
Feldenkrais
Method
Trainer
Application

*Introducing a New
Accreditation
Initiative*

Moshe Zouler

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Letter to TAB Members

Dear TAB members,

Fifteen years ago, when I learned about the new accreditation for Feldenkrais trainers, I realized that my dream of becoming a trainer was crushed. It was obvious to me that the new accreditation method was subjective, excluding and unfair, and I was certain that it won't last.

Trainer candidates are completely dependent on the good will of existing trainers (having to find 3 different sponsors), and also on the availability of FFTP's. This process is extremely long, taking years to complete, and focuses on a variety of minute and irrelevant details.

Lately one can sense that winds of change are blowing in the Feldenkrais community. And so I decided to apply for trainer status in an unorthodox manner, partly fulfilling the conditions of the current system, but also focusing on my own history and, above all, my vision for Feldenkrais accreditation, which will be explained in this application.

I trust that through the material I am presenting you, you will learn to know my abilities, accomplishments and reputation. But, for me, the most important aspect of this application is a suggestion for an alternative, additional method of accreditation to the existing one.

I hope that with this application you will grant me trainer status and, most importantly, accept my accreditation initiative in full or in part, regardless of my own accreditation as trainer. I would also be glad to introduce it to you in person.

Sincerely and respectfully,

Moshe Zouler

Moshe Zouler - CV

Professional Feldenkrais Practitioner and Assistant Trainer

Personal Information

Date of Birth: 7/12/1961

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Professional Experience

2005-today: Professional Feldenkrais practice, including 25-40 FI lessons per week, and 10 ATM lessons per week.

1999-2005: Professional Feldenkrais practice, including 15-25 FI lessons per week, and 20-25 ATM lessons per week.

1991-1999: Professional Feldenkrais practice, including 5-15 FI lessons per week, and 25-30 ATM lessons per week.

1985-2009: Ninjutsu instructor at different dojos in Israel and Abroad.

Professional Education

1991-2005: Attended various professional Feldenkrais workshops and FFTP's.

1997: Qualified as Assistant trainer.

1987-1991: Tel-Aviv 2 FFTP and assorted professional workshops.

1975-1999: Ninjutsu training under Doron Navon.

Learning Experience

Over the years I was exposed to the teachings of 17 different trainers, this in the course of FFTP's and professional workshops and seminars. In total, 400 hours (not including the time I spent in FFTP's, described elsewhere).

This wide exposure taught me a lot of theories and approaches, and of course, practical material. But the fact was that this body of knowledge was somehow too abstract, meaning it was hard to integrate it effectively into my practice. The three exceptions that eventually taught me how to apply the material practically were these:

1. When a certain trainer gave a full FI lesson to a person. Watching them work, their approach, and their interaction with that person, taught me a lot on how to do it myself.
2. The teaching of Alon Talmi, who organized the material in a methodical, clear and applicable way. This was the foundation into which I could integrate all the material I've learned over the years from different trainers. There is good reason that Yehudit Silver's workshops, that teach Talmi's way, have so much success (some 300 practitioners attended these workshops). One could say that the participants in these workshops learned to make a "suit", and then another, and another, so that eventually, they had all the tools they need to **custom-make** the suit that best fits each of their own **individual** students. It should be noted that over 50 percent of all active practitioners in Israel went through this process of learning, either in Talmi's, Silver's or my own workshops.
3. For many years I attended the ATM groups of Eli Wadler, which were interesting, engaging and clear, creating an outstanding change in the body. Later, when I did the Alexander Yanai lessons, I understood that Wadler, in fact, took these lessons and adjusted them to the needs of the general public (I will elaborate on this elsewhere).

Working with Moshe's Materials

The reason I wanted to become a practitioner, was to fully understand how this magic works. Working with Moshe's materials gave me the best tool to accomplish this.

- Alexander Yanai – the transcribed lessons: Out of the 560 lessons, I've read 200 and underscored mechanical and theoretical explanations which I found especially useful and important.
- Alexander Yanai – Audio: For 10 years I went to the Feldenkrais institute in Nachmani Street, and did 4-10 ATM lessons per week. After this I purchased all of the audio and continued practicing it at home. In total, this amounted to approximately 3,000 hours of practice.
- San Francisco Audio: I did approximately half of this training program.
- Amherst Videos: I did all of these videos at least once, by myself. In addition, when I worked in FFTP's, I translated these videos when they were presented.

Moshe's materials are a treasure trove of theoretical and practical knowledge, ideas for lessons, theoretical and practical explanations. Here are a few examples for ideas and explanations which I took with me from his material:

1. Lying on the back, feet standing on the floor, slightly lifting one leg – how should a well-organized body respond? Answer: Spine elongates, pelvis tilts a little bit upwards.
2. Same position – When one leg is lifted, it is easier to also lift the other leg. Why? Answer: The pelvis is already tilted upwards, and so the contraction of the muscles is better able to lift the leg.
3. Lying on the side, legs in a "hurdle" position – Spreading the legs helps us to sit up, Why? Answer: Spreading the legs shifts the weight to the lower part of the hip joint, which pushes us upwards.
4. What is the fastest pivot axis while standing? Answer: The line that goes from the shoulder, through the hip joint, to the heel. When pivoting from the spine, we are performing a more complex movement, with two groups of muscles (flexors and extensors) working simultaneously. With the pivot described above, the movement is simpler, since only one group of muscles is working.
5. How to lift a heavy object (similar to professional weight lifters)? Pecking with the head forward, eyes on the horizon, shoulders forward, spine elongated and arched a little bit, and hip joint backwards (This is also one of the best ways to stand up from a chair).
6. Lying on the stomach, lifting one leg – How should a well-organized body respond? Answer: Spine elongates, air leaves the body.
7. Same position, lifting the head - How should a well-organized body respond? Answer: Spine elongates and arches, air leaves the body).
8. Lying on the back, one arm straight upwards on the floor, elongating the arm – How should the head respond in a well-organized body? Answer: A slight bend towards the arm (The muscle that lifts the shoulder also bends the heads).
9. Expanding the chest and stomach alternatively – What are the options for inhaling and exhaling? Answer: There 5 options. Inhale and expand chest, exhale and expand stomach; Exhale and expand chest, inhale and expand stomach; stop breathing all together; Differentiation – breathing in an out slowly while expanding the chest and stomach quickly; Differentiation – breathing in an out quickly while expanding the chest and stomach slowly.

10. Eyes on the horizon - one of the most important principles for a well-organized body. Why? Answer: It is a matter of survival. When the eyes are the horizon, you have the widest possible field of vision, so you can see if a threat is approaching.
11. What is the fastest way to stand up from a chair? Answer: Shifting the buttocks over one leg while turning the body to the other side.
12. Movement is a means of learning, and has no importance for its own sake.
13. What is the basic tonus of the abdominal muscles? Answer: The same is the weight of the organs leaning against it.

Articles 1-9 are from the Alexnader Yanai lessons.

Articles 10-12 are from the Amherst videos.

Article 13 is from "The Elusive Obvious" (1981).

Working Experience

In order for a person to teach their profession to other people, they need a lot of experience working in this profession. For this reason I think that one of the most important things for a Feldenkrais trainer is to have great field experience working with the general public.

Ninjutsu Instructor

At the age of 16 I began assisting a Ninjutsu (martial art) trainer during classes. From the age of 22 I began instructing classes (meaning that from the age of 16 until today, at the age of 53, I have worked nonstop as an instructor and as a teacher). Inspired by my teacher, Doron Navon, who combined Feldenkrais lessons into his Ninjutsu training, I did the same, in many countries (Israel, Norway, Sweden, Finland, Denmark, England, Germany and Canada).

