

Dance-in-Connection

Observing the Choreography of the Infant-Parent Dance

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Overview

- Why Dance?
- Approaches to Dance and Dance-Therapy
- Integrating Parent-Child Psychotherapy and Dance-Therapy
- Video micro-analysing of parent-infant interactions (for evaluation)
- Forming an interdisciplinary model for clinical intervention:
Relational Dance-Therapy Model
- Presenting a parent-child dance-therapy program for ASD children and parents, Montreal (CNDT)
- Discussion

What is the meaning of the word Dance for you?

- Why dance ?
- With whom? Solo, Duet, Trio, Group.
- Where ?
- When does movement become a dance ?

Dancing with a child

- Regulate
- Connect
- Communicate
- Create
- Reflect



What do I mean when I talk about Dance in the context of my work as a therapist?

- Post- Modern Dance
- EWMN - Eshkol Wachmann Movement Notation

Post-Modern Dance

- Using everyday, ordinary movement within the vocabulary of the a dance performance.
- Performing in any location other than the theater: Site Specific.

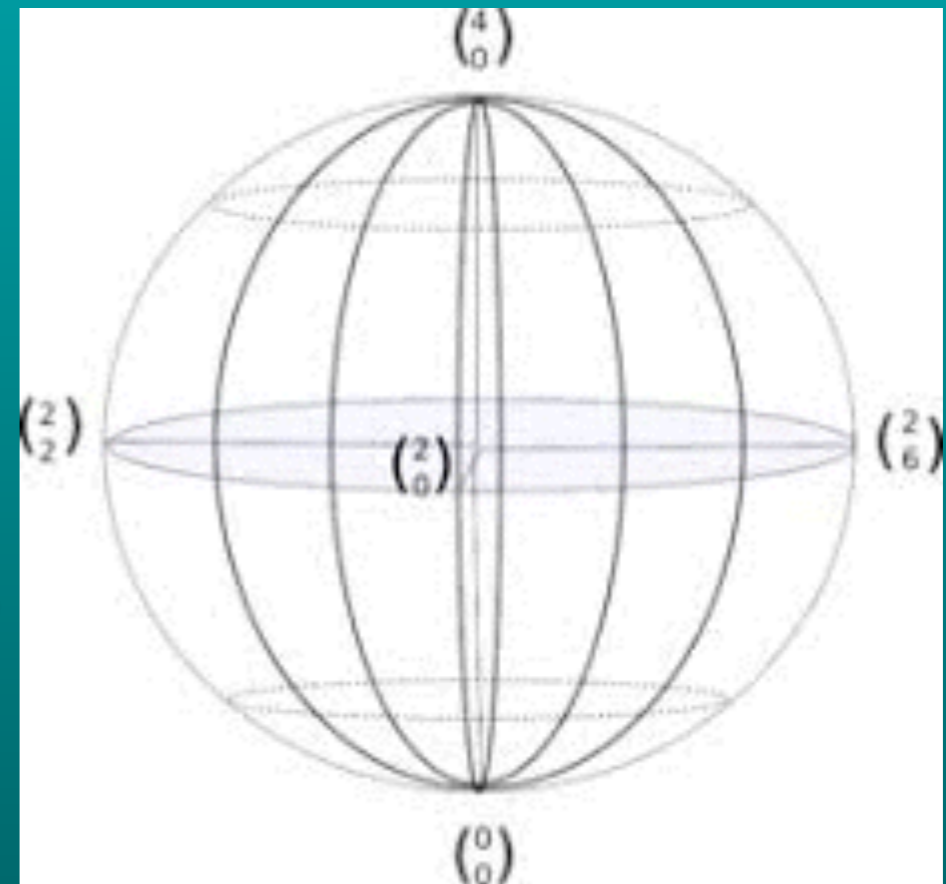


(“ A man walking down the side
of a Building”,
Trisha Brown 1969)

- Steve Paxton : Research of **weight** relations:
Contact Improvisation .
“ The Small Dance, The Stand”
- Lisa Nelson: The role of the senses, mainly **vision**, for the creation and perception of a dance performance.
- Julyen Hamilton : Exploring relations in **space** and **time** in the creation of a choreography as well as **voice**, speech and poetry.
- Anna Halprin ; Dance as a social, political and healing process.

