

Castellino Prenatal and Birth Training

Skills self assessment list:

This exercise is designed to help you identify and focus on specific skill areas so that you can more efficiently learn the work. Many of these skills take years to develop. As you read the assessment, assign a number from the scale below. Do it quickly without thinking. Just zip through and put a number down that intuitively feels right. This exercise is not for you to judge yourself!!! It is designed to help you identify and focus on skills that support you to improve your abilities. Do not be surprised to find several areas below that you do not know about or are unable to define. For those, just answer “1”. Be kind to your self.

Underlined words are categories. Place a number before every dot.

Assign a number from 1 to 5 for each of the skills below.

- 1 = I don't know about 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

Basic skills

- Holding quiet presence
- Holding witness perspective
- Centering

Orienting to:

- Time
- Space
- Anatomic position

Positioning at an appropriate distance:

- Your attention
- Your physical body in relationship to the client / family or group

Establishing contact / negotiating contact:

- Energetic
- Direct touch
- Non verbal
- Verbal
- Eye contact
- Auditory contact
- Kinesthetic contact

Resources:

- Establishing resources with client
- Reinforcing and encouraging resources
- Identifying and supporting survival skills
- Support client to integrate self.
- Recognizing past resources and how they may or may not be useful in present
- Connecting present resources to trauma memory
- Supporting client to work in manageable units (titration skills)

Mirroring / reflecting skills:

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

Tracking Skills**Pacing / Tempo (ability to modulate your internal tempo/pace to the therapeutic needs of the client or group). Includes ability to:**

- Slow down
- Speed up
- Match client tempo

Tracking subtle energetic cues and changes:

- Primary qualities of energy:
 1. Triune function of the Gunas - airy, fiery, watery;
 2. Chakra system and the 5 elements - ether, air, fire, water, earth.
- Compression vector patterns
- Traction vector patterns.
- Energetic bubbles in space (compartmentalization's often associated with anesthesia)

Tracking gross physical movement patterns:

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

Tracking and identifying movement sequences:

- Intention
- Preparation
- Movement or action
- Follow through
- Integration
- Tracking therapeutic edge / warble

KEY: Assign a number from 1 to 5.

1 = don't know about this skill.
 2 = introduced haven't developed it yet.
 3 = gradually working on this skill.
 4 = currently actively developing this skill.
 5 = integrated and competent with this

Tracking autonomic responses:

- Social Nervous System
- Sympathetic responses
- Parasympathetic responses

- Tracking healing or counter vortex / trauma vortex (Levine)
- Tracking activation stimuli and activation cycles
- Tracking resourcing stimuli and resourcing cycles
- Tracking leading edges, warbles (Levine), discharge cycles and discharge behaviors

Tracking and identifying physiologic visual expressions / somatic cues:

- Facial expressions
 - Eyes
 - Facial tension
 - Mouth
- Body tone
 - Hypo / hypertonicity
 - Normal tone

- Tracking birth sequence from inside to outside
- Tracking Stage four post birth sequence
- Tracking self- attachment sequence

KEY: Assign a number from 1 to 5.

1 = don't know about this skill.
 2 = introduced haven't developed it yet.
 3 = gradually working on this skill.
 4 = currently actively developing this skill.
 5 = integrated and competent with this skill.

Tracking states of consciousness:

- Quiet presence
- Quiet alert
- Active alert
- Fight or flight
- Shock imprinting / shock affect

- Tracking the direction of attention--toward inside or outside

Identification Skills**Identifying client's present behavior in relationship to:**

- Stress matrix
- Optimal
- Active alert
- Fight or Flight
- Shock imprinting

Identifying:

- Shock imprinting or Transmarginal stress
- Overwhelm
- Stress transition states

Identifying brain function in relationship to behaviour.

- Brain stem survival behaviors
 - Midbrain sensory filtering activity
 - Limbic emotional system behaviors
 - Neocortical behavior
 - Brain lateralization behaviors / crossing midline behaviors
 - Support client to witness self and integrate through their brain functions
- Identifying coex systems and recapitulation patterns

Identifying birth stress imprinting and consequences in present life.

- Normal physiologic imprinted patterns
- Traumatic imprinted patterns
- Technological imprinted patterns
- Birth sequences

Identifying postural patterns

- Prenatal / developmental imprinted postural patterns
 1. Involutionary postures
 2. Evolutionary postures
 3. Conception posturing
 4. Tube journey
 5. Implantation
 6. Discovery
 7. T1 / T2 / T3
- Birth imprinted patterns
 1. Lie side
 2. Birth stage / pelvic shape patterns
 3. Birth cranial molding patterns
 4. Stage 4 imprinted patterns

KEY: Assign a number from 1 to 5.

1 = don't know about this skill.
 2 = introduced haven't developed it yet.
 3 = gradually working on this skill.
 4 = currently actively developing this skill.
 5 = integrated and competent with this skill.

Identifying stage specific conjunct sites and conjunct pathways.

- Be able to activate conjunct sites and pathways
- Be able to work leading edges and support resources as client explores conjunct sites, conjunct pathways and movement patterns.

Psychological skills

- Managing containment
- Managing catharsis
- Identification and clarification of emotions, joy, happiness, sadness, grief, anger, frustration, and rage.
- Identifying and tracking states of dissociation and patterns.
- Effectively using the reverse dialogue approach for coaching parents, workshop participants.
- Accurately voicing the child's or infant's voice

Verbal skills

- Choice of simple accurate reflective language
- Reflective listening
- Active listening
- Verbally supporting resources
- Verbally holding boundaries
- Verbally clarifying intention
- Verbally supporting the person to lead
- Verbally bridging the child and the parents
- Verbally bridging the client and surround in a Process Workshop

KEY: Assign a number from 1 to 5.

