

**Introducing the Pilot Project for the**

**ATI Demonstrations of Knowledge**

rev. 1/21/2022

Thank you for your interest in the Pilot Project for the ATI Demonstrations of Knowledge.

Currently, the three ATI Sponsors for each Teaching Candidate assess the Candidate’s teaching skills as well as their knowledge in three content areas (Alexander’s Writings, Anatomy and Ethics).

The Pilot Project is testing a way for Teaching Candidates to demonstrate their knowledge in these three areas before their ATI Sponsors assess their teaching skills. Each area will have a set of Reviewers. The Candidate will complete a Demonstration of Knowledge in each area and then Reviewers will be selected to review them. The Reviewers will not be evaluating the candidates work.   The purpose of the review is to check for accuracy and completeness, and to give the candidate an opportunity to discuss their thinking with another teacher before meeting with their ATI Sponsor. Teaching Candidates will have the opportunity to revise their Demonstrations of Knowledge based on the Reviewer’s feedback if they so choose.  Once the Candidate is confident in their work their completed Demonstrations of Knowledge will be sent to their selected ATI Sponsors to help inform their meetings with the Candidate.

Teaching Candidates may submit their Demonstrations of Knowledge in a particular content area as soon as they feel prepared to do so. For example, if a Candidate’s training course focuses on anatomy in the first year, they can complete the Anatomy portion at that time.

Once you complete a Demonstration of Knowledge we will assign your work to a Reviewer. With your consent, the Committee may share your work with others interested in the Pilot Project, but if anyone other than your assigned Reviewer views your work, all personal identification will be removed. Your Demonstrations of Knowledge will not be viewed by anyone not directly involved with the Pilot Project.

Currently, the Pilot Project is completely voluntary. At this time, you are not required to complete the Demonstrations of Knowledge in order to qualify for an ATI Teaching Certificate. If you are a candidate for ATI Certification this year, you may choose to share your work with your ATI Sponsors yourself, but they will not see it otherwise. If you do share your work with your ATI Sponsors, please let us know so we can follow up with them to gather information about their experience with the Demonstrations of Knowledge. This will help us improve the process.

Your participation will provide a tremendous service to ATI and help ATI improve its Teacher Certification Process. And we hope you will find it an enriching activity in its own right.

We have attached the prompt and format guidelines for the Demonstrations of Knowledge. If you would like to participate, please send your responses to the ATI Professional Development Committee at ATIPilotProject@gmail.com.

If you have any questions please send a message to the address above. Thank you very much for your participation.

Sincerely,

Joe Kaplan, Chair

ATI Professional Development Committee

**ATI Demonstration of Knowledge**

 **of Alexander's Writings**

**1. Give a brief summary of Alexander’s life and work. Be sure to Include:**

**1) key elements of F.M. Alexander’s story as they relate to his development of the technique.**

**2) where and when he was born and died;**

**3) the names of his four books;**

**4) what other kind of writing he did;**

**5) what his early work focused on;**

**6) and the role his brother played in his work.**

*Reviewers will check to ensure all six items above are addressed.*

**2. What literature (by Alexander or other authors) would you recommend to a pupil and why?**

*Reviewers will check that the recommendations seem relevant to learning and teaching the Alexander Technique.*

**3. In your own words discuss each of the ideas listed below. For each idea, be sure to**

**address:**

 **1) what it means to you;**

**2) how Alexander discovered it with reference to the first chapter of *The Use of the Self*;**

**3) how it has influenced your development as a person;**

**4) how it has influenced your development as a teacher.**

*Reviewers will be checking to make sure all four points above are addressed for each of the 8 ideas.*

*Following their initial submission, the Candidate will be contacted by a Reviewer to discuss their responses. During this conversation, the Reviewer may ask the Candidate to say more about their responses and relate them to direct quotes from the text.*

**List of Ideas:
(given here in alphabetical order, you may respond in any order):**

Conscious Direction
End-gaining
Faulty Sensory Appreciation
Inhibition
Means Whereby
Primary Control
Psycho-physical Unity
Universal Constant (use affects functioning for better or worse)

**FORMAT GUIDELINES for ATI Demonstration of Knowledge of Alexander’s Writings:**

Candidates may submit their demonstrations of knowledge in writing, as a video, or a combination of both. Candidates should observe the following guidelines out of consideration for their Reviewer:

**Individual Written**
Not to exceed 20 pages, double-spaced. The briefer the better so long as it is complete. Section 1.1, “The key elements of F.M. Alexander’s story as they relate to his development of the technique,” should be especially concise. It is the answer you would give to a new pupil who asks: Who was FM Alexander?

