



Australian Breathwork Association

Breathwork Training Standards

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Change Record

Revision	Date	Change
1.0	2/10/17	Final Document for ratification by ABA Committee and first Issue – Ratified 18/10/17
2.0	11/6/18	Formatted and numbered as part of standardising all ABA documents
3.0	28/6/19	Revised to amend Group Facilitator Training as agreed by ABA trainers, Training Standards Subcommittee and ratified by ABA Committee on 21/6/19
4.0A	8/9/20	Review to update TRAINER minimum standards as per the ABA Training Standards Subcommittee

Related Documents

Version	Document	Description
18/12/16	NA	Australian Breathwork Association Constitution
5/5/17	NA	Australian Breathwork Association Constitution Section 6 Training Standards Only
11/8/17	NA	GPBA website Module 11 - http://breathworkalliance.com/about-ibta/training-standards
Current	ABA-GB-001	ABA Constitution
Current	ABA-GB-009	ABA Code of Supervision
Current	ABA-GB-010	ABA Code of Continuing Professional Education (CPE)

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Purpose and Scope

The purpose of this document is to outline the minimum training standards required for professional membership and training endorsement by the Australian Breathwork Association (ABA).

In the context of this document Breathwork includes any modality where breathwork practitioners, group facilitators and trainers, offer conscious connected breathing as a primary form of transformation, in line with the ABA training standards and curriculum.

PRACTITIONER TRAINING STANDARDS

A Breathwork Practitioner has the demonstrated ability to conduct Breathwork consultations for individual clients. A Breathwork Practitioner may deliver Breathwork groups under the supervision of an ABA Breathwork Trainer.

This ability must be demonstrated by the successful completion of a Breathwork Practitioner Training course of a minimum of 450 hours with assessment of knowledge and skills.

The trainings must include theory, personal experience and professional practice working individually with clients.

1. Theory: Refer to Practitioner theory subject material in this document; and
2. Personal Experience: must include a minimum number of 30 Breathwork sessions as sitter, and 30 Breathwork sessions as breather; and
3. Professional Breathwork Preparation: must include a minimum of 20 client consultations, facilitated by the student under the supervision of an ABA Breathwork Trainer.

Practitioner Theory Subject Material

The requirements and guidelines outlined here for the ABA are in alignment with International Standards and have been adapted from the Global Professional Breathwork Association, Item 11 – Modules (2003)

A Breathwork practitioner training SHALL cover the content included in the following nine units of learning.

Please note that:

- a. trainers are free to choose the depth of coverage of each topic i.e. it can be in depth or very rudimentary.
- b. the unit purpose and intention contains the guiding principles and context for the topics.

The units are not listed in any particular order and the order does not indicate any value judgment or priority.

How to interpret the following Practitioner Theory Units:

Where examples have been offered in the unit content they are intended as examples only and the trainer can include, delete or add their own topics in line with their own Breathwork style.

When interpreting the content of a unit please refer to Unit Purpose and Scope to provide context for that topic.

UNIT 1: Practitioner Attributes and Qualities

Unit purpose and intention: To clarify the necessary personal attributes and qualities that allow and enable a practitioner to support the Breathwork process. (Students need to understand that these qualities are required as a Practitioner).

- Capacity for Self-care - personal and professional
- Open heartedness and compassion
- Clarity of intention
- Trusting Intuition
- Presence (holding the space)
- Awareness
- Self-esteem
- Self-compassion
- Personal Motivation
- Responsibility and self-responsibility
- Social and cultural sensitivity
- Independence/ Autonomy

- The ability to be active within the training environment and within a community or group of people in the Breathwork community.
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UNIT 2: The History and Development of Breathwork

Unit purpose and intention: To situate Australian Breathwork in its historical and professional context.

- History of Breathwork, to the extent honoring and acknowledging the place of the following in the modern Breathwork context – for example, yoga, Babaji, Sonda

Ray, Leonard Orr, Stan Grof, shamanic and indigenous practice –Breathwork Trainer’s Lineage

- National body – ABA (or equivalent body in country of operation)
- International professional bodies – for example GPBA, IBF
- Breathwork Research and Breathwork Literature

UNIT 3: Breathing Mechanics - how does the breath work

Unit purpose and intention: To provide basic knowledge of the anatomy of breathing and those elements which enhance or inhibit breathing.