Feldenkrais Practice

I was qualified as a practitioner 24 years ago. For the last 22 years I have worked, on average, 40 hours a week. At first, I gave 25-30 ATM lessons and 10-15 FI lessons a week. Gradually this changed, and over the last 15 years I give 10 ATM lessons and 25-40 FI lessons a week.

Working with Practitioners

- A group of students from Tel-Aviv 3. I gave them 20 FI sessions, 3 hours each, 60 hours in total.
- A group from Tel-Aviv 4. 20 FI sessions, 3 hours each, 60 hours in total.
- A group from Tel-Aviv 5. 30 ATM sessions, 3 hours each, 90 hours in total; 20 FI sessions, 3 hours each, 60 hours in total; 15 FI sessions with demonstrations on people with specific problems, 3 hours each, 45 hours in total.
- A group from Jerusalem 1. 10 FI sessions, 3 hours each, 30 hours in total.
- A group from Ruthi Bar 1. 10 FI sessions, 3 hours each, 30 hours in total.
- A mixed group from different FPTP's. 10 FI sessions, 3 hours each, 30 hours in total; 30 ATM sessions, 3 hours each, 90 hours in total.
- A group of teachers from a different discipline ("[Mahshevet Hagoof](#)"). 20 ATM sessions, 3 hours each, 60 hours in total.
- 2 practitioners. 15 FI sessions, 3 hours each, 45 in total.

Total number of hours: 360 FI hours; 240 ATM hours.

Notice that the first group, from Tel-Aviv 3, came to me when I was only 6 months after being qualified as a practitioner. I never advertised for any of the above workshops. They all came to me and asked me to teach them. Knowing me from my work as an interpreter, co-assistant and assistant, they felt that I could provide them with the missing link between theory and practice. They recognized my ability to take abstract material and present it in a clear, simple and applicable way that they can use in their own practice. As I was told by the organizer of one of these groups: "When someone comes to me with a problem, I don't know what to do". Although this is not a classic Feldenkrais way of thinking, we also need to know how to address specific problems.

My way of teaching the FI sessions was as follows: I would demonstrate and explain a series of movements (techniques) that combined to create a complete process. Then I would demonstrate again while answering questions, after which the students would practice it themselves. Every 3 session (9 hours) combined to form a full FI lesson, which was well-explained, understood and practiced. The students could relate each movement to the others,

and understand the logic behind the full process. As mentioned in the section describing my learning experience, these practitioners learned how to make "suits" that could be **custom-fitted** for their own specific students.

Regarding the ATM sessions: Most practitioners lack a solid understanding of the structure of the lessons, the principles presented in them and their subject. They do not fully grasp how a well-organized body (as Moshe used to say) is supposed to perform each movement. So during each one of my ATM sessions, I taught 2 ATM lessons, which we analyzed and discussed.

- In addition to all of the above, I was asked several times by the Israeli guild, to teach in conferences and conventions.

Lesson Guides

Over the years I composed around 500 ATM lessons, most of them variations of the Alexander Yanai lessons, adjusted for the general public. I organized these in 8 collections, or lesson guides. These lessons have been well-tested by me and some other 50 practitioners who use them regularly.

Recorded Lessons

I have recorded around 160 ATM lessons, which are being used by many practitioners and students.

As you all know, modesty is my only source of pride, but unfortunately I have to be a little immodest and say that not many practitioners have my vast experience, both in practical work and teaching.

Attendance and work in training programs

Total days of participating in FPTP's: 421 days

- 130 days as interpreter
- 120 days as co-assistant
- 171 days as assistant trainer (Tel-Aviv 4, 5, 7)
 - First year – 33 days
 - Second year – 29 days
 - Third year – 51 days
 - Fourth year – 58 days

Before becoming an assistant trainer

While I was still a 3rd year student in the "Tel-Aviv 2" FPTP, I started working as an interpreter in "Tel-Aviv 3" FPTP. Since I was still a student, this experience taught me a lot, and I was happy to watch the trainers and learn from them. However, I felt something was missing. I partly understood what that was when I watched the trainers performing a FI lesson on a student or a guest – practical training: how to approach a person with a problem. Another thing that was missing was how to adjust the ATM lessons in the FPTP to the general public. The material taught in these programs, which was very interesting and enriching, was too theoretical and abstract, and I searched for ways to make it concrete and practical.

Regarding the FI lessons, I found the solution in the teaching of Alon Talmi. Talmi organized the material into methodical lessons, allowing me to understand fully the role of each movement; its relation to other movements; and its position within the lesson. In this way I could go home after the sessions and practice the material, educating my hands and improving my communication with the person on whom I was practicing (I know this is not a Feldenkrais way of thinking, but it's a very good way to learn the basics of FI).

Regarding the ATM lessons: Before joining the FPTP I studied ATM with Doron Navon and Eli Wadler. From them I learned how to adjust the ATM lessons to the general public.

On these two paragraphs I will elaborate elsewhere.

As an assistant trainer

The thing that was most challenging and rewarding in my work as an assistant trainer in FPTP's, was the interaction with the students, since the level of their questions was high and their desire to understand was palpable. This required me to think deeply on every issue so I can explain it to them. The main interaction between the students and assistant trainers is during the breaks and FI lessons (which the assistants give to the students). During these FI's and after, I spoke with each student and explained what I was doing the motivation for that, since I recognized their thirst to understand the process more fully.

However, I could see that what was supposed to be the FPTP's biggest advantage, was in fact a major disadvantage: The students are exposed to a number of trainers, and have a chance to learn from all of them, each of them with their own unique approach. But, in reality, the trainers were not coordinated enough with each other, and occasionally even contradicted each other. They did not have an effective way to really know what the students have learned

so far, and what they have not. I noticed that for this reason, important material was sometimes missed.

I have also noticed that a large part of the material was taught in a way that lacks practicality, so after the course, it was hard for the students to take what they have learned and apply it in real life. Too much emphasis is put on the personal life philosophy of the trainers, and this comes sometimes at the expense of teaching applicable, practical material. And, in any case, many students tend to drift off during these lectures.

Case Studies

Case Study: Altering Forced Patterns

A 65 year old woman, mother of four, grandmother of 5, started attending my ATM groups. Clearly, she was familiar with a variety of movement disciplines (such as Yoga, Pilates, stretching, etc.). She has been enjoying the lessons, discovering a new approach to movement. I noticed that when lying on her back, she was forcing her body to a certain position: Feet pointing forward to the ceiling, shoulders backwards, chin close to her sternum. From this I gathered that she was applying theories that she learned from other disciplines, and doing so with devotion.

I approached her several times, asking why she was doing this. She said that she isn't forcing it, and that this was her natural position. I watched her, and when I saw that, in a moment of distraction, her feet turned outside, I told her, "you see, your feet are pointing outside". She was not convinced.

After a few lessons she approached me and asked me about some issues she was experiencing. Her body was stiff in the mornings; And when standing up, or walking slowly, she felt pain in her lower back (this second issue is a clear indication that she contracts her abdominal muscles). She attributed these issues to her severe scoliosis.

It was clear to me that the most important part of the work will be to alter the perceptions that she acquired from other disciplines and were now ingrained in her. But to do this, I needed her to trust me and see that I know what I'm doing, and her condition (scoliosis) was improving. I was certain that if she continues to contract her abdominal muscles and hold her feet in a parallel position, the pain in her lower back will not disappear.

