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A MODEL FOR THE COMBINED PSYCHOTHERAPEUTIC USE OF TRANSACTIONAL ANALYSIS AND MOVEMENT THERAPY: ANALYSIS OF EGO STATES

DISSERTATION
Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By
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1977

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College of Education
ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

Historically, the body-mind relationship evolved from persons studying either the 'mind' or the 'body.' Freud (1909) connected the body's relevance to his studies by defining hysterical actions as fantasies translated into motor activity and "pantomime." The body concept was not excluded from his ideas about the ego, and he mentions rhythm, particularly when he speaks of infant sexuality. (Freud, 1938) Certainly others have been interested in the body and its relationship to man's emotional and mental health and have incorporated the body concept in some manner into their own approaches to therapy. (Reich, 1939; Lowen, 1958; Perls, 1969) Significant contributions also came from persons, who while studying the 'body' exclusively, established a relationship to emotions and feelings. (Alexander, 1969; Feldenkrais, 1970; Sweigard, 1974)

It is apparent that, heretofore, virtually all previous studies were singularly focused on the primary subject, either 'body' or 'mind,' and only incidentally interrelated. It seems only logical that to combine this focus and to
interrelate two existing theories representing 'body' and 'mind' would indeed be an exciting and unique study. It is with this idea in mind that the following study was conducted.

Statement of the Problem

It has been established and recognized that body movement gestures, postures, facial expressions are related to psychological factors. Body movement has been studied psychoanalytically (Ferenczi, 1921; Feldman, 1939; Kris, 1936; Kestenberg, 1970), from a Jungian viewpoint (Smallwood, 1977) and by Gestalt therapists (Perls, 1969). However, these are studies of specific movements rather than a study of how people move. Kestenberg is the only one who has specifically compared the tool of the movement therapist, Effort/Shape theory, to the concepts of Freud. All other attempts at using Effort/Shape theory have been general comparisons to existing theoretical concepts. Since Effort/Shape is the main tool of the movement therapist, but is not the panacea of specialized methods for therapy (Chace, 1975), comparing its variables of Time, Weight, Space, Flow and Shape to the variables of an established psychological theory would be helpful in establishing its credibility.

For several years, the author has observed a relationship among the ego states of Transactional Analysis and the movement elements of Effort/Shape. Having worked
extensively with both vocabularies in clinical settings, an increasing number of connections continues to be apparent.

There is no question that as you observe and listen to people, they change before your eyes. This change has been described as a total one, with simultaneous changes in gesture, posture, vocabulary and facial expression. The person is obviously the same person; What is it that changes? (Harris, 1967) Berne (1961) identified these changes and called them ego states. Since ego states are distinguishable by skeletal-muscular variables and the content of verbal utterances, (Steiner, 1974) it is speculated that these changeable ego states are the dynamics of movement and energy studied, and termed Efforts, by Laban (1947). Certainly a systematic method of analyzing the movement dynamics within the ego states would be valuable to the practitioner.

This paper contains a study of the two theoretical frameworks; Transactional Analysis and Effort/Shape. It is an exploration of their contributions to each other, similarities and differences offering a model for their combined use for psychological counseling. This is an initial study in this area since there are no recorded research findings or previously conducted studies combining these two theories. The reader is alerted to this fact for a better understanding of the theoretical nature of this study.
A general hypothesis is stated: The movement parameters of weight, time, space, flow and shape are basic variables for defining non-verbal characteristics of the ego states.

Specifically, the study will provide answers to the following questions.

1. Are there identifiable movement characteristics that are repeatedly present within the ego states?

2. Can the ego states be identified by observing non-verbal phenomena exclusively?

3. What are the distinguishable movement patterns of the variables Weight, Time, Space, Flow of tension and body Shape within the separate ego states?

4. Is there a difference between characteristic behavior of each ego state as manifested in body energy? Specifically, is it the pointed finger that determines the Critical Parent, or is it the intensity with which the finger is pointed? Do the hands on the hips always mean the same ego state or are there other subtle factors, often attributed to intuition, that are acting upon the observer's sensitivity to movement dynamics?

5. Is there a difference in observable behavior within the variables of Weight, Time, Space, tension Flow and body Shape when a person is in transaction with another or responding structurally to internal messages?
Significance of the Study

With current emphasis on the holistic approach in counseling, it is increasingly more important for the psychological counselor to have both knowledge and understanding of the physical phenomena involved in the counseling relationship. Self concept, insight, awareness, communicative ability, attitudes, personality development and all other psychological phenomena do not exist exclusive of body movement. Understanding and appreciating the role body movement has in the counseling process is essential if counselors are to understand the total person.

It appears that establishing a relationship of the suggested theories would provide the movement therapist with additional credibility of the Effort/Shape system as a therapeutic technique as well as provide the researcher of non-verbal behavior and personality development additional information about ego states. This study is, therefore, of specific interest to advocates advancing both theories, Effort/Shape and Transactional Analysis, as well as being of general interest to the psychological counselor attempting to integrate methodology and achieve a holistic approach. Specifically, the results of the study will:

1. provide a systematic method for defining non-verbal behavior
2. provide diagnostic possibilities for determining primary ego states, thus aiding the process of script analysis and therapy

3. define a baseline for therapeutic intervention through body movement

4. provide the counselor with methodology for obtaining more inclusive information

5. provide information to be considered for expanding curriculum in counselor education and training

6. provide rationale and support for the body-mind concept

7. demonstrate the possibility of expanding the use of Effort/Shape analysis to include generalizations about behavior rather than being only used for movement analysis of individuals.

Limitations of the Study

Limitations to this study can be attributed to the fact that although recently research and study of non-verbal behavior has emerged, it remains extremely difficult to verbalize non-verbal phenomena. Researchers of such studies are therefore continually faced with the paradox of verbally articulating non-verbal processes. Various methods have been attempted to solve this problem. (Birdwhistell, 1970; Ekman, 1965; Goffman, 1959) How successful they have been is certainly subject to criticism.
This study makes use of the observation method and the study is therefore dependent upon and subject to the problems inherent in this methodology. One of these is the dependence upon the qualifications of the observers. It is virtually impossible to be a qualified observer of movement phenomena without a rich and varied experience in movement. (North, 1972) However, North states that if three or four observers all independently see the same qualities and patterns, a degree of objectivity can be achieved. This problem was controlled by choosing only experienced movement persons as observers, all having been trained in the designated theoretical framework.

A second limitation is the use of video tape equipment. This was chosen to ensure that each observer had the opportunity to view the exact same movement patterns, for economy of time to the many observers involved, and for future teaching purposes.

Although this gives the observer an opportunity to view the same movement a repeated number of times, there are limits as to what can be observed via video tape. Aside from possible mechanical and technical difficulty, expense and lack of constant availability of equipment, there exists the eternal problem of the loss of richness in the movement accredited to two-dimensional viewing. There is limited opportunity to fully observe the muscular tension and all movement dynamics through the medium of video tape.
The within study is theoretical and is based on comparison of two existing theories of behavior, one predominantly verbal and one being predominantly non-verbal; combining them for the purposes of psychological counseling. This is broad, basic, exploratory research and is not designed for statistical analysis but rather should be compared to a case study. It may, therefore, be subject to criticism for its lack of "scientific" information, but it is the opinion of the researcher that studies in expressive movement need to be conducted at a basic level with groundwork thus laid for further, more specific and statistically significant studies.

Because of the theoretical nature of the study, a large sample group was not used. Rather, a limited number of subjects, experienced in mime, theater, or dance were studied. This was intended for the purpose of observing the movement patterns and no generalizations to the total population were intended. The study is more concerned with providing relevant information and a conceptual model for the counselors' use.

The following assumptions are necessary to the study:

1. All people move
2. All movement contains observable elements
3. All movements can be analyzed in Effort/Shape terminology
4. A person operates in one of the three distinct ego states at any one time

5. If ego states are always present and movement exists in Effort/Shape terms, a comparison of ego states and movement patterns can be made.

Definitions

The following terminology will be used extensively throughout the study. All terminology related to Transactional Analysis is as defined by Berne (1964) and further explained by James and Jongeward (1971). Terms are not alphabetically, but rather organizationally listed.

**Structural Analysis** - the analysis of individual personality

**Transactional Analysis** - the analysis of what people do and say to one another

**Parent** - the ego states which resemble those of parental figures

**Nurturing Parent** - the part of the parent ego state that is sympathetic, protective caring and nurturing

**Critical Parent** - the parent ego state which is critical, prejudicial moralizing and punitive

**Adult** - ego states which are autonomously directed toward objective appraisal of reality and can be described as that psychological state used to reason, collect information, evaluate stimuli and stores information for future reference
Child - ego states which represent archaic relics, still active ego states which were fixated in early childhood

Natural Child - spontaneous expression, creative, natural, unrestricted curious and sensuous

Adaptive Child - that part of the Child that modifies behavior to comply with Parental influence; compliant, withdrawing, whining, precocious

All Effort/Shape terminology is that as defined by Dell (1971).

Effort/Shape - method of describing changes in movement quality in terms of the kinds of exertion and the kinds of body adaptation in space

Effort - how the body concentrates its energy in relationship to Flow of tension, and the movement factors of Time, Weight, and Space

Weight Factor - changes in the quality of weight in relationship to gravitational pull, either a light resistance to gravity or a forceful and strong active use of gravity

Time Factor - changes in the quality of time in movement, either sustained or quick resurgence of energy

Space Factor - changes in the quality of spatial focus or attention, becoming either direct or indirect

Flow - the tension flow factor being the changes between bound or free flowing energy, a movement quality
Shape - the varying shapes that the body takes on as it forms itself in space

Shape Flow - one of the forms of the Shape concept which directs itself to the changes in the body parts toward or away from the body center. The shape the body takes on as body parts relate to themselves.

Directional - spoke like or arc-like movement "linking" the body with a place in space

Shaping - the body's creating of our adapting to contour, to two and three dimensional forms in space. Involves "rotation" as opposed to simple "bending."

Organization of the Remainder of the Dissertation

Chapter two contains descriptions of Transactional Analysis and Effort/Shape theories to enable the reader to gain a basic understanding of what is being compared within this study. This is followed by a review of other significant literature in the field of human movement study; specifically, movement as it relates to personality, communication and therapy.

Chapter four describes the method used for the comparative study and presents the results of observers. Chapter five is composed of the analysis of the observations with implications for their use by the psychological counselor, educator and researcher.
Chapter six provides a conceptual model for the combined use of the studied theories in therapy; includes a summary of the study and recommendations for further studies and research.
CHAPTER II

INTRODUCTION TO COMPARED THEORIES

Transactional Analysis Theory

Transactional Analysis is the name given to the theoretical framework developed by Eric Berne (1961) as a result of many years of observing patients' behavior.

Observations of spontaneous social activity, most productively carried out in certain kinds of psychotherapy groups, reveals that from time to time people show noticeable changes in posture, viewpoint, voice, vocabulary, and other aspects of behavior. These behavioral changes are often accompanied by shifts in feeling. In a given individual, a certain set of behavior patterns corresponds to one state of mind, while another set is related to a different psychic attitude, often inconsistent with the first. These changes and differences give rise to the idea of ego states. (Berne, 1964, p. 23)

The ego states that are referred to are technically termed exteropsychic, neo psychic and archaeopsychic; colloquially their exhibitions are called Parent, Adult and Child. One of the attractive attributes of the theory is the "lay" terminology that aids, particularly the counselee, in the process of gaining insight into behavior and psychological phenomena.
The Parent ego state manifests itself in behaviors, postures, gestures and dialogue learned from actual parental figures; real parents, teachers, religious leaders and organizations, and other forms of authority. It is the incorporation of the attitudes and behaviors of all emotionally significant people who serve as parent figures to the child. The Parent ego state does not necessarily function in ways culturally defined as 'motherly' or 'fatherly.' (James and Jongeward, 1973, p. 21)

The Parent is further subdivided into Nurturing Parent and Critical Parent; Nurturing being that which exhibits caring, sympathetic, and supportive behaviors and terminology; Critical being manifested in prejudiced, critical, and moralizing elements. The Parent ego state is responsible for the "valuing" process.

