

THE IMPACT OF MOVEMENT/RHYTHMS TRAINING ON
THE EDUCABLE MENTALLY RETARDED,

by

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(ABSTRACT)

The purpose of this study was to investigate the impact of a movement/rhythms program on mentally retarded individuals. Several authors purport that movement/rhythms is beneficial to the mentally retarded individual. However, there have been few data based inquiries into the actual effects of movement/rhythms programs. Furthermore, findings of those studies which have addressed this topic have lead to conflicting results. The problem addressed by this study was the previously unverified effect of movement/rhythms programs on mentally retarded individuals.

A natural environment was used in the study to allow for a more in-depth investigation. The study was conducted at a middle school in Montgomery County with a group of 13 Educable Mentally Retarded adolescence for a period of 10 weeks. A case study approach was chosen to seek information and knowledge that would describe the effect of the program on EMR students' behaviors. The process of data collection utilized was a "type t" investigation and the primary instruments used were observational techniques, achievement measures and interviews.

Triangulation of data from the administration of these instruments revealed that students benefited from the 10 week program in psycho-social and physical domains. A group analysis resulted in four distinct group types. Students who cooperated with others, initiated positive interaction with peers, and practiced the tasks to the point where they could peer teach successfully, were seen to benefit from the program in the psycho-social and physical domains.

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TABLE OF CONTENTS

ABSTRACT	ii
ACKNOWLEDGEMENTS	iv
 Chapter	 page
I. INTRODUCTION	1
Background	1
Statement of the Problem	5
Purpose of the Study	5
Research Questions	6
II. REVIEW OF THE LITERATURE	7
Defining Therapeutic Recreation	7
History and Philosophy of Therapeutic Recreation	11
Behavioral Characteristics of the Educable Mentally Retarded	13
Movement/Rhythms Programs for the Handicapped	17
III. METHODOLOGY	24
Design	26
Population	26
Program	30
Components of the Movement/Rhythms Program	31
Behavior Management Technique	33
Activity Sessions	34
Data Gathering Strategies	35
Observations and Records	35
Observer Training	36
On-site Observational Techniques	38
Off-site Observational Techniques	43
Achievement Measures and Interviews	44
Equipment Utilized in the Observations	45
Analysis Procedure	47
Limitations of the Methodology	48
Summary of the Design	51
IV. RESULTS	56
Observational Findings	57
Psycho-Social Domain	57
Physical Domain	63

Summary of the Observation Results	70
Achievement Measures and Student Evaluations	71
Daily Student Evaluations	74
Comprehensive Student Evaluation	76
Pre- and Post-Assessment	78
Activity Session Objectives	80
Performance Reviews	82
Summary of the Achievement Measures and Student Evaluations Results	85
Parent, Teacher and Student Interviews	86
Student Interviews	86
Parent Interviews	87
Teacher Interviews	88
Summary of the Interview Results	92
Group Types	93
Group I	94
Group II	96
Group III	98
Group IV	103
Summary of the Group Types	106
V. DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS	107
Discussion	107
Conclusion	114
Recommendations for Further Research	117
Summary	120
BIBLIOGRAPHY	122
Appendix	
A. DEVELOPING THE CASE STUDY PROFILE	130
B. CASE STUDIES OF THE 13 EMR STUDENTS	154
C. DEFINITIONS OF THE CATEGORIES AND SUB-CATEGORIES	178
D. COMPREHENSIVE PROGRAM EVALUATION COMPLETED BY THE 13 EMR STUDENTS	186
E. MOVEMENT/RHYTHMS PRE- AND POST-ASSESSMENT	189
F. ACTIVITY LESSON OBJECTIVES	196

G.	ACTIVITY LESSONS FOR THE MOVEMENT/RHYTHMS CURRICULUM . . .	221
H.	INSTRUMENTS USED FOR THE PARENT, STUDENT AND TEACHER INTERVIEWS	316
	BIOGRAPHICAL SKETCH	323

Chapter I

INTRODUCTION

In the past, some writers have postulated the important role of movement/rhythms programs as a means of meeting the needs of mentally retarded individuals. The problem is that there exists a dearth of information in the literature regarding what changes, if any, that result when a group of mentally retarded adolescents are exposed to movement/rhythms programs. The few research findings available in the literature have been conflicting and inconclusive due to the lack of knowledge and understanding of the presumed benefits. The hypotheses tested have been ambiguously stated and difficult to measure. The purpose of this investigation was to describe the impact of a movement/rhythms program on Educable Mentally Retarded (EMR) adolescents.

1.1 BACKGROUND

Movement/rhythms programs for the mentally retarded can be observed in hospitals, schools and community recreation centers. The popularity of these programs has been affirmed but there is little research available concerning their effectiveness. The approach taken so far in the literature has been primarily polemical. Examples of polemical state-

ments which have not been supported or verified through research are:

Working in dance groups can help the retarded patient to acquire skills which will help him to achieve his full potential functioning ability (Goodnow;1968:102).

Dance for the handicapped is an extremely useful form of activity because it combines physical exercise with an emotionally or artistically expressive quality.

(Kraus;1978:302).

Dance therapy provides the essential nonverbal dimension in helping retarded people to deal with their perceptions of the world (Rogers;1977:195).

Dance provides them (handicapped) with a means of expression in an environment in which they learn to...accept responsibility and discipline (Riordan; Pamphlet disseminated by the National Committee-- Arts for the Handicapped).

In the few studies that have been undertaken to support the polemical statements of this type, the findings have been either non significant or have not verified the impact

of movement/rhythms programs on mentally retarded persons. Generally, the research methodology used has attempted to isolate certain behavioral skills and patterns, provide treatment with dance exercises, measure changes using standardized tests, and analyze the data by using group statistical procedures. In one study, Kavalier (1974) described the problems of determining the effectiveness of a dance therapy program with mentally retarded subjects. In her dissertation, "The Effects of Dance Therapy on Mentally Retarded Children" she concluded that on the basis of her findings, dance therapy did not change motor performance, self-concept, and/or body awareness of mentally retarded children. Although the results from the Kavalier study were non supportive, she maintained that the students had benefited from the dance program but that the measuring instruments were not sensitive to the changes.

Most studies in the area of dance or movement/rhythms for special populations have dealt with blind, physically handicapped, or mentally ill persons instead of the mentally retarded. Some of these studies have shown more positive results than the Kavalier study; however, the results usually were not directly applicable to mentally retarded adolescents nor were hypotheses generated that could be tested in studies with mentally retarded individuals. Furthermore,

the findings could not lead to an explanation or description of the benefits of movement/rhythms programs for retarded individuals. Thus, qualitative research utilizing a case study approach was chosen in the present study as a first step toward gaining information and knowledge to describe the effects of a movement/rhythms program on EMR students. Qualitative research allows the investigator to search for knowledge in a real-life setting and to concentrate on the "whole" person.

This type of investigation is also appropriate because the mildly retarded adolescent requires a program that is varied to meet his/her needs in as many areas of development as possible (Frith, et. al., 1980). Movement/rhythms aims to be such a program by attempting to provide varied opportunities for individual physical, social and psychological development in a non-competitive and non-threatening environment of peers. Thus, naturalistic inquiry through case study seems to be highly suited for investigating the impact of a movement/rhythms program on EMR individuals.

In order to strengthen the confirmability (Guba 1981) of the research findings a multiple data gathering approach was used in this study. The multiple data gathering approach, including observations, achievement measures, participant records and interviews, allowed for the cross-

checking of data and interpretations by method. This approach (also called "triangulation") is particularly important as a means to overcome bias in qualitative studies where the researcher is always an instrument in the research design.

1.2 STATEMENT OF THE PROBLEM

Several authors purport that movement/rhythms programs are beneficial to the mentally retarded individual. However, there are few data based inquiries into the actual effects of movement/rhythms programs. Furthermore, findings of those studies which have addressed the topic have lead to conflicting results. Therefore, the problem addressed by this study was the unverified effect of movement/rhythms programs on mentally retarded individuals.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to investigate the relationships between movement/rhythms programs and behavioral characteristics of the mentally retarded individual. A natural environment - one classroom - was used in the study to allow for an in-depth investigation of the purported relationships. Because the variables underlying the relationships are unknown or under-studied, a qualitative

approach was used to allow relationships between the movement/rhythms program and behavioral characteristics to emerge.

1.4 RESEARCH QUESTIONS

The following research questions were used to guide the development of the study:

1. What changes, if any, that occurred in the behavioral characteristics of the 13 EMR students, were a result of the 10 week study?
2. Were changes the result of the 10 week program or due to outside factors?
3. Were changes that resulted from the activity sessions transferred outside the class?

Chapter II

REVIEW OF THE LITERATURE

Chapter 2 addresses the following issues: (1) defining therapeutic recreation, (2) discussing history and philosophies of therapeutic recreation, (3) discussing behavioral characteristics of the Educable Mentally Retarded (EMR) adolescent and (4) discussing the need for and expected results of the movement/rhythms training program for EMR adolescents.

2.1 DEFINING THERAPEUTIC RECREATION

Since the early 1900's recreation has been viewed by the medical profession, academic community, and the Federal government as an integral component of the health services process. This health process includes prevention, diagnostic prediction, treatment intervention, habilitation, rehabilitation and/or remediation of various disabilities. Through the recognition of recreation services, specifically therapeutic recreation services, various disabled individuals are now being helped to accept their disabilities and seek rehabilitative treatment so that they may improve or enhance their ability to contribute to and be productive members of society.

The therapeutic recreation process is comprised of adjunctive services which make up the recreation and leisure services programs for purposes of rehabilitation. Some of these adjunctive services are: sports, games, crafts, archery, riflery, horseback riding, and fine arts (Frith, et. al., 1980).

As the demand for trained therapeutic recreation personnel increases due to increased job vacancies in hospitals, state institutions, schools and recreation centers across the United States, methodological approaches should be devised and implemented that will (1) either produce more qualified personnel to fill the vacancies, and/or (2) improve the competency level of therapeutic recreation personnel who will fill these positions. This increased demand has become especially evident due to the passage and enactment of Public Law 94-142 (P.L. 94-142), the Education for All Handicapped Act and section 504, Amendments to the 1973 Rehabilitation Act.

Recreation as therapy was most vividly manifested in World War II as physicians sought the services of recreators in providing activities to injured war veterans. These services were designed to produce and/or enhance rehabilitation (Avedon, 1974; Ball and Cipriano, 1978; and Kraus, 1978). Recreation "offers the opportunity for the physical activ-

ity, emotional release, social involvement and creative expression essential for healthy personal adjustment" (Kraus, 1978:1); and, it has been stated that all recreation is therapeutic (Frye, 1969; Hayes, 1978; and Kraus, 1978). Frye (1969) believed that the primary difference between therapeutic recreation and recreation is determined or indicated by degrees while Gunn and Peterson (1978:8) stated that "therapeutic recreation is concerned with enabling individuals with physical, mental, emotional or social disabilities to acquire appropriate socioleisure life styles." Gunn and Peterson in quoting Elliot Avedon (1978:11) stated that therapeutic recreation is a process which utilizes recreation services for purposive intervention in some physical, emotional, and/or social behavior to bring about a desired change in that behavior and to promote the growth and development of the individual; where, "the purpose of any service is to bring about a change in the consumer (Gunn and Peterson, 1978:12).

Kraus (1978) in his book entitled Therapeutic Recreation Services: Principles and Practices has listed two major goals of therapeutic recreation: Therapeutic recreation should

1. Help special populations (handicapped, elderly, ill) help themselves to live the fullest physical, mental,

social, psychological and economical life possible within limits of the disability.

2. Help the individual function in the community (directly or through a sheltered environment; e.g. half-way houses) as an adjusted and productive member of society.

Thus, "recreation is any leisure experience voluntarily chosen by the participant with the expectation of positive, enjoyable satisfactions from that participation," (Carlson et. al., 1979:11). It is an experience that involves a participant's doing as well as how he thinks and feels. The rationale for the increase of recreation and leisure pursuits through varied and innovative recreation outlets has been generated by:

1. The increased amount of leisure time available as evidenced by the 4-day work week trend (or 10 on, 4 days off trend).

2. The weakened condition of the home as the basic institution in which work and play are centered; thus, facilitating the development of neighborhood recreation centers, recreation services in the schools and more park areas.

3. The population growth and the migration of persons from rural areas to city areas. This transition and change in lifestyles has prompted cities to promote recreational services as a means of releasing frustrations and hostilities.

4. The increased income and mobility of the average United States citizen (Carlson et al., 1979).

Therapeutic recreation is any leisure related programs and experiences that are provided for individuals who have special impairments (Kraus, 1978). The disabled (due to the nature of their disability) may find life barren-- perhaps no education, work and/or marriage experiences--and recreation can help fill this void (Kraus, 1978). In this study, the therapeutic recreation service will be the movement/rhythms program for EMR adolescents. It is hoped that through the provision of this type of recreation and leisure service, the disabled students will find their life less barren and filled with experiences that will perpetuate physical and psycho-social growth.

2.2 HISTORY AND PHILOSOPHY OF THERAPEUTIC RECREATION

Man's recreational pursuits can be traced back to pre-historic time through archeological finds which have helped anthropologists determine certain cultural patterns. Through the writings of Plato and Aristotle it has been evidenced that leisure time expenditure was of great concern during their lifetime, especially to the affluent "leisure class" of Greece, Egypt, Rome and Europe (Ball and Cipriano, 1978:9).

Elliot M. Avedon (1974:12) in his book Therapeutic Recreation Service: An Applied Behavioral Science Approach states that during the early 1900's "the notion of recreation as an integral facet of treatment procedures" was evident in institutions for the mentally retarded and mentally ill. At this same time, recreation services were also being provided in some institutions for the physically ill, blind and deaf. As institutions became increasingly larger, recreation services began to wane until the advent of World War II. "The military had long recognized the use of recreation as a means of preventing low morale and the resultant ineffective behavior" (Avedon, 1974:13). During the 1920's the Red Cross had "employed personnel exclusively for the purpose of providing recreation service in military hospitals" (Avedon, 1974:13), and this trend was extended in World War II.

The latter part of this century has witnessed various educational centers begin "to organize special programs for those preparing for careers in recreation services to persons who were ill or disabled" (Avedon, 1974:15), and the passage of Federal regulations mandating educational services to the disabled. Two specific regulations, Section 504 of the Rehabilitation Act and PL 94-142 have had a profound effect in the area of recreational services for disabled populations.

"Through the recreative experiences offered the disabled individual, his self-concept, self-confidence, and self-image can be restored sufficiently before he returns to the community" (Hayes, 1978:8). Since the purpose of rehabilitation is to help the person become as independent as possible, rehabilitation goals must be individually based. Therapeutic recreation, in the rehabilitation process is an experience, one which occurs, (or is structured to occur) as a basic need of the atypical man (Hayes, 1978). In all instances, the therapeutic recreation specialist does not personally provide therapeutic recreation per se. Instead, it is accomplished through his ideas, inventiveness, skills, knowledge and professionalism (Hayes, 1978).

2.3 BEHAVIORAL CHARACTERISTICS OF THE EDUCABLE MENTALLY RETARDED

The American Association on Mental Deficiency states that the term "mental retardation refers to subaverage general intellectual functioning which originates during the developmental period and is associated with impairments in adaptive behavior e.g., maturation, learning and social adjustment" (Flanigan et. al., 1970:14). Flanigan et. al., believe that subaverage intelligence is determined by comparing an individual to a normal population through an administered standardized measure of intelligence; e.g., the

Stanford Binet, (where an intelligence quotient score of 50-70 is typically used to categorize EMR persons), and they define "adaptive" as the "way in which an individual responds, reacts and adjusts to his surrounding or environment" (1970:12). Tredgold was quoted by Robinson and Robinson (1965:29) as defining mental deficiency as "a state of incomplete mental development of such a kind and degree that the individual is incapable of adapting...in such a way as to maintain existence independently of supervision, control or external support."

Kehle and Barclay (1979:46) stated in their article "Social and Behavioral Characteristics of Mentally Handicapped Students," that EMR children have a relatively low "probability of experiencing successful adjustment in regular educational settings," because of inadequate intellectual behavior and adaptive behavior. The authors define adaptive behavior as self-sufficiency and social competency with consideration to age and environmental norms. The specific behaviors of EMR children mentioned by the authors (1980:49), that seemed to lead to social rejection were:

1. Blatant aggression e.g., disturbing the class, talking back to the teacher, and fighting.
2. Other antisocial behaviors e.g., cheating, lying, showing off, and swearing.

3. The absence of positive behaviors e.g., cooperative, obedient, fair, and helpful.

4. Lack of personal maintenance or hygiene.

5. Lack of a positive attitude.

The authors (1980:51) concluded that EMBs do not seem to function well as children or adults. "Although numerous studies tend to emphasize that former EMR children develop into self-sufficient adults, a more critical examination shows a consistent lack of quality in their lives." Finally, an article by Simpson and Meaney (1979-1980), discussed the "experiences of failure" that are typically characteristic of mentally retarded children and the need to provide successes through physical activity as a source of reinforcement. Simpson and Meaney (1979-1980:25) conclude that through successful accomplishments an enhanced self-concept will result that "will provide a positive disposition for approaching other tasks."

Several authors have written on the importance of recreation activities for the mildly retarded child and youth (Frith, Mitchell and Roswal, 1980; Moran and Kalakian, 1977; Simpson and Meaney, 1979-1980). Frith, et. al., (1980:199) state that "participation in recreational activities must be taught to these (mentally retarded) individuals since they are not a likely occurrence"--they are usually

without the necessary background experiences to teach them participation. Frith, et. al., (1980:200) propose a multi-dimensional curriculum for mildly retarded students that includes dance as well as other recreational activities, and that is "considered for inclusion on the IEPS (Individualized Education Plan)," because:

1. These activities may carry over into adulthood as leisure time pursuits.

2. These activities may help in creating opportunities for establishing social interaction skills and gaining peer acceptance.

3. These activities may help promote a constructive use of leisure time instead of destructive.

4. These activities may help facilitate normalization of mentally retarded persons.

Thus, there is a belief and some evidence that recreational activities are beneficial to mildly retarded youth because such activities may (1) foster lifetime leisure pursuits; (2) create opportunities for the establishment of social interaction skills; (3) foster constructive use of leisure time; (4) facilitate normalization of mentally retarded persons; and, (5) provide experiences of success through physical activities. It is anticipated, then, that EMR students could benefit physically and psycho-socially

from a movement/ rhythms program. Where, physical is defined as those behaviors that can be identified with motor performance and psycho-social is defined as those behaviors that can be observed between interacting individuals and within an individual at a given time.

2.4 MOVEMENT/RHYTHMS PROGRAMS FOR THE HANDICAPPED

Unfortunately there exists a void in the research literature on the impact of teaching dance to mentally retarded persons. In fact, only one study was found that specifically dealt with dance and mentally retarded individuals. In 1974, Kavalier conducted a dance therapy study with mentally retarded children. She concluded that dance therapy did not change self-concept, body-awareness or motor performance in a group of retarded individuals. She hypothesized that the instruments used to test the students did not capture the beneficial effects of the program. Kavalier still maintained that the students had benefited from the training.

In related work, a study by Paterson (1978) tested the hypothesis that square dance instruction would improve mentally ill patients' social adjustment in a clinical institution. Paterson concluded that square dance instruction would not improve subjects' social adjustment unless a

behavior modification method was coupled with the square dance instruction.

Duehl (1979) investigated the effect of creative dance instruction on large muscle control and balance in four blind children. Specific locomotor and non locomotor tasks were the basic tasks used in training. Duehl concluded that creative dance training did improve balance and large muscle control in four blind children.

Unfortunately, the methods used in the Kavalier, Paterson or Duehl studies were not fully described. This situation makes it difficult to interpret or extend their findings to other cases.

Kaslow (1974) wrote a non data-based article entitled "Movement, Music and Art Therapy." In this article Kaslow stated that movement and music would help the mentally retarded in the following areas:

1. Improve body coordination, appearance, body image and posture.
2. Develop trust in himself and others.
3. Develop feelings of belonging to a group.

Kratz (1973) and Kraus (1978) published position papers that emphasize the importance of dance for handicapped persons. Examples from this literature include:

1. Dance and rhythmic activities in all their modes are singularly fitted for participation by those without vision. The body itself is the instrument; through its mastery comes mastery of self" (Kratz, 1973:6).

2. Deaf people are able to 'feel' the rhythm through floor vibrations and use visual cues to coordinate their movement (Kraus, 1978:302).

3. Dance is used as therapy with mentally ill patients because of the close relationship between one's psychological makeup (Kraus, 1978:303).

4. Movement therapy is beneficial 'as a way of helping them (blind, deaf, elderly, ill and handicapped) come to grips with their own body images and become more fully integrated emotionally and physically through nonverbal experience' (Kraus, 1978:304).

Research in the field of perceptual motor training has shown that mentally retarded persons typically exhibit poor motor functioning. Kathleen Waite (1972:84) stated that "while most of the retarded can walk, run, or march even though awkwardly, there are many who must be taught to skip, jump and perform other more difficult body movements." Philip Chinn et. al., contended that "motor deficiencies may be related to lack of opportunities rather than mental retardation itself" (1975:173). Thus, the mentally retarded should

derive some benefit from a motor development program and; therefore, should derive some benefit from a dance program--especially if emphasis is placed on the movement/rhythms component in training--"dance is important in adapted physical education, perceptual-motor learning and recreative experiences" (Kraus, 1978:304).

Movement/rhythms programs are a means of rehabilitation which simultaneously relieve tension, serve as a hobby or provide a creative experience (Kraus, 1978). Movement/rhythms focuses on the body as an instrument and not on the manipulation of objects. As such, it is seen as a means of working on self-concept, awareness of body part, and isolation of muscles (Carlson, et. al., 1979; Crain and Hayes 1979; Kraus, 1978; and Salkin, 1973). Folk, square, social (ballroom), modern, ballet, tap and acrobatic dance are various types of dance that have been discussed by some therapeutic recreators as important program activities (Ball and Cipriano, 1978; and Carlson et. al., 1979). "A conscious awareness of how to externally express internal thoughts and conflicts through movement brings about much relief, satisfaction and a sense of well being" (Salkin, 1973:xi). It is through this type of movement education program that an individual may improve laterality, balance, dominance and spatial awareness abilities (Fletcher, 1972). Thus, many

polemical arguments have been made in the literature for the importance of dance for special populations. It has been said that movement/rhythms activities may serve in the rehabilitation process of the physical and psycho-social domains because:

Life has an extra dimension of expression, wordless but powerful. If we limit our means of communication to the mind and head, we need to have very rare minds of the kind that contain such a wealth of resources, in knowledge and abilities, that all its energies can be developed in thinking. Many of us do not have such minds but the rest of our bodies help in expressing our emotions (Fonteyn, 1979:ix).

Finally, the most important reason for including movement/rhythms programs is because it "builds an individual's strength rather than dwelling on weaknesses," which is perhaps the most important concept to remember when dealing with the habilitation or rehabilitation of any individual" (Hill, 1976:6).

Calder (1972) and Cratty (1969) have corroborated this author's findings that there exists a dearth of objective research evidence concerning the area of movement/rhythms

and the education of children. The literature search conducted by Calder showed that program results have been "inconclusive due to methodological problems." Still, all "reports offered conviction of the worth of dance in a program for the mentally retarded," (Calder, 1972:76). Calder further contends that "it is time that interests and needs of persons with various handicapping conditions be recognized. In general, they have the same interests, needs, and abilities regarding creative arts activities as any other group; they need to participate in the activities for pure enjoyment" (1972:8).

In summary, therapeutic recreation provides opportunities for self-expression, growth and awareness, social experiences and rehabilitation through adjunctive activity services. Within the various adjunctive services, movement/rhythms is important because of its broad scope, flexibility, and means for self-expression. The existing literature, though sparse, supports the idea that the mentally retarded can dance and that some changes do occur in the psycho-social and physical development of mentally retarded children and youth when they are exposed to movement/rhythms training. Specifically, movement/rhythms programs may improve the quality of life in such areas as self-concept and awareness of body parts; balance and gross motor move-

ments; and constructive behavior with peers in the psychosocial and physical development of EMR individuals (Carlson, 1979; Duehl, 1979; Fletcher, 1972; Kraus, 1978; and Salkin, 1973).

Due to the limited amount of data-based research in this area, little is known about the actual benefits of such programs. Very little empirical evidence is available to support the relationships between therapeutic programs, such as movement/rhythms, and the presumed beneficial outcomes of such programs for disabled children. For this reason, qualitative research was planned for the present study.

Finally, in an attempt to close the gap between polemical statements and data-based research, this study aimed to delineate clear and measurable relationships between the movement/rhythms program and its outcomes in order to provide a basis for future research in the area of movement/rhythms for the mentally retarded. According to Gunn and Peterson, (1978:9), "if there was ever a group who needed release from tensions and problems and who needed to find ways for self-development and expression, social interaction, relaxation, mastery of skills, and just plain fun, it is the disabled." An effective movement/rhythms program is one possible solution for meeting the needs of mentally retarded persons.

Chapter III

METHODOLOGY

The design utilized in the study was developed as a heuristic investigation i.e., the study was designed to generate ideas, to provide leads for further inquiry or to open up new lines of investigation" (Kaplan, 1964:149). The type of research conducted was a case study approach within the framework of a naturalistic inquiry paradigm. This approach is conducive to the construction of hypotheses and subsequent theories and is useful to research areas where prior information and knowledge are lacking. This type of inductive reasoning is otherwise known as grounded theory where grounded theory is "the discovery of theory from data" (Filstead, 1970; Glaser and Strauss, 1967; Guba, 1978; and Kaplan, 1964). The process of data collection utilized through the case study methodology was a "type t" investigation (Guba, 1978:19) where data pass through the investigator (i.e. Instructor) who codes them so that they may be analyzed later. The "type t" methodological approach was chosen for this particular study because:

1. There is a need to study movement/rhythms in a real-life setting.

2. There is a need to study movement/rhythms and its effect on 13 EMR students from a holistic perspective.

3. There is a need to generate measurable hypotheses in the profession. Later, these hypotheses may be subjected to testing through quantitative methodology in order to firmly establish a theoretical base in the area of movement/rhythms for the mentally retarded.

4. There is a need to fill the gap between polemical arguments and existing experimental research inquiries. This gap exists because adequate hypotheses have not been generated in the literature for purposes of research.

