

Parkinson's Benefits

176 I have experience of working with Parkinson patients as an Occupational Therapist but have not work with any in Alexander work.

178 Same benefits as anyone else. Improved body use and a feeling of empowerment from having a 'lesson' rather than a 'treatment'. Improved balance is often cited anecdotally.

180 I have only worked briefly with people with Parkinson's at an event for people with Parkinson's and their carers and one pupil who came for one lesson.

181 THE knowledge that directions make a real difference to balance especially, but also to the ability to enable affected hands, fingers etc to function more naturally.

182 Slowed down tremors

186 Improved gait Sense of calm

187 A sense of calm I mind and body, that often permeated into the limbs that were shaky, so they became calm The ability to walk more evenly and safely. A more symmetrical balance. A sense of Up that helped somewhat to counteract the overwhelming downward pull in front. A more mindful approach to doing activities which seemed to set up different neural pathways, so these activities became more easy, less rushed and inaccurate.

189 It helped them deal with pain and balance. It made it easier to exercise. It gave them some sense of control. As one student said, AT was something she felt she could learn. It helped her deal with the Parkinson's, but it was also a new skill at which she was improving, whereas in other areas, PT for example, she felt she was failing.

190 More mobility, less fear of falling.

193 I've worked individually with pupils and in groups. The groups work well as they can support each other. They really did seem to benefit with their sense of balance, walking and getting out of a chair self supporting was a revelation. Also working against a wall helped with achieving balance.

195 When my husband has 'engaged' with AT, his stiffness, uprightness, balance, movement and mood have improved. He has been 'lighter' and taken himself more lightly.

196 Confidence to walk more easily, being able to walk through doorways smoothly, able to play ball with 6 yr old granddaughter.

These are results from a survey of Alexander Teachers on their experiences working with students who live with Parkinson's Disease - April 2017.

For further details contact Dai Richards (dai@StopHurting.co.uk)

Parkinson's Benefits

-
- 199 The power of touch to communicate. The way Alexander work can calm and enable the pupils to calm themselves. Using Alexander ideas with Chloe's ideas for typically difficult situations - traversing the diagonal, starting from a seemingly locked halt, getting down a corridor.
-
- 201 The feeling of control and that he's able to participate in an active way to "slowdown" (my pupil's words) some of the effects of the disease sometimes. Walking and balance work - when consciously aware there is a significant improvement. He then refocuses, so rather than concentrating on the fear of falling he appreciates that his directions have and are allowing him to maintain good movement. My pupil has been with me for 2 years and has recently allowed his medication to be increased. He appreciates that AT helps him to be a good as he can possibly be.
-
- 203 The ability to stop and take time which made them less anxious to be 'OK'. Also the direct hands-on guidance especially to not trigger tension in the neck.
-
- 205 confidence and feeling of regaining some control
-
- 207 Their ability to direct whilst preparing for movement, plus directing in movement aids their flexibility and coordination. There is also a benefit of greater sense of balance.
-
- 208 Could start to walk a bit easier and directing the movement became easier, facial expression recovered a lot, joy of life came back and catching current moment. Eating became possible as the arms started to move according the students own will.
-
- 211 My pupil told me it was the only thing that really helped her.
-
- 213 Learning conscious inhibition and how to apply this to their daily movement.
-
- 216 Bringing a positive attitude towards learning to manage herself with her symptoms.

These are results from a survey of Alexander Teachers on their experiences working with students who live with Parkinson's Disease - April 2017.

