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Let'S Groove: A Dance Program Designed For Children With Disabilities

Michayla Burckhard

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LET'S GROOVE: A DANCE PROGRAM DESIGNED FOR CHILDREN WITH
DISABILITIES

By

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Bachelor of General Studies, University of North Dakota, 2021

Occupational Therapy Doctorate, University of North Dakota, 2023

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In partial fulfillment of the requirements

For the degree of

Occupational Therapy Doctorate

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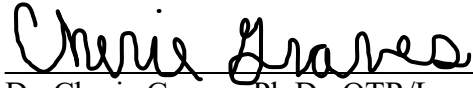
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APPROVAL PAGE

This scholarly project, submitted by Michayla Burckhard, OTDS in partial fulfillment of the requirement for the Degree of Occupational Therapy Doctorate from the University of North Dakota, has been read by the Faculty Advisor under whom the work has been done and is hereby approved.

A handwritten signature in black ink that reads "Cherie Graves". The signature is written in a cursive style and is positioned above a horizontal line.

Dr. Cherie Graves, Ph.D., OTR/L

April 17, 2023

Date

PERMISSION

Title: Let's Groove: A Dance Program Designed for Children with Disabilities

Department: Occupational Therapy

Degree: Occupational Therapy Doctorate

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Michayla Burckhard
April 18, 2023

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	vi
ABSTRACT.....	vii
CHAPTERS	
I. INTRODUCTION.....	1
II. LITERATURE REVIEW	5
III. METHODOLOGY	15
IV. PRODUCT	20
V. SUMMARY	24
REFERENCES	28
APPENDIX.....	32

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Abstract

Title: Let's Groove: A Dance Program Designed for Children with Disabilities.

Background: Children with disabilities face limited opportunities to participate in the occupation of dance when compared to opportunities available for their non-disabled peers. Barriers to their participation include lack of class opportunities, cost, and knowledge about programs (Carrion et al., 2018). Many dance studios offer integrated or non-specialized classes, but participation by a child with a disability in this type of class is sometimes limited by parental or child fears, or other barriers such as lack of accommodations (Lucas, 2017).

Purpose: This program aims to provide an opportunity for children with disabilities to engage in dance with appropriate accommodations that the child may need. The purpose of this program is to increase participation in the occupation of dance to provide leisure and social participation benefits and enhance overall well-being. The product of the scholarly project is a set of lesson plans for group-based implementation of a specialized program. This program will increase opportunities for children with disabilities to be able to participate in dance classes designed specifically for them, decreasing barriers, and increasing accessibility for participation.

Methodology: A thorough literature review was completed to explore the supports and barriers to engaging in dance, as well as the leisure and social benefits that may come from participation in dance programs. The literature search included exploration of the online databases of CINAHL, PubMed, and Google Scholar, as well as the American Occupational Therapy Association (AOTA). Interviews with experts in the field were also conducted. The Ecology of Human Performance model was used to guide the development of the program and scholarly project (Dunn et al., 1994).

Conclusion: Let's Groove was created to provide children with disabilities an opportunity to engage in dance. The overarching goal of the program was to provide an opportunity to participate in dance in a safe space with appropriate accommodations, while other benefits such as leisure and social participation engagement, as well as physical activity were also present. Occupational therapy has a unique role in a program such as Let's Groove by using activity analysis skills and the ability to adapt the environment and tasks to allow for optimal participation for each child and their specific needs.

Chapter I

Introduction

Problem Statement

Children with disabilities face limited opportunities to participate in the occupation of dance when compared to opportunities available for their non-disabled peers. Barriers to their participation include lack of class opportunities, cost, and knowledge about programs (Carrion et al., 2018). The author worked with a site in an urban city where there are few specialized dance programs, most of which are high cost. Many dance studios in the area offer integrated or non-specialized classes, but participation by a child with a disability in this type of class is sometimes limited by parental or child fears, or other barriers such as lack of accommodations (Lucas, 2017).

While researching existing specialized programs in the area, it was evident that there were limited options even though it is an urban size city, and even fewer programs were free or low-cost. This is a concern as families with a child with a disability are more likely to be at a socio-economic disadvantage due to the cost of caring for a child with a disability (Arakelyan et al., 2019). Many of these programs also suggest or require that an adult or parent participates in the program with the child. The environment that programs take place in was one of the most common barriers found in the literature, with some individuals reporting that the environment was more limiting than the disability (Tonkin et al., 2014).

Purpose

This program aims to provide an opportunity for children with disabilities to engage in dance with appropriate accommodations that the child may need. The purpose of this program is to increase participation in the occupation of dance to provide leisure and social participation

benefits and enhance overall well-being. Participating in dance may also enhance balance, coordination, direction following, body awareness, imitation, motor planning, self-regulation, and social skills (López-Ortiz et al., 2018; Nelson et al., 2017). It is hoped that this program may increase opportunities for children with disabilities to be able to participate in dance classes designed specifically for them, decreasing barriers, and increasing accessibility for participation.

Project Goals and Objectives

The product goals and objectives were created in collaboration with the author's site and faculty mentors and based on information gathered from the needs assessment. The needs assessment was completed through a thorough literature review as well as stakeholder interviews at the site. The desired outcome of the program is a safe space with appropriate accommodations to provide the opportunity for children with disabilities to engage in the occupation of dance. More specific and measurable objectives were created from this overarching outcome and included learning basic dance skills, reporting an increased desire to engage in extra-curricular activities, attending to a 45-minute task, and interacting with peers. There were also parent/guardian targeted objectives that were aimed at their hesitancy to enroll their child in extra-curricular activities, as well as their knowledge on the benefits of group-based dance classes. These goals and objectives were used to guide development of the program.

Theoretical Framework

The Ecology of Human Performance (EHP) was the theoretical model used to guide the development of the program and scholarly project (Dunn, 2017; Dunn et al., 1994). This model was appropriate for the development of this program since many of the barriers in regard to participation in dance related to the environment, and EHP focuses on the environment around the person. Within EHP, the constructs of person, context, task, and performance interact to

overall influence the person's performance range. These model constructs also have additional components within them. Person includes cognitive, sensorimotor, and psychosocial aspects. The context construct includes temporal, physical, social, and cultural aspects. Tasks are behaviors that are observable and help the person accomplish goals. The final construct, performance, is the action of the person participating in a task within their context, demonstrating their performance range. The performance range describes the type and number of tasks the person has available to them, which is determined by the interaction between the contextual barriers and supports and the person's skills, abilities, and motivations (Dunn, 2017; Dunn et al., 1994). In regard to this program, the context and task were targeted and adapted to enhance the person's performance range.