5. There is a need to describe movement/rhythms as a process, not as an end; i.e., viewing the whole concept of movement/rhythms, instead of part.

Following the procedures of grounded theory, data were collected so that properties (general patterns) and categories could be generated. The categories were then organized and the relationships among them revealed.

Finally, it is important in this type of investigation that the researcher does not go into the study blind, i.e., without considering theory and application as it currently exists as obtained from an in-depth search of the literature. The literature should be used to guide the direction of the investigation by prompting relevant questions that

will be teased out and challenged from the findings of the study.

A detailed explanation of the methods used to conduct the research is given below. The major topics within this explanation include (1) research design, (2) population, (3) programs, (4) data gathering strategies, (5) equipment utilized in the observations and (6) analysis procedure.

3.1 DESIGN

The movement/rhythms programs was implemented over a 10 week period. The investigator served as the instructor in the program and as a primary data gathering instrument. The records obtained from the instructor were triangulated with other data gathering sources which included video tapes, observer records, sound tapes, achievement measures, off-site observer records and interviews. The author believed that through a multiple data gathering approach, the changes, if any, of behavioral characteristics in 13 EMR adolescents could be determined to assess the benefits of movement/rhythms programs on mentally retarded youth.

3.2 POPULATION

The population in this study involved 13 EMR adolescents from a middle school in Virginia. All 13 students

selected to be a part of the study met the following requirements for inclusion in the study:

1. Classified as educable mentally retarded by a team of evaluators in the county school system;
 2. ambulatory or non-orthopedically impaired;
 3. ages 13-15 years;
 4. permission by the parents/guardians of each child;
- and
5. appropriate health for participation as determined by the parents, a physician and/or school nurse.

Nine EMR students were mainstreamed each morning during the physical education class and the remaining four were in the adapted physical education class. According to interviews with the teachers, no dance or activities directly related to dance were practiced during the period of time in which the movement/rhythms program was in session. The six girls met with the home economics teacher each morning as a class and the seven boys met with the industrial arts teacher in the morning as a class. All 13 of the students met with the special education teacher during the last two class periods of the day. For that reason, the last period was selected to conduct the movement/rhythms recreation program. Although a total of 15 students were enrolled in the special education class throughout the 10 week training pro-

gram, only 13 were participants. One student who was orthopedically handicapped and therefore did not meet the requirements for inclusion, elected to attend a regular science class instead of participating in the study and the second student refused to seek his parents' signature on the consent form. This last individual received tutoring in a resource room during the movement/rhythms sessions.

The ages and grade levels of the 13 EMR students who participated in the study are presented in Table 1. The 13 students involved in the program were between the ages of 13 and 15. Their grade levels ranged from 1.0 to 6.6.

Of the seven boys and six girls in the recreation program, two of the females were Black and the remainder of the students were Caucasian. Relative to the rest of the students in the school, all but one of the EMR students was from a low socio-economic background as determined from interviews with teachers. Two of the boys, who had a history of stealing, were "watched" carefully by their teachers. One boy was frequently tardy or absent from school (on average he attended classes two days a week). One boy and one girl in the program were cousins and another boy and girl couple were siblings.

Table 1
Age and Approximate Grade Level of
the 13 EMR Participants

<u>Student</u>	<u>Age</u>	<u>Grade Level</u>
Bud	13	3.4
Carol	14	4.0
Gigi	14	4.0
Jack	14	2.7
Lucy	14	3.0
Mat	13	4.8
Mel	15	2.8
Mick	14	3.9
Misty	13	1.0
Nathan	14	3.0
Pam	14	3.0
*Ted	14	2.0 Math 6.6 Reading
Vera	14	6.0

*Ted was the only student in the class to have two separate grade level scores, probably because of the large difference between the math and reading scores.

3.3 PROGRAM

The movement/rhythms program consisted of 30 activity sessions extended over a period of 10 weeks. Each activity session lasted for approximately 30-40 minutes and was convened on Monday, Wednesday, and Friday. The class day was changed to a Tuesday and/or Thursday if there was a schedule conflict (e.g. the students went home from school early). During the Easter break, the students were out of school for approximately eight days and therefore no activity sessions were conducted during that time. Five specific areas were emphasized in the activity sessions:

1. Movement orientation - designed for purposes of assessing the student's movement abilities and for body awareness exercises.

2. Movement exploration - designed to build a common movement foundation for all 13 individuals and to establish a movement repertoire.

3. Dance foundation - designed to teach basic dance step combinations that will be used later in the unit on dance.

4. Rhythms - activities designed to teach new skills and refine established skills that are included in basic dance steps.

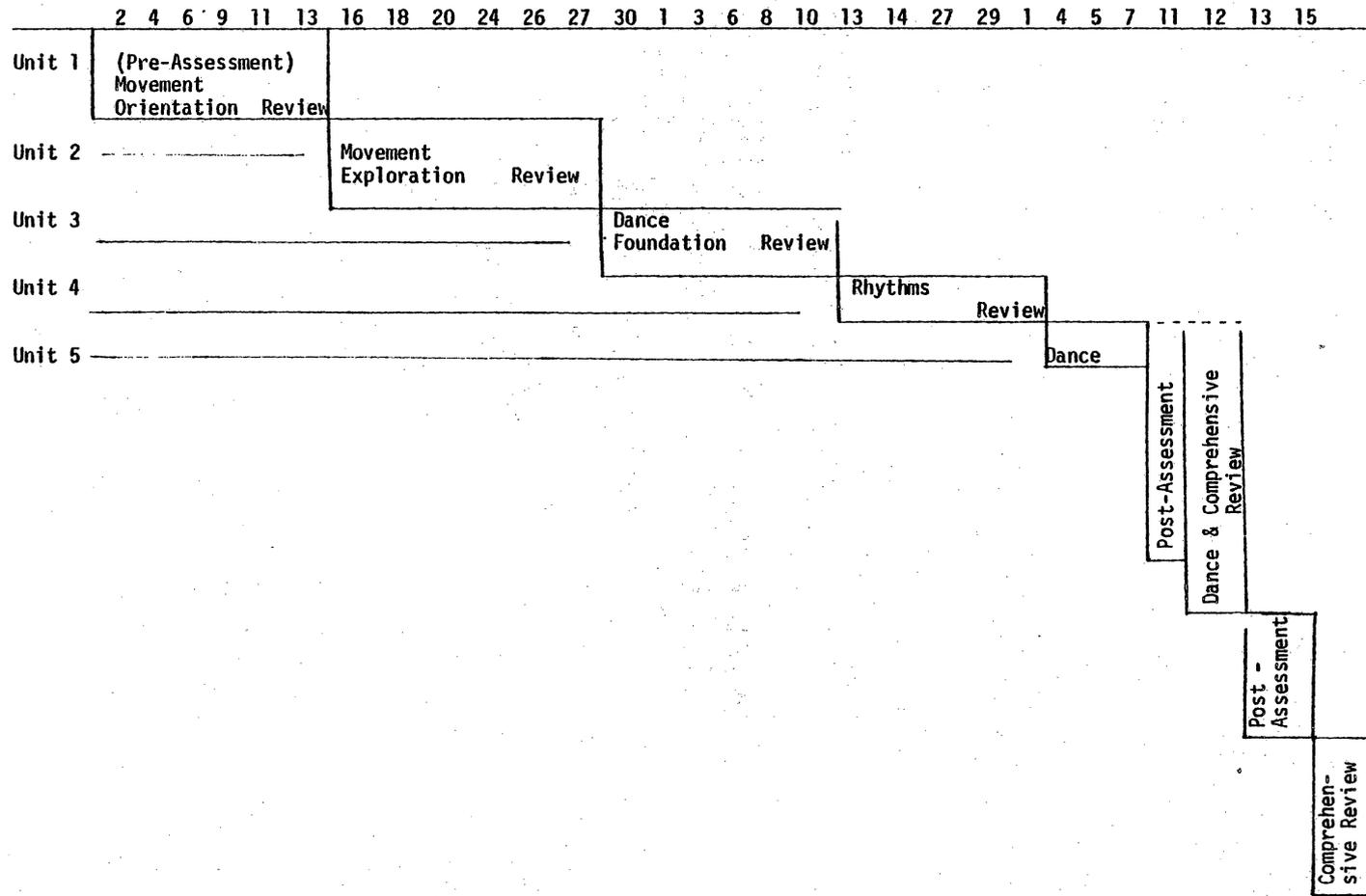
5. Dance - activities designed around specific dance forms including folk, square, and creative. The lessons contained in the five units are explained in detail in the section entitled "Activity Sessions."

3.3.1 Components of the Movement/Rhythms Program

The movement/rhythms program which is shown in Table 2 was organized so that during the first week the "Movement/Rhythms Pre-Assessment" was administered twice to the 13 EMR students and the movement orientation unit began. At the end of each unit the students were evaluated. The movement exploration unit began during week three and concluded at the end of week four. The students were then evaluated on the material covered during weeks three and four. The third unit was dance foundations. The unit was approximately two weeks long or a total of six thirty minute lessons and the students were evaluated at the end. The fourth unit was on Rhythms. This was the shortest unit because the students were on Easter break during part of this time and because the investigator decided to add a comprehensive evaluation during one activity session near the end of the program. Therefore, the rhythms unit was approximately a week-and-a-half long. The last activity session on rhythms was used to evaluate the students. The final unit was on Dance.

Table 2

Activity Sessions Schedule



The program was planned so that a "staircase effect" occurred - a cumulative progression that would enable the students to learn quickly and to perform entire dances based on skill development acquired during the previous weeks. The final week was organized so that the "Movement/Rhythms Post-Assessment" could be administered on two days, and a comprehensive evaluation conducted on two days. Thus, instead of the regular three days of training, the last week contained four.

3.3.2 Behavior Management Technique

A behavior management (B-mod) technique was incorporated during the third week of the program when the classroom teacher and investigator recognized that the recreation program was not self-motivating for all 13 of the EMR participants. Thus, the B-mod technique was enacted to provide the instructor with more control in the management of the students involved in the program. The B-mod technique involved awarding points at the end of each activity session based on participation (5=100% participation, 3=75% participation, 1=50% participation, and 0=no participation.) Every two to three weeks, rewards would be assessed on the total number of points each student had received for the two-three week time period. Rewards were special outdoor activities,

e.g. parachute play or gifts such as colored pens or erasers.

3.3.3 Activity Sessions

The movement/rhythms program was planned several months prior to the beginning of the study. These plans were developed based on (1) the Instructor's prior experience in the area of movement/rhythms training with mentally retarded individuals, (2) examples from the literature and (3) discussions with professionals in the fields of music, dance, movement and/or education for EMR youths. An intensive nation-wide search conducted via phone calls, letters and personal interviews yielded no existing activity program or curriculum for movement/rhythms training with EMR youth could be modified or adopted for this study. Therefore, a program was specifically devised for this study based on the above information and/or materials supplied in the literature and from consultants. After the program was completed, Virginia Tech faculty and an outside consultant reviewed and evaluated the activities prior to their implementation. The off-site consultant, recommended by a representative of the American Alliance for Health, Physical Education, Recreation and Dance, had expertise in curriculum development and dance. The recommendations were followed as the program was revised by the Instructor.

3.4 DATA GATHERING STRATEGIES

Sources used in the study to gather data included observations, video tapes, achievement measures, and interviews. These sources are discussed below.

3.4.1 Observations and Records

In this study, the instructor served as the primary measuring instrument, in addition to four observers and video tapes. From these three sources were consistently cross-checked throughout the the 10 week program for purposes of validity and reliability. This approach referred to as triangulation was critical in the study since it provided the means for corroborating and maintaining accuracy during the observation period. The researcher served as the instructor for the training program. The instructor taught three times a week for 30 minutes per lesson, and a total of 30 activity session were conducted in the training program over a 10 week period. In addition to devising and implementing the training program, the instructor was responsible for recording observations on every activity session, maintaining a personal diary and evaluating the program objectives for each student.

Three observers were selected to serve with the instructor as measuring instruments. The observers, stu-

dents at a university in Virginia, were chosen by the investigator based on (1) their interest in the study, (2) their knowledge of therapeutic recreation and/or physical education, and (3) referrals from their major professors. Two female observers were graduate students in the therapeutic recreation program and one male was an undergraduate student in physical education. It was decided that at least one observer should be chosen from a similar, yet different field from therapeutic recreation in order to vary the observational perspective of the student-program relationships as recorded by the observers.

3.4.1.1 Observer Training

The observers were trained, along with four other university students, by the investigator. Although no substitutions were needed, there were extra trainees available to substitute as observers if the need should have arisen during the study. One of the extra trainees was used in the study as an outside observer who recorded behavioral characteristics from video tapes on 10 of the 30 activity sessions. The records from the outside observer were used in the analysis of the data as a means of reducing bias on the part of the investigator and to cross-check the data gathered at the site as part of the triangulation process.

Four video tapes of a pilot study were used to train the observers. It was necessary that all six observers meet simultaneously at each training session so that instruction was identical for all. Each tape was approximately 30 minutes long. The observers were instructed to observe and record the behavior of six students for a period of 15 minutes. At the end of the 15 minutes the observers discussed their observations and the data recorded. The investigator, at the end of each 15 minutes of observation, would request the trainees to check their records with one another and note omissions or discrepancies that occurred. This approach provided the trainees with the feedback necessary to understand what kinds of behavior should be recorded, how to record, and to learn various terminology/definitions used in the movement/ rhythms program. For example, many of the trainees did not know the difference between a jump and a hop which produced a discrepancy in the data recorded across trainees. Some of the trainees would emphasize off-task behaviors (students who were not participating in the activity and were rocking, punching, or staring at the record player) and ignore students who were on-task. Also, the trainees had to learn to record the observations by using a form of short-hand e.g. (initials for names) and to record data so that behavioral character-

istics could be observed, measured, and verified by an outside source whenever possible. After feedback was given and discussion concluded, the trainees usually watched the 15 minute film section a second time, or began recording on the next 15 minutes section of video tape.

The observer training was completed after eight to ten hours, extended over a period of two weeks. At the conclusion of the last training session, an inter-observer reliability check was calculated yielding a correlation coefficient of .70. This score was considered acceptable to conclude the training sessions because of the small number of observers and the small degree of variance across scores.

3.4.1.2 On-site Observational Techniques

The three on-site observers met with the instructor four times prior to the first day of the movement/rhythms program. These meetings prepared the observers to:

1. Observe a video tape of the 13 EMR students involved in the program in order to memorize faces and names.
2. Review the movement/rhythms assessment instrument to clarify the definitions of each item on the instrument.
3. Practice recording and demonstrating each item on the movement/ rhythms assessment instrument.

4. Schedule the 10 observation periods for the 10 week program and clarify the procedure and observational techniques to be used for data recording.

A "Movement/Rhythms Assessment Instrument," devised by the investigator was used to (1) determine the inter-observer reliability between the three observers on the first day of the study and (2) determine the movement repertoire and movement proficiency for each of the 13 students as baseline data. This information was necessary in order to determine if the observers were recording data consistently, i.e., were the three observers watching Terry jump and recording the movement incorrectly as a jump, hop, and a leap, or were the three observers accurate in the recording of the jump. An inter-rater reliability coefficient was used to determine consistency between observers. A low correlation coefficient would mean that more observer training would be necessary before the study could proceed. The inter-observer reliability coefficient was calculated using Snedecor's formula for intraclass correlation (Ebel, 1951). The reliability coefficient for the pre-assessment was .75. Because there was no variance between raters' scores for one of the four subjects tested and because of the small number of items on the instrument, it was determined that .75 was sufficient to allow the study to proceed without further observer training and data recording practice.

At the conclusion of the 10 week program, a second inter-observer reliability was calculated by repeating the movement/rhythms assessment as a post-test. The two reasons for administering the test were (1) to check the consistency or inter-observer reliability between observers at the conclusion of the program and (2) to re-assess the movement repertoire and movement proficiency for each of the 13 students after 10 weeks of training. The inter-observer reliability for the post-assessment was .98 as determined by the Snedecor's formula for intraclass correlation. It was believed by the investigator that the increase in the post-test reliability coefficient was due to observer experience.

The observational schedule which is presented in Table 3 indicates the students watched by the observers during the 10 week program. At no time were all 13 students present for the observation periods; therefore, the observers were never required to record data on more than four students during an activity session.

The observers recorded data for 11 of the 30 activity sessions that were conducted over a period of 10 weeks. The standard observational procedure followed by the observers involved:

1. Meeting 10-15 minutes prior to the session in order to verify the students that each observer would be responsible for that day.

Table 3
Observation Schedule

Students	March													April							May										
	2	4	6	9	11	13	16	18	20	24	26	27	30	1	3	6	8	10	13	14	27	29	1	4	5	7	11	12	13	15	
1. B		A			S		A							A			A		A		A				T						A
2. C		S			B		S							T			S		T		S				B						T
3. G		T			T		B							S			T		A		B				S						S
4. J		A			A		A							S			B		S		B				A						A
5. L		T			T		B							S			T		B		S				A						S
6. Ma		B			T		T							B			T		S		S				B						S
7. Mi		B			S		A							B			S		T		T				B						T
8. Ms		S			S		T							B			A		A		B				T						A
9. Mt		T			B		S							T			B		B		T				S						S
10. N		S			B		S							T			B		T		T				B						T
11. P		S			T		B							S			T		B		T				S						B
12. T		B			S		A							B			S		T		B				A						B
13. V		T			B		A							T			B		S		S				S						B

Pre - Assessment - Reliability Check

Va. Tech Spring Break - no observation (Video Tape Only)

Easter Break

Post - Assessment - Reliability Check

On-site observers A = absent
 Terry (T)
 Bob (B)
 Susan (S)

2. Assisting the instructor to prepare for the movement/rhythms activity session which involved setting up the video camera and checking the equipment to see if it was functioning properly.

3. Entering the classroom and interacting with the students for approximately five minutes while the instructor prepared to begin the activity session (i.e. sorting records and organizing the room arrangement).

4. Sitting in a corner and recording data on the behavioral characteristics of the students assigned to each observer for that day.

5. Meeting with the instructor on the evening of the day that observations were made for approximately two hours. These meetings were convened to strengthen internal validity of the study. The observers would discuss each student who participated that day with regards to (a) the student's behavior as an individual, (b) the student's interaction with the Instructor, and (c) the student's interaction with peers. After several meetings, the team began to discuss behavioral patterns that seemed to be emerging across time. The Instructor's role at these meetings was to record the observers' discussions and to prompt observers if a student was inadvertently omitted or if the observers failed to discuss a student's interactions with a particular peer or with the Instructor.

In addition, the video tape of the activity session for that specific day was shown to the observers. Viewing the video tape allowed the observers to check their written records for accuracy and possible omissions. If an observer was unsure of a particular occurrence, then the tape could be reviewed until all members were satisfied with the conclusion. At the end of each meeting, observational technique problems were discussed and suggestions made to correct these problems at the next activity session. Each week the instructor collected the written recordings from the three observers, along with the diary that each observer wrote concerning his or her general feelings about each activity session and the students involved. These materials were used later in the study as part of the data to be analyzed.

3.4.1.3 Off-site Observational Techniques

The off-site observer fulfilled a very arduous task since it was her responsibility to view the 11 video tapes and record data on the behavioral characteristics of all the students who participated that day. This involved many hours of video tape reviewing in order to complete the task. The observer recorded the information each week and then gave the written records to the Instructor. The off-site observer completed the "Movement Rhythms Pre-Assessment and

Movement/Rhythms Post-Assessment" instrument from the video tapes, for each student that participated. This information was included later in the study as part of the data to be analyzed.

3.4.2 Achievement Measures and Interviews

As mentioned above, several different types of data collection procedures in addition to the recordings and observational techniques were used during the 10 week study. A pre-assessment and post-assessment test were administered twice each. The pre-assessment was administered on March 2, 4, 1981 and the post-assessment on May 11, 13, 1981. This was because:

1. More students were tested than would have been with one pre and one post assessment, (absenteeism was quite high with this group).

2. Testing students twice provided the observers and instructor with a more accurate picture of the student's skill proficiency level.

3. An inter-observer reliability check could be made at the beginning and end of the program.

During the class, the students were divided into groups of three-four members. Occasionally one student worked alone. All participants were assessed simultaneously. The

video tape, off-site observer, and instructor worked together in order to record data on all the participants who were tested. In addition to the assessment tests, the measures of achievement used were (1) evaluation of objectives on each student for each activity session, (2) review of the various movement/rhythms activities at the conclusion of each of the five units comprising the program, (3) a daily evaluation of each activity session and one comprehensive evaluation of the activities completed by all 13 students individually, (4) specific input from program visitors and the special education teacher concerning the program and (5) interviews with the EMR students, parents, and teachers were conducted. A detailed explanation of how the achievement measures and interviews were used in the triangulation process with the observational techniques is given in Chapter 4.

3.5 EQUIPMENT UTILIZED IN THE OBSERVATIONS

Throughout the 10 week movement/rhythms program various pieces of equipment were used in order to assist and verify the observational process. The equipment consisted of video tapes and sound tapes.

The sound tapes were used by the instructor to help recall occurrences during the various activity sessions that

were written up several hours after a particular session had been conducted. There were a total of 30 activity sessions in the 10 week movement/rhythms program. The three on-site observers and one off-site observer were responsible for recording data on 11 of the 30 activity sessions. The Instructor, however, was responsible for recording data on all 30 activity sessions. Sound tapes were used for sessions that were not video taped or recorded by observers. When the instructor began to write the observational reports following the conclusion of the session, the tapes could be used to help recall verbal exchanges and incidents that had occurred during the session.

There were 13 video tape recordings of activity sessions. Eleven video tapes were recorded for each session that the three on-site observers were present. In addition, two video tapes were recorded when observers were not present in the classroom--one recorded approximately mid-way into the 10 week program and the second recorded on the last day of the program. These two tapes were used to gather additional data and to determine whether or not the camera or observers' presence was affecting program participation. In general, the video tapes were used to:

1. Record the activity sessions when observers were present in order to validate the observer's records and to

record on tape behavioral characteristics that occurred during the activity session which might have been forgotten or missed by the observers and/or Instructor.

2. Document the Instructor's performance in the classroom with regard to program implementation and training procedures.

3. Record the class performance during two activity sessions when the observers were not present to determine the effect of the observers' presence on the behavior of the 13 EMR students.

The findings are discussed in Chapter 4. The 13 video tapes were used later in the study as part of the data to be analyzed.

3.6 ANALYSIS PROCEDURE

The procedure for the analysis of data involved (1) scrutinizing, sorting and organizing the data from the video tapes and observations; (2) listing the categories that emerged from the raw data; (3) cross-checking these data with the video tapes, achievement measures and interviews; and, (4) developing case study profiles for each student who participated in the study.

The analysis procedure was performed 13 times, once for each of the students involved in the movement/rhythms

recreation program. The results yielded the case study profile for each of the 13 EMR students involved in the program. From these case study profiles, the investigator was able to "see" relationships by comparing differences and similarities of behavioral characteristics across time and across the 13 EMR students. These relationships were also cross-checked through triangulation of the observational techniques, achievement measures, and interviews. The relationships then formed the basis for tentative hypotheses and the conclusions of the study.

A detailed description of the various steps of the process of data analysis, development of the case study profiles, and an example, (step-by-step) of the data analysis procedure undertaken on one of the 13 EMR students involved in the study, is presented in Appendix A. Case study data for each of the 13 EMR adolescents are presented in Appendix B.

3.7 LIMITATIONS OF THE METHODOLOGY

The case study approach was utilized in the study. Throughout the duration of the 10 week movement/rhythms training program, records were maintained on each of the 13 EMR students who participated in this study. These records, primarily obtained from the video tapes and observational

techniques, were used to establish a case profile on each of the 13 students. From these profiles, it was anticipated that relationships could be generated concerning the effect of training on the 13 students. Although it is believed that the research methodology was extremely rigorous for this type of study, some limitations must be noted.

1. The investigator served as an important measuring instrument during the program. This situation leads to the possibility of biases in some of the data collected by the Instructor. Also, the instructor may have influenced the observers' interpretation of their data when these were discussed during the weekly meetings.

Because the limitations addressed above were known to exist in the investigation, emphasis was placed on (a) strengthening replicability of the study by checking the observers for inter-observer reliability as well as leaving a clearly marked audit trail, and (b) trying to reduce the bias on the part of the investigator by using an off-site observer to record behavioral characteristics, using consultants to assist in the development of the activity lessons and by using the triangulation process. The triangulation process involved cross-checking data obtained from the observers, instructor, interviews, video tapes and achievement measures and describing the method of cross-checking carefully so that replication is possible.

2. Due to the case study approach and the small sample, only tentative generalizations are possible from this study. This limitation is inherent in all studies of this type.

3. There existed observational technique problems that occurred when (a) the video equipment malfunctioned (this happened twice) and sound was not recorded, and (b) the students stepped away from the view of the camera lens.

4. Due to the lack of an existing movement/rhythms program that had been used with mentally retarded adolescents in previous research, a standardized and newly developed program had to be developed for this study. Although this study involved curriculum design, the major focus of the study was on data gathering relative to the research questions. Thus, at best the present effort can only be considered an initial developer field test. Therefore, limited use of the curriculum is advised until additional field tests are completed.

5. No standardized movement/rhythms assessment instrument was available that could be used for educable mentally retarded adolescents and thus the investigator had to develop one for use with the curriculum used in this study.

3.8 SUMMARY OF THE DESIGN

In his book Kaplan (1964:126) stated that scientific "observation is deliberate search, carried out with care and forethought, as contrasted with the casual and largely passive perceptions of everyday life." With this statement in mind the following methodology was developed and implemented in the research investigation;

1. A movement/rhythms training program was devised. In order to strengthen internal validity and credibility the program was constructed from input provided by teachers, professors and other professionals with expertise in the area(s) of movement/rhythms, music and special education, especially for EMR youth.

2. The movement/rhythms program was reviewed by a consultant who works for the American Alliance of Health, Physical Education, Recreation and Dance and who has experience in curriculum development for handicapped persons to strengthen further the internal validity of the program. The consultant recommended changes in the program which were followed when the program was revised.

3. The movement/rhythms training program was implemented in a County school district in Virginia and 13 EMR students, ages 13-15, participated. In February of 1981, the instructor began to observe the 13 participants in vari-

ous classes (e.g. physical education and reading) to familiarize the participant's with the Instructor's presence. One week prior to the first activity session of the movement/rhythms program, the instructor video taped the 13 students on three different occasions in order to help them feel more comfortable in the presence of the camera--again to strengthen internal validity of the study.