During the first FI lesson, I worked intensively on her thorax, introducing movement from many directions. Then I began integrating the movement of her legs with that of her thorax. At the end of the lesson, when she stood up, the scoliosis was visibly reduced. She felt it, and I asked her to go to stand in front of the mirror so she could see it herself. She was thrilled, because it was the first time that she saw and felt such a clear improvement in her condition. However, while standing, her lower back still hurt. So I squeezed her abdominal muscles with my hand and her pain was immediately reduced. When I released the hold, the pain returned. I did this a few times, squeezing the muscles and releasing, and the result was the same each time.

I told her about the principal of external forced – when an outside force is doing the muscle's work for it, it can let go and cease the parasitic contraction. When I squeezed her abdominal muscles, the muscle stop its contractions, and so the back was able to stop the extra work it was forced to do to counter the parasitic contraction of the abdominal muscles.

And so, during the following lessons, in addition to the mechanical work I did to improve the organization of her body, much of the effort was dedicated to breaking her forced patterns. Another example for this: Both while lying down and standing up she was elongating the back of her neck and bringing her chin close to her sternum. I placed her hands on her ribs to demonstrate that in order to do this she was lifting her front ribs, and that this was obstructing her breathing and pressuring her back.

Gradually, over several lessons, she was convinced to let go of the forced ideas she was applying to her body, and the pain in her lower back has disappeared completely, as well as

the morning stiffness. Of course, all the while we continued doing mechanical work which improved her general organization and helped reduce her scoliosis.

Case Study: Channeling Motivation

An Architect, 58, was referred to me by his psychologist, 2 years after experiencing a massive stroke. He had a severe limp in his left leg, and his left arm was bent spastically close to his body. His movements were rigid, spastic, and even aggressive. In addition he had a severe pain in his upper back.

In the first FI lesson, I put him on his side, and, touching his thorax, I noticed it was very stiff. Actually, his entire body was very rigid – thorax, shoulders, legs. I started working to reduce the tension in his thorax, arms and legs, and integrating the movement of his limbs with that of his thorax. I also gave much attention to his palms and feet in order to soften them so he could better use them.

This mechanical work continued over the following lesson, during which I came to know him better. I learned that he was highly motivated to return to normal functioning, and that he took to heart things that were said to him and things that happened to him. At the time he was going to the gym to lift weights, and this made him feel that he was returning to his former life (before the stroke he went to gym regularly). In spite of this, it was obvious to me that the weights were stiffening his body and contributed to his upper back pain, which was hindering his work.

Since going to the gym was so psychologically important to him, I knew that I can't tell him to stop without offering an alternative that he would feel was improving his condition. So, during the lessons, I started to give him a couple of movements each lesson to practice at home. I explained in detail the importance of how to perform the movements, saying that it was more important than the movement itself. After he accumulated about half an hour of "exercises", he felt that this was contributing to him more than the weights, and he himself asked me if it would be a good idea to stop lifting weights and instead doing more movements at home. He bought a disc containing 160 ATM lessons, and started practicing at home, each day doing 2 different lessons and 45 minutes of exercising the movements that I gave him. As his functioning was improving, he started talking walks at the beach and at other place where he could walk on challenging terrains (hillsides, fields, etc.).

I would like to elaborate on the work we did through touch during the lessons: Softening the thorax and the extremities, integrating them from many directions. Moshe Feldenkrais once said that people come to him for two reasons: First, they're in pain. Second, their thorax is rigid – and this is what causes the pain. So that a big part of the work is to allow greater movement in the thorax, so that it can better cooperate with the extremities. Since the man was very spastic, I had to find specific ways and movements that were suitable for him. One technique which I used quite a lot, I borrowed from the Alexander Yanai Lessons: Instructing him to perform certain movements which I countered, thus there is a contraction of muscles but no movement. This stimulates the agonist and antagonist muscles to work better and in coordination. This allowed the spastic muscles to let go, and the non-functioning muscles to start working.

Two further principles I relied on during our lessons, are the distal/proximal principal and the differentiation principal. Using the distal/proximal principle on his left arm, I fixed his fingers in place and moved his hand; fixed his hand and moved his forearm; and finally fixed

his upper arm and moved his shoulder. All this I repeated in different positions. Then, using the differentiation principal, I moved the fingers and hand opposite to each other, and did the same with hand and forearm, and upper arm and shoulder. All this work allowed the muscles of the arm to relax a little. The next phase was to integrate the movement of the arm with the thorax. Of course, this entire process was repeated with the left leg. Naturally I dedicated time to his right side as well – as we know, a person does not go to the supermarket with only one side of his body (This is the part of the answer I always give students who ask me why am I paying attention to the entire body, even in situations where only one specific part of the body hurts).

As a result of the processes I described above his situation improved dramatically: His back pain was gone, he could work for hours without stopping, and whenever he visited his doctor, he was amazed at the improvement in functionality and the reduction of spasticity.

As I mentioned before, the man was highly influenced emotionally and physically by things that were said and happening to him. For example, once he fell crossing a main road, and became anxious about crossing busy streets. Another example: he had a legal dispute with his ex-wife which increased his spasticity drastically for about 3 weeks. Since day one he kept asking me about his prospects of improving, and I had to be very careful in my answers – not to make him too hopeful, but also not to bring him down. I would say: the more you do the better you'll get, and kept emphasizing his improvements.

Gradually he started working more, driving, first around the neighborhood and eventually also on highways, and started dating. As his functioning in life returned to him, he became less anxious and less dependent on my positive reinforcement. These days, when he comes in and I ask him how he is doing, his answer is "I'm doing great".

Case Study: Relaxing a Stiff Neck

A young woman, 30 years old, came to me after waking up that same morning unable to move her head in any direction due to severe neck pain.

Usually, when a person approaches me with neck or shoulder problems, I perform the first FI lesson with them seated on a chair, since this is a lesson that addresses these issues very effectively. In this instance, the choice was clearer because there was no other alternative – she was unable to lie down.

Since she was extremely afraid of the pain and did not want to move her head, I told her only to move her eyes left and right, then up and down, and then draw circles with her eyes. The eyes are strongly connected to the functioning of neck muscles, and changing the pattern of eye movement influences these muscles immediately.

Then I held her under the armpits and lifted her shoulders so that her neck muscles could relax. Holding this position, she moved her eyes as mentioned before. Then, still in this position, I told her to move her head left and right, and she saw that she could move her head a little bit. Now, with her less afraid, I instructed her to move her head again left and right, but now with her eyes in the opposite direction to the movement of the head (This helps break the habitual pattern of eye and head movement, and allows the muscles of the neck to relax.

At this point she was already less afraid and less anxious. I place her right arm on top of her head, holding the arm and head together so there's no movement in the neck. In this position I moved her head and thorax in circles, which softened the thorax and abled the neck muscles to relax. I repeated this with the left arm, as well as with both arms, placing them in various positions against the head. After each change in position I repeated the technique mentioned of above of holding her shoulders up and asking her to move her head and eyes in opposite directions.

After her neck muscles relaxed, I instructed her to stand up, and I stood behind her, placing my hands under her armpits. I lifted her shoulders towards her head (thus doing the work of the neck muscles for them) and walked with her, integrating the relaxation of the neck muscles with the function of walking.

At the end of the session her neck was as good as new.

Teaching under Supervision

Eilat Almagor

Eilat Almagor kindly agreed to serve as my sponsor, along with Ilan Jacobson and Anat Krivine.

Talking to Eilat, we realized that our teaching approach was very different. For example, although we both believe that familiarity with Moshe's Alexander Yanai lessons is crucial for all practitioners, I also feel that many of them need to be modified and adjusted so that the FFTP students will receive enough ATM material that is appropriate for work with the general public.