EWMN - system

Developed by Noa Eshkol
(choreographer)
and Avraham Wachman
(architect);
reading and writing dances/
analysing movement.



These approaches to dance, have shaped my
work as a parent-child dance movement
therapist ,
working with young ASD children and their
families, following the
HDTM
(Haifa Dyadic-Therapy Model)

Observing a parent-infant/child interaction
with the eye of a choreographer ;
as if it were a dance.



Video filming and micro-analysing:



Relational Dance-Therapy Model

- A working model for clinical intervention.
- Relational Model: observing dyadic and triadic relations.
- An interdisciplinary model: integrating knowledge from Dance, Dance-Therapy and Infant-Parent Mental Health.
- Developmental model: from bottom to top.
- Intermodal Communication .
- Observing the body as a whole.

Objectives :

- Expanding the awareness and sensibility to the implicit movement relations within any interaction.
- Promoting the accessibility of relational movement - based interventions for anyone working with young children and parents.

Infant Parent Mental Health Theory :

- Stern D. - “Forms of Vitality” 2010
- Beebe B. - Video Microanalysis Research
- Dr. Ed. Tronick - Model of Dyadic Expansion of Consciousness. Mutual Regulation
- Dr. Bruce Perry - NMT
- Prof. C. Trevarthen - Communicative Musicality.
- Prof. Peter Fonagy - Mentalization based treatment.

Infant-Parent Mental Health

Mentalization, Creativity

Dance-Movement

Choreography

Imagination, Symbolisation

Composition

Nonverbal Communication

Vision, Voice and Touch

Attunement

Space and Time Coordinations

Self and Mutual Regulation

Breath and Weight

Relational Dance-Therapy intervention program

- with the collaboration of the CNDT - Montreal.
- A parent-child dance-therapy program for ASD children participating in an adapted ballet class at the CNDT .
- Combining a dyadic session with a group class.

Elements of the program:

- Moving objects.
- Movement improvisational 'scores'.
- Dancing cards.
- Video-feedback method.
- Parents questionnaire.

