

INDIVIDUALISED PRACTICE

The focus of yoga is more about what it feels like in the body and what each individual needs in each moment

5

INDIVIDUALISED PRACTICE

Make choices based on their own needs and find their own individualised practice within the class

6

INDIVIDUALISED PRACTICE

Support your students to make choices and find their own personalised practice within the class, and celebrate them when they do

7

INDIVIDUALISED PRACTICE

Offer your students variations

8

INDIVIDUALISED PRACTICE

Be mindful of the way you offer choice
and the language that you use

9

INDIVIDUALISED PRACTICE

Use language that directs the students
to their internal experience, and
supports them to make a choice
based on their needs in the moment,
not on getting it right

10

INDIVIDUALISED PRACTICE

Offer Balasana



11

INDIVIDUALISED PRACTICE

Just because it may not look like a
student is fully engaged in the class, it
doesn't mean that they aren't, or that
they aren't getting something from it

12

INDIVIDUALISED PRACTICE

Celebrate an individualised practice

13

INDIVIDUALISED PRACTICE

When we value our students
honouring their needs and their truth,
over our instruction and over 'getting
it right,' so too will they

14

INDIVIDUALISED PRACTICE

When an individualised practice
becomes inappropriate

15

INDIVIDUALISED PRACTICE

If a student is significantly disrupting
other students

16

THERAPEUTIC SKILLS

INDIVIDUALISED PRACTICE

If a student is constantly pushing themselves and doing more challenging variations or practices rather than honouring their body and breath in the moment

17

THERAPEUTIC SKILLS

INDIVIDUALISED PRACTICE

A student who is consistently pushing themselves may have an eating disorder or body image issue and be using yoga as a way to berate their body

18

THERAPEUTIC SKILLS

INDIVIDUALISED PRACTICE

A student who is disrupting others may like to have a private class that is more tailored to their needs.

19

THERAPEUTIC SKILLS

MOVING RHYTHMICALLY



20

MOVING RHYTHMICALLY

Moving together as a group can
also be beneficial

21

MOVING RHYTHMICALLY

Individuals experiencing depression
and anxiety often report feeling lonely,
and those who have experienced
trauma often feel disconnected and
out of sync with others

22

MOVING RHYTHMICALLY

Communal rhythms and synchronicity
is important in overcoming trauma

Bessel Van der Kolk

23

MOVING RHYTHMICALLY

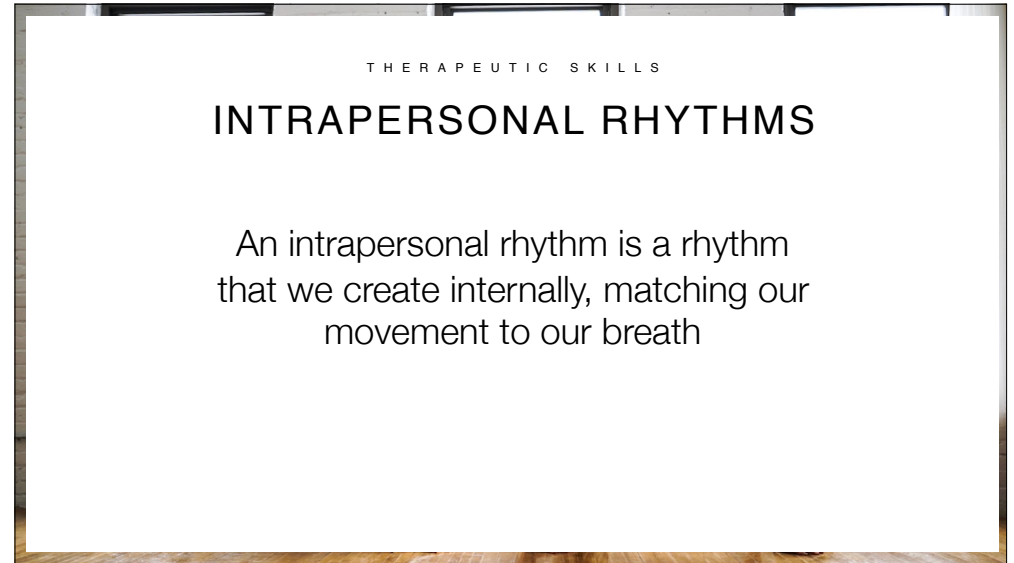
Create intrapersonal and interpersonal
rhythms in trauma-sensitive yoga classes
to overcome the sense of disconnection
and dys-synchrony with self and other

