

Online Dance Movement Therapy in Unjudged Space—*Spark of Life* DMT Action Research

Luyao Cai¹, Yahan Jiang¹, Xiaohan Chen¹, Jiabin Xu¹, Qiyu Zheng¹, Dahua Dong¹, Wenbing He¹, Changli Chen¹ & Zhiwei Zhang²

¹ Beijing Normal University, K.Q. Dance Group, Zhuhai, China

² City University of Macau, Taipa, Macau SAR, China

Correspondence: Zhiwei Zhang, City University of Macau, Taipa, Macau SAR, China.

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Abstract

As a non-verbal psychotherapeutic technique, expressive arts therapy has become more and more internationally recognized and valued as a way to convey therapeutic messages, relieve emotional distress and enrich psychological experiences through various artistic expressions, and has many rich extensions. Dance is one of the core therapeutic modalities. With the support of Beijing Normal University's Leyu College, our team designed and conducted two online dance therapy courses, and revised and improved the course content, with the aim of enabling participants to quickly understand dance therapy, feel the unpredictable and wonderful experience that dance therapy brings, and harvest the positive emotional values within. Through this online course activity, we are not only demonstrating the basic experience of dance therapy, but also providing a direction for the development of the online course and making specific suggestions for the development of the online course.

Keywords: online class, dance movement therapy, mirroring, kinaesthetic empathy, qualitative research

1. Introduction

Expressive art therapy is a non-verbal psychotherapeutic technique. It uses creative, entertaining, symbolic or metaphorical forms, including music, painting, drama, etc., to convey therapeutic messages, relieve emotional disturbances, facilitate interactions, and enrich psychological experiences. Dance movement therapy (DMT) uses movement and the body combined with skills of psychotherapy, counseling, and rehabilitation to help people with different needs. (Pratt, R. R., 2004) Non-verbal communication, sensing and making sense of bodily signals, offering nonverbal dynamic responsiveness to the client, and interactively exploring communications in the intersubjective space form the essence of DMT. Most uniquely, dance is the core of DMT. (Lauffenburger, S. K., 2020). There is no dispute that dance has therapeutic value. So, there are different directions and definitions of DMT, and there are commonalities between the different definitions. DMT is a therapeutic tool in which the therapist assesses and intervenes in the psychology and behaviour of the participant through the attention and use of dance movements. The underlying philosophy of DMT is that exercise, physical activity and experience can be used as therapeutic tools to alleviate psychological and spiritual problems. (Emck C., 2014) Individuals can relate to their community through the medium of dance and can express their own impulses and needs within that community. (Behrends et al., 2012) DMT is therefore able to achieve therapeutic goals that contain emotional, cognitive, behavioral and social components. "The body is the mirror of the mind." Dance therapy as a form of expressive arts therapy uses dance as an artistic medium. In a non-judgmental space, each person who can dance can become an artist who can heal on their own.

The history of dance movement therapy is summarized as follows: In the 1930s, dance movement therapy was in

its infancy, and people's understanding of dance mostly remained in the stage of performance and appreciation. The idea of applying dance to therapy is still being explored. After the World War II (1931-1945), dance movement therapy had a positive effect on soldiers suffering from Schizophrenia. After receiving dance movement therapy, patients began to communicate with others again, open themselves, and gradually get out of the mental trauma caused by the war. Dance movement therapy developed greatly during World War II. Since then, there have been more and more explorers of dance movement therapy. Dance movement therapy has been introduced into different fields, such as physical disability, Parkinson's disease, depression, etc. more and more people began to pay attention to this field. In 1966, the American Dance movement therapy Association was formally established and formulated professional norms and requirements for dance movement therapy, published professional journals, organized international conferences on dance movement therapy, and promoted the research and development of dance movement therapy methods. Now there are professional dance movement therapy workers in more than thirty countries around the world. (Sharon Chaiklin & Hilda Wengrower, 2009) In the 1970s, dance movement therapy began to be classified into the category of psychotherapy, and gradually became widely recognized. People no longer regard dance as a simple performing career, but a way to explore their hearts and express themselves.