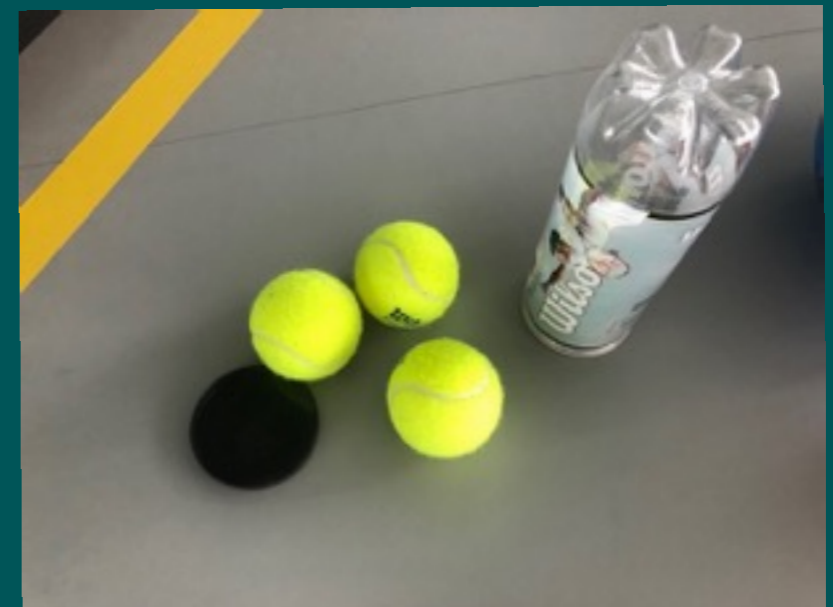
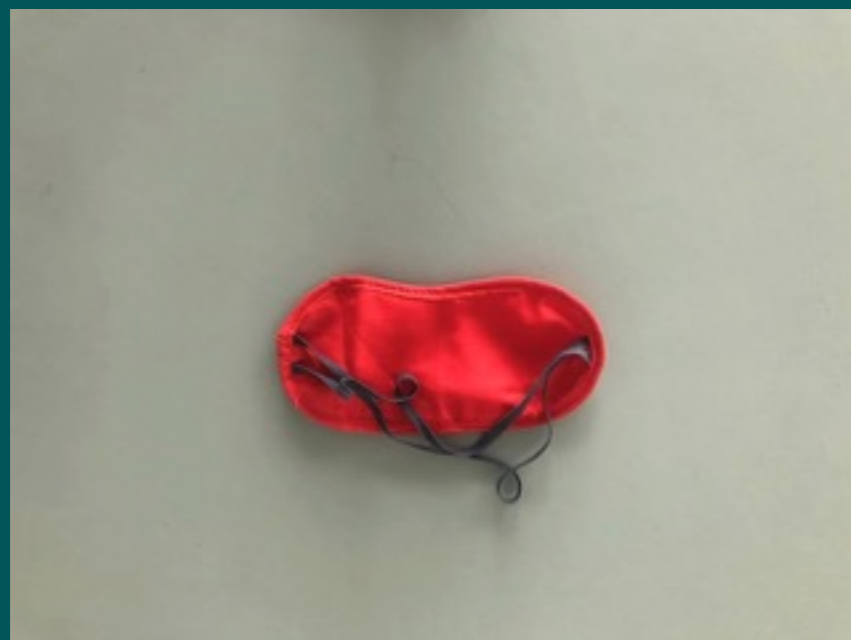
The structure of the program - also based on :

- Lynne Murray and Peter J. Cooper - Book-Sharing project.
- George Downing - Video-feedback method.

Moving objects:



Objects as accessories for shared-attention



Scores in dance improvisation:

- ‘Scores’ are structures created and used by movement and dance improvisation choreographers.
- ***“A choreographic idea works for me if I can hook on to a physical task that has different layers of meaning”***
(Interview with Meg Stuart, 2002)
- “Tuning Scores” - Lisa Nelson and Scott Smith

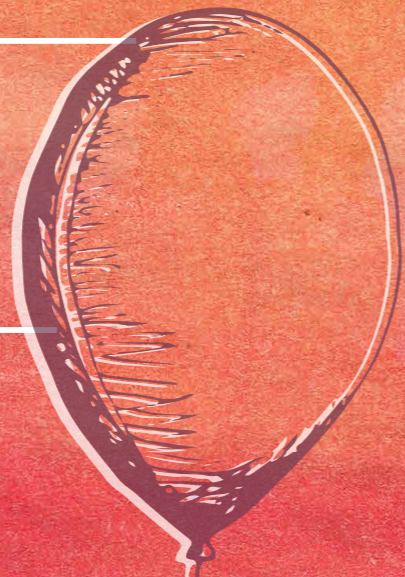
Name of score: “Always in the Air”
Object: balloon



Dancing - Cards

- Each Card proposing a 'score', through a visual and symbolic representation.
- Representing: the relational form, the object, the name of the 'score' and the level of development .
 - Allowing to choose a card and accept the choices of the others.
- Creating a sequence of cards, organising the 'composition' of the interaction in time .