For further details contact Dai Richards (dai@StopHurting.co.uk)

Parkinson's Benefits

- 221 With pupil in advanced stage: I am actually not sure how he benefitted. Maybe just knowing that some release from the rigidity was possible, and to preserve the mobility. And possibly some improved sense of balance. The pupil stopped coming after several falls at his home. I had a phone call from his wife to say that he was no longer able to come (he lived in another town and used to come by public transport). I hope he continued lessons with another teacher. With the pupil recently diagnosed: A sense that she had some control over the rigidity - that it was possible to release her left shoulder. The sense that she had a choice. I still remember the relief in her voice when she used just those words: I have a choice. She laughed at the fact that she was known as the Untouchable by her friends - and the fact that in AT lessons, she had absolutely no problem with being touched. I had the feeling that this pupil benefitted greatly. But she stopped lessons because she needed more time for family commitments (a mother who was ill, teenage children).
-
- 227 Inhibition. Understanding their reaction and response to stimulus. Their habits of thinking. Not making effort. Effort, I think is often a strong characteristic of someone with Parkinson's.
-
- 228 It is difficult to really remember but what comes to mind was that the lessons helped this pupil to start to move - his biggest difficulty was getting 'frozen' and stuck before moving or speaking, and somehow the lessons really helped with that aspect of the condition.
-
- 232 He started lessons with me at an early stage in the illness, which was progressing very rapidly. He responded instantly and effortlessly to the hands on by releasing out of the contraction, and experienced the lessons as being "symptom free". This temporary relief of symptoms also gave him an insight into another "way of being" than his usual one.
-
- 233 Balance improved, breathing became easier as pupil became more upright and chest opened. The release in very held muscles allowed freedom in neck and increased peripheral vision. Walking became more fluid, the shaking calmed and pupils face more animated.
-
- 234 First one was happy to be visited. She was curious about the Technique so that curiosity was satisfied. A delightful person with a huge zest for living and life, not defined by her condition. Second one really wants to talk, to be listened to basically. She loves the attention and understanding, she also likes the practicality of the Technique. She is quite a vain person so likes the idea of being more calm and having a kind of elegance. She surprised me at the end of the last lesson by remembering to raise her arms in order to negotiate the narrow gap between two chairs. Her husband came into the room at that point and was delighted to see his wife looking so poised and happy.
-
- 235 The pupil feels more relaxed about everything and so that helps everything, particularly their walking.

These are results from a survey of Alexander Teachers on their experiences working with students who live with Parkinson's Disease - April 2017.

For further details contact Dai Richards (dai@StopHurting.co.uk)

Parkinson's Benefits

-
- 236 Self management How to look after themselves Understanding how tge body works
-
- 239 Opportunity to have hands on work in gentle and supportive environment. Pupil felt comfortable in talking about how he noticed his body was changing and his increasing limitations, and how this also affected his family.
-
- 240 Calm, stability, confidence
-
- 243 Improvement with walking. Some tremor relief. Improved optimism. Relaxation. Better sleep
-
- 244 Becoming
more internally involved with what they may still be able to achieve, rather than focusing on what they currently are unable to do.
-
- 245 He accepted the illness was part of him not a fault in him. The tremors reduced as hid tension and anxiety reduced He was a doctor and we established a working/learning partnership which was useful to us both When we reviewed our ten lessons he said he wished he had known of the technique when he was a go as he would have changed his use of drugs. E g beta blockers
-
- 248 More mobility, less shaking, more hopeful view on life by restoring some control over it.
-
- 249 In-the-moment relief. Recognition that taking time is helpful. Hope. Most benefits are the same as with any other student: the benefit of learning the AT is...learning the AT! Learning to inhibit and direct provides a pathway to untold benefits. A person who already knows the AT before diagnosis will derive more benefit and probably for longer. A person in an advanced stage of Parkinson's just beginning to learn the AT will experience short-term relief, but may not retain information that will lead to moving with mechanical advantage or using inhibition and direction as means-whereby during daily life. Care partners who learn the AT will benefit themselves and their partner.
-
- 252 We made great progress over 6 sessions and i would have loved to continue but due to lack of work he couldn't afford more at that time. He gained more confidence in his movements which was very empowering for him. He found a new previously undiscovered ease.
-
- 256 While we worked with these charming people the results were magnificent. We both work with the Psycho-Physical Support System as the base for Alexander Training and with in one lesson, even a 15 minute session, our people could stand up fully, initiate gait without a problem, work more steadily and also stop with ease, they were steadier on a bike and their voices changed.

