The Korean Journal of Dance Studies, Vol.101, No.4(2025), pp. 105-116.
https://doi.org/10.16877/kjds.101.4.202511.105

Exploring the Philosophy and Educational Principles of the Jeremy Krauss Approach (JKA)*

Suh, Ye-Won**

I. Introduction

In contemporary times, the theory that the body leads the mind, rather than the mind controlling the body, is gaining persuasive traction. Since the early 1900s, various techniques have emerged that seek the integration of body and perception. Though they have been known by different names, they began to be recognized under the unified category of "Somatics" after Thomas Hanna(1928-1990) introduced the term in the 1970s. Despite the diversity in methods, they share the common goal of promoting physical change and improving function through the process of recognizing and being aware of the body. The aim of somatic practitioners is to help students or clients increase their awareness of sensation and movement so that they can self-organize, heal, and better understand themselves(Eun-Sook Cho, p. 34). Representative techniques include the Alexander Technique, the Feldenkrais Method, Bartenieff Fundamentals, and Movement Ritual(Eun-Sook Cho, p. 34).

Among these, the Feldenkrais Method is a movement re-education approach that focuses on developing an individual's 'Functional Awareness' ability, using 'movement' as the primary medium. That is, it encourages actions necessary for self-organization and self-regulation through the process of re-learning movement. This process expands the individual's movement repertoire and allows them to express themselves more fully and richly. It helps individuals maximize their potential by leveraging the brain's 'neuroplasticity' to strengthen 'awareness,' a critical mechanism of human

* This research was supported by the Academic Research Fund of Cheongju National University of Education in 2024.
** Professor, Cheongju National University of Education, nikia@cje.ac.kr

learning(Ah-Rong Kim, p. 3).

Jeremy Krauss, a direct student of Moshe Feldenkrais, internalized the philosophy and techniques of the Feldenkrais Method and developed his own technique based on these principles. He defines his approach as a 'new approach with a unique understanding and perspective for working with adults and children with special needs in therapeutic learning situations'.[1] This can be considered not merely a reinterpretation of the Feldenkrais methodology but rather the construction of a new intellectual structure upon it.

His methodology is a unique way for children and adults to learn, grow, and develop. The main focus is on helping them develop their physical, mental, and emotional potential and capabilities. His principles are based on the science of neuroplasticity. Neuroplasticity refers to the brain's ability to change and reorganize itself by forming new neural connections and developmental pathways, regardless of its current state. The focus here is on a therapeutic, experiential learning process that helps children and adults develop and increase their abilities. This is a neurophysiological therapy that aids in the continuous growth and development of the nervous and musculoskeletal systems, and it is about developing a framework that suits each person rather than trying to fit the person into a fixed framework.[2]

This study focuses on Jeremy Krauss, who inherited the principles of the Feldenkrais Method and developed his own unique methodology, aiming to explore his philosophy and educational principles. While numerous domestic and international studies have been conducted on the Feldenkrais Method[3], no research has yet been conducted on the Jeremy Krauss Approach(JKA). At a time when the discourse on somatics is expanding, JKA is gaining attention as a new learning model that integrates neuroscience, developmental psychology, and somatic practice, making this study significant as foundational research for exploring the educational transition possibilities of somatic philosophy.

The researcher of this study has participated in the JKA professional training program for three years. During that process, the need was felt to specifically explore and organize the characteristic educational principles and methods of JKA, leading to the initiation of this study. Therefore, this study is primarily based on Jeremy Krauss's book, 『*Jeremy Krauss*』(2024), The Moment of Miracles: The Jeremy Krauss Approach,' JKA program brochures, JKA-related web documents, and relevant literature. Furthermore, the content of the JKA FHO and ATM practitioner courses(2024-2025) in which the researcher actually participated was explored and analyzed.

---

1) This source was drawn from Jeremy Krauss Homepage(n.d.), "About the JKA". ***Jeremy Krauss Approach***. <http://www.jeremy-krauss.com, 2025. 09. 15>.

2) This source was drawn from Jeremy Krauss Homepage(n.d.), "About the JKA". ***Jeremy Krauss Approach***. <http://www.jeremy-krauss.com, 2025. 09. 15>.

