

MNRI® Dynamic and Postural Reflex Integration



Dates: May 26-27, May 29-30

With Pamela Curlee

Location: Spring Valley, NY

Course Overview

The Dynamic & Postural Reflex Integration course provides the foundation for professionals and parents to understand the importance of *primary motor reflex pattern* maturation, why a reflex might not be integrated, the impact a non-integrated reflex can have, and the MNRI techniques designed to assess and integrate reflexes. Primary motor reflex patterns emerge along a predictable developmental continuum, with each successive reflex emerging to secure a child's survival and protection as his system matures and advances. When adequately engaged, each reflex anchors neurologically more deeply a physiological, emotional and psychological sense of security, freeing an infant to focus on exploring, learning, and fully advancing through all stages of primary motor reflex maturation. It is through this complete integration process that primary motor reflex patterns form the foundation for related motor reflex schemes (sitting up, crawling, walking, etc) to mature and for each of us to reach our full potential over time, anchoring emotional and behavioral regulation, and advancing motor, communication, and cognitive learning. Congenital disorders or traumatic events that occur in utero, at birth, or anytime after birth can interrupt the activation, maturation and integration of a primary motor reflex pattern. Depending upon the number of reflexes impacted and the maturational deficits of each impacted reflex, a broad spectrum of life challenges can occur.

The MNRI® Dynamic and Postural Reflex Integration course explores:

- The general MNRI Method and the role played by the Dynamic and Postural Reflex Integration Program
- The progression primary motor reflex patterns beginning in utero and continuing through life
- The role primary infant reflex patterns play in establishing subsequent related motor reflex schemes and the development of advanced motor, communication and cognitive abilities and emotional and behavioral regulation
- MNRI techniques to assess, pattern and integrate primary motor reflex patterns
- How to create MNRI primary motor reflex integration programs for individual clients
- How to incorporate use of MNRI Dynamic and Postural Integration course content into daily client and home practice

Learning Objectives: MNRI® Dynamic and Postural Reflex Integration

1. Describe the Masgutova Neurosensorimotor Reflex Integration SM (MNRI) Method
2. Explain its scientific origins
3. Describe the role of a reflex and its sensory, motor and central nervous system mechanisms.

4. 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.
5. Describe the effects of a non-integrated reflex on the brain-body system as well as the effects on receptive and expressive language skills.
6. Describe the impact of:
 - 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.
 - 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. Define, classify and demonstrate (through in class demonstration) the body's motor coordination systems, the corresponding brain level responsible for managing each system, and the implications for reflex integration.
8. Describe the importance of primary motor reflex patterns and identify, define and classify each pattern
9. Discuss the research of Pavlov (1927), Simonov (1987), Kornorsky (1970) and Vygotsky (theory of Cognitive Development as reprinted in 1978).
10. Compare and contrast dynamic and postural motor reflex patterns found in the coronal, sagittal and axial body plane coordination systems.
11. Analyze the reflex integration Process:
 - Reflex circuit => Reflex actions => Basic pattern => Variant patterns => Intentional movement => Skill development => Motor planning
12. Define the links with facilitating and opposing reflexes
13. Describe the connection to emotional and behavioral regulation and personality development.
14. Describe reflexes as the fundamental foundation for optimal motor, communication and cognitive learning and growth.
15. Describe how to implement MNRI assessment techniques to determine the integration state of each primary motor reflex pattern.
16. Explain the norms of automatic motor development based on the assessment metrics presented in Shirley's Scales of Motion Development (1986) and Frankenburg and Doss's Scale of Motion Habits (1986).
17. Explain, demonstrate and identify:
 - The MNRI Method parameters important to determining the integration state of each reflex
 - The possible range of integration states for each primary motor reflex pattern including integrated (typical maturational pattern), dysfunctional (atypical, immature) and pathological (absence of any pattern or presentation incorrect or wrong pattern).