Significance

Engaging in the task of dance can provide many benefits in a variety of skill areas including balance, proprioception, memory, and self-expression (López-Ortiz et al., 2018). Group-based activities such as dance also provide children with the opportunity to engage in a physical activity while simultaneously socializing with peers. Occupational therapy practitioners have the skills to analyze activities in order to make necessary accommodations to allow participants to be successful in the task, regardless of a disability or diagnosis.

Key Terms

- Leisure: Distinguished by enjoyment of the activity as well as motivation and interests of the individual engaging in the activity (Gillen & Boyt Schell, 2019).
- Social participation: Engagement in family and/or community activities that may also involve friends and peers (Gillen & Boyt Schell, 2019).

- Well-being: “General term encompassing the total universe of human life domains, including physical, mental, and social aspects, that make up what can be called a ‘good life’” (World Health Organization, 2006, p. 211, as cited in American Occupational Therapy Association, 2020-b).

Project Overview

The following four chapters include Chapter II, a thorough literature review regarding dance as well as social participation and leisure tasks for children with disabilities. Chapter III involves the methodology of the scholarly project with more details on the theoretical framework, timeline, procedures, inclusion, and exclusion criteria, as well as ethical considerations. Chapter IV includes the product overview. Lastly, Chapter V includes a discussion and summary of the product, implications, future recommendations, and strengths and limitations. A preview of the product is included in the Appendix.

Chapter II

Literature Review

Introduction

Many children with disabilities do not engage in desired activities at the rate that their peers do. This is due to a variety of factors which may include physical environment, personal skills, lack of accommodations, as well as lack of appropriate programming. More programs designed specifically for children with disabilities are necessary in order to fill this gap and provide equal opportunities for engagement in desired activities. An increase in available resources and programs may enhance occupational engagement which is an essential part of development. Providing the opportunity to engage in desired activities may lead to an overall increase in health and well-being for this population.

Occupational Therapy Model

The Ecology of Human Performance (EHP) model is an ecological model that emphasizes the environment around the person and the relationship among the person, context, and task, which overall lead to the person's performance range (Dunn, 2017; Dunn et al., 1994). These model constructs also have additional components within them. Person includes cognitive, sensorimotor, and psychosocial aspects. The context construct includes temporal, physical, social, and cultural aspects. Tasks are behaviors that are observable and help the person accomplish goals. Lastly, the construct of performance is the action of the person participating in a task within their context, demonstrating their performance range. The performance range describes the type and number of tasks the person has available to them, which is determined by the interaction between the contextual barriers and supports and the person's skills, abilities, and motivations (Dunn, 2017; Dunn et al., 1994).

All components of the EHP model were used to guide the literature search for desired results relevant to the topic of study. The individual components within the person construct were used as a guide to see how each component may impact the engagement in the occupations of leisure, social participation, and dance, for children with disabilities. The same was completed with the components of the context construct and how these served as supports or barriers to engagement in leisure, social participation, and dance. Literature was also analyzed to determine what the evidence says about engagement in the tasks of leisure, social participation, and dance. Literature was analyzed to determine supports and barriers of the performance range, as well as the best way to enhance the performance range.

Person

The person for this literature review is children with disabilities. These disabilities may be physical, developmental, or cognitive. Common disabilities that arose in the literature were autism spectrum disorder (ASD), cerebral palsy (CP), and sensory processing disorder (SPD). The population was also defined by individuals under the age of 18.

Cognitive

The cognitive component of the person includes information processing, problem-solving, and other brain functions (Dunn, 2017; Dunn et al., 1994). Some children may not experience cognitive differences due to their disability while other children do. Children with disabilities may have difficulties with concentration, understanding, and learning, which may impact their ability to engage in occupations with their peers (Arakelyan et al., 2019). Children with disabilities may also be impacted by their learning processes, the types of cues that work for them, and optimal session length, in order to be successful in the task (Bonnell, 2020; Carrion et al., 2018; Mayer & Anderson, 2014). More specifically, children with ASD may have difficulty

with sequencing, which may impact their ability to engage in desired occupations (Bonnell, 2020). Overall, more research needs to be done to further understand other cognitive aspects that may impact children with disabilities' ability to engage in desired occupations, such as dance.

Sensorimotor

The sensorimotor component includes the physical actions and sensory processing skills the person may demonstrate (Dunn, 2017; Dunn et al., 1994). Children with disabilities may experience challenges with mobility, strength, balance, endurance, and breathing. Each of these may impact a child's ability to engage in desired occupations (Arakelyan et al., 2019; López-Ortiz et al., 2018; Souza Marques et al., 2021).

Generally speaking, children with a sensory disability such as sensory processing disorder may experience challenges with communicating with the teachers or peers within the class, thus impacting their engagement in the occupation of dance (Nelson et al., 2017). Children with ASD may experience challenges related to coordination, motor planning, and sensory processing skills (Bonnell, 2020). Another common sensorimotor aspect that has been found to impact children with disabilities includes overall fatigue level (Steinhardt et al., 2021). Children with down syndrome often have implications related to decreased muscle strength, low muscle tone, and ligament laxity that impact their ability to engage in the occupation of dance (McGuire et al., 2019).

Psychosocial

The psychosocial variable includes the social skills, including the verbal and nonverbal communication of the person (Dunn, 2017; Dunn et al., 1994). Some common areas of psychosocial challenges children with disabilities may experience include communication, age-appropriate social skills, and meeting the social norm expectations (Arakelyan et al., 2019;

Bonnel, 2020; Tanner et al., 2015). Children with ASD may have challenges communicating with their peers during social interactions which may impact their engagement in meaningful tasks (Bonnel, 2020; Tanner et al., 2015). Arakelyan et al. (2019) also reported that social norms and behavioral challenges were found to impact engagement in tasks for children with disabilities. Children's preference of what tasks to participate in also had an influence on their engagement in desired occupations, as they were more likely to participate in activities that were meaningful to them (Shields et al., 2018).

Context

The context is the set of conditions surrounding the person, which can either support or be a barrier to the person's performance (Dunn, 2017; Dunn et al., 1994). In this model the assumption is that the context and the person can't be separated, with one inherently impacting the other (Dunn, 2017; Dunn et al., 1994).

Temporal

The temporal component includes developmental stage, chronological age, health status, and life cycle (Dunn, 2017; Dunn et al., 1994). For children with disabilities, common areas of challenge relating to the temporal component were lack of time and chronological age (Tonkin et al., 2014; Zeidan et al., 2021). According to Zeidan et al. (2021), time was noted to be a common barrier to engaging in desired tasks, such as dance as many felt there was a lack of time to participate in extracurricular activities. Chronological age has been found to impact engagement in activities for children with disabilities, including the types of activities they engage in. According to the literature, younger children tend to participate in a broader range of informal activities, rather than more structured formal activities (Shields et al., 2018; Steinhardt et al., 2021; Tonkin et al., 2014). Skills such as endurance, strength, and balance related to

chronological age may serve as a support or a barrier to participation (López-Ortiz et al., 2018). More information is needed to further understand how the temporal construct influences engagement in desired occupations for children with disabilities.