- A rudimentary understanding of the anatomy and physiology of the respiratory system
- Contraindications for certain Breathwork styles
- Client Suitability
 - Conditions pertinent to breathing safety, for example heart conditions, kidney conditions, etc
- Awareness of client medical conditions and potentially mind altering medications
Analysis of breathing – for example, tetany, hyperventilation
- Elements of the Breathwork experience – for example, prana, chemical changes, armouring, altered states
- Benefits and limitations

UNIT 4: The Business of Breathwork

Unit purpose and intention: To ensure understanding business requirements in a Breathwork Practice.

- Establishing a practice
- Professionalism
-
- Record keeping – for example client records
- Referral protocol – for example, when, where and if to refer
- Financial responsibility and a rudimentary awareness of Account keeping
- Clarity with payment for Breathwork sessions
- Marketing as a Practitioner
- Legal requirements – for example privacy act, child protection act, mandatory reporting (student to be aware that they are to understand legal requirements in their country of operation)
- Insurance (student to be aware that they are to understand Insurance requirements in their country of operation)
- Venue – for example privacy, parking, accessibility

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UNIT 5: Breathwork and Breathwork Sessions

Unit purpose and intention: To provide a comprehensive description of the elements involved in Breathwork.

(This unit will be adapted to suit the particular type of Breathwork being taught)

- Conscious Connected Breathing (CCB) technique
- Variety of Breathwork techniques, styles and approaches, for example, rebirthing, vivation, holotropic, five elements
- Types of Breathwork for example dry, water, mirror, eye gaze, group
- Cycles and Stages of a Breathwork session - CCB, activation, resolution and integration
- Content of a Breathwork session including:
 - Pre and Perinatal experiences
 - Family of origin issues
 - Impact of belief structures
 - Existential issues
 - Transpersonal experiences
- Boundaries and permission
- Touch, movement and verbal interventions
- Consultation, interviews and record keeping
- Energy Theory and practice: Reading energy, and the role of energy as a vehicle for thoughts and emotions, moving energy with the breath - theory and practice
- Physical changes during breathing cycle, for example, pain, yawning, ecstasy, tetany, suspended breath, breathing deviations
- Staying with the client throughout – physically, intellectually, emotionally, energetically and intuitively

UNIT 6: Breathwork within Theoretical, and Cultural Context

Unit purpose and intention: To situate Breathwork in the broader mental health, personal growth and spiritual cultural contexts.

- Situate Breathwork within the follow:
 - Creative power of thought and beliefs
 - Main schools of psychological thinking - for example psychodynamic, behavioural, person centred, transpersonal, Buddhist, yogic
 - Theories of human development and behaviour - for example Freud, Erickson, Rosenberg, Jung, Grof, Maslow, Piaget, Greer
 - Shamanic and indigenous practice
 - Spiritual and/or Religious practices and philosophies
 - Personality theories

- Body Psychotherapies, for example somatic experiencing

UNIT 7: Communication and Counselling

Unit purpose and intention: To ensure all Breathwork practitioners have effective interpersonal and communication skills when working with clients and colleagues.

To ensure that the Breathwork practitioner has the ability to distinguish between general communications, advising, helping and counselling.

- Communication
 - Active listening
 - Body language and what happens to the body during expression, for example eye contact
 - Respecting, understanding and working effectively with diverse cultural, socio-economic and religious populations
 - Identifying communication and learning styles and patterns, for example auditory, visual and kinaesthetic
 - Transference and projection
 - Awareness of the power of language
 - Summarising, paraphrasing, questioning, mirroring
 - Clear communication of what we are doing, why we do it and where we are coming from in a Breathwork session
 - Authenticity and transparency
 - Conflict resolution
- Counselling
 - Creating a safe and trusting environment
 - Establishing confidentiality
 - Congruence and incongruence
 - Facilitating disclosure
 - Difference between counselling, advising and helping
 - Awareness of other facilitation and counselling techniques and approaches - for example Inner Child, Transactional Analysis, Neuro Linguistic Programming, Gestalt, Voice Dialogue
 - Referral Protocol: Knowing when and how to refer clients

Unit 8: Presenting Issues

Unit purpose and intention: To ensure the basic understanding of, and the ability to identify, a range of presenting issues. Note: Breathwork practitioners do not diagnose.

- Relationship between the body and the emotions.
- Depression

- Fear and anxiety
- Phobias
- Grief and sadness
- Addiction
- Anger
- Guilt and shame
- Dissociation
- Varieties of Abuse
- Relationship with Self, for example low Self-acceptance, Self-love
- Relationships, for example family, parents, siblings, children, friends, work colleagues, partners
- Sex and sexuality
- Spirituality and spiritual crises

UNIT 9: Client-Practitioner Relationship

Note: This Unit is underpinned by the ABA Code of Ethics and Code of Breathwork Practice.