The Adult ego state is that which is oriented toward objective appraisal. It is not identified by a person's chronological age, but rather by behaviors that are designed to organize, reality test, estimate probabilities and to compute unemotionally. Berne believed that all persons, including children, the mentally retarded and schizophrenics, are capable of processing objective data. Thus, everyone has within them an Adult ego state. The Adult ego state is responsible for "evaluating" processes.

Everyone carries within his brain and body permanent recordings of the way he experienced life as a child. These observed behaviors are identified as the Child ego state.
Obviously, every person began life as a child and Berne believed that all persons carry "fixated relics" in the form of behavior and attitudes from their earlier developmental stages. The Child is subdivided into three parts, Adapted Child, Natural Child and the Little Professor. This study is only concerned with the first two. The Adapted Child is defined as compliant to parental wishes, learning to adapt natural impulses into acceptable behavior. Adaptable patterns include complying, withdrawing, and procrastinating.

The Natural Child, on the other hand, is spontaneous, impulsive, creative and self-centered. It is that untrained, very young, expressive infant still inside each person. "Strong basic drives, related to physical survival, are centered in the Natural Child." (Jongeward and James, 1973, p. 27)

All persons possess these ego states and they are all considered important for a total and healthy functioning of the individual. The healthy Child contributes to the individual that which the actual child can contribute to family life: charm, pleasure and creativity. The Adult is essential for survival and satisfactory decision making for the individual. The Parent has two main functions according to Berne: (1) aid in enabling the individual to act effectively as an actual parent, promoting survival of the human race (often this also promotes the survival of
pathology)* (2) it allows many responses to be automatic simply because "that is the way things are done." (Berne, 1964)

Ego states are normal physiological phenomena. The human brain is the organ or organizer of psychic life, and its products are organized and stored in the form of ego states...There are other storing systems at various levels, such as factual memory, but the natural form of experience itself is in shifting states of mind. Each type of ego state has its own vital value for the human organism. (Berne, 1964, p. 27)

Within the theory of Transactional Analysis designed to interpret and analyze the basic unit of social interaction, the transaction, is structural analysis which is responsible for personality development. Structural analysis defines the personality in terms of the Parent, Adult and Child. Although there are many additional concepts to Transactional Analysis theory including life positions and script analysis, this study is concerned only with structural analysis and the definition of ego states. Figure 1 is a structural diagram representing the complete personality of any individual. Figure 2 is the simplified form and figure 3 demonstrates the subdivisions of the Parent and Child ego states.

Additional concepts of structural analysis relevant to the following study are internal diagloques often described

*Author's interpretation.
Figure 1. Structural Diagram  

Figure 2. Simplified Form

Figure 3. Subdivisions of Ego States
as "voices in the head." Internal messages are usually generated in the Parent and are related to a person's self concept and script. Ego states operate one at a time; at any given moment, a person is in one and only one ego state.

Thus, while only one ego state is cathexed—that is, imbued with the energy necessary to activate muscular complexes involved in behavior—it is possible for another ego state to become conscious to the person, even though it is unable to activate the musculature. (Steiner, 1974, p. 37)

It is for this reason that internal dialogues between two ego states can occur. It is suggested by this author, however, that close movement analysis would register some change in the energy flow when internal dialogues are taking place.

In discussion of the contaminations and exclusions of ego states, Steiner states:

Sometimes two sets of muscles may seem to be powered by two separate ego states at the same time. For instance, a lecturer's voice and facial muscles may indicate an Adult ego state, while an impatient toss of the hand reveals a Parent ego state. In such cases, it is likely that the behavior is Parent in Adult disguise and therefore, Parent, or that Parent and Adult are alternating rapidly. (Steiner, p. 39)

The disguise or masquarade is what is termed contamination of ego states. This has implications for movement therapy and the integrating process. If there is a relationship to energy and movement patterns to the ego states, it is possible that learning how to concentrate the energy would be helpful in "decontaminating" ego states.
Having ego states available within a person's behavioral repertoire and alternating between them spontaneously and appropriately is dependent upon the permeability of the ego state boundaries.

Permeability is an important variable in psychotherapy. Low permeability leads to exclusion of appropriate ego states. Exclusions of the Parent, Adult, and Child ego states are all problematic since they preclude the use of ego states that, in a given situation, may be more useful and advantageous than the excluding ego states. (Steiner, p. 39)

This is supportive of the need for a full movement vocabulary if movement is connected to the ego states. It is speculated in this study that movement elements missing from a person's repertoire could be a causative factor of low permeability of ego state boundaries.

Effort/Shape Theory

The movement theory used in this study has been designated Effort/Shape; it is the result of many of years of study of Rudolf Laban (1943). In later years it was expanded by his assistant, Warren Lamb (1969). It is an extremely complex system and all aspects of the system will not be discussed for the purposes of this particular study. However, it was chosen because of its systematic approach to the study of human movement and its unique characteristic of describing the "how" of movement. This concept will be discussed in more detail later in the chapter.
Through all aspects of life, Laban continued to see dynamic movement and space patterns. His early works in the 1920's were "eukinetics" which were the movement equivalents of forte, dolce, pianissimo, etc., and complemented his study of "Choreutics," the term he used to analyze spatial harmonies, designs and scales. (Davis, 1970) The Effort theory was the result of later work which involved his industrial studies during World War II. His study was conducted from many perspectives in his attempt to develop a recording system that would envelop all kinds of human movement. Along with the British industrial studies, he also studied cultural rituals of marriage, religious worship, and death. One of his special interests, fencing, resulted in the codification of fighting movement. (Davis, 1972)

Through these studies, he began to categorize all movement into either spatial patterns in the form of the paths and shapes that the body makes in space, or in terms of effort and energy used in varying ways to carry out the movement itself. He discovered that movement was not only functional, but also expressive. It is the expressive aspect of movement with which this particular study is concerned.

Movement contains an ongoing stream of energy, richness, dynamics, and variation throughout all action and behavior. Just as voice inflection alters the meaning of our
verbal communication, qualitative changes in movement patterns alter the meaning of non-verbal messages. The 'quality' of the movement has nothing to do with judging the value or the correctness of a movement, but rather refers to how a movement is carried out and not specifically what the movement is. "It is important to make the distinction between how one moves and what one does through movement." (Bartenieff and Davis, 1965, p. 6) The quality or the "how" of the movement is the equivalent of the verbal descriptive phrases (i.e. quickly, lightly, hesitatingly, etc.). There are many examples which demonstrate the difference between what an individual does and how the movement is done. "To fling, toss and hurl are all various ways to throw something, each with a slightly different quality. To tap, jab and punch are different ways of quickly exerting physical pressure on someone. To pull something, one may jerk it or tug at it." (Dell, 1970, p. 4) These are all ways of describing subtle differences in the same behavior. Laban categorized what these subtle differences were from a movement perspective. They appeared to represent how the body concentrates exertion. It is this process that was termed Effort.

This exertion or effort changes momentarily and varies the quality of movement among four Effort factors; Flow, Weight, Time and Space. Dell notes the difference between quality and quantity of the elements.
The Effort Factors are always present in movement as quantities. Any movement always involves a certain amount of tension and a quantity of weight; it takes time and travels in or occupies a certain amount of space. But when the mover concentrates on changing the quality of any of these factors, you observe it as appearance of one of the eight effort qualities. Thus the change in the flow of tension can be either free or bound; the quality of the weight can be either light or strong; the quality of time can become either sustained or sudden; and the quality of spatial focus or attention, either indirect, or direct. A useful way of describing these elements or qualities is to speak of the mover's attitude toward the Effort factors. (Dell, 1970, p. 12)

To further distinguish quality of movement, it can also be described as "control over" or "coping with" the elements although not necessarily at a conscious level. (Dell, 1970)

Figure 4 is an Effort Graph. The dotted line is an extension of the effort line which appears in all notation of the elements. Here, it is used to demonstrate the division of the movement elements; to the right of the dotted line are the fighting elements, "control over" and to the left, the "coping with" or yielding elements.

At this point, it is necessary to define these elements with more specificity since a basic understanding of them is essential to the study. Qualitative change in movement occurs on a continuum operating between two extreme elements of each Effort factor; the Flow factor varies between bound and free; Weight between strong and light, Time between sustained and quick, and Space between indirect and direct.
Figure 4. Effort Graph
Movement described as **bound** flow withholds energy while **free** flow is movement going with the energy. **Bound** movement is controlled and can be stopped at any time, while **free** flow is often uncontrollable. Expressively, we can observe the **Flow** factor when we witness an individual carrying a hot cup of tea filled to its limits using boundness and control and relaxing the tension into freer flowing movement after the cup is set down; or a **free** sweep of the arm during a conversation and then when something is knocked over, the individual "freeze" binding up the energy.

**Attitudinal approach toward the Weight factor** is on a continuum between the active use of gravity resulting in **strong** weight, or the resistance to gravity resulting in an appearance of lightness; **light** weight. This is exhibited in functional movement, but expressive movements also contain these elements of the **Weight factor**. Often we refer to behavior by using these descriptive terms; Someone may take a "**strong**" stand on an issue in a conversation with a friend or he may use a "**light touch**" when he is about to broach a delicate subject.

**The Time factor** is not concerned with how long it takes to perform the movement, but the way the person uses his energy manifesting itself in an attitude toward time. Some

*In the literature, Weight may occasionally be referred to as Force.*
persons move as though they had forever, sustained or suspended in time, and others move with quick resurgence of energy continually. This is not to be confused with fast and slow movement.

The relationship between the movement qualities of suddeness and sustainment and the quantitative measurement of fast and slow, is, essentially, that quickness will probably be used to heighted patterns that are fast-paced and slowness will very likely be used to accompany slow-paced patterns. But quickness or suddeness and sustainment qualities which can be observed when "speed" is irrelevant and/or impossible to measure. For example, a person may be very slowly-paced about inching his way along a narrow path on a high cliff, but if he begins to lose his balance, he will assuredly punctuate this slow-paced movement with sudden jerks to regain his balance. On the other hand, a quick-paced, animated conversation may include moments of hesitation, of slow, gradual, drawn out changes within a fast-paced rhythm. (Dell, 1972, p. 26)

The space factor has been defined as the change in the quality of spatial attention, becoming either indirect or direct. "Movement in which spatial attention consists of overlapping shifts in the body among a number of foci, we call indirect. Movement in which spatial attention in the body is pinpointed, channelled, single focused, we call direct." (Dell, 1972, p. 29) Behaviorally and expressively, we speak of persons who constantly "beat around the bush" or those who do not mince words and "get straight to the point." These verbalized characteristics are manifestations of body movement emphasizing the Space factor.
Movement, as described by the Effort/Shape system, is a continuous flow of varying movement patterns and energies that exist in combination with each other, giving intensity and dynamics to movement. Unlike the ego states of Transactional Analysis, the movement elements never exist in isolation. There are always combinations of Effort factors as well as Shape elements in any movement. Because this study is concerned with combinations of these elements and their relevance in relationship to the ego states, it is important to investigate the significance of the various combinations.

There are four Effort factors, each containing two elements, providing a possibility of numerous combinations depending upon how many of the elements appear in an individual's repertoire of movement. When only two factors appear, the combination is called an incomplete Effort and reveals an inner state of mind or an inner attitude. (North, 1972) An incomplete Effort is a depleted external action. They are considered complete states of mind and have been identified as follows:

- **Weight and Flow (Dreamy)** vs. **Space and Time (Awake)**
- **Flow and Space (Remote)** vs. **Weight and Time (Rhythm)**
- **Flow and Time (Mobile)** vs. **Space and Weight (Stable)**
The word in the parenthesis represents the state of mind that correlates to the movement factors. (North, 1972)

When three factors appear together in combination, they are called complete Efforts. When observed as mental or emotional action, they are referred to as externalized drives as opposed to working actions. (North) There are four possibilities of externalized drives: (1) Action-like Drive composed of Weight, Time and Space which lacks emotion and might be compared to the objective computer-like action of the Adult ego state. (2) Weight, Flow and Time appearing in combination produce the Passion Drive, an emotionally stressed drive lacking the Space factor and the necessary recovery patterns for returning to reason after an emotional outburst. (3) Weight, Space and Flow without the Time factor constitute the Spell-like Drive. When we are 'spell-bound,' it is as though time (Time) were suspended. (4) Time, Space and Flow in combination, but lacking the Weight factor, produce the Weightless Visionary Drive. It lacks the necessary movement elements to return to reality after having visions of grandeur.

