

Resume for Natural Learning Rhythms

1993 - 2007

The developmental understanding of Natural Learning Rhythms has been integrated into use in the following areas: teacher training, social and human services, adult education, corporate work/life balance support, non-profit & school partnerships, youth at-risk prevention, college course materials, and parenting support groups.

The following is a partial list of organizations, individuals, and schools using *Natural Learning Rhythms* in our culture today:

Organization: Self Enhancement, Inc. (SEI), Portland, OR

Project use of NLR: Culture of Success with ongoing staff training

Coordinator: **Gerald Daloney**, Staff Training Coordinator

Application: (2006-2007) incorporation of Natural Learning Rhythms approach to child development into the SEI Culture of Success with staff ongoing training.

Organization: Portland Family Enrichment Program

Project use of NLR: Seven week family enrichment course for less advantaged families.

Coordinator: **Josette Luvmour**, Director of Program Development at EnCompass

Application: Foundation supported family program to build parenting confidence and positive parent / child communication. Foundations partnering with EnCompass on this project include: Schnitzer CARE Foundation, Juan Young Foundation, Rose E. Tucker Foundation, Henry L. Hillman Foundation, as well as donors from the private sector.

Organization: Central City Concern, Portland, OR

Project use of NLR: Project planning for affordable housing design.

Coordinator: **Ben Gates**, Architectural Fellow

Application: Consulting with EnCompass Executive Director, Ba Lvmour for architectural planning for affordable housing design.
<http://www.centralcityconcern.org/>

Project using NLR: OHSU Women's Health Conference, Portland, OR

Project Coordinators: **Joanna Cain**, OHSU Director

Application: (2007) Speaker: *Communication with Teenagers for Optimal Well-Being*. A talk to enhance the connection between parents and teenagers, using Natural Learning Rhythms.

Organization: Nike World Headquarters, Beaverton, OR

Project use of NLR: Employee Lunchtime Talks for parents with children of all ages

Coordinator: **Lisa Mielke**, Health Promotions Program Director

Application: (2003, 2004, 2005), lunchtime talk collaboration between Nike and EnCompass for Nike employees and guests on the following topics: *Healthy Boundaries with Children*, *Preparing your 9-12 year old for Academic Excellence*, *Helping Teens Make Responsible Choices*, and more.

Project using NLR: Mother / Daughter Tea, Center for Women's Health at OHSU, Portland, OR

Project Coordinators: Joanna Cain, OHSU, and Trudi Morrison, Tea Committee Chair

Application: (2006) Opening Weeks of Festivities, Presented by EnCompass, Hosted by the OHSU Center for Women's Health. A program to enhance the connection between mothers and daughters, using Natural Learning Rhythms for a lifetime of well-being.

Organization: Hewlett-Packard, Vancouver, WA and Corvallis, OR

Project use of NLR: Employee Lunchtime Talks for parents with children of all ages

Coordinator: Terry Parsley at HP Vancouver, WA, Health Promotions Program Director

Mike Waters at HP Corvallis, OR, Health Promotions Program Director

Application: (2003, 2004) lunchtime talk collaboration between Hewlett Packard (HP) and EnCompass for HP employees and guests on the following topics: *Healthy Boundaries with Children, Preparing children for Academic Excellence, Helping Teens Make Responsible Choices, and Increasing Environmental Awareness in Children.*

Organization: Boys to Men Northwest Rites of Passage in Portland and Ashland, OR

Project using NLR: Rite of Passage curriculum

Founder: Michael Wetter

Application: Curriculum has integrated the Natural Learning Rhythms developmental imperatives of teens for helping boys: 1) gain skills and insights; 2) express feelings constructively; 3) maintain integrity, accountability, and self-respect; and 4) become healthy, happy, and powerful adult men.

Mentor: Rod Newton, Pete Young, and others.