When we want to explore the history of dance movement therapy, we also need to know about several dance pioneers. These pioneers began introducing dance to Western medicine through collaborations with the psychiatric medical community, explored the connection between dance and psychological healing and established dance movement therapy as a discipline in the United States. While all significant figures in DMT are important, there are three dance pioneers who laid the foundation for the development of DMT by suggesting the most applicable principles of Dance movement therapy. Above all, Isadora Duncan, a pioneer of modern Dance, emphasized the spontaneity, honesty, and personal expression of the dance vocabulary. She pushes the idea of natural dance movement, which helped to liberate dance from its dependence on rigid formulas and on displays of brilliant but empty technical virtuosity. As for Marian Chace, although she had not declared any form of model describing her work (Chaiklin & Schmais, 1979), it is nevertheless based on the communicational aspect of dance (ibid; Karkou & Sanderson, 2006), especially in the aspect of communicative relationships, methods and group dynamics (Sandel S. Johnson D, 1974). Moreover, we have to mention Mary Wigman, a pioneer of the modern expressive dance. She primarily sees the therapeutic work in dance as momentary bursts, originating from in-the-moment thought. These became concepts known as Active imagination (allowing impulse to take control and to release associations and/or judgements of thought) and Authentic Movement (a way of moving that lets unconscious material flow as well as moving from impulses within). The three pioneers do not agree that dance is an activity that belongs to professionals, in fact everyone can dance in a natural way. Moving from the technical level to the spiritual level, they emphasize that people can achieve an exploration of the inner world and a perception of the concept of life through dance.

2. Dance Movement Therapy

2.1 Influence on Parkinson's Disease

Dance therapy is an unconventional physical therapy for Parkinson disease patients which effectively impacts on motor (endurance and risk of falls) and non-motor functions (executive functions) (Edoardo Rosario de Natalea, et al., 2017). We could find improvements in balance, motor impairment and endurance in individuals with mild to moderately severe Parkinson's who participating in dance (Shanahan, et al., 2015). In addition, DMT can enhance the performance of Parkinson's patients in the cognitive domain, improving their executive abilities. Patients with severe Parkinson disease who participated in twenty partnered Tango lessons showed improvements in balance, endurance, balance confidence, and quality of life (Hackney, et al., 2010).

2.2 Influence on Elderly People

Studies have shown that DMT has positive effects on the physical and mental health of the elderly. On the one hand, DMT has a beneficial effect on physical exercise for the elderly, which has been studied by the academic community through data processing, collection, unstructured interviews and coding tables. For example, Soon-Mi Choi and others have studied the benefits of dance-based exercise training on body composition, physical fitness, and cognitive function in the elderly. The results showed that dance was more effective in improving balance and lower body muscle strength than traditional chair-based exercises. (Soon-Mi Choi et al., 2021) In addition to this, Previous studies have shown that dance can literature slow down the functional decline associated with aging. (Viljoen, M., & Levay, P. F., 2021) On the other hand, DMT is not only effective in keeping the elderly healthy physically, but also has a positive impact on their mental state. Previous studies conducted quantitative investigation on the mood of elderly people's, stress levels, socialization and so on, showing that dance courses help them reduce pressure and foster a sense of belonging. (Rajagopalan, 2022) It can be seen that DMT is beneficial to improve the physical fitness of the elderly, social interaction, contribute to the meaning of life, and provide a way for the elderly to overcome loneliness. According to the above studies,

DMT is not only an effective way to maintain physical and mental health for the elderly, but also can improve their quality of life, help them find the meaning of life, relieve loneliness and be full of vitality. In conclusion, the effect of dancing therapy on the elderly remains to be explored.

2.3 Influence on Autism Spectrum Disorder

Autism Spectrum Disorder (ASD) is a severe developmental disorder that encompasses body and mind, feeling and social relating. Social functioning is challenged lifelong in autism (Fombonne, 2003; Matson et al., 2003). Some experiments suggest that DMT may be a practical and feasible option for children with autism, providing them with physical and psychological benefits (Scharoun et al., 2014). DMT is also effective for young adult patients. In one study, participants in the intervention group reported improved well-being, improved body awareness, improved self-other distinction, and increased social skills. DMT can be an effective and feasible therapy approach for autism spectrum disorder, while future randomized control trials with bigger samples are needed (Koch et al., 2015).