North's preceding description of the Drives emphasizes the problem when there is a complete lack of one Effort factor while the remaining factors are actively working together to produce a particular inner attitude. This tends to place a value judgement upon the elements. It is necessary, therefore, to clarify that all Effort factors and the
eight possibilities within these factors are of mutual value whether individually considered or in combination with each other. Just as the fully functioning individual has need of the three ego states and each has its unique contribution to the total personality, the Effort elements are all valuable. However, as North implied, since they do act as recovery movements for each other, if one factor or one element of a factor is not available within an individual's repertoire of movement patterns, or if elements are used inappropriately, they result in conflict or problems for the person. This is an extremely important concept since it gives rationale for the actual physical practicing of missing elements and reinforces the value of movement therapy.

For example, the Visionary Drive might be compared to the Little Professor of the Child ego state; the intuitive, creative visionary part of the personality which can be very productive and necessary for good mental and emotional health. However, if the individual cannot utilize his weight, which has been related to his intention (North), this could be considered equivalent to not being able to activate his Adult. Under these circumstances, the individual could experience difficulty, and in extreme cases, lose touch with reality completely.

Until this point, we have been discussing only the Effort of the Effort/Shape theory. The Shape of this theoretical concept, as can be expected, is concerned with
the shape and form that the body takes on in relating both to itself and the space around it. As we breathe, the body shape "grows" and "shrinks." We expand and narrow as we adjust the body shape to moving in and out of a crowd. When communicating with other people, we advance, retreat, reach out, touch, widen in order to be more open to other people, or narrow and close up if we do not like what we hear. All of these movement characteristics are designated as the Shape part of the Effort/Shape theory and are systematically divided into three parts; shape-flow, directional, and shaping. Shape-flow is defined as movement involving a change in the relationship of one or more body parts. This is seen from two perspectives. When the torso or total body changes its shape by growing or shrinking as observed when we breathe, sigh with relief, or contract the body in preparation for shouting or in defense of being hurt. Shape flow also occurs when emphasized in the limbs at which time it is seen as folding and unfolding, opening or closing, all of which are gestural movements either toward or away from the center of the body. Shape flow is exemplified when the body goes from a lying to sitting position.

Someone who sits up from lying, hugging his knees to his chest, may be described as folding, or closing up, while someone who spreads himself on the floor from sitting may be said to open or unfold. If you watch everyday conversations you may see people alternating among patterns of opening and closing, appearing to close themselves away from the
conversation, or open themselves up to it. Very often, one part of the body may close while another opens, as when someone folds his arms and at the same time assumes a wide stance. (Dell, 1970, p. 46)

Directional movement is the spoke-like or arc-like movement giving the body its shape as it gives the appearance of linking with a particular place. It is the shape that the body of children assume when they are reaching for an object they would like to have but which is beyond their immediate reach. The terms upward, downward, sideward, forward, backward represent directional shape.

Shaping, the third Shape concept, can be described as the body's adaptation to contour; its adaptability to shape itself around, and in relationship with, other persons and objects in the space. When we see a person lying on a large pillow, sitting in a chair, embracing another individual, we are observing the Shaping aspect. In Shaping movement, all three aspects of muscular coordination are utilized; flexion or extension, abduction or adduction, and external or internal rotation. Shaping requires several anatomical factors and thus has the appearance of "sculpting" through space. (Bartenieff and Davis, 1965) Concepts related to Shaping are gathering and scattering. Rotation or the rotary element distinguishes between Shaping and simple opening and closing. This last point is very important to the study since it has been speculated by the author for some period of time that Shaping is a unique characteristic
of the Nurturing Parent.

As one can well see, the study of human movement is indeed complex. Effort/Shape is designed to aid in the process of understanding its complexity. Together, with Transactional Analysis, perhaps more clarity will emerge.

Chapter two has provided a broad, basic introduction to the theoretical concepts that are vital to this study. It is assumed that the reader understands that both theories are indeed more comprehensive than were discussed here. However, the reader should have a basic understanding of the parts of the theories that are necessary; specifically the ego states of Adapted Child, Natural Child, Adult, Critical Parent, Nurturing Parent, and the movement elements of Flow, Weight, Time, Space, Shape Flow, Directional Shape and Shaping. The reader who is interested in more detail about either theory is referred to the bibliography.
CHAPTER III

OVERVIEW OF RELATED LITERATURE

Defining "Movement"

At this point the reader should be familiar with the basic concepts of those theories involved in this study. As has been previously stated and which cannot be overemphasized, the study of human movement is complex and difficult. As a person moves, we see a continuous flow of varying elements, gestures, energies, postures and body parts, all contributing to the character and personality of the total person. This chapter will explore the existing literature defining movement and relating movement in three ways: movement and personality, movement and communication, movement and therapy.

Movement has been described in a variety of ways. Sweigard (1973) defines it as the combination of neuro-musculo-skeletal phenomena. Her emphasis is on the neurological processes and she has developed several techniques that are designed to improve posture by changing skeletal alignment through neurological imagery, or "ideokinetic
facilitation." The nervous system is responsible for coordinating all movement.

Man's potential for movement is defined as that optimal degree of movement inherently possible by and within the human structure, performed both effectively and efficiently, that is, with minimal expenditure of energy to achieve the desired goal. Our potential for movement is rarely developed except possibly by a few extraordinary persons. In general, primitive man moved as well as his civilized counterpart does. (Sweigard, 1973, p. 3)

North (1973) refers to two kinds of movement being vital to all people; personal and functional movement.

The first type consists of the rhythms and patterns of movement made by someone's body. There are variations in his stance, for instance, or the static tensions in different areas of the body—stiff neck, drooping shoulders, tensely poised, head, elbows held tightly against the sides, and so on. The fleeting expressions on his face are other examples of these patterns, and so are his gait, the gestures he uses when speaking, and so on. These are our 'personal' movement patterns, many of them so persistent that they are recognized as characteristics of our personality. Other patterns of movement are more temporary, and reveal only the mood of the moment, arising from a particular situation. This kind of movement serves no practical or functional purpose, but reflects an inner state of mind and feeling. (p. 12)

The second type is described as functional movement or movement that is directed to a practical purpose which is external to the individual. For example, all persons might use the same motions in order to saw a piece of wood which is a functional movement pattern. However, the grimaces and muscular tensions which vary from person to person and the
individual dispersion of energy are considered personal movement patterns. Both kinds of movement are important.

Moshe Feldenkrais, at a workshop for Quest (1977) defined movement as something that is easy; when it becomes difficult, it is considered exercise. His emphasis is on developing man's full awareness and potential to move with ease and efficiency. (Feldenkrais, 1970) Others also have studied movement from this perspective. (Alexander, 1969; Sweigard, 1973)

These are all unique concepts to the definition of human movement; exclusive of skill, sport, dance and developmental motor skills which are the historical manner of viewing human movement. It is emphasized again that this study is not concerned with the traditional definition of movement in terms of defining what the movement is, but rather with how the movement is accomplished.

Movement and Personality

Movement and personality are not inseparable. Body movement is not really "body" movement since bodies really do not move; people move. Body movement, like mental activity, is only part of the total person. (Murphy, 1974)

Early studies in expressive movement by Allport and Vernon (1933), clinically exhibited consistency in movement and its correlation with personality. Their studies involved twenty-five subjects who were given various motor
tasks involving varying measures of speed, pressure, muscular coordination. These were studied in relationship to personality variables. Their work was the first step in the empirical study of movement patterns and their relationship to personality development.

Reich (1949) was the next major researcher of body movement and its significance to personality. His *Character Analysis* was a study of muscle tension, bodily expression, posture and character. He continued to study muscular tension as it manifested itself in relationship to what he called "character armour." It was his definition for chronic muscular tension and emotional blocking that appeared to be fixed at early ages.

Lowen's research and writings (1967, 1975) have influenced the therapeutic community and have increased the importance of body work in therapy.

Since the living body includes the mind, the spirit and the soul, to live the life of the body fully is to be mindful, spiritual and soulful. If we are deficient in these aspects of our being, it is because we are not fully in or with our bodies. We treat the body as an instrument or machine. We know that if it breaks down, we are in trouble. But the same could be said of the automobile on which we so much depend. We are not identified with our body; in fact, we have betrayed it, as I have pointed out in a previous book. All our personal difficulties stem from this betrayal, and I believe that most of our social problems have a similar origin. (Lowen, 1975, pp. 42-43)
Lowen's theories of body energy are stated in connection with personality.

We are not accustomed to thinking of personality in terms of energy, yet the two cannot be dissociated. How much energy an individual has and how he uses it must determine and be reflected in his personality. Some people have more energy than others; some are more contained. An impulsive person, for example, cannot contain any increase in his level of excitement or energy; he must discharge the increased excitation as rapidly as possible. A compulsive person uses his energy differently; he, too, must discharge his excitement, but he does so in rigidly structured patterns of movement and behavior. (Lowen, 1975, p. 47)

Lowen makes a distinction between action and how the action is carried out; a distinction that will be repeated throughout this dissertation.

The references to flow and its relationship to depression, excitation, and bodily expression are important to this author's study because of the relationship of Lowen's definition of flow to Laban's interpretation of the flow of energy and the control of energy through body movement.

Flow denotes a movement within the organism best exemplified by the flow of blood. As the blood flows through the body, it carries metabolites and oxygen to the tissues, providing them with energy, and it removes the waste products of combustion. But it is more than just a medium; it is the energetically charged fluid of the body. Its arrival at any point of the body adds life, warmth and excitement to that part. (Lowen, 1975, p. 51)

Repeatedly throughout the literature on bioenergetics, it appears that the theory of energy, character structure and the treatment for emotional disorders is compatible to
both Effort/Shape and Transactional Analysis. The author is currently involved as a co-leader of a therapy group in which techniques from all three theoretical approaches are being successfully combined.

In addition to Reich, Allport, Vernon and Lowen, other significant studies of personality and movement characteristics have been conducted by North (1972). Laban's theory of movement dynamics was studied in twelve school children by observing the children and completing individual "movement profiles." These were then compared to the Children's Apperception tests, IQ tests and a Child B test for Maladjustment originated at Maudsley Hospital. The teachers were able to identify the individual children exclusively from the "movement profiles." (Davis, 1972) The results of this study and others conducted by North reinforce the connection of Effort factors and personality characteristics; Flow to emotions, Time to decision, Weight to intention and Space to attention. (North, 1972)

Little research has been done to examine in what manner movement patterns are related to personality. The relationship seems to logical that it is most often simply assumed. Although there are other studies concerned with the relationship between expressive movement style and personality characteristics (Arnheim, 1949; Hunt, 1968; Trott, 1974), it is relatively few who have made a significant impact. There remains a need to connect the movement variables with
personality characteristics to provide a foundation for the existing assumption that there is indeed a relationship between the two.

Movement and Communication

There is a recent emergence of literature concerning non-verbal communication which includes varying aspects; facial expression and eye contact (Ekman, 1971; Goffman, 1963; Izard, 1971; Kendon, 1967), gesture and posture studies (Deutsch, 1947; Mehrabian, 1968; Scheflen, 1964), how people feel and react to the concept of space (Little, 1965; Sommer, 1969). Although the communicative significance of body motion extends as far back as Darwin (1872), it is probably Birdwhistell (1970) who is responsible for the recent impact of non-verbal behavioral research. He is responsible for the term "kinesics" which he coined to define cultural patterns of body movement and non-verbal communication.