Unit purpose and intention: To ensure students are familiar with the ABA Code of Ethics and Code of Breathwork Practice, and its application. This involves the capacity to apply the ABA's ethical principles in Breathwork practice which include:

- Professional care
- Working within personal capability in practice
- Confidentiality
- The use of client information
- Practice with children and young people
- Boundaries in Breathwork practice
 - Power and influence
 - Personal freedom and self determination
 - Ethical practice, including fair treatment, appropriate professional relationship
 - Clear communication of extent and limits of practitioner availability
- Supervision and on-going professional education
- Complaints
- Professional conduct and working collaboratively with other practitioners
- Honesty and integrity
 - Referrals
 - Practitioner/client agreements
 - Conflicts of interest
 - Data collection
- Clarity about the different roles and approaches as a breathwork practitioner, facilitator and therapist

GROUP FACILITATOR TRAINING STANDARDS

Pre- requisite

An ABA Breathwork Group Facilitator has fulfilled the requirements for Practitioner and has demonstrated the ability to facilitate group Breathwork sessions of two or more breathers.

Preamble

Group Breathwork can be a highly charged and powerful environment – it is easy to feel overwhelmed by others’ processes and by what arises in our own process. Some people may find it difficult to share their experiences within the group environment and can leave quietly without the facilitator being aware of any distress.

The ABA is guided by our responsibility to ensure that group participants leave group Breathwork environments feeling integrated, relaxed and nourished by the experience.

The ABA believes that Group Facilitators are best able to hold the space for the dynamic group process when they have significant experience as Practitioners, working one-to-one, and when they are also having individual Breathwork sessions themselves (as required within our Code of Ethics).

It is recommended that the ABA trainer carefully considers:

1. The pre-requisites of their course and the suitability of candidates;
2. The increased capacity of a group facilitator to know the sacred and ethical responsibilities of client work, within the powerful dynamics of the group environment;
3. The competency of the candidate as demonstrated by their qualifications as an ABA Breathwork practitioner;
4. That Breathwork training is competency based. It may mean that rather than just numbers of groups facilitated, there is scope for the trainer to require the student to do additional groups as required to gain competency in areas not met.

Definition clarification

The following definitions apply throughout this document:

- **Sessions**

A Group Breathwork session is one with two or more breathers, and which lasts for a duration of at least 5 hours, which includes setup and pack down time.

- **Supervision**

The supervisor (ABA trainer or group facilitator) may be present at the group, or provide debriefing afterwards. Trainers and students are reminded to review the ABA policy on supervision (ABA-GB-009-Professional Supervision), noting that it is intended to support the Breathwork professional’s learning, practice development and professionalism. Different ABA Breathwork supervisors may be called on by the student to offer such support.

Sections within the group facilitator training standards

This training standards document is divided into two sections.

Section 1 outlines the group facilitator training requirements, and is divided into three categories:

1. Theory
2. Personal Experience
3. Professional Breathwork Preparation

Section 2 outlines the subject material required as a minimum standard in the theory category. It is made up of four units:

- UNIT 1: Group Breathwork structure
- UNIT 2: Facilitation of Breathwork groups
- UNIT 3: Group Breathwork Marketing and Promotion
- UNIT 4: Professionalism and Self Care

SECTION 1: ABA GROUP FACILITATOR TRAINING REQUIREMENTS

The ABA acknowledges that Group Facilitation is significantly different from one-to-one sessions, and the theory and energy-holding requirements are different.

It is necessary that an ABA Breathwork Group Facilitator has firstly fulfilled the requirements for a Practitioner, and secondly, has demonstrated the ability to facilitate group Breathwork sessions of two or more breathers.

This ability must be demonstrated by the successful completion of a Breathwork Group Facilitator Training course, of a minimum of 80 hours with assessment of knowledge and skills, conducted by a qualified trainer.

The training must include theoretical study, personal experience and professional preparation for conducting Breathwork groups.

1. Theory

Theoretical units must provide the Group Facilitator trainee with knowledge of group Breathwork practice. This element is to be a minimum of 30 hours.

Please note these 30 hours are not all face to face. They also include:

- teaching theory through observation, research and assignments,
- face to face delivery, and
- debriefing and professional supervision sessions.