2.4 Influence on Anxiety People

Anxiety is very common, and the effects of DMT on anxiety have been recognized. In the previous literature, DMT is also used as an intervention to treat people's anxiety and stress. For instance, this randomized controlled trial compares the effect of a DMT group intervention on stress management improvement and stress reduction with a control group. (Bräuninger, I., 2012). Through experimental studies, DMT is significantly better than non-treatment. Therefore, DMT can improve anxiety and tension, and achieve the purpose of physical and mental relaxation and health. And there will be other studies to find out the effect of DMT on stress and anxiety in working women. (Badave, et al., 2020). On the basis of the results of this study, it was concluded that DMT was significantly effective in reducing stress and anxiety in working women. And it has highly positive impact in management of stress and anxiety related problems. In general, DMT is very widely used for anxiety, whether through kinesthetic empathy, regulating breathing, or meditation all has positive effects.

To sum up, DMT has been applied in various fields. Whether in the treatment of Parkinson's disease, autism or depression, DMT has played a positive role in varying degrees. It is a creative art therapy that can be developed and borrowed to relieve people's psychological and physical symptoms. Normal people can also actively learn to participate in DMT activities and obtain richer happiness.

2.5 Influence on Normal People

DMT has a great positive impact on healthy individuals, and it can drive the overall integration of people's emotion, spirit, and cognition of themselves and the environment they live. (Ritter, M., & Low, K. G., 1996). Studies have shown that DMT can promote the form of subjective well-being, positive emotions, good body image and good interpersonal communication. DMT can improve people's subjective happiness and life satisfaction via shaping their body image.

For children, DMT is a potential, innovative and effective way to provide an opportunity for children to explore their body, express their individuality, and discover themselves. (Koch, et al., 2014). As for teenagers, they can express and share their feelings and emotions by dance movement, which can promote the reconstruction of unconscious conflict, memory, physical emotions and feelings during adolescence (Engelhard, E.S., 2014). During the process of DMT, teenagers need to revisit themselves in the process of dancing, feel their strength of the body and their inner world, which can solve the split of adolescent inner feelings and their body expression. As for adults, DMT adds interpersonal or group interaction and helps people deal with changes in physical and self-concept, social ease, range of movement, and emotion. Therefore, it can help people to use their body movement to recognize themselves better, and further expand their social and sports scope, so as to promote their personal emotions, and gain a greater sense of ease and happiness.

3. Research on Dance Movement Therapy

3.1 Research Background

Since the early 1990s, research on the application of DMT began in China, and in the early 20th century, research on the application of DMT to the development of mental health during the education and teaching of university students emerged, which has so far made promising progress in many areas and has shown substantial development. There are four main directions of research and application of DMT in China: theoretical research; research applied to patients with mental illness; research applied to the mental health of university students; and research applied to children with special needs. (Shengnan Jiang & Rou Wen, 2022) Specifically, the use of DMT in the mental health education of university students is mainly based on the organic integration of dance in the teaching of mental health, the development of dance-based group counselling and the improvement of the quality of mental health teachers. (Jin Yan, 2021) Universities and teachers should pay more attention to the application of DMT and actively explore new forms of dance therapy based on a comprehensive understanding

of students' actual psychological conditions, personality traits, interests and other factors, so as to effectively improve the effectiveness of mental health education for university students in China. According to the following table 1, the small number of studies in the literature on DMT in China is evident. In terms of spatial distribution, there are few relevant scholars, scattered research groups and low levels of collaboration in China. This shows that there is much room for the development of DMT in China. We believe that Beijing Normal University, the cradle of teacher formation in China, will give more attention and understanding to the field of DMT and further improve the overall level of teachers.

