongoing personal movement practice.

FOCUS ON:

EXPLORATION OF THE PREVERTEBRATE PATTERNS: VIBRATION, CELLULAR, SPONGING, PULSATION, MOUTHING, AND PRESPINAL.

EXPLORATION OF THE VERTEBRATE PATTERNS: SPINAL, HOMOLOGOUS, HOMOLATERAL, AND CONTRALATERAL.

DISTINGUISHING AND INTEGRATING THE ACTIONS OF YIELD, PUSH, REACH AND PULL.

COMBINATIONS OF THE VERTEBRATE PATTERNS THAT FACILITATE THEIR INTEGRATION.

FACILITATING DEVELOPMENTAL REPATTERNING IN YOURSELF AND OTHERS.

[HOMEWORK AND REIREMENTS](#)

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PRIMITIVE REFLEXES, RIGHTING REACTIONS AND EQUILIBRIUM RESPONSES (RRR)

6 days / 42 class hours
1 day off

If the Basic Neurological Patterns are the words, the Primitive Reflexes, Righting Reactions and Equilibrium Responses are the fundamental elements, the alphabet, of our movement. Underneath all successful, effortless movement are integrated reflexes, righting reactions and equilibrium responses.

The reflexes are the most primitive patterns that occur in response to specific stimuli, and they establish basic survival patterns of function.

The righting reactions are important in establishing a vertical or upright posture against gravity and a continuous head-torso axis.

The equilibrium responses are patterns which maintain balance of the whole body in the dynamic relationship between the shifting of one's center of gravity through space and one's base of support.

FOCUS ON:

FUNDAMENTAL BUILDING BLOCKS OF HUMAN MOVEMENT (THE ALPHABET OF MOVEMENT)

POSTURAL TONE AND PHYSIOLOGICAL FLEXION AND EXTENSION

DIFFERENTIATING THE RRR IN RELATION TO THE THREE PLANES OF MOVEMENT (HORIZONTAL, VERTICAL, SAGITTAL)

THE ROLES OF THE RRR IN READINESS FOR RELATING, RELATING TO EARTH AND HEAVEN, GATHERING AND REACHING, TAKING HOLD AND LETTING GO, WEIGHT BEARING, ROLLING, VERTICAL UPRIGHTNESS, LOCOMOTION AND EQUILIBRIUM

HOMEWORK AND
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ONTOGENETIC DEVELOPMENT

5 days / 35 class hours

1 day off

The period from intrauterine life through approximately 12 months of age is an extraordinarily formative time for humans. Our basic movement patterns emerge in utero, are present at birth, and develop through the first year of life. It is during this time that we build the groundwork for our movement and perceptual skills and pass through the milestones by which we mark our development.

FOCUS ON:

DEVELOPMENTAL MILESTONES INCLUDING: FETAL MOVEMENT, NURSING, HEAD CONTROL, EYE-HAND COORDINATION, ROLLING, CIRCUMDUCTION, BELLY CRAWLING, QUADRUPEDAL CREEPING, SITTING, KNEEL-SITTING, KNEEL-STANDING, HALF KNEEL-SITTING, HALF KNEEL-STANDING, SQUATTING, STANDING, CRUISING, WALKING

THE SEQUENCE OF DEVELOPMENT THAT ALLOWS THE INFANT TO PROGRESS THROUGH EACH AND ALL SKILL LEVELS DURING ITS DEVELOPMENT PROCESS.

PATTERNS OF MOVEMENT THAT INHIBIT MORE INTEGRATED SKILLS FROM DEVELOPING.

FACILITATING INTEGRATED MOVEMENT SKILLS AND INHIBITING PATTERNS WHICH LIMIT FULL DEVELOPMENT.

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IDME 1

10 days / 70 class hours

Heartfelt approach to witnessing the intention and organization of an individual through the lens of infant developmental movement. In the first level of this training, divided into the two modules IDME 1A and 1B, students gain keen observation skills of normal infant progression from newborn to toddler. The main objective is to develop skills in a non-invasive, playful and gentle approach to interacting with infants and their families. Students learn to: applying the experience gained in the 4 developmental core courses, through their embodiment process; refining the observation skills of the normal developmental progression; understanding how, from birth to 12 months of age, patterns become organized, also in relation to perceptual development and relational aspects; developing professional skills in working with babies and children, parents and caregivers.

FOCUS ON:

BEING ABLE TO ASSESS AND OBSERVE CHILD DEVELOPMENT, WITH PARTICULAR FOCUS ON THE FIRST SIX MONTHS OF AGE.

APPLYING ONE'S EMBODIMENT OF DEVELOPMENTAL MOVEMENT FOR A DEEPER UNDERSTANDING OF THE ORGANIZATION OF PATTERNS IN BABIES.

INTEGRATING ONE'S LEARNING PROCESS ALSO THROUGH THE OBSERVATION OF SESSIONS OFFERED BY THE TEACHERS TO BABIES AND PARENTS INVITED AS GUESTS DURING CLASSES.

PRACTICING SAFE AND APPROPRIATE WAYS OF TOUCHING AND HANDLING BABIES.

[HOMEWORK AND REIREMENTS](#)

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IDME 2

10 days / 70 class hours

The second level of training, also divided into the two modules IDME 2A and 2B, focuses on the acquisition of interaction and facilitation skills in accompanying the development of babies, while helping them, where and when it is needed, to reorganize their movement patterns and enhancing the baby's inner potential. One of the main objective of the IDME program is to acquire the ability to interact effectively with children in a non-invasive, playful and spontaneous way and to communicate with parents and caregivers empathically and for educational purposes.

FOCUS ON:

DEEPENING ONE'S EMBODIMENT PROCESS THROUGH THEORETICAL AND EXPERIENTIAL KNOWLEDGE OF SOME ASPECTS OF THE BODY SYSTEMS, AND BEING ABLE TO INTEGRATE THIS EXPERIENCE IN THE WORK OF FACILITATION WITH BABIES THROUGH PLAY, MOVEMENT AND TOUCH.

DEALING WITH PROFESSIONAL ISSUES IN INTERACTING WITH BABIES AND IN COMMUNICATING WITH THEIR FAMILIES.

DEVELOPING SKILLS IN OUTLINING AND DESCRIBING THE IDME'S PROFESSIONAL IDENTITY AND ROLE IN SOCIETY AS AN EDUCATOR.

REQUISITES: IDME 1

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