Leora Gaster presents the connection between ATM and FI

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https://www.youtube.com/watch?v=Wz5xWeStCG0

I want to talk a little bit about the structure between ATM and FI

You know that ATMs are divided into two parts: 1. the instructions of position and movement and 2. what we call InBetweens (IBTs©), which are guidelines of what to pay attention to - the awareness. These are questions which guide attention to what to feel in relation to the floor or chair and specific places and sequences along your body, etc.

The IBTs are what sets this work apart from other movement disciplines, exercises and therapeutic methods. Our work uses movement to *learn about oneself*, rather than a way to produce 'correct' or 'ideal' positions, postures or movements. Therefore, these questions must be selected with care and intelligence.

Since our work addressed the entire system and patterns within it, and everything is connected, one can direct attention to a million places and combinations. So, how do you decide where to direct the attention, or awareness, when you present an ATM or an FI?

If you say too much you create confusion and overload, so you limit your IBTs to those that will guide best toward your goal, and prioritize according to the Key Principle© (see MBS Academy Key Principles *[1]) you want to teach through the lesson. This is also why you never need to get to the end of a sequence. This is really not about the movement, but what insight about yourself you gain from it's exploration.

You also want to consider the complexity of the movement and the level of your students, but this is secondary. If you assume the students are new to the work, you can never go wrong. Getting to basics is always effective. Simplest is best.

We recommend limiting your IBTs to 3 at most for any movement, and prioritize by complexity (for example: you will focus on breathing before eyes) and, usually some IBTs carry through several movements of a sequence. For example: Contact with the floor, chair or wall is always critical, because they provide the more objective and, therefore clear feedback.

You select and prioritize your IBTs according to the following guidelines:

1. Easiest: you want to give people tasks in which they can succeed. This makes them better students, because they feel good about themselves and are eager for more.
2. Fitting the Key Principle of learning for the ATM you select. (Specific ATMs convey specific learning points or Key Principles and those are divided into: neurological, physiological and psychological*[1])
3. Each IBT builds on the one before it, so that the complexity increases by tiny increments, ensuring success.

Teaching and Learning is a communication. We want the student to learn something about themselves. So we need to know which ATM or FI to use, since FI is a nonverbal ATM.*[2]

 In terms of the Key Principle of an ATM, I want to be clear about the message I am communicating - the teaching point, the focal point.

As an example, let's take the ATM *Head Up and Down* to illustrate the interchangeability and parallels of ATM and FI.

In this ATM *Head Up and Down*, we address the Key Principles of 'Differences' and 'Distribution of Work' through contact with the floor, which ultimately convey the very important message: 'You are Your Own Best Teacher'.

To translate this movement to FI: you place your hands on both sides of the student's pelvis and rock it a tiny bit back and forth (Have the student do it first, as you want to get clear and familiar with their way. Next you do it together, and then you lead). If you stay with this movement and focus for a minute, you can feel directions and changes in pressure on the floor, through their pelvis. This is the same thing as asking verbally: 'How does your weight shift on the floor?' 'Are you shifting your weight more on the right or more on the left?' 'How does the contact on the floor change?'

It is the same thing if I ask about the breath and movement in the ribs: I know that when you look down and up the relationship of the back to front changes. In an FI, I put my hands on both sides of the ribs and the feedback brings awareness/ attention to those places. Can I feel directions and when she breathes in and out? Can we notice what directions the ribs move? My hands give the feedback, so we are communicating about it. It is the same as asking in an ATM: 'What gets closer together?' 'What moves farther apart?' 'In what direction do you feel the ribs move'?

This selecting process and prioritizing IBTs is not a theoretical or academic exercise, it practically and effectively determines the way you work and makes your messages and teaching much clearer and more direct – in both ATM and in FI.

In both cases, we start with what is clear, obvious and easy to discover through this movement. Although every part of the system is always included – thought and action – we want to use each movement according to what it is best designed to teach, by directing attention to places which are clear and pivotal for success. Later on, or for more advanced students, we can go into further details, although always thinking through the IBTs and prioritizing carefully. It is never a good idea to throw every IBT in every pot, which makes a big soup, rather than a gourmet dish.   We want to be clear and effective, and as Moshe said: '…*easy will become elegant*'

*1 : MBS Core Principles©

*2: ATM & FI Connection