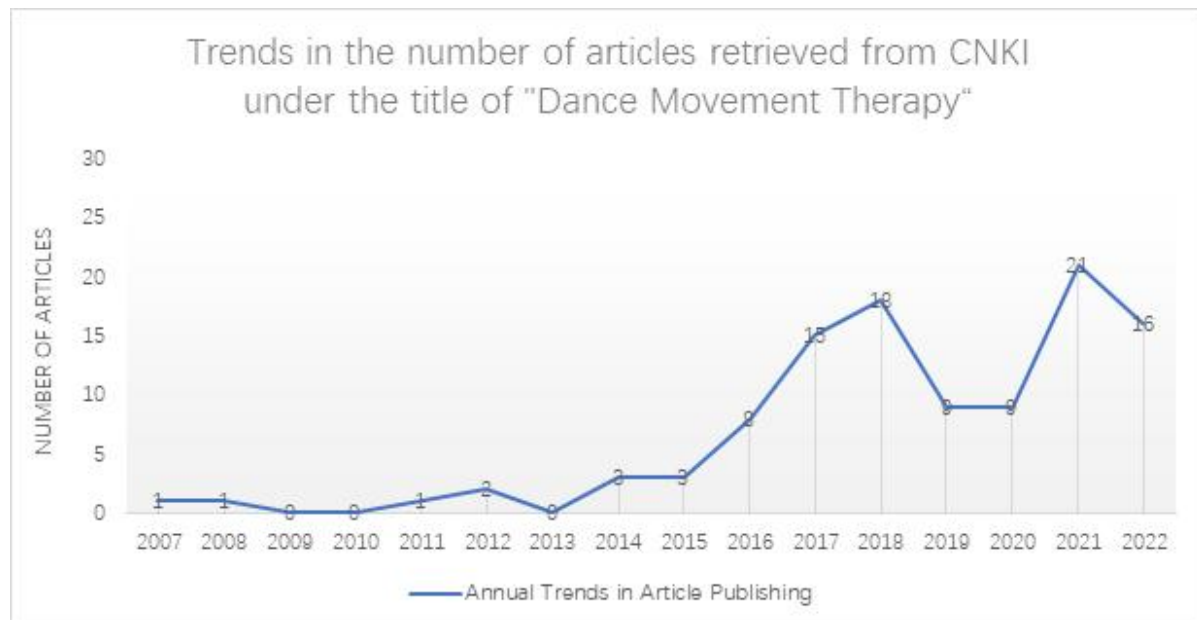


Figure 1.

3.2 Research Question

- 1) In the DMT activity, which key themes deeply influenced Students' Mood changes?
- 2) Under the guidance of the teacher, which gesture in the online DMT activities are most likely to have a sense of connection?
- 3) The willingness of participants to participate in DMT activities again after the experience?

3.3 Methodology

Action research is "learning by doing", which aims to improve rational understanding participants are engaged in, and to deepen their understanding of the practice and the contexts on which it depends. Stephen Kemmis has developed a simple model of the cyclical nature of the typical action research process. Each cycle has four steps: plan, act, observe, reflect. The reason why we choose action research as the methodology of this study are as follows.

This study is to explore participants' perceptions of their first exposure to online DMT classes and what it means for them personally. Since the content of the online DMT class focuses on how to break through the boundaries of the screen to help them have an immersive +experience. Therefore, this study is research for action, centering on specific educational situations. In addition, teachers as researchers can deeply feel the drawbacks of course design and course arrangement in the research, which is beneficial for problem solving, so we choose action research as the methodology.

Further, we selected qualitative research as the specific research method and used Nvivo12 as the analysis tool. The class content of online DMT focuses on the inner feelings and physical and mental experiences of the participants, while qualitative research can help researchers clarify their thinking and answer research questions based on the detailed description of the phenomena, words and details of what happened at that time in the context.

4. Spark of Life DMT Action Research

4.1 Study Design

Table 1.