**Individual Video**
Not to exceed 30 minutes. Others may appear on the video if they are helping the candidate complete their Demonstrating their Knowledge (for example: to read the prompt). Please be sure to identify yourself at the beginning of your video. If others appear on the video with you, please be sure that you are directly addressing each aspect of the prompt yourself.

**Group Video**
Up to 3 candidates, not to exceed 45 minutes. The video should begin with each Candidate identifying themselves. Each individual must still complete Section 1 in their own video or in writing. For Section 2 and Section 3, **each** Candidate must respond to **each** part.

Others may appear on the video if they are helping Candidates complete their Demonstration of Knowledge (for example: to read the prompt or to facilitate the group discussion).

**ATI Demonstration of Knowledge**

 **of Anatomy**

**The Relationship Between the Skull and the Spine**

1. **Describe the relationship between the skull and the spine (the atlanto-occipital joint) as it relates to the use of the self as a whole.**
2. **How does changing that relationship affect functioning throughout the whole body?**
3. **What information about the location and structure of the atlanto-occipital joint do you believe would be useful for a pupil to know and why?**

 *Reviewers will check to be sure all three items above are addressed.*

**Anatomical Conceptions**

1. **Discuss how a pupil’s concept of their anatomy may impact their use, movement and/or behavior.**
2. **Give examples of some typical misconceptions and their results.**
3. **Give examples of accurate conceptions and their results.**

*Reviewers will check to be sure all three items above are addressed.*

**Breathing**

1. **Describe the inherent, natural process of breathing.**
2. **Describe some ways that a person could interfere with this process, and the effects of that interference.**

 *Reviewers will check to be sure both the items above are addressed.*

*Following their initial submission, the Candidate will be contacted by a Reviewer to discuss their responses. During this conversation, the Reviewer may ask the Candidate to say more about their responses.*

**FORMAT GUIDELINES for ATI Demonstration of Knowledge of Anatomy:**

Candidates may submit their demonstrations of knowledge in writing, as a video, or a combination of both. Candidates should observe the following guidelines out of consideration for their Reviewer:

**Individual Written**
Not to exceed 10 pages, double-spaced. The briefer the better so long as it is complete.

**Individual Video**
Not to exceed 20 minutes. Others may appear on the video if they are helping the candidate complete their Demonstrating their Knowledge (for example: to read the prompt). Please be sure to identify yourself at the beginning of your video. If others appear on the video with you, please be sure that you are directly addressing each aspect of the prompt yourself.

**Group Video**
Up to 3 candidates, not to exceed 30 minutes. The video should begin with each Candidate identifying themselves. **Each** Candidate must respond to **each** part.

Others may appear on the video if they are helping Candidates complete their Demonstration of Knowledge (for example: to read the prompt or to facilitate the group discussion).

**ATI Demonstration of Knowledge**

 **of Ethics**

Please refer to the ATI Code of Ethics, and the Ethics Scenarios, which can be found on the ATI website.

**1. From the ATI Code of Ethics:**

* **choose two tenets from The Teacher-Student Relationship;**
* **choose two from the Teacher-Teacher Relationship;**
* **choose two from the Teacher-Professional Responsibility Relationship.**

**2. Refer to the scenario list. For each of the six tenets you have chosen, find a scenario that you believe “violates” that tenet.**

**3. Respond briefly (no more than one paragraph each) to each scenario you have chosen. Say what you would do if you found yourself in that situation. (Be sure and list the scenarios and the tenets you are talking about in your responses).**

*Reviewers will check to be sure you have responded to six scenarios total, two scenarios for each section of the Code of Ethics. Following their initial submission, the Candidate will be contacted by a Reviewer to discuss their responses. During this conversation, the Reviewer may ask the Candidate to say more about their responses.*

**FORMAT GUIDELINES for ATI Demonstration of Knowledge of Ethics:**

Candidates may submit their demonstrations of knowledge in writing, as a video, or a combination of both. Candidates should observe the following guidelines out of consideration for their Reviewer:

**Individual Written**
Not to exceed 6 pages, double-spaced. The briefer the better so long as it is complete.

**Individual Video**
Not to exceed 20 minutes. Others may appear on the video if they are helping the candidate complete their Demonstrating their Knowledge (for example: to read the prompt). Please be sure to identify yourself at the beginning of your video. If others appear on the video with you, please be sure that you are directly addressing each aspect of the prompt yourself.