Physical

The physical component includes both the fabricated and natural environments around the person, as well as the objects within them (Dunn, 2017; Dunn et al., 1994). For children with disabilities, common areas of challenge related to physical context include a lack of adaptable equipment in existing programs, accessibility and walkability, and transportation (Dahan-Oliel et al., 2012; Tonkin et al., 2014; Zeidan et al., 2021). Other factors such as the area of residence and living in a rural area were also found to be physical barriers to engaging in desired activities (Melbøe & Ytterhus, 2017; Souza Marques et al., 2021; Steinhardt et al., 2021). Literature also showed that natural environments can have a positive impact on participation levels of children with disabilities (Pinto et al., 2019). For the most part, these physical contexts can be targeted in future programs in order to accommodate for limitations participants may have experienced in the past. However, it is not possible to change where these participants live, making it difficult to overcome this barrier.

Social

The social component of context includes friends, family, clubs, and other places people go to engage with one another (Dunn, 2017; Dunn et al., 1994). Supportive relationships and attitudes were found to have a positive influence on engagement in activities for children with disabilities (Souza Marques et al., 2021; Steinhardt et al., 2021). Parents also felt less worried when their children engaged in activities with peers who were similar to their child (Hilton et al., 2021). Literature also shows that children with disabilities engage in activities with their family

more often than they do with peers their own age (Melbøe & Ytterhus, 2017; Tonkin et al., 2014).

Cultural

The cultural component includes “ethnic, religious, organizational, and other groups that contribute to a person's sense of identity or set expectations or rules of behavior” (Dunn, 2017, p. 212; Dunn et al., 1994). Common areas relating to the cultural context include family expectations and norms, socioeconomic status, and gender norms (Melbøe & Ytterhus, 2017; Shields et al., 2018; Tonkin et al., 2014; Zeidan et al., 2021). Inclusive programs were found to have more of a competitive nature, which was sometimes a challenge for those with disabilities or others who were simply enrolled for fun and not competition (Mayer & Anderson, 2014). Program structure designed specifically for those with disabilities, and which focus on skill development were more conducive to the abilities and learning styles of individuals with disabilities, therefore can be viewed as a cultural influence on the engagement in activities (Mayer & Anderson, 2014). The family’s socioeconomic status, finances, and gender were also common factors influencing engagement in desired activities (Shields et al., 2018; Tonkin et al., 2014; Zeidan et al., 2021).

Task

A task is an observable behavior or set of observable behaviors that provides the opportunity for the person to accomplish a goal (Dunn, 2017; Dunn et al., 1994). Tasks can be organized in different levels and ways, and the accomplished goals may be large or small (Dunn, 2017; Dunn et al., 1994).

Dance

Dance programs have been shown to provide social and psychological benefits, including self-regulation skills, body awareness, creativity, and direction following (Ito et al., 2017; McGuire et al., 2019; Nelson et al., 2017; Prieto et al., 2020). Other benefits include enhanced posture, proprioception, memory, and expression (López-Ortiz et al., 2018). According to López-Ortiz et al. (2018), these skills were also found to generalize to other activities the child engages in, overall benefiting other areas of occupational engagement. However, for children with disabilities, there are currently scarce opportunities to engage in the task of dance, and the available opportunities to engage are often integrated programs, with few specialized to serve children with disabilities (Carrion et al., 2018; Prieto et al., 2020). According to Carrion et al. (2018), cost was a common barrier preventing the creation of specialized dance programs for children with disabilities. Many dance studios offer integrated classes, where children with disabilities are integrated into the same class with typically developing children. These types of classes are a great opportunity for all children to interact together and feel included, however, these styles lack accommodations for specific learning styles and varying abilities.

Dance and its Relationship to Leisure and Social Participation Benefits

Engagement in the occupation of dance can lead to benefits that relate to leisure and social participation. This may include enhanced social behaviors, improved movements, enhanced emotional functioning, increased curricular skills, and overall well-being (Bonnell, 2020; Hilton et al., 2021; Lucas, 2017; Souza Marques et al., 2021; Steinhardt et al., 2021). Engagement in dance also allows children to gain an understanding of their own strengths and abilities, build relationships, and utilize self-expression (Dahan-Oliel et al., 2012; Melbøe & Ytterhus, 2017).

Performance

Performance occurs when the person observes the given context, considers their own skills and abilities, and then selects a task to participate in (Dunn, 2017; Dunn et al., 1994). The person's performance range refers to the type and number of tasks that are available to the person and is a result of the interaction between the context and person factors. Within the performance range, there are supports and barriers from the context that influence the performance range (Dunn, 2017; Dunn et al., 1994).

Supports and Barriers

There are many supports and barriers that should be targeted in order to increase opportunities for children with disabilities to engage in the occupation of dance. Numerous examples of barriers identified in the literature include a lack of knowledge about how to accommodate for a child's specific needs, parental and child fears, lack of programming, as well as financial barriers (Arakelyan et al., 2019; Lucas, 2017; Melbøe & Ytterhus, 2017; Steinhardt et al., 2021). Additional barriers include program structure, support within the program, lack of materials, and social norms or expectations (Mayer & Anderson, 2014; Zeidan et al., 2021). The environment was also a common barrier, and some program participants even reported that the environment was a bigger barrier than their diagnosis or condition (Dahan-Oliel et al., 2012; Hilton et al., 2021; Souza Marques et al., 2021; Tonkin et al., 2014). A support found in past programs was well-trained staff, but further information is needed to understand other supports (Hilton et al., 2021).

Conclusion

Summary of Needs

Overall, there is a lack of leisure and social participation programming made specifically for children with disabilities (Carrion et al., 2018; Lucas, 2017; Prieto et al., 2020). Using the lens of the EHP model, the literature revealed that a lack of time, the physical environment, and family norms strongly influenced engagement in activities (Dahan-Oliel et al., 2012; Mayer & Anderson, 2014; Melbøe & Ytterhus, 2017; Steinhardt et al., 2021; Tonkin et al., 2014; Zeidan et al., 2021). Despite the barriers to engagement in desired occupations, the literature also showed that engaging in leisure and social participation activities has physical, social, and psychological benefits (Ito et al., 2017; López-Ortiz et al., 2018; McGuire et al., 2019; Nelson et al., 2017; Prieto et al., 2020). To enhance performance, one should focus on the individual's preferences as well as their environment, rather than the disability (McGuire et al., 2019; Pinto et al., 2019; Tonkin et al., 2014; Zeidan et al., 2021). Children with disabilities have a wide variety of skills, abilities, and motivations that may impact their ability to engage in desired occupations. Some of these may present barriers to occupational engagement, contributing to the need for programming specifically designed for children with disabilities.

