

# MNRI® Breathing Reflex Integration

**Dates: May 18-20, 2020**

**With Lori Burgess**

**Location: Spokane, WA**



## **Course Overview:**

Participants of this 24 hour MNRI® course will participate in both the course discussion and hands-on supervised practice. In this course, participants will be introduced to information about the neuro-anatomy and neurophysiology of the breathing system and its links with protection and survival mechanisms and reflex pattern integration, the priority role of the breathing system in creating the basis for establishing neurosensorimotor processing for optimal brain functioning, the psychological/emotional foundation of the breathing system and influence on health, motivation and cognition. Course participants will also learn about the assessment of breathing as a primary reflex, as well as, specific exercises to integrate breathing and links of breathing with relative reflex patterns for children with neurodevelopment delays.

Participants will be introduced to assessment techniques for the breathing reflex patterns and the protective responses of: Fear Paralysis, Moro, Core Tendon Guard, Head Righting, oral-facial, visual, and auditory reflex patterns that serve the development and maturation of the protection and survival mechanisms needed for successful functioning in children and adults. Repatterning techniques and exercises for these reflex patterns will be introduced and are necessary to create a sufficient neurophysiological basis for feeling safe, inner strength and motivation, organization of proper perception and processing of the input, and thus development of different cognitive skills – visual and auditory. Postural control mechanisms depending on breathing will also be addressed. Development and maturation of the protective group of reflexes concerned with the breathing system lead to the development of emotional stability and inner control. This course will offer examples of techniques, games, and activities to make the integration sessions using MNRI® exercises interesting and motivating. The Breathing Reflex Integration course can be used with children and adults with deficits in development of protection mechanisms; fear and phobias, behavior and emotional disorientation, motor and speech delays. It also can be used as a stress release program for adult.

## **Learning Objectives: MNRI® Breathing Reflex Integration**

1. Develop knowledge of the Masgutova Neurosensorimotor Reflex Integration process as the basis for successful development of the breathing system for proper functioning and support of learning processes.
2. Describe the links of the breathing system and other reflex patterns serving for formation of positive survival in children with challenges and create the "anchors" based on natural innate mechanisms of neurodevelopment and neuroplasticity.
3. Describe the following reflexes and their specific involvement in the development of antigravity mechanisms and cognitive skills: Tonic Labyrinthine in Flexion and Extension, Core Tendon Guard in Flexion and Extension, Gravity, Balancing, Grounding, Stability, Head Righting Ocular and

Labyrinthine, Ocular-Vestibular, Ocular-Kinetic, Hands Pulling, Hands Supporting, Sequential Rolling and Spinning, and others.

4. Describe how the integration of primary motor patterns support cognitive development.
5. Describe the following reflexes and their specific involvement in the development of antigravity mechanisms and leveling reflexes: Eye Leveling, Vestibular Leveling, TMJ Leveling, and Auditory System Leveling.
6. Explain how breathing reflex patterns are involved in muscular-tendon-ligaments tone regulation, postural control, and antigravity abilities.
7. Explain how breathing reflex patterns are involved in conscious motor control formation within the brain-body system.
8. Explain the basis for the development of proprioceptive-cognitive anchors, fine motor coordination, self-regulation, and self-management through the integration of the breathing reflex patterns.
9. Describe the basis for the formation of primary links of proprioceptive and cognitive coordination: acoustic activation-kinesthetic memory, balancing-acoustic stimulation-Moro response-selective memory activation, facilitation of "analytical" and "synthesized" auditory perception and processing using developmental potentials of proprioceptive-vestibular reflex patterns found within the integration of the breathing reflex patterns.
10. Describe the basis for the formation of proprioceptive-cognitive coordination and fine motor skills: acoustic differentiation-memory anchoring, hand-eye, hands-auditory-articulation system, and auditory-vestibular system within the integration of the breathing reflex patterns.
11. Demonstrate games and activities that enhance the MNRI® process in an interesting and motivating manner.
12. Describe the correlation of proprioceptive-vestibular reflex patterns and skills of cognitive perception: memorizing, writing, reading, and calculation when the breathing reflex patterns are integrated.
13. Demonstrate with direct hands-on instruction for the techniques of the Pendulum and other sternum areas to optimize functions for breathing, vision, and auditory and articulation systems.
14. Evaluate and develop appropriate strategies to incorporate the use of the MNRI® Breathing Reflex Integration Program into daily practice.
15. Explain assessments to discover nonintegrated or immature reflex patterns creating the antigravity mechanism and supplying the neurophysiological basis for proprioceptive-cognitive functions within the breathing reflex patterns.
16. Describe individual programs to repattern, activate, and integrate breathing reflex patterns.
17. Demonstrate with direct hands-on instruction of specific techniques for dysfunctional and pathological reflex patterns.
18. Explain the possibilities of positive changes in body structure, posture, and movement development through integration of breathing reflex patterns.
19. Describe how the diaphragm mobilization technique releases stress and improves breathing.

20. Develop individual corrective programs based on assessment techniques and exercises for integration of breathing reflex pattern to enhance overall emotional, motivational, and motor challenges.
21. Demonstrate with direct hands-on instruction of the following techniques: Asymmetrical Tonic Neck Reflex (ATNR), Bonding, Moro Embrace, and Symmetric Tonic Neck (STNR).
22. Demonstrate with direct hands-on instruction of the following techniques: Hands Pulling, Robinson Hands Grasp, Hands Supporting, and Landau.
23. Demonstrate with direct hands-on instruction of the following techniques: Spinal Galant, Tonic Labyrinthine, Bauer Crawling, Spinal Perez, and Leg Cross Flexion-Extension.
24. Demonstrate with direct hands-on instruction of the following techniques: Abdominal, Foot Tendon Guard, Primary Sounds, Spinning, Auditory Figure Ground, Head Tilting Forward, Segmental Rolling, Core Tendon Guard, Head Up-Righting, Spine Extending, Visual Figure-Ground, Fear Paralysis, Eye Leveling, Vestibular Leveling, TMJ Leveling, Auditory System Leveling, Gravity, Balancing, Grounding, Stability, Head Righting, Ocular-Kinetic, and Ocular-Vestibular.

### **Course Agenda:**

**Hour 1:** Movement as basis of natural Development and Basic Medical Terminology and Standard Anatomical Positions

**Hours 2-3:** Links of the Breathing System

**Break**

**Hour 4:** Reflexes and the Development of Antigravity Mechanisms

**Hours 5-6:** Integration of Primary Motor Patterns

**Hours 7-8:** Breathing Reflex Patterns and Muscular-Tendon-Ligaments Tone Regulation

**Break**

**Hours 9-12:** Development of Proprioceptive-Cognitive Anchors

**Break**

**Hour 13:** Proprioceptive-Vestibular Reflex

**Hour 14:** Pendulum and Sternum areas

**Hours 15-16:** Antigravity Mechanism

**Break**

**Hour 17:** Individual Programs

**Hours 18-20:** Breathing Reflex Patterns and Diaphragm Mobilization

**Break**

**Hour 21:** Primary Reflexes and Developmental Mechanisms

**Hour 22:** Breathing Reflexes

**Hours 23-24:** Other Reflexes

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**Financial Disclosure:** Lori Burgess receives a stipend based upon an enrollment percentage.

**Non-financial Disclosure:** No relevant relationship exists.

**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](mailto: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?1378>.

You can also contact the local MNRI® coordinator for this course:

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This course is offered for 2.4 AOTA CEUs / 24 Contact Hours (Advanced level; Occupational Therapy Process: Evaluation, Intervention)



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