

MNRI® Stress and Trauma Recovery

1.6 CEUs / 16 Contact Hours



Course Overview:

The goal of this 16 hour workshop is to explain the restorative role of a reflex pattern in stress and traumatic stress. It will discuss the definition of a reflex and its neurophysiological aspect in concern to human behavior and emotions in stress and traumatic stress. The concept of use of the neurosensorimotor reflex integration therapy modality for optimizing the brain function and recovery from Post-traumatic Stress Experience (PTSE) and the PTS Disorder (PTSD) is a 'missing link' in the therapy of *stress*. The focus of this program is to provide information on the effects of stress, specifically post-trauma, and its consequences as expressed in Reflex Integration Disorder (RID). The program will also give specific instruction on the use of the MNRI® post-trauma procedure and exercises as an effective tool for treatment of children and adult survivors of traumatic events, especially those of natural and human made catastrophes, wars and violence.

This course is based on traditional neurophysiological and recent scientific evidence in brain research demonstrating how stress and trauma activate automatic survival responses. These responses are genetically inherent unconscious behaviors reflecting the state of the nervous system. The original and simple concepts of this MNRI® work with PTSE and PTSD is recovery intervention based on the idea of reflex integration using the sensory motor links of the reflex circuit to channel brain stem anchors (self-preservation, territorial and power instincts) for positive survival and transition to a safe and healthy here and now experience.

This workshop shares the research data on reflex integration disorder (*RID*) in individuals with post-traumatic stress, which shows the vital need to work on reflex patterns after post-trauma and chronic stress. This workshop proposes the MNRI® Protocol – re-patterning exercises for the restoration and integration of sensorimotor reflex patterns. They are targeted at the improvement of survival mechanisms, resilience of the nerve system, and enhancement of the nerve system's flexibility.

The participants of the program will get information about the role of reflex integration affecting the neuro-sensorimotor-somatic and neurodevelopmental recovery interventions for PTSD that deals with emotional responses and behavior, long-term memory and skills, olfactory responses and feeling of comfort and safety, motivation and self-regulation and estimation, focusing and cognitive processes. The participants will be given a questionnaire that will be used to determine their level of stress-vulnerability. According to their stress level, proposed specialized exercises will be supplied. Movement and symbolic/drawing techniques will be demonstrated as a work means for children.

The *MNRI®: NeuroReflex Integration for Post-Trauma Recovery Program* can be used with children and adults with instable emotional responses and challenging behaviors as the result of post-trauma, survivors with the PTS memory deficits; affected sensory-motor and speech functions; disorientation in space and time; damaged social skills and communication, decoding and modeling/"mapping" and comprehension difficulties. This program can be used as a stress/distress release program and is appropriate for use with individuals

with such challenges, as: PSTE and PTSD, birth and post-birth traumas, emotional instability and disorders, hyperactivity (ADHD, ADD), addiction tendencies, behavioral instabilities, sensory processing disorders, disorders and challenges in learning, (dyslexia, dyscalculia and other), intellectual development problems, brain injuries, post-stroke pathologies, Alzheimer's, Parkinson's, cerebral palsy, and a variety of other neuro-deficits.

This MNRI® PTSD Program is based on the extensive experiences of Dr. S. Masgutova working with post-traumatic stress disorder (PTSD) children and adult victims of the Chernobyl disaster (1986-1996), the Baku conflict (1990-1991), the earthquake in Armenia (1989-1999), the train crash in Ufa (1989), the Chechen War (1996-1999), conflicts in Israel (2001-2005) and other traumatic situations. Her work with PTSD became the foundation of the MNRI® PTSD Program, opening resources for survival and beyond, including her last work with MNRI® Team using Reflex Integration PTSD Protocol with individuals who experienced trauma in Newtown USA (January-February, March-May 2013; 218 MNRI Sessions).

