Nicole Rafferty

Alexander Technique

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**Lessons**

Each lesson, either private or group, may consist but is not limited to any of the following activities outlined below.

* Sitting and standing work: the student will work on the principles of inhibition and direction through the basic movements of standing and sitting. The teacher will aid in this learning process by applying her hands to different areas of the student’s body. Encouraging the student to lengthen and widen.
  + The purpose of this activity is to help the student work on inhibiting, or providing himself or herself with a sufficient amount of mental space to think about the physical action of either standing or sitting. This space allows the student the opportunity to consciously reason out the best way in which to move, instead of relying on the habitual movements that the student uses to normally function. It is important to bring these movements in to a realm of conscious awareness because doing so allows the student to change any habit that may be causing them harm or pain.
* Lunge: the student will be aided by the teacher to take a position of movement in which one foot is in front of the other, and there is a slight bend of the torso forward.
  + The purpose of this activity is to allow the student to explore various ways of moving and bending. In many circumstances (but not all) the teacher will choose to do this exercise if the student finds themselves standing with one foot in front of the other, if the teacher would like to work with the students connection with the entirety of the students back, or the teacher/student wants to explore the movement.
* Monkey: the student will be aided by the teacher through a position of movement in which the students feet will be evenly spaced apart from each other, as the student allows their knees to go forward, while their hips and back go back away from their head, which is going forward and up from their back.
  + The purpose of this activity is to explore various bending motions. The teacher may decide to do a monkey while in the process of seating or to explore ways to pick something up from the floor.
* Table Work: This activity provides the student with the opportunity to be at rest and work on inhibition. During this activity a student will lie down on a table with their knees pointed toward the ceiling and with their feet on the table. In this activity the teacher will move various parts of the students body, all the while encouraging the student to lengthen and widen by having the student inhibit helping the teacher move their arms or legs.
  + The purpose of this activity is to calm the students nervous system to allow the teacher to provide the student with a new kinesthetic experience that may show the body that it can move in a different way and move with less muscular tension.
* Working in activity: The teacher will show the student in this activity how the Alexander principles maybe applied, for the betterment, of an activity that commonly happens in the student’s life. This daily activity may range from brushing ones teeth to playing a musical instrument to a particular dance move or to reciting lines from a play.
  + The purpose of this activity is to provide the student with the realization that the Alexander principles may be applied to many aspects of the student’s life and that by using what the student knows about awareness, inhibition, and direction they can improve many aspects of their life through their own efforts.
* Walking: A teacher will help a student explore the movement of walking by aiding the student in noticing any excessive tension or patterns of movement that may or may not be beneficial to the functioning of the whole individual. Once again the teacher will aid the student by using their hands to guide the student into length and width while the movement is occurring.
  + As walking is a common occurrence in everyone’s lives it is sometimes interesting to bring awareness, inhibition, and direction in to the activity, in order to become aware of any excessive tension that maybe causing an individual pain or discomfort.

Group Lessons

* Group lessons may consist of any of the activities above however, there is less teacher to student contact and their would be more group based activities in which the students would be charged with exploring and noticing how they are moving or how their classmates are moving.

**Objectives-**

With lessons a student should be able implement and understand the basic principles of the Alexander Technique in multiple facets of their lives.

* Conscious Guidance and Control- is the ability to apply awareness, inhibition, and direction to the multiple facets of an individual’s life. Allowing them to make conscious decisions regarding their physical movement and mental processes.
* Awareness: The ability to bring conscious attention to an individuals physical and/or mental actions and behaviors.
* Inhibition: Is the ability to provide oneself with the mental space to choose to do or not to do an action, as well as, how to do the action. In order to inhibit, a student is provided with a stimulus, (a stimulus can range from someone talking to them or an impulse either given from without or within to perform a certain action,) the student then takes a brief moment before reacting to the stimulus to consider their choices and decide how they are going to accomplish an action.
* Direction: Directions are a series of mental instructions generally associated with a specific desire for the body to move in a particular direction. Directions are given after the student inhibits and may allow the student to move in a way that is outside of the student’s habitual pattern of movement.
* End-gaining: An individual is end-gaining when the individual has a goal and uses a ‘by whatever means necessary’ approach to reach that goal. The Alexander Technique focuses on getting individuals to notice when they are end-gaining and tries to allow the individual the opportunity to choose the best means to reach their goal. Alexander teachers stress the importance of noticing when an individual is end-gaining because, often, when an individual end-gains they will choose a series of actions that may attain their goal but may cause them physical or mental harm in the process.
* Faulty Sensory Perception: Is when an individual perceives that they are physically doing one thing when in fact the individual is doing another. For example, an individual may experience faulty sensory awareness when they believe they are standing with their hip in line with the rest of their back, when in actuality they are standing with their hips slightly forward.

