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MOVEMENT ANALYSIS AND CONDUCTIVE EDUCATION

Our presentation will shed light to a testing methodology in relation to Conductive Education (CE) – namely, a particular movement analysis by Rudolf Laban (Varga, 2012). His system of movement analysis (LMA) may help us to plan a person`s or a group`s individualized and customized program, set more precise goals and allow a more precise and deeper analysis of all movements.

The system Rudolf Laban (Hungarian dancer, choreographer, dance theory analyst) created to analyze movements can show the pattern of all human movements. This system is a useful tool to observe, document, comprehend, evaluate and analyze any movements humans do. Laban collected the basics of all human movements then offered a special language to describe them in an objective way. His space- and movement analysis system made it possible to document former dances already (see dance notation no. 1) (Fuchs, 2007).

The system can be used to describe the movements of individuals with any physical challenge and can be used to document a client's movement with Cerebral Palsy. It leads the conductive educator to a more accurate observation. Different categories (effort actions) can be determined by action words like `float`, `punch`, `glide`[1] etc. We assume that these descriptions borrowed from folk dance can be used in case studies of individuals with Cerebral Palsy and contribute to a more accurate monitoring of our clients and help us to create a more efficient program with more effective goals. /For instance, the `slash` (cut-like) movement is a strong, indirect and quick one -- just like the movement of an athetoid individual when reaching for a target./

Our further goal is to provide a more effective individualized program not only by using the movement analysis system but also to use Hungarian folk nursery and young children-games and dance movements in a CE session. The LMA allows us to process and understand the countless information of the movements which are categorized by the following four criteria: *flow, weight, time,* and *space* (*Figure 1*).
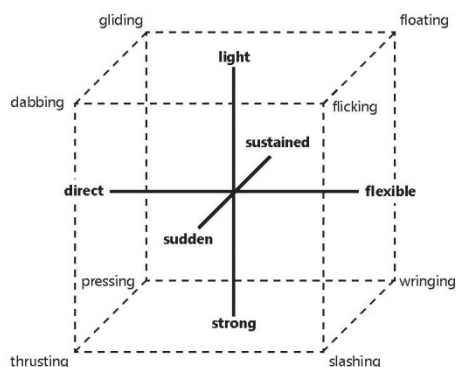
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[1] Dell, 1997

Figure 1[2]

Laban used these transversal slopes to register all movements, and if a conductive educator comprehends this system it will certainly lead to a more accurate, efficient, and practical implementation in his/her daily conductive work. The system is suitable to develop movement cognition[3] (the awareness of the movement) in our clients as well.

By incorporating the movement analysis system into CE we certainly enrich and modernize the programs that Andras Pető formulated in the beginning of the twentieth century.

Dell, Cecily (1977): *A primer for movements description – using effort-shape and supplementary conceps.* Dance Notation Bureau Press, New York

Fuchs, Lívia (2007): „*Száz év tánc: bevezetés a táncművészet XX. századi történetébe".* [One hundred years of dance: introduction to the art of dance XX. century history. L'Harmattan, Budapest]L'Harmattan, Budapest

Fügedi, János (2006): „*A táncnotáció hatása a mozgáskognitív képesség fejlődésére".* [The impact of the movement cogniton dance notation skill development]In: Iskolakultúra, 2006.11. sz. pp.108-112.

Varga, Boglárka (2012). *"Lábán Rudolf mozdulatelemző rendszeréről".* [On Rudolf Laban's movement analysis system.] Tánctudományi Közlemények 4.2: 60-70

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[2] Dell, 1997
[3] Fügedi, 2006