The First Course		The Second Course	
Course Introduction	<p>Course Title: <i>Spark of Life</i> (First Time)</p> <p>Guider: Victoria</p> <p>Observer: Mia</p> <p>Number of Participants: 10 people.</p> <p>Course Language: Chinese and English</p> <p>Course Duration: 1.5 hours</p> <p>Background Music: 4 music from NetEase Cloud.</p> <p>(Music No.1: calm.</p> <p>Music No.2: relax.</p> <p>Music No.3 and No.4: cheerfulness.)</p> <p>Course participation requirements: private and quiet personal space, good network, Tencent conference app, paper and pen</p>	Course Introduction	<p>Course Title: <i>Spark of Life</i> (Second Time)</p> <p>Guider: Victoria</p> <p>Observer: Members of Kunqiong Dance Group</p> <p>Number of Participants: 20 people.</p> <p>Course Language: Chinese and English</p> <p>Course Duration: 1.5 hours</p> <p>Background Music: 4 music from NetEase Cloud.</p> <p>(Music No.1: calm.</p> <p>Music No.2: relax.</p> <p>Music No.3 and No.4: cheerfulness.)</p> <p>Course participation requirements:</p> <ol style="list-style-type: none"> 1. Be sure to ensure the participation time. 2. Turn on the camera and appear in the center of the picture. 3. Careful participation and positive feedback. 4. Prepare loose clothes and ensure privacy
Course Import	<p>10mins</p> <p>The course name originates from “<i>The spark of life</i> started with a movement, we can use sparks to ignite feelings in those whose life’s has dimmed”. Only by integrating your body and mind, can they play their best role.</p> <p>Five Key Words: Focus on me. Trust me. Imagine. Explore. Do it</p> <p>Remember, we are not criticized in this space.</p>	Course Import	<p>10mins</p> <p>The name of our course <i>Spark of Life</i> originate from this sentence: “<i>The spark of life</i> started with a movement, we can use sparks to ignite feelings in those whose life’s has dimmed.” So, the energy that action brings to us is infinite. Only by integrating your body and mind, can they play their best role.</p> <p>Five Key Words: Focus on me. Trust me. Imagine. Explore. Do it.</p>
Warm Up	<p>20mins</p> <p>1. Follow the guider’s movements from head to toe, move your body and think about each body part, talk and say hello to each body part. Be aware of yourself through your body. (Music No.1: calm)</p> <p>2. “Try to talk to me, imitate my actions and feel my feelings” (Music No.3: cheerfulness.)</p> <p>Kinesthetic empathy and mirror action: “Speak my words with your body”</p> <p>Action 1: Salute.</p> <p>Action 2: Make an OK shape with your</p>	Warm Up	<p>20mins</p> <p>1. “Try to talk to me, imitate my actions and feel my feelings. Focus on me. Trust me.” (Music No.3: cheerfulness.)</p> <p>Kinesthetic empathy and mirror action: “Speak my words with your body”</p> <p>Action 1: Salute.</p> <p>Action 2: Make an OK shape with your hands and simulate wearing glasses.</p> <p>Action 3: Shake your fingertips. (Simulated typing)</p> <p>Action 4: Use your hands as rags to</p>

	hands and simulate wearing glasses. Action 3: Shake your fingertips. (Simulated typing)		wipe the lens. Action 5: Finger guidance, facial smile.
Dance Movement Therapy	35mins 1. Small Brush (Music No.1: calm.) “Imagine your hand is a small brush, which can brush off all the discomfort on your body” 2. Pressure Ball (Music No.2: relax) “Gather your hands together, get close, feel the power of the air, form your invisible pressure ball, and throw it into the space” “Color the pressure ball. Is it red? Orange? Grey? Black?” 3. Put alms together to establish connection (Music No.4: cheerfulness) “Put your alms together, close your eyes, focus on your consciousness, we are connected.” 4. Free Dance “Respect everyone’s dance” The guider gives two elements, circle or straight line, every participant dance freely with the music. Each action may be meaningless. The dance action needs to use the selected element. Now start your creation. (Music No.4: cheerfulness)	Dance Movement Therapy	40mins 1. Small Brush (Music No.1: calm.) “Imagine your hand is a small brush, which can brush off all the discomfort on your body” 2. Pressure Ball (Music No.2: relax) “Gather your hands together, get close, feel the power of the air, form your invisible pressure ball, and throw it into the space” “Color the pressure ball. Is it red? Orange? Grey? Black?” 3. Put alms together to establish connection (Music No.4: cheerfulness) “Put your alms together, close your eyes, focus on your consciousness, we are connected.” 4. Free Dance “Respect everyone’s dance” The guider gives two elements, circle or straight line, every participant dance freely with the music. Each action may be meaningless. The dance action needs to use the selected element. Now start your creation. (Music No.4: cheerfulness)
Share	20 mins 1. Lie down, feel the support of the floor and take three deep breaths. (Give yourself time to imagine. Catch everything you think. Mermaid or starfish? Troublesome work or homework?) 2. Curl up the body in a mother baby state. End. 3. Everyone share the favorite section, details that bring the most wonderful feeling, the most touching moment.	Share	15 mins Lie down, feel the support of the floor and take three deep breaths. (Give yourself time to imagine. Catch everything you think. Mermaid or starfish? Troublesome work or homework?) 2. Curl up the body in a mother baby state. End. 3. Everyone share the favorite section, details that bring the most wonderful feeling, the most touching moment.
Summary	Thank you for your participation.	Summary and Interview	Thank you for your participation. We will conduct a one-to-one interview next.