Organization: Goddard College, Plainfield, VT

Project use of NLR: Undergraduate Program for the Homeschoolers Handbook for the teachers

By: Ron Miller PhD, Program Coordinator, Author, Educator, and Holistic Education Historian - millerr@goddard.edu

Application: (2005-2006) *Goddard Handbook for Teachers*

Section headings from the Goddard Handbook for Teachers: *Recognizing the Distinctive Needs of Adolescent Learners*

Adolescence is a time for exploring personal identity.

Adolescents need to test themselves against acceptable boundaries.

Teens respond more freely when adults ask questions of them, truly seeking to understand.

Adults can model healthy, direct inquiry into uncomfortable subjects.

Humor and absence of defensiveness invite young people to express themselves.

These principles are based on the Natural Learning Rhythms™ approach developed by Josette and Ba Luvmour. For more information see www.encompassfamilies.org.

Organization: Aspen Youth Experience, Aspen, CO

Project use of NLR: Staff Training

Coordinator: Bennett Bramson, Executive Director - bennett@ayexp.org

Application: (2005) Staff training on the NLR developmental imperatives of teens for building staff team cohesion and common aim in the Aspen youth programs. Bennett wrote: *"Thank you. I look forward to working with you in the future."*

Project using NLR: Kansas City Family Enrichment Program, Kansas City, MO

Project Coordinators: Collaboration between EnCompass and Kansas City Community Leaders

Application: (2004) The 2004 Kansas City Family Enrichment Program served 18 families over a three month period. Program evaluation showed marked positive improvement in parenting confidence, child's self-confidence and, healthy communication between adult and child. Post-program surveys indicated a self-reported parenting confidence level of good or great for 79% of respondents, compared to 48% in the pre-program survey. In measures of parent-child communication, 85% of parents reported good or great abilities after the program, compared to 73% before. 100% of participants gave the program a good or excellent rating. One parent commented: *"I have a different perspective on raising my children; I no longer have to be just a manager. I'm a facilitator for growth through developmentally appropriate ways of talking and dealing with my children."*

Organization: Sonoma State University, Sonoma, CA

Project use of NLR: college course materials in psychology, lifespan development

Faculty: Arthur Warmoth, PhD, professor of psychology at Sonoma State University - art.warmoth@sonoma.edu

Application: (2003 & 2004), Course materials: Background theory on perspectives on lifespan development for the undergraduate course *"Community Psychology"*

Organization: Transition House Community Counseling Center, Santa Cruz, CA

Project use of NLR: Training Program for Health Care Professionals

Director: Letitia Schwarz, Transition House, Santa Cruz, CA

Application: (2003), Training program for the staff of Transition House in combination with the staff of other Santa Cruz Social Service Agencies.

Organization: Stages of Learning, Brooklyn, New York

Project use of NLR: Stages of Learning, an in-school theater program

Director: Floyd Rumohr, Founder and Director - floyd@stagesoflearning.org

Application: (beginning in 2000), Collaborative unit of study in theater for students, grades 3-7, in the New York City metropolitan region. Professional development of teaching staff incorporates NLR principles to better understand the developmental stages of children when bringing theater into public school classrooms.

Organization: Children: Our Ultimate Investment, Los Angeles, CA

Project use of NLR: Teens and Toddlers Program

Founder: **Laura Huxley**, author, honorary doctor of Human Services from Sierra University, honoree of the United Nations, Fellow of the International Academy of Medical Preventics, and honoree of the World Health Foundation for Development and Peace, from which she received the Peace Prize in 1990.

Application: (ongoing since 1996) Use of the *Natural Learning Rhythms* in the training program for *Teens and Toddlers*, in Los Angeles, CA and in the UK.

Natural Learning Rhythms was also used from 1995 to 1998 in a pilot program for Teens and Toddlers in Nevada City, CA. Since 1998 the Teens and Toddlers Program has been integrated in the greater Los Angeles area at Pueblo De Los Angeles High School for 4 years; Temescal Canyon High School for 2 years; Soledad Enrichment High School for 1 school semester; Education Center for the Entertainment Arts High School for 1 school semester and Phoenix High School for five years and running; all with great success.