How Occupational Therapy Can Fill the Need

Occupational therapy can fill this need by targeting the barriers that may prevent children with disabilities from engaging in desired tasks. Occupational therapists have skills in activity analysis which they can use to determine necessary modifications, accommodations, and determine what solutions may be possible. Occupational therapists may also work to make the program affordable or free and use a natural and optimal environment.

Project Possibilities

Potential projects include a dance program with modifications and increased support for those who have a physical disability and may include a diagnosis such as cerebral palsy. Other programs could target sensory needs which may be common in children with ASD. The chosen population will guide the specifics of the proposed program and what aspects the program is targeting. Many dance activities naturally have a sensory component in them, so it is likely that sensory aspects would be found no matter the direction the project goes.

Chapter III

Methodology

This chapter includes a description of how the theoretical framework was applied, timeline of project completion, procedures, inclusion and exclusion criteria, and ethical considerations. The author of this scholarly project combined the two areas of dance and occupational therapy to create a dance program using knowledge from both of these areas. The aim of the program is to provide an opportunity for children with disabilities to engage in the occupation of dance by providing appropriate accommodations that the child may need.

Theoretical Framework

The Ecology of Human Performance (EHP; Dunn, 2017; Dunn et al., 1994) model was used throughout project completion to guide development. The model was first applied by using model constructs of person, context, task, and performance, to frame research questions. Model constructs were then used to guide the creation of the goals and objectives that outlined the program by examining the person, their tasks and context, in the hopes to enhance their performance range. The person in this program are the children with disabilities with ages ranging from 3-8 years old. The task of the program is dance, and the context includes the things surrounding the children while engaging in the task of dance. The context is being targeted by providing classes in a familiar and accessible location and minimizing objects within the room to decrease distractions. Program helpers within the context also have backgrounds in occupational and physical therapy, as well as years of experience working with children with disabilities to help provide on spot accommodations that the child may need. For example, while completing an obstacle course involving a balance beam, some participants need more physical support to maintain balance to complete this task. By helping provide necessary accommodations the

child's performance range is enhanced, allowing them to successfully engage in the task of dance.

Timeline

The initial timeline of this scholarly project began in semester four and five of the occupational therapy program by brainstorming project ideas. Doctoral experiential placement (DEP) site determination and the initial literature search occurred during semester six. After articles from the literature search were analyzed they were summarized and cited, before being thoroughly written about in the final literature review during semester seven. The literature review was finalized at the beginning of semester eight. A memorandum of understanding (MOU) was finalized during semester seven. The DEP occurred during semester eight by collaborating with the site and a site mentor to determine when and how the program would take place. Program development occurred during the first few weeks of the DEP with implementation occurring during weeks 6-9 of the placement. Weeks 10-14 of the placement were spent comparing the pre/posttest surveys to analyze program outcomes and completing the composition of the chapters in this project.

Procedures

A literature search using online databases was completed looking at the broad areas of dance, leisure, social participation, children with disabilities, and occupational therapy. Greater detail regarding search terms can be found later in this chapter. A literature matrix was used to summarize evidence from twenty articles during semesters six and seven. The evidence from the literature matrix was then used to create the literature review.

The MOU was finalized during semester seven of the program and was utilized to complete the project. The MOU is a learning contract that includes objectives, supervision plans,

responsibilities, and evaluation methods. These areas were broken down into learning activities and placed into a weekly schedule to guide the timeline of project completion and was signed in agreement by the student, site mentor, faculty mentor, and experiential coordinator.

Once on site, the author observed a variety of clients at the site to determine potential participants for the program. The program was also advertised on the site's social media to promote participation. Potential participants were then given an informal questionnaire to complete and return if they wished to partake in the program. Other interested clients were sent the informal questionnaire for registration as well. A welcome packet was created for the families registered in the program which included background information, a pre-program survey, and a participation agreement to ensure program attendance. Documents were emailed to program participants and documents with required signatures were returned prior to the first session. The session lesson plans were created a few days prior to each session with different themes for each class. The class was limited to eight participants, with the author being the lead instructor and two volunteers who were also employed by the site and have experience in working with children with disabilities and occupational therapy and physical therapy backgrounds. Necessary changes were made throughout the four weeks of implementation, and parents/guardians were given the posttest survey at the beginning of the fourth session to hand in by the end of this session. The author then used the information from the pre and post survey to examine program outcomes. The author held meetings with the site mentor weekly and faculty mentor at least monthly to answer any questions and help continue to guide the process.

Inclusion and Exclusion

The literature search was completed using the online databases of CINAHL, PubMed, and Google Scholar. Government resources were also explored and included the Centers for

Disease Control and the World Health Organization. Experts in the field were utilized including the author's site mentor and other therapists that work with the pediatric population or have completed similar projects. A professional organization that was explored was the American Occupational Therapy Association (AOTA). Key words and phrases that were used when completing the literature search included "children with disabilities AND dance," "children with disabilities AND physical activity," "children with disabilities AND leisure," "children with disabilities AND social participation," and "children with disabilities AND recreational activities." The inclusion criteria for the literature search included articles published since 2012, physical or cognitive disabilities, pediatric population or focus on individuals under the age of 18, and skills regarding dance, physical activity, leisure, and social participation. Exclusion criteria included articles published before 2012, populations over the age of 18, and lack of focus on dance, physical activity, leisure, and social participation.

Ethical Considerations

The AOTA Occupational Therapy Code of Ethics was utilized to ensure ethical considerations were included in the creation of this project (American Occupational Therapy Association, 2020-a). The principles that were utilized are beneficence, nonmaleficence, autonomy, justice, veracity, and fidelity. An example of beneficence includes the creation of the program in the hopes that it will benefit the participants as well as the site itself. Nonmaleficence include choosing dance activities appropriate for the population and that have a low risk of harm or injury, as well as multiple helpers for each session to maintain overall classroom safety. An example of autonomy includes keeping program participants' information confidential, consent to participate in the program, and optional participation in the program. An example of justice was allowing any who were interested to sign up for the program to promote equity and

inclusion. An example of veracity throughout the DEP was accurate documentation of a time log as well as appropriate paraphrasing and citing of information. Lastly, fidelity was utilized throughout the DEP by maintaining respectful collaborations with mentors, participants, families of participants, and other professionals with whom the author interacted with.

Chapter IV

Product

Overview

The product, *Let's Groove*, was developed using Fazio's (2017) program development process. The final product includes all materials necessary to set up and implement the program and includes an introduction, session overview, and session lesson plans.