2. Personal Experience

This personal experience is to be a minimum of 25 hours (five Breathwork group sessions of a minimum of 5 hours per session, which includes setup and pack down time). **Personal experience** is that which occurs while supporting and/or co-facilitating Breathwork groups under supervision with the Group Facilitator trainer present. It includes observation and reflection on:

- group dynamics and process,
- personal and group learning and teaching strategies,
- individual functioning within a group, both for self and participants,
- self-evaluation of learning and performance,

3. Professional Breathwork Preparation

This **professional Breathwork preparation** is that which occurs while facilitating groups as a sole leader. It is to be a minimum of 25 hours (five Breathwork group sessions, of a minimum of 5 hours per session), and supervised onsite or offsite, by the Group Facilitator trainer or another Breathwork Group Facilitator. The 25 hours includes setup and pack down time.

SECTION 2: GROUP FACILITATOR THEORY SUBJECT MATERIAL

A Breathwork Group Facilitator training shall cover the content included in the following units.

- 1) It is important to remember that trainers are free to choose the depth of coverage of each topic;
- 2) The ‘**Unit purpose and intention**’ is the guiding principle and context for each unit; and
- 3) The units are not listed in any particular order, and the order does not indicate any value judgment or priority.

How to interpret the following Group Facilitator Theory Units

When interpreting the content of a unit please refer to ‘**Unit purpose and intention**’ to provide the context for that unit. Where examples have been offered in the unit content, they are intended only as examples and the trainer can include, delete or add their own topics in line with their own Breathwork style, as long as the ‘**Unit purpose and intention**’ is being addressed.

UNIT 1: Group Breathwork Structure

Unit purpose and intention: To give underpinning knowledge of the structure of Breathwork groups.

Composition of Group

- Group facilitator needs to be able to identify suitable participants, their learning abilities and their intellectual and emotional capacities for group work.
- Contra-indications for group Breathwork, for example mental illness, cultural elements, those with limited language, literacy and numeracy capacity.

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- Client Information
 - Importance of knowing client history
 - How to gather client information prior to groups in an ethical manner (for example only asking questions relevant to group work, asking clients upfront rather than via other contacts or social media)
 - Compliance with Privacy legislation
- Communication to participants
- Providing relevant and specific information prior to the group session
- Preparing participants and articulating expectations for group Breathwork session
- Group rules (for example confidentiality, punctuality, respectful listening etc).

Understanding personal limits regarding group sizes and facilitation support requirements

- Please note that the ratio of facilitators and assistants to participants can depend on the level of experience of the facilitator and of the participants. In general, the ABA recommends the following as guidelines:
 - For groups in which participants exchange breathing and sitting roles (otherwise known as ‘swap breathes’), one facilitator is recommended for every 12 participants (6 pairs);
 - For groups in which all participants are breathing together, one facilitator is recommended for every 6 to 8 participants;
 - Assistance is recommended when ratios exceed those recommended above. (An assistant is defined as someone who is working under the instruction of the trainer).
- Clear communication of roles and expectations is essential for conducting Breathwork groups successfully

Types of Group Breathwork Sessions

- Participants exchange breathing and sitting roles
- Simultaneous breathing by all participants

Structure of Group Breathwork Sessions

- Opening the group
- Introduction of participants
- Group breathing cycle
 - Introduction
 - CCB (conscious connected breathing)

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- Integration
- Sharing
- Closing the group

UNIT 2: Facilitation of Breathwork groups

Unit purpose and intention: To give underpinning knowledge of the facilitation of Breathwork Groups.

It is important to teach Group Breathwork Facilitators that group work has both educational and therapeutic elements.

How to facilitate group Breathwork

- Through theories of teaching and learning – examples include NLP, conditioning and reinforcement, modelling, neuroscience and learning, social learning theory
 - Gaining rapport with each member of the group
 - Teaching conscious connected breathing to a group
 - Understanding learning styles
- When to provide intervention to an individual within the group
- Simple interventions to support breathers who are stuck
- Touch and permission
- Music and group work
- Breathwork and movement
- Energy and flow
- Energetic coherence
 - Holding Space
 - Rules of sharing and Confidentiality
 - Mindfulness
 - Honouring participant boundaries
 - Awareness of transference and counter-transference in groups
 - Equal treatment of participants
 - Conflict and resolution

Leadership

- Modelling behaviour as a leadership technique
- Awareness of leadership and power dynamics
- Humility

- Professional Supervision
- Centering and grounding
- Emotional and Spiritual Intelligence
- Self care
- Safety and Care
 - Creating safety in Groups
 - Checking in after the group

Group Dynamics

- Boundaries
- Conscious and unconscious projections
- Loyalties
- Energetic Field Theory
- Ethics in groups
- Energy dynamics
- Holding space for group energy
- Holding space for the wider energy field
- Dealing with challenges in group dynamics
- Dealing with issues that commonly arise in group sessions
- Participant wanting to leave mid-session
- Pre-existing interpersonal issues between participants

UNIT 3: Group Breathwork Marketing and Promotion

Unit purpose and intention: To provide basic knowledge of describing Breathwork group work; and how to use marketing and promotion to ensure maximum clarity of what it is that people are saying yes to.

