Workshop Yoga, Postural balance and Slow-motion in PsychoMotorTherapy

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Introduction
Two natural phenomena, gravity and the (human) body are the sources of balance and problems with balance e.g. imbalance.
Physical balance (M.I.S., scheme 1) is related to psychosocial themes.
The degree of balance depends on size of surface of support, location and movement of the center of gravity.
We will do exercises to experience this relationship between gravity and balance.

Both yoga and movement and body-orientated exercises use lying, standing, sitting as basic positions to work physically and mentally with balance. To learn about the relation between body and mind, e.g. to increase self-awareness, the psychomotor therapist can use any kind of exercise which are founded on posture and slow-motion. We use the so called FECS-model (scheme 2) to observe or intervene on human behavior.

So:
1st interest : awareness of balance → we will do exercises on this issue and have personal and professional reflection on it
2nd important: the mental reaction to balance and imbalance. Now we can experience balance in the body (instead of a science way of looking at it), we can work with disturbance of balance / imbalance and the possible meaning of it. This meaning is influenced by context: individual or in relation with others. → we will do individual and relational exercises to experience what happens in the body, reflect on mental reactions and practice with hindering mental reactions which brings us out of balance.
We’ll reflect on what theme is being opened (scheme 1) and make relations with themes as ‘trust’, ‘power’ and ‘bodyexperience’

We also do a theoretical reflection. After doing exercises yourself:
• Can you understand why Bessel vd Kolk (4) recommends and uses yoga with PTSS?
• Can you understand why working with balance can influence the experience of social anxiety (3, 7)?
• Can you understand why people can suppressed feelings of anger by stiffening the back (6)?
• Can you find another bodily strategy to cope with unpleasant emotions / experiences?
Literature


Scheme 1.

Physical instrumental sensibility (m.i.s.)
Physical social sensibility (m.s.s.)
Space / Environment
Power / Force
Bodyexperience
Trust
Relaxation

Muscle tension
Balance
Lateratisation
Body scheme
Orientation in time & space
Gross motor performance
Fine motor performance

psychosocial meaning

motorische instrumentele sensibiliteit
m.i.s.)
motorische sociale sensibiliteit (m.s.s.)
ruimte
kracht
lichaamsbeleving
vertrouwen
relaxatie

spierspanning
balans
lateralisatie
lichaamschema
tijd- en ruimte oriëntatie
grote motoriek
fijne motoriek

psychosociale betekenis
Scheme 2: FECS – model

If we want to influence behaviour by movement or body-orientated exercises / situations, we need a model of how the behaviour-to-be-influenced looks like!
Human behaviour consists of 4 elements which are related, but also can be seen as separate phenomena.

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<td><strong>F</strong> these are the physical aspects of behaviour we can either see on the outside (posture, gesticulations, ...) or we can be aware of on the inside (sensations) of our body</td>
<td>For example: shaking hands, pain in the stomach, slow movement, sweat on the upperlip, making big steps.</td>
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<td><strong>E</strong> these are the inwards (sensations) and outwards (facial and postural expression) observable aspects of emotions</td>
<td>like crying, smiling, laughing, fear, happiness, anger, ...</td>
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<td><strong>C</strong> these are the cognitive aspects of somebody which rule behavior</td>
<td>For example: what is somebody thinking (or saying) right now, values, opinions, conceptions, justifications.</td>
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<td><strong>S</strong> These are the social aspects of behavior</td>
<td>Like the effect the behaviour has on others / the relations, how others do respond or if the behaviour is socially defined or tuned in</td>
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With this model we can describe someone’s behaviour, we can emphasize the most important aspects and we can see on which aspect we have to intervene in case of influencing this behaviour.

**But:** behaviour in itself does not exist. Behaviour always takes place in certain context.
Context is the situational circumstance in where behaviour exists, is called or provoked, and is held in position.

Behavior and context are inseparable and therefore behaviour can not be described or influenced without the context in which it takes place.

Context can be material e.g. the room, a forest, the swimmingpool, this group, a group of friends, the arrangement of things (table, chair, whatever is in the room) or immaterial e.g. the economic climat, the atmosphere in the group, values of the group

You are walking on the street, suddenly you hear rumour behind you. You turn a round and you observe a man (or woman):
F: making big steps, eyes focused in front, body leaning forward
E: frown in the face,
C: sayin "get out of my way"
S: people step aside

What is your conclusion?
Now take context in consideration.
What if somebody’s lying on the ground?
What is a 5 year old child is running away?
What if the man (or woman) wears a mask?

Same or other conclusions?