These are results from a survey of Alexander Teachers on their experiences working with students who live with Parkinson's Disease - April 2017.

For further details contact Dai Richards (dai@StopHurting.co.uk)

Parkinson's Benefits

-
- 257 Realisation and belief that they have the power to change. Adoption of positive 'maybe I can' and willingness to explore other avenues. Rather than giving in to victimhood and negativity - leading to empowerment. Recognition of force of habit. Sense of ease and release, freedom to choose how to react to whatever stimulus.
-
- 258 Inhibition and Directions
-
- 260 They got quieter during the lessons and movement became more pleasant for them.
-
- 261 Using 2 walking poles to aid with mobility. Better balance by stopping, thinking, directing. Muscular release & relief with directing, inhibiting, doing their lying down.
-
- 262 Calms his system down. Allowing a letting go on the side with the tremors. Working on balance and walking.
-
- 264 Calming the system
-
- 266 An awareness of the mind/body connection and the power of directing. However, the effort required to direct was such that my pupil was easily disheartened.
-
- 268 Relief of tension and associated discomfort. Moving more freely and with less of the characteristic pulling forwards and down which exacerbates intention tremors. In some instances improved voice production.
-
- 270 Awareness, thinking in new ways, sensing the self as a totality instead of disparate "parts". Sometimes people did not seem to really want to improve as they were so familiar with their previous way of sensing themselves. Sometimes they were angry with their situation and as their coordination improved they were uncomfortable with emotional states
-
- 271 Of the two pupils I have taught, one benefitted enormously. When he arrived for the first lesson he came with his wife and they were clearly anxious whether he was capable of walking from the car into the house. He was pulling down strongly which made movement difficult. After maybe ten lessons he was transformed. He could walk 25 minutes on his own to my house and was able to do many more of the things he was interested in. He had understood the basics of inhibition and direction and was putting it into practice. I was astonished at his progress and I felt truly humbled at what the Alexander lessons had been able to do for him.
-
- 273 The same benefit as someone with no illness, really. More calm, some skills to deal with spasm... but 6 lessons was insufficient.

These are results from a survey of Alexander Teachers on their experiences working with students who live with Parkinson's Disease - April 2017.

For further details contact Dai Richards (dai@StopHurting.co.uk)

Parkinson's Benefits

-
- 274 Hard to say really , nothing stands out clearly. I would say more the fact of being able to unburden to someone other than a wife/partner/career. For 1 in particular semi supine seemed to help comfort levels in general. Widening and expansion in movement Seeing the edges rather than focusing narrowly ahead. Finding a way to have a laugh, they seemed to have a good sense of humour in my experience.
-
- 277 Improved balance. Release of one-sided stiffness. General overall feeling of well being after a lesson. Improved speech.
-
- 279 I am not sure with my lack of experience they got much benefit. That would not mean I think there is no benefit though, and with work I feel it would help.
-
- 280 A renewed ability to walk tall, improved balance and coordination, as well as improved confidence.
-
- 281 Improved mental focus, balance, stability and mobility.
-
- 282 Easier balance and fluid movement
-
- 287 A slowing down and calming of the symptoms.
-
- 289 Greater control. More motion. Some help shifting depressive affect.
-
- 290 Empowerment - a sense of being able to take back control of some areas of their life through the choices they were making whether emotional, physical, psychological. Reduction in tremor and an improvement in vocal quality. Stress relief and less tendency to project forward into the future and catastrophize.
-
- 291 Easier movement, increased confidence in their own ability to live the life they wanted, calm. Belief in themselves. Two of my students have since died from other causes and their AT allowed them to live life to the full until shortly before their death. Their movement was much enhanced and they were able to stop and re-think whenever needed. They knew they could help themselves, and did.
-
- 292 All of them loved having their head held in stillness while lying down. Giving direction and generally hands on reawakened a sense of connection to the physical body as the mind become quieter, and for them it was was a pleasant surprise. re-learning to stop and pause in order to notice the tremor and waiting for the direction to be activated was difficult but the key to move with more free coordination

These are results from a survey of Alexander Teachers on their experiences working with students who live with Parkinson's Disease - April 2017.