- Education about group process versus individual work
- Promotional elements may include:
 - Marketing and promotional plan
 - Social media marketing
 - Basic principles of copywriting
 - Basic principles of graphic design

UNIT 4: Professionalism and Self Care

Unit purpose and intention: Apply Australian Breathwork Association Code of Ethics and Code of Breathwork practice to group facilitation; and necessary self-care practices specific to conducting Breathwork groups.

The ABA recognises that the application and consideration of ethical practice in group work are different to those in one-to-one work. Group participants need to take care of their personal process and the material which arises in a different way than when working one-to-one.

The ethical considerations regarding projection, transference and counter-transference arise differently in group work, and need to be reinforced during the Group Breathwork training.

It is also necessary to reiterate the importance of Professional Supervision as an ethical matter, and finding a supervisor who is experienced in group work.

Focus for a Breathwork Group facilitator

A Breathwork group facilitator has three areas of focus:

1. the general public
2. participants of group Breathwork event
3. professional & personal care

1. For the general public

- Work within an ethical framework
- Organise and run promotional events
- Clearly explain relevant group work services to clients and community groups

2. For participants

- Determine the appropriate format for group Breathwork sessions
- Establish group norms, purposes, roles, goals and responsibilities
- Maintain a safe and effective Breathwork group environment
- Provide information to clients on Breathwork group processes
- Correctly identify a range of client needs within a group context
- Communicate effectively with clients about Breathwork values, philosophies, principles and metaphysical foundations in a group
- Provide coaching and motivation

3. Professional and personal care

Please note that the following points are intended as guidelines, and are not an exhaustive list.

- Professional:

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- Embody the underpinning values, philosophies, principles and metaphysical foundations of Breathwork
- Appropriately record details of client enquiries according to accepted guidelines
- Clarity of intention
- Undertake continuing professional education
- Undertake professional supervision – particularly with a supervisor who is familiar with group work
- Personal:
 - Maintain awareness of personal needs to avoid ‘burnout’
 - Necessity to continue to have personal Breathwork sessions
 - Use modalities that support personal wellbeing

TRAINER TRAINING STANDARDS

An ABA Breathwork Trainer has fulfilled the requirements of Breathwork Practitioner and Group Facilitator, and has the demonstrated ability to train Breathwork Practitioners.

The trainer is responsible for creating Breathwork Practitioner and Group Facilitator trainings. Such a trainer qualifies by delivering an ABA endorsed Breathwork Practitioner Training under supervision of an ABA trainer or trainers, and undertakes relevant Breathwork trainer theory.

Pre-requisites

1. Qualifications as an ABA Breathwork Practitioner and Breathwork Group Facilitator;
2. Extensive Body of Breathwork Experience

Body of Breathwork Experience refers to experience gained prior to enrolling in an endorsed ABA Trainer Training. That is the amount of client experiences since Breathwork Practitioner graduation within professional consultations or in professional groups (see definition in Group Facilitator standard), where the trainee trainer has been the sole responsible facilitator.

It should be considered that the trainee should bring to trainer training extensive experience of:

- a. Client consultations

Sitting for a minimum of 500 [approx. 2 clients per week for 5 years] professional standard one-on-one Breathwork consultations as a Breathwork Practitioner or equivalent.

- b. Breathwork group facilitation

Facilitation of minimum of 30 professional standard group Breathwork workshops [i.e. 6 groups per year for 5 years], with two or more participants, as a Group Facilitator or equivalent.

Recommendation

It is recommended that the ABA trainer, before accepting a trainee trainer carefully considers:

- The potential for increased capacity of the trainee to know the sacred and ethical responsibilities of client work, within the powerful dynamics of the training group context
- That Breathwork trainer training is competency based
- That the applicant has demonstrated their commitment to their own ongoing personal and professional growth, by undertaking professional supervision and regular personal Breathwork sessions

Definitions

The following definitions apply throughout this document:

- **Group Breathwork Sessions**

A Group Breathwork session is one with two or more breathers, and which lasts for a duration of at least 5 hours, which includes setup and pack down time.