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Balloon

"Blowing the Balloon"

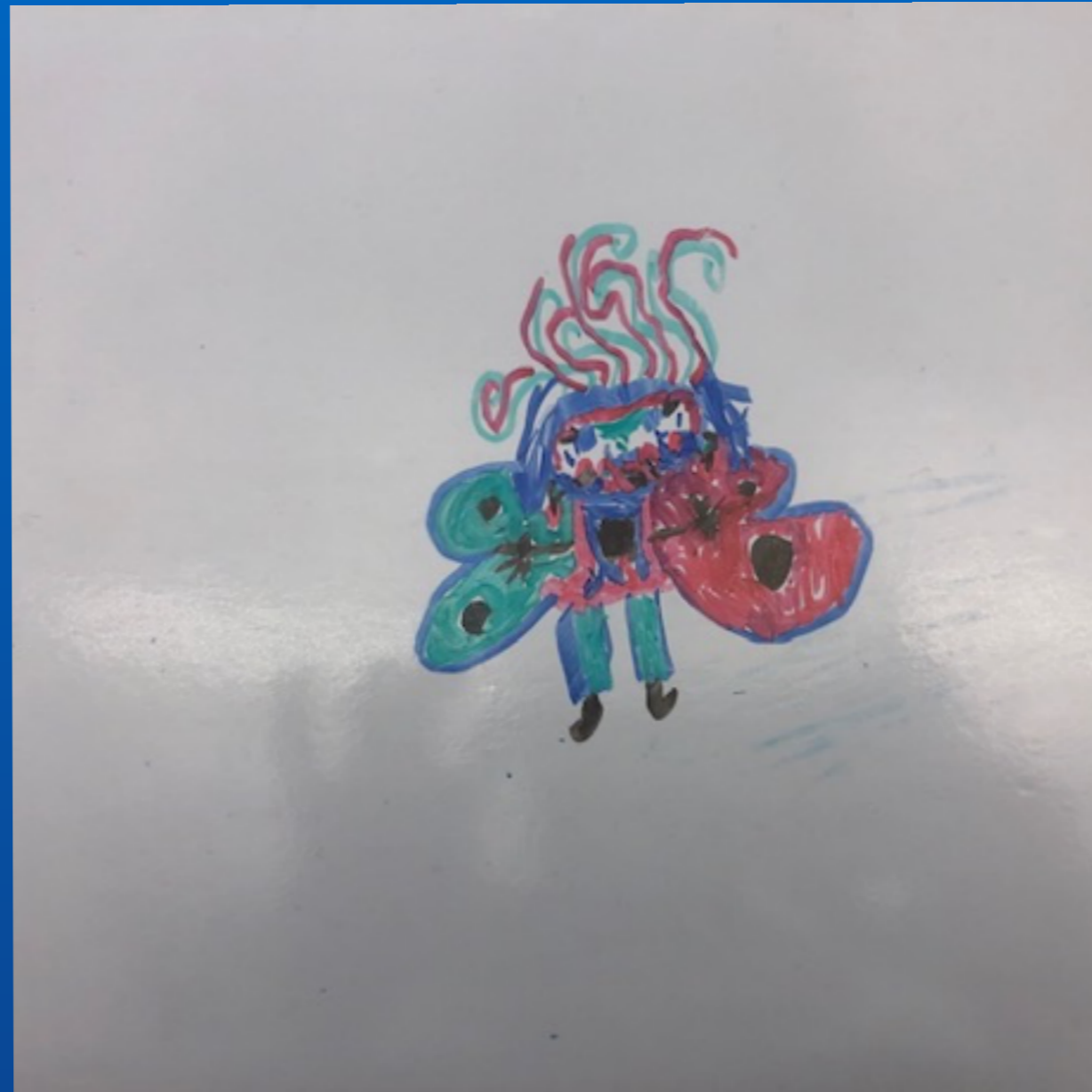
Three Solos



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Explanation:
Blowing the balloon and letting it go..

Drawing Conclusions



“Moving Around”



“Conversation-Ball”





Thank you!

Special thanks to the CNDT and to the wonderful parents and children for their trust and collaboration.

Questions ?

Open discussion.