Our differences of approach created a certain difficulty in designing my teaching process in her FFTP, since I was not only unfamiliar with her own approach, but also with her students. To help close the gap a little bit, I attended her FFTP for 2 days before teaching in it. But ultimately, what helped me overcome the difficulty was my confidence in the method and in my own experience and ability to present my material in a clear and simple fashion. Even when I am standing in front of an unfamiliar audience, I do not feel anxious, but rather I am looking forward to it.

The subject I chose to teach was the connection between the movements of the legs and spine. As was explained later to the students, the reason I chose this theme, was that Moshe said that people come to him for two reasons, One is that something hurts. The second is that their Thorax is rigid and this is what causes the pain.

The first ATM lesson I chose was an Alexander Yanai lesson – "on stomach, bringing head and knee toward each other, like crawling". The second ATM lesson was one that I designed; it deals with the integration of the legs and spine on 2 plains (see page 37). The third lesson was a variation on an Alexander Yanai lesson – "brushing foot from side to side, with knee in the opposite direction" (see page 38).

In the FI section we also worked on improving the integration between the movement of the leg and thorax. We first worked on introducing movement to the chest in both plains (sagittal and frontal, lying on the side). After preparing the chest, we placed the upper shin on a roller, knee bent 90 degrees, lower leg straight. We rolled the leg forward and backward on the roller, differentiating it from the shoulder, and then integrating the movement of the leg with the spine (pushing the leg with one hand and pulling the spine with the other).

Teaching ATM's

I believe that practitioners need to not only experience an ATM lesson, but also fundamentally understand it. Trainers, of course, know how to analyze a lesson in various ways. But many practitioners and FFTP students do not. This is why after each lesson I taught in the FFTP, I also analyzed it and explained the subject, principles and ideas behind it.

The first ATM was the Alexander Yanai lesson, as mentioned above. After the lesson, I sat down with the students and asked them what they thought was the subject. There were a few irrelevant answers, but one of the students answered hesitantly: "the connection between the movement of the legs and head". To this I answered, yes, but also the spine. I explained that all movements in the ATM lessons are not important in and of themselves, but they are only a

means of learning. In this lesson, the crawling movement was a means to improve the connection between the movement of the legs, spine and head.

Then I asked them what principles are present in the lesson. The students struggled to answer, and so I explained: the principle of "**slower, lower, weaker**". I asked them why this is a common principle of Feldenkrais, and one student answered that this increases our ability to observe. I agreed, and also explained the Weber-Fechner law. Another reason to use this principle is something that Eilat taught them only a week before – in the ATM lessons we introduce new unfamiliar movements to unusual places in the body, and performing these movements too quickly or aggressively may cause pain. Another reason is that we can only perform fast and strong movements in our habitual way. A new, inhabitual way of moving must be slow and weak before it can become habitual. The final reason for the "**slower, lower, weaker**" principle is the parasitic contraction of muscles. I explained this to the students in a simple manner; the muscle is made out of fibers. A fiber is either contracted or relaxed (all or nothing). Let's assume, for example, we have 2 muscles – agonist and antagonist – each with 100 fibers, and that the agonist has 20 fibers contracted. That means that the agonist can work only in 80 percent capacity, and worst, it resists the antagonist with the 20 contracted fibers. This means that the antagonist's starting point is "minus 20". It's like hitting the gas and the breaks at the same time. Slower movements allow the brain to relax this parasitic contraction.

Another principle present in this ATM lesson is "**constraint, limitation, fixation**": When a certain constraint is applied to one place, it creates movement in another place. One might say that an ATM lesson is a group of constraints in which we move.

In each ATM lesson, there are 2 constraints which are present all the time: gravity and the stiffness of the floor. But, naturally, I used other constraints in the lessons I taught. For example: leaning on arms in a sitting position, keeping the elbows straight - With this constraint applied, when a person bends his knee, the chest is forced to bend. This improves the connection between the movement of the leg and of the thorax. Another example is lying on the back, arms behind the head with elbows open. In this position, lifting one elbow as if too lean on the other one, while tilting knees to the other side, forces movement in the thorax. And so, after each lesson we discussed the constraints involved in it.

Other principals which were discussed include **distal-proximal, differentiation, integration, external force, with the system, against the system.**

For a list of principles, see page 33.

Teaching FI's

Before starting the FI demonstration, I told them about 2 experiments. One was the "upside-down" glasses experiment (see page 26). The second experiment, as was told by Frank Wildman, was this: A baby was positioned in a chair in which he can face only forward. A full milk bottle was placed in front of him. When he reached for it, he was shown how to do it; he was corrected, until he learned. A second baby was put in the same position and was left to reach for the bottle without guidance. The first baby learned how to grab the bottle and drink faster than the second one. Then, they put the bottle on the right side of the babies, and left both of them without guidance. This time, the second baby grabbed it faster. The same happened when the bottle was placed to their left, or when a half-full bottle was placed near them. The conclusion was that when we learn through imitation and correction, we learn faster, but only the specific task that was shown to us. And when we learn through

trial and error, through experience, we learn how to learn, and we can apply this fundamental skill to other tasks.

This entire exposition was meant to encourage them to experiment and not to be afraid of doing and of committing errors while exercising the FI. This was important, in my opinion, since I know that fear of mistakes is a major problem for many students.

The FI teaching process was as follows: First, I demonstrated the lesson while explaining it. Then, I demonstrated it a second time, during which they could ask me questions. Then they exercised the lesson themselves. After this, I demonstrated it a third time while explaining and answering questions. Finally, they exercised it a second time.

Eventually, they learned an FI process that involves, first, preparing and softening the thorax, then integrating it with the movement of the leg. This was how I presented it to them – as a process.

General Comments

There are 2 absurd phenomena in many FPTPs. The first is that Students lie down and fall asleep, especially during lectures and videos. The second is that there is tendency to ignore the schedule and the break time limitation, meaning that the students come back from a 10-minute break after 20-minutes. These 2 things are completely unacceptable to me. To overcome this, the first time a student lied on her back while I was explaining something, I politely asked her to sit back up. That was the first and last time any of the students lied down.

Regarding their tardiness: After one of the breaks, I called them back a couple of times but they did not cooperate. So I said, "You make me feel as if I'm at home – no one is listening to me". They laughed and came back immediately.

A bit of humor and decisiveness from the teachers can help overcome these 2 issues.

Conclusion

Overall, the teaching experience in Eilat's FPTP was positive. My impression was that the students took interest and asked many substantial questions. As a result of one of these questions, that came up at the end of the final day and referred to the differences in approach between Eilat and myself, Eilat gave a long and insightful answer. In it, she not only explained her perspective on of the relative differences between our approaches, but also gave her feedback to me. She managed to do this in a very up front manner, without sugarcoating her opinions, and I believe that this final discussion was an excellent conclusion to my 2 days in her FPTP. This was also the part that left the biggest mark on me.

Before and after my 2 days in her FPTP, I met with Eilat 3 times, each time for around 2 hours. In these meetings we discussed many things, but most of all we discussed our different approaches and points of view regarding the Feldenkrais method. Each brought arguments to support his or her view, like a friendly duel. This experience was very enriching to me. Although none of us truly "converted" the other one to his to her point of view, it definitely expanded my perception of the method.

Letters of Opinion, Support and Recommendation

EilatAlmagor,PhD
Feldenkrais trainer and PhD in Neurophysiology
07-Aug-15

To the EuroTab,

The following is a summary of my recent meetings, discussions and two days of supervision with Mr. Moshe Zouler.