- **Supervision of Trainee Trainer**

The supervisor is an ABA trainer. Their role is to ensure that the trainee delivers the endorsed ABA Practitioner Training appropriately, and is supported by regular debriefs in understanding the dynamics of the group and applying appropriate knowledge and skills of Breathwork training. This is intended to support the Breathwork trainee's learning, practice development and professionalism. The ABA trainer(s) may be present in the training, and/or provide mentoring before and after delivery of training modules.

As a supervision standard, the ABA recommends a minimum of 30% trainer time in the training room, which may also be live online; 70% communication before and after the training modules [recorded and reviewed or phone] or in person.

- **Supervision and mentoring of the Breathwork practitioner student 20 offsite client consultations*** hereafter known as practicum. The trainee trainer will be responsible for managing and supporting Breathwork student practitioner practicum and this will be supervised by the ABA trainer by communication before and after the practicum session; and reviewed by phone, online or in person.

*client consultation is one that lasts for 2-3 hours, which includes preparation and conclusion.

Sections within the trainer training standards

This training standards document is divided into two sections.

Section 1 outlines the trainer training requirements, and is divided into three categories:

1. Theory
2. Personal Experience
3. Professional Practice

Section 2 outlines the subject material required as a minimum standard in the theory category. It is made up of 7 units:

- UNIT 1: Design and develop learning programs
- UNIT 2: Plan, organise and deliver group-based learning
- UNIT 3: Coordinate and facilitate e-learning/distance-based learning
- UNIT 4: Analyse and present research information

- UNIT 5: Provide work skill instruction
- UNIT 6: Access resources and support for foundation skills
- UNIT 7: Plan, design and develop assessments

SECTION 1: ABA TRAINER TRAINING REQUIREMENTS

The ABA acknowledges that training practitioners is significantly different from other levels of training and has its own specific training theory.

The Breathwork Trainer qualification is gained by the successful completion of an ABA endorsed Trainer Training course, of a minimum of 450 hours with assessment of knowledge and skills, conducted by a qualified ABA trainer or trainers. The course must include theoretical study, personal experience and professional practice; and it is recommended that the training be between one third and one quarter theory and the remaining experiential.

There are three focus areas: *theory* relates to underpinning knowledge to be acquired; *personal experience* is the reflection on how the practice feels and the insights gained from the delivery of the course; and *professional practice* is the delivery of the endorsed Breathwork Practitioner Training.

1. Theory

The theory section follows the ABA training standards see Units 1-7 below.

It is about the trainer providing the trainee with theory on how to be a trainer.

Theoretical units must provide the Trainee Trainer with knowledge of group Breathwork practice and Breathwork training theory. They include:

- teaching theory through observation, research and assignments,
- face to face delivery, and
- debriefing and supervision sessions.

2. Personal Experience is the experience and reflection on the delivery of practitioner level Breathwork theory and group facilitation by the trainee. (The group facilitation in the ABA practitioner training standards requires a minimum of 30 sits & 30 breathes, which is the facilitation 60 group sessions.)

3. Professional Practice

Conducting at least one ABA endorsed Breathwork Practitioner Training of a minimum of 450 hours as a trainee trainer under the supervision of an ABA trainer or trainers.

SECTION 2: TRAINER THEORY SUBJECT MATERIAL

This section is about the trainer providing the trainee with theory on how to be a trainer.

Some of the headings have been taken from Certificate IV in Assessment and Training, in recognition of the importance of learning how to develop, deliver and assess trainings. It is up to the trainer to develop their own content under these headings. (The published Certificate IV in Assessment and Training is a resource if the trainer needs it.)

A Breathwork trainer training shall cover the content included in the following units.

- 1) It is important to remember that trainers are free to choose the depth of coverage of each topic;
- 2) The ‘**Unit purpose and intention**’ is the guiding principle and context for each unit; and
- 3) The units are not listed in any particular order, and the order does not indicate any value judgment or priority.

How to interpret the following Trainer Theory Units

When interpreting the content of a unit please refer to ‘**Unit purpose and intention**’ to provide the context for that unit. Where examples have been offered in the unit content, they are intended only as examples and the trainer can include, delete or add their own topics in line with their own Breathwork style, as long as the ‘**Unit purpose and intention**’ is being addressed.

UNITS FOR TRAINER STANDARDS

UNIT 1: Design and develop learning programs

Unit purpose and intention is to create a theoretical foundation for learning and course design, taking account of individual differences and the various frameworks that create ease of learning.

