

individuals that have experienced psychosocial changes linked to the practice of the Alexander Technique.

Of the 190 survey responses, 142 reported having important psychosocial changes. Sixty respondents offered to share their stories with us, and in the end 26 were recorded, of which 14 were selected for closer analysis.

The first-person testimonies of the experiences – the ‘stories’ - were collected in hour-long, semi-structured interviews with 20 Alexander Technique teachers and students. We also received three stories in written form and three audio recordings.

Our participants had had either private, one-on-one lessons, and/or group lessons.

The data was organised, analysed and studied in relation to the extant literature on the Alexander Technique, psychotherapy and somatic education.

A video publication of the results was composed and presented at the Congress in Chicago. The video is also intended to work as source of support and information. It is available to view for free on our website: www.atstory.wixsite/home.

The Survey

The survey invitation was sent to around 2000 Alexander Technique teachers (and their students)³. Of the 190 responses we received, 75% reported important psychosocial changes.

The participants were 82% female, and mostly teachers over 40 years old with more than 10 years of teaching experience.