Goals and Objectives

There were two goals for this program, one aimed at the participants, and one aimed at the parent or guardian. Each goal had subsequent objectives to meet.

Program goal #1: Participants in this extra-curricular dance program will experience enhanced performance range and overall well-being.

Program objectives targeting goal #1:

- 1a. Program participants will demonstrate that they have learned basic dance skills within 8 weeks through a short performance at the final session.
- 1b. Program participants will report an increased desire to continue in dance or other group-based extra-curricular activities within 8 weeks.
- 1c. Program participants will attend to a 45-minute group activity by the end of week 8.
- 1d. Program participants will demonstrate the ability to interact with a peer within 8 weeks.

Program goal #2: Guardians of program participants will experience a desire to continue providing extra-curricular activities for their child with a disability.

Program objectives targeting goal #2:

2a. Guardians of program participants will report decreased hesitancy to enroll their child in new activities within 8 weeks.

2b. Guardians of program participants will report an increased knowledge of the benefits of group-based extra-curricular activities within 8 weeks.

Application of Theoretical Framework

The Ecology of Human Performance (EHP) model was used to guide development of the program (Dunn, 2017; Dunn et al., 1994). This model has an emphasis on the context around the person, and contextual barriers were targeted to enhance program participation. The main environmental aspect that was taken into consideration was choosing a setting to implement that had minimal distractions for participants as well as the ability to keep the door closed due to potential elopement concerns. Person factors such as social skills and dance skills were targeted in the program objectives, and specific person factors of the program participants were taken into consideration when creating lesson plans for the program. This included modifying the environment or task based on the participants' cognitive, psychosocial, and sensorimotor factors. For example, every session begins with a gathering circle and question of the day, and to enhance participation two choices were often used to improve ease and accessibility for all participants allowing them to choose physically versus having to verbally state their response. The task of dance was also targeted in program development by creating the just right challenge based on the participants. Task accommodations included having a 45-minute session versus 60 minutes in typical dance programs, having an abundance of activities prepared to help with transitions and attempt to keep participants interested by not attending to the same activity for an extended period of time, and ensuring there were multiple class helpers to make on the spot accommodations such as more assistance with balance exercises or extra cues. By targeting these

different constructs within EHP, the participants' performance range in dance will theoretically increase. The EHP intervention strategies of establish/restore and adapt/modify were the main two interventions used in creation and implementation of this program. Establish/restore was present in the objective for participants to learn/demonstrate basic dance skills as all participants had reported they had not been in a dance class before. Adapt/modify was used thoroughly throughout creation and implementation of the program by modifying the environment and adapting tasks throughout the classes to enhance participation. All aspects previously listed were targeted in order to increase the participants' performance range (Dunn, 2017; Dunn et al., 1994).

Organization

The introduction includes the program background, purpose, theoretical framework, goals and objectives, implementation considerations, participant considerations, brief session overview, and necessary materials. A marketing tool and parent/guardian handouts, including the pretest survey, are also in this section.

The session overview provides detailed information about components within the sessions such as cues, warm-up, stretch, across the floor, choreography, and the final session. An example of a certificate and the posttest survey are included in this section.

The session lesson plans section includes a themed lesson plan for each of the 8 sessions. Each lesson plan begins with listing the necessary materials required to implement the session, followed by themed activities as well as song suggestions. Each session consists of a gathering circle, warm-up, stretch, balance, movement activities, across the floor, choreography, obstacle courses, and games.

The Appendix includes some parts of the full product, intended to provide a preview of the full program. Readers are encouraged to reach out to the author through the contact information on the copyright page of the scholarly project if they are interested in the full program.

Chapter V

Summary

This chapter consists of an overview of the *Let's Groove* dance program as well as strengths, limitations, and recommendations for the program.

Purpose

The purpose of this scholarly project was to provide an opportunity for children with disabilities to engage in dance with appropriate accommodations that the child may need. The *Let's Groove* dance program was designed as a beginner dance class that provides leisure and social participation benefits. Other skills that may also be enhanced through this program include coordination, motor planning, and self-regulation. The design of this program will decrease barriers to engaging in the occupation of dance and increase accessibility for participation. In addition to increasing accessibility for children, this program provides practitioners with the tools to implement a dance program at their site and enhance the variety of programming available to their clientele. The *Let's Groove* dance program is a specialized program that takes participant abilities into consideration in order to provide modifications to allow the child to engage in the occupation of dance to enhance overall well-being.

Program Description

The *Let's Groove* dance program was designed with eight sessions intended for one session a week for eight weeks. Each session had a specific theme intended to intrigue the participants and keep each session interesting, while still providing similar components to carry over from week to week. Sessions are intended to last for 45 minutes but can be adjusted based on participant ability. The program was designed using the Ecology of Human Performance model (Dunn, 2017; Dunn et al., 1994).

Discussion

This program provides opportunities to enhance a variety of skills for children with disabilities, while simultaneously engaging in a fun activity. This program was designed to provide the opportunity to engage in the occupation of dance as there are scarce specialized classes even in an urban area. Engaging in a group-based dance class provides participants time to socialize with peers, as well as participate in a physical activity, both of which are essential for development. While this program can be implemented by anyone experienced in working with children with disabilities, an individual with experience in dance and an occupational therapy practitioner are the most appropriate to lead the sessions. An occupational therapy practitioner plays a special role in this program due to their activity analysis skills and ability to modify tasks to create the just right challenge for each individual. It is likely that abilities will vary greatly within a group, and having an occupational therapy practitioner who is capable of making accommodations for each participant will allow for enhanced participation. Engaging in a group-based extra-curricular activity provides participants the chance to interact with peers and learn behavioral expectations for a group setting. These skills can be generalized and carried over to other extra-curricular activities or school settings as well. Implementation in a familiar and safe environment is essential to decrease barriers and optimize performance. While learning beginner dance skills in this program, participants will also utilize emotional expression and creativity. Overall, engaging in dance is a great way to partake in physical exercise and this program also provides opportunities to engage with peers, express oneself, and enhance well-being.

Strengths and Limitations

A strength of the scholarly project is participant inclusion of the program. The program is intended to be adaptable and therefore allows children of all different abilities the opportunity to

participate in dance. In addition, the program was designed specifically for children with disabilities and implementation provides these children with a safe space to partake in a group-based activity. Another strength is the group-based nature of the classes, which provides participants time to interact and socialize with peers. Lastly, the author has ten years of experience teaching dance to a variety of ages of children, which brings expertise and experience in lesson planning and implementation of dance classes.