4. Once a week three observers would attend the movement/rhythms class in order to record behavioral characteristics of the 13 students as they participated or did not participate in the activities, interacted with the Instructor, and interacted with peers. A video tape was used to record all sessions that involved the three observers, and two sessions that did not involve the observers. An off-site observer then recorded behavioral characteristics from the video tapes. This procedure allowed for several check points:

a. The observer's records from a session were checked with the video tape of that same session for corroboration. When the observers viewed the tapes several hours after the session had taken place they were able to make corrections or rectify omissions in their observation reports. This method helped to strengthen and control for credibility or internal validity, and dependability or reliability of the study.

b. The on-site observer's records of the sessions, 13 video tapes and the off-site observers' records/diaries were checked against the instructor's records/diaries for the same session for corroboration. This method, referred to as triangulation helped reduce biases that may have been present in the Instructor's records or in the three observers' records, thereby strengthening confirmability or objectivity, credibility and dependability of the study (Guba, 1981).

5. Throughout the 10 week program, the students were evaluated to see who was accomplishing or not accomplishing the specific objectives of each activity session, evaluated every two weeks on specific objectives for each of the five program units, assessed for skill proficiency level at the beginning and end of the program, and evaluated at the conclusion of the program on specific activities covered during the past 10 weeks. This was done in order to strengthen the dependability of the study as well as provide a program that could be easily repeated for purposes of future research (Guba, 1981).

6. In addition to the above, parents of eleven of the 13 students were interviewed either by a personal visit or via phone. The instructor and one observer were responsible for the interviews. The interviews were used for confirmability and credibility of the study (Guba, 1981).

7. Teachers of adapted physical education, regular physical education, industrial arts, home economics and special education classes were interviewed. These interviews also were used to strengthen confirmability and credibility of the study (Guba, 1981).

8. The 13 EMR students were asked to evaluate each activity session, evaluate the overall program, and were interviewed during the 10 week program as a form of member checks. This method was used in order to strengthen confirmability and credibility of the study (Guba, 1981).

9. Finally, the instructor maintained a personal diary, the observers maintained personal diaries, visitors to the program provided feedback, and the special education teacher met with the instructor after most sessions in order to discuss the effect of the movement/rhythms training program on the 13 EMR students. This method was used to strengthen the confirmability and credibility of the study (Guba, 1981).

This investigation rigorously dealt with the area of credibility or internal validity through the design of the program, observational techniques, member checks and peer debriefing (from students, teachers, parents, observers and outside resources). Also, this investigation rigorously dealt with the area of confirmability or objectivity through

such procedures as triangulation in the observational technique, off-site observer checks, and interviews from parents, teachers and students.

As in any case study approach, or any research, the areas of dependability or reliability and generalizability are of major concern because of control. Therefore, the author attempted to establish a clear "audit trail" from beginning to the end of the study so that replication would be possible. Only through replication of the research will areas of reliability or dependability in and generalizability to other contexts or with other subjects be confirmed.

Chapter IV

RESULTS

The study was conducted to describe the impact of a movement/ rhythms program on a group of 13 EMR adolescents. The primary sources of data used to determine the impact were:

1. Video tapes used to record 13 activity sessions in order to verify the observers' and instructor's reports and to provide additional insight into the training effect.

2. Observers' reports/diaries which provided data on the behavioral characteristics of the EMR participants.

3. Instructor's reports/diaries which provided data on the observed behavioral characteristics of the 13 EMR participants.

4. Parent, teacher, and student interviews were conducted to determine if changes were occurring in the students due to training and if these were generalizing to other conditions.

5. Achievement and attitudinal measures which were used to determine the effectiveness of training.

4.1 OBSERVATIONAL FINDINGS

The data from the instructor's notes/diary, observers' notes/diaries and video tapes were combined as a triangulation process used to cross-check the findings. These sources will be discussed together in this section. The results of the triangulation process are produced in Tables 4 and 5. These findings are categorized under the psychosocial and physical domain respectively. In looking for the effects of the movement/rhythms program on EMR adolescents attention was focused on two domains identified in the literature. These domains are the physical and psycho-social.

4.1.1 Psycho-Social Domain

In the psycho-social domain, 26 subcategories that described the effects of the movement/rhythms program emerged from the analysis of data. These categories and subcategories are defined and presented in Appendix C. These subcategories (which are presented in Table 4) directed the investigator's subsequent analysis and interpretation of the data. Later, consideration of the subcategories suggested four larger categories (independence, leadership, confidence, and cooperation) into which the subcategories could be organized. The subcategories were considered by the investigator as elements of the definition of the larger

category; and, some subcategories such as "imitates" or "peer teaches successfully" were used in more than one category.

During the 10 week recreation program, data concerning the psycho-social subcategories of each student behavior were recorded in Tables 4a, 4b, 4c and 4d. As noted in the Tables, some of the behaviors were considered positive e.g. "innovative" or "decisive." These behaviors were viewed as desirable by the investigator. Behaviors deemed undesirable by the investigator were considered negative, e.g. "imitates" or "shyness." These undesirable behaviors had to be reduced or extinguished in cases where the students were seen to benefit from the 10 week program¹.

¹It was necessary that a specific observation for a subcategory e.g. practices independently, be recorded a minimum of three times or more for desired behaviors (positive) and two times or less for undesired (negative) during the 10 week training period before the student's behavior was considered to have been affected. (Example: Mick was considered by the investigator to become innovative as a result of the program since he was observed to exhibit innovative behavior in the 5th-6th week, 7th-8th week, and 9th-10th week as shown in Table 4a. Mel was considered by the investigator to become less shy as a result of the program since he was observed to exhibit shy behavior in the 1st and 2nd week only, as shown in Table 4c.

In addition, the support of at least two subcategories (such as innovative and reduced shyness) was sufficient to consider that the student had been affected by the 10 week recreation program in the respective category.

Table 4a

Behavioral Observations on the 13 EMR Students During the Program:
Independence and Corresponding Sub-Categories

Independence	MARCH					APRIL					MAY																			
	Movement Orientation					Movement Exploration					Dance Foundations					Rhythms					Dance					Review				
	2,4,6	9	11	13	16	18	20	24	26	27	30	1	3	6	8	10	13	14	27	29	1	4	6	7	11,13	12	15			
Positive																														
Innovative	Ma					Ma, Me					Me*, Ma, Mi					Mi, N*					Ma					Mi				
Initiates + Interaction with others	T, Ma*, P					V, Ms*, G*, C, N*, L, Me, T*					C, P, Ma, N, L, V*, Ms, Me*					N, T, Ma, L*, C*, V*					T, Mi, N*, B*, Me*, Ma, Ms*					N, L, B*, Ma				
Decisive	B, Ms					V					C, L										Mi					Mi, G, V				
Practices independently	T, Ma,					Me					Me, N, G*, L,					L, Me, Mi, N, Ma					Me, V					Me, Mi, N, L				
Negative																														
Follower	Me, N, Mi, V					C, Me					C, V					Me, V					B					N, Ma*, Me				
Shyness/withdrawn	N, Me, V, Mi					V					V, L					L, V										L				
Imitates	L, Me, N*					L										L										J, P, Ma, Ms				
Influenced by peers	P, J, C					C					C					C, G, J, P*					Ms*, J, C, N*, Ma*					Ma*, N*, C*				
Influenced by observers	G, P					G, P, C					G										C*									

* = indicates that only one data source recorded this specific behavioral characteristic for that session.

B, C, G, J, L, Ma, Me, Mi, Ms, N, P, T, V = initials for the 13 students involved in the program

Table 4b

Behavioral Observations on the 13 EMR Students During the Program:
Independence and Corresponding Sub-Categories

Leadership	MARCH					APRIL					MAY																		
	Movement Orientation					Movement Exploration					Dance Foundations					Rhythms					Dance					Review			
	2,4,6	9	11	13	16	18	20	24	26	27	30	1	3	6	8	10	13	14	27	29	1	4	6	7	11,13	12	15		
<u>Positive</u>																													
Innovative	Ma				Ma, Me						Me*, Ma, Mi						Mi, N*				Ma				Hi				
Helper in activities	Ma, T, C				T, P, C, Ma, N						T, C, Ma, Mi*, Me*, P						Ma, V, T, P, C*				Ma				Ma, P				
Helps peers	C				Ms*, C, Ma						Ms*, Mi*, N*						V*, N*, Mi*				Mi*				V, Mi, N, C, P, G				
Peer Teaches successfully					G, Ma, P, N						P, Ma, N*						Ma, N, Mi*				Mi, Ma, Ms*				P, Mi, G				
Volunteers	C, Ma				L, Ma, Ms, V, C, N						C, Me, Ms, P, Ma, V, N, T*, Mi*, G*						Me, Ma, L, V, T							C, V					
Initiates + Interaction with others	T, Ma*, P				V, Ms*, G*, C, N*, L, Me, T*						C, P, Ma, N, L, V*, Ms, Me*						N, T, Ma, L*, C*, V*				T, Mi, N*, B*, Me*, Ma, Ms*				N, L, B*, Ma				
Gets involved/makes requests	T, V*, C				C*, P*, T, B, V						V, N*, C*, B*						V, Me, T*				V, P*				V, P, T*				
<u>Negative</u>																													
Peer teaches unsuccessfully											C, V						V, N*												

* = indicates that only one data source recorded this specific behavioral characteristic for that session.

B, C, G, J, L, Ma, Me, Mi, Ms, N, P, T, V, = initials for the 13 students involved in the program.

Table 4c

Behavioral Observations on the 13 EMR Students During the Program:
Confidence and Corresponding Sub-Categories

Confidence	MARCH					APRIL					MAY																			
	Movement Orientation					Movement Exploration					Dance Foundations					Rhythms					Dance					Review				
	2,4,6	9	11	13	16	18	20	24	26	27	30	1	3	6	8	10	13	14	27	29	1	4	6	7	11,13	12	15			
<u>Positive</u>																														
Initiates + interaction	T, Ma*, P					V, Ms*, G*, C, N*, L, Me, T*					C, P, Ma, N, L, V*, Ms, Me*					N, T, Ma, L*, C*, V*					T, Mi, N*, B*, Me*, Ma, Ms*					N, L, B*, Ma				
Enthusiastic	Ma, V, Mi, N,					Me, N, L					B, Mi, N, Ma*					L, Ma, Mi					N, Mi*, Ma*, P					L, V, N, P, Me				
Gets involved/ makes re- quests	T, V*, C					C*, P*, T, B, V					V, N*, C*, V*					V, Me, T*					V, P*					V, P, T*				
Peer teaches success- fully						G, Ma, P, N					P, Ma, N*					Ma, N, Mi*					Mi, Ma, Ms*					P, Mi, G				
Volunteers	C, Ma					L, Ma, Ms, V, C, N					C, Me, Ms, P, Ma, V, N, T*, Mi*, G*					Me, Ma, L, V, T										C, V				
Performs for peers	Ma, N, L, V, J, C, T, B, Ms, Me					N, L, Ma, Ms, Me, J, P, T					J, P, T, V, G, Ms*, N					Ma*, Mi*														
<u>Negative</u>																														
Doesn't re- spond/per- form						L, Me, Ms, G					G, C, V, L					L														
Shyness	N, Me, V, Mi					V					V, L					L, V										L				
Imitates	L, Me, N*					L										L										J, P, Ma, Ms				
Follows	Me, N, Mi, V					C, Me					C, V					Me, V					B					N, Ma*, N*, Me				

* = indicates that only one data source recorded this specific behavioral characteristic for that session.

B, C, G, J, L, Ma, Me, Mi, Ms, N, P, T, V = initials for the 13 students involved in the program.

Table 4d

Behavioral Observations on the 13 EMR Students During the Program:
Cooperation and Corresponding Sub-Categories

Cooperation	MARCH						APRIL								MAY												
	Movement Orientation			Movement Exploration			Dance Foundations					Rhythms			Dance			Review									
	2,4,6	9	11	13	16	18	20	24	26	27	30	1	3	6	8	10	13	14	27	29	1	4	6	7	11,13	12	15
Positive																											
Follows Directions 1st time	V,Me,L,N,G,B,Ms			Ma,Ms*,Me,L,N,V			Me,L,N,Ma,Ms,V					Me,Mi,V,L,N,T			B,V,G*,Me,Mi,N,Ms			B,V,T,P*,Me,L,Mi,N,Ms									
Helps peers	C			Ms*,C,Ma			Ms*,Mi*,N*					V*,Mi*,N*			Mi*			V,Mi,N,C,P,G									
Cooperates with a partner	C,Me,J,N,V,L,Ma,Ms,B,Mi			C,Ma,B,L,N,V,Ma,Me,G,P			Me,L,V,C,Ma,Ms					L,Me,V,N,B,J,G*,Ms*,C*			B,Ma,J,V,P*,G*			B,C,Ma,V,Me,J,Ms,N,L,P,G,T,Mi									
Cooperates with a Group	J*,P*			Ms*,G*,P*,Mi*,Ma*,B*,V*,L*,Me*,N*,C*			Mi*					N,T*,B,Mi,L,Ma,V,Me,			C,G,P,N,Me,B,Mi,Ms,V,Ma			B,J,Ma,T,V,P,C,G,Ms,Me,Mi,N,L									
Initiates + interaction	T,Ma*,P			V,Ms*,G*,C,N*,L,Me,T*			C,P,Ma,N,L,V*,Ms,Me*					N,T,Ma,L*,C*,V*			T,Mi,N*,B*,Me*,Ma,Ms*			N,L,B*,Ma									
Negative																											
Bossy	C,G,P			P,C			C,Ma,P*					J,P,C,G			C,P,G			P,G									
Erratic participation	C,Mi,T,B,L,P,N,Ma,J,G			C,G;P,T;J,Ms,B			J,T,C,Ms,P,Mi,L,					J,T,C,Ms,P,			C,P,J			G,J,C,T									
Disrupts	P,T,B,G,J,L,C,Ma			P,G,N,J,T,B,Ma,V*			P,Ma,T,G,C,N*,J					P,C,J,T			Me,Mi,Ma,B,P,J,C			P,T*,C,J,B,Ma*									
Aggressive	B,J,G,L,Ma,P			N,P,G,J,V,B*			B,C,J,G,Ma,P,N*,Ms					J,Mi,C,B*,N*			P*,J*			P,B,J*,C*,N*,Mi									
Cooperate -/ opposite sex	B*			V			B,C,L					Ma,B			B,Ma,Mi			Mi,B									

* = indicates that only one data source recorded this specific behavioral characteristic for that session
B,C,G,J,L,Ma,Me,Mi,Ms,N,P,T,V = initials for the 13 students involved in the program

In most cases, some subcategories were not applicable to an individual's performance. For instance, Mat was not considered a shy person at the beginning of the program and he did not become shy during the program; thus, the program had no effect on Mat's behavior in this area. Therefore, in order to achieve a complete and accurate interpretation of the effects of the program for each individual person, it was necessary to distinguish applicable variables before analyzing the subcategories pertaining to each category.

Review of data in Tables 4a, 4b, 4c, and 4d reveals that Mat, Nathan, Mick, Vera, Lucy and Mel did benefit from the movement/rhythms training and Carol, Ted, and Misty did not benefit from training. It was not possible at this stage of the analysis to determine if Gigi, Jack, Pam and Bud benefited from training because of their infrequent participation.

4.1.2 Physical Domain

In the physical domain, 39 subcategories that described the effects of the movement/rhythms program on the 13 EMR students emerged from the analysis of data. These subcategories (which are presented in Table 5) suggested four larger categories of basic movement, rhythms, knowledge and performance. Unlike the psycho-social domain, undesired (or

negative) subcategories do not appear in the physical domain. The difference was due to the organization of the observational data.

In the physical domain, only the initials of students' who erred in the execution of a task were recorded in Tables 5a, 5b, 5c, and 5d. A blank indicated that all students who participated in the activity session successfully accomplished the task or subcategory (e.g. body part identification during the 1st and 2nd week and seen in Table 4c). In Table 5a, the subcategory "run" indicates that during the 3rd-4th week of the program, Mel was the only student out of all the participants who erred on that task. The remaining participants performed correctly. (Note: a line drawn through a two week period indicates that the task for this subcategory was not included as part of the curriculum during that time.) Because some activities were not repeated during the 10 week program, there was no minimum or maximum number of recorded observations required for the movement qualities, locomotor, non locomotor, space, pathway, level, and lummi stick subcategories. For the other subcategories, behavior was seen as affected if fewer than three errors were recorded during the 10 week period. For example, Misty was observed to make laterality errors during the 1st-2nd, 3rd-4th, 5th-6th, and 7th-8th weeks of the program. Thus,

Table 5a

Behavioral Observations on the 13 EMR Students During the Program:
Basic Movement and Corresponding Physical Sub-Categories

Basic Movement	MARCH							APRIL							MAY													
	Movement Orientation				Movement Exploration			Dance Foundations					Rhythms		Dance			Review										
	2,4,6	9	11	13	16	18	20	24	26	27	30	1	3	6	8	10	13	14	27	29	1	4	6	7	11,13	12	15	
<u>Steps</u>																												
Hop	Me, C(L), N, T, L				Me, C(L), Ms(R), L						C(L)						Me, B				Me				B, Me, L, T, C(L)			
Jump	Me				Me						Me						Me				Me				Me, L			
Leap	J, G, Ma, Me, N, T										T*, P*, Me						Me				Me				Me, T			
Run	Me				Me						Me						Me				Me				Me			
Skip	Me																								Me			
Gallop	Ms(R), Me(L), C										T*, P*						Me(L), L				Me(L)				Me, (L), L(L)			
Schottische	J, Ms, Mi, G, V, L, T										Ma, Me, Ms, L, N, P, T						V, L, Me, N, Ms, P				Ms, Me, B				Me, L, C, T, J*			
	Me, Ma, C, B, N										G, V						B											
Mazurka	J, T, Ms, V, L, C,										Me, L						Me, L, N*, Ms*				Me, Ms, B				L, T, J*, Me			
	B, N, Me																											
Waltz	All																								All but N			
<u>Components</u>																												
Space	P, T, J, B																											
Directions	J, T, L, C										L, Me						L, Me, Ms, V, Ma, T				Me, N				Me, L, C, T			
Shape	Mi																									D, L		
Balance	Me, Ms										Me											Me				Me		
Pathway																												
Level																												
Locomotor							Ms, V, T*, J																					
Nonlocomotor							Ms, V, T*, J, L																					
Laterality	L, T, C, Me, Ms, Mi						Me, Ms(R), C(L)				Me, T, C(L), Ms*						L, Me, B				Me, Ms, B, N				T, L, C, B, Me			
Combinations							L										All but Mi								L, C, T			
Movement qualities											Ms																	

* = indicates that only one data source recorded this specific behavioral characteristic for that session

B, C, G, J, L, Ma, Me, Mi, Ms, N, P, T, V = initials for the 13 students involved in the program who erred on the specific tasks.

(L), (R) = indicates that the error occurred on the left foot (L) or right foot (R) for that specific task

Table 5b

Behavioral Observations on the 13 EMR Students During the Program:
Rhythms and Corresponding Physical Sub-Categories

Rhythms	MARCH						APRIL						MAY														
	Movement Orientation			Movement Exploration			Dance Foundations			Rhythms			Dance			Review											
	2,4,6	9	11	13	16	18	20	24	26	27	30	1	3	6	8	10	13	14	27	29	1	4	6	7	11,13	12	15
Uneven							L,Me,N									Me											
Even							L,Me									Me											
Beat	L,Me,Ma,Mi,N,T*			L,Me,Ma,N,C,P			L,Me,P,Ma,N*			L,Me,N,V,Ms,T, Ma			Me,B,P,N, Ma,Mi,C			Me,L,N,P,J,Mi, Ma,B											
Rhythm Pattern	Mi,N,L,P			N,L,P,Me			L,Me,N,P			L,Me,N,V,Ms, Ma,T			Me,L,			Me,L,N*											
Tinikling dance	Me,Ms*,J*,Mi,T,L			Me,T,L,N,C									Me														
Tinikling Poles	N,Me,Ms,L,T,B																										
Lummi Sticks													J,Me*														
Name Game																B,Me,P*,N*, Ma*,C*,Mi*			L,B,Me,J*,P*,N*, Mi*,Ma*								
Instruments							L,Me,N						L,Me,														

* = indicates that only one data source recorded this specific behavioral characteristic for that session

B,C,G,J,L,Ma,Me,Mi,Ms,N,P,T,V = initials for the 13 students involved in the program who erred on the specific tasks

Table 5c

Behavioral Observations on the 13 EMR Students During the Program:
Knowledge and Corresponding Physical Sub-Categories

Knowledge	MARCH					APRIL										MAY			
	Movement Orientation		Movement Exploration			Dance Foundations					Rhythms					Dance			Review
	2,4,6	9 11 13	16 18	20 24 26 27	30	1 3 6 8 10	13 14 27 29	1 4 6 7	11,13	12 15									
Body Part Identification																Me,L,C			
Non locomotor			Ms,V,T*,J,L																
Locomotor			Ms,V,T*,J																
Creative/Problem Solving	N*		Ms,L,Me		L,V,Me											T			
Laterality	L,T,C,Me,Ms,Mi		Me,Ms(R),C(L)		Me,T,C(L),Ms*		L,Me,B		Me,Ms,B,N							T,L,C,B,Me			
Movement qualities					Ms														
Partnering	G,Ms,Me,L,C,N,T								Me,Ms,N,B							Me,L,C,T			
Performs for Group'	Ma,N,L,V,J,C T,B,Ms,Me		N,L,Ma,Ms,Me,J,P,T		J,P,T,V,G,Ms*,N		Ma*,Mi*												
Helps peers'	C		Ms*,C,Ma		Ms*,Mi*,N*		V*,N*,Mi*		Mi*							V,Mi,N,C,P,G			
Peer teaches successfully'			G,Ma,P,N		P,Ma,N*		Ma,N,Mi*		Mi,Ma,Ms*							P,Mi,G			

* = indicates that only one data source recorded this specific behavioral characteristic for that session.

B,C,G,J,L,Ma,Me,Mi,Ms,N,P,T,V = initials for the 13 students involved in the program who erred on the specific tasks.

(L),(R) = indicates that the error occurred on the left foot (L) or right foot (R) for that specific tasks or in the left direction or right direction.

' = psycho-social sub-categories.

Table 5d

Behavioral Observations on the 13 EMR Students During the Program:
Performance and Corresponding Physical Sub-Categories

Performance	MARCH					APRIL								MAY														
	Movement Orientation					Movement Exploration					Dance Foundations				Rhythms				Dance				Review					
	2,4,6	9	11	13	16	18	20	24	26	27	30	1	3	6	8	10	13	14	27	29	1	4	6	7	11,13	12	15	
Dances																												
Alley Cat											L, Me, T, N								Me, L				L, Me, N*					
9-5	C, T, G,					C, T, G, P					C, T, G, P*, Ms*								C, G, P, J									
Tinikling	Me, Ms*, J, Mi, T, L					Me, T, L, N, C					Me				Me								Me, L					
Virginia Reel																			Me									
La Raspa																			Me									
Schottische															Me, L				Me				Me, L, T*, P*					
Mazurka															All but Mi				Me				Me, L, T*, P*					
Old Susannah																							Me, L					
Poem Dance											V, Me*																	
Elements																												
Partnering	G, Ms, Me, L, C, N, T																		Me, Ms, N, B				Me, L, C, T					
Combinations						L									All but Mi								L, C, T					
Peer teaches successfully'						G, Ma, P, N					P, Ma, N*				Ma, N, Mi*				Mi, Ma, Ms*				P, Mi, G					
Performs for peers'	Ma, N, L, V, J, C					N, L, Ma, Ms, Me, J, P, T					J, P, T, V, G, Ms*, N				Ma*, Mi*													
	T, B, Ms, Me																											

* = indicates that only one data source recorded this specific behavioral characteristic for that session.
B, C, G, J, L, Ma, Me, Mi, Ms, N, P, T, V = initials for the 13 students involved in the program who erred on the specific tasks.
' = psycho-social sub-categories.

the program did not seem to improve laterality in Misty as seen in Table 5c.

It is important to note that Tables 5c and 5d are organized differently than Tables 5a and 5b. Knowledge (5c) and performance (5d) were two categories that were influenced by several subcategories from the psycho-social domain. In Table 5c and 5d the investigator decided that those students who were affected by the 10 week program in knowledge and performance would evidence improvement if they reached a level where upon request, they not only executed the skills, but also could perform for their peers, help peers, and peer teach successfully. Therefore, these psycho-social subcategories were included in Tables 5c and 5d (the initials in these subcategories indicate those students who were successful instead of those students who erred).

Thus, in Tables 5a and 5b the occurrence of at least three or more subcategories was sufficient to determine that the student had not been affected by the 10 week program in the respective category. In Tables 5c and 5d, the presence of at least two or more physical subcategories and no psychosocial subcategories was sufficient to determine that the student had not been affected by the 10 week program in the respective category.

Review of the data set forth in Tables 5a, 5b, 5c, and 5d reveals that Mat, Mick, Misty, Nathan and Vera did benefit from the movement/rhythms recreation program and that Carol, Lucy, Mel and Ted did not benefit from the program in the physical domain. It was not possible to determine if Bud, Gigi, Jack and Pam benefited from training due to infrequent participation.

4.1.3 Summary of the Observation Results

The findings of the effect of the movement/rhythms recreation program as determined from the analysis of observation data are presented in Table 6. The percentage of participation for the 13 students during the 10 week program are set forth in Table 7. A (/) was used if the student's case supported the categories and a (Ø) was used if the case did not support the category in Table 6. A tally was made and those students who scored 3-4 in support of the categories were considered by the investigator to have benefited from the program. Those students who scored 2-0 were considered not to have benefited from the program. A blank indicated that the impact could not be determined. The findings from the analysis showed that Mat, Vera, Nathan, and Mick benefited in both the psycho-social and physical domain; whereas, Carol and Ted regressed during the program. Misty benefited in the physical domain but not the psycho-

social and Mel and Lucy benefited in the psycho-social but not the physical. The effect on Bud, Pam, Gigi and Jack was not ascertainable at this time, because of their infrequent participation and because the triangulation process between the observational data, interviews and achievement measures was not complete.