Birdwhistell claims that children assimilate a complex hierarchy of cultural communication patterns which they use to elicit family and social acceptance. The reader is alerted to the similarity of this concept to that of the Transactional Analysis definition of the compliant or Adapted Child who learns behavioral responses in order to please the Parent.
According to Birdwhistell, unlike Ekman (1971) there are no universal gestures and movement must be studied from a cultural viewpoint. Studying movement from this perspective has been done by Bartenieff and Lomax (1968). Since communication is a continuous process, Birdwhistell argues that it must be studied on the social level before individual variations can be understood (1970).

Goffman (1959) reinforces the social significance of body movement claiming that movement patterns are often based on the social image one wishes to portray. This facet of body movement and adaptability has been termed "creature comfort" indicating that body shape and movement are often implemented in order to maintain the individual's comfort, both psychologically and physically. His studies demonstrate communication for self fulfillment and are related to body image and self concept. This author suggests that studies which emphasize the social aspect of communication are more closely related to the transaction (the social unit) of Transactional Analysis theory as opposed to the structural analysis.

On the other hand, studies conducted using Effort/Shape theory are more in accordance with structural analysis and are not concerned with social interaction. Generally, these studies are designed to analyze the movement patterns of individuals exploring the elements of movement that are unique to each person. (Bartenieff, 1962; Bartenieff and Davis,
1968) Even when studying group behavior, the movement analysis is concerned with the individuals within the group. (Davis, 1968) Some generalizations about movement patterns of entire cultures, however, have been made. (Lomax, 1968) Kestenberg (1965) used Effort/Shape analysis for a series of longitudinal studies identifying pathological rhythms and flow of tension among infants. Along with emphasis of flow of tension which is defined as the relationship between the contractions of agonistic and antagonistic muscles, her studies are among the few who concentrate on the relationship of Shape to communication and personality development.

The planes of movement are identified with non-verbal communicative characteristics. The vertical plane is considered the plane of "presentation," involving the body shape changing with vertical emphasis in continuous rising and sinking patterns. This can be observed when an individual rises to present a speech and sighs (sinks) with relief when the presentation is completed. Psychoanalytically, it is connected to the "anal" phase of development.

The horizontal plane of movement is called the "communicative" plane and involves the body changing shapes that resemble widening and narrowing. This is the plane where movement occurs when infants are being nursed by the mother and has been related psychoanalytically to the "oral" phase of development. (Kestenberg, 1965)
The sagittal plane of movement is referred to as the "action" plane and involves advancing and retreating motions. Kestenberg's studies are significant for the movement therapist in that they suggest that modification of tension and shape flow can alter pathological rhythms.

Although, as the previous part of this chapter indicates, there are several studies about which non-verbal behaviors are significant to communication, there are few studies that determine whether how the body moves within the defined action is important to communicative messages. Ekman (1965) studied the communication of affect and found that the head and face gave information about which emotion was being expressed while the body showed the intensity of the affect. This indicates that the body is filled with non-verbal messages about our feelings. We have yet been able to define and study these in a systematic manner.

Movement and Therapy

Dance and movement therapy probably had its origins with primitive man as he danced various tribal ceremonial dances that were believed to cure all evils. Historically, the first recognized movement therapists were those dancers who took their medium of expression into state hospitals and institutions. Chace (1975), a pioneer in this therapeutic approach, had a significant impact on the dance therapy profession. At that time there was no organization and sessions
were conducted by what seemed to work best; trial and error. This is no longer sufficient if movement is ever to be recognized as a therapeutic tool and especially if it is to gain significance as a primary therapy.

Since the beginning of the American Dance Therapy Association (1966), movement therapy has been struggling for professional significance. Several studies have had an impact on the field of psychotherapy. Movement therapists use a variety of frameworks from which their sessions are conducted, but the literature indicates that Effort/Shape is probably their main tool and theoretical framework. It has been applied to various approaches in psychotherapy and neurophysiology. (Bartenieff, 1965; Bartenieff and Davis, 1970; Bernstein, 1972; Davis, 1968; Kestenberg, 1970) Effort has been validated as a system of notation through electromyographical process. (Bernstein and Cafarelli, 1972) Bartenieff gives rationale for the use of Effort/Shape as a therapeutic tool. (1972) It is important to note her comments on intuition since one of the goals of this paper is to give validity and movement definition at the body level for what is normally the mystical intuition. "I do not dismiss intuitiveness, as 'just' intuitive, feeling precious about it or dismiss it as 'unscientific' or 'just' feeling empathy. Intuitiveness to me, in fact, is an ability to register a great many sensory, emotional, thinking experiences conveyed by the silent language of movement,
enabling one to call upon them when the situation demands it." (Bartenieff, 1972, p. 73) If intuition could be defined through Effort analysis, its implications for psychotherapy seem apparent.

Literature on the combined use and significance of Effort/Shape analysis and Transactional Analysis is totally non-existent. However, the author was able to find two studies that did utilize body movement from a Reichian concept that were related to Transactional Analysis concepts.

Cornell proposes that patterns of chronic muscular tension and emotional blocking reflect and support script injunctions. Reichian concepts of character and muscular armouring were related to the Child ego state and the process of script formation and maintenance. (Cornell, 1975)

Gowell describes body exercises manifested in sensory stimulation techniques of breathing, grounding, stressing and agressing to alleviate the chronic muscular tension that she claims is the result of the Adapted Child contracting sets of muscles in order to ward off trauma and to behave in compliance with the Parent commands. (Goswell, 1975)

It is apparent that although there are studies presently being conducted in more depth, past studies of movement and its relationship to therapy have been limited and basic. This is in part due to the fact that movement therapists would be the logical persons to conduct such studies and the field is in a neophyte state of development.
Concluding Remarks

In 1965, Bartenieff and Davis stated: "(i)t is re­markable that so little has been established about such an important aspect of behavior, expressive movement." (p. 1) Ten years later, Davis wrote: "In spite of its elusiveness, movement appears to be enjoying a renaissance of research attention." (1975, p. 28)

The renewed interest in the study of human movement might be attributed to the influence of the Eastern cultures upon our Western world providing us with body oriented ac­tivities not naturally familiar to our culture; Yoga, med­i­tation, belly dancing. Certainly, technological advances such as video tape recorders have enabled the researcher of movement to study it more closely. Perhaps a renewed aware­ness of the body as a source of enjoyment is behind the more recent interest. Whatever the reason, the past ten years have produced research, study and more interest in the field of human movement than ever before. Enthusiasts of the "movement movement" can enjoy the renaissance while con­tinued study can provide assurance that it will not fade away.
CHAPTER IV

A STUDY OF MOVEMENT ELEMENTS EXHIBITED WITHIN THE EGO STATES

Method of Study

This study was envisioned as a comparison of two theories, examining their relationship to each other, and the possibility of their combined use in psychological counseling and movement therapy. Specifically, this is a study of the movement elements of Effort/Shape theory within the ego states of Transactional Analysis.* The method chosen to accomplish this comparison was to utilize the observational skills of professionally trained persons from each theoretical framework.

Observations are recognized as subjective information since they are not exclusive of the observers biases, feelings, preconceived ideas, and imagination, all of which can obscure reality and objectivity. A person's movement as it is performed without reference to its result, whether

*Transactional Analysis will hereinafter be referred to as T.A.
productive, destructive, or communicative, is difficult to achieve. However, Laban (1948) states "The movement, as it stands on its own, can be described in Effort terms, without prejudice or criticism." (p. 99) The Effort/Shape system of notating and describing movement appears to be objective in its approach because of its systematic nature.

Although subjective in nature, observation, when applied to one's own movement as well as the study of other subjects, is a tool to help change conflicting Effort habits into more harmonious combinations. (Laban) Being aware of the subjectivity of observation, but at the same time recognizing its value, it was felt that it remained the best method by which to study the posed research questions.

In order to insure that all observers were guaranteed of viewing the same behavior, a video tape recording was employed. Both subjects and observers were chosen with specific criteria designated; subjects having similar backgrounds in acting, mime or dance and observers having expertise in one of the two theories being studied. Seven subjects volunteered to be studied; three males and four females. All had previously participated in an eight week workshop on non-verbal expression and body movement led by a professional actress and mime. Immediately prior to the videotaping, the five ego states, as defined by Berne (1968) and described by James and Jongeward (1971), were introduced to the subjects through a workshop conducted by a licensed
psychologist trained in T.A. When both the psychologist and
the subjects believed there was sufficient common understand­
ing of what was to be portrayed, the filming began.

Each subject was asked to improvise five short sce­
narios representing the five ego states; Adapted Child,
Natural Child, Adult, Critical Parent and Nurturing Parent.*
The Child and Parent ego states were subdivided for this
study because it was speculated that the differences in
movement patterns between the designated subdivisions would
reveal valuable information about both the total ego state
as well as each subdivision.

Each subject was videotaped independently and out of
view of each other to avoid any influence by other subjects.
The subjects appeared intermittently, self selecting the
order of presentation with each independently choosing which
ego state he or she was presenting. All subjects were
filmed within a defined amount of space and full body images
were the constant. A close up view was used on one subject
who repeated the same scene several times and used primarily
gestural movement. This was suggested simply to aid the ob­
servers who were to view the tape.

Subjects were permitted to use verbalizations if they
wished; however, all presentations of the tape to observers

*The ego states are capitalized to distinguish them
from actual parents, adults and children.
were conducted without audible sound. Upon completion of the recording session, the subjects viewed the tape in its entirety, identifying the ego states intended by each other with 60 to 75% accuracy. This was not part of the research design, but interesting and enjoyable.

For the purpose of recording the results, each of the thirty-five scenarios was coded as to both subject and ego state. Subjects were designated numbers one through seven and the ego states were identified by letter: A = Adapted Child, B = Natural Child, C = Adult, D = Critical Parent, E = Nurturing Parent. For example, the combination 1-A on the tape signifies that subject 1 was attempting to represent the Adapted Child in that particular scenario. Obviously, the coding system was unknown to all observers.

The video tape was then viewed by five practicing clinicians trained in T.A. (See Appendix C) They viewed the tape independently, but simultaneously, insuring that all observers had equal viewing time and any commentary or questions raised were equally shared. Observers were given a checklist and asked to identify each scenario. (See Appendix B) When due to length of the scenario, or any other variable it was speculated that a subject may have been acting out more than one ego state within that scenario, observers were asked to choose the ego state that they felt best represented the entire scenario. Table 1 demonstrates the identification of each of the thirty-five scenarios by
the five T.A. observers.

Of the thirty-five scenarios portrayed, six were rejected by the author due to lack of agreement among the T.A. observers. Twenty-nine scenarios remained for further analysis each having been identified by three or more of the five T.A. observers. In seven of these twenty-two scenes, the ego state agreed upon by the T.A. observers was not the ego state intended to be portrayed by the subject. In other words, of the twenty-nine scenarios to be analyzed from a movement perspective, twenty-two were identified as that the subject intended, while in seven scenarios, there was incongruence between the ego state intended by the subject and the ego state observed by the T.A. clinicians.

Figure 5 is a structural diagram representing the intended ego state portrayals and contains all thirty-five scenarios. All scenarios identified as the same ego state were compiled together for the movement analysis of that particular ego state. Figure 6 demonstrates a structural analysis incorporating the scenarios validated by the T.A. observers.

All twenty-nine scenarios were included for movement analysis because it was speculated that there could be something inherently systematic in the scenes that the T.A. clinicians agreed upon even if they were not the ego states that the subjects intended to represent. Those that were "misrepresented" will be analyzed individually in addition
FIGURE 5
SUBJECTS AND SCENARIOS AS SUBJECTS INTENDED TO REPRESENT EGO STATES BY IMPROVASATIONS
FIGURE 6
SUBJECTS AND SCENARIOS CATEGORIZED BY RESULTS
OF T.A. OBSERVATION
to being included in the total ego state analysis.