**Attendance**

Attendance is required for every scheduled lesson unless the teacher or the student cancels the lesson.

**Cancellation Policy**

Both the teacher and the student are required to cancel lessons more than 12 hours before the upcoming lesson. If the student does not inform the teacher in a timely fashion that they will not be attending their lesson the student is **required to pay for that missed lesson.**

**Makeup Lessons**

If a student cancels in a timely fashion and wishes to make up that lesson the teacher will make every attempt to find time for the makeup lesson in her schedule.

**Disclaimer**

Even though Alexander Technique has been known to aid in relieving certain physical and mental discomforts it is not to be substituted for proper medical care. If at any time during the lesson a student feels pain or unease the student should immediately inform the teacher.

**Payment**

Payment is required at the beginning of each lesson, either in the form of check or cash.

**45 min= $65**

**1:30 group class= $40 per person (groups are a minimum of 3)**

**Set of ten lessons= $585 (paid in advance)**

**It is necessary in all lesson formats for the teacher to have her hands on the student. When the teacher places her hands on she is trying to provide the student with a new kinesthetic experience, while at the same time helping the student move in such a way that allows them to prevent their habitual pattern of movement. (The teacher may apply their hands to areas that may include but are not limited to head, neck, back, top of the pelvis, knees, feet and legs.) By signing below the signer has read and understands the preceding document.**

**I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Understand and Agree with all the terms of Nicole Rafferty’s Alexander Technique Lesson contract.**

**Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent**(if applicable)**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact Information**

**Parent’s Name**(if applicable) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent’s Phone Number**(if applicable) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent’s Email address**(if applicable)  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent’s Email address**(if applicable) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student’s Phone Number (optional) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Photograph & Video Release Form

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hereby grant permission to the rights of my child,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s, likeness and sound of my child’s voice or other personal information (ex. name, appearance, etc.) as recorded on audio or video tape without payment or any other consideration. We understand that my child’s image may be edited, copied, exhibited, published or distributed and waive the right to inspect or approve the finished product wherein my child’s likeness appears. Additionally, my child and I waive any right to royalties or other compensation arising or related to the use of their image or recording. My child and I also understand that this material may be used in diverse educational settings within an unrestricted geographic area.

Photographic, audio or video recordings may be used for the following purposes:

* Advertising/ promotional material
* educational presentations or courses
* informational presentations
* on-line educational courses
* educational videos

By signing this release I understand this permission signifies that photographic or video recordings of my child may be electronically displayed via the Internet or in the public educational setting.

I will be consulted about the use of the photographs or video recording for any purpose other than those listed above.

There is no time limit on the validity of this release nor is there any geographic limitation on where these materials may be distributed.

I recognize that I reserve the right to have the photographic, audio or video recordings of my child removed at any time. In order, to have the photographic, audio or audio recording I must contact Nicole Rafferty either vie email or phone and provide at least one week for my request to be completed. After making the request Nicole Rafferty will remove all photographic, audio or video recordings that she personally uploaded or used for educational or promotional purposes.

Finally, I observe that any previous verbal consent provided for the use of my child’s photographic, audio or video image recordings is valid and is subject to the same conditions discussed in this consent form.

By signing this form I acknowledge that I have completely read and fully understand the above release and agree to be bound thereby. I hereby release any and all claims against Nicole Rafferty or organization utilizing this material for educational/promotional purposes.

Full Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Street Address/P.O. Box\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prov/Postal Code/Zip Code\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If this release is obtained from a presenter under the age of 19, then the signature of that presenter’s parent or legal guardian is also required.

Parent’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_