The scholarly project also has limitations. First, due to the variety of session themes, many materials are necessary in order to implement the program. Most materials are commonly found in pediatric therapy settings, but some may need to be purchased, as well as a space large enough to hold the classes. Another limitation is the need for multiple staff members. There should be a 3 to 1 ratio of participants to staff members, and due to availability this may be challenging to maintain. Lastly, program staff should be experienced in working with children with disabilities. This experience is necessary in order to provide assistance to participants, and staff members need to be flexible and able to appropriately handle behaviors the children may present.

Recommendations

To ensure success of the program there are a few recommendations. First, it is recommended that sessions last for 45 minutes, one day per week, over eight weeks. Keeping a consistent time frame of one class per week will allow for skill carryover from session to session. It is also recommended to utilize the welcome packet as well as the pre/posttest surveys. Use of the welcome packet will ensure guardians of participants know what to expect and what to refer to for specific class time and location. The pre/posttest survey can help the staff see what changes took place throughout participation in the program for both the participants and their

guardians. It is highly recommended for the program leader to have experience in dance, and helpers to be experienced in working with children with disabilities in order to optimize participant experience. Another recommendation is having a brief staff meeting before implementation of the program. This would ensure all helpers understand their responsibilities and may get insight to who the participants are. Lastly, it is recommended to provide multiple groups of sessions to implement. For example, group 1 has class Tuesday afternoons and group 2 has class Thursday afternoons. This would ideally allow more participants to sign up if there was a time conflict on one of the days but would require staff and space to be available on multiple days.

Conclusion

In conclusion, *Let's Groove* was created to provide an opportunity to engage in dance with the ability to be modified as needed for participant success. The product is a set of lesson plans and other implementation materials to implement a dance program for children with disabilities, an opportunity that is scarce in most communities. The use of this program provides a safe space to engage in dance and interact with peers to enhance well-being for children with disabilities.

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Appendix
Product Preview



Let's Groove!

**A Dance Program Designed
for Children with Disabilities**

By: Michayla Burckhard, OTDS

Table of Contents

Introduction to the Product.....	1
Informal Questionnaire.....	5
Welcome Packet	7
Pretest Survey.....	9
Participation Agreement	10
Session Overview.....	11
Certificate	15
Posttest Survey	16
Session Lesson Plans	17
Session One: Animals.....	17
Session Two: Colors	19
Session Three: Beach Day.....	21
Session Four: Superheroes	23
Session Five: Circus	25
Session Six: Winter Wonderland	27
Session Seven: Dinosaurs.....	29
Session Eight: Outer Space	31
References	33

Introduction to the Product

Background

Many children with disabilities do not engage in desired activities at the rate that their peers do (Lucas, 2017). This is due to a variety of factors which may include physical environment, personal skills, lack of accommodations, as well as lack of appropriate programming (Arakelyan et al., 2019; Carrion et al., 2018). More programs designed specifically for children with disabilities are necessary in order to fill this gap and provide equal opportunities for engagement in desired activities. An increase in available resources and programs may enhance occupational engagement, an essential part of development. Providing the opportunity to engage in desired activities may lead to an overall increase in health and well-being for this population.

Dance programs have been shown to provide social and psychological benefits, including self-regulation skills, body awareness, creativity, and following directions (Ito et al., 2017; McGuire et al., 2019; Nelson et al., 2017; Prieto et al., 2020). Other benefits include enhanced posture, proprioception, memory, and expression (López-Ortiz et al., 2018). According to López-Ortiz et al. (2018), these skills were also found to generalize to other activities the child engages in, overall benefiting other areas of occupational engagement. However, for children with disabilities, there are currently scarce opportunities to engage in the task of dance, and the available opportunities to engage are often integrated programs, with few specialized to serve children with disabilities (Carrion et al., 2018; Prieto et al., 2020). According to Carrion et al. (2018), cost was a common barrier preventing the creation of specialized dance programs for children with disabilities. Many dance studios offer integrated classes, where children with disabilities are integrated into the same class with typically developing children. These types of classes are a great opportunity for all children to interact together and feel included, however, these styles lack accommodations for specific learning styles and varying abilities.

Purpose

This program aims to provide an opportunity for children with disabilities to engage in dance with appropriate accommodations that the child may need. The purpose of this program is to increase participation in the occupation of dance to provide leisure and social participation benefits and enhance overall well-being.

Theoretical Framework

The Ecology of Human Performance (EHP) was the theoretical model used to guide the development of the program and scholarly project (Dunn, 2017; Dunn et al., 1994). This model was appropriate for the development of this program since many of the barriers in regard to participation in dance related to the environment, and EHP focuses on the environment around the person. Within EHP, the constructs of person, context, task, and performance interact to overall influence the person's performance range. These model constructs also have additional components within them. Person includes cognitive, sensorimotor, and psychosocial aspects. The context construct includes temporal, physical, social, and cultural aspects. Tasks are behaviors that are observable and help the person accomplish goals. The final construct, performance, is the action of the person participating in a task within their context, demonstrating their performance range. The performance range describes the type and number of tasks the person has available to them, which is determined by the interaction between the contextual barriers and supports and the person's skills, abilities, and motivations (Dunn, 2017; Dunn et al., 1994). In

regard to this program, the context and task were targeted and adapted to enhance the person's performance range.

Goals and Objectives

There were two goals for this program, one aimed at the participants, and one aimed at the parent or guardian. Each goal had subsequent objectives to meet.

Program goal #1: Participants in this extra-curricular dance program will experience enhanced performance range and overall well-being.

Program objectives targeting goal #1:

- 1a. Program participants will demonstrate that they have learned basic dance skills within 8 weeks through a short performance at the final session.
- 1b. Program participants will report an increased desire to continue in dance or other group-based extra-curricular activities within 8 weeks.
- 1c. Program participants will attend to a 45-minute group activity by the end of week 8.
- 1d. Program participants will demonstrate the ability to interact with a peer within 8 weeks.

Program goal #2: Guardians of program participants will experience a desire to continue providing extra-curricular activities for their child with a disability.

Program objectives targeting goal #2:

- 2a. Guardians of program participants will report decreased hesitancy to enroll their child in new activities within 8 weeks.
- 2b. Guardians of program participants will report an increased knowledge of the benefits of group-based extra-curricular activities within 8 weeks.

Who Can Implement

Any professional with experience with children is capable of implementing this program. There are components within the sessions that include specific dance skills where an individual who has some experience in dance may be beneficial. There is also the option to teach choreography within the sessions, where the leader would be required to have a background in dance and be capable of creating choreography and breaking down the steps within it.

The program helpers should also be experienced in working with children with disabilities in order to help make accommodations throughout sessions. Helpers are a necessary part of implementation as their ability to make accommodations and provide extra cues allows the leader to continue class instruction. Overall, helpers ensure that the class can continue to run smoothly. It is recommended to have 2-3 helpers for implementation of a group with 8-10 participants, and the number of helpers would increase if participant number increases.