**Group Video**
Up to 3 candidates, not to exceed 30 minutes. The video should begin with each Candidate identifying themselves. **Each** Candidate must respond to **each** part.

Others may appear on the video if they are helping Candidates complete their Demonstration of Knowledge (for example: to read the prompt or to facilitate the group discussion).

**THE ATI CODE OF ETHICS for Teaching Members**

This Code of Ethics sets forth ethical principles for Alexander Technique teachers. The public has the right to expect that all ATI teaching members are properly evaluated and qualified to teach the F.M Alexander Technique. ATI members act in a constructive, non-sectarian, non-discriminatory manner with colleagues, associates, students and the public. Section 2.4 has been deleted.

1. **1.THE TEACHER-STUDENT RELATIONSHIP**
	1. 1.1. It is the responsibility of the Alexander Technique teacher to maintain a professional attitude throughout the period of time during which the Alexander Technique teacher/ student are working together.
	2. 1.2. An Alexander Technique teacher does not use their authority for personal gain, whether that gain be cultural, emotional, political or religious in nature. An Alexander Technique teacher does not enter into a sexual relationship with a student.
	3. 1.3. Students retain the right of confidentiality, and no information regarding the pupil is released to a third party without the consent of the pupil.
	4. 1.4. While the use of the principles of the F.M. Alexander Technique may produce effects that are beneficial or therapeutic, an Alexander Technique teacher informs all students that the F.M. Alexander Technique is an educational process, which improves the general level of functioning of the individual. In cases where professional medical assistance is indicated, Alexander Technique teachers encourage their students to seek such help. At no time does an Alexander Technique teacher make medical diagnoses or prescribe medical remedies. An Alexander Technique teacher does not proffer claims that the F.M. Alexander technique is a cure for any malady.
	5. 1.5. Any policy regarding payment, cancellation, lateness, or proper attire is fully explained to the student prior to the commencement of lessons and put in writing.
	6. 1.6. F.M. Alexander Technique lessons do not require the student to disrobe. Special projects requiring special dress are to be explained and agreed upon beforehand by all participants.
	7. 1.7. Students have the right to register a complaint with the ATI Ethics Committee. Their Alexander Technique teacher informs them of the process for doing so.
2. **2.THE TEACHER-TEACHER RELATIONSHIP**
	1. 2.1.ATI Teaching Members interact with each other and all Alexander Technique Teachers with professional and collegial respect. Differences of professional opinion are addressed without personally attacking or devaluing another's work.
	2. 2.2.ATI Teaching Members assist, support and encourage each other and all Alexander Technique Teachers in acquiring and maintaining the integrity, competency and highest standards of the profession.
	3. 2.3. ATI Teaching Members do not use their authority for personal gain over any colleague, whether that gain be cultural, emotional, financial, political or religious in nature.
	4. 2.4. Deleted
	5. 2.5. Respecting the confidentiality of other ATI Teaching Members, ATI Teaching Members do not communicate to a third party any information that may be damaging to another Alexander Technique Teacher's reputation. If a third party's safety is at risk, ATI Teaching Members act upon their best judgement, taking into account the urgency of the situation and the laws of the country where the parties reside.
	6. 2.6. ATI Teaching Members who perceive a breach of The Code of Professional Conduct by a colleague speak directly to the colleague or teacher, before taking further action. If the ATI Member experiences difficulty approaching a colleague or teacher directly, the member may request an Advocate be appointed by the Ethics Advisory Committee Chair (for further clarification see Procedures for filing a complaint). If at all possible the Advocate speaks the language of the member with a complaint.
	7. 2.7. ATI Teaching Members may seek support from the ATI Ethics Advisory Committee to resolve any ethical concern.
	8. 2.8. ATI Members (both Teaching and Trainee), receiving a complaint about a third party from a colleague or a teacher, respectfully encourage and support the colleague in addressing the complaint directly to the third party or to the Ethics Advisory Committee.
	9. 2.9. Members who serve on the ATI Ethics Advisory Committee or who are Sponsoring Members may discuss information about ATI Teaching Members only within the jurisdiction of their committees, and the Board Members informed of decisions made within these committees are also bound by the same rule of confidentiality. If a member of the board or committee is involved directly or indirectly with the issue that member shall withdraw.
	10. 2.10. ATI committee and board members inform their committees and board members of possible conflicts of interest which might affect their functioning within the committee or board. The committee or board decides the extent to which that member should be involved in the discussion or decision making in that particular matter before the committee or board. Conflicts of interest might be personal, professional, legal or financial in nature.
	11. 2.11.ATI Teaching members maintain clearly defined boundaries in all dealings with each other. ATI strongly recommends that when entering into business relationships, members clarify expectations in a written contract agreed upon by all parties, defining roles and spelling out clearly any financial arrangements.
3. **3.TEACHER-PROFESSIONAL RESPONSIBILITY**
	1. 3.1.ATI Teaching Members continue to deepen their knowledge and understanding of the F.M. Alexander Technique and to improve their teaching skills. ATI Teaching Members participate regularly in professional interactions, workshops, research and publications.
	2. 3.2.ATI Teaching Members recognize the labor necessary to run ATI and contribute their time and expertise to ATI on committees or other positions of leadership when possible.
	3. 3.3.ATI Teaching Members accurately represent their professional qualifications and experience and describe the F.M. Alexander Technique without false or exaggerated claims. (see guideline below)
	4. 3.4.Public advertisement of the F.M. Alexander Technique does not include any false, fraudulent, misleading or deceptive statements or claims by ATI Teaching Members.
	5. 3.5.ATI Teaching Members maintain the integrity of the F. M. Alexander Technique. When other modalities are introduced within the context of a lesson or workshop, they are clearly identified as being distinct from the Alexander Technique.
	6. 3.6.In their teaching ATI Teaching Members acknowledge appropriately the work or ideas of others. (see guidelines below)
	7. 3.7.ATI Teaching Members understand and respect personal boundaries, and accept the responsibility to hold inviolate the well-being of self, students and associates within the Alexander Technique community and the community at large.
	8. 3.8.ATI Teaching Members establish respectful and cooperative professional relationships with other practitioners and other professions.
	9. 3.9.ATI Teaching Members maintain a high level of personal integrity, bearing in mind that their behavior and how they represent themselves within the community is a reflection on ATI.