A few months ago, Moshe Zouler wrote to the Israeli community of Feldenkrais trainers and assistant trainers, inviting them to a presentation of his plan to open an independent training program in the Feldenkrais method, not accredited by TAB.

In general, I considered the opening of a training program that was not accredited by the TAB as a problem for the community, which could jeopardize the confidence of the general public in the method.

I wrote to Zouler, asking him to meet and discuss his agenda, with the aim of preventing a crisis in the community.

I did not know the work of Zouler very well, but I knew of his successful career as a practitioner. I had also met him at several meetings of the community and at some seminars.

We met and Zouler told me about his program. I understood that he had invested extensive work and preparation in developing his project. For example, he created hundreds of ATM lessons to serve as the foundation for his ATM teaching. Zouler also told me that many people were interested in his program.

Zouler convinced me of his determination to proceed with his project, and of his thorough knowledge of the lessons of Moshe Feldenkrais. He has been an assistant trainer for many years. Above all, Zouler was enthusiastic about transmitting his knowledge to people and educating them in a way that he believes is better and more practical than other existing methods.

At that point, I offered Zouler my support in the process of becoming a trainer, and undertook to try to find a procedure within TAB that might take less time than the program for assistant trainers required in recent years. I estimated that such a process, including mentoring, supervising his teaching, writing and accreditation could take two years.

Although Zouler expressed appreciation of my offer, he did not agree to wait for such a long time to become a trainer.

However, Zouler then discovered that TAB was trying to establish a new system for accreditation that would be more convenient for applicants, and that they were open to suggestions. He decided to give it a try and asked me to observe his teaching in a training workshop for a few days and write a letter of support for him to TAB.

We met to decide upon a two-day program to be taught in the framework of my training course. This was difficult for me, because his plans for teaching differ greatly from my method of training. For example, he planned to teach ATMs that he created himself – lessons based on Feldenkrais lessons, but more goal-oriented. Zouler claims that his own lessons are

clearer to the general public, and therefore appropriate for training his professional students. He will expect his trainees to do Moshe Feldenkrais' original Alexander Yanai lessons at home, on their own. Although I do not approve of teaching that way, I thought that in two years of mentoring, we would at least be able to communicate and discuss our different points of views, so that by the time he became a trainer, he would be mindful of the difference between what he was offering to the students and what I do.

A few weeks ago, Zouler did actually teach a group of fourth-year students of my training course. He taught 3 ATMs – one original AY lesson and two ATMs of his own creation. He followed each ATM with analysis of the lesson, clarification of its theme, and discussion of the principles of the method it incorporated.

At the same time, he also taught FI techniques that fit well with the ATMs. The FI teaching was comprised of demonstrations, student practice and discussion of the work principles that appeared in the FI.

My impressions:

I will start with what I liked most. The FI demonstrations were good. The movement manipulations were clear, gentle and appealing. The students were interested and curious to explore them. They were also able to see the connection between these manipulations and what they had done earlier, in the ATM.

Nevertheless, in my view, there could be more focus on individual differences and uniqueness of movement of different students.

The ATM teachings

Zouler taught Moshe's original ATM quite well. The definitions of the movements were clear. The timing was good.

Analysis of the ATM: At the end of the lesson, Zouler gathered the students to "analyze" the lesson. The lesson was "On the stomach, head and knee under the bridge of the arm" (#533). He asked the students what the theme of the lesson was. I must say that personally, I think that the theme of a lesson is different for different students, depending on each individual's specific situation at the time of the lesson. I know that some trainers analyze ATMs according to themes. Moshe never did. If one wants to show or emphasize a theme in a lesson, it should be presented as an optional theme, and only after listening to the students' themes, based on what they felt during the lesson.

Zouler did listen to the students' ideas, but he did not proceed with trying to find out about how they experienced the lesson. I believe that a trainer can lead a very interesting, rich process with the students to find out and compare how different individuals experienced the lesson. I admit such processes with a group are not simple and require experience. A beginner trainer might not be able to accomplish this; that seems all right to me. What concerns me is that Zouler is so attached to the notion of a theme that he may fail to see the other themes perceived by different students, and thus miss an opportunity for important group processes.

The theme of the lesson that Zouler presented to the class (as I understood it) was "improving the coordination between the head, spine and leg." He also explained that the lesson used the crawling function to enhance that relationship. There is obviously some truth

to this explanation, but it is just one of many possibilities, and he did not make that clear to the class.

Zouler explained some principles that appear in the lesson, as he did after the FIs, as well. With the exception of one moment regarding one ATM, the principles were presented as a sterile list, without associating them with any specific concrete events. I got the feeling that instead of using the principles to help us gain perspective on what happened in a lesson, they become the main thing; The risk is that instead of the principles serving the method, the method suits itself to the principles. Thus one really looks for the aspects of the method that fit the principles. In my view, the method doesn't work that way.

The main difficulty I had concerned the lessons that Zouler created himself. They are clearly goal-oriented. According to my understanding, this is a fundamental deviation from Moshe's original lessons. It seems to me that Zouler wants to explain and teach the method more explicitly, but to achieve this he has created ATM lessons that detract from the Feldenkrais process. This is not a minor shortcoming; it is a major drawback.

Whatever happens regarding the process of accreditation of Zouler as a trainer, I would insist that any professional Feldenkrais course include at least 160 of Moshe's original ATM lessons, taught and guided by a trainer in class.

I would not accredit training that does not meet this requirement.

In spite of my appreciation of Zouler's passion for what he is teaching and his energy, I have no suggestion that does not include a period of mentoring and discussions. Other trainers may think differently, but this is my opinion.

Eilat Almagor

From: Yehudit Silver

Email: ye_silver@hotmail.com

Dear TAB members,

My name is Yehudit Silver and I am a Feldenkrais trainer and an educational director of FFTP's.

I have known Moshe Zouler for 28 years now. From 1988-1997 our professional lives were closely entwined. We studied together at Chava Shelhav's FFTP and continued together to work under her at Asaf Harofe hospital. Even back then, one could notice Moshe's knowledge, thirst for learning and curiosity stood out to me. Like myself, Moshe went back to redo the FFTP in the following class, and in the one after that, we both were co-assistants.

Assessing Moshe's professional qualities, one should note: his skill in instructing an audience, his confidence, eloquence and ability to create interest. His professional success and large number of students attest to all of these.

Recently I met Moshe and he presented to me his way of thinking and his discomfort with the current accreditation process. He also mentioned his desire to open a training program that will match his own approach. I agreed with many of his claims and told him that in our

school (Wingate Institute) we already apply, in fact, many of his ideas, including extra classes in anatomy, physiology and pathology. We conduct ATM and FI practice in the early stages of the training program, and in high frequency. We added another 20 days to the program, during which the students can give FI lessons to patients going through neurological rehabilitation.

I support the search for new and combined approaches for teaching the method.

As I told Moshe, my reservations are the need to maintain the spirit of the method so that it does not become simply a technique. In addition, I recommend including Moshe Feldenkrais' original lessons in the program and leaving personal interpretations to classes given to the general public.

I have great respect for Moshe Zouler's work and welcome this initiative, which is conducted within the framework of the method. It will allow us to expand the method and open it to new ways of teaching that will go hand in hand with the traditional approach.

Respectfully,

Yehudit Silver

From: Ilan Jacobson

Email: Ilanjacobson57@gmail.com

Dear TAB members,

It is with great pleasure that I am writing this support and recommendation letter for Moshe Zouler. I've known Moshe for 30 years. We've met when I joined his Ninjutsu classes. That was the first time I came to know his excellent skills as a teacher, which I believe characterize Martial art masters of the highest level.