3) Gun Do Kim, 2025; Ah Rong Kim, 2024; Ah Rong Kim, & Eun Sook Cho, 2024; Joo Yun Park, 2020; Joo Yun Park, & Seong Ha Park, 2024; So Jung Park, 2019, 2022; Che Rin Seo, 2022; Gi Min Seok, 2021; Jaeun Jeon, 2022, 2025.

II. JKA Philosophy and Learning Principles

Jeremy Krauss's core philosophy can be summarized into three main points. **The first is to promote the brain's self-reorganization by connecting movement and sensation**. Here, movement is a tool for learning. People learn about the world and perceive themselves while moving. For example, when a baby reaches out and tries to grab an object, learning occurs that includes perceiving space and distance, as well as expressing intention, not just simple muscle movement. He believes that cognition, emotion, and sociality develop together through such movements.

The theory of Neuroplasticity serves as the scientific foundation for this philosophy.[4] Neuroplasticity is the brain's ability to change itself and reorganize developmental pathways by forming new neural connections, regardless of the individual's current state. Stimulating this neuroplasticity helps the brain to change and adapt on its own to restore new movement or function. JKA emphasizes experiential learning through movement, where one perceives oneself and improves function, rather than simply training muscles.

Connected with the neuroplasticity theory is the concept of Experience-dependent learning[5], which posits that the brain changes and develops according to an individual's unique experiences. This concept is important because postnatal experiences alter the structure and function of the brain. It is also based on the theory of Interpersonal Neurobiology[6], which holds that the brain, mind, and human relationships develop by influencing each other. According to this theory, the human brain is formed and changes within relationships with others, and mental health is maintained when the experience reorganizes the brain and its various regions are well connected and regulated. Based on these theories, Krauss posited that early childhood attachment relationships affect emotional regulation, empathy, and self-awareness. Here, attachment is not just an emotional bond but an important mechanism for the integration of the brain and mind.

The second point is that everyone has capabilities and potential. The goal is not to try to fit a person into a predetermined mold but rather to develop a framework that suits each individual. He believes that children with developmental delays or disabilities can also grow at their own pace and in their own way. He says, "Don't try to fix the child, discover the abilities the child has" (Krauss, pp. 68-70). This philosophy is based on the Strengths-Based Approach. This philosophy holds that everyone has

4) This source was drawn from Jeremy Krauss Homepage(n.d.), "About the JKA". ***Jeremy Krauss Approach***. <http://www.jeremy-krauss.com, 2025. 09. 15>.

5) The theory that the brain changes according to an individual's unique experiences, such as acquiring a specific language or engaging in piano or sports training. This theory is contrasted with Experience-expectant learning, which is based on experiences common to all humans, such as visual stimulation or exposure to language.

6) Interpersonal Neurobiology (IPNB) is an integrative approach founded by Daniel J. Siegel. It proposes a brain-based method for recovery and growth for individuals experiencing difficulties with emotional regulation or relational challenges, using concepts such as attachment, attunement, mentalization, play, and narrative (story).

strengths and potential, and that cultivating existing abilities is more effective for problem-solving than trying to fill deficits. Therefore, JKA pursues a method of support and growth centered on a person's existing abilities and resources, rather than their problems or deficits.

The third point is that small changes make a big difference. A very small change in movement can lead to deeper learning than large movements or training. For instance, a slight movement of the pelvis can make a child's sitting posture more stable. This is based on the theory of Progressive Developmental Abilities Formation, which is the link between self-awareness and functional improvement. This theory holds that humans are not born as complete beings but gradually form abilities through experience and movement, focusing on natural learning rather than coercion or training. This enables gradual, self-directed ability formation based on neuroplasticity and experience-dependent learning.

III. JKA Methodological Educational Principles

The core educational principles in the Jeremy Krauss Approach(JKA), which is based on this philosophy, can be summarized into the following three points. **The first is the Integration of Movement and Cognition**. Movement is not merely using the body but is connected to the process of thinking and feeling. For example, the action of reaching out can be said to involve the intention 'I want to grab it' and the thought 'How can I reach it?' working together. That is, movement is used to increase body awareness and learn new patterns, thereby inducing changes in the brain. By strengthening the connection between the brain and the body through movement, cognitive abilities and movement patterns can be improved.

