Panelist Bios:

Gabriella Minnes Brandes, Ph.D., has been teaching the Alexander Technique for over 30 years. She has maintained an active practice at the Alexander Technique Centre in Vancouver. She has been invited to run Alexander workshops for musicians, singers, and horseback riders, engineers (among others) as well as workshops for Alexander teachers. For over a decade she taught the Alexander Technique in the Theatre Department at Capilano University. Her research interests focus on connections between creativity, music making, performance and the application of concepts of the Alexander Technique, as well as the connections and tensions between Alexander Technique and Mindfulness. Informed by her Ph.D. in education. Gaby is also interested in articulating how current theories of learning relate to concepts of Alexander Technique. Gaby works extensively in collaboration with musicians, voice, movement and acting instructors. She is an active member of the Canadian Society of Teachers of the Alexander Technique, Society of Teachers of the Alexander Technique (UK), American Society of Teachers of the Alexander Technique, and Alexander Technique International. For almost twenty years Gaby was the co-director of the Vancouver School of the Alexander Technique, a three-year CANSTAT recognized school.

Tim Cacciatore, Ph.D., M.STAT, became interested in the Alexander Technique while pursuing a PhD in neuroscience at the University of California, San Diego. He went on to a postdoc at Oregon Heath & Science University where he helped develop a method to measure postural muscle tone with Dr. Victor Gurfinkel and performed several research studies on the Alexander Technique. He later moved to London to train as an Alexander Technique teacher and continued his research with Dr. Brian Day at University College London. Tim has published studies on postural tone, movement control, and the Alexander Technique in peer-reviewed journals. Dr. Cacciatore's two decades of rigorous research and numerous peer-reviewed publications about the Alexander Technique makes him a leading expert on how the Alexander Technique works from a scientific perspective. He currently gives workshops and webinars with Dr. Patrick Johnson across the globe about the science of the Alexander Technique. To learn more about Tim and his research, please visit www.AlexanderTechniqueScience.com

Rajal G. Cohen, Ph.D., M.AmSAT, is a tenured Associate Professor in the Department of Psychology & Communication at the University of Idaho, affiliate in the Department of Biological Sciences, and a member of the graduate faculty in the Human Factors graduate program. She has published over 30 peer-reviewed scientific articles and chapters on the role of cognitive factors in human movement and posture, which have collectively been cited over 1500 times in peer-reviewed scientific literature. Dr. Cohen's research is dedicated to exploring the interconnectedness of thought, action, and posture. She trains M.S. and Ph.D. students in the Mind in Movement Lab.

Dr. Cohen completed her Alexander Technique training in 1997 at the Virginia School for Alexander Technique with Daria Okugawa. She received a B.A. in Psychology from Wesleyan University and an M.S. and Ph.D. in Psychology (with a minor in Kinesiology) from Penn State University. Her graduate work focused on motor learning and on ways that cognitive limitations cause us to move less optimally than popular theories of motor control propose. She completed a four-year postdoctoral fellowship at Oregon Health & Science University, where she collaborated with leading experts in neurology, physical therapy, and brain imaging on projects related to posture, gait initiation, inhibitory control, Parkinson's disease, and the neural connections between brain areas associated with so-called "higher functions" and those associated with so-called "lower functions." Her current research focuses on the costs and benefits of different types of postural training and biofeedback, in healthy adults as well as those with Parkinson's disease or musculoskeletal pain. Since 2016, Dr. Cohen has been the Scientific Consultant for The Poise Project (thepoiseproject.org), a nonprofit organization dedicated to finding innovative ways to bring Alexander Technique principles and tools to people who need it most. For more information on Dr. Cohen, including links to published articles, see www.RajalCohen.com.

Tara Fenamore is a doctoral candidate in the Interdisciplinary Studies in Education Program at Teachers College, Columbia University. Additionally, she earned her certification in Psychophysical Education and The Alexander Technique from The Dimon Institute in 2018. Her area of study is psychomotor learning and development in early childhood. Her dissertation assimilates the theories and practices of F.M. Alexander and Dr. Theodore Dimon into existing models of human development and motor learning. This work includes a qualitative research proposal to identify variables that contribute to the presentation of maladaptive postural deviations in young children. Her teaching experience in the early childhood classroom includes Hollingworth Preschool at Teachers College and The Speyer School in NYC. Tara is passionate about the inclusion of psychophysical education in standard early childhood curricula and enjoys using songs to guide children's attention to their body-selves.

Monika Gross, B.F.A., M.AmSAT, M.ATI, RSME is a certified Alexander technique instructor, a teaching member of the American Society for the Alexander Technique (AmSAT) and Alexander Technique International (ATI), and a Registered Somatic Movement Educator with the International Somatic Movement Education and Therapy Association (ISMETA). She was certified in 1985 in Lydia Yohay's teacher training program in NYC. Ms. Yohay is an early ACAT trainee and training assistant who graduated from ACAT in 1972, being at that time only the 9th person to have done so.

Since 2016, Monika has served as Executive Director of The Poise Project. She advocates full-time for Alexander technique to the public, attending numerous national and international conferences. Monika is an active member of The International Movement Disorders Society (MDS) and the American Congress of Rehabilitation Medicine (ACRM), and has presented AT-based pilot study research posters at conferences around the world, including the World Parkinson Congresses in Portland Oregon in 2016 and Kyoto Japan in 2019; the International Congress for Parkinson's Disease and Movement in Nice France in 2019 and virtually in 2020; the Pan American Parkinson's Disease and Movement Disorders Specialists Congress in Miami Florida in 2020; the ACRM conferences in Dallas TX in 2018, Chicago IL in 2019, and virtually in 2020; and the National Institute for Health: Rehabilitation Research 2020: Envisioning a Functional Future virtual conference last September. She was an active participant in the December 2018 "Non-pharmaceutical Interventions for Pain Management" conference hosted by the National Academy of Sciences in Washington DC. To learn more about Monika's work with the Poise Project, please visit https://www.thepoiseproject.org/