Considerations for Recruiting Participants

There are a variety of factors that one should consider when recruiting participants for this program. The main areas to consider are age, diagnosis, and unique needs. These areas should be generally analyzed and considered to help determine who would be an appropriate participant in the program, however, these areas should not be used to set restrictions as the aim

is to provide a program that is able to make accommodations for the participants regardless of their age, diagnosis, and unique needs. This program was designed for children ages 3-7 years old but does not mean it is exclusively for this age range as there may be individuals older or younger than this range that can still successfully participate in this program. The next consideration to think about is diagnosis as this may provide insight to what accommodations the participant may need. For example, a participant with spina bifida may need different accommodations than one with autism spectrum disorder. Lastly, unique needs of the participant should be taken into consideration, this may include a participant who will need more one-on-one assistance due to potential behaviors such as outbursts or expressions of emotion. Ideal group size for this program is 8-10 participants but may vary based on necessary accommodations needed for the participants as well as the number of program helpers available.

To determine program participants a flier was used to advertise the program for voluntary sign up. Interested participants were then given an informal questionnaire that acted as registration once turned in. Then, participants were given a welcome packet that included background information, the pretest survey, as well as a participation agreement.

Overview

The *Let's Groove* dance program is designed as an 8-week program, with one session occurring each week. Sessions are set to last for 45 minutes each. Each session has a unique theme, but all follow the same general order of activities to allow for carryover between sessions. Within each session participants will interact with peers, partake in physical activity, stretch their bodies, and gain an understanding of introductory dance steps. A general breakdown of session timeline is listed below:

- Opening circle: 5 minutes
- Warm-up and stretch: 5 minutes
- In place movement: 5 minutes
- Movement across the floor: 5-10 minutes
- Choreography: 5 minutes
- Obstacle course: 5-10 minutes
- Miscellaneous activities: 5 minutes
- Closing: 2 minutes

Materials

A wide variety of materials is necessary for this program. First is a space to implement the class. This should be a large open room with minimal distractions, such as a gym at a therapy clinic. A subscription to a music application such as Spotify is highly recommended but not necessarily required. Having a paid subscription typically ensures there will be no ads which may cause delays in activities or distractions and allows the program to continue to run smoothly. Each session lesson plan will list specific materials needed for that theme, many of which are often found within a pediatric therapy setting. Materials that may need to be purchased or created are:

- Visual cues of actions corresponding with the daily theme
- Poly dots
- Yogarilla cards
- Parachute
- Small handheld bean bags

- Buckets
- Trapeze swing
- Wrecking ball swing
- Cones & rings
- Indoor snowballs
- Aluminum foil
- Colored scarves or tissue paper
- Flat mats
- Small trampoline
- Crash mat
- Balloons
- Hula hoops
- Beam
- Therapy balls
- Plastic eggs
- Spoons

Marketing

The program can be marketed in a variety of ways depending on the setting it is being implemented in. This may include verbal recruitment via current clients within a therapy setting, poster advertisement within the setting, and advertising via social media pages. Below is an example of a flier that was used to advertise the program when it was implemented by the author.



Informal Questionnaire
LET'S GROOVE!

Adaptive dance program for ages 3-7 years old.

Dance Program Questionnaire

Completion of this form indicates interest in registering for this FREE opportunity. Limited spots available, sign up today!

Please provide some basic information:

- Parent/guardian name: _____
- Child's name: _____
- Email address: _____
- Phone number: _____

How old is your child? _____

Has your child ever taken a dance class before? If so, when/what kind?

Has your child participated in other extra-curricular activities? If so, what were they?

Is your child able to independently participate in a small, structured group activity?

Yes_____ No_____

If no, what level of support would help your child be successful in this small group?

Are there any precautions/contraindications that we should be aware of?

Are there any questions you have at this time?

Signature

Date

Please return the completed form to the front desk by_____.

**We're so excited to be able to offer this opportunity.
Hope your child is able to join us!**

Thank you!
name and credentials here
contact information here

Welcome Packet
LET'S GROOVE!
Dance Program

WELCOME

I want to welcome your child to the dance classes for *Let's Groove!* I am so excited to share my passion for dance with your child and show them the happiness that comes with music and movement. The purpose of this program is to provide an opportunity to engage in dance with appropriate accommodations that the child may need.

- *your name here*

SCHEDULE

class day/time here

class dates here

address here

IMPORTANT INFORMATION

Please send your child in clothing they can easily move in as well as a filled water bottle. On our last day (*date here*) we will invite you in at __:__ to watch the group perform a short routine they learned.

WHERE TO MEET

where to meet within the building here

WHAT TO EXPECT

We will do the following each week:

- A gathering/welcome circle
- Warm-up and stretch
- Creative movement activities
- Jazz basics movement throughout the room
- Learn a brief dance combination to show you all on our last day
- All will be accompanied with interactive upbeat music

BACKGROUND INFORMATION

provide any background information about yourself you would like participants to know here

AGREEMENT OF PARTICIPATION AND SURVEY

The final page in this packet is a participation agreement to ensure you are committed to attending the sessions. There is also a survey to complete that I will have you repeat after program completion in order to examine program outcomes.

Please let me know if you have any questions or concerns at this time or throughout our weeks together.

You can email me at _____

or call *site name here* at ____-____-____.

Thank you! *name and credentials here*

Participation Agreement

PARTICIPATION AGREEMENT

This form is required to be completed in order to partake in the *Let's Groove* dance program. Your signature below indicates that you agree for your child to attend the 8 sessions within the program.

I, the parent/guardian of _____, hereby confirm that they will be in attendance of the *Let's Groove* dance program taking place in _____.

(print name)

(signature)

(date signed)

Session Overview

Poly Dots: Poly dots are a great tool to provide a visual cue of where participants are expected to stand/stay. It is recommended to have them spread out before the session begins to show participants where to go. They can be used in a variety of activities as well as items to leap over.

Where to Stand: During activities that take place in one spot, the class leader should stand in the front center of the room to allow for the best view. The leader should ensure they are able to see most/if not all of the participants, depending on how many class helpers they have. The leader should also make sure to face the participants, unless there is a wall of mirrors in the front. This means, the leader may have to mirror certain movements. For example, if the leader is facing the class and wants the children to stretch to the right, the leader would demonstrate by stretching to their left.

Cues: Providing a variety of cues is essential to implementing this program in order to accommodate for different learning styles of participants. Each activity should be verbally instructed, and when appropriate visual pictures should be used as well. Some participants may also benefit from tactile cues especially during stretch time.