In addition to the T.A. observers, the tape was also viewed by four experienced movement persons. All observers who were asked to view the tape and respond from the Effort/Shape theoretical framework had had at least one intensive training session in both Effort/Shape theory and Movement observation. All movement observers had been involved with Effort/Shape theory as presented by certified Effort/Shape analysts and were also actively using the theory in either educational or therapeutic situations. Four observers plus the researcher viewed and responded via checklist on the following variables; Flow, Weight, Time, Space, and Shape.*

Movement observers were encouraged to make subjective commentary on the data sheets. This was suggested because it was strongly felt that other movement patterns such as body parts involved, movement initiation and space patterns such as vertical, horizontal or sagittal emphasis were relevant to the ego states. However, the author felt that the identified variables were sufficient for this initial study.

*For clarification purposes in presenting the numerous movement variables, all movement factors; Flow, Weight, Time, Space and Shape will be capitalized. The elements within the factors; free, bound, strong, light, quick, sustained, direct, indirect, shape flow, directional shape, and shaping will not be continually capitalized. If a movement factor appears in combination with one of its elements (i.e., bound flow, light weight) neither will be capitalized.
Movement observers were not asked to make movement profiles (North, 1972) or flow charts (Kestenberg, 1967) but rather to choose what they observed to be the obviously predominant movement qualities. If a movement factor was not represented, no active attitude toward the factor existed, observers were instructed to respond in the neutral column. If both elements of the factor were exhibited equally or a tendency to fluctuate between extremes was present, both elements could be marked. This accounts for the frequency of movement elements occasionally exceeding the number of observers.

In organizing data of movement observation, Dell (1970) suggests five methods of organization: 1) combinations of movement elements; 2) proportions of frequency of use among elements; 3) the emphasized movement elements; 4) the range of elements used; 5) the sequence of phrasing of movement elements. This research involves the first three concepts for presentation of data received from movement observers, although the third, emphasis of movement elements, is considered as predominant.

For the purpose of this study, frequency of appearance of a movement element deems the element as 'emphasized.'

After all observers had viewed the tape and responded via designated checklists, the data of each observer was compiled to get a total of each of the thirty-five scenarios. The data from the T.A. observers' checklists
appears on Table 1, while the total of all movement observers is represented in Table 2.
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## TABLE 2

**FREQUENCY OF MOVEMENT VARIABLES OF TOTAL TAPE:**

ALL SUBJECTS AND SCENARIOS

(in order of appearance on video tape)

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*Not validated by T.A. Observers
CHAPTER V

MOVEMENT ANALYSIS OF THE EGO STATES

Presentation of Results

This dissertation was designed as a theoretical study and includes practical implications for the psychological counselor and movement therapist. As it is intended as a model for therapy, results will be presented in both tabular and graphical form. The video tape was a significant part of the study; its contents are described in Appendix A.

All results of observations are recorded in frequencies. Tables three through seven demonstrate the movement variables of each subject and scenario within the identified ego states, while Figures seven through eleven represent the movement analysis of each complete ego state. Figure 6 demonstrates the subjects and scenarios as they were compiled into each ego state.

The remainder of this chapter is devoted to analysis and discussion of the results of the observations. Because of the complexity of movement analysis, each ego state will be studied independently.
Subjects and scenarios are studied individually when deemed important and necessary to the comprehension of the analysis of the ego states. Figures twelve through eighteen exhibit the movement profiles of each subject based on the observations of each subject's portrayals of the ego states.

The movement analysis of each ego state includes a description of the behavior of that ego state based solely on the movement observations. The description is then related to T.A. theory. For clarity, movement observations are discussed first in Effort terms; thereafter by discussion of Shape.

It is suggested that for a clearer understanding of the movement analysis, the reader refer to the terminology as defined in Chapter I.

The Natural Child

Figure 7 demonstrates the frequency of movement variables appearing within the Natural Child. The predominant Efforts are bound flow, lightness, directness and quickness. Excluding Flow, the remaining factors, Weight, Time and Space, constitute the action-like drive described in Chapter II. Action indicated by light, quick and direct movements, is called dabbing. (Laban, 1948; Dunlap, 1963) It is noted that although lightness and free flow are predominant Weight and Flow elements, boundness and strength were observed often, indicating that the Natural Child
FIGURE 7
FREQUENCY OF MOVEMENT VARIABLES WITHIN IDENTIFIED EGO STATES: NATURAL CHILD
includes these elements in his repertoire. Strong, combined with direct and quick within the action drive, constitutes a 'punch.' Therefore, although we might expect curious, carefree 'dabbing' into everything from the Natural Child, we might also anticipate him throwing a few 'punches.' That is to say, although the Natural Child is likely to be carefree, the result of combining free flow and lightness, he is also capable of throwing a strong, free flowing temper tantrum.

The lack of sustainment combined with directness, indicates that although there may be attentive moments, attention is likely to be diverted quickly from one thing to another.

It is indicated that Flow is ever present in the Natural Child, fluctuating between free and bound with an emphasis on the free flowing, uninhibited movement. Flow, being the movement factor correlated to emotions, indicates that the Natural Child is likely to be highly emotional. The emphasis of free flow also suggests that this ego state would not inhibit emotional reactions.

In the Shape elements shown in Figure 7, shaping appeared approximately 50% less than the other Shape concepts; shape flow and directional shape. If the Shape aspect of movement is developmental, as has been suggested by some movement theorists (Kestenberg, 1970), it stands to reason that shaping would be the last developmental aspect since
It requires more anatomical manipulation.

It was expected, however, that the Natural Child would exhibit a fuller range of movement elements than was notated. This could be attributed to the particular scenes that were represented or to the general nature of this study. It is suggested that closer analyzation of movement patterns and particular phrases might reveal a wider range of Efforts exhibited by the Natural Child.

It does not appear, however, that the movement analysis was in conflict with the T.A. description of the Natural Child. On the contrary, it both verified and provided a new perspective of that description.

**Nurturing Parent**

Figure 8 demonstrates that those Efforts appearing predominantly within the Nurturing Parent are lightness and sustainment. This indicates that the Nurturing Parent is likely to be easy going, gliding along, not easily upset. Sustainment indicates an attitude of luxuriating in time, being unhurried and unlikely to make hasty decisions.

The dominance of lightness shows the Nurturing Parent to have a delicate touch, not overly forceful. Closer examination of the individual analysis indicates that at times strength is exhibited.

Many individual differences contribute to the composite picture of the ego states. At this point, it is
FIGURE 8

FREQUENCY OF MOVEMENT VARIABLES WITHIN IDENTIFIED EGO STATES: NURTURING PARENT
necessary to examine the content of the tape (See Appendix A) to determine the effect of the situational content of the scenario upon the movement patterns. It is suggested that although there are general predominant movement Efforts that continually reappear in the Nurturing Parent, they do not discount the importance of the less frequently appearing elements. Strength is important to the Nurturing Parent; not required as frequently as lightness, but necessary when the situation demands.

For example, Table 4 shows the difference between the Flow and Weight factors of Subjects 7 and 2. Subject 7 is both free and bound while Subject 2 is either judged bound or neutral. On the Weight factor, they were judged to possess the opposite elements; 7 being light while 2 was strong. The content of the tape shows that Subject 2 was giving help to an injured person while Subject 7 was petting an animal or holding a baby. Certainly these two situations would deem appropriate ego state responses to be that of the Nurturing Parent. However, they also require different movement elements. Holding a baby is done delicately while picking up an injured person requires the activation of strength. Holding a baby and feeding a cat may require alternating free and bound flow, as indicated on Table 4 by Subject 7. Handling an injured person requires careful use of strength, as in bound flow.
Examining the Space factor alone, the neutral column indicates a lack of an active attitude toward space from the Nurturing Parent. When active, it is likely to be more direct than indirect. Since this movement factor is correlated to attention, (North) Figure 8 indicates that when the Space factor does appear in this ego state, the individual gives his undivided attention as opposed to attention distributed among many focal points.

In summarizing the Effort characteristics of the Nurturing Parent, it is interesting to note that sustainment and lightness combined with the predominant Space element, directness constitute within the action-like drive, the motion called a glide. Laban states:

Indulging in Weight and Time, and 'fighting against' Space, which is the essence of gliding, develops a valuable effort control and gives an entirely different movement experience from that gained by doing simple exercises of, say, soft bending and stretching. The sustained gentleness of the unilateral pull of the counter-tensions produces a special kind of direct boundness which is different from that encountered in any other physical action. (Laban, 1948, p. 75)

It is suggested from the Effort analysis presented, the Nurturing Parent contains a sustained gentleness that is not exhibited in any other ego state.

Figure 8 indicates that within the Shape aspect of this movement analysis, the observed frequency of the shaping far exceeds the other Shape concepts, shape flow and directional shape. Close examination of Figure 8 shows that shaping was
the most frequently observed movement pattern including all of the Efforts. Shaping requires the active part of the body to be continually adapting to forms in space, whether objects, persons or self created forms. "Anatomically speaking, shaping requires the constant blending of the muscle group functions in many joints to allow the body's fullest adaptation." (Dell, 1970, p. 55)

The emphasis of shaping and lack of directional shape within this ego state indicates that the Nurturing Parent is adaptable and flexible with the ability to form around external shapes outside of itself providing a protective and integrative blending of forms. The author suggests that this movement quality is essential to activate the Nurturing Parent. "We do not sufficiently realise the important effect action has on the mental state of the mover." (Laban, 1948, p. 102)

Examining this suggestion further, Figure 6 demonstrates that in Scenario E, Subject 1 was attempting to portray the Nurturing Parent but was identified by the panel of T.A. observers as being in the Critical Parent. Table 5 shows the movement analysis of this scene. Content of the tape including the verbalizations demonstrates that during this scenario, the Subject was saying nurturing phrases; "Now, you take care of yourself;" "be sure and have a good time;" "take care." The important fact is that the subject assumed he was being nurturing, while the non-verbal
behavior communicated the Critical Parent. Table 5 contains a movement analysis as viewed by the movement observers. It is suggested that not only what was communicated, but also what was not communicated, indicated the Critical Parent.

The shaping element was non-existent in this scenario. Table 5 shows that shaping appeared only one time in the analysis of the total Critical Parent ego state. However, in the Nurturing Parent, Table 4 shows that shaping was recorded twenty-one times. This suggests that shaping is significant only to the Nurturing Parent.

In Table 5, a comparison between scenarios 1-D and 1-E shows that shaping is not the sole difference between Subject 1's portraits of these two ego states. There are less obvious differences in the Efforts; E is less bound, uses less strength and is less direct.

The content of the tape shows that other movement variables, use of space, body parts moved, gestural movement, are nearly the same in these two scenarios. There is a great deal of pointing of the finger in both scenes which may have been the reason that the T.A. panel saw the Critical Parent.

It is suggested that by disregarding content and observing how the subject was moving the movement analysts picked up differences, although minor and subtle, that may have been missed from a T.A. viewpoint. This reinforces Laban's concept that Effort/Shape is a tool which allows
observation independent of content and also demonstrates that observations from different perspectives reveal different information.

In the final analysis, the author suggests that for Subject 1, to be in the Nurturing Parent is simply to be less critical.

Adapted Child

Figure 9 represents movement analysis of the Adapted Child. The most distinguishing movement characteristic is that of Weight, the predominance of lightness over that of strength. This is indicative of the Adapted Child's 'going with' rather than 'fighting against' the Weight factor. The accompanying emotional description shows that this ego state demonstrates an inability to be firm, or to stand on his own two feet, is likely to be easily persuaded and has a willingness to please other people. Boundness, as opposed to free flow as shown in Figure 9, demonstrates inhibition and a 'holding back' of energy.

Time and Space appear to be relatively evenly distributed and are not considered to have any impact upon the Adapted Child. This could be interpreted as fluctuation between quick movements in an attempt to please followed by sustainment waiting for the approval. It is speculated that studying specific movement phrases within the individual scenarios would verify this explanation of the Time factor.
FIGURE 9

FREQUENCY OF MOVEMENT VARIABLES WITHIN THE IDENTIFIED EGO STATES: ADAPTED CHILD
as represented in Figure 9.

