



Emotional Body® Practitioner & Instructor Levels

1. Practitioner -EB1
2. Advanced Practitioner -EB2
3. Instructional Apprentice – EB3
4. Associate Instructor – EB4
5. Instructor – EB5
6. Lead Instructor/Trainer – EB6

Average course contact hours are provided as a general guideline to help provide a big-picture understanding of the amount of time it might take to acquire a holistic understanding of each Emotional Body practitioner and instructional level. Ultimately, demonstration and assessment of proficiency is what determines an individual's achievement to each level, therefore the contact hours referenced are to be considered examples and recommendations.

PRACTITIONER – EB1

An Emotional Body Practitioner has received enough instruction on the Emotional Body method and the emotional effector patterns to demonstrate familiarity with the six emotional effector patterns, zero, step-out, and other somatic restorative practices without guidance from an instructor.

(Average Course Contact Hours to Achieve this Level: 30-60)

The Practitioner can demonstrate the following...

- Apply the emotional effector patterns to movement, sound, speech, and activities. Some patterns are reproduced clearly without mixes, while other pattern reproduction has mixes or entanglements
- Articulate a general understanding of the basic emotion theories supporting this method and their relationship to emotional mixes, entanglements, and the expressive development of humans from birth through adulthood
- Embody the basic emotion patterns clearly enough to proceed with the study of emotional mixes and their application
- Ability to apply somatic restorative practices that clear away the emotional patterns and bring the body to a calm and balanced state emotionally and physically

ADVANCED PRACTITIONER – EB2

An Emotional Body Advanced Practitioner has received enough instruction on the Emotional Body method and the emotional effector patterns to demonstrate full embodiment of the six emotional effector patterns, zero, step-out, and other somatic restorative practices without guidance from an instructor.

(Average Course Contact Hours to Achieve this Level: 60-90)

The Advanced Practitioner can demonstrate the following...

- Embodiment of all the emotional effector patterns without coaching or instruction. The patterns are clear of mixes or entanglements, and if they emerge the Advanced Practitioner is aware and demonstrates the ability to clear them.
- Accurately observe emotion patterns in others, and deconstruct complex human expressive behavior into basic emotion patterns
- Apply the basic emotion patterns and consciously construct mixed emotional states to movement, sound, speech, and activities
- Articulate an understanding of the basic emotion theories supporting this method and their relationship to the expressive development of humans from birth through adulthood
- Effective and regular use of somatic restorative practices that clear away the emotional patterns and bring the body to a calm and balanced state emotionally and physically

----- Instructor Training Track & Guidelines -----

INSTRUCTIONAL APPRENTICE – EB3

An Emotional Body Instructional Apprentice has achieved, and strives to maintain, the practices described in the Advanced Practitioner level and has indicated an interest in pursuing the Instructor Training Track. An Instructional Apprentice also demonstrates a familiarity with the Emotional Body Instructional Understandings, and original resource articles and reports on the emotional effector patterns published by the BOS team. An Instructional Apprentice also has a familiarity with the book, *The Emotional Body*.

As with any Apprenticeship program, the Instructional Apprentice must apply directly to a Lead Instructor with whom they desire to form an apprenticeship. Instructional Apprentices are encouraged to study with more than one Lead Instructor to acquire experiences with various instructional styles and learning environments.

(Average Course Contact Hours to Achieve this Level: 90-120)

In addition to forming a practice of the Emotional Body Instructional Understandings, an Instructional Apprentice will work to develop the following abilities during their apprenticeship...

- Become familiar with the bibliography of supportive resource texts for Emotional Body Instructors
- Accurately “read a room” full of learners and know when to provide an individual with personal space to explore and discover, and when it is necessary to give feedback or assistance

- Develop an Emotional Body teaching pedagogy and practice, including: communication style, necessary and unnecessary interventions, ethics and best practices, lesson plans and exercises, and co-teaching practices
- Identify emotional mixes and entanglements, and recognize personal patterns and physical blocks that are keeping learners from obtaining full embodiment of the basic emotions
- Use accurate and precise physical language, rather than relying on images or metaphors, when providing instructions in the emotional effector patterns
- Use verbal instruction as a primary method for teaching, and on the rare occasions when physical contact is necessary, consensual or permitted touch practices are respectfully applied
- Demonstrate and instruct effective somatic restorative practices that clear away the emotional patterns and bring the body to a calm and balanced state emotionally and physically
- Effectively match instructional language use and styles with other instructors to form a united and clear instructional presence within a workshop
- Effectively pace an emotion pattern lesson to provide enough rest and recovery time between instructional segments and exploratory lessons
- Support a calm and safe learning environment