This Program can be used with individuals with such challenges, as: PSTE and PTSD, birth and post-birth traumas, emotional instability and disorders, hyperactivity (ADHD, ADD), a tendency for addictions, behavioral instabilities, individuals with sensory processing disorder, deep disorders and challenges in learning, (dyslexia, dyscalculia and other), intellectual development problems, brain injuries, post-stroke pathologies, Alzheimer's, Parkinson's, cerebral palsy, and a variety of other neuro-deficits.

Learning Objectives: MNRI® Stress and Trauma Recovery

1. Explain the basis for neurosensorimotor reflex integration for successful support of an individual having experienced psychological trauma.
2. Describe the neurodevelopmental complications often found in trauma and the strategies to provide positive changes for sensorimotor and motor integration, behavioral and emotional responses, hyper-vigilant/arousal states, avoidance behaviors, reliving past experiences and cognitive hands-on tasks.
3. Describe how individuals can create positive 'anchors' based on natural innate mechanisms of neurodevelopment and neuroplasticity for developing inner control through balance of sympathetic and parasympathetic systems and also excitatory (glutamate, substance P) and inhibitory neurotransmitters (acetylcholine, dopamine, GABA).
4. Analyze the strategies for creating behavioral-cognitive anchors through reflex re-patterning as a system to develop positive self-survival mechanisms.
5. Develop an understanding of the survival reflexes and their specific involvement in the Kubler-Ross and other authors' concept of stages of trauma or loss.
6. Explain the development of inner control, cognitive, and automatic abilities to release feelings at each stage of trauma or loss.
7. Describe how the formation of primary links (kinesthetic memory-emotional response; Morro and Fear Paralysis and protection; activation of positive memory and the creation of positive anchors) are a cause for challenging behaviors.
Analyze how survival reflexes are involved in motor programming, inner control, social behavior; and,

how they are re-patterned to overcome the addictive patterns from the over release of stress hormones.

8. Summarize how the development of reflex patterns in individuals with traumatic stress or PTSD facilitate non-cortical (non-classical/subcortical) auditory perception and processing through the connections of the limbic system, basal ganglia, thalamus, and amygdala. Identify the reasons for developing corrective strategies of motor-cognitive coordination and fine motor skills for those with traumatic stress or PTSD.
9. Demonstrate skills necessary to evaluate and develop appropriate strategies to implement the use of the MNRI®.
10. Reflex Integration for a traumatic stress or PTSD program.
11. Apply and practice hands-on instruction for moving through stages of trauma recovery including: Move out of re-action into action; Open your breath and voice resonance; Release past negative protection and survival; Stay present in the 'Here and Now'; Stay grounded and stable; Release Stress hormones; Activate Brain Potential; and,
12. Be open to joy and well-being.
13. Explain the basis of the Stress-Vulnerability Questionnaire.
14. Describe different techniques for creating an individual program for clients and the development of home practice activities for the release of stress and trauma.

Course Agenda:

Hour 1: Neurosensorimotor reflex integration basis for support of functions of psychological trauma and neurodevelopmental complications

Hour 2: Reflex Circuit and the development of stress self-management

Hour 3: Behavioral-cognitive links in individuals with challenges

Break

Hours 4-6: Survival reflexes

Hour 7: Reflex patterns involved in motor programming and control, and emotional and behavioral responses

Hour 8: Inner control and in the social behavior system

Break

Hours 9-10: Correlation of reflex patterns, emotions, behavior and learning skills

Hours 11-12: Reflex patterns of the neurotypical child and one with PTSD or trauma

Break

Hours 13-15: Techniques Demonstration and practice

Hours 16: Develop individual corrective programs

Financial Disclosure: Dr. Joan Spalding 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 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.



Approved Provider

The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA or indicate AOTA approval of a certification or other professional recognition. This course is offered for 1.6 AOTA CEUs / 16 Contact Hours (Introductory level; Occupational Therapy Process: Evaluation, Intervention)



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