Knowing Your Participants: Before implementation, it is important to have an understanding of who your participants are and needs they may have. Not every activity will be appropriate for every group, and participant safety should be closely monitored. A variety of props and materials are used in sessions and accommodations may need to be made based on each individual group.

Warm-Up: Each session includes a warm-up song to ensure the body gets warm before completing a stretch. This is typically a stationary warm-up so participants can stay on their dots. This should be interactive and exciting to set the tone for the rest of the session. It is recommended to alternate between jumping movements and stationary upper body movements.

- Movements to include:
 - Jumping jacks
 - 2-foot hops
 - Large arm circles
 - Tiny arm circles
 - Marching legs
 - Side to side reaching twists
 - Airplane arms
 - Stand with feet wide apart, arms in a T position, reach opposite hand down to foot alternating sides and keeping legs straight
- Adapt/modify
 - Jumping jacks can be separated into only lower or upper extremity movements versus both simultaneously
 - 2-foot hops can be advanced to 1-foot hops if participants need a challenge
 - Arm circles can be completed standing or sitting if balance is a challenge
 - Increase/decrease number of repetitions based on participant endurance abilities

Stretch: After warming up, it is time to stretch. This prepares the body for the movements completed in the rest of class and should take place on the dots. This includes isometric holds of at least 8 seconds long each position.

- Movements to include:
 - Feet together arms reach up to the sky as high as they can go, then down towards toes (keep legs straight)
 - Repeat with feet apart
 - Butterfly legs on floor
 - Alternate between tall “happy backs” with smiling faces and slouched “sad backs” with sad faces 3-4 times
 - Nose to toes
 - Smell those stinky feet!
 - Pike legs
 - Flex and point feet
 - Tall happy back with arms up high curved around head (high 5th), then reach down towards toes (keep legs straight)
 - Straddle legs
 - It is important to maintain proper hip/leg placement here, knees should be facing up to the ceiling versus rolling forward down to the ground
 - Sway side to side reaching arm over head to stretch the side of the trunk ~4 times each side then reach and hold this position each side
 - Twist upper body to face leg then nose to knee each side
 - Forward stretch
 - “Try to touch your forehead to the floor”
 - Keep legs straight and knees facing ceiling
- Adapt/modify
 - May skip standing stretches if balance is a challenge and complete only pike stretch on the floor instead
 - May add more stretches based on participant abilities such as:
 - Seal stretch: lay on tummy and push chest up with straight arms
 - Advance more: try and touch toes to head
 - Runner’s lunges on right and left
 - Standing hamstring stretch
 - Feet apart with hips square reaching down to front foot with straight legs, complete on right and left

Balance: This again takes place on the dots. It is recommended to complete ~3 balances for 10 seconds each, and these can remain the same from session to session or change each time. A visual cue is recommended here and the *Yogarilla* cards are a great option. This is also a great time to choose balances that match the theme of the day. An example for the animal session is listed below.

- Dog
 - Downward dog
 - Up dog
- Cat

- Happy cat: quadruped position pulling belly button toward the floor and chin up to the sky
- Angry cat: quadruped position pulling belly button to the sky and chin into chest
- Flamingo
 - Passé balance on right and left side
- Adapt/modify
 - Based on participant ability may choose more advanced cards from the *Yogarilla* set

Across the Floor: This section is where dancers complete a movement from one side of the room to the other. It is recommended to use cones/tape for a visual cue of where to start and finish. This can be done in a variety of ways and is a great opportunity to work on taking turns. Participants can move all at once as a group across the room, in 2-3 groups, or even 1 at a time.

- Adapt/modify
 - If participant endurance allows, complete 2 sets of each move so they end where they started
 - If sessions are taking place in a very large room boundaries to not need to take up the entire length of the room, the leader may place cones or boundary cues closer together to decrease repetition of across the floor movements

Choreography: This is the main section of class where the leader would need to have experience in dance. This is class time set aside to learn a series of steps for a short combination and should take place on the poly dots. The length of the choreography may vary depending on the participants and what they are capable of learning in a short amount of time and can be added onto each session. This means the leader would choose one song of their choice and continue working on it from week to week. The author taught a 1-minute combination over a course of 4 sessions when implementing this program. The desired style was jazz so the combination included a variety of beginner jazz steps, and style may vary depending upon leader preference and experience. The jazz steps the author utilized were pas de bourrées, windmills, kick ball changes, and 3 step turns. This is also a great time to allow participants the chance to improvise and dance however they would like, as well as coming up with their own final pose.

Extra Activities: Anyone who has worked with children knows that it is important to be flexible and things don't always go according to plan. At the end of each session there are extra activities listed. The purpose of these extras at the end is to provide options if the previously listed activities do not fill up the class time or are not appropriate for the group. Depending on participants, provided materials may take shorter or longer, and can even vary from week to week. The extra activities are intended to provide a backup to ensure leaders do not have to think on the spot if there is extra time left in the session.

The Final Session: The final session of the program should be a celebration! Just as it is important to set the tone of the class, it is just as important to end on a positive note such as playing a game. If the leader has opted to teach choreography in the group parents/guardians should be invited in at the end of the session for a short performance to show off what the participants have learned and been working on from week to week. It is also recommended to

create certificates to send home with participants as a keepsake of their participation in the program. An example of a certificate is pictured below.

Outcomes should also be measured at the final session via the posttest survey. This repeats the questions from the pretest as well as a written section for feedback or other notes. The posttest is provided following the certificate.

CERTIFICATE OF ACHIEVEMENT

This certificate is granted to

participant name here

For completing the Let's Groove Dance Program,
February of 2023



Session Lesson Plans

Session One: Animals

Materials

- Poly dots
- Yogarilla cards
- Pictures of animals
- Parachute

Gathering circle question: Share name and favorite animal

- Can be modified by having a visual aid of animal choices so that participants may point to their choice versus stating verbally

Warm-Up

- Song: *Here Comes the Lion Guard* by Beau Black
- Include lion movements and roars!

Stretch

- Song: *All the Pretty Little Ponies* by Kenny Loggins

Balance

- Song: *Baby Beluga* by Raffi

Movement Activity

- *The Goldfish* by The Laurie Berkner Band
- Moves around the room, act out actions of the song lyrics

Across the Floor

- Song: *Space Unicorn* by Parry Gripp
 - Kicks
 - Chassé
 - Leaps
 - Fly like a bird over item on the floor such as foam shape or poly dot

Choreography

Obstacle Course

- Song: *Flamingo* by Oliver Heldens
- Use printed visual cues to help remember what is next
 - Frog jumps
 - Bear walks
 - Crab walks
 - Flamingo walks
 - Passé step alternating feet

Extra Activities

- The Chicken Dance
- *Sleeping Bunnies* by The Kiboomers
- *We're Going on a Bear Hunt* by The Kiboomers
- Parachute