- Learning styles
- Suitability of student
- Scaffolding and Staging – building and sequencing of ideas and concepts
- Ethics, accessibility, diversity and inclusion.

UNIT 2: Plan, organise and deliver group-based learning

Unit purpose and intention is to develop systems that allow an orderly way of delivering and recording trainings.

- Application of Unit 1 above
- Programme/time schedule
- Topic delivery plan

- Communication of course information to students
- Negotiation and re-negotiation of unforeseen situations
- Student contracts
- Managing finances

UNIT 3: Coordinate and facilitate e-learning/distance-based learning/live online

Unit purpose and intention is to create knowledge that will allow the trainer to maintain training standards at a distance.

- Difference between face to face and e-learning /distance education/live online
- Requirements for each
- Characteristics of virtual classrooms/conferencing platforms (examples – skype, zoom)
- Safety requirements
- Legal and regulatory requirements

UNIT 4: Present research information

Unit purpose and intention is to create guidelines that are conventionally accepted for research, and written and spoken presentation.

- Critical evaluation
- Referencing
- Plagiarism
- Conventions for organising information – written, spoken, audiovisual
- Intellectual property/copyright

UNIT 5: Provide theory of teaching and learning

Unit purpose and intention is to develop communication principles and understanding of the context for training, coaching and mentoring/supervision.

- Concept of pedagogy i.e. theory of teaching and learning
 - Understanding of competency based training or topic based training
 - Experiential learning vs intellectual knowledge
 - Working from known to unknown; and unknown to known
 - Concept of conscious and unconscious incompetence and competence
- Trauma informed facilitation
- Best ways to give feedback to Practitioner and Group Facilitator level student
 - Validation of effort
 - Making distinction between the action and the person i.e. not making feedback personal

UNIT 6: Access resources and support for foundation skills

‘Unit purpose and intention’ is to help students create an awareness of various ways of gathering resources and support.

- Online resources
- Discernment of authoritative sources
- Develop an individual reference list
- YouTube (for example making topic playlists)
- Accessing support from colleagues and compatible professionals

UNIT 7: Plan, design and develop assessments

Unit purpose and intention is to teach the trainee trainer how to plan, design and develop competency based assessments and understand the elements of an RPL process; as well as understanding the key elements of mentoring and keeping of records of student assignments.

- Analyse course and match assessments to key components
- Schedule assessment activities and processes
- Communicate clearly nature and number of assessments and due dates
- Explain purpose of Practicum (i.e. the supervision and mentoring of offsite practice)
 - Mentoring student into own professional practice
 - Minimum 20 supervised client consultations (see definition of *Supervision and mentoring of the Breathwork practitioner student 20 offsite client consultations*)
- Keep records of successful completion of assessments
- Providing trainee trainer student with the understanding of RPL
- Develop an RPL process for prospective enrolling students in training courses
 - Recognising individual experience
 - Mapping that experience against training course criteria

Appendix –Procedure for communicating trainings standards to ABA trainers and committee

1. Email to ABA Trainers asking for comments
2. Email to ABA Trainers asking for comments – reminder
3. Email to ABA Trainers incorporating their comments
4. Email to ABA Committee for ratification

1. Email to ABA Trainers asking for comments

To: ABA Trainers*.

*A list of ABA trainer's current email addresses needs to be provided to the subcommittee by the ABA secretary

Subject: ABA Trainer training standards review

Hello dear ABA Trainers,

The ABA Training Standards subcommittee, this time round, is made up of *[insert names of ABA training standards subcommittee members]*. We have put up our hand to form the subcommittee for reviewing the ABA *[insert Practitioner, Group Facilitator or Trainer]* training standards.

We have made a start by preparing a draft document within the ABA Green Book, using the format that has already been established. The existing *[insert Practitioner, Group Facilitator or Trainer]* training standards needed review, and we have been working on being more specific about the content.

The proposed new *[insert Practitioner, Group Facilitator or Trainer]* standard is contained in the attached document: ABA-GB-006-*[insert number][insert letter]* ABA Training Standards.

Note that there is a table within ABA-GB-006-4D ABA Training Standards that summarises the differences between the current standards and the new proposed ones.

So, if you scroll down in the attached Green Book, your review starts at PAGE *[insert page number]* **INSERT PRACTITIONER, GROUP FACILITATOR OR TRAINER TRAINING STANDARDS**

This *[insert Practitioner, Group Facilitator or Trainer]* Training Standards Review needs to take place before *[insert practitioner, group facilitator or trainer]* training endorsement, and we need your help as one of our valued ABA trainers.

