



Certification Training Manual

Patterns: Guidelines for a Critical Part of Your Program

Patterns are precise, whole-body movements that arise from reflexes, which infants do automatically as a part of the pathway to integrated neurological function. The patterns arise from reflexes, and in a sense could be called “whole body reflexes”, which then support mobility activities, such as crawling, creeping, walking, skipping, etc. These activities then usher in more and more maturity and flexibility in the sensory system, all of which leads to brain growth.

As the reflex patterns are integrated, new reflex patterns arise and the cycle of growth continues, laying the basis for all emotional, behavioral, academic, and motor skills.

Just as we observe infants gain new capabilities when performing new patterns, clients’ skills will change as we trigger this cycle of reflex, movement, and sensory maturation.

These activities were not invented by the founders of this methodology. Rather, all have all been observed, documented, and recorded in infants and are the birthright of all human beings.

When you do the patterns assigned to your child or yourself, please following these guidelines:

- Patterns must be done correctly as taught. All details have significance for neurological growth, so continue to review your form and check with your practitioner until you are confident in your work.
- While we assign up to five minutes of any given pattern, or sometimes assign a number of patterns, we ask that you emphasize QUALITY over QUANTITY. Six perfectly executed patterns are more effective than 60 sloppy patterns. If you need to start with a fraction of the assigned patterns, increase the number daily with a focus on precision.
- If you are in doubt about the quality of the work, send a video to your practitioner to review, or make an appointment to go over pattern details.