The process of self-discovery and experiential learning through movement is based on Dr. Feldenkrais's 'Self-Learning Model'[7]. Feldenkrais's idea is not to imitate another person's movement but to sense and feel what the most efficient movement method is for oneself through self-sense, experience, and understanding. It is about discovering what is right for oneself through self-sense while listening to verbal instructions. It is a transition to sensorimotor action without comparison to an external model using verbal cues, which is a kind of experiential learning method mediated by movement(Krauss, p. 49).

Jeremy developed this self-learning model and presented JKA's more specific four methods:

7) The 'Self-directed Learning Model' is a theory asserting that an individual can learn through the sensation and movement of their own body, rather than by being externally instructed. The process involves: Self-awareness (feeling the body's reaction during movement), Exploration (experimenting with various movements to find what is more comfortable), and Self-regulation (adjusting in a way that suits oneself based on the results of sensing and experimenting).

Observation, Description, Execution, and Application. Here, Observation involves learning how to 'see specifically' what is actually being observed. This requires using external visual images to understand the image and clearly recognize all the details within the image. Following this, all movements, transitions, postures, and fine adjustments performed by the observed subject are described or recorded in detail. Through verbally expressing various movement categories, one experiences an experiential self-discovery learning method. Next, Execution is the actual performance of the movement that was observed and described. Finally, Application is learning specific application methods based on the content from the previous stages. Important in this process is Attention. This means intentionally and voluntarily controlling one's self-concentration and focusing on something for a specific purpose(Krauss, pp. 48-60).

The second is a Person-Centered, Holistic Perspective. JKA respects each individual as a complete and unique human being with abilities and potential. Since every individual is diverse, standardized teaching methods are not used. Customized lessons are structured by comprehensively considering the subject's movement patterns, sensory responses, and emotional state. The goal is not to try to fit the person into a predetermined framework but rather to develop a framework that suits each individual. JKA's teaching approach is "If a child cannot learn the way we teach, we change the way we teach so the child can learn".[8)]

The third is Learning through the Perception of Change. JKA emphasizes that continuously observing and recognizing small changes is the way to develop the senses. Attention is utilized as an essential tool for perceiving change. Attention is a brain function, and one must observe one's state of attention while performing movement and pay attention to the various reactions (breathing, softness, range of movement, etc.) that occur in the subject (JKA seg12 workshop). Sensitivity is also a form of attention, and striving to be sensitive in education is necessary and helps to induce changes in the brain.

The fourth is aiming for Functional Integration. All movements in JKA aim for whole-body integration. For example, even a simple leg-raising movement integrates and deals with the three basic patterns of the spine: side bending, extension, and rotation. Ultimately, the goal is to learn the integrated pattern of the shoulders, spine, pelvis, and breathing through simple movements, and to liberate the spine and integrate it into the entire movement.

Furthermore, **JKA pursues a non-coercive, inductive learning method**. Instead of instructing the subject, 'Do it like this!', it guides the environment and movement so that the subject can feel and explore for themselves. The characteristics of the JKA educational method examined above include starting with small changes and progressively expanding to complex tasks, based on sensorimotor

8) This source was drawn from Jeremy Krauss Homepage(n.d.), "About the JKA". ***Jeremy Krauss Approach***. <http://www.jeremy-krauss.com, 2025. 09. 15>.

experience, promoting self-organization, and inducing change with minimal intervention. Instead of a uniform approach, it considers the physical and developmental state of each individual, aiming for integrated change between the body, sensation, and emotion. These features are summarized in Table 1.

<Table 1> Educational Principles of JKA

Principle	Content and Meaning
Sensory-Motor Experience	Learning occurs through the interaction of sensory experience and motor responses. Emphasizes sensing feelings and changes over simple instruction.
Progressiveness/ Accumulation	Starting with small changes and progressively expanding to more complex tasks. Respects the learner's current state while setting a direction for development.
Promoting Self-Organization	Helps the learner to adjust and rearrange their internal organization (nervous and muscular systems, etc.) themselves.
Non-Invasive Intervention	Induces change with minimal intervention rather than excessive force or pressure.
Individualization/ Customized Guidance	Guiding method is varied by considering the physical and developmental state of each individual rather than using a uniform approach.
Integration/ Interconnectedness	Aims for integrated change by considering the correlation between various body parts, sensory and motor systems, cognition, and emotion.
Exploratory Attitude/ Observation-Centered	Helps the learner to perceive for themselves through observation, questioning, and adjusting suggestions, rather than one-sided instruction.
Continuity/Repetition Centered	Induces change and integration through repetitive and continuous experience.
Harmony of Stability and Flexibility	Seeks change while maintaining structural stability.