The Shape factors show shape flow to be predominant, followed in order by directional flow and shaping. It is suggested that shape flow within the Adapted Child is based on genuine concern with how body parts relate to each other in order to receive approval, with the directional shapes being responses to Parent messages, and shaping, an attempt to please by adapting to the messages. This is confirmed to a degree, by viewing the content of the tape. Primping and tugging at clothing are gestures in the shape flow category. These behaviors were exhibited in nearly every scenario portraying the Adapted Child.

It is suggested by the author that along with the bound flow and shape flow, the Adapted Child utilized less space than any other ego state, including the Adult. As the content of the tape demonstrates, the Adapted Child was very careful where he moved and how much space he used. In each instance, there was little movement of the whole body through general space. Rather, personal space was used: limbs held close to the trunk, hands often held together. The Adapted Child operates in a small to medium kinesphere. From a movement perspective all of these interpretations are in agreement with the T.A. definition of the Adapted Child: compliant, withdrawn with a willingness to 'go along with' others' demands and requests.
The Adapted Child composite contained six subjects and scenarios, and included two in which the subject did not intend to represent this ego state. Figure 6 demonstrates that Subject 7's Adult was interpreted as Adapted Child. Table 6 shows that there was little difference in the movement analysis between scenario C and A portrayed by Subject 7. C did contain more quickness, but as shown by Figure 9, there was little difference between sustainment and quickness for this total ego state. It is suggested that this difference would not have been a significant factor in judging which ego state Subject 7 was portraying. The movement analysis and the T.A. identification are similar. It also appears that 3-E is consistent with the analysis of the total ego state. This indicates that in the Adapted Child, the T.A. panel and movement observers were congruent.

The Critical Parent

Figure 10 represents the Effort/Shape analysis of the Critical Parent. There is a substantial difference in the elements of each Effort, more distinctive than any other ego state. This graph demonstrates that within the Critical Parent, the predominant movement Efforts were strong, bound, quick and direct; all of which oppose Weight, Flow, Time and Space. These are all condensing efforts; all appearing on the right side of the Effort Graph, Figure 4. This represents a lopsided Effort pattern.
FIGURE 10

FREQUENCY OF MOVEMENT VARIABLES WITHIN IDENTIFIED EGO STATES: CRITICAL PARENT
Temporarily excluding the Flow factor, those factors that make up the action-like drive remain: strong, quick and direct movements. On the Effort graph, Appendix D, this is shown as the 'punch.' When this is translated into psychological terminology, the Critical Parent can be behaviorally described as very controlled, exhibiting much force and often standing firmly and well grounded in opinions. Directness indicates that focus is on a single object or person and combined with the strength and quickness would indicate frequent loss of emotional control.

In Figure 10, it is seen that the Critical Parent does not indulge in or cope with Effort factors. The lack of these characteristics indicates that the Critical Parent does not indulge in Time, would not communicate that he had time to spare, but would always appear to be in a hurry. This might be communicated to other persons as a lack of interest.

A comparison of the Critical Parent and Nurturing Parent composites represented in Figures 10 and 8, shows that the Effort factors are opposite in the Weight and Time categories; the Nurturing Parent being light and sustained and the Critical Parent being strong and quick. The Nurturing Parent appears to be more evenly distributed and therefore, more in Effort balance than its counterpart.

The most obvious difference between these subdivisions of the Parent falls within the Shape category. While the
predominant Shape characteristic for the Nurturing Parent is shaping, figure 10 demonstrates that while the Critical Parent exhibits nearly equal distribution of shape, flow and directional shape, shaping is nearly non-existent. The lack of shaping within the Critical Parent but predominance within the Nurturing Parent shows shaping to be an important movement concept to the Parent ego state.

Although the Critical Parent shows seven scenarios represented in the composite, not all were so intended by the subjects. Subject 1-E has already been discussed in the analysis of the Nurturing Parent. The two other inconsistencies are considered worth mentioning at this point because of their significance to the concept set forth by Steiner (1974) relating the "Pig Parent" to the Child ego state. The Pig Parent is what Berne referred to as the Adapted Child and replaces the concept of the Critical Parent. The behavior within this ego state is not really Parent behavior. The distinction is made by Steiner; "The Pig Parent is a scared or angry Child ego state that attempts to protect or nurture and is a failure at it, while the Nurturing Parent is confident, loving and competent in the nurturing and protective functions." (1974, p. 56)

Movement analysis of each of the Parent subdivisions supports Steiner's suggestion. Particularly, 1-E's portrayal of the Nurturing Parent (an attempt at being nurturing but failing to do so), which was identified as Critical
Parent. The author suggests that if shaping is non-existent within the Nurturing Parent, then there is a failure to be genuinely protective and the Pig Parent is present as Steiner suggests. Table 1 also shows that 1-E was noted as Critical Parent four times and once as the Adapted Child, both referred to as the Pig Parent by Steiner.

In addition to the portrayal, 1-E, it is interesting to note two other scenarios that were not intended to be but were interpreted as Critical Parent by the T.A. panel. Both 1-C and 2-C received votes for the Adapted Child as well as the Critical Parent. However, the individual movement analysis of these two scenarios does not agree with the movement description of the entire ego state. For example, Figure 10 shows the Critical Parent composite to be predominantly strong, bound and direct while Table 5 demonstrates that subjects 1-C and 2-C exhibit predominantly light, free and indirect movement patterns. While this does not appear to support Steiner's suggestion, in each scenario movement was interpreted as Adapted Child. These findings suggest that from a movement perspective, the Pig Parent or Critical Parent is more closely related to both the Natural Child and the Adapted Child than it is to the Nurturing Parent.

It is felt that this study does not reveal sufficient information to support either Berne or Steiner, nor was this the intention of the analysis. But rather it does point out interesting suggestions that merit continued and more
thorough movement analysis and study. It does, however, demonstrate that scenes 1-E, 2-C and 1-C contained information that was somewhat different than the other portrayals of this ego state.

There is also a difference in the movement analysis of the person who was portraying the Critical Parent in transaction with another and those who portrayed being self-critical. In fact, Table one combined with information from the content of the tape, shows that two scenes which were intended as Critical Parent, 2-D and 5-D, were sufficiently confusing to the T.A. panel that they were not validated as any one ego state. When it was indicated that verbalizations might have made a difference in identifying what the scene represented, and without verbalizations there was a lack of clarity in the subject's portrayal, it resulted in discrepancy among the T.A. observers. However, although not validated, both scenes did receive votes for the Child ego state; one receiving 2 Adapted and one Natural, the other, 2 Natural and one Adapted.

It is suggested by the author that self-critical behavior may resemble non-verbally, 'trying to please'; the movement analysis being more closely related to the Adapted Child than the Critical Parent. For example, 2-D portrayed himself looking in the mirror and being displeased with and critical of the image he saw. His movement patterns were judged very much the same as the several scenes of the
Adapted Child attempting to please the Parent.

Analysis of 5-D reveals similar information with the exception that movement analysts observed subtle differences in strength and directness, indicating more of a Critical Parent than in 2-D. Still, 5-D received three votes in the Child column, although two were Natural and one Adapted.

It becomes apparent that there are differences when a person is relating Critical Parent in transaction and when one is being self-critical.

Adult

Figure 11 is the movement profile of the Adult ego state. The predominant movement characteristic is boundness or the binding of tension. This ego state exhibits a larger proportional difference between free and bound than any other ego state. This indicates that the Adult is not care-free but rather, very careful. The graph displays quickness. At first, this appears to be inconsistent with the T.A. definition of the Adult as an evaluator, the calculator, the computor. However, a computor or calculator involves quick movements as the machine calculates and evaluates the information. In this respect, the quickness that was observed by the movement analysts does not seem as far from the T.A. image of this ego state as originally conceived.

Shape flow indicates the shape that the body takes on as the body parts relate to each other, opening and closing,
FIGURE 11

FREQUENCY OF MOVEMENT VARIABLES WITHIN IDENTIFIED EGO STATES: ADULT
folding and unfolding. There were two dominant movement patterns that continually reappeared during the portrayal of the Adult. One was the use of space, a continual pacing back and forth in a lateral path. The second, shape flow, was the touching of body parts to each other; the finger to the head, counting with the fingers, hand on the elbow, arms folding and unfolding. This is indicative of an internal process or self-relating as opposed to linking the body with the space around it.

The Adult ego state exemplifies the need to examine more than Effort/Shape within movement theory in order to make a complete movement profile of the T.A. ego states.

The Adult ego state appeared to be the most difficult to define. It was also identified by the movement observers as the most boring. It is speculated that many of the subjects were too emotional in their portrayals of the Adult and were therefore interpreted by the T.A. panel as another ego state. Figure 6 shows the Adult being identified as Critical Parent and in one scenario, being identified as Adapted Child.

The concept of being too emotional to be the Adult and the Adult being deemed boring from a movement perspective indicate the T.A. and movement observers in agreement. Certainly, the emotional scenes had more movement dynamics contained within, and when they had too many, they were observed as being too emotional to be the Adult. This implies
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INDIVIDUAL SUBJECT AND SCENARIO ANALYSIS OF SEPARATE EGO STATES: NATURAL CHILD

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### TABLE 4
**INDIVIDUAL SUBJECT AND SCENARIO ANALYSIS OF SEPARATE EGO STATES: NURTURING PARENT**

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TABLE 5
FREQUENCIES OF MOVEMENT ELEMENTS OBSERVED OF INDIVIDUAL SUBJECT AND SCENARIO WITHIN EACH EGO STATE: CRITICAL PARENT

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FREQUENCIES OF MOVEMENT ELEMENTS OBSERVED OF
INDIVIDUAL SUBJECT AND SCENARIO WITHIN EGO STATES:
ADAPTED CHILD

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### TABLE 7

**FREQUENCIES OF MOVEMENT ELEMENTS OF INDIVIDUAL SUBJECT AND SCENARIO WITHIN EGO STATES: ADULT**

<table>
<thead>
<tr>
<th>MOVEMENT ELEMENTS</th>
<th>3-C</th>
<th>3-D</th>
<th>4-C</th>
<th>3-A</th>
<th>5-C</th>
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</table>
that the Adult is the most restricted ego state from a movement perspective.

Movement Profiles of Subjects

According to Steiner (1974), the most complete diagnosis of an ego state includes three sources of information: 1) The behavior of the subject being observed, 2) the emotional reaction of the observer, (similar to North's discussion about observers' natural affinities for movement elements) 3) the opinion of the person being observed. For the purposes of this study the third criterion suggested by Steiner will be interpreted on the body level to mean the habitual movement affinities of the individual subjects whose movement were studied.

Since the portrayals as intended have been compared to the results of the observations, it is necessary to determine whether there were affinities within each subject's movement repertoire that may have had an affect upon the observed outcomes of their intended portrayals. North's studies (1972) indicate that observing movement of the same subject for twenty minutes shows the same movement patterns emerging as when observed for long periods of time. It is therefore assumed that the subjects natural affinities for movement elements emerged during their portrayals of the five scenarios. Figures 12 through 18 represent the movement profiles of each subject based on the total
Figure 12. Movement Profile of Subject 1
Figure 13. Movement Profile of Subject 2
Figure 14. Movement Profile of Subject 3
Figure 15. Movement Profile of Subject 4
Figure 16. Movement Profile of Subject 5
Figure 17. Movement Profile of Subject 6
Figure 18. Movement Profile of Subject 7
observations of their five scenarios.

Whether due to the repeated scene or due to natural affinity, Subject 3 is the only subject showing a point on the scale for boundness that far exceeds the other elements. It seems appropriate at this point to look more closely at what was happening that subject 3 provided such inconsistent data throughout the study. The most relevant information about Subject 3 is that he chose to portray an individual taking a math test.

There is little postural movement involved in this process. The movement differences that do exist are very subtle and the text of the scene has a built in ego state connotation. Normally, taking a test could be expected to be identified as either Adult or Adapted Child behavior. This is verified in Figure 6 since only Subject 3 was identified within those two ego states.

