

ABME Licensure Trainee Recommendation Form

1. Licensed Body Mapping Educator Name:

2. How many years have you been a Licensed Body Mapping Educator?

3. Name of candidate you are recommending for training as a Licensed Body Mapping Educator:

4. How long have you known this candidate and in what capacity?

5. Have you attended a live performance by this candidate, and if so, what was your impression?

6. Have you observed this candidate teaching or received any feedback about the candidate's teaching?

ABME Recommendation for Training Form - Section 2

7. In your opinion, what is this candidate's greatest strength as a future Licensed Body Mapping Educator?

8. In your opinion, what is this candidate's area that needs the most improvement?

9. In your opinion, what is this candidate's greatest area of growth observed in your work together?

10. Please list anything else that you think may be relevant concerning this applicant's future as a Licensed Body Mapping Educator.

ABME Recommendation for Training Form - Section 3 - ABME Trainee Readiness Rubric

11. Demonstrated Acceptable Performance Level

Mark only one oval per row.

3. Performance
ability is
exceptional.

2. Performance
ability is
acceptable.

1. Performance ability is
inadequate/doesn't meet
expectation.

Row 1

12. Comments (if relevant) on Demonstrated Acceptable Performance Level

13. Musicianship/Artistry Level

Mark only one oval per row.

3.
Musicianship/artistry
level is exceptional.

2. Musicianship/artistry
level is acceptable, but
there is definite room for
improvement.

1. Musicianship/artistry
level does not meet
expectation and much
work needs to be done.

Row 1

14. Comments (if relevant) on Musicianship/Artistry Level

15. Basic Body Mapping Principles - Knowledge

Mark only one oval per row.

| | 3. Knowledge of most principles of this section. | 2. Knowledge of some principles of this section. | 1. Knowledge of few principles of this section. |
|--|--|--|---|
| Knowledge of basic Body Mapping Principles | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of Places of Balance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of Arms | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of Breathing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of Legs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. Comments (if relevant) on Basic Body Mapping Principles - Knowledge

17. Demonstrated Application of Body Mapping Principles to Performance

Mark only one oval per row.

| | 3. Demonstrates most principles of this section in performance. | 2. Demonstrates some principles of this section in performance. | 1. Demonstrates few principles of this section in performance. |
|--|---|---|--|
| Basic Body Mapping Principles - Section 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Places of Balance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Arms | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Breathing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Legs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Non-performance activities, such as daily life | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

18. Comments (if relevant) on Demonstrated Application of Body Mapping Principles to Performance

19. Length of Training

Mark only one oval per row.

3. Understands that training will take as long as it takes and is willing to undertake the journey to incorporate book knowledge into consistent, physical application.

2. Understands that there is much work to be done.

1. Completely focused on attaining licensure by a specific date or timeline.

Willingness to accept that length of training is unique for each trainee

20. Comments (if relevant) on Length of Training

21. Awareness

Mark only one oval per row.

3. Completely willing to improve and accept instruction.

2. Somewhat willing to improve and accept instruction.

1. Not willing to accept the instruction that leads to improvement.

Willingness to improve awareness as teacher, student and performer

22. Comments (if relevant) on Awareness

23. Presentation Skills

Mark only one oval per row.

- | | | |
|---|---|---|
| 3. Completely willing to build a new skill set. | 2. Somewhat willing to build a new skill set. | 1. Not willing to build a new skill set because candidate assumes that current skills are adequate. |
|---|---|---|
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Willingness to eventually develop presentation skills

24. Comments (if relevant) on Presentation Skills

25. Total Points: Affiliate members who wish to train should score 36 points or higher before submitting an application.

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