MNRI® Children with Challenges Reflex Integration

Dates: September 27-30, 2019
With Dr. Svetlana Masgutova
Location: Den Haag, Netherlands

Course Overview

The Children with Challenges Reflex Integration course focuses on individualizing programs for children who have highly significant developmental challenges. These individuals may display aggressive behavior, deep worry and fear, have autism, cerebral palsy, or delayed intellect or emotional development. These children have great needs and are often the most challenging to assess, understand, and support. This four-day course trains professionals, parents and caregivers how to adapt MNRI techniques despite the depth of challenge present. General MRNI Method theory is also emphasized during this class as the material covers a broad range of developmental deficiencies and associated reflex patterns.

Learning Objectives: MNRI® Children with Challenges Reflex Integration

1. Describe the Masgutova Neurosensorimotor Reflex Integration (MRNI®) Method and movement as the basis of natural development.
2. Describe the role of a reflex and its sensory, motor and central nervous system mechanisms.
3. Describe primary motor reflex patterns, the subordinate role each plays in the maturation of more complex related motor reflex schemes (sitting-up, crawling, etc), the development of learned motor, communication and cognitive abilities and in achieving potential across an individual's lifespan.
4. Describe the effects of a non-integrated reflex on the brain-body system as well as the effects on receptive and expressive language skills.
5. Define reflex and explain its level/s of development relative to the brain neurological maturation.
6. Describe the impact of:
    a. Trauma on primary motor reflex patterns, the protective role immature reflexes play, and the negative impact protection can have on an individual's ability to self-regulate, learn, develop and grow.
    b. Stress and negative learning experiences on the integration of reflexes necessary for reading, writing, eating, core stabilization, visual/motor integration, speech/language development and auditory processing.
7. Explain the use of these strategies to release non-productive protection tendencies which keep people from reaching their goals, potential, and from making productive decisions.
8. Describe the physiological and psychological basis of movement, the sensory-motor concept of reflex integration, the development of a reflex from appearance to integration, and the characteristic

components of reflexes for children and adults with developmental challenges.

9. Explain why hypertonic muscles inhibit the development of a child/adult.
10. Demonstrate different adaptive techniques for working with hyper and hypo active muscle tone throughout the body.
11. Explain and review knowledge from the MRNI® Dynamic and postural Reflexes classifications as they relate to children and adults with challenges.
12. Explain the natural ability for positive change and its effect on the body structure, postures, movements of the body, and various coordination systems.
13. Analyze various reflexes patterns, their sensory stimuli and motor responses, stages of each reflex's development, and how this effects the upper limbs, lower limbs, and whole core.
14. Explain the importance of developing individualized programs for clients having emotional, motivational, speech and language, and movement challenges.
15. Describe how the activation of reflex patterns facilitate neurodevelopmental mechanisms for proper physiological functions which provide for easier learning for sensory-motor abilities and skills necessary for daily life functions.
16. Explain how the integration of the primary motor patterns support cognitive development.
17. Explain the purpose of automaticity of reflexes pre and post birth and how to use this automaticity to facilitate development in individuals with deficits in neurodevelopment.
18. Analyze and describe the Body Right-Left Motor Coordination Reflex Patterns for Robinson Hand Grasp, Hands Pulling, Leg Cross Flexion-Extention, Babinski, Babkin Palmomental, Asymmetrical Tonic Neck, and Bonding Reflexes.
19. Demonstrate the effective integrative exercises for Body Right-Left Motor Coordination Reflex Patterns for Robinson Hand Grasp, Hands Pulling, Leg Cross Flexion-Extention, Babinski, Babkin Palmomental, Asymmetrical Tonic Neck, and Bonding Reflexes and its effect on auditory processing, communication and expressive language.
20. Analyze and describe the Body Upper-Lower Motor Coordination System for Automatic Gait, Motor Embrace, Bauer Crawling, Hands Supporting, Landau, Flying and Landing, and Pavlov Orientation Reflexes.
21. Demonstrate the effective integrative exercises for Body Upper-Lower Motor Coordination System for Automatic Gait, Motor Embrace, Bauer Crawling, Hands Supporting, Landau, Flying and Landing, and Pavlov Orientation Reflexes.
22. Analyze and describe the Body Front-Back Motor Coordination Systems for Spinal Galant, Spinal Perez, Symmetrical Tonic Neck, Trunk Extension, and Tonic Labryinthine Reflexes.
23. Demonstrate the effective integrative exercises for the Body Front-Back Motor Coordination Systems for Spinal Galant, Spinal Perez, Symmetrical Tonic Neck, Trunk Extension, and Tonic Labryinthine Reflexes.
24. Demonstrate how these individual corrective programs can be used to enhance overall emotional,

motivational, cognitive, communication and motor challenges in a daily practice.