The subject used verbalizations that probably would have given more information from a T.A. perspective concerning which ego state he was portraying. For example, in the Nurturing Parent, his verbalizations were self supportive phrases which are generally and typically identified as nurturing: "That's a boy, I knew you could do it. Now, calm down, everything is going to be O.K." In his portrayal of the Critical Parent, subject 3 used phrases like, "you dummy, you should know this answer." In the Natural Child, the phrases were of a rebellious nature: "I can't take this
test; look what time it is; I have to leave now." This dif­
fered from his portrayal of the Adapted Child, who imme­
diately responded with phrases: "Oh, that is the wrong
answer, O.K. I'll do it again."

It is speculated that when identifying the ego states
by non-verbal phenomena as criteria, the T.A. observers may
have reacted according to context of the situation. That is
to say, the content of the scenario may have dictated the
ego state chosen. If this is so, then a closer look at the
movement analysis may have significant information for the
T.A. therapist. It is quite possible that while seeing con­
tent, one could be missing many subtleties at the non-verbal
level which would be valuable information.

Table 7 shows the individual analysis of 3-C, 3-D, and
3-A. Table 6 shows the breakdown of movement elements of
3-E. Initially, we compare 3-C to 3-D, C representing the
Adult which was identified as Adult and D representing the
Critical Parent which was also identified as Adult. These
were therefore both identified the same ego state by the
T.A. panel.

However, a close examination of the movement analysis
demonstrates a vast difference in the use of Efforts. For
example, although both scenarios are judged bound, the
Critical Parent emphasized the strong weight element while
the Adult exhibited either light or neutral. In the Time
factor, the Critical Parent was judged all quickness while
the Adult was evenly distributed. There were no major differences in Shape or in the Space factor. However, attention is called to the fact that the portrayal of the Critical Parent by Subject 3 contained the major movement elements that were observed in other subjects also portraying the Critical Parent.

This indicates that the movement observers saw a difference between what was judged Adult and what was identified as Critical Parent. It is speculated that a more complete movement analysis consisting of intensity changes would reveal even more specific differences that might to the 'normal' observer be so subtle that they are overlooked.

Analyzing scenario 3-C, all elements with the exception of Flow are relatively equally distributed. If we eliminate the Flow factor, we eliminate the emotional connection and are left with the computer-like, non-emotional state which is the typical description of the Adult. This indicates the movement analysis to be somewhat in line with the intention of Subject 3.

Concluding the analysis of Subject 3, it seems reasonable to assume the following information. Often, T.A. identification of the ego states is made according to the situational content represented in the behavior. Movement analysis, on the other hand, describes subtle differences within the same situational content, indicating that different ego states might exist within the same situation.
This is the non-verbal equivalent of the intonation of a sentence; the words having different meaning depending on how the same statement was repeated. The same sentence might be contained within different ego states. If one is not trained in this 'how' within the non-verbal phenomena, then verbalizations may be necessary in order to determine if varying ego states are being represented within the same situational content.

The individual movement profiles indicate that most subjects had relatively well balanced Efforts. However, they also demonstrate that all subjects had an affinity for quickness within the Time factor. This fact may account for quickness being the dominant Time element when not expected, such as in the Adult ego state. Other than those already stated, there appear to be no additional movement patterns, designated as movement variables for the study, which had an effect upon the study. However, it is suggested that many movement patterns that were not movement variables in this particular study are important to the ego states.

Conclusion of the Study

All of the ego states have been examined from a movement perspective. The results of this exploration have been conceptually portrayed in graphs and tables. The remainder of the chapter will be devoted to examining how this data answered the initial research questions.
Research Question #1: Are there identifiable movement characteristics that are repeatedly present with in the ego states?

Yes, the figures and graphs demonstrate that the Effort/Shape movement characteristics were identified in a systematic manner, repeatedly showing both differences and similarities of movement patterns within each ego state.

Research Question #2: Can the ego states be identified by observing non-verbal phenomena?

Again, the answer is yes. The data showed that out of thirty-five scenarios presented, 63% were identified as they were intended: 83% were identified as particular ego states. It is unknown whether verbalizations of the ego state portrayals would have made any difference in the percentage of identifications. The problems of identification through non-verbal phenomena were discussed earlier.

Research Question #3: What are the distinguishable movement patterns of the variables: Weight, Time, Flow, Space and Shape, within the separate ego states?

According to the data, the ego states are broken down into the following movement patterns:

Nurturing Parent

- Lightness, sustainment, shaping

Critical Parent

- Bound, strong, direct, quick, shapeflow directional shape

Adult

- Bound, light, quick, direct, shape flow
Research Question #4: Is there a difference between the characteristic behavior of the ego states and body energy manifested therein? Specifically, is there a difference in the intensity of energy?

It is felt that this study could not provide a sufficient answer to this question. Although in one case, repeated behavior was observed and movement differences were identified, it was not sufficient to draw conclusions. It is suggested that to answer this question, the research study needs to be replicated studying the exact same behavior.

Research Question #5: Is there a difference in observable behavior within the variables of Weight, Time, Space Flow and Shape when a person is in transaction with another or responding structurally to internal messages?

This was answered positively for one ego state, the Critical Parent. There was a difference noted in the movement elements when the actors were representing the Critical Parent in transaction and when being self-critical. These were changes in Shape rather than Effort. This is as might be expected in that the differences between these two is not as much a matter of energy change as it is the change in the direction of the energy, either toward or away from the body.
There was no conclusive data concerning this question found in the other ego states. Studies designed with specific behavior representing transactions and internal messages are recommended as follow up research.

In conclusion, it is felt that the study succeeded in offering a beginning in an area that has not been researched previously. It is felt that the study accomplished the intended purpose of showing the relationship of movement patterns to the ego states. Most significantly, this study has provided a frame of reference for the movement therapist and the counselor and has reinforced the importance of a holistic approach to therapy.

It therefore seems appropriate to assume the general hypothesis; the movement parameters of weight, time, space, flow and shape are the non-verbal variables that describe ego states.
CHAPTER VI

PRACTICAL AND THEORETICAL IMPLICATIONS
OF THE PROPOSED COMBINED MODEL

This study was designed to provide the practicing counselor and movement therapist with a model for combining 'body' and 'mind' resulting in a holistic approach to psychological counseling. Two theories were presented and their relationships to each other explored. A survey of literature demonstrated that studies have been made relating movement to personality, communication and therapy but little has been offered the practicing therapist in the way of a combined model. Although the literature demonstrated that movement therapy has been practiced from varying psychological perspectives, there are no recorded studies that indicate anyone has used T.A. on the 'body level.' In his most recent book, Steiner recognizes the need for this concept in conducting relevant therapy.

People whose minds are in good touch with the rest of their bodies can be said to be Centered as opposed to be split-off. When Centered, all of the physical functions work in harmony and unison; the person is physically focused. (Steiner, p. 349)
The results of this study suggest that body movement is the physical manifestation of personality as defined through ego states. It suggests a connection between many T.A. concepts and body movement; the theories are compatible theoretically and can be combined practically. For example, the following concepts of T.A. have been translated into the following movement concepts.

<table>
<thead>
<tr>
<th>T.A.</th>
<th>Movement</th>
</tr>
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<tbody>
<tr>
<td>Script</td>
<td>acquired and 'fixed' movement patterns</td>
</tr>
<tr>
<td>Script inter-</td>
<td>changing habitual movement patterns</td>
</tr>
<tr>
<td>vention</td>
<td></td>
</tr>
<tr>
<td>Crossed transaction</td>
<td>exhibiting opposite movement elements/moving within a different movement factor</td>
</tr>
<tr>
<td>Complimentary</td>
<td>communicating the same movement elements and factors</td>
</tr>
<tr>
<td>transaction</td>
<td></td>
</tr>
<tr>
<td>Duplex transaction (two level</td>
<td>functional movement while 'shadow' movements interpret mental action</td>
</tr>
<tr>
<td>transaction</td>
<td></td>
</tr>
<tr>
<td>Social and psychological)</td>
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</tr>
</tbody>
</table>

This is a beginning for establishing a theoretical model for the combination of these theories.

Figure 19 is a conceptual model for the combined use of Transactional Analysis and Movement therapy. It suggests that the therapist can enter the counseling session from either frame of reference having acquired knowledge from the other. It also demonstrates the impact of the co-leadership
Figure 19

Model for the Combined Use of T.A. and Movement
in group therapy, providing each therapist has expertise in one of the theories.

Practically, the model can be used diagnostically and therapeutically. Both models offer diagnostic tools; the egogram, a simple diagram showing relative strength of the ego states useful for demonstrating which ego states dominate the personality, and the movement profile, a simple graph showing relative strength of the movement elements useful for determining which elements dominate the movement repertoire. Resting on the fact that there is a relationship between the movement patterns and the ego states as the study demonstrated, these tools can be used in combination or interchangeably. It is suggested that until further research is conducted validating the relationship, these tools be used in combination. In this manner, they provide the therapist with additional information. The egogram determines whether a person has lop-sided ego states: the movement profile determines if one has lop-sided efforts.

More often than not a preponderance of a very limited range of effort expression can be observed, while the healthy human being has, at least to some degree, potential for all-round development. Should only one type of effort combination be present, such as, for instance, thrusting or slashing, in both of which the individual is fighting Time and Weight continuously, we shall find an unbalanced person with a lop-sided effort experience. (Laban, 1948, p. 100)

Lop-sided egograms and lop-sided effort systems generally result in problems for those persons who possess them. If
specific movement patterns are non-existent, it is probable that certain ego states may never be activated. Both theories are based on increasing alternative choices for the client. It appears that balancing the movement elements would increase alternatives as well as helping to activate the appropriate ego states when desired.

The egogram and movement profile can be instrumental in establishing treatment goals. The T.A. model is well known for the 'contract' method. The therapist and the client establish these goals in terms that can be understood by the Child ego state. Contracts are the determinants of what is to be changed as a result of the therapy. The model suggests that contracts can be made on the 'body level' in addition to other levels; behavioral, emotional, social, personal.

For example, Mr. X's egogram shows that he has a minimally functioning Nurturing Parent. He indicates contrac-tually that he would like to change this and be able to exhibit more sympathetic and nurturing behavior. Mr. X would likely be lacking in the shaping element. A contract could be made on the 'body level' to attain and practice the missing movement element. The addition of shaping to his repertoire would aid and likely enhance the process of his developing the Nurturing Parent characteristics and attitude. This can be applied to any ego state.
The implication for script analysis becomes obvious. Since many movement patterns are learned early in life, it is apparent that they are an important part of the person's scripted behavior. It stands to reason that intervention at the body level, changing habitual movement patterns, introducing new, unusual, and perhaps, at times, uncomfortable movements into the existing repertoire, could conceivably result in the desired behavioral and attitudinal change.

Another common T.A. concept in therapy is that of permission. Steiner suggests that in all of the diagnostic code, there really exist three illnesses or problems; Lovelessness, resulting in depression, mindlessness, manifesting itself in madness and joylessness, ending in drug abuse. (Steiner, 1975) Many of these behaviors, particularly, joy, can be regained by giving permission to express the Natural Child, which in many cases has been stifled and deprived. Movement sessions provide a conducive atmosphere in which people allow their Natural Child to emerge.

Conducting therapy from the combined model has many implications for helping persons who experience sexual dysfunction as well as discomfort with their sexuality. Body work in combination with script intervention can be dynamic. It is often necessary to rediscover the healthy part of the Child, provide the support of the Nurturing Parent and rewrite the dysfunctional script.
Implications for Consultation and Education

In addition to T.A. being used in therapy, it is a tool for teaching people about effective management training, communication and interpersonal relationships. Effort/Shape in addition to being used in therapy, is an excellent tool for analyzing movement patterns in management, industry and is used extensively in the English school systems for what is termed movement education. The impact of combining these theories for purposes of consultation and education appears obvious.

Within the school setting, for instance, the school counselor already can provide indirect services to classroom teachers and administrators and could expand his role to include teachers of physical and special education. All children, whether experiencing problems or not, can benefit from increasing their movement repertoire and thus expanding their choice for alternatives helping to provide increased harmony in both their movement and relationships.

Psychologists, therapists and counselors are increasingly in demand as consultants in human behavior for educational, social and governmental agencies. The suggested combined model is ideal for aiding the comprehension of specific relationships, such as the parent-child, male-female, husband-wife. Readily understood in lay terminology, T.A. has provided a base for the understanding of these
relationships.