IV. JKA Curriculum

JKA's teaching methods can be broadly divided into four types. Although four are presented in the brochure introducing the JKA curriculum, the classification here is centered on the three that are actually practiced.

The first is Developmental Hands-on (DHO) for Children. This is used in early developmental movement and therapeutic learning sessions. It is designed to help children with various developmental delays and difficulties such as cerebral palsy, spasticity, pediatrics, autism spectrum, genetic diseases, and Down syndrome. The core of DHO is to focus on the child's abilities rather than their disabilities. Initially, intensive sessions of 5-8 days, once or twice a day, are recommended to achieve positive results. In this process, the child is encouraged to explore the world through movement, practicing the principle of neuroplasticity where that experience changes the brain. Since

the child learns in their own way and at their own pace, this method promotes brain development through individualized, customized lessons. Furthermore, a stable relationship (attachment) between the therapist and the child forms the foundation for the child to safely explore and learn. This relationship helps cultivate emotional stability and self-awareness.

The second is Abilities Through Movement (ATM) for Adults. This can be seen as similar in form to the Feldenkrais Method's ATM (Awareness Through Movement). In Feldenkrais's ATM, a precisely differentiated sequence of movements is presented through the teacher's verbal guidance. For a large number of learners, the focus of the lesson is to guide the learners to discover for themselves how they move(Ah-Rong Kim, p. 14). JKA-ATM is a group lesson intended to improve overall abilities, function, and the quality of movement. This lesson provides an environment that clarifies self-awareness through movement, helping to bring about profound changes in 'self-organization, sensation, thought, and feeling'.

The third is Functional Hands-on (FHO). This can be said to be similar in form to the Feldenkrais Method's Functional Integration (FI). In Feldenkrais's FI, the teacher guides the movement of the learner one-on-one through hand contact. The teacher helps the learner's nervous system receive sensory information through hand contact. This allows the learner to form new connections for the parts of their movement that are fixed or ambiguous and to reorganize inefficient or old habits, thereby expanding their movement repertoire(Ah-Rong Kim, p. 14). JKA-FHO is an individualized, therapeutic hands-on lesson for adults, aimed at supporting the continuous growth and development of the neuro-musculo-skeletal system.

Another JKA process is Solvents & Glue (S&G). This process is a movement system developed directly by Krauss. Solvents refers to dissolving or loosening fixed joint structures or excessive tension, and Glue means appropriately reconnecting and assembling the loosened structures with stability. That is, it involves a process of making stiff or overly rigid parts of the body flexible while simultaneously forming new connections and organization. S&G is divided into Part 1 and Part 2. Part 1 concentrates almost entirely on the alignment relationship between the lower body (feet, ankles, legs, knees, pelvis, spine) and the central axis, primarily in a standing position. Part 2 builds upon the foundation of Part 1, incorporating the upper body (arms, shoulders, neck, thoracic spine, etc.) and expanding movements using rings or assistive tools while lying, sitting, or standing.

JKA lessons (especially FHO or ATM) generally proceed with a five-stage structure(Table 2)[9].

9) This content was summarized and written based on the JKA FHO and ATM professional training courses (2024-2025) in which the researcher participated.

<Table 2> JKA (FHO, ATM) Lesson Stages

Step	Phase	Teacher's Role	Learner's Experience	Strategies & Examples
1	Preparation	Create a quiet environment; observe posture and breath	Recognize current bodily state; release tension	Contact with the floor, breathing rhythm, left-right comparison
2	Exploration	Suggest movements or guide with hands	Explore subtle movements and sensations	"Try lifting your arm slightly," "How does this direction feel?"
3	Variation	Introduce new directions, speeds, rhythms	Sense differences and discover new movement	Compare sides, experiment with coordination
4	Integration	Expand into whole-body connection	Reorganize body, restore balance and center	Transition from lying → sitting → standing → walking
5	Reflection	Ask questions or engage in brief dialogue	Verbalize awareness and changes	"What feels different now?", "Which part feels lighter?"