Table 2.

Interview Questions
1. Is it your first time to contact dance movement therapy? If it's the first time, you ask then what is your current understanding of dance movement therapy? If not for the first time, did you understand it any differently before than after the class?
2. What is the part you feel most in the class? Why do you think so? Can you describe how you felt at that time? If there is an intention to appear (e.g., something very abstract, like a dolphin or something like that), you can continue to follow up by asking if you can think about why you thought of this.
3. Your stress ball color shape, and color, why so describe it? Is there any connection to life? How did you feel after the stress ball was thrown?
4. Do you want to continue to contact the dance therapy courses afterwards? Why?

Based on the feedback from the first course, we have made adjustments and improvements to the second course, which are as follows.

(1) The team had a clearer list of the preparations before the event, so that the volunteers who participated in the event could be more clearly prepared.

(2) Through the first course, we found that most of the participants were shy at first, and imitation would make it easier for them to let go of their guard, while the head-to-toe activity would increase the autonomy, and it was inevitable that the participants would not easily enter the state. Therefore, we removed the head-to-toe warm-up and added a warm-up session of mimicry activities, with the goal of making it easier for participants to open themselves up to the dance movement therapy online class. Secondly, we adjusted the length of the dance therapy session and extended it to 40 minutes, which would be more conducive to the development of the therapy activities and the full experience of the participants; at the same time, we shortened the length of the sharing session.

(3) As for the facilitators, the second session was significantly slower and lighter in tone, which helped the volunteers to get into an emotional state and experience the online dance movement therapy sessions more immersively.

(4) In terms of observers, the number of observers was increased in the second session, and by coding the participants, each participant had a corresponding observer, which was more precise and detailed.

(5) For the sharing and summarizing session after the activity, in order to save time and understand the volunteers' experience and ideas more accurately, the second course chose the one-on-one interview method instead of sharing with all the volunteers in the first course, which effectively improved the sharing efficiency and understood the volunteers' ideas more accurately.

(6) Based on the experience of the first course, the team also made preplanned preparations for the late students online, so that their corresponding observers could inform the activity process by private message and assist the participants to enter the classroom.

4.2 The Analysis of Student Engagement Feedback

By importing the after-class interviews into the Nvivo12 qualitative analysis software, we generated visual word frequency maps. The most mentioned words included "stress", "sensation", "movement", "dance therapy", and "body". Specifically, almost every participant mentioned the "stress ball" session. In the "stress ball" session, they used their bodies to perceive the existing stress and the unknown burden. The moment they threw the stress ball, their mind and body were released instantly, so the "stress ball" activity was the key event of this DMT course, which will be elaborated later. In addition, most of the participants' feelings are positive, such as "happy", "grounded", "warm", "relieved". It is clear that dance therapy sessions do build a connection between body and mind, enabling participants to purify their minds through physical activity. Although it is an online dance therapy course, it transcends the barriers of the internet and envelops everyone with an invisible tug of warm energy.