4.2 ACHIEVEMENT MEASURES AND STUDENT EVALUATIONS

During the 10 week movement/rhythms program, various techniques were initiated in order to (1) verify the effects of the program on the 13 EMR students as determined from the findings from the analysis of the observational data, (2) determine the strengths and weaknesses of the activity lessons, (3) determine whether or not the changes that occurred during the 10 week program were due to extraneous variables and (4) determine if the changes that occurred due to the program transferred outside of the activity sessions.

These techniques included (1) requesting students to evaluate each session, (2) requesting students to complete a comprehensive questionnaire the final day of the program, (3) administering a pre-assessment and a post-assessment test, (4) identifying objectives for 22 activity sessions and checking to see which of the participants accomplished or did not accomplish specific objectives, and (5) structur-

Table 6

Effects of the Movement/Rhythms Program in the
 Psycho-Social and Physical Domains of the
 13 EMR Students as Determined by
 Observational Data Sources

	<u>Psycho-Social</u>						<u>Physical</u>					
	Independence	Leadership	Confidence	Cooperation	Total /	Total Ø	Movement	Rhythms	Knowledge	Performance	Total /	Total Ø
Bud	Ø	Ø	Ø	/	1	3	Ø	/	Ø	n/a	1	2
Carol	Ø	Ø	Ø	/	1	3	Ø	Ø	Ø	Ø		4
Gigi	n/a	Ø	/	/	2	1	n/a	n/a	n/a	n/a		
Jack	n/a	n/a	n/a	n/a			n/a	n/a	n/a	n/a		
Lucy	/	Ø	/	/	3	1	Ø	Ø	Ø	Ø		4
Mat	n/a	/	/	/	3		/	/	/	/		4
Mel	/	Ø	/	/	3	1	Ø	Ø	/	Ø	1	3
Mick	/	/	/	/	4		/	/	/	/		4
Misty	Ø	Ø	/	/	2	2	/	/	/	/		4
Nathan	/	/	/	/	4		/	Ø	/	/	3	1
Pam	n/a	n/a	n/a	n/a			n/a	n/a	n/a	n/a		
Ted	Ø	Ø	Ø	Ø		4	Ø	Ø	Ø	Ø		4
Vera	/	/	/	/	4		/	/	/	/		4

/ = Those students whose case study profiles revealed support for the categories

Ø = Those students whose case study profiles revealed no- support for the categories

n/a = Those students whose case study profiles lacked sufficient data for determination

Table 7
Percentage of Student
Participation

Students	March															April															May				
	2	4	6	9	11	13	16	18	20	24	26	27	30	1	3	6	8	10	13	14	27	29	1	4	5	7	11	12	13	15					
1. B	25	A	90	100	50	0	A	50	0	75	A	100	100	A	A	0	A	A	A	A	A	100	100	100	100	100	100	A	100	100	A	100			
2. C	100	100	80	80	90	50	50	0	0	100	98	100	100	100	0	100	100	75	0	75	0	0	0	0	0	50	10	100	10	100	100				
3. G	70	99	100	100	0	95	0	25	0	100	100	100	A	25	100	100	0	0	A	A	0	95	0	0	70	0	A	A	5	100					
4. J	100	A	100	100	A	25	A	75	A	A	50	A	2	10	A	0	0	A	0	A	0	50	A	A	90	0	A	0	A	100					
5. L	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	A	A	A	A	A	100	100	100	100					
6. Ma	100	100	100	98	100	100	100	100	100	100	100	100	100	100	100	100	100	100	A	100	100	100	100	100	100	100	90	100	100	100					
7. Mj	A	100	50	A	100	100	A	A	A	A	100	100	100	75	25	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
8. Ms	100	100	100	100	100	100	100	100	100	0	100	100	100	100	0	A	25	A	100	25	100	100	100	100	90	100	A	100	A	100					
9. Me	100	100	100	100	100	100	100	A	100	75	50	100	100	100	100	100	100	100	75	100	100	100	100	100	100	75	100	100	100	100					
10. N	99	100	A	99	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
11. P	70	0	100	100	0	100	0	75	1	98	100	100	100	25	90	100	0	0	50	0	1	A	0	70	50	A	100	75	100	100					
12. T	99	99	99	98	100	100	A	98	75	75	A	A	100	10	90	A	100	75	0	75	10	A	A	A	A	A	A	5	100	100					
13. V	A	100	100	A	100	A	A	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					

Procedural Events

Observer and video

Observer and video

Observer and video

Observer and video

Visitor

B-Mod

Video

Visitor

Observer and video

Observer and video

Promotion letters received

Observer and video

Observer and video

Observer and video

Observer and video

Visitor

Observer and video

Video

0 = would not participate - includes such reasons as illness or did not choose to participate.

A = absent - absent from school or absent from the classroom e.g. in the office, detention, or tutored.

ing performance reviews for each unit in the movement/rhythms activity lessons and a comprehensive review at the conclusion of the program.

4.2.1 Daily Student Evaluations

Beginning on March 9, 1981 thru May 15, 1981 students who participated in the program were asked to evaluate each activity session by completing a form showing three "smiley" faces. (A sample of the faces is shown in the form found in Appendix D.)

The students were asked to cross-out the face that represented their feelings about the activity session for that specific day. The choices included (a) smile--meaning, "I liked the lesson today," (b) no smile--meaning "I didn't particularly like or dislike the lesson today," and (c) frown-- meaning "I didn't like the lesson today." The evaluations were anonymous and the instructor left the room while they were completed. The frequency of responses to each choice is presented in Table 8.

The students were responsible for completing the forms at the end of each activity session. Usually, all who participated took the time to complete the forms unless a student left early. The forms were not completed on March 11, 13; April 13; and May 11, 15 because the students either for-

Table 8
Frequency of Responses to Daily
Evaluation Instrument

<u>Response</u>	<u>Frequencies</u>																										
	March									April							May										
	9	11	13	16	18	20	24	26	27	30	1	3	6	8	10	13	14	27	29	1	4	5	7	11	12	13	15
Liked	6			4	5	6	10	8	10	11	7	6	10	6	7		8	5	5	7	5	7	6		7	5	
Indifferent	0			1	2	0	0	0	1	1	2	0	1	0	0		0	0	0	0	0	2	0		0	0	
Disliked	2			0	2	0	0	0	0	0	2	1	1	2	0		0	1	1	0	1	0	1		1	3	

151 = Total number of responses for the Liked category
 9 = Total number of responses for the Indifferent category
 18 = Total number of responses for the Disliked category

Note: A blank indicates that no evaluation was completed on that particular day.

got to complete the evaluations and/or did not have time. Overall, the majority of the participating students liked the activity sessions.

4.2.2 Comprehensive Student Evaluation

A comprehensive evaluation form was completed by the students on May 15, 1981 the last day of the program. All 13 EMR participants completed the questionnaire. Again, "smiley" faces were used for the evaluation process, one set of faces (three in all) for every major objective that had been presented in the 30 program lessons. A sample of the form is presented in Appendix D. The students completed the forms anonymously and the results are set forth in Table 9. In all, most of the students liked the program. The best liked activities were the rhythm instruments; and aerobic, Virginia Reel, La Raspa, tinikling, Alley Cat, schottische and mazurka dances. The least liked activity was the locomotor/ non locomotor activities.

The students also were asked to write their favorite task at the bottom of the questionnaire. Out of the eight who complied, four liked the aerobic dance the best, two liked the schottische folk dance the best, one liked moving to the song "You Are My Sunshine," and one liked the Alley Cat dance the best. Only one student out of 13 disliked

Table 9
Comprehensive Student Evaluation of the
Movement/Rhythms Program

Activities	Liked	Indifferent	Disliked
1. Aerobic dance (9-5)	11	1	1
2. Drawing to music	7	6	0
3. Rhythm band instruments	12	1	0
4. Lummi stick routine	8	5	0
5. Square dance "Virginia Reel"	11	2	0
6. "La Raspa" Mexican dance	11	0	2
* 7. Freeze and move	6	6	0
8. Tinikling (bamboo poles)	11	1	1
* 9. Locomotor/nonlocomotor steps	8	2	3
10. Charades/pantomime activities	10	2	1
11. Disco dance	9	1	2
12. Zig zag, circular, shapes. levels, focus movements	9	2	2
13. Song "You Are My Sunshine"	10	1	2
14. "Alley Cat" dance	11	2	0
15. Snap, Clap name game	10	2	1
16. Poem dance "The Lollipop"	10	1	2
17. Schottische dance	11	2	0
18. Mazurka dance	11	1	1
19. Parachute activities	10	2	1
Total	186	40	19

*One student did not respond on this question.

more tasks than liked in the 10 week program, and the other 12 students liked most of the tasks.

4.2.3 Pre- and Post-Assessment

A pre-assessment was conducted on March 2 and 4, 1981 using the "Movement/ Rhythms Assessment" instrument that was devised for this program. The purpose of this test was to determine a baseline for abilities with regard to movement/rhythms on each of the 13 EMR students. On May 11 and 13, 1981 the test was repeated (post-assessment), using the same instrument in order to determine what changes, if any, had occurred during the 10 week program. There were a total of 74 items on the test that were devised for the purpose of assessing ability in the areas of (1) body part identification, (2) laterality, (3) problem-solving, (4) basic steps (hop, jump, leap), (5) combinations of steps in 3/4 meter and 4/4 meter, (6) directionality, (7) balance, (8) mid-line crossing, (9) partnering and (10) basic movement such as grasping, lifting, bending and rising. The instrument appears in Appendix E and the comparison of pre-assessment and post-assessment scores appears in Table 10.

Overall, six students (Mat, Mick, Mel, Nathan, Ted, and Vera), who participated on all items of both tests, improved their score on the post-assessment. Two students (Bud and

Table 10

Comparison of Pre-Assessment Scores
with Post-Assessment Scores on
the "Movement/Rhythms Assessment"
Instrument

Students	Pre-Assessment		Post-Assessment	
	Number Incorrect	Number of X	Number Incorrect	Number of X
1. B	3	59	6	0
2. C	8	0	15	0
3. G	3	2	0	71
4. J	7	0	A	A
5. L	9	0	25	0
6. Ma	5	0	2	0
7. Mi	3	0	2	0
8. Ms	6	0	A	A
9. Mt	14	0	12	0
10. N	6	0	0	0
11. P	0	30	2	17
12. T	15	0	14	0
13. V	3	0	2	0

- 6 - improved
- 2 - did worse
- 2 - absent for post-assessment
- 2 - did worse but participated on more items during the post-assessment than pre-assessment
- 1 - participated only on 3 out of 74 items

Note: there were 74 items total on the assessment instrument.

X = did not participate on some parts of the assessment.

Pam) did not show improvement on the post-assessment score but did improve their participation score on the post-assessment. Two students (Carol and Lucy) erred more times on the post-assessment than on the pre-assessment while two students (Misty and Jack) were not tested on the post-assessment. One student (Gigi) only participated three times on the post-assessment. Therefore, six students definitely improved their scores, two students did not improve their skill level but did participate on more items of the post-assessment (which was an improvement over the pre-assessment) and five students did not show improvement after 10 weeks of training.

4.2.4 Activity Session Objectives

During the 10 week movement/rhythms program specific objectives were devised for the activity sessions. These objectives appear in Appendix F and the activity lessons appear in Appendix G. The first set of objectives was a cell denoting each students' participation percentage for that specific activity session. An (A) indicated the student was absent from school or absent from the session (due to tutoring or speech), and a (0) indicated presence but no participation in the session. If the students did not participate 100% in the activity session, they failed to

satisfy the first objective. The behavior modification approach was implemented on March 20, 1981 partly because of the number of students who had failed the first objective during the first two weeks of the program. A (/) in the cell indicated that the objective was successfully achieved, a (Ø) in the cell indicated that the objective was not successfully achieved and an (X) indicated that the student was off-task (chose not to participate). Mel consistently was unsuccessful in completing most of the objectives for each activity session as shown in Table 11. Mat, Vera, and Mick consistently were successful in completing most of the objectives for each activity session and so were Carol, Gigi and Pam when they chose to participate. Nathan and Misty seemed to be unsuccessful in completing an objective if the task was difficult and new. By the following session, however, Nathan and Misty usually had mastered the new task and successfully achieved the objective. Bud, Ted, and Jack's accomplishments were difficult to ascertain due to frequent absences and sporadic participation. In Table 12, total scores are presented for the performance of objectives. Seven of the students (Mat, Vera, Mick, Carol, Gigi, Pam and Nathan) consistently accomplished the objectives for the various sessions (when they participated), three students Mel, Misty, and Lucy were the most unsuccessful of the 13

students in accomplishing the objectives and accomplishments for three students (Jack, Bud, and Ted) were not ascertainable.

4.2.5 Performance Reviews

The performance reviews for each unit in the movement/rhythms program were conducted at the same time as the accomplishment of objectives (discussed above). The performance reviews were conducted as follows:

1. Movement Orientation unit - March 13, 1981
2. Movement Exploration unit - March 27, 1981
3. Movement Foundations unit - April 10, 1981
4. Rhythms unit - May 1, 1981
5. Dance unit - May 12, 1981
6. Comprehensive Review - May 15, 1981

When the unit reviews are considered (see Appendix F) it can be seen that the majority of the participating students successfully achieved the objectives. Thus, the majority of students who participated successfully achieved the objectives for each unit review and the comprehensive review during the 10 weeks of training.

Table 11

Average Scores for Student Performance of 24 Activity Session Objectives Across Time

Students	March												April					May				Totals					
	9	11	13	16	18	20	23	26	27	30	1	3	6	8	10	13	14	27	29	1	4	5	7	12	/	Ø	X
Bud	/	/	X	A	/	X	/	A	/	/	A	A	X	A	X	A	A	A	/	/	/	/	A	/	11	0	4
Carol	X	/	/	X	X	X	/	/	/	/	/	X	/	/	/	X	/	X	X	X	X	X	X	X	11	0	13
Jack	/	A	X	X	/	A	A	/	A	X	X	A	X	X	A	X	A	X	/	A	A	X	X	X	4	0	11
Gigi	/	X	/	X	X	X	/	/	/	A	X	/	/	X	X	A	A	X	/	X	X	X	X	A	8	0	12
Lucy	/	/	Ø	/	/	/	/	/	/	/	/	/	Ø	/	/	Ø	Ø	A	A	A	A	A	/	13	4	0	
Mat	/	/	/	/	/	/	/	/	/	/	/	/	/	/	A	/	/	/	/	/	/	/	/	/	23	0	0
Mel	Ø	/	Ø	Ø	A	/	/	A	/	/	/	Ø	Ø	Ø	Ø	/	A	Ø	/	Ø	Ø	/	Ø	/	9	11	0
Mick	A	/	/	A	A	A	A	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	19	0	0
Misty	/	/	/	/	/	/	A	/	/	/	/	/	A	A	A	A	Ø	Ø	/	/	/	/	Ø	/	16	3	0
Nathan	/	/	Ø	/	/	/	/	/	/	/	/	/	/	/	/	/	Ø	/	/	/	/	/	/	/	22	2	0
Ted	/	/	Ø	A	/	/	/	A	X	/	X	/	A	/	/	A	Ø	X	A	A	A	A	A	X	9	2	4
Pam	/	X	/	X	X	X	/	/	/	/	X	/	/	X	X	X	/	X	X	A	X	X	/	/	11	0	12
Vera	A	/	A	A	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	21	0	0

- _____ = blank indicates scores were evenly divided between / and Ø.
- X = Refused to participate
- / = Accomplished more than 50% of the objectives
- Ø = Did not accomplish more than 50% of the objectives

Table 12
Total Scores for Students Performance
of 24 Activity Sessions Objectives

Students	Number /	Number Ø	Number X	Number A
Bud	31	4	17	10
Carol	34	0	55	0
Jack	12	3	32	9
Gigi	29	0	46	4
Lucy	48	19	0	5
Mat	85	1	0	1
Mel	36	35	0	3
Mick	69	0	0	5
Misty	49	17	2	4
Nathan	85	5	0	0
Ted	34	10	12	8
Pam	34	3	51	1
Vera	77	1	0	3

/ = Total number of objectives achieved during training

Ø = Total number of objectives not achieved during training

X = Total number of objectives not attempted during training

A = Total number of days that students were absent from the training session

4.2.6 Summary of the Achievement Measures and Student Evaluations Results

The majority of students rated the activity lessons high (liked) both on the daily evaluations and the comprehensive evaluations. Eight of the students specifically mentioned various dances that were their favorite activities.

The pre-assessment and post-assessment measures revealed that six students improved during the 10 week program and five students did not improve. Two students did not improve performance, however, they did improve their participation scores.

The accomplishment of activity objectives and performance reviews indicated that the majority of students were provided the opportunity to participate in tasks that they could do and that promoted success. Only one student, Mel, consistently failed the objectives. The successful achievement of objectives indicated that the program achieved its goal i.e. the activities were cumulative in design so that skills achieved in session one, two and three, perpetuated achievements of more difficult skills in sessions 27, 28 and 29.

4.3 PARENT, TEACHER AND STUDENT INTERVIEWS

Interviews were conducted in order to substantiate findings and/or supply new information concerning the results of the study. All 13 EMR students involved in the program; the special education teacher, an adapted physical education teacher, regular physical education teacher, industrial arts teacher, and the home economics teacher were interviewed; and parents of 11 students were interviewed. (The interview forms are presented in Appendix H.)

4.3.1 Student Interviews

In the student interviews, Bud, Mat, Mick, and Misty listed various sports for their favorite activities. Carol, Gigi, and Pam liked to watch television, listen to the radio or buy candy. Jack liked to play pin-ball at the 7-11, Ted liked to listen to the news or to records, Nathan and Lucy liked crafts, Mel liked games or to play with his wagon and Vera said she liked to participate in the music and the dance activities in the movement/rhythms program².

²During the student interviews, the investigator believed that the majority of students were distant and impatient when listening to and answering the questions. The interviews were conducted outside of class and most students seemed to answer in quick, short sentences. Perhaps they wanted to end the interview so as to pursue other activities.

Most of the students did not talk about their other classes unless it was physical education or industrial arts. Most of the 13 students thought the movement/rhythms program was fine the way it was and required no changes. Some specific unprompted comments made by the students concerning the program were: "Let's do it more often" (Vera), "sometimes I like it when she (instructor) comes," (Pam), "I like the boys and girls to dance together, (Misty), "I talk to my friends about aerobics (Mat), "I like Alley Cat and tinikling" (Jack), and "I like the video tape" (Bud). Most of the comments made regarding specific activities in the program were about the various dances or a specific dance step that had been learned. There were no negative comments mentioned by any of the students concerning the program during the interviews. The students indicated that generally, no changes had occurred with regard to friendships, or activities during the 10 week program.

4.3.2 Parent Interviews

Parents or foster parents of 11 students were interviewed. These were the parents of Carol, Gigi, Jack, Lucy, Mat, Misty, Mel, Nathan, Pam, Ted, and Vera. None of the parents knew anything about the program prior to contact from the investigator; however, most of the parents said

that no information was a "good sign"-- they only heard from their children if something had had happened at school. Most of the parents corroborated the fact that changes had not occurred in their children's friendships or activities during the 10 week program. Although, two parents (Gigi and Jack) said they did not know what their children did or what they liked to do. Most of the parents responded favorably to information about the program. One mother (Lucy) requested activities to improve "self-worth" because "Lucy sits out in physical education and in games" and doesn't get a chance to participate. One mother (Mel) specifically requested dance tasks for her son to improve coordination (the mother affirmed that he had cerebral palsy). A foster parent said that "Misty mentioned the class the other day--she said she had fun and "showed me some dance steps." Another parent requested vigorous activities so that "Nathan will become more interested in athletic type activities," and one parent expressed excitement when she heard that her supposedly shy daughter (Vera) had taught a dance to the class, "I can't believe it" she said.

4.3.3 Teacher Interviews

Five teachers were interviewed concerning the 13 EMR students. A physical education teacher discussed Jack, Pam,

Carol, Gigi, Mat, Nathan, Mick, and Bud who were mainstreamed into his regular class. He did not know about the recreation program. Apparently, Mat, Nathan, Mick, and Bud performed well and caused no problems; however, Jack, Pam, Carol, and Gigi usually were tardy, refused to dress out, were non-participators and flunked the class each quarter. These same four students were erratic participators in the recreation program as well. The teacher stated that Nathan was "more outgoing and interacting with others" during the last few months of school and that Mick had been "improving during the last few weeks." He described Mick and Mat as "aloof" compared to the others in his physical education class.

The home economics teacher discussed Lucy, Carol, Gigi, Pam, Misty, and Vera. The teacher frequently heard Gigi, Carol, and Pam discuss whether or not they would participate in the program that day. The teacher said the observers were also discussed. Because Carol, Gigi and Pam frequently did not participate when the observers' were present, the investigator decided that these three girls were influenced by one or all of the observers involved at the site and that the remaining students were not influenced. Vera and Lucy rarely participated in the discussion with Gigi, Pam, and Carol. During the program, no changes were noticed with regard to Pam, Gigi, Carol, Lucy, and Misty. Vera, however,

began to participate less in the home economics tasks; possibly because she was becoming more confident in herself and chose to rebel or because she wanted attention from the teacher. The teacher said that the girls had mentioned the aerobic dance; otherwise, nothing else was mentioned about the program.

The industrial arts teacher discussed Jack, Mick, Mel, Nathan and Ted. The teacher was unaware of the program. He did state that Jack was a sporadic participator, Ted usually stood at the chalkboard drawing pictures and refused to participate with the others, and that Mick, Mel, and Nathan were hard workers. He said that Mick and Nathan did the best work in the class.

The adapted physical education teacher discussed Lucy, Vera, Ted, Mel, and Misty. These five students occasionally described or demonstrated a task that had been learned in the recreation program to the teacher. He seemed to think that the students especially enjoyed the rhythms tasks (tinikling dance) to music. The teacher indicated that the students were enjoying the recreation program and felt that the physical education classes should offer similar activities.

The last teacher interviewed was the special education teacher. The teacher stated that most of her students

seemed to like music and she was glad we used music in the program. The students rarely mentioned the movement/rhythms program during the school day, since the group conversations usually centered around current television programs. Primarily, no major changes were observed in the students during training although the teacher stated that "Mat was becoming more helpful, especially with Mel," Mat and Mick seemed to be interacting more," "Pam has begun to chase the boys and she used to avoid them" and Pam, Gigi, and Carol usually asked daily if the observers were coming. Mat, Mick, and Nathan frequently asked if the instructor was coming today. Most of the girls said they liked the square dances (except Misty and Vera) and wanted to practice. Several students complained about the aerobic dance being "too active" (although most evaluated this activity high), and everyone seemed to like the tinikling dance. Overall, the teacher thought that Ted regressed during training and that Mel, Lucy and Misty improved the most. Jack, Carol, Gigi, and Pam seemed to pick on each other more during the 10 week program than before and she didn't know about Bud's progress. The teacher said that Mick, Nathan, and Mat had alot more noticeable ability since the recreation program began and that she was surprised to see Vera "pick up steps so quickly and lead." In summing up her reaction to the pro-

gram, the teacher remarked, "I never thought they could do the things they did."

4.3.4 Summary of the Interview Results

The analysis of the interview data revealed that eight students thought the program was "okay," had discussed the activities with friends, and did not believe program changes were necessary. Most of the students spent their leisure time (outside of school) watching television or playing with friends and did not practice activities from the movement/rhythms program.

Three of the students were removed part of the time from the recreation program to go to court, detention or because of sickness. Two girls were removed to foster homes and five students received letters of promotion to high school (for the following year) during the 10 week program, factors which might have had an affect on the student's behavior during and attitude toward the activity sessions.

Finally, most of the parents and teachers interviewed were unaware of the recreation program until interviewed by the investigator. The special education teacher believed that some of the students e.g. Misty, Mel, Lucy, Mick, Mat, Nathan, and Vera benefited from the program while Carol, Pam, Gigi, Jack and Ted did not benefit from the program.

Overall, Mick, Mat, Nathan and Vera were found to benefit from the recreation program in the physical and psycho-social domain; Carol, Ted, Pam, Gigi, and Jack did not benefit in either domain; Misty benefited in the physical domain; and Lucy and Mel benefited in the psycho-social domain. No determination was made for Bud.

4.4 GROUP TYPES

The use of a multiple data gathering approach allowed the researcher to identify patterns of behavior both within and across subjects. This section focuses on the cross subject analysis which was performed to determine if any subgroups could be formed whose members shared common characteristics.

The findings from the observational techniques, achievement measures, and interviews revealed that the students fall into four groups based on the nature of the program's impact. These groups are:

1. Students who benefited in the psycho-social and physical domain due to the movement/rhythms recreation program;

2. Students who did not benefit from the movement/rhythms program;

3. Students who benefited in the psycho-social domain due to the movement/rhythms program; and

4. Students who benefited in the physical domain due to the movement/rhythms program.

Each of the four group types are discussed below.

4.4.1 Group I

Group I included Mat, Mick, Nathan and Vera. These four students were the only participants who seemed to benefit in both domains. Mick, Nathan, and Vera were observed as quiet, shy and/or withdrawn initially; and, Mat was on medication for hyperactivity. Mat, Mick, and Nathan were males and interacted frequently during the program. Vera was a female who usually interacted with Mel (her friend) and/or Misty and Lucy during group activities. Mat, Mick, Nathan, and Vera were excellent performers and would not refuse to work together (female-male) upon the instructor's request. By the end of the program, this group ranked above the rest of the class in the areas of performance, movement repertoire, and peer instruction. Mick especially seemed to emerge as the leader of the class (he was fast to pick up new skills and began to tell or assist the others on his own volition) with Nathan and Mat as his helpers. Vera was not considered a leader (she was observed to be unsuccessful at

peer teaching), but her skills and participation were excellent and she was successful at directing a group of students in dances, and in teaching a new dance on her own volition. (She told the instructor one day, "I can teach the real Alley Cat dance if you want," and she did.)

In Group I, Nathan, Vera, Mat and Mick were considered high achievers and highly motivated if they could see results. They were students who took pride in their work and who worked hard if they were challenged, achieved results and were reinforced for their results. Initially, these students were not more skilled than Pam, Gigi, and Jack, but improved significantly because of the hard work and consistent participation. These findings were supported by the observational data, the achievement measures, (especially pre and post-tests and activity objectives) and interviews (especially supported in the home economic and industrial art teachers' interviews). Overall, these four students differed from the other students because of (1) physical prowess due to consistent participation and the desire or ability to practice independently, (2) cooperation with partner and in groups, (3) their willingness and initiative in helping peers and (4) successful peer teaching.