Recent studies demonstrate movement theory and techniques important to the mother-child relationship. (Kestenberg, 1977; Dyer, 1977) Changing the rhythm and flow between mothers and infants increases satisfaction and harmony within the relationship. Employed together, there is a myriad of knowledge that can be shared with parents and teachers of children of all ages.

According to T.A., friction occurs when verbal transactions are crossed. Non-verbally, the study implies that friction occurs when persons in transaction are moving in opposite elements. For example, the teenager is renowned for his ability to perform the shaping element; shaping to furniture, beds, pillows, his girlfriend, and allowing his body to slouch around virtually everywhere and anywhere, often much to the dismay of the parent. This is particularly true for the parent who is unable or uncomfortable using the shaping element. Therefore, when the parent observes this behavior in the teenager, a crossed movement transaction may occur. Another example in a different movement factor is that of the dawdling (sustained time) kindergartner who finds himself in conflict with the hurried (quick time element) mother; again a crossed movement transaction. The proposed combined model is projected as an aid in understanding the dynamics of these non-verbal messages communicated through the movement elements.
What significance does this combined model have for the Counselor Educator? Generally, counselor training programs involve theories and techniques that are primarily verbal processes. Traditionally, counselor education has been concerned with teaching the social, behavioral, affective, and cognitive processes. The physical aspect has been omitted or relegated to the college of physical education or physical medicine. With the rapid growth of the holistic approach to therapy, it is apparent that the study of non-verbal phenomena will become increasingly important. Similarly, to remain in touch with their own feelings and thoughts while conducting therapy, it is equally important that counselors be comfortable with and aware of their own bodies if they wish to be genuine and effective.

There is a 'dance' that takes place between the counselor and the counselee which has a definite impact upon the counseling relationship. Combining T.A. and Effort/Shape has provided a vocabulary which removes the mystery from these ever present and continuous 'dances' in human encounter.

Recommendations for Further Research

This study was an initial study designed to provide a baseline for future study in the field. It is also considered a work in progress, and follow up studies are presently being conducted by the researchers and colleagues in
the field. The video tape used is being analyzed from a bioenergetics perspective and a model for combining T.A., Effort/Shape and Bioenergetics is being prepared.

The video tape from which this study was made, has much potential for further and more specific study. Only the Effort and Shape elements of the theory were analyzed, and this was done in regard to the entire scenario. There are many other movement variables that can and need to be studied before any significant connection can be made in identifying the non-verbal phenomena involved in the ego states. What parts of the body move the most? Which planes of movement best represent the ego states? How does a person's natural affinities for certain movement patterns effect the egogram?

It is suggested that smaller segments of the scenarios be studied in depth to determine the flow of movement phrases and to examine the commonalities and differences as phrases are related to the ego states.

Most importantly, there is a definite need for the development of instruments that can measure, validate, and provide guidelines for the use of the movement therapist's most important tool: observation.

Independent of this study and the video used for it, there are many studies that can be conducted to examine the proposed combined model for conducting therapy. It is suggested that experimental and control groups be established
to determine if adding body movement to the T.A. framework has an effect upon the duration and outcome of the therapy.

There is no limit to the suggestions for continued research in this area. The combined model can be explored in regard to specific areas of study: sex stereotyping, aggression, assertiveness training, creativity, decision-making and problem solving, to name a few. Because this study has introduced a new approach, only the researchers' imaginations limit its possibilities for further study.
APPENDIX A

BRIEF SKETCHES OF SCENARIOS ON THE VIDEO TAPE

(in order of appearance)

Subject - Scenario

5-B Throwing a temper tantrum, very angry and upset, thrashing of arms and legs, ending on the floor, immobile

2-A Young man explaining to his parents that he is a homosexual and asking for their acceptance and understanding

1-C Attempting to make a decision about how to spend money

6-D A drill instructor teaching recruits to march, very disgusted with the lack of results

3-C Taking a mathematics test, few verbalizations

4-B Portrayal of a child exploring the space to find a toy, and playing with a can filled with popcorn, making a mess and leaving popcorn all over the floor

7-E Mothering a baby, holding an infant, petting a cat, answering the door and getting a neighbor a cup of sugar

1-A Young man doing exactly what he is told, attempting to please others by moving according to instructions

5-A Portrayal of an assembly line worker putting lids on jars, very bored, looking around at other things, assembly belt moves more quickly requiring the worker to adjust to the speed

3-D Taking a test, verbalizing disgust with self image and ability

4-C Trying to think of a way to receive money in order to buy something
2-C Making a decision about putting his mother in a home
6-C A director conducting try-outs
7-C Eating and conversation in a Japanese restaurant
1-B Curious child playing, making faces, having fun, exploring
2-D Looking in a mirror and criticizing the image of the body
3-A Taking a test, doing the problems over until the answers are correct
4-D A parent or teacher scolding a child
5-C Trying various solutions to a mime problem, analyzing the situation
7-A Attending a party using the best manners
2-B Learning to whistle
6-E Helpful, kind, math teacher
3-E Taking a test, using deep breathing, and nurturing phrases to give self positive strokes
1-D Teacher upset over a students poorly done paper
5-E Relaxing at home in a chair, nurturing self
6-B Playing basketball, getting angry, fighting for the ball
7-B Playful activity at the seashore
4-A Shy, embarrassed little girl
3-B Taking a test, subtly rebelling
1-E Sending children off to college, telling them to behave, take care and to have a good time
2-E Helping an injured person in the street, covering with a coat, and carrying them for help
6-A Drinking too much at a party and trying to cover up the hiccups

7-D Waiting anxiously for and then immediately scolding a child who is late

5-D Getting frustrated over not being able to solve a mime problem correctly

4-E Feeding and caring for an animal
APPENDIX B

Sample of the Observation Sheets

Transactional Analysis Observation

Movement Observation Sheet
TRANSACTIONAL ANALYSIS OBSERVATION CHECKLIST

SUBJECT: ______
SCENARIO: ______

PLEASE CHECK ONLY ONE EGO STATE: THAT WHICH YOU OBSERVE TO BE PREDOMINANT. SUBJECTIVE COMMENTARY IS TO BE ADDED ONLY WHEN NECESSARY.

CRITICAL PARENT ______
NURTURING PARENT ______
ADULT ______
ADAPTED CHILD ______
NATURAL CHILD ______

MOVEMENT OBSERVATION CHECKLIST

SUBJECT: ______
SCENARIO: ______

FLOW: FREE ______ BOUND ______ NEUTRAL ______
WEIGHT: LIGHT ______ STRONG ______ NEUTRAL ______
TIME: SUSTAINED ______ QUICK ______ NEUTRAL ______
SPACE: INDIRECT ______ DIRECT ______ NEUTRAL ______

SHAPE: SHAPE FLOW ______ DIRECTIONAL ______ SHAPING ______

SUBJECTIVE COMMENTARY IF DESIRED: (use other side if necessary)
APPENDIX C

MOVEMENT ANALYSTS

Jana Hazelbaker, B.A. Dance Ohio State University (1978); Student of Effort/Shape and movement observation, Dance Notation Workshop, Ohio State University; certification in Labanotation

Carolyn Kurtz, Ph.D. Candidate, Clinical Child Psychology, Ohio State University; trained in Effort/Shape at Dance Notation Bureau, New York City, attended movement observation workshop conducted by Irmgard Bartenieff in Washington, D.C.; studied Effort/Shape and dance therapy in New York and California; conducting research on the movement patterns of emotionally disturbed children using Effort/Shape

Ellyn Maull, B.A. Sarah Lawence College; Dance/Movement Therapist, Upham Hall, Ohio State University Hospital; Conference Presenter on Body Image, Washington, D.C., 1976; Program Chairman, Midwest Dance Therapy Conference, Columbus, Ohio, 1978; Studied Effort/Shape and Movement Observation at Dance Notation Workshop, Ohio State University

Linda Ronchi, M.A.; Studied Effort/Shape at workshop at Dance Notation Bureau, New York City, Summer, 1975; Movement Specialist for the learning disabled, Movart Studio, Columbus, Ohio, 1975-1977; Presently Educational Director, Misericordia Home for the Mentally Retarded, Chicago, Illinois
TRANSACTIONAL ANALYSIS WORKSHOP LEADER

Meg Metts, Ph.D. Licensed Psychologist, licensed Medical Message Therapist; Studied T.A. in California with Robert Goulding, M.D. and Mary Goulding, M.S.W.; third year training with Institute for Bioenergetic Analysis, New York City; private practice of psychotherapy, Columbus, Ohio; Adjunct Professor, Faculty of Special Services, College of Education, Ohio State University

TRANSACTIONAL ANALYSTS

Peggy Burns, R.N. Dodd Hall, Ohio State University; teacher in Communications for Columbus YWCA; leader of private workshops in Transactional Analysis; training in T.A. at Southeast Institute of Transactional Analysis, Chapel Hill, North Carolina

Liz Gitter, B.A. Sociology, M.S.W.; former research assistant of Lee Robins, Ph.D., Department of Psychiatry, Washington University, St. Louis; T.A. training with Jack Kaufman; presently, Clinical Social Worker, North Central Community Health Center, Columbus, Ohio

Trudi Knox, Ed.D. Licensed Psychologist, private practice, Columbus, Ohio; professor at Capital University; T.A. training in California with Robert Goulding, M.D. and Mary Goulding, M.S.W.; workshop leader and private psychological consultant

Marilyn Warner, Medical Social Worker, Riverside Methodist Hospital; four years training in T.A. from Marge Reddington, at Dayton Institute of Transactional Analysis

Alvin P. Zunkel, Clinical member of International Transactional Analysis Association; basic training in T.A. with Eric Berne; 10 weeks observation of Berne conducting Therapy with adolescents; training workshop with Robert and Mary Goulding; 1 year clinical training with William Holloway ITAA president; psychiatric supervision under Dr. Ken Everts; Clinical member of the American Association of Marriage and Family Counselors; Fellow American Association of Pastoral Counselors
Several references were made in the text to the Effort Cube. This is a diagram of the eight action combinations that are possible when Weight, Space and Time elements are combined. These possibilities are:

<table>
<thead>
<tr>
<th>Action</th>
<th>Time</th>
<th>Weight</th>
<th>Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>punch</td>
<td>quick</td>
<td>strong</td>
<td>direct</td>
</tr>
<tr>
<td>slash</td>
<td>quick</td>
<td>strong</td>
<td>indirect</td>
</tr>
<tr>
<td>floating</td>
<td>sustained</td>
<td>light</td>
<td>indirect</td>
</tr>
<tr>
<td>gliding</td>
<td>sustained</td>
<td>light</td>
<td>direct</td>
</tr>
<tr>
<td>wringing</td>
<td>sustained</td>
<td>strong</td>
<td>indirect</td>
</tr>
<tr>
<td>pressing</td>
<td>sustained</td>
<td>strong</td>
<td>direct</td>
</tr>
<tr>
<td>flicking</td>
<td>quick</td>
<td>light</td>
<td>indirect</td>
</tr>
<tr>
<td>dabbing</td>
<td>quick</td>
<td>light</td>
<td>direct</td>
</tr>
</tbody>
</table>

These are represented on a cube which is capable of demonstrating their relationship to each other. The actions vary in effort change according to the number of sides on the cube between each action. For example, slash and wring appear only one side apart, they are the same with the exception of one effort element; while to travel from slash to glide, one must go along three sides of the cube, these two actions are complete opposites and vary in all three effort elements. This is true of any action of the cube.
Figure 20

Effort Cube
Organizations and Associations

American Dance Therapy Association
Suite 230
2000 Century Plaza
Columbia, Maryland 21044

Dance Notation Bureau
19 Union Square West
New York, New York 10003

CORD, Committee on Research in Dance
Dance Dept., Education 684
New York University
35 West Fourth Street
New York, New York 10003

International Transactional Analysis Association
3155 College Avenue
Berkeley, California 94705
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Smallwood, Joan.