Although it is called a stress ball, the shape of the stress ball is freely defined by the participant, so it can be round, oval, square, rectangular, cross-shaped and so on during the activity. As shown in the Schematic, participant 1 has a round, grey stress ball that is discarded in a diagonal upward direction; participant 2 has a two-colored oval stress ball, half blue and half orange, that is discarded in an upward direction; participant 4 has a square, grey stress ball that is also discarded in an upward direction; participant 6 has a translucent, grey stress ball that is discarded in a downward direction; and participant 8 has a rectangular, dark blue stress ball that is discarded in a downward direction. participant 8, the stress ball was rectangular, dark blue and discarded in a

diagonal downward direction, and participant 9, the stress ball was cross-shaped, grey and discarded in a forward direction.

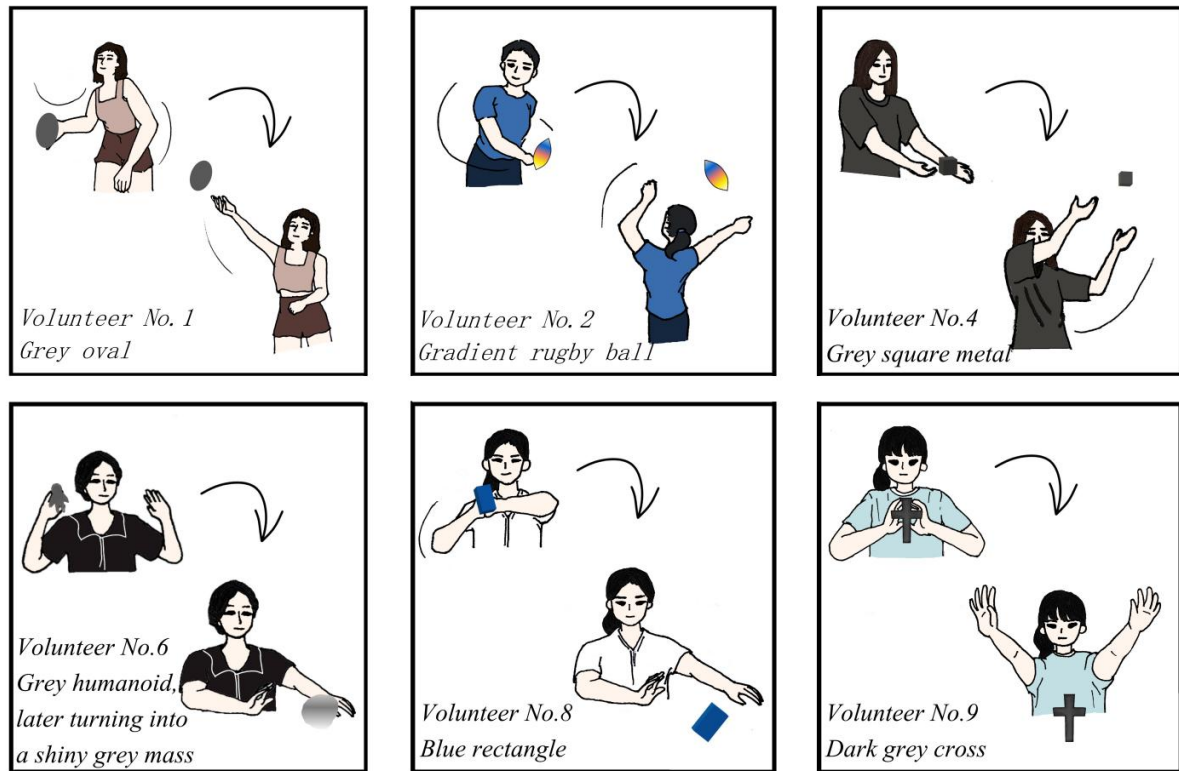


Figure 2. Schematic of participants in the stress ball session

4.3 Willingness to Participate Again

According to the interview, we learned that most of the participants strongly approved of the dance therapy activities and expressed a strong desire to participate in such activities again. Some of the participants said that long-term participation in dance therapy activities could effectively help them relieve stress from work and study and maintain a good state of mind. In addition, some participants said that they had gained new thoughts about themselves from this activity, and that they would like to explore their inner world through dance therapy sessions in the future.

