

MNRI® Dysfunctional and Pathological Reflex Repatterning and Integration



Dates: August 28-30, 2023
2.4 CEUs / 24 Contact Hours

Course Overview:

The MNRI® Dysfunctional and Pathological Reflex Re-Patterning and Integration course expands a practitioner's understanding of the nervous system, focusing on how automaticity, the vestibular, proprioceptive, and gravity systems are contributing to the existing pathology or dysfunction of each reflex. This knowledge helps practitioners diagnose systems, establish priorities when creating programs and adjust exercises to meet specific needs allowing for faster results in complex individuals. Each of the infant and birth reflexes will be revisited and variations and adaptations will be demonstrated in detail, along with several other reflexes not covered in the introductory course. The MNRI reflex assessment tool will be explained in detail. Students will be encouraged to incorporate this tool into their practice, allowing them to gain proficiency in diagnosing and scoring over time. It is essential that students have attended a conference prior to taking the course and have seen this tool in practice. This is an advanced course that assumes students are proficient in all basic D & P techniques and have an understanding of the neurological relationships between the oral-facial, tactile, archetypal, visual and acoustic reflexes; as well as, the role that MNRI neuro-structural therapy plays in normalizing the protective response of the nervous system.

NOTE: This is not a course for parents or caregivers, as many different adaptations will be explored, beyond what is being prescribed for their child. Parents wanting to gain this valuable understanding are encouraged to make an appointment with a core provider or register their child for a MNRI conference. In this way, all the information they receive will pertain directly to their child's individual situation. Short of this, parents are always welcome to attend monthly webinars. The instructor is not allowed to diagnose or offer specific suggestions of therapeutic interventions for children not under their care.

Learning Objectives: MNRI® Dysfunctional and Pathological Reflex Repatterning and Integration

1. 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.
2. 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.
3. 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.
4. Demonstrate how to apply the MRNI® Method for the neurological reeducation of dysfunctional and pathological reflexes to assist with self-regulation.

5. Explain how the activation of biomechanics of reflex patterns offer correction of non-productive, dysfunctional, or pathological motor automaticity.
6. Describe how the activation of reflex patterns offer optimization of motor automaticity.
7. Explain how the activation of the proprioceptive system increases regulation of muscular-tendoneous tone which works with any negative somatic anchors caused by stress.
8. Describe the importance of optimizing the body's symmetry mechanisms affecting binocular vision and binaural hearing and to release past stress and traumas.
9. Describe the innate nature of the sensory-motor reflex system and general principals of the Masgutova Method® for facilitation of changes in the physical, emotional, social, and cognitive functions of a person.
10. Describe the process of using core flexion-extension mechanisms to describe the protection (freezing response) and survival (fight and flight response) strategies of the brain.
11. Explain the importance of developing individualized programs for clients having emotional, motivational, speech and language, and movement challenges.
12. 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.
13. Explain how the integration of the primary motor patterns support cognitive development.
14. Explain how the integration of the primary motor patterns support language development.
15. Explain how activation of reflex patterns offer support for the coordination of the neuro-structural aspects of the body.
16. Demonstrate the activation of reflex patterns to support overall cognitive development.
17. Participate in direct hands-on instruction for the techniques of the Pendulum and other sternum areas.
18. Participate in direct hands-on instruction for the techniques to optimize functions of breathing, vision, and auditory and articulation systems.
19. Demonstrate how the activation of reflex patterns offer optimization of motor automaticity.
20. Demonstrate through hands on practice using the following hand reflex patterns: Hands Supporting, Babkin
21. Palmomental, Robinson Hands Grasp, Hands Pulling, Tonic Labyrinthine Reflex, Sequential Arms Opening, Sequential Fingers Opening and Closing.
22. Demonstrate through hands on practice using the following reflex patterns: Asymmetric Tonic Neck (ATNR), Spinal Galant, Landau, Spinal Perez, Symmetric Tonic Neck, Bauer Crawling, Thomas Automatic Gait, Flying and Landing, and Trunk Extension.
23. Demonstrate through hands on practice using the following reflex patterns: Moro Embrace, Bonding, Fear Paralysis, and, Pavlov Orientation.
24. Demonstrate through hands on practice using the following feet reflex patterns: Babinski, Foot Tendon Guard and Leg Cross Flexion.

25. Demonstrate through hands on practice using the following reflex patterns: Sequential Side Rotation and Spinning Reflexes,
26. Explain techniques of the Pendulum and other sternum areas to optimize functions of breathing, vision, auditory and articulation systems.
Explain different techniques for creating an individual program for clients and the development of home practice activities.

Course Agenda:

Hour 1: Foundation of MNRI®

Hour 2: Dysfunctional and Pathological Reflexes terms and definitions

Hour 3: Reflex Development

Lunch - 1 Hour

Hours 4-6: Reflex Development continued

Hour 7: Reflex Patterns

Hour 8: Dysfunctional and Pathological reflexes and background

Hours 9-11: Biomechanics of Reflex Patterns

Hours 12: Body's symmetry mechanisms

Lunch - 1 Hour

Hour 13: Sensorimotor Reflex System

Hours 14-15: Adaptive Techniques

Hour 15: The vertical canal, postural uprightness

Hours 16: Individualized programs

Hours 17-24: MNRI Techniques Hour

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

Non-financial Disclosure: Nelli Akhmatova - No relevant relationship exists.

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.

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.

Criteria for Certificate of Completion and any available Credit Hours or CEUs:

- Full attendance to the entire course
- Participation in practice with instructor feedback
- Post course evaluation