During those classes I was exposed to the Feldenkrais method, which he integrated into the training. I was so impressed that I became a practitioner myself, and eventually a trainer.

When I participated as a student in the Tel-Aviv 3 FFTP, Moshe was there, working as an interpreter. He left such a strong impression, that some of the other students and I asked him to teach us FI's. We were his first group out of many (He was only a beginning practitioner back then). Under his advice, I went to study with Alon Talmi, and both workshops (his and Talmi's) greatly helped me overcome the hurdle of starting my own FI practice.

For many years we both worked at Chava Shelhav's FFTP's, and in those years I also witnessed his teaching abilities and skills in action. His passion and commitment to the method is apparent and unquestionable.

When he described his initiative to me, I found it to be a highly professional, efficient, and positive approach that can help the method move forward.

I have great faith in Moshe as a person, and I trust in his intentions to contribute to the Feldenkrais community.

I hope that you will accredit him as a trainer and embrace his welcome initiative.

Sincerely,

Ilan Jacobson

From: Sylvia Tishler

Email: tishlera@netvision.net.il

Dear TAB members,

I studied together with Moshe Zouler in Chava Shelhav's Tel-Aviv 2 FFTP. Later, we also worked together in Chava's courses as co-assistants and assistants.

Moshe is a true leader with convincing skills. He is focused, hardworking, and ambitious. He has a successful private practice and is loved by his many students. He is an engaging, interesting and innovative teacher.

When Moshe is teaching, you can notice his intelligence and humor; He is easygoing, yet at the same time it is clear that he is deeply involved with the Feldenkrais method both physically and mentally. I believe that he can help winds of change blow within the Feldenkrais community and build a bridge between old and new.

I recommend that the TAB members accredit him as a trainer and consider his initiative positively.

Sincerely,

Sylvia Tishler

Head of the FFTP School in the Wingate institute for physical education

From: Naomi Doron

Email: nomidoron@bezeqint.net

Dear EuroTAB members,

I was happy to hear of Moshe Zouler's initiative to expand the Feldenkrais training program. I myself started to deal with this subject years ago, when I was the head of the Israeli guild, a EuroTAB member and later an I.W.G member.

I retired from the I.W.G after a year when I realize I couldn't convince the other members of the need for change.

Moshe Feldenkrais was a genius and himself studied many aspects and disciplines of the human body: Anatomy, Physiology, Pathology, Psychology, etc. He used to give his students a bibliography to learn.

And still, if learning was so easy, we would not need schools and universities. Reality shows us there is a need for vast and profound learning, and for an extended training period, otherwise the level of the Feldenkrais practitioners would decline.

I support Moshe's initiative and call for an improvement of the rules of our international organization. I hope that the training program will in fact be expanded to include all the material required for a professional practitioner.

Yours Truly,

Naomi Doron

From: Gili Perry

Email: gili_perry@yahoo.com

Dear EuroTAB committee,

My name is Gili Perry, a graduate of the Tel-Aviv 5 FFTP under Chava Shelhav. I am a Feldenkrais practitioner and Assistant Trainer. I am a professional physiotherapist and have also studied Chinese medicine. In addition, I was in charge of conferences and workshops in the Israeli guild for several years.

I've met Moshe when he worked as an Assistant Trainer in Tel-Aviv 5. I became deeply connected to his way of teaching ATM and FI lessons, and joined a group of practitioners that went on to study in his workshops. These helped me a lot to develop my practice; in 1999 I opened my own studio in Haifa, in which I teach ATM and FI lessons, and work with parents and infants according to the "Shelhav Child'Space" method.

The approach and material I learned in Moshe's workshops (including his lesson compilations) still serve me today.

I consider Moshe to be a great and methodical teacher and fully trust in his ability to teach others how to be practitioners. I truly hope that you will allow him to proceed with his initiative, which will contribute greatly to the Feldenkrais method and community.

Sincerely,

Gili Perry

From: Dr. Ehud Bilu

Email: udibi123@gmail.com

Dear TAB members,

My name is Dr. Ehud Bilu. I am a Feldenkrais practitioner, accredited in the Tel-Aviv 3 FFTP. I have a PH.D in therapeutic counselling from the Open International University for Complementary Medicines in Sri Lanka and A certificate in Spiritual and Psychic Sciences from the International College of Spiritual and Psychic Sciences in Montreal, Canada. I also have a B.Ed in physical training from Seminar Hakibutzim.

However, My main discipline is Yoga, not only Instructing classes myself but also qualifying Future instructors. My school for Yoga instructors is acknowledged by the American association Yoga Alliance. In all of my Yoga teaching I combine the Feldenkrais method intensively, and this adds great value to my work.

I became familiar with the Feldenkrais method when I practiced Ninjutsu under Moshe. In 1991 I studied Feldenkrais for 2 years under Eilat Almagor. In 1994, Moshe convinced me wisely to join the Tel-Aviv 4 FFTP taught Chava Shelhav, as this program helped form my approach for movement and allowed me to integrate the wisdom of the Feldenkrais method into Yoga.

I have participated in many professional workshops taught by Moshe Zouler. He is one of the most professional practitioners I've met, in both ATM and FI. Over the years I've sent many of my students to him for FI lessons, which were very effective and on several occasions even allowed them to avoid an operation.

I strongly support Moshe's initiative which can help the method move forward and reach new heights. We need more professional assistants and trainers who will qualify practitioners and spread the method to new places. I believe that Moshe, with his passion, integrity, decency and professionalism, is the right man to help accomplish these goals.

Sincerely,

Dr. Ehud Bilu

From: Ronit Azulay

Email: azulay.ronit@gmail.com

Dear TAB members,

My name is Ronit Azulay, and I am a reflexologist and Feldenkrais practitioner.

I came to know Moshe Zouler after undergoing an unsuccessful disc herniation operation. I received FI lessons from him, which helped me overcome my pain completely.

I was so impressed by the method that I have decided to learn it. After trying out 2 different FFTP's (20 days altogether), I eventually decided to join Yochanan Rywerant's program. After graduation I joined one of Moshe's workshops and completed 45 hours in total.

I have found Moshe's teaching to be very clear, simple, methodical and applicable. All these qualities helped me to practice at home. Today, when I give FI lessons, most of the manipulations I use are taken from Moshe's teaching since it is very clear to me when and how to use them.

I recommend that you allow him to fulfil his vision for a better training program so more practitioners can profit from his approach like I have.

Yours truly,

Ronit Azulay

Introducing a New Accreditation Initiative

Any system, in order to grow, expand and evolve, requires a critical mass of people to operate in it, in all levels. The Feldenkrais method is no exception. We need to keep new blood flowing into the system regularly and in volumes.

In the past 14 years, since the new Accreditation system was implemented, there were only 3 new trainers accredited in Israel. In the past 4 years only 14 trainers were accredited around the world – 1 in the United States, 2 in Australia, and 11 across Europe. Obviously, this is an unbelievably low number. Most new FFTP's are getting smaller and smaller.

It is clear to all involved, that the current official Feldenkrais framework is ineffective and restrictive. I have spoken to a number of former EuroTab members and chairpersons, and they all expressed frustration and even anger and desperation. It is common knowledge that most Feldenkrais practitioners are finding it difficult to develop a decent practice.

The accreditation process for trainers is problematic for several reasons:

- (1) It is subjective.
- (2) It depends completely on the good will of the current trainers, since they are not obligated in any way to help practitioners become trainers.
- (3) It reflects the knowledge, skills and achievements of the candidate, but improves his abilities only a little.
- (4) It requires the candidate to demonstrate their abilities and experience through means in which they were not trained and which are irrelevant to their actual skill level as a practitioner and trainer (I refer mainly to the demand to describe case studies, experience and other ideas in writing).

