

Mutual coaching in FI: a list of topics

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This is a document to help practitioners and trainees to reflect upon their lessons, debrief them with colleagues, write notes in their logbook and support our individual and collective reflective practice skills. Of the items identified here, only some can be significant to a specific lesson. But all can be asked of every lesson.

(0- Follow-up of last lesson: report of observations, effects perceived, questions emerging, homework done etc.)

1-Request: what the person wants, in their own words, what they would like to get from this lesson

2-Importance of the request: “how is this issue important to you”, “how does it affect you in your life”. Empathetic listening to the person’s frustration, motivation and emotions related to the request (noticing the practitioner’s own experience of “somatic empathy” as source of inspiration for the composition of the upcoming lesson)

3-Context of the request:

- a) the specific circumstances of their coming to the lesson
(who referred them, or how they found you)
- b) Information on the environment of their life (age, occupation, hobbies, family situation, current events and circumstances etc.)
- c) Other interventions that they may have sought in somatic education, medicine and-or alternative consultations

4-Operational request: what the person wants, in terms of concrete action and what they would do differently if they felt better or knew differently

5-Movements of reference at the beginning and non-verbal interviewing

(characteristics emerging from observing the person’s movements while talking, walking, sitting etc. and when the practitioner guides movements with touch)

6-Hypothesis of learning needs: what the practitioner senses, feels, imagines, thinks that the person needs to learn in order to get what they want : “if this person learned how to...., their behaviour would be different and their experience would be modified and their request satisfied

(This hypothesis can emerge at any moment, sometimes after the lesson!)

7-Positions:

- a) **Starting position:** skeletal configuration and spatial orientation
- b) **Other positions** used during the lesson

8-ATM of reference: one or more ATM lessons in the background or in the foreground, given hands on or guided verbally

(These lessons can emerge as the lesson progresses or they can be pre-determined. ATM lessons can also be given to the person as homework.)

9- Various observations during the lesson: patterns and habits of movement, neuro-vegetative variations, spontaneous movements, breathing response, difference between sides and other characteristics of the person that appear during the lesson (such as thinking patterns, speech habits, interpersonal behaviour etc.)

10- a) Movement learning theme (global movement patterns for ex. flexion, extension etc. or other movement themes for ex. balancing on one leg, turning guiding from the eyes, diagonals in the trunk, reaching overhead with one hand, breathing in the whole trunk etc.)

10- b) Personalized learning theme (what the student learns specifically in the context of the overall movement learning theme)

11-Metalearning themes: learning ideas not specific to this “ movement” but integral to the FM and to this lesson

(for example, learning to slow down, learning how to feel oneself, how to feel boundaries, , organizing oneself in the process towards a goal, stop before the limit is reached, etc.)

12-Transitions and ending: (congruence of the transitions with the learning theme as guide for transitions on the table, from the table, for ex. after a flexing pattern lesson, rolling over, sitting, standing and walking using flexion movements)

13-Review of the movements of reference and of the early observations:
(comparing before and after readings, with or without verbal explicitation to the student)

14- Preparation of the transfer of learning to the person’s life:
(homework, ATMs to bring home, reminders, suggestions and evocations in order to facilitate directly or indirectly the application of the learning in the person’s life)

15-Student's spontaneous comments or questions after the lesson

16-Guidelines for next lessons: notes to oneself on what to focus on for the next lesson

17-Research questions, verifications and other queries that can feed the basis of information of the practitioner and orient the next lessons (possibilities of consultation with colleagues, books, articles, internet etc.)

.....
(other topics of observation and discussion)

18- Personal experience of the practitioner during the lesson and after the lesson:
how was it for you to be with yourself and with this person?
(sensations, feelings, images, thoughts, including curiosity, satisfaction, interest, fatigue etc.)

19- Practitioner’s impression of this person and of the organization of their self in the world:
what seems essential, key, central to their being in the world?

(characteristics of their movement organization as reflecting their “internal necessity”, ways of “posturing”, moving, thinking, feeling, sensing, understanding, perceiving their situation, their self and relating their self the world around, to other people, to the practitioner).