

# Meeting and Transforming with Your Authentic Self: A Study on Dance-Based Psychological Displacement Paradigm Groups for Elementary School Counselors

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## Abstract

The "Dance-Based Psychological Displacement Paradigm" is a counseling methodology that employs dance and body movement as therapeutic tools. This approach facilitates individuals' exploration of different subjective perspectives—"I", 'You', and 'He/ She'—to enrich and deepen their self-narratives. Through this process, participants can achieve greater self-awareness and emotional expression.

Elementary school counselors frequently encounter burnout due to the intense pressures of their counseling duties, heavy caseloads, and high expectations from systemic collaboration. This chronic stress can result in a profound disconnection between mind and body, as well as a focus on single problem narratives. When physical warning signs emerge and emotions become stagnant, most counselors struggle to function beyond basic operational tasks, ultimately succumbing to a state of mental and physical exhaustion and disconnection.

This study employs Practice as Research (PaR) as the methodology. Four elementary school counselors were invited to participate in three iterations of the "Dance-Based Psychological Displacement growth group," with meetings held once a week for three hours each session. The process utilizes the six-step Creative Articulations Process (CAP) to enrich their body stories. The entire research process will be recorded on video and used as material for the study results.

**Keywords:** Burnout, Elementary school counselors, Dance Movement Therapy, Psychological Displacement Paradigm, Dance-Based Psychological Displacement Paradigm

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# 摘要

「舞蹈取向心理位移」(Dance-Based psychological displacement paradigm) 是透過舞動和肢體語言啟動身體感知，促進覺察、覺知並感受身體與生活的連結，讓動者在轉換不同人稱位格時經驗不同支線故事，表達內在思想、情緒、能量和記憶，豐富生命故事的深度和廣度的一種心理諮商方法。

國小輔導老師在面對輔導工作壓力、過重的服務量以及系統合作中對其角色的過高期望時，常常會引發情緒和身體上的疲憊，進而導致身心連結的失調問題。當身體出現警示信號且情緒陷入僵滯時，多數輔導老師僅能勉強維持基本的功能性運作，最終陷入身心脫節的困境。

本研究使用採用 (Practice as Research, PaR) 研究方法，藉由創造性釐清過程 (Creative Articulations Process, 簡稱 CAP) 六步驟進行舞蹈創作。邀請四位國小專任輔導教師參與舞蹈取向心理位移成長團體，每週一次，每次三小時，探討輔導教師透過「舞蹈心理位移取向」，在三個不同人稱位格間透過舞動身體，鬆動對原本事件的詮釋模式，亦探討對於受困於 Burnout 情境中的輔導教師們，以肢體舞動探索在不同位格轉換的身體經驗，豐厚生命故事，展現跳離 Burnout 之舞。

**關鍵字：**職業倦怠，國小輔導教師團體，心理位移，舞蹈心理位移