We would be very grateful for your input to this process. Please review and make your considered comments - feel free to add, subtract, agree, disagree, the topics you think important to you as a trainer and to support our students to become professional trainers.

Please have your comments returned to the subcommittee within the next two weeks – **by *[insert day]* *[insert date]*.**

With love and blessings to you,

[insert name of nominated ABA training standards review subcommittee spokesperson]

2. Email to ABA Trainers asking for comments – reminder

To: ABA Trainers*.

*A list of ABA trainer's current email addresses needs to be provided to the subcommittee by the ABA secretary

Subject: ABA 2 MORE DAYS – Trainer training standards review

Hello again dear ABA Trainers,

Many thanks to those who have responded to our email on the *[insert date]* – it's copied below to remind you what was written back then.

This is a reminder to have a look at the first draft of our *[insert Practitioner, Group Facilitator or Trainer]* Training Standards - we would really benefit from your contribution to what training is needed for our future Breathwork *[insert Practitioners, Group Facilitators or Trainers]*.

We've asked for your feedback by the *[insert date]*, which is 2 days from now. Please tell us if you need more time, otherwise I look forward to your consideration and comments by *[insert day]*!

Sending you love and blessings

[insert name of nominated ABA training standards review subcommittee spokesperson]

Previous 'First Draft' Email Sent: *[insert date]*

Hello dear ABA Trainers,

The ABA Training Standards subcommittee, this time round, is made up of *[insert names of ABA training standards subcommittee members]*. We have put up our hand to form the subcommittee for reviewing the ABA *[insert Practitioner, Group Facilitator or Trainer]* training standards.

We have made a start by preparing a draft document within the ABA Green Book, using the format that has already been established. The existing *[insert Practitioner, Group Facilitator or Trainer]* training standards needed review, and we have been working on being more specific about the content.

The proposed new *[insert Practitioner, Group Facilitator or Trainer]* standard is contained in the attached document: ABA-GB-006-*[insert number]**[insert letter]* ABA Training Standards.

Note that there is a table within ABA-GB-006-4D ABA Training Standards that summarises the differences between the current standards and the new proposed ones.

Australian Breathwork Association

So, if you scroll down in the attached Green Book, your review starts at PAGE *[insert page number]* *[INSERT PRACTITIONER, GROUP FACILITATOR OR TRAINER]* TRAINING STANDARDS

This *[insert Practitioner, Group Facilitator or Trainer]* Training Standards Review needs to take place before *[insert practitioner, group facilitator or trainer]* training endorsement, and we need your help as one of our valued ABA trainers.

We would be very grateful for your input to this process. Please review and make your considered comments - feel free to add, subtract, agree, disagree, the topics you think important to you as a trainer and to support our students to become professional trainers.

Please have your comments returned to the subcommittee within the next two weeks – **by *[insert day]* *[insert date]***.

With love and blessings to you,

[insert name of nominated ABA training standards review subcommittee spokesperson]

3. Email to ABA Trainers incorporating their comments

Hello dear ABA Trainers,

Thank you so much for your comments on the first draft of the *[insert Practitioner, Group Facilitator or Trainer]* Training Standards. As you can see, this is now the *[insert number]*th version of the draft, after the ABA training standards subcommittee members have done their best to include all of your comments.

Would you please review this version of the standards, and let the subcommittee know if you are happy to give it the tick of approval? Then we will send it to the ABA committee for ratification.

It is our intention to end our part of the process by *[insert date]* so that the training standard can be ratified and tabled at the next ABA meeting on *[insert date]*.

So, it would be wonderful to have any final comments and tick of approval by *[insert date]*.

With love and blessings,

[insert name of nominated ABA training standards review subcommittee spokesperson]

4. Email to ABA Committee for ratification

Hello dear ABA Committee,

The Training Standards subcommittee – *[insert names of ABA training standards subcommittee members]* – are delighted to present you with our recommended update of the *[insert Practitioner, Group Facilitator or Trainer]* Training Standards.

This document has been developed in consultation with all ABA trainers, and has integrated all of their suggestions and concerns.

We ask that you ratify these standards, or provide comments if you suggest any changes.

Because this review was written within ABA Training Standards Green Book [ABA-GB-006-Training Standards] attached, your viewing of the new *[insert Practitioner, Group Facilitator or Trainer]* standards starts at PAGE *[insert page number]* *[insert PRACTITIONER, GROUP FACILITATOR OR TRAINER]* TRAINING STANDARDS

With love and blessings,

[insert name of nominated ABA training standards review subcommittee spokesperson]