Without new blood, i.e. a good number of new motivated practitioners, assistants and trainers, the Feldenkrais method cannot expand.

I would like to suggest a different accreditation process, based on 3 stages: A practitioner training program, an assistant training program, and a trainer training program.

There are several ways in which this initiative can be implemented, fully or partially. Regardless of the approach you choose to take, I will be happy to assist in any way and be a part of the process.

I am hopeful that my suggestions will lead to positive change.

Practitioner Training Program

As one practitioner told me: "The Practitioner Training Program (FPTP) was a great experience, but it didn't make a practitioner out of me".

In a survey of 165 practitioners conducted by the Israeli guild, 95 percent of the responders said that they are missing knowledge in techniques, and that they need more practical workshops. I feel that this is what the FPTP should provide them with.

The highest level of practice in the Feldenkrais method is intuition. Moshe said that intuition develops through experience. Obviously, the FPTP cannot provide instant experience, but it can provide the foundation on which a practitioner can develop experience and intuition.

The FPTP should provide a full proper training that allows a practitioner to work with the general public in ATM and FI lessons:

1. A compilation of all ATM lessons would be handed out to the students.
2. A compilation of all FI techniques would be handed out to the students.
3. The students would learn Anatomy.
4. The students will be trained in group instruction.
5. An extended practicum.

In one of the Alexander Yanai lessons, Moshe describes an experiment in which two people were given special "upside-down" glasses. One of them sat in a wheelchair, and the other pushed the chair. The brain of the person pushing the wheelchair learned how to process what it was seeing in such a way that it turned the view back to its "right-side up" state, so that person could function normally. The person sitting in the chair never learned to do that. The lesson of this experiment, as we know, is that the brain learns through trial and error, through experience.

Coming from the world of martial arts, it is obvious to me that without practice and training one cannot achieve competence. Therefore, in the FPTP, students will not only practice a lot during the lessons, but will also be strongly encouraged to practice at home and to attend as many workshops as possible. Of course, they will also be encouraged to work with Moshe's materials.

The FPTP will increase the students' awareness, sensitivity, movement and functioning, and perhaps will even help them become better human beings. But the main objective of the FPTP is professional training that will allow them to successfully work with the general public.

ATM Training

Most lessons taught in the FPTP will be adjusted to the general public. All lessons will be analyzed by subject, structure, principals (see page 33), ideas, theory and philosophy. In my opinion, it is extremely important for the practitioner to understand the theme of the lesson profoundly. So, the FPTP students will not just experience the lesson, but also understand it fundamentally.

I have categorized the ATM lessons by subject and focus (see page 34), and spread them out across the FPTP, so that the students get to taste them several times during the FPTP. Altogether, 330 ATM lessons will be taught during the course.

350 hours in total

FI Training

All material will be handed out to the students in printed, organized compilations, divided by subjects or lessons.

Techniques will be taught as complete lessons, which will be explained and well-rehearsed. Once the students acquire 12 full lessons ("suits"), they will learn how to adjust lessons to specific people in specific situations ("custom-made suits"). The students will be encouraged to practice at home. This time spent practicing at home will help them develop skills, intuitions, and, in effect, will be the start of their own practice.

350 hours in total

Anatomy

It is clear that a Feldenkrais practitioner requires knowledge of anatomy. Professionals would be brought to the FPTP for this purpose.

50 hours in total

Group Instruction

Obviously, any Feldenkrais practitioner needs to be able to communicate well with others. The practitioners will acquire skills that will help them to better instruct multiple people at once, and will also improve their inter-personal skills.

30 hours in total

Practicum

ATM

Each student will teach at least 10 lessons to a large group, after practicing on small groups of 2-3 people. In addition, after the halfway point, the students will get the chance to use the facilities before class begins for the day and give ATM lessons to other students. This helps them gain a lot of experience before the actual practicum takes place.

150 hours in total

FI

Again, at least 10 lessons. Before the practicum itself begins, the students will give many full FI lessons so that they will be less nervous and more focused during the actual practicum.

50 hours in total

Receiving FI Lessons

Each Student will get 10 FI lessons during the FPTP. The students will get a list of all trainers and assistants (not only those working in the FPTP), and will be able to get the lessons on their own time. This allows interaction with a variety of trainers and assistants, and also provides work for those not working in the training program.

Observing FI Lessons

This is one of the most important and enriching aspects of the FFTP, since it allows the students to see how a professional trainer approaches a specific person and adjusts techniques to specific real-life situations: How do they speak to that person, what they ask, what do they do with the answers they get.

50 hours in total

Lectures and miscellaneous

Up to the discretion of the educational director.

20 hours in total

Conclusion

The FFTP, as presented here, will last 1,030 hours not including break time. This amounts to 1,200 hours in total, 6 hours a day over 200 days. The FFTP is designed for 20-30 students. If more students are to attend the program, more practicum hours will be required, in addition to the planned 1,200 hours.

Assistant Training Program

The Assistant Training Program (FATP) is a program designed to qualify assistants, and will also be a necessary step in becoming a trainer. However, the FATP will be open to all practitioners, not only to candidates to become assistants. Meaning, even beginning practitioners looking to enhance their knowledge will be welcomed to participate.

The material learned in this program includes all the material learned in the FFTP, however the students themselves will teach most of it, as part of their training. In addition, the FATP emphasizes group instruction skills. The students in the FATP will be allowed to attend FFTP's without limitation or charge.

The FATP is a process that allows the students to make great strides professionally and interact with other practitioners.

The FATP teachers will be trainers and senior assistants.

Duration

70 days, 7 hours a day.

490 hours in total

Assistant Accreditation Requirements

Obligatory Requirements

- FATP diploma
- 5 years since FFTP

Additional Requirements (6 out of 11)

- Teaching 2,500 ATM lessons
- Teaching 2,500 FI lessons
- Working in FFTP's
- Professional workshops as student
- Professional workshops as teacher
- Self-training
- Special Projects
- Recommendations
- Media exposure
- Experience with related disciplines
- Teaching experience

This accreditation process allows practitioners with motivation, experience and knowledge to enhance their skillset and creates interaction in the Feldenkrais community. Additionally, it provides trainers and senior assistants the opportunity to work in a high-level teaching environment.

Trainer Training Program

The Trainer Training Program (FTTP) will be open to assistants, FATP students and senior practitioners. It will be a necessary step in becoming a trainer, but will also function as a high-level professional workshop and an environment for exchanging ideas and approaches, and interacting with other experienced and skilled practitioners.

The FTTP will include thorough discussions and analysis of ATM and FI lessons, but also discussions and brainstorming sessions on how to teach and navigate FPTP's. The FTTP students, i.e. future trainers would also acquire high-level group instruction skills.

The FTTP will have an official instruction team. However, most of the teaching would be conducted by the would-be trainers themselves. This approach allows them to share their views, knowledge, perspective and experience with each other, thus enriching their professional world.

In the middle and the end of the FTTP, the students will fill out a socio-metric questionnaire. If 75 percent of the students and instructors will come to the conclusion that a certain candidate is not fit to be a trainer, then they will not be able to complete the accreditation process. The claims regarding that person must be well-reasoned and explained.

The FTTP participants will be allowed to attend FPTP's without limitation or charge.

Duration

50 days, 7 hours a day.