For further details contact Dai Richards (dai@StopHurting.co.uk)

Parkinson's Benefits

-
- 293 1) Giving them a strategy to deal with the moments when they do get stuck. 2) Reducing stress in their face, neck and shoulders that may have nothing to do with Parkinson's but help with movement. 3) Demonstrating there is something positive they can do to help with their condition.
-
- 294 Realising that they were in charge of their thinking helped deal with a situation in which they felt no control
-
- 295 I wouldn't say any yet. But pupil says it helps her to relax. You wouldn't think so if you could see her!
-
- 297 Muscle spasms/tremors calmed down
-
- 300 A sense of being in control and taking responsibility for themselves.
-
- 304 Pupils reported felling more upright and coordinated, my pupils did not have severe tremors but reported an improvement in their mild tremors.
-
- 309 In spite of this she got a lot of benefit from inhibiting and directing, which gave some measure of control and helped with specific problems such as turning while walking and going through doorways. The routine of coming for lessons and having that particular attention malso helped
-
- 312 In early stages, all the usual benefits of AT. They can get very hunched forward and AT helps them to straighten up. In later advanced cases, I am not sure.
-
- 315 Slowing down to think and make a choice (learning that a choice is possible). Greater control and stability. Greater comfort and confidence.
-
- 317 Through learning how to stop directly end-gaining, my pupils learned various means whereby they could achieve their goals in a wider framework of their life. Structuring a lesson carefully helped them to relax, feel more comfortable and gave them the possibility of applying a different, ordered, process as they responded to living with this horrible condition
-
- 318 it's a long time ago and I remember there were benefits, possibly walking more easily.
-
- 319 Flexibility, confidence is their own support. With one particular client we noted that when he inhibited and directed the shaking arm ceased.

These are results from a survey of Alexander Teachers on their experiences working with students who live with Parkinson's Disease - April 2017.

For further details contact Dai Richards (dai@StopHurting.co.uk)

Parkinson's Benefits

320 We were able to work on the rigidity to a certain extent but the real improvement was in his overall posture, his ability to balance better, learning to feel his feet and move them with more awareness. This made him feel more secure and gave him confidence when walking. At his first lesson his head was supported by about 6 - 8 books, we managed to reduce the pile to 2 - 3. It was a joy to him to lengthen and he often said he wished he'd known about the technique when he was doing endless rehab after his crash, as only AT seemed to have helped with back pain and so on.

321 My pupil only had a handful of lessons before life circumstances made it impossible for him to continue, but I think in the lessons he was able to see that there was something he could do for himself to mitigate the effects of Parkinson's. Specifically, by thinking 'up' he could stand taller and freer, alleviating some of the downward pull, and helping him to balance better.

324 1. They became quieter, calmer and happier people.2. They were aware of a feeling of well-being.3. They were physically better balanced.4. They were positive about their future.5. Some received good reports from their consultant about their health and general condition.6. They wanted to have more lessons.

325 At the time, it took 5 - 6 lessons , she slowed down. We went for a walk in the park, with her dog, and after that number of lessons, she was able to hold the leach without being pulled forward. Great relief. She eventually learnt how to resist stooping forward. All in all she took 12 lessons.

326 A greater confidence and self awareness.A calmer outlook.

329 Lightening up, release of tension and a bit more confidence and balance in walking and turning

330 Relief of symptoms, i.e., release of muscle contraction, lengthened gait, steadier gait, gained height and ease of movement, newfound capabilities that previously were determined to be unavailable--rolling thus allowing turning over in bed), support for back & whole self from use of a standard such as the wall or floor as well as that being a permanent measure, gains in movement range with use of awareness, preventive directions and reiteration of movement.