25. Explain neural development and neurotypical development of an individual:
    a. Describe neural development
    b. Describe the development of the spinal cord
    c. Describe the organization of the Nerve System
26. Explain neuroplasticity, plasticity of neuro-development in children and adults with challenges and its effects on reflex integration.
27. Explain, demonstrate and identify how the information in this program can be adjusted to use with children and adults with the following challenges:
    a. Aggressive behavior
    b. Anxiety, fear and phobias
    c. Delayed learners and dyslexia
    d. “Laziness” and low motivation
    e. Hyperactivity
    f. Cerebral Palsy
    g. Autism
    h. Inhibited mental development
28. Demonstrate course knowledge to create and apply an individual MRNI® program for clients with various challenges.
29. Complete an individual MRNI® program based on assessment results and targeted individual challenges.
30. Explain with client family the potential impact the individualized program can have on:
    a. Body structure, posture, and motor maturation
    b. Motor, communication and cognitive learning abilities and emotional and behavioral regulation
    c. Describe, evaluate, and develop strategies to incorporate the use of the MRNI® Children with Challenges Reflex Integration course content into daily client and home practice.

Course Agenda:

Day 1

Hour 1: Masgutova Neurosensorimotor Reflex Integration (MRNI®) Method

Hours 2-3: Role of a reflex

Hour 4: Effects of a non-integrated reflex

Lunch 1 hour

Hours 5-6: Reflex and explain its level/s of development

Hours 7-8: Physiological and psychological basis of movement

Day 2

Hours 1-2: Muscles

Hour 3: Adaptive Techniques

Hour 4: Review from the MRNI® Dynamic and Postural Reflexes

Lunch 1 hour

Hours 5-6: Natural ability for positive change

Hour 7: Individualized programs

Hour 8: Facilitate neurodevelopmental mechanisms

Day 3

Hours 1-2: Integration of the primary motor patterns

Hours 3-4: Body Right-Left Motor Coordination Reflex Patterns

Lunch 1 hour

Hours 5-6: Body Upper-Lower Motor Coordination System

Hour 7-8: Body Front-Back Motor Coordination Systems

Day 4

Hours 1: Technique Practice

Hours 2-3: Neural development and neurotypical development

Hours 4: Neuroplasticity

Lunch 1 hour

Hours 5-6: Various challenges

Hour 7-8: Strategies to incorporate the use of the MRNI® Children with Challenges Reflex Integration

For final registration, payments and local cancellation policies contact wilvankessel@masgutovamethode.nl

---

Financial Disclosure: Dr. Svetlana Masgutova receives a stipend based upon an enrollment percentage.

Non-financial Disclosure: Dr. Svetlana Masgutova is co-owner of SMEI, however, she receives no profit from this ownership status. Income is only derived from her work at Courses, Family Conferences, Clinics and Administrative Duties.

Course Disclosure:*The Svetlana Masgutova Educational Institute has developed and patented a licensed technology trademarked as MNRI®. Because there are no other like-kind products available, course offerings will only cover information that pertains to the effective and safe use of the above-named products. This presentation will focus exclusively on MNRI® and will not include information on other similar or related products or services.*

Special Needs Requests: If you require special accommodations, please notify SMEI at events@masgutovamethod.com at the time of registration so that needed accommodations can be made prior to the course.

Course Completion Requirements: Full attendance is required to receive a certificate of completion and any available credit hours or CEUs.

Target audience:
Speech Language Pathologists, Speech Language Pathologist Assistants, Occupational Therapists, Certified Occupational Therapy Assistants, Nurses, Physical Therapists, Physical Therapist Assistants, Educators, Psychologists, Physicians, Massage Therapists, Mental Health Counselors, Other Health Care Providers, Parents.

Assessments:
In Person Courses: Self Assessment and technique demonstration.
On line Courses: Self Assessment and technique demonstration.

Additional Information and Registration:

For more information or to register, visit https://masgutovamethod.com/events?1352.
You can also contact the local MNRI® coordinator for this course:
Wil van Kessel • wilvankessel@masgutovamethode.nl • 0610277215