

## Skills Self-Assessment for BCTA/NA Approved Teacher Application

The Self-Assessment is designed to help you identify your strength levels in specific skill areas. Please understand that many of these skills take years to develop. The purpose is to bring awareness to your present strengths and areas of growth. Be kind to yourself and hold yourself with loving curiosity.

Please complete the self-assessment quickly without over thinking. Intuitively assign a number to each item from the number scale below. If there are unfamiliar areas, just answer with a '1'.

Assign a number from 1 to 5 and place it on the line in front of each of the skills listed below.

**1** = I am not familiar with this skill

**2** = I've been introduced to this skill and haven't developed it yet

**3** = I am gradually working on this skill

**4** = I am currently actively developing this skill

**5** = I feel integrated and competent with this skill

### Skills Assessment List

- Maintaining presence
- Maintaining witness perspective
- Maintaining my center

### Orienting to:

- Time
- Space
- Midline in myself
- Physical Presence
- Relational Field

### Establishing appropriate contact and space:

- Attention/intention
- Physical body in relationship to the clients, teaching staff and students
- Energetic relationship
- Direct touch
- Non verbal
- Verbal
- Eye contact
- Auditory contact
- Kinesthetic contact

### Resources:

- Establishing resources for individuals and the class as a whole
- Noticing the balance between an under – resourced and resourced system
- Reinforcing and encouraging resources
- Identifying and supporting survival skills
- Supporting clients, students and a classroom to self-integrate
- Connecting present resources to trauma memory
- Supporting the client to work in manageable units (titration, modulation or pendulation skills)

### Mirroring / reflecting skills:

- Somatic mirroring
- Verbal mirroring / reflective listening
- Know when appropriate to refer clients to other practitioners

## **Tracking Skills:**

### **Pacing / Tempo- the ability to modulate your internal tempo/pace to the therapeutic needs of the client or group**

- Slow down
- Speed up
- Match client tempo

### **Tracking subtle energetic cues and changes:**

- Tracking activation
- Tracking discharge
- Tracking completion
- Tracking shut-down
- Tracking compressive patterns
- Tracking vectors
- Tracking autonomic nervous system shifts

### **Tracking gross physical movement patterns:**

- Slow incremental movement
- Interruptions in continuity
- Integrated movements
- Prenatal movement patterns
- Birth movement patterns

### **Tracking autonomic responses:**

- Social Nervous System
- Sympathetic responses
- Parasympathetic responses
- Tracking activation stimuli and activation cycles
- Tracking resourcing stimuli and resourcing cycles
- Tracking discharge cycles and discharge behaviors

### **Tracking and identifying physiologic visual expressions / somatic cues:**

- Facial expressions
- Eyes
- Facial tension
- Body tone – hypo / hypertonicity
- Noticing birth sequence related movements

### **Tracking states of consciousness – Presence vs. Dissociation:**

- Quiet presence
- Freeze response
- Active alert – fight or flight
- Shock imprinting / shock affect
- Client Sensory processing and the ability to integrate what's happening outside and what's happening inside

## **Psychological skills**

- Managing containment
- Helping clients/students to identify and clarify their emotions like joy, sadness, grief and anger
- Identifying and tracking states / patterns of dissociation

### **Verbal skills**

- Verbally creating a safe container
- Active listening with presence
- Reflective responding
- Verbally supporting resources
- Verbally bringing presence through open ended questions
- Verbally holding boundaries
- Verbally clarifying intention
- Verbally supporting the person to speak and acknowledge their needs
- Verbally bridging the student and the group

### **Biodynamic Craniosacral Skills - Tracking primary tides and biodynamic impulses:**

- Cranial Rhythmic Impulse (CRI)
- Mid tide
- Long tide
- Dynamic Stillness
- Primal Midline (Notocord)
- Quantum Midline (Energetic Origin Midline and chakras)
- Potency welling

### **Tracking fluid tide behavior**

- Still Points
- States of Balance
- Building potency / resourcing
- Lateral Fluctuations
- Shapes of experience
- Inertial Fulcrums
- States of balanced membranous tension
- Pattern reorganization / tide establishing a new level of organization
- Shut Down (Tide response to overwhelm)

### **Tracking fluid tides as they express Life Force in various physical systems:**

- Overall sense of fluid, tissue and energy
- CSF
- Physical fluid systems – blood, lymph, synovial fluid
- Nervous system
- Connective tissue
- Bony structures / joints
- Organ systems