V. Conclusion and Suggestions

JKA is a holistic, personalized, movement-based approach established on the scientific foundation of neuroplasticity. His philosophy can be summarized as: 'Every person possesses potential possibility, and learning is a process of self-discovery through the experience of the body and senses'. He believed that self-organization occurs through the exploration of movement and sensation, rather than the injection of knowledge, and that this leads to physical, mental, and emotional change. Therefore, JKA is not just a movement education but a profound developmental model integrating neuroscience, psychology, and human relationship theories.

For children, it addresses developmental difficulties through Developmental Hands-on (DHO), and for adults, it promotes overall functional improvement through Abilities Through Movement (JKA-ATM) and Functional Hands-on (FHO). In particular, JKA Solvents and Glue (S&G) is a unique system that enhances safety and strength, complementing the JKA methodology.

Ultimately, the strengths of his theory include a deep trust in the learner's potential for internal change, a learner-centered approach with non-invasive intervention that minimizes stress or resistance, and an approach that holistically addresses all aspects of the person—body, sensation, mind, and emotion. Furthermore, it is presented as a useful educational method, especially for children with developmental disabilities and learners with special needs. However, it also has limitations, such as relatively limited theoretical and empirical research, difficulty in application in large-group settings, and challenges in quantifying and measuring the criteria for educational effectiveness.

Despite these strengths and limitations, Jeremy Krauss's philosophy and educational methodology hold significant implications for general educational settings. First, by exploring several factors to

consider when designing learning activities, one can utilize the element of 'body sensation' in various classes. This is applicable not only in arts and physical education classes but also in core subject classes. Furthermore, there can be a transition to a class delivery method that emphasizes learner autonomy and sensory experience, shifting from simple instruction to inquiry, experimentation, and response-centered learning. Beyond simple written evaluations, evaluation methods can be diversified to reflect the learner's changed sensation or changes in self-awareness, and lessons can be designed as convergence classes that link physical experience with cognitive learning.

More specific implications can also be found for application in educational settings like dance or physical education in Korea. First, by focusing on self-awareness, sensory expansion, and coordination development through movement, a learning atmosphere centered on 'self-discovery' rather than 'movement skill development' can be formed. For example, content could involve 'feeling the sensation of the feet meeting the floor' or 'observing how the opposite side reacts when one shoulder is moved lightly'. Furthermore, the transition of the instructor's role from a 'director' to an 'observer and facilitator' can be emphasized. When designing lessons, the focus should be on experiences that allow students to feel and discover for themselves. For example, content could involve 'recording the feeling of movement,' 'observing changes,' or 'exploring the relationship between the body and space'. Additionally, the principles of JKA naturally connect with the perspective of Universal Design for Learning (UDL)[10]. That is, it provides opportunities for learners with diverse physical, emotional, and cognitive needs to access learning through multiple pathways. For instance, visual information can be substituted with tactile sensation, verbal instruction with rhythm and imagery, and evaluation with reflective records.

Based on the results of this study, various follow-up research related to JKA can be expected. In addition to theoretical and qualitative in-depth research, analyzing the cultural contexts to which JKA is applied, developing educational curricula for diverse populations, and applying them to educational settings can facilitate the educational integration of JKA.

10) Universal Design for Learning (UDL) is an approach to designing instruction that, based on the premise of learner variability, ensures all learners can access, participate, and achieve in the curriculum.

■ References

Feldenkrais, M.(2021). ***Feldenkrais's ATM***. (Choi, Kwang-Seok, Trans.). Soma Coaching. (Original work published 1972).

Krauss, J.(2024). ***The Moment of Miracles: The Jeremy Krauss Approach***. (Kim, Yun-Jin, Trans.). Beommun Education. (Original work published 2023).

Kim Gun-Do(2025). The effect of Feldenkrais training application on the change of college students' gait length, gait time, and gait angle. ***Journal of Coaching Ability Development, 27***(2), 236-243.