ASSOCIATE INSTRUCTOR – EB4

An Associate Instructor has served as an Instructional Apprentice for several Emotional Body courses under the leadership of a Lead Instructor. To apply for Associate Instructor consideration, the Apprentice writes a short report summarizing their Emotional Body method teaching experience, documenting their training in the method and their apprenticeship path and with whom they have worked. The report would also include reflections on their current strengths, teaching style and strategies, and areas where they plan to grow and improve within their instruction of the method. The report is submitted to the Lead Instructor with whom the Apprentice has studied for assessment and recommendation. An Apprentice who has received a letter of recommendation and support from the Lead Instructor would then commence into the Associate Instructor level.

An Associate Instructor may co-teach courses with Instructors or Lead Instructors. They may also instruct in private lessons or lead small groups of learners with whom they have a pre-existing relationship. For example: Associate Instructors who are teachers/professors can give lessons to students within their school, or somatic practitioners can instruct small groups of up to 12 participants within their own client-base.

(Average Course Contact Hours to Achieve this Level: 150-180)

In addition to demonstrating the Emotional Body Instructional Understandings within their teaching practice, an Associate Instructor has the ability to...

- Apply somatic education practices to instruction while considering the various needs and abilities of the learner
- Demonstrate within their teaching, a familiarity of the bibliography of supportive resource texts for Emotional Body Instructors
- Incorporate effective verbal instructional methods that are physically accurate and provide learners with the space to remain within somatic explorations of emotion regulation

- Incorporate recent findings in emotion theory, neuroscience, and/or somatic education practices to enhance and strengthen their instructional pedagogy
- Incorporate supportive embodiment modalities that align with the Emotional Body method and instructional understandings. These should enhance the instruction of physical emotion regulation and emotional expression. They should not be reliant on the use of images, metaphors, or personal life experience examples to evoke emotions.
- Facilitate post exercise discussions, honoring the questions of learners with respect and understanding, while also incorporating important information about emotion theory and Emotional Body method practices
- Lead group lessons, pattern reviews, side coaching of the patterns during application, assist learners in refining the patterns and make connections to their various applications
- Support and help to maintain a safe, ethical and inclusive environment for all participants
- Demonstrate and instruct effective somatic restorative practices that clear away the emotional patterns and bring the body to a calm and balanced state emotionally and physically

INSTRUCTOR – EB5

An Emotional Body Instructor has served as an Associate Instructor for several Emotional Body courses under the leadership of a Lead Instructor. To apply for Instructor consideration, the Associate writes a short report summarizing their Emotional Body method teaching experience, documenting their teaching practices and demonstrated abilities required to obtain the Instructor level. The report would also include reflections on their current strengths, teaching style and strategies, and areas where they plan to grow and improve within their instruction of the method. The report is submitted to the Lead Instructor with whom the Associate has co-taught or established a mentoring relationship for assessment and recommendation. An Associate who has received a letter of recommendation and support from the Lead Instructor would then commence into the Instructor level.

An Instructor may co-teach courses with Associate Instructors, other Instructors, or Lead Instructors. An Instructor is encouraged to serve as a teaching model and instructional mentor for Apprentices and Associate Instructors. They may also instruct in private lessons, lead small groups of up to 12 learners with whom they have a pre-existing relationship, or offer intensive courses to populations with whom they do not have a pre-existing relationship. For example: Instructors have the ability to create and advertise a workshop or course where any adult may register and attend, and the Instructor may also accept invitations as a visiting instructor at other venues or locations.

(Average Course Contact Hours to Achieve this Level: 240-270)

An Emotional Body Instructor has achieved, and strives to maintain, the practices described in the Associate Instructor level and has demonstrated the following additional abilities...