Emerson and Hopper

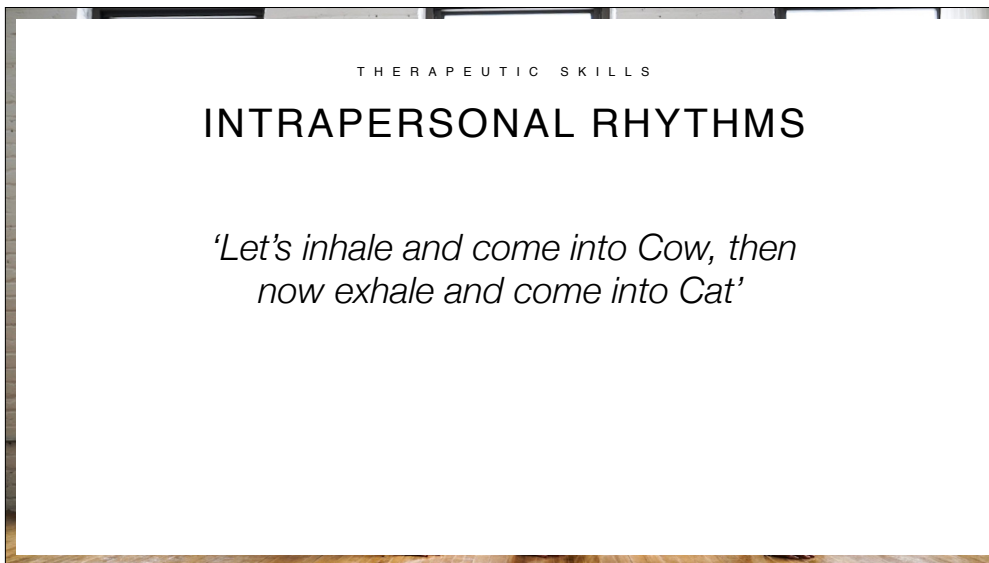
24



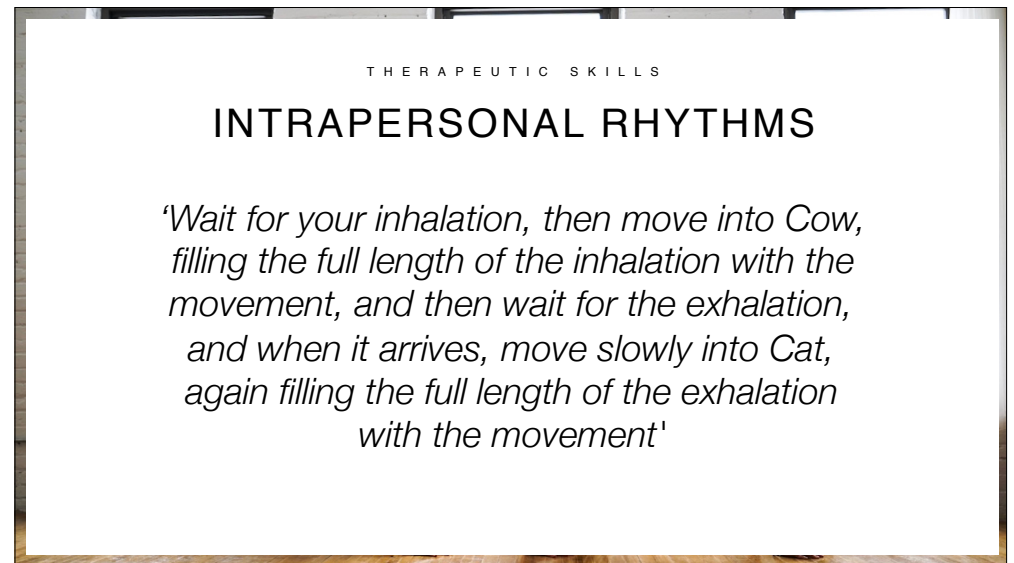
25



26



27



28

THERAPEUTIC SKILLS

INTRAPERSONAL RHYTHMS

Guide the students through the practice initially as a group, being more explicit with cueing the breath, then invite them to practice in sync with their own breathing rhythm

29

THERAPEUTIC SKILLS

INTRAPERSONAL RHYTHMS

Invite the class to chant Oms at their own pace, rather than all together

30

THERAPEUTIC SKILLS

INTERPERSONAL RHYTHMS



31

THERAPEUTIC SKILLS

INTERPERSONAL RHYTHMS

A rhythm that we create with others, matching our movements, breath or sound with another

32

INTERPERSONAL RHYTHMS

Slow enough so your students can be present in their body and not feel rushed, but not too slow which could allow for drifting off or dissociation

33

INTERPERSONAL RHYTHMS

Invite students to move together as a class, either with you leading the class through the sequence, or by asking the students to move together in a simple sequence, without you leading them

34

INTERPERSONAL RHYTHMS

Chanting a mantra can be a simple and delightful way to create interpersonal rhythms in class

35

T H A N K Y O U

36