Kim Ah-Rong(2024). ***A Study on the Effect and Experiential Meaning Analysis of Feldenkrais ATM (Awareness Through Movement) on Dancers' Body Awareness and Alignment***. [Doctoral Dissertation. Chung-Ang University].

Kim Ah-Rong, & Cho Eun-Sook(2024). A phenomenological study on professional dancers' experience of Feldenkrais ATM classes. ***The Korean Journal of Dance Studies, 96***(3), 39-64.

Park Ju-Yeon(2020). ***Meditative Application of the Feldenkrais Technique: Focusing on Mindfulness***. [Master's Thesis. Dongguk University].

Park Ju-Yeon, & Park Seung-Ha(2024). Mindfulness Through Movement: Psychomotor application of the Feldenkrais Technique. ***Journal of Psychomotor Research, 10***(3), 55-78.

Park So-Jung(2022). ***Design and Effects of a Body Movement Program Applying the Feldenkrais Technique: Focused on Parkinson's Disease Patients***. [Doctoral Dissertation. Sungkyunkwan University].

Park So-Jung(2019). A Study on Domestic and International Movement Therapy Programs for Parkinson's Disease Patients: Focusing on the Feldenkrais Technique. ***Journal of Dance History and Records, 55***, 9-27.

Seo Chae-Rin(2022). ***A Study on the Method of Movement Expansion for Dancers Based on Feldenkrais ATM*** (Awareness Through Movement). [Doctoral Dissertation. Chung-Ang University].

Seo Chae-Rin(2019). ***A Study on the Effect of Feldenkrais ATM Method on Dancers' Body Awareness Ability***. [Master's Thesis. Chung-Ang University].

Seok Ji-Min(2021). ***Development of a Somatic Movement Education Program for Children: Focusing on the Feldenkrais Technique***. [Master's Thesis. Kyonggi University].

Jeon Ji-Eun(2025). Design of the Feldenkrais Cognitive Healing Program for Dancers. ***Journal of the Korean Society of Dance Education, 36***(2), 159-177.

Jeon Ji-Eun(2022). A Study on Feldenkrais's Cognitive Healing for Post-Traumatic Stress Disorder. ***Journal of the Korean Society of Dance Education, 33***(1), 101-114.

Cho Eun-Sook(2025). ***The Recognizing Body—Reflection and Tasks of Somatics***. [Presentation Paper]. The 30th Academic Conference of the Korean Society of Dance Arts.

Feldenkrais Homepage(n.d.). "The Feldenkrais Method". ***Feldenkrais Method***. <https://www.feldenkrais

-institute.com. 2025. 10. 09>.

Jeremy Krauss Homepage(n.d.). “About the JKA”. ***Jeremy Krauss Approach***. <http://www.jeremy-krauss.com, 2025. 09. 15>.

논문투고일 2025. 10. 15.
심 사 일 2025. 10. 22.
심사완료일 2025. 11. 06.

Abstract

Exploring the Philosophy and Educational Principles of the Jeremy Krauss Approach (JKA)

Suh, Ye-Won

Professor, Cheongju National University of Education

This study explores the educational philosophy and teaching principles of the Jeremy Krauss Approach (JKA), a contemporary somatic learning model developed from the Feldenkrais Method. The JKA focuses on experiential movement learning that enables individuals to reorganize and enhance their functional, emotional, and cognitive capacities. Grounded in neuroplasticity, interpersonal neurobiology, and experience-dependent learning, the JKA emphasizes sensory awareness, relational experience, and self-organization rather than external instruction. Methodologically, this research combines literature analysis with the researcher's experiential participation in JKA professional trainings, including Functional Hands-On (FHO), Awareness Through Movement (ATM), and Developmental Hands-On (DHO) conducted between 2024 and 2025. The findings reveal that the JKA facilitates personalized, non-invasive, and integrative learning through observation, exploration, and gradual differentiation. It supports inclusive education for diverse learners and aligns with the Universal Design for Learning (UDL) framework by promoting embodied awareness, experiential reflection, and differentiated teaching strategies.

Keywords: Jeremy Krauss Approach, JKA(제레미 크라우스 접근법), Somatic Education(소매틱 교육), Neuroplasticity (신경가소성), Experiential Learning(경험학습), Embodied Pedagogy(체화된 교수법)