### **Tracking fluid tides**

- Sit in the long tide and track its ebb and flow within myself
- Track and hold the long tide rhythm within myself as a reference wave to counterbalance faster and discordant rhythms
- Track fluid tides and autonomic functioning that support entrained states in a group setting

### **Identifying and tracking Cranial lesion patterns:**

- Recognizing lesion patterns from birth
- Recognizing lesion patterns of adult origin
- Recognizing physiological SBJ patterns
  - Flexion-Extension
  - Torsion
  - Side bending rotation

- \_\_\_ Recognizing non- physiological SBJ patterns
  - \_\_\_ Vertical Sheer
  - \_\_\_ Lateral Sheer
  - \_\_\_ Compression
  - \_\_\_ Traction/suction patterns from vacuum extraction

\_\_\_ **Recognizing birth related patterns and imprints in present life**

- \_\_\_ Traumatic patterns
- \_\_\_ Medical intervention patterns
- \_\_\_ Lie side
- \_\_\_ Four stages of birth from the baby's perspective
- \_\_\_ Stage four post birth sequence
- \_\_\_ Stage four self- attachment sequence
- \_\_\_ Stage four bonding
- \_\_\_ Umbilical affect and toxicity
- \_\_\_ Third ventricle ignition
- \_\_\_ Overall sense of the birth movement and sequence
- \_\_\_ Occipital triade, T1 / T2 / T3
- \_\_\_ Birth cranial molding patterns
- \_\_\_ Conjoint sites and pathways
- \_\_\_ Conjoint pathways and movement patterns
- \_\_\_ Birth stage / pelvic shape patterns

\_\_\_ **Recognizing prenatal related patterns and imprints in present life**

- \_\_\_ Conception ignition
- \_\_\_ Tube journey
- \_\_\_ Implantation
- \_\_\_ Discovery of pregnancy by the parents
- \_\_\_ Recognition of prenatal metaphors
- \_\_\_ Recognizing prenatal lesion patterns

**Group Dynamic Skills: Preparing and supporting the classroom**

- \_\_\_ Stating, clarifying and holding the form or structure for the group
- \_\_\_ Creating a field that develops safety, clarity and mutual support
- \_\_\_ Building cooperative behaviors in the classroom
- \_\_\_ Building safety in the classroom
- \_\_\_ Resolving conflicts within the classroom
- \_\_\_ Establishing harmonic resonance and entrainment states within the classroom
- \_\_\_ Supporting healthy contact, boundaries and connection in the classroom
- \_\_\_ Establishing, clarifying and supporting clear intentions for participants in the classroom
- \_\_\_ Supporting appropriate choices
- \_\_\_ Effectively tracking and including the class as a whole when an individual is sharing or processing
- \_\_\_ Identifying and clarifying when group members take on family or other role functions for each other
- \_\_\_ Supporting participants to develop effective, creative and compassionate ways to shift power struggles into cooperative productive creative relationships
- \_\_\_ Recognizing, naming and tracking merged states of being and behaviors
- \_\_\_ Recognizing, naming and tracking differentiated states of being and behaviors
- \_\_\_ Supporting individuals in building and strengthening healthy bonds and attachment in life and with each other
- \_\_\_ Supporting individuals in knowing they have needs, a right to have needs and may request to get them met- modeling secure attachment
- \_\_\_ Recognizing and naming when there are issues with inappropriate power

### **Differentiation skills**

- Identification of over-coupled experiences that relate to past emotions, thoughts, sensations and energies that are triggering inappropriate responses in the present moment
  - Support client to witness self and integrate
  - Identifying recapitulation patterns
- Identification of under-coupled experiences
- Identification of transference patterns and issues in relationships to clients, students, teaching staff and the classroom
- Identification of counter-transference patterns and issues: Translating counter-transference activations into therapeutic behaviors that serves the client, students, teaching staff, classroom and yourself
- Identification of projection patterns and issues in relationship to clients, students, and teaching staff
- Identification of visual, auditory and kinesthetic tendencies in clients, students, staff and classroom
- Supporting client to integrate new awareness and learning within themselves
- Empathy / ability to modulate your empathy to the client's ability to integrate
- Naming double binds (damned if you do, damned if you don't thought patterns) so they can resolve
- Understanding and supporting appropriate roles for individuals in the context of the training that which may be affected by their family system orientation. Whose job is it?

### **Support Systems**

- Have you set up and are you maintaining healthy support systems for yourself?
- Do you have access to and use supervision for your professional practice?
- Do you have a community referral list to refer clients who have therapeutic needs beyond the scope of your practice or skill?

This assessment is modified from the Self-Assessment template generously offered by Ray Castellino.