5. Results

5.1 Three-Level Coding Based on Students' Feedback

In this paper, the collected interview data are coded at three levels with the help of rooting theory.

Table 3.

Level 3 code	Level 2 Code	Level 1 Code
Coherence between activities helps participants feel connected	Dance Therapy Advance Connection (Figurative or Abstract)	Intentions generated in dance therapy provoke deep thinking
Associate yourself with a comfortable social distance through the clasp link		
By brushing my body and being aware of its flexibility, it cooperates with me to fulfill the instructions sent by my brain	Perceiving the body through activity promotes physical and mental integration	Dance therapy is the link between mind and body
My brain will gradually pop up more and more inspiration about dance movements, so that I can continue to explore and develop my own potential, so as to make up a dance that can	In the process of activity, from the pursuit of physical comfort to the merging of body and mind	

express the mood and feelings of the moment, to achieve a state of complete integration of dance, music and spirit		
Feel the surroundings during the activity	Dance therapy fully mobilizes the body to feel the internal (emotional)/external (environmental) field	Dance therapy is a mood “healer”
Explore emotions through physical movements		
Explore your surroundings through physical movements		
Throwing stress balls to give negative emotions a channel to evacuate	Tangible negative emotions are easily released	
Release stress and generate positive emotions through the action of “throwing”		
By “throwing” the stress ball, you can release stress and achieve a happy state		
Visualize the negative emotion of anxiety in the activity	Dance therapy transforms invisible negative emotions into entities	
Visualize the invisible “pressure” in the activity		

5.2 Analyze the Three Topics of Three-Level Coding

5.2.1 Dancing Therapy Is a Mood “Healer”

Dance itself has the effect of releasing negative emotions. Dance therapy, on the other hand, focuses more on the “therapeutic” aspect, helping participants perceive the emotional energy flowing through the body organs and helping participants distance themselves from their negative emotions. For example, in the “Little Brush” and “stress ball” sessions, the teacher instructed participants to think of the negative emotion as an “entity” and apply self-extraction technique, that is, to look at the emotion from the perspective of the observer, in order to deal with the negative emotion in an appropriate way.

5.2.2 Intention Generated in Dancing Therapy Triggers Deep Thinking

Dance therapy is usually a combination of static and dynamic processes. From a “dynamic” perspective, dance therapy helps participants open up rigid limbs, energize the body, and promote physical or emotional expression. From a “static” perspective, dance therapy often involves a “meditation” component, which helps participants to look back and reflect on external expressions, resulting in an inner intention that guides participants to tap into their inner feelings and expectations. For example, one participant came up with the “seagull” intention, which reflected her good mood. To put it in this way, seagulls perched on the beach, and it longs for the sea and the sky. Both the sea and the sky are the ends of the universe. This intention indicates that the participant yearns for a free and unconstrained life.

5.2.3 Dancing Therapy Is the Bond of Physical and Mental Integration

At its most fundamental, dance therapy helps participants refocus on their bodies and feel small changes in them. In the “Little Brush” session, for example, participants follow music and immerse themselves in the organs of the body, being aware of the feelings with their hearts. Another example is “Meditation”, in which participants break away from the interference of electronic devices, return to the body and mind, recall the relationship between their body and heart in their minds, and finally achieve clearer cognition and control of self-consciousness and body, so as to reach the deepest inner peace.

6. Conclusion and Future Work

In conclusion, Dance Movement Therapy can help us accept and connect with ourselves, and generate present awareness and understanding, so that we can expand new models, develop new behaviors, and respond to new changes. This time, our Dance Movement Therapy course follows the concept of “spiral in-depth development” in action research to find problems in the teaching and improve them in time, contributing to maximization of the healing effect. In addition, we are particularly grateful to Beijing Normal University’s Le Yu College for its strong support for this activity. Due to the remarkable effect of this activity, in the future, K.Q. Dance Group of Beijing Normal University will continue to carry out a series of online Dance Movement Therapy courses and help students get the perception of the connection and the happiness of the life.

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