Guidelines to the Code of Ethics

Part III

3c.  ATI Teaching Members represent the Alexander Technique as an educational process. Therefore, any communication with the public makes clear that beneficial effects from Alexander lessons are the result of that educational process.

3f.  ATI Teaching Members do not claim ownership of an idea that is not their own.

**THE ATI CODE OF ETHICS for General Members**

Revised November 1999

1. I will model and support the highest professional standards in all
dealings with the public and colleagues.

2. I will describe the Alexander Technique as a method of learning and
strive to present the Technique accurately.

3. I will respect Alexander Technique International, Inc. and honor it with my professional conduct.

(This code applies to General Membership, the non-teaching members.)

**Ethics Scenarios for Demonstration of Knowledge Revised 13 March 2021**

1. Jackie has been teaching for a year and a half and is having a professionally designed website done for marketing her practice. She copies the exact text from Gavin’s webpage. Gavin has successfully been in business for a long time, and he hollers plagiarism. The question: who if anyone “owns” descriptions of the AT?

2. A new student tells his teacher, Tom, that he changed teachers because his former teacher, Frank, put his hands in private places on his body. The student asks for Tom’s confidentiality. What is Tom’s responsibility to his student, ATI, and Frank?

3. Polly has a new student who was once a student of Lana’s. Polly tells Lana this student is saying to people that Lana touched her body in a sexual manner. Lana is sure she has never done anything inappropriate. Lana has taken Ethics of Touch workshops and is thoughtful and respectful in her teaching. Lana is distraught and outraged over the accusation. What are Lana’s and Polly’s responsibilities to the student? To ATI? Polly consults the ATI Code of Ethics for guidance and reads, “*Students retain the right of confidentiality, and no information regarding the pupil is released to a third party without the consent of the pupil*.