<http://www.children-ourinvestment.org/history.htm> (accessed on: October 6, 2005)

From the UK Teens and Toddlers web site: *Teens and Toddlers take the teenagers on a 12 week journey of exploration built around twice weekly sessions with small children in a safe nursery environment. The nursery experience is developed through classroom support sessions focusing on child development, parenting skills, sexuality and relationships.* <http://www.teensandtoddlers.org/> (accessed on: October 6, 2005)

Organization: Building Opportunities for Self Sufficiency (BOSS), Berkeley, CA
BOSS is dedicated to helping homeless, poor, and disabled people achieve health and self-sufficiency, and to fighting against the root causes of poverty and homelessness.

Project use of NLR: Staff development and training

Founder: **boona cheema**, Executive Director

Project Coordinators: Betty Alcutt, Delfina M., Geiken, Terri Dunn

Application: (1997) Staff training at Harrison House, Berkeley, CA

Organization: The Melvin Smith Learning Center, Monterey-Seaside, CA , using edutherapeutics:

...EDU-Therapeutics is a unique learning system that offers effective solutions for overcoming dyslexia, attention deficit, learning disabilities and reading challenges. It succeeds because it changes how an individual uses his or her brain to learn. <http://www.edu-therapeutics.com/> (accessed: October 9, 2005)

Project use of NLR: Teacher training at the American River Preparatory School. NLR was used it in the curriculum from 1990 until 1995 when that school closed and the Melvin Smith Learning Center opened in Monterey, CA.

Founder: **Dr. Joan Smith**, Founding Director

Application: (1990-1995)-Dr. Smith incorporated some of NLR's body based learning into the curriculum and learning tools (i.e. body centered learning using rhythm, physical movement, and memory).

Organization: The Peace Foundation, New Zealand

Project use of NLR: resource material

Application: The Peace Foundation offers innovative and quality programs, services and resources that are used in many schools, homes and communities - both in New Zealand and overseas.

SCHOOLS SERVED BY NATURAL LEARNING RHYTHMS:

- **Reynolds Middle School**, Portland, OR—(2005, 2006) The Portland Family Enrichment Program supporting positive communication and optimal well-being in families.
- **Trillium Charter School**, Portland, OR—(2005, 2006) The Portland Family Enrichment Program supporting positive communication and optimal well-being in families.
- **Sagewood School**, Bend, OR—(2005) Teacher Development In-Service on the Natural Learning Rhythms of children uses in the classroom.
- **Canby School District**, Canby, OR—(2003) Teacher Development In-Service to enhance the relationships within the classroom and to help the children become “learning ready.”
- **Academy Lafayette**, Kansas City, MO—(2004) Teacher Development In-Service on NLR relevance to: classroom relationships with students, creating developmentally appropriate curriculum, creating problem-solving strategies, and increasing student learning readiness.
- **Gordon Parks School**, Kansas City, MO—(2004) Teacher Development In-Service on NLR relevance to: classroom relationships with students and creating developmentally appropriate curriculum.
- **Kansas City Academy**, Kansas City, MO—(2004) Teacher Development In-Service on NLR relevance to: classroom relationships with students, creating developmentally appropriate curriculum, creating problem-solving strategies, and increase student learning readiness.
- **University Leadership Academy**, Kansas City, MO—(2003 and 2004)
 - (2004) Teacher-Student In-Service Training Program for each classroom—teachers and students together.
 - Teacher Development In-Service training program on the interpersonal relations and the academic life of the teen.
- **Monterey Bay Charter School**, Monterey, CA—(2002)
 - Evening talk for school parents: *Improve Family Well Being: being in a relationship with children that nurtures healthy development in both adult and child.*
 - Teacher training and 8th grade class program on *Diversity and Classroom Relationships* and 5th grade class program on *Fairness and Trust in the classroom.*
- **WillowWood Waldorf School** (now SunRidge School), Sebastopol, CA—(2002) Teacher Development In-Service seminar about conflict resolution.