1 = don't know about this skill.
 2 = introduced haven't developed it yet.
 3 = gradually working on this skill.
 4 = currently actively developing this skill.
 5 = integrated and competent with this skill.

Differentiation skills

- Identification of undifferentiated states of consciousness
- Identification of differentiated states of consciousness
- Identification of over-coupled constellations (Levine)
- Identification of under-coupled constellations (Levine)
- Recognition of prenatal and birth symbolism
- Identification of transference patterns and issues in client
- Identification of counter-transference patterns and issues:
 Translating counter-transference activations into therapeutic behaviors that serves the client and yourself
- Identification of visual, auditory and kinesthetic tendencies in client
- Supporting client to integrate new awareness and learning within themselves
- Empathy / ability to modulate your empathy to the client's ability to integrate.

- Identifying, naming and decompressing double binds.

Craniosacral Skills

Fluid tides

Tracking four primary tides:

- Longitudinal tides
 - Adults 8 - 12 / min
 - Infants 14 - 18 / min
- Potency tide
 - Adults 2 _ cycles / min
 - ? New born 3 _ cycles / min
- Long tide (consistent with healthy autonomic cycling.
 - 90 sec to 120 sec (traditionally thought)
 - 2 _ min cycles (my findings with prenatal and birth regression states and nursing.)
- Expansion tide: Continuous expansion with an impulse booster every 15 min.

KEY: Assign a number from 1 to 5.

1 = don't know about this skill.
 2 = introduced haven't developed it yet.
 3 = gradually working on this skill.
 4 = currently actively developing this skill.
 5 = integrated and competent with this skill.

Tracking fluid tide behaviour

- Still Points [Builds potency / resourcing]
- Lateral Fluctuations [Pattern reorganization / tide establishing a new level of organization.]
- Stops [Tide response to trauma and low potency]

Tracking fluid tides as they express life force in various physical systems:

- Through body fluids and tissues
- Physical fluid systems
- CSF
- Nervous system
- Connective tissue
- Bony structures
- Articulations
- Organ systems

Tracking fluid tides

Sit in the long tide and track its ebb and flow within yourself.

1. Track fluid tides and autonomic functioning that support the discovery of entrained states in the family system.
2. Track and hold the long tide rhythm within yourself as a carrier wave and reference wave for faster and discordant rhythms.
3. Track the long tide in relationship to bonding and attachment behaviors.
4. Track the long tide in relationship to baby / mother nursing and feeding patterns with mother and other caregivers.

Cranial sacral lesion patterns / identifying and tracking:

- Recognizing origins of lesion patterns from:
 1. Prenatal
 2. Birth
 3. Post birth
 4. Adult

- Physiologic patterns at SBJ
 1. Flexion
 2. Extension
 3. Torsion
 4. Side bending rotation
 - Non-physiologic patterns
 - Shear or strain patterns
 1. Vertical strain
 2. Lateral Strain
 3. Compression
 - Traction (from vacuum extraction)
- Integrating energetic proprioceptive cues with visualization of body physiology

KEY: Assign a number from 1 to 5.

1 = don't know about this skill.
 2 = introduced haven't developed it yet.
 3 = gradually working on this skill.
 4 = currently actively developing this skill.
 5 = integrated and competent with this skill.

Tracking (Sills)

- Shapes,
- Fulcrums,
- Points of balanced tension

Group Dynamic Skills

Preparing and supporting the womb surround

- Stating, clarifying and holding the form or structure for the group
 - Supporting the womb surround to develop safety, clarity and mutual support.
 - Building cooperative behaviors in womb surround.
 - Building safety in womb surround.
 - Resolving conflicts within the womb surround.
 - Establishing entrained states within the group.
 - Supporting healthy contact, boundaries and connection with in the womb surround.
- Establishing, clarifying and supporting clear intentions for participants in the workshop.
 - Effectively tracking and including members of the womb surround when an individual is having a turn.
 - Identify, name and clarify 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

Family Dynamic Skills

- Tracking individuals within their family system.
- Identifying roles within a family system.
- Understanding and supporting appropriate roles for infants, children and parents within the family unit. Whose job is it?
- Supporting infants and parents in building and strengthening healthy bonds and attachment with each other.
- Supporting parents in the infant-centered therapy model.
- Establishing harmonic resonance and entrainment with a family, group or small groups of adults.
- Supporting healthy contact, boundaries and connection with in the womb surround.
- Recognizing and naming when parents inadvertently give their child inappropriate power.
- Supporting parents to give their children age appropriate choices.
- Recognizing and naming parent child power struggles.
- Supporting parents to develop effective, creative and compassionate ways to shift power struggles into cooperative, productive, creative relationships within their families.
- Translating counter-transference material into useful therapeutic activities.

KEY: Assign a number from 1 to 5.

1 = don't know about this skill.

2 = introduced haven't developed it yet.

3 = gradually working on this skill.

4 = currently actively developing this skill.

5 = integrated and competent with this skill.

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?
- Do you refer clients to other practitioners?

Facilitating Various Ages / Individuals / Groups / Families

Assess your level of competence in working with each of the following:

- Preconception parents
- Prenatal adults
- Prenate
- Birth assisting
- Newborn
- Baby
- Mobile baby crawling
- Toddler
- Child
- Teenager
- Adult
- Growth oriented adult resourced
- Adult with abuse history
- Individual therapy
- Group process

KEY: Assign a number from 1 to 5.

1 = don't know about this skill.

2 = introduced haven't developed it yet.

3 = gradually working on this skill.

4 = currently actively developing this skill.

5 = integrated and competent with this skill.