



Emotional Body®

Instructional Understandings

Emotional Body instructors have extensive experience in applying the teaching methods supported in *The Emotional Body* course text, as well as a clear understanding of recent developments in emotion theory and somatic education principles. Below are the understandings held among Emotional Body instructors concerning common instructional outcomes.

Instructors of Emotional Body courses can demonstrate the following:

Emotional Effector Pattern Research and Understanding

- Understands the history and development of the BOS emotional effector patterns, including each of the three parts (breath, face, and posture)
- Understands the history and development of the Alba Emoting system of teaching the emotional effector patterns, and the difference between the BOS method and the Alba Emoting system
- Understands basic emotion theory and its relationship to mixed or secondary emotions, as well as how these are different from emotional entanglements
- Effectively explains, instructs and, when needed, demonstrates (without emotional mixes) the emotional effector patterns

Instructional Style

- Describes the emotional effector patterns using *The Emotional Body* pattern number/letter labeling system, at least in the initial introductory lessons, allowing learners to apply their own descriptions to their sensations
- Leads individuals and groups through gradual, gentle, and insightful somatic sensing lessons that support the learning of the emotional effector patterns
- Instructs using a style that begins with low intensity exploration of the patterns and gradually builds to higher levels of intensity, as the learner and instructor feel the situation warrants higher intensity levels are beneficial
- Maintains a purely physical/somatic practice of emotion regulation, without using subjective methods for emotion triggers, visualizations, or for clearing emotion patterns
- Understands how to apply the neutralizing pattern, Step Out, and other somatic restorative methods for clearing emotions and helping the learner return to a neutral state

Dedication to Building Emotional Literacy and Fluency

- Designs exercises with the purpose of helping learners develop a personal understanding of how to distinguish between emotional states through sensing and seeing subtle physical clues
- Leads discussions that encourage learners to develop an accurate, yet diverse vocabulary for describing emotional states
- Helps learners develop an understanding of the impact that emotions make on the body and within social interactions

Incorporates Supportive Modalities

- Incorporates lessons and research from *The Emotional Body* text, and or supports the text as a valuable resource for continued study and practice
- Incorporates lessons and resources informed by practices like the Feldenkrais Method to help learners explore and understand somatic sensing
- Incorporates lessons and resources informed by practices like the Estill Voice Technique to help learners explore and understand how the voice connects to emotional expression

Dedication to Supporting a Safe, Ethical, and Inclusive Learning Environment

- Demonstrates the ability to create and maintain a safe, ethical and inclusive environment for all participants
- Anticipates and reviews 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
- Models effective use of verbal instructional methods that are physically accurate and provides learners with the space to remain within somatic explorations of emotion regulation
- Supports the practice that on the rare occasions when physical contact is necessary, consensual or permitted touch practices are respectfully applied
- Calmly and efficiently assists 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
- Develops and applies 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
- Demonstrates 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.