350 hours in total

Trainer Accreditation Requirements

Obligatory Requirements

- FATP diploma
- FTTP diploma
- 10 years since FPTP
- Teaching 5,000 ATM lessons
- Teaching 7,000 FI lessons

Additional Requirements (5 out of 10)

- A practice of 20 FI lessons a week over the past 2 years
- Professional workshops as student
- Professional workshops as teacher
- Working in FPTP's
- Self-training
- Special Projects
- Recommendations
- Media exposure
- Experience with related disciplines
- Teaching experience

This process is objective and professional. It allows the participants with motivation, experience and knowledge to grow by creating high-level interaction between experienced practitioners. It also strengthens the sense of community among the practitioners.

Conclusion

Martha is a Feldenkrais practitioner. She lives in a remote place, away from a big city, but, after 10 years of hard work she has built a successful practice with many students. She has no connections with trainers but she works a lot with Moshe's materials and has attended professional workshops. Around 30 of her students want to become Feldenkrais practitioners themselves. With the current accreditation system, she has no chance to become a trainer because she is not well-known to trainers and can get no sponsors to vouch for her. With the new proposed accreditation system, she will be able to become a trainer and open her own FFTP.

Today, good motivated people cannot reasonably progress and become Feldenkrais trainers. The limitations of the current accreditation system sometimes even push them away from the community or the profession. The Feldenkrais method thus loses quality practitioners that would otherwise contribute greatly to the expansion and progression of the method. It is absurd that a discipline that deals with creating change is afraid of the very thing it promotes, although it is obvious to almost everyone that change is a necessity.

The accreditation process that I am proposing here is highly professional and objective. It depends on the actual professional level of the candidate, and not on the subjective opinion of trainers and the availability of training programs. It helps and encourages experienced and successful practitioners to progress within the Feldenkrais community, become trainers and share their knowledge with others. As a result, it creates great interaction in different levels of the community, allowing the Feldenkrais method to expand and grow.

I hope that you consider my suggestions thoroughly and adopt them to the benefit of the Feldenkrais community.

Appendices

ATM Principles

- 1) slower, lower, weaker
- 2) constraint, limitation, fixation
- 3) exploration
- 4) differentiation
 - a) introducing movement
 - b) one moves, the other fixed
 - c) one moves opposite to the other
 - d) one moves regardless of the other
 - e) opposite to natural direction
- 5) integration: connection, coordination
- 6) with the system and against the system (related to 4e and 5)
- 7) distal-proximal
- 8) emphasizing the "mistake"
- 9) variety and variation
- 10) external force
- 11) breaking down movement
- 12) gradual development
- 13) one movement improves opposite/different movement
- 14) unusual and in habitual movements
- 15) eyes on the horizon (survival)
- 16) agonist-antagonist: contracting muscle against resistance
- 17) reversibility

FI Principles

- 1) external force (substitution of effort)
- 2) with and against the system
- 3) differentiation
 - a) introducing movement
 - b) one moves, the other fixed
 - c) one moves opposite to the other
- 4) integration: connection, coordination
- 5) distal-proximal
- 6) gentle pull (gradual elongation)
- 7) agonist-antagonist: contracting muscle against resistance

ATM Subject Division

1. Shoulders
 - Rotating arms around axis
 - Circles with bottom hand
 - Flexibility
 - Hand pulling elbow
 - Hands behind back
 - Other

2. Pelvis
 - Clock
 - Rolling pelvis
 - Lifting pelvis
 - Other

3. Pelvis relative to thorax
 - Hip joint opposite shoulder
 - Leg standing
 - Legs crossed
 - Leg straight to the side
 - Legs in different positions
 - Hands behind head, elbows spread
 - Legs crossed and hands in triangle
 - Rolling different parts

4. Flexors and extensors
 - Flexors
 - Extensors
 - Flexors and extensors
 - Hand holding foot
 - Ankle over thigh

5. Head Differentiation
 - Lifting head while turned
 - Fixing head while turned
 - Rolling head
 - Other

6. From lying to sitting
 - Hand holding foot, through the side
 - Hand holding foot, forward
 - Through the side

- From stomach to sitting position
 - All the way to standing position
 - Sitting up, forward (flexors)
7. Leg and hip joint flexibility
 - Hand holding foot
 - Hamstrings
 - Lotus position, leg to head
 - Rotating inwards

 8. On side, twisting
 - Legs 90 degrees
 - Bottom leg straight
 - Legs bent backwards

 9. From back to stomach
 - Baby roll
 - Hands hold ankles
 - Other

 10. Limb and spine connection
 - Elongating limbs
 - On side, erecting spine
 - Circles with straight leg
 - Inverted leg spread
 - Other

 11. Functions and Exercises
 - Bridge
 - Crawling
 - Yoga
 - Rolling
 - Lifting heavy object

 12. Side Flexion

 13. Expanding chest and stomach

 14. Side sitting rotation

 15. On stomach, lowering shins to floor

16. Curling and curving
17. Standing up
18. With chair
19. Walking
20. Awareness and imagination
21. Other

Lesson Guides

H.26: Integration and Differentiation of Leg and Spine

Initial movements for comparison

- On back, leg standing, lifting leg
 - Sitting, leg straight, leaning back on arms, lifting leg
 - On side, legs 90 degrees, lifting top leg, moving top leg forward and backward.
-
- A. Sitting, right heel in right hand, left hand holds right foot**
 - Bringing right foot to head
 - Same movement while erecting spine
 - First movement again (compare)
 - All of the above on the other side
 - B. On right side, legs 90 degrees**
 - rounding and arching the spine
 - rounding the spine - left knee to stomach, arching the spine – left leg backward
 - rounding the spine – left leg backward, arching – left leg forward
 - second movement again (compare)
 - C. Sitting, legs stretched, forearms behind right knee**
 - Press right knee, heel lifts
 - Same while arching spine
 - First movement again
 - All of the above with left leg
 - All of the above, both legs together
 - D. Same as B, left leg straight downward**
 - Lifting right ribs from the floor
 - Lifting left leg, pressing right ribs to floor
 - Lifting left leg, lifting right ribs from the floor
 - second movement again
 - All of the above, other side
 - E. Sitting, left leg straight, right ankle on left thigh, leaning back on arms**
 - Bend left knee so left leg is standing, lifting left leg a little
 - Same, while arching spine
 - First movement again
 - All of the above, other side
 - F. Same as B, left hand holding left ankle**
 - Same movements as B
-
- **Compare to initial movements**

H.49: Ankle over thigh, sliding foot while moving thorax

Initial movements for comparison

- Lifting leg
- Lifting Pelvis
- Triangle from side to side
- Hands behind head, elbows open, lifting one elbow and head (as if to lean on other elbow)

G. On back, right leg standing

- Sliding right foot from side to side, while knee dips to other side
- Same while leaning back on forearms and elbows
- Same while sitting, leaning back on hands with elbows straight
- Same on other side
- Drawing circles with foot in all three positions

H. On back, right leg standing, left ankle over right thigh

- Sliding right foot to the right, knees dip to the left; sliding right foot to the left, right knee dips to the right, left knee dips to the left
- Same, leaning back on forearms and elbows
- Same while sitting, leaning back on hands with elbows straight
- All of the above on other side

- Repeat first movement in B, while moving hands in triangle position opposite to the movement of right knee
- Repeat first movement in B, while sliding the head opposite to the movement of right knee (hands behind head, elbows open)
- Repeat first movement in B, while lifting the head and the elbow opposite to the location of the sliding foot, as if to lean on the other elbow

- Drawing circles with foot in all 3 positions (3 initial positions in B)

- **Compare to initial movements**