4.4.2 Group II

Group II, Carol and Ted, did not seem to benefit psycho-socially or physically from the recreation program. Carol began the program by volunteering, assisting the instructor, making suggestions, and following directions, characteristics that were desired by the investigator. However, by the end of the program, Carol had been reprimanded several times for disrupting the class and she reduced her helpfulness and involvement in the program. Carol would often stand and interact with Jack instead of completing a task she had started. In addition, Carol performed worse on the post-assessment than on the pre-assessment. Carol frequently was picked on by her peers. Many of the boys called her "fat" and refused to hold her hand in the dances. Even her alleged friends Pam, Gigi, and Jack, were observed picking on Carol and causing her to cry.

Ted was an extremely tall male who evidenced poor social skills; i.e. he usually would stand too close and touch the person he was talking to during most conversations (he was constantly reminded to stand back, but this did not change his behavior). Ted rarely completed a task without stopping unless it involved performing for the others in the group (a solo performance). In these tasks, Ted would refuse to quit performing. Ted's behavior became less controllable during the 10 week program. The teacher said that

Ted had been regressing all year (in social behavior) at school and at home. Interviews with the teachers indicated that Ted refused to participate in such classes as industrial arts and would often draw on the chalkboard for the duration of the period. Finally, the parents took action and sent Ted to a psychologist for testing. The results were not available at the time the program concluded.

In Group II, Carol and Ted were considered as unmotivated and erratic participators. They both probably had good physical skills but because of psycho-social ineptness it was difficult to tell. During the 10 weeks, Carol and Ted withdrew from the students who were participating in the program. Ted would occupy his time with drawing and Carol would interact with Jack, Pam and Gigi. Carol, probably because of her size and need for specific peer approval, became ostracized by the others (Mick, Mat, and Vera) as they excelled in the program and Carol regressed. Ted, a loner, constantly sought attention early in the program, but refused to share attention with others. He did not wish to participate and cooperate with peers nor did he wish to exchange information with others; instead, he directed attention to himself by yelling and disrupting the activities. Finally, when he was ignored and attention denied, Ted refused to participate in the program.

Overall, these two students differed from the first group because (1) Carol and Ted did not consistently cooperate with partners or groups who were part of the activities, (2) their physical skills were poor due to erratic participation, (3) they were unable to practice independently, (4) they were unwilling to help peers and (5) although they did initiate positive interaction and volunteer frequently during the early part of the program, they were unable to cooperate with the instructor and peers in the achievement of activities.

4.4.3 Group III

Group III included Mel, Lucy, Pam, Gigi, and Jack. These five individuals seemed to receive psycho-social but not physical benefits from the movement/rhythms program. In the beginning, all except Jack were observed to be quiet and perhaps shy. They rarely interacted with the instructor, peers or observers and rarely spoke. Lucy would stare blankly if questioned and not respond. Mel would answer but usually by nodding his head. Midway through the program, all were observed interacting with peers, observers and the instructor, and they were beginning to speak. Lucy would verbally respond to questions and Mel began making requests and suggestions regarding the tasks. By the end of the pro-

gram, Mel was telling his peers what to do ("stand up Bud") and Lucy was selecting her own partners (without prompting from the instructor) and leading in the dances. During the final two days, Lucy selected Mel as her partner for the first time.

Physically, Lucy and Mel were observed to be the poorest in the class. Mel had cerebral palsy which meant that most of the tasks were modified for him. Mel could not hop, skip, leap or balance on one foot. In addition, he could not move quickly in order to move with the beat and he became disoriented when turning. Lucy was observed to have good skills e.g. hop, skip, jump, leap and balance; however, she could not remember sequences, make transitions correctly, or stay with the beat of the music in movement/rhythms tasks. This continued for Lucy and Mel throughout the 10 week program. Lucy and Mel did seem to improve on movement skills that were simple (easy combinations with few steps) and when a one-on-one approach was used.

Pam was in a clique with Gigi, Jack and Carol. It appeared that these four students influenced each other considerably (which was supported by their physical education and special education teachers); however, there were occasions when one or two of the members would participate while

another refused to participate. (Pam was once overheard shouting to Gigi "You're crazy to participate" although Gigi did anyway). Pam was observed to cooperate with the rest of the class members at the end of the program and her participation increased. She requested square dances during the last week of the program and suggested additional steps to add to the Virginia Reel in particular. Also, Pam refused the opportunity to be removed from the movement/rhythms class in order to attend a regular math class. Pam told the teacher "I don't want to miss the recreation class." This action on Pam's part was surprising because the 13 students often said they were embarrassed to be in the special education class. By the end of the program, Pam was observed to exhibit leadership traits, cooperate with members of the opposite sex (instead of punching them) and cooperate with the instructor and peers. Until the last couple of weeks, Pam was observed to have good physical skills when she participated. Pam was asked to peer teach at least once and was successful. Around April 10, 1981 Pam completely quit participating when she received a letter of promotion to high school for Fall 1981. This behavior lasted until May 5, 1981 when the dance unit started. By that time, Pam had dropped behind most of her peers in learning the new steps so that Mick, Mat, or Nathan were asked on several occasions to peer teach Pam. Pam seemed to improve her skill profici-

ency level but was not observed to have mastered all of the movement/rhythms skills as well as Mick, Mat, Nathan, and Vera. Furthermore, Pam did not complete all the items on the pre-assessment or post-assessment, so that it was difficult to ascertain how well she did progress physically during the program.

Initially, Gigi and Jack did participate part of the time; however, midway into the program their participation stabilized at zero. Jack participated earlier in the program when the task involved performing solo before the group (role play). Gigi would participate occasionally on group tasks e.g. tinikling and square dance but would not perform for her peers. Neither Jack or Gigi seemed to participate in physically active tasks. In the beginning, Gigi and Jack seemed to dislike each other (corroborated by Gigi's mother) even though Gigi and Jack were cousins. They often were observed punching each other. This behavior completely reversed by the end of the program; in fact, Gigi and Jack began to cooperate and perform the square and folk dances as partners. Concomittantly, both were observed cooperating in group tasks and their participation increased. Gigi was observed tying a cowboy scarf around Jack's neck on one occasion. Also, she began losing weight, began to wear tight fitting blouses and was observed interacting with

Jack, Mat, Mick, and Nathan regularly. Physically, Gigi and Jack probably had good movement/rhythms skills, but they rarely participated in physically active tasks and Jack's attendance was extremely poor. At the end of the program, Gigi and Jack were peer taught by Bud, Nathan, Mat, or Mick on several occasions, since they had not learned or practiced the fundamental dance steps used in the folk and square dances.

In Group III, Gigi, Jack, and Pam were considered high achievers (compared to the others) and poorly motivated. Mel and Lucy were considered highly motivated but poor achievers. Gigi, Jack, and Pam did not improve physically because of erratic participation (they didn't try) and Lucy and Mel did not improve physically because of poor physical abilities. However, all improved in the psycho-social domain because Pam, Jack, and Gigi (1) began to participate in the dances, (2) were successful in cooperating with the group members, (3) were successful in performing the dances, and (4) were accepted by their peers. In contrast, Mel and Lucy became (1) more independent during the program, (2) cooperated with their peers, (3) were helped and (4) were accepted by their peers.

Overall, Gigi, Pam, and Jack differed from the first and second groups because (1) they were frequently observed

as bossy throughout the program, (2) they rarely were observed to initiate positive interaction with the instructor, observers, and/or peers (outside of their clique), (3) they did not maintain adequate physical skills necessary in the dances because of erratic participation, (4) they were not observed helping their peers, and (5) they did not frequently peer teach due to erratic participation. Mel and Lucy differed because of their poor physical skills; therefore, they did not have the opportunity to help peers or peer teach although they did begin to initiate positive interaction with others during the program.

4.4.4 Group IV

Group IV included Bud and Misty. Misty and Bud seemed to benefit from training with regard to the physical domain, but did not seem to benefit from training with regard to the psycho-social domain as determined from the findings. Although Misty did not seem to learn right and left directions (laterality) during the program, Misty did accomplish most of the basic movement/rhythms skills that were presented. Psycho-socially, Misty seemed to withdraw and become aloof during the recreation program and her participation decreased. Initially, Misty was friends with Mel and would often partner Vera or Carol and Misty was observed to fre-

quently interact with the observers, instructor, and her brother, Mick, during the early stages of the program.

Midway into the program, however, Misty was removed from her family and placed in a foster home. Simultaneously, the interactions between brother and sister were observed to cease. Once, Misty was observed bringing a drink to her brother. He refused the drink and quickly left. On the last activity session day, Misty testified in court concerning her home situation. Then, Misty was returned to the class especially so she could participate in the recreation program. Although Misty seemed to enjoy participating, the peers refused to partner Misty so the instructor and Misty worked together.

In the beginning of the program, Bud was extremely disruptive and difficult to instruct. His participation was poor and he frequently missed sessions because he was in the office. Finally, Bud was suspended and then placed in detention for stealing. This occurred approximately one week after Bud was observed cooperating and participating in the movement/rhythms program (following the implementation of the B-Mod technique). When Bud returned to the program, he participated, cooperated with his peers, and acted like a different person. Bud would remind and assist the instructor in posting the participation points on the board. Dur-

ing one session, the classroom teacher asked Bud to leave the program and work with a tutor--Bud said, "but I want to participate"--so his request was granted. Physically, Bud began to improve and perform skills that he had not acquired due to absenteeism. Mat, Mick, and Nathan would peer teach Bud and they all cooperated with one another. Bud was observed excellently performing a rhythms routine (lunmi sticks) and was praised in front of his peers.

In Group IV, the findings from the observational techniques, achievement measures, and interviews showed that Misty was under an extremely stressful situation that ostracized her from the class. Misty's removal from her parents and the emotional separation from her brother, Mick, probably caused the lack of improvement in the psycho-social domain. Misty did improve in the physical domain, since she continued to participate in the program and thereby increased her knowledge and skill of the activities. Bud did not show improvement in the psycho-social domain due to his erratic participation and extremely bad social skills observed early in the program (e.g. hitting the special education teacher).

Overall, Misty and Bud differed from the students in the other groups because they were not observed to help their peers or peer teach (because of erratic participation).

and because Bud would not cooperate with females in a partner or group situation or initiate positive interaction with others.

4.4.5 Summary of the Group Types

The program had an impact on the majority of EMR students who participated. It was determined from the findings that four students (Mat, Mick, Nathan and Vera) benefited from the recreation program in both domains. In addition, five students (Gigi, Lucy, Mel, Pam, and Jack) benefited from the program in the psycho-social domain and two students (Misty and Bud) benefited from the program in the physical domain. Two students, (Carol and Ted) regressed during the program.

Chapter V

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

In Chapter 5, discussion, conclusions and recommendations are presented. The discussion section addresses the following: (1) the expectations of the investigator prior to the study, (2) the findings obtained from the analysis of data from the present study, and (3) a comparison of the findings found in the present study and position statements and/or research findings by other authors. literature, (4) conclusions of the present study, and (5) recommendations. These five topics are delineated below.

5.1 DISCUSSION

Based on a review of the literature and past experiences of the investigator, it was believed that, at the conclusion of the study, the EMR students would show significant improvement in the area of physical skills i.e. laterality errors would be reduced and/or new skills e.g. galloping would be mastered. The investigator, like Kavalier (1974) and Duehl (1979), believed that a 10 week movement/rhythms program would improve body awareness, coordination, and balance in EMR adolescents.

Also, the investigator believed that the folk and square dance activity sessions would be eliminated from the program (because the students would not master skills that were requisites) or combinations would be modified and performed individually instead of in circular or line dance formation. Finally, it was believed that the recreation program would establish confidence within the students and be self-motivating so that everyone would perform 90% of the time after the first two-three weeks of the program. The investigator surmised that improvements would occur with regard to physical and psycho-social categories, but was unaware of what kinds of changes would occur since the literature used broad and undefined terms concerning the benefits of dance for handicapped persons.

As a result of this study, the following may be potential benefits to EMR adolescents who participate in a movement/rhythms recreation program:

1. improved peer cooperation;
2. improved ability to initiate positive interaction with others;
3. improved successful peer teaching;
4. reduced shyness;
5. reduced imitation (or copying);
6. reduced disruptive behaviors;
7. improved movement foundation skills;

8. improved rhythms skills;
9. improved dance skills; and
10. improved overall performance skills.

Chapters 1 and 2 addressed the unverified and conflicting evidence of past research that exists in the literature. One reason for this dearth of information is due to the lack of clearly defined and measurable outcomes which lead to informed hypothesis testing. On the basis of the variables (sub-categories) which emerged in this study it is possible to begin to formulate hypotheses for future research, based on the relationships between the variables found here. Specifically, the following relationships should be considered in the future:

1. The improvement of physical and psycho-social skills seems a function of such variables as peer cooperation, practice, the absence of traumatic external factors, student-instructor interaction and interest in the activities. As seen in the analysis of the four group types, Group I members seemed to have a positive relationship with the instructor, they were highly motivated, cooperated with others, and were the best performers; whereas, Group II, did not seem to have a positive relationship with the instructor, were erratic participators, and did not have a positive relationship with peers. Group III and IV varied. Some

were observed to reduce shyness and improve cooperation. Most of the students in these groups evidenced poor skills and seemed to be affected by external factors (e.g. problems at home). All but two were erratic participators and the majority were disruptors throughout the program.

2. Dance tasks can play a key role in improving psycho-social skills in EMR adolescents. During the dance units, participation increased in Groups III and IV. Constructive behavior increased as Groups I, III and IV cooperated with each other and accomplished the performance of the dances while having fun.

Prior to the study it was not known or considered by the investigator that the students would progress as far as they did, disrupt as frequently as they did, or enjoy the dances as much as they did. In fact, initially the investigator attempted to avoid the use of the word dance so as not to alienate or depress the students' desires to participate in the activities. Also, the investigator did not consider the possibility that the students would evidence problems with problem-solving and creative movement tasks or that few students would evidence changes in the physical domain. Finally, the investigator did not consider the necessity of a behavior modification technique for classroom management or the idea that dance, as a cooperative activity, may be

effective in improving desirable social behavior in EMR adolescents because it is non-competitive and non-threatening.

In the literature, the studies by Kavalier (1974) and Duehl (1979) tested hypotheses concerning the improvement of physical skills (e.g. gross motor movement) and/or psychological behavior (e.g. self-concept) in programs for handicapped individuals. Although the authors did not elaborate on the design of their studies, it seems that Kavalier (1974) used a trial-and-error approach in her research. She selected three hypotheses that may or may not be effective in a movement/rhythms program and began testing. Unfortunately, results did not indicate that the program changed motor performance, self-concept and/or body awareness. These terms are broad and difficult to measure. In fact, Kavalier stated that the instruments for the study proved to be invalid. Perhaps, the Kavalier study would have been more effective if she had tested specific skills (i.e. independence, leadership, and movement foundation skills) which may be part of motor performance, self-concept, and body awareness. At the conclusion of the article, Kavalier maintained that the students had benefited from her program. Testing clearly defined hypotheses generated from grounded theory might have provided Kavalier with the knowledge and understanding of how and why the students benefited from the program.

Duehl (1979) stated that participation in creative dance improved large muscle control and balance in four blind children. Again, a clear description of the design was not provided in the article, nor was information provided concerning the types of measurements used in the study. Duehl concluded that creative dance (specifically non locomotor/locomotor tasks similar to the tasks included as part of the present movement/rhythms study) improved muscle control and balance in four blind children. The findings in the present movement/rhythms study revealed that with regard to EMR adolescents, balance and muscle control were not improved, primarily because, unlike the blind students in the Duehl study, the EMR adolescents were not weak in these particular areas; however, some EMR students did improve cooperation, specific dance skills, and overall performance skills.

Paterson (1978) studied mentally ill patients in a clinical setting. The results of the study showed that participation in square dance instruction improved subjects' social adjustment if intervention methods were employed. Although the intervention methods used in the Paterson study were not known because of insufficient information about the design, the findings did concur with one of the findings from this study--i.e., behavioral management techniques are

a necessary component to facilitating effective recreation programs for handicapped persons.

Kaslow (1974) stated that movement, music and art therapy would improve body coordination, appearance and posture. Although it is possible that appearance and posture were improved in the case of Gigi, this was not observed in the majority of cases in the present study. It was not clear from the findings of the present study that body coordination was improved in the majority of students. Kaslow further stated that movement and art therapy could develop feelings of belonging to a group. Again, it was not clear from the findings of the present study that "belonging" was fostered for the majority of students.

Finally, Frith, et. al., (1980) concluded that dance training was a necessity for mildly retarded students because dance may promote a constructive use of leisure time, may help facilitate normalization and may increase opportunities for social interaction resulting in peer acceptance. The present study supported Frith's conclusions that (1) with regard to the time spent in the sessions, the movement/rhythms program did promote constructive use of leisure time in the classroom, (2) dance activities may promote improved social skills e.g. peer cooperation, and "normalization," and (3) dance, especially folk and square may

increase opportunities for social interaction (i.e. peer help and peer cooperation) resulting in peer acceptance.

The findings of the present study support the literature which suggested that movement/ rhythms programs can benefit the EMR individual in the psycho-social and physical domain. However, in this study, the greatest improvements were not in the physical domain, rather they were in the psycho-social domain.

This study concurs with the article by Kehle and Barclay (1979) that the EMR adolescent frequently exhibits adaptive behaviors e.g. talking back to the teacher, fighting, swearing, lying and absence of positive behaviors. But the results from this study indicated that while disruptive behavior was not extinguished, (e.g. yelling and fighting) the program did induce or increase positive behaviors e.g. cooperative, obedient, and helpful.

5.2 CONCLUSION

As a result of the 10 week movement/rhythms recreation program, it was determined by the investigator that the program was successful: it was liked by the majority of students, the students successfully achieved most of the objectives (rhythm activities were difficult) and the students derived benefits not previously expected, identified, and/or

clarified. The dances seemed to be particularly successful. The comparison of the results obtained from the analysis of the achievement measures with the observational techniques revealed that even though the students had the most difficulty in achieving dance steps e.g. the schottische step than motor skills (e.g. hop or jump) the dances were enjoyed more. An interview with the special education teacher revealed that occasionally the students would request "to practice" some of the dances from the program, an indication that the skills and attitudes demonstrated during the program were carried beyond.

However, with regard to this last point, the findings revealed that there probably was not a significant transfer effect from the movement/rhythms activities. The majority of interviews with parents, teachers and students revealed that the students spent most of their free time watching television or listening to the radio and they did not practice the activities from the program.

There were no discernible extraneous factors that directly had an effect on the students' physical development during the 10 weeks of training. No one seemed to practice the activities or perform identical activities outside of the recreation program. Also, the students were not engaged in similar activities in their physical education classes.

There were possible extraneous factors that may have affected the psycho-social development and therefore indirectly the physical domain. Two students were removed to foster homes during the program, one student was sent to court and one was sent to detention. Others encountered various home and school disruptions (fights with a friend or family members) frequently during the program. One student (Misty) especially seemed to be affected by outside factors. Other concerns were the positive or negative relationship that existed between the instructor and the students throughout the 10 week program and peer influences due to the presence of cliques. These extraneous factors probably had the greatest negative impact on the students in Groups III and IV.

The results suggest that the dance activities were the most significant part of the recreation program. The students were highly motivated during the dance sessions, they liked the dances best and dance performance led to positive peer interaction, peer cooperation, and peer acceptance. Most of the adolescent girls and especially the boys enjoyed the dances more than the other tasks (e.g. rhythm name game and lummi sticks). Also, students (e.g. Mel) who failed to achieve most of the physical objectives in the recreation program were able to consistently participate in the dances,

with the help of peers, who worked with each other during the folk and square dances.

Finally, the dances were challenging and difficult for most of the students. In order to successfully accomplish the dances, it was necessary to participate and practice the movement foundation tasks. Those who didn't consistently participate (e.g. Jack, Gigi, and Pam) required peer teaching at the end of the program so that they could successfully perform with the group in the dance tasks.

5.3 RECOMMENDATIONS FOR FURTHER RESEARCH

In future research, it is suggested that investigators utilize a multiple measurement approach to evaluation instead of the singular (pre-posttest) approach. The multiple approach can compensate for equipment and observational problems that arise. Also, utilization of the singular approach in a movement/rhythms program would have emphasized how the students performed physically during the 10 week program and would not have provided information on the important benefits of the program (i.e. the importance of dance in improving such skills as leadership or the necessity of a B-mod technique in working with EMR adolescents). The multiple approach is imperative in studies that focus on the development of the "whole" person in a real-life setting.

Furthermore, the measuring instruments and program should emphasize rhythms, dances, problem-solving tasks, peer teaching and performance. Current instruments have emphasized perceptual-motor development and improvement. To be effective, future instruments should test those elements that are the basis of movement/rhythms (e.g. uneven and even rhythms, step sequence/recall, and partnering tasks) instead of hops, skips and body part identification. Peer teaching may promote constructive behavior, improve confidence and help others through group cooperation while problem-solving may foster creativity within the EMR student.

In the future, it is suggested that programs be designed to emphasize problem-solving skills. Most of the students in the program seemed to respond to drill commands and not discovery commands. Discovery is a necessary component in creative dance and the investigator believes that improvement would have been observed in this area if the students had been trained to use a problem-solving approach.

Finally, it is suggested that an intervention technique be incorporated within the program so that the cooperating students are not neglected while the disruptors receive the most attention. It is important that cooperators be recognized for constructive behavior. Also, the program should be fun, non-competitive, individually challenging, non

threatening and require group cooperation. Peer teachers can be challenged when assisting peers who are weak in certain skill areas and non competitive (group activities) can improve and strengthen benefits of the movement/rhythms program.

In all research, some questions remain unanswered. In the opinion of the author, the following research and program questions should be addressed in future studies:

1. What are the benefits of a cooperative training program (e.g. movement/rhythms compared with a competitive training program (e.g. relay games) in fostering independence, leadership and peer cooperation with a group of EMR adolescents?

2. Does square, folk, and creative dance significantly affect the development of specific social skills (e.g. courtesy and cooperation) in a group of EMR adolescents?

3. Will movement/rhythms training reduce inappropriate social behavior (e.g. punching, spitting, kicking) in EMR adolescents?

4. Will a longer movement/rhythms recreation program improve laterality and rhythms skills in EMR adolescents?

5. Will successful peer teaching in a square/folk dance program significantly affect the development of specific social and physical skills in a group of EMR adolescents.

6. Will emphasis on a problem-solving approach in dance affect creativity in EMR adolescents?

7. What are the benefits of a dance program that implements a behavior modification technique compared with a dance program that does not implement a behavior modification technique on the development of social skills in a group of EMR adolescents?

8. What are the benefits of a dance program as compared to a music program on the improvement of psycho-social and physical development in a group of EMR adolescents?

5.4 SUMMARY

In all, the impact of the recreation program did significantly affect nine students in the psycho-social domain and six students in the physical domain as determined by the analysis of observational techniques, interviews, and achievement measures. Only two students did not seem to receive any benefits from the 10 weeks of movement/rhythms training; and, in fact, seemed to regress. Thus, movement/rhythms has a lot to offer children and youth who are retarded. The program is fun, non competitive, allows for the successful achievement of physical and social skills while providing a release from periods of sitting in a self-contained environment. Statements from several teach-

ers in the school where the study was conducted indicated that this special education class was considered as a "baby sitting period." It was ironic, therefore, that on the last day of the program, a teacher passing by was drawn to the door during a performance of the Virginia Reel. At the end of the dance she whispered to the instructor, "I never thought they would be able to do something like that."

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Appendix A

DEVELOPING THE CASE STUDY PROFILE

Appendix C addresses the procedure utilized in analyzing the data. Included within this section are (1) the various steps of the analysis of data process (i.e. analysis of data and development of the case study profiles) and (2) an example, step-by-step, of the data analysis procedure undertaken on one of the 13 EMR youth involved in the study.

Throughout the 10 week therapy program, observational techniques were utilized in order to collect raw data on each of the 13 EMR students who participated in the program. The sources for the collection of raw data were:

1. Three on-site observers, who collected data approximately once a week for 10 weeks;
2. the instructor's observation records, collected every activity session for a total of 30 sessions; and
3. video tapes, which recorded every activity session the three observers recorded plus two more.

Since the three observers did not record every activity session, some activity sessions contained less information (i.e. quantity) about the participants than on the sessions where observers, video tapes, and the instructors were all used. The data obtained from the observers' and Instructor's observational recordings were copied onto 5 x 8 cards.

These cards were then arranged in chronological order and mounted on a large poster board; one board, filled with 5 x 8 cards for each of the 30 activity sessions, for each of the 13 students (13 poster boards in all).

All the information (observed behavioral characteristics) recorded on the cards was then coded as a "regular occurrence" or "irregular occurrence." A regular occurrence was defined as any behavior that occurred three or more times throughout the 10 week program. For example, if Jack was observed to err on left-right tasks on March 16, March 18, April 6 and May 11, then this behavioral characteristic (laterality) was coded "R" for "regular occurrence". If an observation on May 4 showed that Vera had pushed another student one time during the 10 week program then this behavior was coded "I" for "irregular occurrence". This coding system was used to begin describing the behavioral patterns of each student that emerged over the 10 weeks of training and to help formulate such questions as "was Pam's behavior, as determined by participation in the program, affected by the presence of the three on-site observers?" Or, "did Mick's behavior, with regard to leadership traits, differ in the beginning of the program when contrasted with the end of the program?"

Simultaneously, specific variables or sub-categories were emerging from the data on the 5 x 8 cards. For example, peer group cooperation, disruptive behavior, practices independently for the psycho-social domain and laterality, rhythm pattern, and body part identification for the physical domain (variables that were discussed in the literature and that were observed to be present in the data from this study). These variables or subcategories were compiled into Tables 4 and 5.

After all the observational data had been coded either R or I, the investigator began reviewing the 5 x 8 cards again, in order to develop a case study profile for each student, starting with activity session 1. All the coded occurrences ("R" and "I") were copied on to sheets of paper and separated into files; i.e., one for Jack, one for Mick, and so on.

