

MOVEMENT ANALYSIS. THE LEGACY OF LABAN, BARTENIEFF, LAMB AND KESTENBERG

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INTRODUCTION

This is a book about movement analysis as founded by Rudolf von Laban. As a dancer and choreographer he was interested in the precise observation and written fixation of movement and developed a system of movement observation and movement notation, which became the basis for further research and theories (Laban, 1960; Laban & Lawrence, 1947). The movement analysis in Laban's succession is characterized by a phenomenological and experienced-based approach to the systematic capture of movement phenomena. As opposed to other forms of movement analysis it not only includes quantitative aspects of movement but also the quality of movement (and their subjective experience, as well as psychic correlates) and offers a taxonomy for its systematic compilation. It consists of a number of specific observation instruments yielding non-intrusive and objective access to behavioral data, finding their application in movement-based diagnosis and intervention planning. Furthermore, this knowledge is applied in artistic contexts or in the mathematical capture of human movement for video games or cartoons (Chi, 1999; Marshall, 2006).

This volume provides an overview of the leading theories, systems, research and application in the tradition of the theoretical concepts of movement analysis of Rudolf von Laban (1879-1958), Irmgard Bartenieff (1900-1981), Warren Lamb (*1923) and Judith Kestenberg (1910-1999). It treats Laban Movement Analysis (LMA), Movement Pattern Analysis (MPA), the Action Profile[®] (AP), the Kestenberg Movement Profile (KMP), and the Movement Psychodiagnostic Inventory (MPI). Laban's legacy is a differentiated and further developing field of movement studies (Bartenieff & Levis, 1980; Davis, 1997; Kestenberg, 1975/1995; Kestenberg & Sossin, 1979; Kestenberg Amighi, Loman, Lewis, & Sossin, 1999; Lamb, 1965). This bilingual volume is based on the international congress "Moving from Within" in Freising, Germany, 2007, celebrating the 20th anniversary of the Zentrum für Tanz & Therapie, Munich.

As movement analysts, we have something special to offer to science and to clinical, educational or organizational practitioners: Experience-based teaching and learning. This creates a special form of authentic embodied knowledge: a knowledge that has been run through our bodies and validated there and subsequently intersubjectively confirmed or altered in exchange with colleagues. Using the background of our own bodily experience, new and challenging clinical problems in diagnosis and intervention can be answered quickly and effectively.

Beyond its application in the context of diagnosis and intervention, body-based knowledge can be used in the research process as well. Scientific knowledge gets reinvented with every new paradigm. Within new paradigms there are frequently marked changes depending on the latest empirical results on a topic. New arguments arise, are tested and integrated into existing knowledge or entirely renewed. Bodily knowledge is not subject to change in this sense, it is a valid base to work from in clinical practice as well as in research. It is the common human ground on which we built our thoughts and theories. The water we swim in. Embodied experience and bodily integration of knowledge can provide valuable information, new hypotheses, new insights and external validation criteria on our way to establish concepts of any kind.

These thoughts are not as new as one might assume, they have been already addressed by philosophers such as Husserl ("phenomenology begins with self-experience"), Heidegger, and foremost Merleau-Ponty (1960); in contemporary philosophy

by Gallagher (2005) or Sheets-Johnstone (1999). We find these thoughts also in other therapeutic approaches such as Gendlin's Focusing (1996), mindfulness (Heidenreich & Michalak, 2003; Segal, Williams, & Teasdale, 2002) or Authentic Movement (Stromstead, 2001), in cognitive and neurosciences such as in Varela's neurophenomenology (1996), in Damasio's somatic markers theory (1994), in Barsalou's Perceptual Symbol Systems (1999), and in Glenberg's memory model (1997) as well as and in special educational approaches such as rhythmic and anthroposophy. What is new is rather that particularly through the thriving neurosciences we are facing an enormous integration opportunity for body-based approaches that we should utilize in the search for common ground.

Embodied knowledge has a self-related (Gallagher, 2005) as well as a relational component (Kestenberg, 1995; Niedenthal et al., 2005). In movement analysis, the first-person perspective of embodied experience is taken to the third person perspective of the external observer. The observer creates a clinical or personality-related profile that needs to fulfill the criteria of observer reliability and should be intersubjectively validated. However, in creating the profile from the third person perspective, observers use their own kinaesthetic attunement with the target person, i.e., there is an external validation criterion of the other's features within our bodies. A mapping takes place. This information transformation from the target's body to the observer's body is actively integrated into the process of movement analysis. It takes different forms in the different systems, however, it is always one central element that is particular to the diagnostic process in movement analysis.

The book compiles 19 bilingual chapters introducing movement analysis systems or describing their clinical applications. Chapters are ordered into basic frameworks and applied content, and within that from historically earlier to later approaches.

The volume starts with the chapter of Warren Lamb that contrasts Laban's core principles of flux and stillness (English). Antja Kennedy provides an overview of Laban Movement Analysis (LMA; German). Pamela Ramsden introduces the principles of the Action Profile[®] (AP; English), followed by Mone Welsche, Antja Kennedy and Kedzie Penfield introducing Movement Pattern Analysis (MPA; German). The Kestenberg Movement Profile is introduced in the chapters by Bender, Eberhard, Loman and Sossin; followed by the Movement Psychodiagnostic Inventory (MPI) with application examples introduced by Martha Davis, Hedda Lausberg, Robyn Flaum Cruz, Miriam Roskin Berger and Dianne Dulicai (English).

In the applied section, Mone Welsche offers a chapter testing potential and limits of LMA in the use with depressed adolescents (German). The use of LMA with learning-impaired children by Bettina Rollwagen provides insights into the neurological basis for distinct movement patterns (German). Kirsten Beier-Marchesi introduces movement-based language learning in schools using Laban principles (German). Kestenberg Amighi used the KMP to assess Native American learning style preferences, Loman for the establishment of empathy through fetal movement notation (both English). Koch and Müller introduce two KMP-based questionnaires, and Eberhard-Kaechele gives an account to the psychoeducational use of Shape-Flow with traumatized individuals (both English). Bräuninger and Züger contribute an assessment method of film-based movement analysis for the evaluation of treatment outcome of psychiatric patients, and Fiedler applies KMP principles to clinical

supervision processes (both German). Finally, Koch provides empirical data on the validity of the KMP and the basic principles of movement analysis in general (English).

We hope you have a fully embodied experience with this material!

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