- Anticipate and review the needs of learners of all ages and abilities in course planning and leading, as well as adjust lessons and side coaching to accommodate these needs to support a safe and comfortable learning environment
- Demonstrate the ability to create and maintain a safe, ethical and inclusive environment for all participants
- Demonstrate within their teaching, a thorough knowledge and understanding of the bibliography of supportive resource texts for Emotional Body Instructors

- Model effective use of verbal instructional methods that are physically accurate and provide learners with the space to remain within somatic explorations of emotion regulation
- Calmly and efficiently assist learners through particularly challenging emotional encounters, blocks, and deep emotional dives with the goal of helping learners gain control, balance, and clear to a neutral state using somatic methods and pedagogies supported by the Emotional Body method
- Develop and apply emotionally rebalancing and restorative practices using Emotional Body supported methods, as well as other somatic modalities to assist learners with obtaining neutrality and gaining emotional control
- Clearly write about and/or explain the Emotional Body method and its relationship to other emotion methods and philosophies
- Incorporate supportive embodiment modalities that align with the Emotional Body method and instructional understandings. These should enhance the instruction of physical emotion regulation and emotional expression. They should not be reliant on the use of images, metaphors, or personal life experience examples to evoke emotions.
- Serve as a teaching model and mentor for Apprentices and Associate Instructors by modeling best practices and, when invited, provide constructive feedback
- Serve in a leadership capacity for the Emotional Body community, helping to promote the method, its courses and workshops, and assist with discussions and decisions that may affect the entire community of instructors and learners

LEAD INSTRUCTOR/TRAINER – EB6

An Emotional Body Lead Instructor/Trainer has served as an Instructor for several Emotional Body courses either independently or under the leadership of a Lead Instructor/Trainer.

To apply for Lead Instructor/Trainer consideration, the Instructor writes a short report summarizing their Emotional Body method teaching experience, documenting their teaching practices and demonstrated abilities required to obtain the Lead Instructor level. The report would also include an Instructor/Trainer philosophy on how they would contribute to the training of future Emotional Body instructors while also continuing to offer courses and workshops on the Emotional Body method. The report is submitted to two Lead Instructors for assessment and recommendation. An Instructor who has received a letter of recommendation from more than one Lead Instructor/Trainer will commence into the Lead Instructor/Trainer level.

A Lead Instructor may co-teach courses with Associate Instructors, Instructors or other Lead Instructors. They may also instruct in private lessons, lead small groups of up to 12 learners with whom they have a pre-existing relationship, or offer intensive courses to populations with whom they do not have a pre-existing relationship. Lead Instructors have demonstrated the ability to train future instructors, and therefore may invite and accept requests for Instructional Apprentices.

(Average Course Contact Hours to Achieve this Level: 500+)

An Emotional Body Lead Instructor has achieved, and strives to maintain, the practices described in the Instructor level and has demonstrated the following additional abilities...

- Design original curriculum plans, exercises, instructional aids, and teaching materials for Emotional Body courses, workshops, and short talks/presentations
- Model instructional flow and leadership that demonstrates calm and sensitive management within various situations, including multiple levels of learners (beginners through advanced, while also mentoring apprentice and associate instructors) all while remaining aware of the diverse needs of all learners within such a dynamic environment
- Coach and provide constructive feedback to Instructional Apprentices, as well as Associate Instructors
- Model and instruct others on how to create and maintain a safe, ethical and inclusive environment for all participants
- Model and instruct others on how to use verbal instructional methods that are physically accurate and provide learners with the space to remain within somatic explorations of emotion regulation
- Demonstrate the ability to recognize when a learner may not be in a place in their life where taking an exploratory emotional workshop would serve them well. The instructor demonstrates care, sensitivity and responsibility in communicating these findings and, if necessary, helps the learner connect with appropriate support professionals.
- Effectively manage the organizational, accounting, and marketing details necessary for leading a successful and professionally run workshop that is representative of the standards upheld by the Emotional Body instructional team
- Accurately and effectively write about the emotional effector patterns and the Emotional Body method and help promote the method through marketing, grants, presentations, and workshops
- Serve as a leader and teaching model for the Emotional Body community

Note: Average Course Contact Hours to achieve each level are provided as samples from contact hours taken to achieve each level of proficiency by either (1) our own Emotional Body Instructors, or by (2) observations made by our Emotional Body Instructors of learning growth achieved within courses and contact hours. The range of contact hours varies depending on the abilities of individuals to embody the patterns, clear emotional entanglements, and adopt a full understanding of the Emotional Body method and teaching practices. Some individuals have taken longer than the average contact hours listed, and some rare individuals have achieved certain levels with fewer contact hours, often due to use of private lessons and diligent private practice.

Bibliography of Supportive Resource Texts

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