**Description of**

**Alexander Technique Lessons**

The essence of the technique is a dynamic, kinesthetic experience within the student that occurs in space and time, prompted and reinforced by verbal and tactile cues from a trained teacher. While AT does involve, to a very slight degree, the physical manipulation of the student by the teacher, it is unlike the manipulation done by chiropractors or physical therapists. The student in an AT lesson is an active participant in a learning process, not a passive recipient of a treatment being conducted upon them.

The student is not forced into predetermined fixed positions, but rather is guided with verbal cues and a light touch that encourages muscular release. As the student releases, the teacher uses a slight pressure to amplify the release and to guide the student to a new pattern of muscular integration while parring the experience with certain cognitive operations.

AT is not a curative technique. Any benefits associated with studying AT are considered an indirect result of employing the technique in activity. This is a crucial distinction because the principles inherent in the technique require a dissociation from the desire to gain a specific end in favor of an ongoing consideration of the means-whereby an end may be attained.

Alexander lessons are typically 30-50 minutes in duration. The total number of lessons required is variable depending upon many factors, such as the quality of Use present at onset, and the duration of the interval between lessons. Generally speaking, thirty lessons are considered to be the average amount required to develop a facile utilization of the work in daily activities. Lessons frequently take place 2-3 times a week to start, and then on a weekly basis as the lessons progress. Intensive workshops are also available as are small group lessons.

Alexander teachers do not use any special apparatuses aside from a chair or perhaps a table (usually a massage table) for the student to experience subtle movement within a different orientation to gravity. The students are fully clothed and perform no special exercises. Lessons revolve around the performance of everyday activities such as walking, standing, sitting, lying down, bending, grasping, vocalizing, reaching, or traversing stairs.

The cognitive, muscular repatterning that is accomplished in lessons that address everyday activities can then be generalized in subsequent lessons to address extra-ordinary endeavors. These endeavors include, but are not limited to, athletics, public speaking, singing, and playing musical instruments.