The next step involved referencing the data that had been written on the sheets of paper. If the observation had come directly from the Instructor's observational report, then an I (Instructor) was coded next to the corresponding observation. If one of the three observers had been responsible for recording the observation, then an obs (on-site observers) would be coded next to the corresponding observation. This procedure was followed for every observa-

tion recorded on every student who participated in the program. Dates on the sessions from which the observations came were also used most of the time for purposes of marking an "audit trail." In this way, the auditor could check the observations being analyzed with the original observational recordings obtained from the on-site observers, off-site observer, video tapes, sound tapes, and/or instructor.

Next, the referenced observations for each student were cross-checked or corroborated. First, each behavioral characteristic was cross-checked between the instructor's observational records and the on-site observers' records. If both sets of observations were in agreement on a specific behavioral characteristic identified on one particular student, then an I and an obs would be coded next to the respective behavioral characteristic. Second, the research investigator spent long hours viewing the video tapes. The counters on the video tape equipment were used to document where the various behavioral characteristics for each of the 13 students could be found by an auditor, if necessary. A V (video) was coded next to the I and/or obs on every behavioral characteristic identified for the 13 EMR students. Third, the same procedure was followed using the off-site observer's observational records. Therefore, some behavioral characteristics were coded with an I, obs, V and/or

Tamara (on-site observer) plus the date the behavior occurred for each of the 13 students. Finally, this same cross-checking procedure was followed using the interviews of students, parents and teachers to complete the verification process.

The dates and activity session units of each activity session were listed at the top of Tables 4 and 5. The major categories and corresponding subcategories were delineated at the left side of the Tables. lesson. The investigator perused the sheets of corroborated observations and those observations that had been verified by at least two sources (e.g. y and obs) were recorded in the appropriate cell of the Table (by student's initial). Those observations that had been made by one source only, were recorded in the appropriate cell by initial with an asterisk. It was important to record the one source observations, since there were days that an irregular behavioral characteristic was recorded by the Instructor when the observers and video equipment were not present. Fortunately, there were few occurrences that were not verified by at least two sources.

The Tables were analyzed thoroughly a minimum of 13 times. (Once for each student who participated.) Through the analysis procedure "hunches" were ascertained that explained and/or described the behavioral characteristics of

each student during the 10 week training program. The "hunches" for each student were divided into psycho/social and physical domains. The "hunches" obtained from the analyses of data, as described above, were the last piece of the case study profiles and concluded the individual analysis procedure.

The following section is an example of the analysis procedure discussed above. The student Lucy (a pseudonym), one of the 13 EMR participants in the program.

A.1 A SAMPLE CASE STUDY PROFILE

Lucy was a Black female, age 14. From the beginning of the program, Lucy would walk up to the instructor, stand and stare. Occasionally a smile would occur and her eyes would sparkle, however, Lucy did not initiate conversation and would occasionally make no response to a question. Before the movement/rhythms program began, Lucy had a history of crying almost every day. The teacher thought it was because Lucy was being picked on by peers. The teacher stated that Lucy read well but that Lucy's overall grade level performance was a 3.0. The Supervisor of Special Education stated that Lucy would probably be retained next year and not promoted to high school due to immaturity and shyness.

A.1.1 Observed behavioral characteristics

On March 3 and 4 Lucy was tested using the "Movement/Rhythms Pre-Assessment" instrument which is presented in Appendix B. Lucy made nine errors. Five of the nine items missed dealt with laterality performance. Also, Lucy was observed by I and obs to be an imitator and since this was a group test, it was difficult to determine whether or not Lucy erred in performance or erred because she copied someone who was incorrect in performance. Lucy demonstrated the leap step incorrectly as well as the waltz, schottische and mazurka combinations. Lucy was correct on all the body part identification questions and was correct on "stamp your right foot" and "stamp your left foot". Lucy did not know how to stand next to your partner with right shoulders touching. So far, Lucy seemed to have good skills, but could not connect them in a movement combination.

Lucy participated 100% during the activity sessions and had excellent attendance until the end of the program when she left town for two weeks due to the deaths of her grandmother and uncle. On March 11, 1981, the three on-site observers were present and the video equipment taped the activity session. The following is a copy of the running description of the instructor's report.

A.1.2 Instructor's Report

The Instructor and one observer arrived at the public school building at 2:15 pm. The class was starting today at 2:35 pm instead of 2:30 pm because it was advisory day. The program concluded at 3:10 pm. The temperature was approximately 50 degrees. The students began clearing the room as the observers and instructor set up the video equipment. Pam and Gigi looked at the instructor and said they didn't want to participate. Carol said that she didn't want to participate the "whole" time today. I told the girls "that's your choice to make." Bud sat behind a desk coloring on a piece of paper. Jack was absent. The rest of the students were talking to the instructor and observers. The instructor and Mel talked about doing some exercises at home to help balance. Mel told the instructor "Dad" meaning that his Dad required him to do exercises at home. Misty put her arm around the instructor's shoulders. She asked the instructor to play the song "Country Road" for her brother, Mick. Mick is not supposed to talk due to a health problem. Vera asked the instructor to play the song "Witches Brew." Ted asked the instructor to play the song 9-5, Tijuana Brass and Alley Cat. The instructor said that Alley Cat would be played later. Carol asked the instructor to play the song 9-5. The instructor said yes.

Warm-up:

The group sat in a circle on the floor. The instructor asked the students to locate their pulse. All but Pam and Gigi searched for their pulse. The two girls were in the back room talking to the teacher. The instructor timed and recorded the pulse rate counts. (Lucy had to be assisted). Nathan thought he could locate his pulse around the cheek area. He was told to try the neck area instead. The students performed the aerobic dance to 9-5. Ted started the record. Carol stopped performing during the "free choice" section of the dance. Ted stopped once during the dance to move and stand next to the instructor. Ted was prompted to run. Mick was prompted to lift his knees high. The pulse rate count was taken again and recorded. The instructor reviewed "how the pulse rate count would increase" if there was continuous movement during the routine.

Skill Development:

The students were asked to choose a partner that they had never worked with before. Ted-Mel, Misty-Carol, Lucy-Vera, Nathan-Mick, Bud-Mat, (girls with girls and boys with boys). The partners were asked to jump 16 times with the drum beat. This was repeated. The groups held hands as they jumped and hopped. Most dyads were not synchronized and did not move with the drum beat. Ted said he wanted a new partner because Mel "is too hard to work with." Mel made no

obvious response either facially or verbally. The instructor asked Ted to try again with Mel. Ted held Mel's arms too far down and so the instructor assisted Mel and Ted. Lucy always moved after her partner had initiated the action. Bud kept sitting down periodically and Mat would either work along, go and get Bud, or wait for Bud to be prompted by the teacher.

Skill Application:

Following the leader was the first activity. Walking in a circle, a leader led the group around the room. The object was to jump in a forward direction between two strips of tape (approximately 1 1/2 feet wide), jump outside of the tape and continue walking in a circle. After one complete circle, a new leader was selected to repeat the task. All participated except Gigi and Pam. Mel fell down one time after a jump. There was some pushing and shoving when the group moved a distance of approximately 6 feet from the instructor. The instructor would prompt the students to keep their hands by their sides and keep the circle moving. Ted would forget to jump sometimes and would walk across the tape. Mat, Nathan, Mick, Vera, Misty, Lucy and Bud completed the task correctly. Mel does not have both feet in the air simultaneously unless he is falling.

The group was reminded to jump high (minimum of six inches) because they would later repeat this task with tinikling poles instead of tape. Bud sat down and began coloring. Carol completed the activity.

The tinikling combination was repeated (the same one that was taught on Monday). Partners faced each other and held both hands. There were four strips of tape. Two strips at either end of the room. Mel-Ted, Lucy-Vera, Misty-Carol, were at one end and Bud-Mat, Nathan-Mick were at the other. All groups stood with their side to the tape strip. The combination was:

jump in - jump again - jump out - jump again.

Each group practiced on their own. Lucy-Vera and Mel-Ted needed verbal and tactile prompting from the instructor. Mat-Bud, Nathan-Mick, Misty-Carol only required verbal assistance. Most kept their feet too low to the ground when jumping. Mel could not jump. Neither could Ted when he worked with Mel. Finally, the instructor modified the activity so that Mel and Ted stepped instead of jumped. Mel could do the step in time. Ted now had problems staying with the beat. Lucy was always late, she followed after Vera. Misty and Carol often refused to hold hands. Misty and Mick had to leave early. Carol sat down and Nathan partnered Mat. Bud sat down. The tinikling song "You Are

the "Sunshine of My Life" was played and the group continued to practice the jump combination. The instructor moved from one dyad to the other and assisted where needed. At the end, the instructor asked everyone but Nathan and Mat to sit down. The group watched while Nathan and Mat performed the tinikling jump routine to the record. They were stopped by the instructor the first time because they were not synchronized and off beat. The instructor prompted them and they started over. The two did an excellent job of performing the jumps while staying with the beat of the music. The class clapped and everyone got with their partner to practice a few more minutes.

Conclusion:

The students sat on the floor with the instructor. The instructor lead the students in practicing the correct rhythm for the bamboo poles that would later be used in the tinikling dance. The rhythm pattern was practiced by hitting the floor with the palm of the hands. The pattern was:

hit floor-hit floor again-hit hands together-hands again

This activity was practiced in hopes that some or all of the students would be able to work with the bamboo poles while the remaining students would be able to practice the dance steps, at some future time.

Mel had problems with the rhythm pattern. Lucy was clapping more than the required two times and hitting the floor only one time. The rest of the group seemed to be accurate. Carol participated. Bud, Gigi and Pam did not participate.

Because Carol, Gigi, and Pam were disrupting the class by speaking to the students who were participating, they were reprimanded by the instructor. Pam laughed because Mel was not successful in the jumps. Gigi corrected Misty at one point when Misty performed incorrectly. Pam offered to help the one male observer pull window shades during the session.

The information below is the specific observations recorded on Lucy by the observers and instructor for March 11, 1981. The codes to the left of the data indicate regular or irregular occurrences.

A.1.3 Observer's Report (3-11-81)

- R 1. Lucy is a copycat.
- R 2. Probably gets left foot and right foot confused because of imitating.
- R 3. Hesitates/delays in switching feet on the hops in the aerobic dance. Waits to copy someone else.

- R 4. Can't coordinate 2 movements at one time (e.g. arms with legs in jumping jacks.)
- R 5. Smiles at the observers. Have never heard her speak.
- R 6. Does not seem to be friends with anyone in the group.
- R 7. Alone, quiet, shy. Inhibited movements.
- R 8. Uses a minimum of effort to perform.
- R 9. Doesn't self-initiate (e.g. volunteer)
- R 10. Acknowledges what Instructor says by responding to the requests without prompting.
- I 11. Inconsistent-will perform well when Instructor is watching. Is lazy if placed away from Instructor.

A.1.4 Instructor's Report (3-11-81)

- R 1. Instructor assists Lucy in finding her pulse rate count.
- R 2. Lucy and Vera work together as partners today.
- R 3. Lucy delays at least one step after Vera. I is incorrect on the tinikling jump and Vera is correct.

A.1.5 Coding I and R Occurrences

All of the 5 x 8 cards were analyzed and then coded as regular occurrences (R) or irregular occurrences (I) to the

left of the observations as shown above. Almost every observation for Lucy was coded R because these specific behavioral characteristics had been recorded a minimum of three times throughout the 10 week program. Only one observation was coded I and that was because this was the only recorded occurrence that described Lucy as lazy. When all the observations on activity sessions that Lucy had attended were coded, the regular occurrences were compiled by specific behavioral characteristics and listed once on a sheet of paper. All of the irregular occurrences were listed. References, cross-checking methods, and the entire list of observed behavioral characteristics are delineated below.

A.1.6 Referencing the Observations

After all the observed behavioral characteristics had been delineated, the observations were referenced by original source. The original source came from either the on-site observer's records, the Instructor's records or the video tapes.

A.1.7 Cross-checking the observations

The observations were corroborated by cross-checking the Instructor's records, on-site observer's records, off-site observers records, video tapes and interviews. As

indicated above, dates were used as often as possible to clearly mark an "audit trail." The observations were coded as shown below to exemplify corroborating sources.

I = Instructor

V = Video tapes

obs = observers (on-site)

Tamara = off-site observer

Parent = Parent interview

D = Teacher Interview

A.1.8 Listing of Lucy's Behavioral Characteristics

In all, there were 40 observed behavioral characteristics

that described Lucy's behavior during the 10 week training program.

Recorded Observations on Lucy

Obs,I 1. Lucy is extremely quiet in the beginning of the program. She will walk up to the Instructor but doesn't usually speak unless the Instructor speaks first.
(3-2-81)

I 2. Low energy level when participating
(3-2-81--5-15-81)

- I 3. Excellent classroom behavior, usually sits quietly awaiting instructions from the Instructor. (3-2-81--5-15-81)
- V,I 4. Is kissed by Ted. Must be prompted to partner with Ted since then. (3-2-81)
- Obs,V,I 5. Lucy is an imitator (3-2, 3-11, 3-24, 3-16).
- Obs,I 6. Doesn't seem to have any friends in the class. (3-2-81--5-15-81)
- Obs,V,I 7. Laterality errors. (3-2, 3-11, 3-24, 4-1, 5-11, 5-13)
- V 8. Lucy stops participating and stares. (3-2, 4-13)
- I 9. Accused of spitting on Carol. Carol leaves room and Lucy never denies or confesses to spitting. No reprimand or discussion ensues. No other behavioral disruptions were observed or recorded. (3-9-81).
- Obs,V,I 10. Lucy is not independent. (3-11-81)
- Parent,V,I 11. Achieves some motor skill activities e.g. gallop and jump. (3-11, 3-24)
- D,I 12. Crying stops after the first week. (3-9-81)

- Obs,V,I 13. Works with Mel and Vera the most. (3-11, 4-8)
- Obs,V,I 14. Must be prompted on most tasks by the Instructor (4-27) or receive peer teaching (3-16, 3-24, 4-8, 4-13)
- Obs,V,I 15. Around the middle of March, Lucy begins to raise her hand in response to questions from the Instructor (3-16, 3-18, 3-24)
- I 16. Begins to initiate conversation with the Instructor. (3-18-81)
- V,I 17. Lucy will cooperate with almost any partner in the room, boys and girls. (3-24, 4-13, 4-27)
- Obs,V,I 13. Can't coordinate arms and legs on jumping jacks. (3-24-81)
- V,I 19. Energy level in performing begins to increase. (3-24, 4-27, 5-13)
- Obs,I 20. Blank facial expressions begin to decrease in frequency. (3-24-81--5-15-81)
- V 21. Interacts with Vera. (3-24-81)
- Obs,V,I 22. Motor skills do seem to improve. (4-1, 4-13, 4-27)

- Obs,V,I 23. Begins to respond to questions at the end of the program: "Lucy can you demonstrate a non locomotor step?" "I don't know!" Lucy says. She attempts incorrectly. (4-1, 5-11)
- V 24. Stands quietly between activities awaiting instructions. (4-1, 4-13)
- I 25. Poor on skills: rhythms (4-13), problem solving (4-8), combinations and dances (4-1).
- I 26. Attempts unsuccessfully to select Gigi as a partner --self initiates this action. (4-6-81)
- Obs,I 27. Interacts with the observers. (4-8-81)
- Obs,V,I 28. Improves performance skills especially in tinikling--still requires prompting (4-8, 4-13)
- Obs,I 29. Becomes more decisive and selective--shakes head no when asked to work with Ted. (4-8-81)
- V 30. Practices skills independently without prompting. (4-8, 4-13)
- Obs,V,I 31. Joins a group without prompting. (4-8-81)

- Parent,Obs,V,I 32. Initially, does not respond to verbal questions from Instructor "Lucy, will you demonstrate a non locomotor movement?" (4-13-81)
- I 33. Walks up to the Instructor and says "did I do good today?" (4-14-81)
- V,I 34. Lucy can clap the even rhythms correctly. Uneven rhythms are incorrect. (4-13-81)
- Obs,I 35. Verbalization seems to increase over the 10 weeks. (4-13-81)
- V,I 36. Responds correctly for the first time to the questions "Will you demonstrate a non locomotor movement?" Lucy demonstrates arm circles which have not been demonstrated before with this group. (4-27-81)
- Obs,V,I 37. Doesn't initiate. Usually a delayed reaction to instructions. (4-27, 5-15)
- V 38. Lucy asks Mel to dance and then leads. (5-15-81)
- V 39. Lucy and Mel (her partner) are accidentally separated. Lucy walks up to the Instructor and says "Mel is supposed to be my partner, not Ted." (5-15-81)

Obs,I 40. Lucy is an excellent participator during
the 10 weeks of training
(3-2-81--5-15-81).

A.1.9 Developing the Matrix

After subcategories and categories had emerged from the observational data of behavioral characteristics for each of the 13 EMR students; there was one set of subcategories for the psycho/social domain and one set of subcategories for the physical domain. The subcategories and corresponding categories are presented in Tables 4 and 5.

The cross-checked observations for each student were charted on the Tables. For example, if Lucy was observed imitating on March 2, 1981, then her initial was placed in the appropriate cell. Observations that were recorded on each of the 13 students under the psycho-social domain were charted according to either negative or positive behavior such as (1) volunteers to demonstrate or assist during the lesson or (2) disrupts during the lesson. In the physical domain, the observations were charted according to errors in performance. For example, Lucy was observed performing the schottische step (not dance) incorrectly on April 14, 1981 so her initial was charted in the appropriately designated cell. If she had performed the schottische step correctly,

then the cell would not include her initial and would remain blank. In order to tell whether or not Lucy participated that day (April 14, 1981) it would be necessary to check Table 10. Perhaps Lucy was observed to have performed the schottische incorrectly due to a rhythm problem, i.e. she failed to perform the schottische on beat. Then, her initial would have been placed in the cell marked schottische and the cell marked beat on the day of April 14, 1981. In this way, an attempt was made to describe what tasks or activities Lucy performed incorrectly in addition to describing how Lucy performed the task or activity incorrectly. To reiterate, in the psycho/social category all the observed behaviors for each individual were charted. In the physical category, only those tasks or activities that were performed incorrectly were charted; because, if both errors and correct performance had been recorded under the physical domain, as in the case of the psycho-social domain, the list of variables would have been lengthy and difficult to analyze.

A.1.10 Writing the Case Study Profile

The case study profile served to generate "hunches" that described Lucy's patterns of behavior affected by the 10 weeks of training. The following "hunches" were gener-

ated from the analysis of raw data used in the development of the case study profile for Lucy.

Psycho-Social Hunches

1. Lucy's participation in the movement/rhythms program reduced shyness.

2. Lucy's imitation/copying behavior was reduced because of her participation in the movement/rhythms program.

3. Lucy improved cooperation with others because of her participation in the movement/rhythms program.

4. Lucy improved the ability to initiate positive interaction with others because of her participation in the movement/rhythms program.

5. Lucy's participation in the movement/rhythms program did improve her ability to be decisive.

6. Lucy's participation in the movement/rhythms program did not improve her ability to perform for others.

7. Lucy's participation in the movement/rhythms program did not improve helping others.

Physical Hunches

1. Lucy did not improve rhythms skills after ten weeks of participation in the movement/rhythms program.

2. Lucy did not improve laterality skills after ten weeks of participation in the movement/rhythms program.

3. Lucy did not improve the ability to work with a partner after 10 weeks of participation in the movement/rhythms program.

The "hunches" describing Lucy's behavior during the training program were obtained from Tables 4 and 5. Each cell in the Tables was scrutinized and behavioral patterns were looked for in terms of frequency and change over course of training. Then, the interviews, meetings with observers, observational records, and achievement measures were triangulated to determine whether or not a particular emerging behavior pattern was a result of the 10 week training program or was the result of an outside factor, e.g. a new hairstyle, new clothes and/or a grade promotion.

Thirteen case study profiles like the one described above were developed. The case study profile served to provide "hunches" that could be analyzed between the 13 EMR students in order to generate specific hypothesized relationships about the impact of the movement/rhythms recreation program on the 13 EMR students.

Appendix B

CASE STUDIES OF THE 13 EMR STUDENTS

A detailed discussion of the impact of the study with regard to the effect on each of the 13 EMR students, follows below. The first part of each case study lists specific biographical characteristics, followed by a written description of the students' observed behavioral characteristics during the 10 weeks of training.

Bud

13 years

Caucasian male

Approximately 3.4 grade level

In the beginning, Bud was very disruptive in the classroom and would participate infrequently if the three observers were present. He was reprimanded often for pushing and hitting peers and one day he was disciplined for hitting his teacher as the movement/rhythm instructor watched. After the program was implemented, Bud's participation seemed to increase until he was caught stealing for the third time that year. Bud was placed in detention and was not involved in the program for approximately two and a half weeks. When Bud returned to the program, his participation was excellent except for the days he was out of the classroom for tutor-

ing. At this time, Bud became cooperative and followed the instructor's directions. He often asked "how many points did I get today (for participating)?" Although Bud still disrupted occasionally at the end of the program, his cooperativeness had far exceeded the behavioral disruptions.

Carol

14 years

Caucasian female

Approximately 5.2 grade level for reading and 3.6 on math and spelling.

In the beginning, it was observed that Carol could perform most of the movement skills e.g. hop, skip, leap, but was unable to cooperate with others and seemed to fatigue quickly. Carol was perceived to be overweight by the Instructor and observers and during a parent interview the Father stated that he hoped the movement/rhythms program would get Carol to exercise so she would lose some weight. Carol's mother died in an automobile accident and Carol's father was rarely home. Carol was totally responsible for the housework, cooking and care of a 4 year old brother. Carol was an excellent helper and was often asked by the Instructor, teacher and office staff to help run errands whenever necessary. Carol seemed to enjoy running the errands but this special attention probably did not help her

win friends. During the program Carol was spit on, called fat, ridiculed, rejected as a partner, and teased. One day Carol cried because of something said by a peer. By the end of the program Carol seemed to depend on the clique (Jack, Pam and Gigi) who picked on her the most, for recognition. Carol often would not participate if the one male member of the clique (Jack) chose not to participate. At the end of the program, The relationship between Jack and Carol caused Carol to be disciplined by the Instructor several times when Carol and Jack disrupted and would not follow directions. The conflict arose because Carol wanted points for participating but simultaneously wanted to sit by Jack who was not participating. Finally, during one lesson Carol was sent out into the hallway as a "time-out."

Gigi

14 years

Caucasian female

Approximately 4.0 grade level

Because Gigi did not participate or participated at an extremely low energy level, there were insufficient data to determine abilities for the physical category.

In the beginning, Gigi usually would not participate but would follow directions from the Instructor or teacher. If Gigi, Jack and Pam were told to move away from each

other, Gigi was the first to comply. On some days, if the observers were not present, Gigi would participate 100%. Gigi and Jack, who were cousins, initially punched/kicked at each other. In an interview with Gigi's Mother, the Mother stated that Gigi and Jack do not get along. However, by the end of the program Gigi and Jack had stopped hitting and were frequent partners in the dances. Gigi was close to Pam. Apparently the two of them would discuss, during first period, whether or not to participate in the the movement/rhythms program (these conversations were overheard by the Home Economics teacher). Gigi was 14 and physically was quite mature. Heavy at first, Gigi began to loose weight during the 10 weeks and was commended by the Instructor. Gigi was noticed by the boys who would attempt to untie her halter top straps until Gigi screamed and disrupted the class. This occurred several times and the teacher suggested that Gigi wear a different type of blouse.

Gigi seemed to be liked by most of her classmates, and especially Carol, who would call Gigi frequently in the evenings. However, Gigi's Mother and most of her teachers that were interviewed said few good things about Gigi. Gigi's Mother (Father's whereabouts unknown) stated that she did not know much about Gigi's interests or what Gigi did at school because if asked, Gigi would yell "shut up." Gigi

was spotted by one teacher in town drinking and walking with boys. Another teacher overheard Pam, Jack and Carol say that Gigi was absent from school because she didn't feel well--she drank a fifth of Jack Daniels the night before, they said.

Gigi seemed highly skilled rhythmically. On several occasions Gigi and Pam volunteered to manipulate the tinikling poles (bamboo poles 8-10 feet long) so the class members could perform jumps and leaps in a tinikling dance. Pam and Gigi did an excellent job keeping the beat and maintaining the rhythm pattern.

Gigi's participation and disruptions became worse after she received a letter of promotion (to high school) on April 10, 1981. Gigi and Pam teased others who were not promoted and refused to participate or sit with the class members, including those who also were promoted to high school such as Carol, Mick and Vera. Pam and Gigi maintained their alliance to Jack, even though he wasn't promoted (because of absenteeism). Their participation and cooperation improved, when the unit on square dances began at the end of the program.

Jack

14 years

Caucasian Male

Approximately 2.7 grade level

Jack was a cousin to Gigi. He was absent frequently and often sent to the office for being disrespectful or disobedient in the classroom. In all, Jack missed 13 out of the 30 training sessions and he averaged approximately 2 absences a week the entire school year. From the beginning, Jack was disruptive or had a habit of sleeping during his classes which was probably due to the fact that Jack was allowed to stay up all night watching television. In an interview with Jack's Mother, she stated that she knew "little about Jack's activities (Jack's Father and two Brothers drowned several years ago) and added "I probably should know more but I just can't keep up with him."

Jack was interviewed outside of school (one weekend) and the discussion was enjoyable. He had just sold his bike for four dollars to earn some money. Jack cut grass at the neighborhood 7-11 and played pin ball frequently. Jack used to participate in the Special Olympics but was unable to do so this year because he failed to attend school on the day the nurse conducted the required physical examinations. Jack did appear at the Special Olympics, however, and encouraged his classmates who were participating.

Jack seemed to get along with most of his classmates, but not his teachers. In the interviews, most of the teachers volunteered such information as, "I hate to see Jack

walk into the room," or "I have seen Jack hanging around bars with a beer in his hand." Jack interacted with Pam, Gigi and sometimes Carol during the school day. Pam, Gigi, and Jack had all failed physical education because of not dressing out and participating. One teacher said Pam, Gigi, Jack and Carol were like "magnets" that were constantly attracting each other. In all, Jack participated 50-100% only 8 times during the 30 activity sessions. Jack participated in the beginning until 3-13-81 when the Instructor reprimanded Jack and Pam for hitting. Jack sat down, became sarcastic and refused to participate unless the lesson called for role play (analogous to charades) or to "perform in front of the group." Then Jack would participate in that one activity only. Finally, at the end of the program Jack did begin to participate in the dances, usually with Gigi as his partner. to determine Jack's abilities in the physical domain.