- **Napa Waldorf School**, in Napa, CA—(2001) Teacher Development In-Service, and evening talk for school parents.
- **John Woolman Quaker School**, in Nevada City, CA—(2001) Teacher Development In-Service.
- **Sacramento Waldorf School**, Sacramento, CA—(March 2001) conference presentation seminars: 1. Natural Learning Rhythms, 2. Rites of Passage and the Education of Children, 3. Education and the Self-Development of the Teacher. Conference: Exploring Rhythm in Family Life and in Teaching, Sacramento, CA.
- **Waldorf School of Rogue Valley**, Ashland, OR—(1993) Teacher Development In-Service on the Natural Learning Rhythms of children.
- **Mariposa Waldorf School**, Nevada City, CA (now combined with the Yuba River Charter School)—(1991) Teacher Development In-Service on Co-operative Games and Activities and resolving conflict on the playground.

BOOKS:

- *Optimal Parenting: using Natural Learning Rhythms to nurture the whole child* (to be released in March, 2006). Ba Luvmour. Boulder, CO: Sentient Publications.
- *Win-Win Games for All Ages: cooperative activities for building social skills* (2002). Sambhava and Josette Luvmour, with Debra and Tom Weistar and Amber and Albee Kara. Gabriola Island, BC: New Society Publishers.
- *Natural Learning Rhythms* (1993). Josette and Sambhava Luvmour. Berkeley, CA.: Celestial Arts.
- *Everyone Wins* (1991). Sambhava and Josette Luvmour. Gabriola Island, BC: New Society Publishers.
- *Towards Peace* (1990). Sambhava and Josette Luvmour. self-published.
- *Tiger by the Tail: Essays on the Inherent Spirituality of Natural Learning Rhythms* (1998). Josette and Sambhava Luvmour. Portland, OR: EnCompass Press.

ARTICLES AND CONFERENCE PRESENTATIONS:

- *An appreciation of holistic family life and it's implications for teachers in holistic education, and Spirituality and the self-development of the teacher in holistic education*, (2001), Conference presentation: IX International Conference on Holistic Education, Guadalajara, Mexico
- *The international rights of the child*, (2001) by Amber and Albee Kara, Conference presentation: The National Coalition of Alternative Community Schools (NCACS)
- *How we can re-awaken our sense of place and purpose and Universal patterns which relate to our learning journey*, (2001), Conference presentations: The Spirit in Learning: The 2nd International Soul in Education Conference, Kauai, HI.
- *The Holistic Nature of Human Development and Its Implications for Family Life*, (2001), Conference presentation keynote: Conference on Exploring Rhythms in Family Life and In Teaching, Sacramento Waldorf School, Sacramento, CA
- *Freedom in Education* (1999) Conference presentation: Brockwood Park Krishnamurti School, 30th Anniversary, Brockwood, England.
- *An Introduction to Natural Learning*, (1997), Conference presentation: OISE—Holistic Education Conference, University of Toronto, Canada
- *Confluence: Synthesizing the Insights of Joseph Chilton Pearce and Natural Learning Rhythms*, (1999), Holistic Education Review.
- *Spirit and Human Rights*, (1997), Conference presentation: The Spirit of Human Rights Dialogues, Sponsored by the Fetzer Institute, San Francisco, CA.
- *Teens and the Shadow*, (1995), EnCompass, Nevada City, CA.
- *Teen Wisdom*, (March 1995) Holistic Education Review.
- *On the Inherent Wisdom of Children*, (1994), Conference presentation: Children: Our Ultimate Investment Conference.
- *Natural Learning Rhythms of Children*, (Spring 1994), Joyful Child Journal, Sacramento, CA.
- Northern California Association for Homeschoolers Conference, (Annually, 1991 through 2001). Lectures, presentations, and workshops on Natural Learning Rhythms and related topics as it relates to the home school audience. Sacramento, CA.
- *Cooperative Games for conflict resolution*, (1990), Mothering Magazine