4. Salvatore signs up for a course of ten lessons paid for in advance by a third party (who believes Salvatore can benefit from such a gift). Salvatore stops coming after the second lesson and asks for a refund. Obviously, Salvatore is not entitled to the refund, but is the third party, who paid for the complete ten-lesson course?

5. Abigail, an Alexander Technique teacher, came to the AT because of chronic back pain, which is now gone. She becomes a teacher and specializes in working with people in pain. She places an ad in various magazines and newspapers claiming AT cures back pain, headaches, and post-traumatic stress syndrome.

6. AT teacher Heidi tells her good friend Annie, also an AT teacher, that she had (is having) an affair with her (married) student. How does Annie respond? What if she shares this information with a colleague she doesn’t know well as they are driving to a conference together?

7. Bruno wants to join a committee, but the committee chair tells him he is not welcomed. What can he do?

8. Dave and Jan, his former student and now colleague, have discussed plans to start an AT school for teachers. Theirs would be a small school run on a shoestring budget. One day Jan informs Dave that a well-established school in the same town has approached her to teach there. Jan decides to take the offer and leaves Dave without a much-needed teacher for his school. Is this a breach of ethics by Jan? By the well established school?

9. Marcie, Jonathan’s student, is attending an AT workshop presented by Joe. During the workshop, Marcie talks with Joe about an AT principle Jonathan has taught her and misquotes Jonathan. What can Joe do?

10. Mary has a large Alexander Technique practice in a small town in far southwestern Ontario. Her published fee for a 1.5 hour AT lesson is $75 Canadian. About half of her students come from Michigan, and she charges them $65.00 USD because of the exchange rate (they usually pay with US dollars or a US check). What does Mary have to do to clarify her fee in currency other than Canadian dollars?

11. Edgar is an AT teacher with a large number of students in the downtown area of a large city in France. He conducts most of his lessons in the late afternoons and evenings to accommodate the students who work during the day. His weekend caseload is usually heavy. While working with a new student (3 lessons) named Amanda, he helps her gain some release and ease. She immediately feels the difference and starts sobbing. Amanda grabs Edgar, hugs and tries to kiss him on the cheek—apparently in thanks and gratitude—but Edgar is not sure of her intentions. A few days later, Amanda calls and asks Edgar if they can go for coffee and a visit. How would you advise Edgar?

12. John works as a baggage handler at British Airways at Gatwick. Several weeks ago he lifted a heavy suitcase onto the loading ramp of the plane and twisted his back. He makes an appointment with Tom, an AT teacher, because he heard from a fellow worker that the Alexander Technique might help him. After Tom gets the basic information, he watches him move - walk, sit, stand, etc.- and thinks John has a serious problem in the erector spinae group of muscles in his back. Does Tom accept John as a pupil?

13. After four lessons, John files suit against Tom for violation of his confidentiality. The problem occurred because John did not show up for his fifth lesson. Tom called the office at the airline where John works and asked about him. Tom mentioned that John missed an appointment with him to deal with his painful back. The airline fired John for concealing an on-the-job injury, which threatened the safety of other workers. Now John is blaming Tom for causing him to lose his job. What can Tom do?

14. Andor and Peter are invited to join the Q committee set up by the board to initiate a new legal proposal to be presented at the next ATI AGM. Both Andor, who has been an Alexander Technique teacher for 5 years (member of ATI for 7 years), and Peter, who is a trainee (member of ATI for 6 months), agree to become members of the committee. Larissa, the committee chair, emails them the first questions needing clarification and gives them a date when she wants their ideas. Neither fellow replies, so Larissa emails them again and asks them to confirm that they have received the email. Peter responds and agrees to send his ideas as soon as possible. When Larissa doesn’t hear from Andor, she sends him a postal letter. Four weeks later she receives an email from Andor saying he got her emails and thanked her for the snail mail copy. He says he has been thinking about how to address the issue and will get back to her. Two months pass and no word from Andor or Peter. Larissa feels she needs to do the work herself because of the time deadline of presenting the proposal at the AGM. What should Larissa do?

15. Jane says the reason she began her lessons with Alberta is because Alberta’s flyer stated how therapeutic the Alexander Technique is. After working with Alberta, Jane feels so much better. Now she reads Alberta is not supposed to say she does therapy. Jane is confused by statement 1.4 in the Code of Ethics of Jane’s professional organization. What can Alberta say to Jane?