Lucy

14 years

Black female

Approximately 3.0 grade level

In the beginning, Lucy was very difficult to talk to. Although she usually would respond immediately to group instructions, she would blankly stare and make no response (verbal or physical) if instructed on a one-to-one basis.

She rarely volunteered and would stand quietly between tasks until instructions were given. Lucy's gross motor skills on the pre-assessment were fair since she only missed nine out of 74 items.

She erred 25 times on the post-assessment. One interpretation is that she was observed imitating on the pre-assessment and was not observed imitating on the post-assessment. Therefore, she made less errors on the pre-assessment than she would have if the test had been administered individually instead of to the group (she could not imitate).

Although Lucy required one-on-one verbal or physical prompting throughout the program, Lucy did improve in overall performance such as the tinikling dance. The imitating behavior was observed to decrease, even during partnering activities. Also, Lucy began volunteering to demonstrate (raised her hand) on at least three different occasions. The greatest improvement in overall performance was observed to be caused by the improvement in self-confidence (e.g. when she walked up to the Instructor and asked "did I do good today?") decisiveness (independence) and responsiveness. Lucy was consistently shy and quiet throughout the program, however, midway into training she was observed initiating the choice of a partner twice (Gigi and Mel) as well as refusing a partner mid-way into the program. Around the

same time, observations showed a decrease in imitating behaviors, an increase in group cooperative behaviors, and an increase in energy level while performing certain tasks.

In the final interview with the special education teacher Lucy was pointed out as one of the students who seemed to "have improved the most" during the 10 weeks of training (physically as well as being more sure of herself) in the opinion of the teacher. Furthermore, Lucy had a history of crying at the end of the day before leaving school (as observed by the teacher). On the first day of training Lucy was observed crying because she had been "picked on" by peers. From that day on, the crying seemed to cease as observed by the teacher and Instructor throughout the rest of the movement/rhythms program.

Mat

13 years

caucasian male

approximately 4.8 grade level

Mat was the only student in the program on medication (for hyperactivity) and was observed from the beginning to be the most highly skilled of the 13 students. In the first meeting held with the observers their reaction was "why is he in this classroom when he should be in the regular classroom?" Mat usually was extremely quick in learning new

steps; so much so, that he would become innovative with the tasks that others were practicing and learning (such as hopping in the tinikling dance when others were having trouble jumping and following the sequence.)

Mat was a frequent helper. He consistently volunteered to assist the Instructor with the record player, setting up the cassette tape player and eventually timed the pulse rate count using a stopwatch after the group had concluded the aerobic dance. Mat became so proficient with the watch that he was allowed to time various peers who requested a second timing on pulse rate. Mat was an excellent peer teacher. Without assistance, Mat utilized the concept of "mirroring" to teach a peer with cereberal palsy a dance step. During one session, Mat impressed a visitor from the State Education Department in Richmond, Va., by abstracting the concept of a "zig zag pathway." At first Mat couldn't remember how to move across the floor in a zig zag pathway, at the request of the Instructor. Therefore, Mat proceeded to draw a zig zag pattern in the air and then was able to perform the movement across the floor correctly. Mat usually cooperated with most of his peers; however, near the end of the program he began to complain if he had to stand next to and hold hands with a female while in a circle. On one occasion Mat placed his coat sleeve over his hands and required Lucy

to hold onto the coat sleeve, so that their hands wouldn't touch.

Mat was very disruptive in the beginning of the program. He would move quickly around the room, kick/punch peers, and talk loudly. This disruptive behavior seemed to decrease after the B-mod program was implemented and when the movement tasks became more difficult and required a lot of concentration and practice to perform correctly. Even so, Mat still was observed disrupting occasionally at the end of the program. In all, Mat was enthusiastic about the program and got involved by making suggestions and voicing requests ("can we do the aerobics today?"). Mat disrupted occasionally but this behavior was never considered as a major behavior problem.

On April 10, 1981, however, Mat had to appear in court and apparently it was not the first time. Mat was reprimanded for destroying public property and was sentenced to spend several hours a day repaying the property owner for the damage by working, this involved cleaning and clearing the yards of the apartment complex. The Judge threatened to remove Mat from his Mother's custody if he appeared in court again. The teacher mentioned that Mat also had a history of stealing; although there was no indication of that during the 10 week program. Mat's mother was interviewed but she knew little about his hobbies, interests and friends.

Mick

14 years

caucasian male

approximately 3.9 grade level

Initially, Mick was withdrawn and aloof and there was an observed lack of interaction with peers, Instructor and observers. Mick was admitted to the hospital the first week of the program. He could not talk (only whisper); yet, subsequent testing showed no physical cause for the symptoms. Mick and his sister Misty were in the class together. Misty was 13 years old. There seemed to be a correlation between Mi's health improvement and participation in the class. Mid-way through the program Mi's participation and attendance stabilized at 100%. Also, Mick began to exhibit traits of independence (would practice steps on his own and became involved by making suggestions concerning specific tasks) and leadership. For example, Mick began telling Mat sequences of combinations, told Mat "c'mon, let's participate," and told Bud to "hold her hand" when Bud refused to close the circle by holding Vera's hand. At the end, Mick initiated helping Lucy and Mel in the Virginia Reel so that the dance proceeded smoothly without stops. By the end of the program, Mick was observed smiling when performing some of the dances and enthusiastic. Mick began to interact with

the observers and Instructor on occasions, although the conversations usually were brief. Mick occasionally would disrupt by punching/kicking Mat, Nathan and Bud and this behavior was not extinguished during the program. Mick cooperated almost with everyone, although he did finally refuse to partner Carol and quit interacting with his sister during the middle of the program. Mick and Misty seemed to stop interacting when Misty was removed from the family and placed in a foster home. Simultaneously, Mick and his family were relocated from a trailer to an apartment by welfare workers. Because of this situation (and no phone) the parents were not interviewed. Even with this disruption, Mick improved in overall performance skills until he was considered the best performer in the class. He learned most skills quickly, made suggestions and was an excellent peer teacher. During an interview with the teacher she stated that she was "amazed at what Mick and Mat could do."

Misty

13 years

Caucasian female

Approximately 1.0 grade level.

In the beginning, Misty participated 100% and had good attendance; however, around March 24, 1981 Misty was ill a couple of times and chose to watch instead of participate.

During that time, Misty was removed from her family and sent to a foster parent. At that point, Misty and Mick were observed "not interacting" for several weeks and Misty remarked to her teacher that it was "unfair" that she and Mick were in the same class. Misty seemed to be a "protective" type with regard to Mick and her friend Mel (both males). She would request the Instructor to play songs "for my brother." Also, she frequently partnered Mel and would steady his arm in order to help his balance. Occasionally Misty would partner Carol or Vera. Misty was observed to have good movement skills but she usually needed prompting a couple of times before she could perform the dance steps correctly. Misty was quiet, but was not observed to be shy, and she usually interacted with most of her peers. Physically, the data analysis did not reveal significant if any, change in Misty's development; although, in the teacher interview it was reported that Misty seemed to "blossom" during the 10 weeks. She "talked more" and showed dance steps "to anyone who would watch." The analysis did reveal that toward the end of the program, Misty was participating erratically and would often volunteer to leave the program to work with a tutor. This occurred a couple of weeks prior to a scheduled hearing where Misty had to testify. At the hearing, the judge decided to permanently remove Misty from

the family. The hearing was on the last day of the movement/rhythms program and a party was scheduled. After interviewing the foster parent, it was decided that Misty should return to school after the hearing in order to participate in the program.

Although quiet, Misty participated 100% and seemed to enjoy herself. The teacher reported that Misty had frequently gone to the bathroom that day and therefore might be ill during the session. The Instructor still encouraged Misty to participate 100% and Ms did not complain of illness once. A follow-up discussion with the teacher revealed that prior to the 10 week training program Misty usually averaged one epilepsy attack a day. Thus, the teacher was surprised that only one attack was reported during the 10 week training program.

Mel

15 years

caucasian male

Approximately 2.8 grade level.

In the beginning, Mel had poor speech skills and poor motor skills due to cerebral palsy. He was an excellent participator and an extremely hard worker. The observers remarked several times that Mel "tried hard" even though he always was unsuccessful in performing steps and combinations

without modification. Initially, Mel rarely spoke to or interacted with the Instructor, observers and peer group, although he interacted one-on-one with Misty, Vera (females) and Ted (male). Mel attended speech twice a week and this was continued throughout the movement/rhythms program.

After two-three weeks, Mel was observed interacting with the Instructor. On the same day, Mel volunteered to lead the group in the aerobic dance 9-5. A visitor from the State Department of Education in Richmond, Virginia was amazed that Mel had enough self-confidence to lead the group. Although Mel followed the Instructor's directions promptly, he rarely was observed being decisive or exhibiting independence in expressing desires or needs. Finally, on April 1, 1981 Mel began to express himself verbally and became outspoken "too fast, too fast" he cried during a circle dance when he had difficulty moving quickly. "I'm too tired" he cried after an aerobic dance task was completed.

Eventually, Mel began to tell peers what to do. When the Instructor directed the group to stand and Bud did not, Mel yelled "Stand up Bud or else!" During a rhythms activity Mel asked the Instructor to time "pulse count, pulse count" as he lifted two fingers to his neck. Mel, who had frequently been picked on by peers in the past (Ted and Bud used to give Mel bear hugs) became decisive and said "if you

touch me one more time Ted I'm going to hit you." Even when the Instructor was reprimanding the class for loudness on April 1, 1981, Mel yelled "I was quiet today"--the Instructor had to agree that was true. Mel would work well with peer teachers, the Instructor and with the group, but it wasn't until Mel started to speak (he rarely used complete sentences) that he began contributing and interacting with group members e.g. Mick and Nathan.

Generally, Mel was rarely observed to improve physically. He could not leap, balance on one foot, hop or jump with knees bent. He was unable to perform most rhythmic tasks, especially those utilizing uneven rhythms such as the skip. Mel could gallop correctly to the right, but not to the left. All steps and combinations had to be modified but even so, he usually could not follow a sequence, make transitions or stay on beat correctly. He did, however, usually accomplish the rhythm patterns correctly e.g. in the tinkling combination. During role play tasks and creative dance, Mel seemed disoriented and stood until prompted by the Instructor. Mel would become extremely disoriented on turns. Usually he would end a turn facing the wrong direction, disoriented and unable to continue the dance until physically prompted by the Instructor, teacher or peer.

There were two or three physical improvements observed and reported. One was balance. The teacher warned the Instructor prior to the program that Mel fell frequently and this concern was corroborated by the physical therapist who worked with Mel. Mel did fall during two sessions at the beginning of training but was not observed falling again until near the end of training when he was accidentally knocked down by Bud. There were no other falls observed. Also, Mel was observed to be more stable and walking on his whole foot instead of on the toes as recorded by the on-site observers. In addition, the teacher stated in an interview that by the end of the program Mel had "improved physically, he was more stable and sure of himself!"

Nathan

14 years

Caucasian male

Approximately 3.0 grade level

In the beginning, Nathan was observed as aloof, quiet and one who rarely interacted with the Instructor or observers. At first, Nathan seemed very stiff and uncoordinated in movement, although he successfully performed most basic skills, e.g. jump, hop, leap etc. In an interview, Nathan's step-mother complained that she "wished Nathan was more athletic." Nathan was good friends with Mat and Mick and

they would interact frequently. Occasionally Nathan would disrupt by hitting/punching a peer and this continued during the program. After a couple of weeks, Nathan began to interact with the Instructor and he was outward and friendly toward a visitor from the State Education Department mid-way into training. Eventually, Nathan began to interact with the observers and attempted two times to sneak behind the Instructor with the intent of scaring. N began to perform at a higher energy level. In the aerobic dance, Nathan would often be innovative by hopping while turning circles on the "free choice" section. N responded more than the peers on the creative dance tasks, usually talking about and demonstrating possible movements. Nathan performed extremely well on the tinikling dance with Vera. The two were asked to perform for the group and were applauded for their competence. On movement skills, Nathan usually caught on after Mick, Mat and Vera. However, Nathan was often observed practicing by himself in a corner of the room so that in the end, he not only learned the skill, but his overall performance was often the best of the peer group. Nathan was asked to peer teach several times, and although fair, Nathan usually needed help from the Instructor to know how to teach the peer. By the end of the program, one observer remarked that now "there is very little difference

between Mat and Nathan in performance." The teacher remarked in an interview that she "was amazed at all the things he could do."

Throughout the program Nathan would peer teach females, however, at the end of the program, Nathan and Pam (a female) chose each other as partners for square dancing. This was courageous considering that Nathan's friends Mat and Mick absolutely refused to partner a girl when the suggestion was made by a female peer. In the end, Nathan was considered an overall excellent performer although he still was observed to err on specific rhythmic tasks especially missing rhythm patterns and beats.

Pam

14 years

Black female

Approximately 3.0 grade level

In the beginning Pam was very quiet and aloof and she refused to participate with the group. Periodically, Pam would participate on the days the observers were not present. Usually her skills were good and she was asked to peer teach once. Pam was a complainer, was loud and often would refuse to follow directions from the Instructor or teacher. Pam usually interacted with Gigi, Jack and occasionally Carol and they all disrupted the class frequently.

Pam would climb on chairs and yell at the peers who were participating. "You're on the wrong foot Carol" "that looks weird" "don't you dare do that Ms" "You're crazy to participate Gigi." This kind of disruptive behavior decreased when the B-mod program was implemented. When the observers were present, Pam often became quiet, sometimes hiding her head under a jacket for 30 minutes.

Mid-way into the program Pam and her sister were removed from the family and placed in a foster home. The sister then was sent to a hospital in Charlottesville for surgery on an old gunshot wound that was received as a young child. Pam participated in the program at that time and the teacher mentioned that Pam would act depressed all day until the movement/rhythms program session where she acted like she was having fun. About the same time, Pam was asked to join a regular math class since her math skills had improved. Pam refused and said she didn't want to miss the movement/rhythms program which was held at the same time as the math class.

On April 8-10, 1981, Pam received a letter promoting her to high school in the fall. From that time Pam's participation was extremely poor until the square dance unit began. The teacher stated that Gigi and Pam began to tease the students who were not being promoted to high school

(some because they were too young). During the square dance unit, Pam became enthusiastic and involved in the program. She would request the Virginia Reel and suggest steps to be included in the dance. Pam often asked her peers to perform the dances in male-female partnerships, but the males consistently refused. Although participation improved at the end, Pam was observed to consistently disrupt as always.

Ted

14 years

Caucasian male

Approximately 6.6 reading grade level and 2.0 math grade level

Initially, Ted consistently disrupted the tasks and frequently disobeyed directions. Ted had a habit of touching individuals when he talked to them and standing too close. He kissed a female partner (embarassing her) and hugged and kissed a male partner. Ted seemed constantly to seek attention. For example, Ted would stand in the middle of a circle during a dance ("get out you fool" yelled Mat) or say "watch me everybody," or ask the group to sing "Happy Birthday" when it wasn't the correct day. Ted rarely completed a task unless it was role playing. Then he wouldn't quit performing for the group until the Instructor and teacher stopped him. Ted interacted with most everyone but seemed to have no friends.

Ted was an excellent reader and was contacted by Teachers in the school as a reference for current events. T's mother said he usually awoke at 6:00 am every morning to listen to the news. Ted did evidence laterality problems and could not perform entire dances, usually because he wouldn't conclude the dance or because of skill ineptness.

Ted did not cooperate with the Instructor or peer group throughout the program. It is believed that Ted needs a one-on-one movement/rhythms training program before asking him to participate in a group situation. Ted is currently undergoing psychological testing.

Vera

14 years

Caucasion female

Approximately 6.0 grade level

In the beginning, Vera was a model student--quiet, followed directions and had excellent movement skills. Thus, until the B-mod program was implemented, Vera was observed infrequently because attention was focused on the disruptors. Vera remained quiet and reserved throughout the program, although she did begin interacting with the Instructor and brought a record almost every day for the Instructor to play. At one time, Vera and Mel were friends, then Mel and Misty were friends and at the end of the program Mel and

Vera were good friends again (Vera used to call Mel in the evenings.)

Vera usually waited patiently to be instructed and was rarely decisive. However, mid-way into the program Vera began volunteering to demonstrate tasks, lead the aerobic dance 9-5 and taught the group the Alley Cat dance. Vera's mother was astonished when told Vera had taught a dance to her peers, the mother thought Vera was too shy to teach a dance. Vera and Nathan performed for the group and were applauded for their competency. Vera began to tell her peers what to do. During one session Vera pushed Carol when Carol attempted to remove Vera as the leader of a line dance. This was the only observed incident where Vera got mad and lost her composure. Vera was observed during one lesson telling Ted to move "I'm the leader" she said. Later, Vera began to take responsibility by telling the group to "move back" when she discerned that the circle had gotten too small. Although Vera rarely interacted with the majority of her peers, she did cooperate with them in group tasks. Vera maintained a low energy level throughout the program but overall excellently performed in the dances.

Appendix C

DEFINITIONS OF THE CATEGORIES AND SUB-CATEGORIES

C.1 CATEGORIES

1. Independence - those behavioral characteristics exhibited by a student whereby:

a. the student practices specific steps or dances on his own without prompting from the instructor;

b. the student is decisive in choosing a partner without prompting; or after prompting from the instructor, the student requests another partner, refuses a partner, and/or the student stands up for himself/herself;

c. the student becomes involved in the accomplishment of tasks by offering suggestions, making requests or by assisting; or

d. the student volunteers to perform for the group.

2. Leadership - those behavioral characteristics exhibited by a student whereby:

a. the student successfully peer teaches another student as requested by the instructor;

b. the student self-initiates successful peer teaching with another student;

c. the student successfully directs a group of students in a dance or dance steps; or

d. the student instructs peers in appropriate social behavior (e.g. requests that a peer follow the directions given by the instructor).

3. Confidence is determined from the data recorded through observational techniques on each student based on a definition by Kehle and Barclay (1979: 47). "When the EMB child becomes competent in a particular area (not all areas) and he is capable of evaluating that particular competency relative to a similar referent group, then he is expected to experience a feeling of worth in that area." Therefore, confidence emerges as a socially derived by-product of competency and experience moderated considerably by social desirability in the classroom setting. This occurs in situations whereby:

a. the student performs before the group upon request of the instructor; or

b. the student successfully learns and performs a particular (new) step or dance which later leads to peer teaching other students in the class.

4. Cooperation - is those behavioral characteristics exhibited by a student whereby the student successfully begins and ends a movement/rhythms task that is contingent upon individual, dyads or group interaction for success (e.g. square dancing).

5. Basic movements - those behavioral characteristics exhibited by a student whereby:

a. the student successfully accomplishes each of the various objectives in the 30 activity lessons with 50-100% accuracy (including adapted tasks) depending on the requirements of the activities;

b. the student is able to execute the tasks independently (without prompting more than twice); and

c. the student is able to attend to the execution of a task from the beginning through the end without stopping (or going off-task).

6. Rhythms - is defined as the proficiency level of rhythm patterns, beat and type (even or uneven) not present or present in the execution of tasks by each student throughout the movement/rhythms training. The skill level is determined by recording the correct or incorrect motoric responses during a specified movement/rhythms task (lunmi sticks and tinikling dance are an example) throughout the 30 activity sessions.

7. Knowledge - is determined by evaluating the student's:

a. completion of the various objectives for each activity session;

b. number of correct responses and or correct demonstrations to questions concerning the concepts of locomotor, non locomotor and movement quality; and

c. overall performance during the 30 activity sessions.

8. Performance - is defined as those behavioral characteristics exhibited by a student whereby:

a. steps are accomplished which lead to dances being performed correctly so that peer teaching is requested and/or performing and demonstrating in front of the peers is requested by the instructor; and

b. the student successfully completes 80% of the various physical objectives for the 30 activity lessons (including modified and adapted tasks).

C.2 SUB-CATEGORIES

The sub-categories are defined as those behavioral characteristics exhibited by a student which is interpreted by the researcher as:

9. Innovative - the student exhibits creativeness in executing a task (e.g. when requested to hop, the student adds a turn).

10. Initiates positive (+) interaction with others - e.g. the student greets students (e.g. hello, shakes hands) and conducts a greeting and conversation with peers or adults.

11. Decisive - if questioned, the student can make a decision and act upon the decision (follow through).

12. Practices independently - the student does not require prompting from the instructor to practice a step alone.
13. Follower - the student does not initiate decision or actions. He/she wait for others to tell or show them what to do.
14. Shyness/withdrawn - the student does not interact with peers or adults more than 25% of the time. Usually stands alone from the others and may not respond to direct questioning.j
15. Imitates - the student copies the actions of a peer or peers in the group; tends to execute the task after the partner or group members have started and performs the same action as another member in tasks that require individual choice.
16. Influenced by peers - the student only performs if a clique member performs and/or responds to the clique's requests which supersedes the request of the instructor.
17. Influenced by observers - this occurs in situations where the students will not participate on days the observers are present and will participate when the observers are not present.
18. Helper in activities - the student volunteers to assist the instructor during the program e.g. turn the record player on/off, carry equipment, and/or run errands.

19. Helps peers - this occurs when a student volunteers or self initiates verbal or physical cues to assist a peer in a task (e.g. a student says "wrong foot," "that's a jump not a hop,") while simultaneously participating and interacting in the program.

20. Peer teaches successfully - upon request, the student is able to perform a new skill correctly and then in turn, is able to correctly teach a peer how to perform the new skill correctly.

21. Peer teaches unsuccessfully - the student is able to perform a new skill correctly, but cannot teach the skill to a peer without prompting from the instructor.

22. Volunteers - upon request, the student raises his/her hand to assist the instructor, and/or perform before the group (e.g. demonstrating/ explaining a movement task.)

23. Gets involved/makes requests - this occurs when the student provides suggestions for improving a task, modifying a task, or adding new tasks to the program. This action should be self-initiated.

24. Enthusiastic - this occurs in situations where the students smile and use a moderate to high energy level when performing a task. Movements of the student should be observed as large, using lots of space, instead of bound.

25. Performs for peers - the student executes/demonstrates a movement and/or dance upon the request of the instructor before a peer group.
26. Doesn't respond/perform - the student upon direct request, or when directly questioned, does not respond. Instead, the student remains motionless and may stare blankly.
27. Follows directions first time - the student responds initially to directions without cajoling or repeated prompts from the instructor.
28. Cooperates with a partner - this occurs when a student is able to coordinate actions with a peer that are necessary to accomplish a given task from the beginning through the end.
29. Cooperates with a group - this occurs when a student is able to coordinate actions with three or more students that are necessary to accomplish a given task from the beginning through the end.
30. Bossy - this occurs when a student refuses to participate, and yells instructions/corrections from the sideline (e.g. you're wrong Carol), at the participating peers.
31. Erratic participation - this occurs when a student participates less than 50% of the lesson for the majority of the 10 week period.

32. Disrupts - this occurs when a student interrupts the lesson by stopping a student(s) from participating and/or stopping the instructor from leading an activity through aggressive actions (e.g. hitting, spitting, and kicking).

33. Aggressive - these behaviors were defined by Kehle and Barclay (1979:47) e.g. hits, punches, shoves and pushes. Behaviors that are not considered by the instructor to be conducive to the accomplishment of specific tasks and/or infringe on another individual's rights as a participant in the tasks.

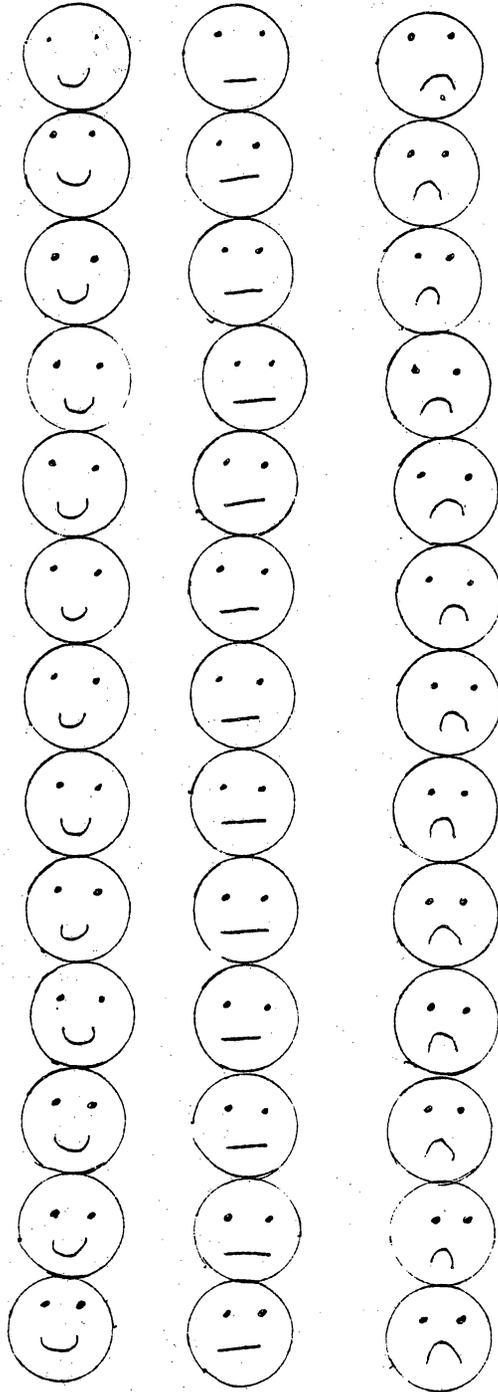
34. Does not cooperate with the opposite sex - this occurs in situations where a male or female refuses to interact or participate with a member of the opposite sex (e.g. refuses to hold hands or stand next to).

