

# INFANT DEVELOPMENTAL MOVEMENT EDUCATION – IDME

## PROGRAM

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ORGANIZATION: LEBEN NUOVA

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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 2026 - 2028  
includes 6 modules**

**1  
Senses and Perception-1  
September 04 - 07, 2026**

**Ontogenetic Development  
September 09 - 13, 2026**

**2  
Primitive Reflexes, Righting  
Reactions, Equilibrium  
responses (RRR)  
November 01 - 07, 2026**

**3  
Basic Neurocellular  
Patterns (BNP)  
February 14 - 21, 2027**

**4  
IDME 1A  
June 23 - 27, 2027**

**5  
IDME 1B  
Oct 29 - Nov 2, 2027**

**6  
IDME 2  
June 29 - July 9, 2028**

# 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.

# 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.

This course focuses on the milestones that mark key stages and transitions from one developmental level to the next, from conception through the first twelve months of life.

## **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.

# PRIMITIVE REFLEXES, RIGHTING REACTIONS AND EQUILIBRIUM RESPONSES (RRR)

6 days / 42 class hours  
1 day off

At the core of every efficient and effortless movement lie well-integrated reflexes, righting reactions, and equilibrium responses. Reflexes are the very first automatic movement patterns that develop in response to specific stimuli and establish the fundamental patterns necessary for survival. Righting reactions are crucial for achieving an upright posture, in opposition to gravity, and for maintaining the continuity of the head-torso axis. Equilibrium responses are patterns that serve to maintain the balance of the entire body within the dynamic relationship between the spatial displacement of one's center of gravity and the base of support.

In this course, we explore how these automatic motor patterns underlie our voluntary movements and how they can be elicited even without the original stimulus and in a variety of relationships with gravity.

## **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



# BASIC NEUROCELLULAR PATTERNS (BNP)

7 days / 49 class hours  
1 day off

If the RRR can be considered the “alphabet” of movement, the Basic Neurocellular Patterns represent its syntax: semantic building blocks for constructing the sentences and proposition of our actions. The BNP are the foundation for the development of all perceptual relationships, including those related to body image, spatial orientation, and sense of self, as well as for learning and communication.

The study of the BNP is one of the foundations of Body-Mind Centering® and is closely linked to the experiential study of all the body’s systems (which are explored in depth in the Somatic Movement Education program). The BNP have wide-ranging applications in the field of movement. Done in sequences, they can also form a 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.

# 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.

# IDME 2

10 days / 70 class hours



This second level of the application courses is offered as a single 10-day module.

Here, building on the embodiment process carried out in the four core courses and the observational skills acquired in IDME 1, the focus shifts to practicing effective ways of interacting directly with infants and children. The approach is non-invasive; rather, it engages the baby in the relationship through play, welcoming the baby in their wholeness, drawing on their inherent curiosity and preferences, helping them reorganize patterns where necessary, and nurturing their emerging potential.

The IDME educator also learns to interact and communicate with parents and caregivers, involving them in the process for educational purposes.

The characteristics of the IDME educator as a profession are further outlined.

**REQUISITES: IDME 1**

## **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.