16. Sammy is moving to another city and asks his Alexander Technique teacher to recommend someone there so he can continue his lessons. Melina, his teacher, knows teachers in the other city. How does she respond to his request?

17. Rachel is a fundamentalist Christian. She is very happy with her religion and finds great comfort and support from the members of her congregation. She has approached Stephen about taking some Alexander Technique lessons. Stephen is non-religious but considers himself very spiritual. Now and then during her lessons with Stephen, she discusses her experiences in her church. Stephen, who was once a fundamentalist Christian, is ‘concerned’ that her religion is too authoritarian and controlling. Sometimes he slips in a comment intended to influence her spiritual direction.

18. Peter is a sensitive and sincere young man who grew up with an abusive father. He often finds himself seeking the love and support he didn’t get from his father from other men in his life. Peter has been having Alexander lessons with Gabriel for about six months. Gabriel knows about Peter’s childhood issues and has been supportive. Gabriel revealed to him that he experienced similar abuse as a child. During his lessons, Peter has released a lot of tension he used as protection when he was a child. At one lesson, Peter feels small and has regressed into a childlike state. Gabriel becomes anxious and angry at seeing Peter so vulnerable. Gabriel stops the session and tells Peter to get a hold of himself. Peter feels great shame and ‘sucks it up’ to finish the lesson. He calls his therapist to try and figure out what happened.

19. Tom is an AT teacher who becomes romantically interested in a student. What is Tom’s ethical obligation as a professional?

20. Lee has a regular student who comes to her lesson in a rush wearing a knee-length skirt rather than her usual slacks. She requests a table lesson. What is Lee’s ethical obligation?

21. Marcy, a member of the ATI board and a sponsor, is asked to evaluate someone. Marcy has heard that the candidate and the principal trainer had a personal relationship. With whom can she discuss this to find out if it is true?

22. Aaron, an ATI member, is asked to assist in an investigation of an ethics complaint against another ATI member. Aaron has participated in an annual workshop with that member, that has nothing to do with the ethics complaint, and gotten to know him. How does Aaron respond to this request?

23. John attends a workshop in Body Mapping. Does this satisfy the requirements laid out in the Code of Ethics 3.1?

24. Sophie conducts a weeklong Alexander Technique workshop for a group that includes tai chi and meditation at the beginning of each day. How does she publicize this to potential attendees?

25. James hears from a student that a non-ATI member who is an AT teacher in his vicinity criticized his teaching skills. What can James do?

26. Alec and Mara sit next to each other at their children’s school parent night. Alec describes what teaching the Alexander Technique means to him, and Mara, still in pain while recovering from disc surgery, is intrigued enough to begin taking lessons with Alec. Slowly she gains more

mobility, but the stress of an acrimonious divorce and being a single parent sets her back. Alec and his son and Mara and her son find themselves together at school events, and often Alec drives Mara and her son home. They begin to depend on this friendship. During one of Mara’s AT lessons, Alec’s wife stops by to pick up something and finds Mara and Alec in an intimate position inappropriate for a teaching interaction. Alec’s wife is furious and lodges a complaint with Alec’s professional organization in order to embarrass and pressure her husband. What action, if any, can all the various parties take in response?

27. Michael and Lauren are close friends who met in college. Lauren becomes an Alexander Technique teacher, and Michael decides to study with her. The day before each lesson, Lauren sends a text message confirming the time of the lesson. Very late that night, Michael sends Lauren a text message saying, "Lauren, I'm at a party right now, and I am going to be way too hung over to come in tomorrow." Lauren makes the mistake of responding to the late night text as if she were talking to her close friend rather than her Alexander student. Due to the late night texting exchange, Michael and Lauren's friendship has suffered, and their AT lessons have become uncomfortable for the both of them. Lauren is surprised that the casual nature of texting with her friend/student can adversely affect a teacher/student relationship.

28. Himari is giving AT lessons to Shira. At one lesson, Himari is struck by the difference in the way Shira is standing and asks her if she can take a photo. She thinks it will help Shira see the differences in her use. Later, Himari discovers an old photo of Shira taken at an earlier lesson and decides to post on Facebook the two photos side by side to demonstrate the before and after effects of her AT lessons. Himari and Shira have a mutual friend on Facebook, and word gets back to Shira who she sees the photos. Shira never consented to this.