- Demonstrate through supervised hands-on-application the ability to conduct an MNRI assessment and adequately determine the state of each primary motor reflex pattern.
- 18. Demonstrate how to implement the MNRI techniques to integrate each primary motor reflex pattern.
- 19. Analyze and define the Foot/Leg Reflex Patterns for Babinski, Foot Tendon Guard, Leg Cross Flexion-Extension, Automatic Gait and Bauer Crawling and its effect on receptive and expressive language skills.
- 20. Demonstrate the effective integrative exercises for Babinski, Foot Tendon Guard, Leg Cross Flexion-Extension, Automatic Gait and Bauer Crawling.
- 21. Analyze and define the Core or Gross Motor Coordination Reflex Patterns for Spinal Galant, Spinal Perez, Trunk Extension, Bauer Crawling and its effects on auditory processing,
- 22. Demonstrate the effective integrative exercises for Spinal Galant, Spinal Perez, Trunk Extension, Bauer Crawling and its effect on auditory processing, communication and expressive language.
- 23. Analyze and define the Reflex Patterns for Trauma, Protection & Survival including Moro Embrace, Fear Paralysis, Hands Supporting
- 24. Demonstrate the effective integrative exercises for Moro Embrace, Fear Paralysis, Hands Supporting
- 25. Analyze and define the Reflex Patterns for Emotional Stability, Fear, and Depression including Bonding, Spinal Perez, Fear Paralysis, Moro, Trunk Extension, and Landau.
- 26. Demonstrate the effective integrative exercises for Bonding, Spinal Perez, Fear Paralysis, Moro, Trunk Extension, and Landau.
- 27. Demonstrate how these individual corrective programs can be used to enhance overall emotional, motivational, cognitive, communication and motor challenges in a daily practice.
- 28. Apply through demonstration and hands-on-practice the MNRI techniques designed to activate and integrate primary motor reflex patterns.
- 29. Describe through course discussion and instructor demonstration how to deal with unique and challenging client situations using MNRI method techniques.
- 30. Demonstrate for course instructor the ability to appropriately apply integration procedures for each primary motor reflex pattern.
- 31. Demonstrate course knowledge to create and apply an individual MNRI program for clients with various challenges.
- 32. Apply the MNRI pre-assessment techniques to identify dysfunctional primary motor reflex patterns.
- 33. Complete an individual MNRI program based on assessment results and targeted individual challenges.
- 34. Explain with client family the potential impact the individualized program can have on:
 - Body structure, posture, and motor maturation
 - Motor, communication and cognitive learning abilities and emotional and behavioral regulation
- 35. Describe, evaluate, and develop strategies to incorporate the use of the MNRI Dynamic and Postural

Reflex Integration course content into daily client and home practice.

Course Agenda:

Hour 1: Movement as basis of Natural Development

Hour 2-3: Masgutova Method™ of Neurosensorimotor Reflex Integration

Hour 4: Reflexes as the Neuro-Physiological Basis for Development of Infant Movements

Break

Hours 5-6: Body Motor Coordination Systems and Brain Levels.

Hours 7-8: Explain MNRI® Reflex Assessment

Break

Hour 9: Dynamic and Postural Infant Reflex patterns Integration-Right/Left Motor Coordination System.

Hours 10-11: Dynamic Reflexes: Robinson Hand Grasp Reflex

Hour 12: Hands Pulling Reflex

Break

Hour 13-14: Babinski Reflex

Hour 15: Postural Reflexes: ATNR and Bonding

Hour 16: Integration of Reflex patterns within Right-Left Body Sides MCS.

Break

Hour 17: Dynamic and Postural Infant Reflex patterns Integration-Up-Down Motor Coordination System

Hour 18-19: Dynamic Reflexes: Automatic Gait, Bauer Crawling

Hour 20: Moro Embrace Reflex

Break

Hours 21-22: Postural Reflexes (Hands Supporting Reflex and Landau Reflex)

Hour 23: Other Reflexes: Pavlov Orientation Reflex

Hour 24: Integration of Reflex patterns within Up and Down Body Sides MCS

Break

Hour 25: Dynamic and Postural Infant Reflex patterns Integration-Front-Back Motor Coordination System

Hours 26-27: Dynamic Reflexes: Spinal Gallant and Spinal Perezze Reflexes

Hour 28: Postural Reflexes: Symmetrical Tonic Neck Reflex

Break

Hours 29-30: Trunk Extension Reflex and Tonic Labyrinthine Reflex

Hour 31: Integration of Reflex patterns within Front-Back Body Sides MCS

Hour 32: Implementation of Reflex Development and techniques in therapy practices

Additional Information and Registration

For more information or to register, visit <https://masgutovamethod.com/events?2311>.

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

Mimi Seif • mimiseif38@gmail.com • 845-216-2238

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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.



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