331 Confidence, freer movement and therefore better balance

These are results from a survey of Alexander Teachers on their experiences working with students who live with Parkinson's Disease - April 2017.

For further details contact Dai Richards (dai@StopHurting.co.uk)

Parkinson's Benefits

- 335 My pupil usually arrives bent forward in a state of cramp in his lower back, so we start with some loosening work with a rubber ball against his back to a wall, followed by table work. Then we finish with walking around the room. Lately he has been using a walking frame, so I've been coaching him on how to use it with less leaning down on it. I don't bother with traditional chair work. The main benefit is that he usually leaves the lesson with less cramping and discomfort. I know this doesn't last very long, but it reminds him of what's possible. He is also very adept with technology and often asks me to film or photograph him using his mobile phone. Sometimes I photograph his condition before and after the lesson to show him the changes that occurred.
-
- 336 Many! The two people I'm working with both say they have greater ease of movement e.g. bending, getting in and out of chair, getting out of bed going up and down stairs, walking along the road more steadily. One pupil likes to sing and Parkinson's has affected his breathing making it harder to sing. All Alexander thinking helps him make a clearer, stronger sound. They both feel more confident in moving about which has increased their confidence generally in their lives. Touch helps them find a different sense of themselves in movement
-
- 337 Experiencing, albeit temporarily, a sense of more space and more ease within her movements and breathing. This helped her feel brighter, more positive and mentally alert. This was something she would regularly comment on at the end of her lesson.
-
- 338 The rest of semi-supine was refreshing for my pupil and this helped her manage her Parkinsons better. I could see an improvement in self-awareness and self-acceptance. I had to stop teaching her after about 15-20 lessons as I went on maternity leave. I gave her someone else's number but I am not whether she took further lessons.
-
- 339 Able to get in and out of a chair with less assistance therefore greater independence going to the toilet, etc Improved mobility, walking improved and had fewer falls. Although not proven he was falling several times a day and this reduced to less than once a day. Improved speech - could speak more slowly & clearly through applying inhibition
-
- 341 Reduction in tremor and improved balance
-
- 342 this pupil is benefitting in learning to take quietness from table to simple movement and in doing so the tremors abate
-
- 344 Release of excess tension.
-
- 347 Confidence that they can control it to some extent

These are results from a survey of Alexander Teachers on their experiences working with students who live with Parkinson's Disease - April 2017.

For further details contact Dai Richards (dai@StopHurting.co.uk)

Parkinson's Benefits

348 See above

349 Relaxation. Ability to sleep Temporary cessation of shaking

351 My Irish pupil I believe found some help from the few lessons but I am sorry I can't remember the details. With my French located pupil it was very evident how the technique helped him. I gave him two or three short lessons a day and by the end of the week he was much more upright. At the time we had worked with doorways (remembering Chloe Stallibrass's advice, a talk she gave at CTC in the early 90's) which was helpful for him to locate himself in space. He had such a cheerful and intelligent personality I think I learned as much from him about life as he did from me re the technique. He had a few lessons a couple of months later from a French teacher. He sadly died within the year.

353 There are several that come to mind: 1: Touch of course provides source of comfort and of reassurance to someone who will increasingly need help as their daily actions require more and more 'thought' and can't be expected to happen automatically. 2: Lengthening: everything seems to tighten and pull in toward the center and AT guidance, sometimes gentle, sometimes less so can help the Parkinson's sufferer regain some of their lost stature. 3: Coordination: along with the loss of automaticity (a good thing, just lose it and see!!) is the diminution of coordination in movement. Alexander lessons help restore, albeit temporarily, fluidity and control of basic movement

These are results from a survey of Alexander Teachers on their experiences working with students who live with Parkinson's Disease - April 2017.

For further details contact Dai Richards (dai@StopHurting.co.uk)