Appendix D

COMPREHENSIVE PROGRAM EVALUATION COMPLETED BY THE 13 EMR
STUDENTS

Student Evaluation

- 1. Aerobic dance (9-5)
- 2. Drawing to music
- 3. Rhythm band instruments
- 4. Lummi stick routine
- 5. Square dance "Virginia Reel"
- 6. La Raspa Mexican Dance
- 7. Freeze and Move
- 8. Tinikling (poles)
- 9. Locomotor/nonlocomotor steps
- 10. Charades/pantomime activities
- 11. Disco dance
- 12. zig zag, circular, shapes levels, focus movements
- 13. Song "You Are My Sunshine"



14. Alley Cat



15. Snap, Clap Name Game



16. Poem "The Lollipop"



17. Schottische dance



18. Mazurka dance



19. Parachute activities



Appendix E

MOVEMENT/RHYTHMS PRE AND POST-ASSESSMENT INSTRUMENT

MOVEMENT/RHYTHMS PRE-ASSESSMENT
March 2, 4

Rudimentary Mechanics*
of Movement

Students stand
The student is asked to:

Students

	Johnny	Mike	Geraldine	Missie	Mark	Vickie	Pat	Mathew	Laura	Cindy	Bo	Norman	Tripp
1. bend the knees	/	/	/	/	/	/	/	/	/	/	X	/	/
2. rise on the toes	/	/	/	/	/	/	/	/	/	/	X	/	/
3. bend the upper body													
forward	/	/	/	/	/	/	X	/	/	/	X	/	/
backward	/	/	/	/	/	/	X	/	/	/	X	/	/
right side	/	/	/	/	/	/	X	/	0	/	X	/	0
left side	/	/	/	/	/	/	/	/	0	/	X	/	0
4. extend L leg from hip (knees straight)													
forward	/	/	/	/	/	/	/	/	/	/	X	/	0
sideward	/	/	/	/	/	/	/	/	/	0	X	/	0
backward	/	/	/	/	/	/	/	/	/	/	X	/	0
5. extend R leg from hip (knees straight)													
backward	0	/	/	/	/	/	/	/	/	/	X	/	0
forward	0	/	/	/	/	/	/	/	/	/	X	/	0
sideward	/	/	/	/	/	/	/	/	/	0	X	/	0
6. Using a rope (lying on floor by student)													
lift the rope off floor	/	/	/	/	/	/	/	/	/	/	X	/	/
place rope on floor	/	/	/	/	/	/	/	/	/	/	X	/	/
step over the rope	/	/	/	/	/	/	/	/	/	/	X	/	/
walk around the rope	/	/	/	/	/	/	/	/	/	/	X	/	/
step on the rope	/	/	/	/	/	/	/	/	/	/	X	/	/
7. Form a circle on floor with rope	/	/	/	/	/	/	/	/	/	/	/	/	/
step inside the circle	/	/	/	/	/	/	/	/	/	/	/	/	/
step outside the circle	/	/	/	/	/	/	/	/	/	/	/	/	/
stand beside the circle	/	/	/	/	/	/	/	/	/	/	/	/	/
8. Move under the rope (Free Choice: students demonstrate through creative discovery)	/	/	/	/	/	/	/	/	/	/	/	/	/
9. Walk	/	/	/	/	/	/	/	/	/	/	/	/	/
10. Run	/	/	/	/	/	/	X	/	/	/	X	/	/
11. Hop													
R foot	/	/	/	/	/	/	X	0	0	/	X	/	0
L foot	/	/	/	/	/	/	X	0	0	/	X	/	0
12. Leap	0	/	0	/	0	/	X	0	0	/	X	0	0

* hold each position 5-10 seconds or repeat 5-10 times

Rudimentary Mechanics
of Movement

Students stand The student is asked to:	Students												
	Johnny	Mike	Gerardine	Missie	Mark	Vickie	Pat	Mathew	Laura	Cindy	Bo	Norman	Tripp
48. Touch your seat	/	/	/	/	/	/	/	/	/	/	X	/	/
49. Touch your waist	/	/	/	/	Ø	/	/	/	/	/	X	/	/
50. Combined													
Touch your arm & head	/	/	/	/	/	/	/	/	/	/	/	/	/
Touch your head & waist	/	/	/	/	/	/	/	/	/	/	/	/	/
Touch your chin & knee	/	/	/	/	/	/	/	/	/	/	/	/	/
Touch knees with arms crossed	/	/	/	/	/	/	/	/	/	/	/	/	/
Touch both of your neighbor's shoulders	/	/	/	/	/	/	/	/	/	/	X	/	/
Stand facing a partner and hold R hands. Keep hold of R hands and add the L hands	/	/	/	/	/	/	/	/	/	/	X	/	/
51. Stand next to your partner with R shoulders touching	/	/	Ø	Ø	/	/	/	Ø	Ø	Ø	X	Ø	Ø

- Ø = incorrect movement
- / = correct movement
- A = Absent
- = was not observed
- X = off task (did not participate)

Rudimentary Mechanics
 of Movement

 Students stand
 The student is asked to:

Students

	Johnny	Mike	Geraldine	Missie	Mark	Vickie	Pat	Mathew	Laura	Cindy	Bo	Norman	Tripp
13. Gallop													
R foot lead	/	/	/	0	/	/	X	0	/	0	X	/	/
L foot lead	/	/	/	/	/	/	X	0	/	0	X	/	/
14. Skip	/	/	/	/	/	/	X	0	/	/	X	/	/
15. Combinations													
walk, feet together,													
walk (6 reps)	0	0	0	0	0	0	X	0	0	0	0	0	0
leap, walk, walk	0	/	X	0	/	0	X	0	0	0	0	0	0
walk, walk, walk, hop	0	0	X	0	0	0	X	0	0	0	0	0	0
16. Fall down (collapse)	/	/	/	/	/	/	X	/	/	/	/	/	/
17. Jump	/	/	/	/	/	/	X	0	/	/	/	/	/
18. Lift one foot off floor and hold for 5 seconds	/	/	/	/	/	/	X	0	/	/	X	/	/
19. Swing your arms	/	/	/	/	/	/	X	/	/	/	X	/	/
20. Swing one leg	/	/	/	/	/	/	X	0	/	/	X	/	/
21. Bend your arms (at elbows)	/	/	/	/	/	/	X	/	/	/	X	/	/
22. Twist your whole body	/	/	/	/	/	/	X	/	/	/	X	/	/
23. Stamp your R foot	/	/	/	/	/	/	X	/	/	/	X	/	/
24. Stamp your L foot	/	/	/	/	/	/	X	/	/	/	X	/	/
25. Make yourself as small as possible	/	/	/	/	/	/	X	/	/	/	X	/	/
26. Make yourself as large as possible	/	0	/	/	/	/	X	/	/	/	X	/	/
27. Touch your arm	/	/	/	/	/	/	/	/	/	/	X	/	/
28. Touch your elbow	/	/	/	/	/	/	/	/	/	/	X	/	/
29. Touch your leg	/	/	/	/	/	/	/	/	/	/	X	/	/
30. Touch your knee	/	/	/	/	/	/	/	/	/	/	X	/	/
31. Touch your hand	/	/	/	/	/	/	/	/	/	/	X	/	/
32. Touch your foot	/	/	/	/	/	/	/	/	/	/	X	/	/
33. Touch your fingers	/	/	/	/	/	/	/	/	/	/	X	/	/
34. Touch your toes	/	/	/	/	/	/	/	/	/	/	X	/	/
35. Touch your eyebrows	/	/	/	/	0	/	/	/	/	/	X	/	/
36. Touch your ears	/	/	/	/	/	/	/	/	/	/	X	/	/
37. Touch your mouth	/	/	/	/	/	/	/	/	/	/	X	/	/
38. Touch your cheek	/	/	/	/	/	/	/	/	/	/	X	/	/
39. Touch your eye	/	/	/	/	/	/	/	/	/	/	X	/	/
40. Touch your forehead	/	/	/	/	/	/	/	/	/	/	X	/	/
41. Touch your chin	/	/	/	/	/	/	/	/	/	/	X	/	/
42. Touch your shoulder	/	/	/	/	/	/	/	/	/	/	X	/	/
43. Touch your back	/	/	/	/	/	/	/	/	/	/	X	/	/
44. Touch your shoulder blade	0	/	/	/	/	/	/	0	/	/	X	0	/
45. Touch your neck	/	/	/	/	/	/	/	/	/	/	X	/	/
46. Touch your ribs	/	/	/	/	/	/	/	/	/	/	X	/	/
47. Touch your hips	/	/	/	0	/	/	/	/	/	/	X	/	/

MOVEMENT/RHYTHMS POST-ASSESSMENT
May 11, 13

Rudimentary Mechanics* of Movement	Students												
	Mark	Mike	Bo	Norman	Mathew	Vickie	Laura	Missie	Cindy	Tripp	Pat	Geraldine	Johnny
1. bend the knees	/	/	/	/	/	/	/	/	/	/	X	X	A
2. rise on the toes	/	/	/	/	/	/	/	/	/	/	X	X	
3. bend the upper body													
forward	/	/	/	/	/	/	∅	/	/	X	X		
backward	/	/	/	/	∅	/	∅	/	∅				
right side	/	/	/	/	/	/	∅	/	∅				
left side	/	/	/	/	/	/	∅	/	/				
4. extend L leg from hip (knees straight)													
forward	/	/	/	/	/	/	∅	/	/				
sideward	/	/	/	/	/	/	∅	/	/				
backward	/	/	/	/	/	/	∅	/	/				
5. extend R leg from hip (knees straight)													
backward	/	/	/	/	/	/	∅	/	∅	/			
forward	/	/	/	/	/	/	∅	/	∅	/			
sideward	/	/	/	/	/	/	∅	/	∅	/			
6. Using a rope (lying on floor by student)													
grasp the rope (leave on floor)													
lift the rope off floor	/	/	/	/	/	/	∅	/	/				
place rope on floor	/	/	/	/	/	/	∅	/	/				
step over the rope	/	/	/	/	/	/	/	/	/				
walk around the rope	/	/	/	/	/	/	/	/	/				
step on the rope	/	/	/	/	/	/	/	/	/				
7. Form a circle on floor with rope													
step inside the circle	/	/	/	/	/	/	/	/	/	/	/	/	/
step outside the circle	/	/	/	/	/	/	/	/	/	/	/	/	/
stand beside the circle	/	/	/	/	/	/	/	/	/	/	/	/	/
8. Move under the rope (Free Choice: students demonstrate through creative discovery)	/	/	/	/	/	/	/	/	∅	/			
9. Walk 5-10 seconds	/	/	/	/	/	/	/	/	/	/	/	/	/
10. Run	/	/	/	/	∅	/	/	/	/	/	/	/	/
11. Hop													
R foot	/	/	∅	/	∅	/	∅	/	∅	/			
L foot	/	/	∅	/	∅	/	∅	/	∅	/			
12. Leap	/	/	/	/	/	/	/	/	∅	/			

* hold each position 5-10 seconds or repeat 5-10 times

Rudimentary Mechanics
of Movement

Students

Students stand

The student is able to:

	Mark	Mike	Bo	Norman	Mathew	Vickie	Laura	Missie	Cindy	Tripp	Pat	Geraldine	Johnny
13. Gallop													
R foot lead	/	/	/	/	/	/	/	A	/	/	/	X	A
L foot lead	/	/	/	/	0	/	0		/	/	/		
14. Skip	/	/	/	/	0	/	0		0	/	/		
15. Combinations													
walk, feet together, walk (6 reps)	0	0	0	/	0	0	0		/	0	0		
leap, walk, walk	/	/	/	/	/	/	0		/	0	/		
walk, walk, walk, hop	/	/	/	/	0	/	0		0	0	/		
16. Fall down (collapse)	/	/	/	/	/	/	/		/	/	/		
17. Jump	/	/	/	/	/	/	0		/	/	/		
18. Lift one foot off floor and hold for 10 seconds	/	/	/	/	0	/	/		/	/	/		
19. Swing your arms	/	/	/	/	/	/	/		/	/	/		
20. Swing one leg	/	/	/	/	/	/	/		/	/	/		
21. Bend your arms (at elbows)	/	/	/	/	/	/	/		/	/	/		
22. Twist your whole body	/	/	/	/	/	/	/		0	0	/		
23. Stamp your R foot	/	/	/	/	/	/	0		0	/	/		
24. Stamp your L foot	/	/	/	/	/	/	/		0	/	/		
25. Make yourself as small as possible	/	/	/	/	/	/	/		/	/	/		
26. Make yourself as large as possible	/	/	/	/	/	/	0		/	/	/		
27. Touch your arm	/	/	/	/	/	/	/		/	/	/		
28. Touch your elbow	/	/	/	/	/	/	/		/	/	/		
29. Touch your leg	/	/	/	/	/	/	/		/	/	/		
30. Touch your knee	/	/	/	/	/	/	/		/	/	/		
31. Touch your hand	/	/	/	/	/	/	/		/	/	/		
32. Touch your foot	/	/	/	/	/	/	/		/	/	/		
33. Touch your fingers	/	/	/	/	/	/	0		/	X	/		
34. Touch your toes	/	/	/	/	/	/	/		/	X	/		
35. Touch your eyebrows	/	/	/	/	/	/	/		/	/	/		
36. Touch your ears	/	/	/	/	/	/	/		/	/	/		
37. Touch your mouth	/	/	/	/	/	/	/		/	/	/		
38. Touch your cheek	/	/	/	/	/	/	/		/	/	/		
39. Touch your eye	/	/	/	/	/	/	/		/	X	/		
40. Touch your forehead	/	/	/	/	0	/	/		/	/	/		
41. Touch your chin	/	/	/	/	/	/	/		/	X	/		
42. Touch your shoulder	/	/	/	/	/	/	/		/	X	/		
43. Touch your back	/	/	/	/	/	/	/		/	/	/		
44. Touch your shoulder blades	0	0	0	/	0	0	0		0	0	0		
45. Touch your neck	/	/	/	/	/	/	/		/	/	/		
46. Touch your ribs	/	/	/	/	0	/	0		0	/	/		
47. Touch your hips	/	/	0	/	/	/	0		/	/	/		

Rudimentary Mechanics
 of Movement

Students stand The student is able to:	Students												
	Mark	Mike	Bo	Norman	Mathew	Vicki	Laura	Missie	Cindy	Tripp	Pat	Geraldine	Johnny
48. Touch your seat	/	/	/	/	/	/	/	/	A	/	/	X	A
49. Touch your waist	/	/	/	/	/	/	/	/	Ø	/	/	/	/
50. Combined													
Touch your arm & head	/	/	/	/	/	/	/	/	/	/	/	/	/
Touch your head & waist	/	/	/	/	/	/	Ø		Ø	Ø	/		
Touch your chin & knee	/	/	/	/	/	/	/		Ø	X	/		
Touch knees with arms crossed	/	/	/	/	/	/	/		/	/	/		
Touch both of your neighbor's shoulders	/	/	/	/	/	/	/		/	/	/		
Stand facing a partner and hold R hands. Keep hold of R hands and add the L hands.	/	/	Ø	/	/	/	/		/	Ø	/		
51. Stand next to your partner with R shoulders touching	/	/	/	/	/	/	/		Ø	Ø	/		

Ø = incorrect movement

/ = correct movement

A = Absent

Ø = was not observed

X = off task (did not participate)

Appendix F

ACTIVITY LESSON OBJECTIVES

Evaluation of Objectives - March 9, 1981

Objective 4.1 The Student should be able to:

- 4.11 Participate in the activities 100%.
- 4.12 Jump 16 times while facing a partner and holding both hands, hop Rf 8 times, and hop Lf 8 times with 100% accuracy.
- 4.13 Respond to the action words freeze and move without contacting the body of a peer with 100% accuracy.

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Mel	Bud
4.11	100%	100%	99%	98%	80%	100%	A	100%	A	98%	100%	100%	100%
4.12 - jump	/	/	/	/	X	/		/		/	/	Ø	/
Hop R	/	/	/	/	X	/		/		/	/	Ø	/
Hop L	/	/	/	/	X	/		/		/	/	Ø	/
4.13	/	Ø	1	Ø	X	Ø		/		/	/	/	Ø

Evaluation of Objectives - March 11, 1981

Objective 5.1 The Student should be able to:

- 5.11 Participate in the activities 100%.
- 5.12 Demonstrate the ability to lead the group in a task with 1 trial.
- 5.13 Execute 16 jumps, 8 hops (Rf) and 8 hops (Lf) four times with 100% accuracy.

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Me1	Bud
5.11	0%	0%	100%	100%	90%	A	100%	100%	100%	100%	100%	100%	50%
5.12	X	X	/	/			/	/	/	/	/	/	/
5.13 - jump	X	X	/	/	/		/	/	/	/	/	/	/
Hop R	X	X	/	/	/		/	Ø	/	/	/	Ø	/
Hop L	X	X	/	/	/		/	Ø	/	/	/	Ø	/

Evaluation of Objectives - March 13, 1981

- Objective 6.1 The Student should be able to:
 6.11 Participate in the activities 100%.
 6.12 Participate in the tinkling routine with 75% accuracy
 - Jump 2 times in and 2 times out
 - Hop 2 times in and 2 times out.

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Me1	Bud
6.11	95%	100%	100%	100%	50%	25%	100%	100%	A	100%	100%	100%	0%
6.12 - jump	/	/	/	/	/	/	/	/		/	/		X
Hop R	helped manipulate poles.	/	Ø	Ø		X	/	/		/	Ø		X
Hop L		/	Ø	Ø		X	/	/		/	Ø		X

modified a walk in
 lieu of jump & hop
 Would only do 2
 walks instead of 3
 as requested.

Evaluation of Objectives - March 16, 1981

- Objective 7.1 The Student should be able to:
 7.11 Participate in the activities 100%.
 7.12 Jump 16 times, hop Rf 8 times, and hop Lf 8 times with 100% accuracy.
 7.13 Demonstrate a movement that is characteristic of a tree blowing in the wind (a minimum of 1 movement).

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Me1	Bud
7.11	X	X	100%	A	50%	X	0%	100%	A	100%	100%	100%	A
7.12 - jump			/		X			/		/	/	Ø	
hop RF			/		X			Ø		/		Ø	
hop LF			/		X			/		/		Ø	
7.13			/		X		SICK	/		/	/	/	

Evaluation of Objectives - March 18, 1981

Objective 8.1 The Student should be able to:

8.11 Participate in the activities 100%.

8.12 Jump 16 times, hop Rf 8 times, hop Lf 8 times with 100% accuracy.

8.13 Demonstrate an action (e.g. washing dishes) to the rest of the group through role play.

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Mel	Bud
8.11	25%	75%	100%	98%	0%	75%	A	100%	100%	100%	100%	A	50%
8.12 - jump	X	X	/	/	X	X		/	/	/	/		X
hop RF	X	X	/	X	X			ø		/			X
hop LF	X	X	/	X	X			/		/			X
8.13	X	/	/	/	X	/		/	/	/	/		/

Evaluation of Objectives - March 20, 1981

Objective 9.1 The Student should be able to:

9.11 Participate in the activities 100%.

9.12 Jump 16 times, hop Rf 8 times, hop Lf 8 times with 100% accuracy.

9.13 Respond to the action words freeze and move while moving around the room and without contacting the body of peers with 100% accuracy.

9.14 Perform the tinkling dance (with jumps only) individually a minimum of 4 times with 90% accuracy. Two trials are allotted.

9.15 Demonstrate one locomotor or one non locomotor movement. (One trial).

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Mel	Bud
9.11	0%	1%	100%	75%	0%	A	A	100%	100%	100%	100%	100%	0%
9.12 - jump	X	X	/	/	X			/	/	/	/	/	X
hop RF			/	/				Ø	/	/	/	modified	
hop LF			/	/				/	/	/	/		
9.13 - move			/	/				/	/	/	/	/	
- freeze			/	/				/	/	/	/	/	
9.14 - tinkling			/	/				/	/	/	/	modified	
9.15 - locomotor nonlocomotor			/	X				/	/	/	/	/	

Evaluation of Objectives - March 23, 1981

Objective 10.1 The Student should be able to:

10.11 Participate in the activities 100%.

10.12 Jump 16 times, hop Rf 8 times, and hop Lf 8 times and keep the beat of the music with 75% accuracy.

10.13 Perform "I Like to Dance" with a partner at least 1 time without stopping.

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Me1	Bud
10.11	100%	98%	100%	75%	100%	A	A	0%	100%	100%	100%	75%	75%
10.12 - jump	/	/	/	/	/				/	/	/		/
Rf hop	/	/		X	/					/	∅	Speed	
Lf hop	/	/			/					/	∅		
10.13 - dance	/	/	/	/	/			SICK	/	/	/	/	/

Evaluation of Objectives - March 26, 1981

Objective 11.1 The Student should be able to:

11.11 Participate in the activities 100%

11.12 This objective was inadvertently omitted.

11.13 Demonstrate knowledge of 1 locomotor movement and 1 non locomotor movement through verbal identification or through a demonstration

11.14 While moving around the room, respond in time to the action words freeze and move without contacting the body of peers with 100% accuracy.

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Mel	Bud
11.11	100%	100%	100%	A	98%	50%	100%	100%	100%	100%	100%	50%	A
11.13 - loco-motor	/	/	/		/	/	/	/	/	/	/	—	
- non-loco-motor	/	/	/		/	∅	/	/	/	/	/	h e a r s	
11.14	/	/	/		/	/	/	/	/	/	/		

Evaluation of Objectives - March 27, 1981

Objective 12.1 The Student should be able to:

12.11 Participate in the activities 100%.

12.12 Jump 16 times, hop Rf 8 times, hop Lf 8 times with the correct sequence, transitions and keeping the beat with 75% accuracy.

12.13 Demonstrate 1 locomotor movement and 1 non locomotor movement to the class with 1 trial. (Each student demonstrates a new movement, no repeating.)

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Me1	Bud
12.11	100%	100%	100%	0%	100%	A	100%	100%	100%	100%	100%	100%	100%
12.12 - jump	/	/	/		/		/	/	/	/	/	/	/
- hop RF													
- hop LF													
12.13 - loco-motor	/	/	/		/		/	/	/	/	/	/	/
- non-loco-motor	/	/	/		/		/	/	/	/	ø	/	/

Evaluation of Objectives - March 30, 1981

Objective 13.1 The Student should be able to:

13.11 Participate in the activities 100%.

13.12 Demonstrate a movement and simultaneously verbalize your own name in front of the group at least 1 time.

13.13 Demonstrate a movement component (a minimum of 1) from the following elements: space, level, shape, gesture, focus, direction, and pathway.

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Mel	Bud
13.11	A	100%	100%	100%	100%	2%	100%	100%	100%	100%	100%	100%	100%
13.12		/	/	/	/	x	/	/	/	/	/	/	/
13.13		/	/	/	/	/	/	/	/	/	/	/	/

Evaluation of Objectives - April 1, 1981

Objective 14.1 The Student should be able to:

14.11 Participate in the activities 100%.

14.12 Demonstrate one movement that is characteristic of an animal in front of the group.

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Mei	Bud
14.11	25%	25%	100%	10%	100%	10%	75%	100%	100%	100%	100%	100%	A
14.12	X	X	/	/	/	/	/	/	/	/	/	/	

Evaluation of Objectives - April 3, 1981

Objective 15.1 The Student should be able to:

15.11 Participate in the activities 100%.

15.12 Leap 8 times, gallop Rf 8 times, gallop Lf 8 times and skip 8 times with 90% accuracy.

15.13 Perform the Alley Cat dance and continue using the appropriate foot with the beat of the music with 80% accuracy.

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Mel	Bud
15.11	100%	90%	100%	90%	0%	A	25%	100%	100%	100%	100%	100%	A
15.12 - leap	/	/	/	/			/	/	/	/	/	∅	
- gallop R	/	/	/	/			/	/	/	/	/	/	
- gallop L	/	/	/	/			/	/	/	/	/	∅	
- skip	/	/	/	/			/	/	/	/	/	∅	
5.13	/	/	/	∅			A	/	/	/	∅	∅	

Evaluation of Objectives - April 6, 1981

- Objective 16.1 The Student should be able to:
 16.11 Participate in the activities 100%.
 16.12 Leap 8 times, gallop 8 times Rf and gallop 8 times Lf with 80% accuracy.
 16.13 Schottische 8 times while standing shoulder to shoulder and holding left hand in the right hand of a partner with 100% accuracy.

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Mel	Bud
16.11	100%	100%	100%	A	100%	0%	100%	0%	100%	100%	100%	100%	0%
16.12 - leap	/	/	/		/		/		/	Ø	/	Ø	
- gallop Rf	/	/	/		/		/		/	/	/	/	
- gallop Lf	/	/	/		/		/		/	/	/	Ø	
16.13 - Schottische	/	/	/		/		/		/	/	Ø	modi- fied	

Evaluation of Objectives - April 8, 1981

- Objective 17.1 The Student should be able to:
 17.11 Participate in the activities 100%.
 17.12 Leap 8 times, gallop 8 times and skip 8 times with 100% accuracy.
 17.13 Perform the Alley Cat dance with 90% accuracy.

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Mel	Bud
17.11	0%	0%	100%	100%	100%	0%	100%	A	100%	100%	100%	100%	A
17.12 - leap			/	/	/		/		/	/	/	Ø	
- Rf Gallop			/	/	/		/		/	/	Ø	/	
- Lf Gallop			/	/	/		/		/	/	Ø	Ø	
- skip			/	/	/		/		/	/	/	Ø	
17.13			/	Ø	/		/		/	/	Ø	Ø	

Evaluation of Objectives - April 10, 1981

Objective 18.1 The Student should be able to:

18.11 Participate in the activities 100%.

18.12 Demonstrate 1 movement component with 1 trial.

18.13 Leap 8 times, gallop Rf 8 times, gallop Lf 8 times, skip 8 times, schottische 8 times with 80% accuracy for each.

18.14 Demonstrate 1 movement quality with 1 trial.

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Mel	Bud
18.11	0%	0%	100%	75%	75%	A	100%	25%	100%	A	100%	100%	0%
18.12 - (component)			/	Ø	/		/		/		Ø	/	
18.13 - leap			/	/	/		/	H	/		/	modified/	wasn't allowed to participate due to behavior
- gallop Rf			/	/	/		/	E	/		/	/	
- gallop Lf			/	/	/		/	C	/		/	Ø	
- skip			/	/	/		/	S	/		/	Ø	
- Schottische			/	L/RØ	/		/		/		/	Ø	
18.14 - (quality)			/	Ø	X		/		/		/	/	wasn't allowed to participate

Evaluation of Objectives - April 13, 1981

Objective 19.1 The Student should be able to:

- 19.11 Participate in the activities 100%.
- 19.12 Execute the tinikling dance combination (leap in between poles, place Rf next to Lf, leap to other side away from poles and repeat in the opposite direction) a minimum of 4 times with 75% accuracy.
- 19.13 Execute the tinikling dance, cooperate with a partner by holding both hands and facing each other a minimum of 4 times with 75% accuracy.

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Mel	Bud
19.11	A	0%	100%	A	0%	0%	100%	A	100%	100%	100%	100%	A
19.12 - R side			/				/		/	/	/	/	
- L side			/				/		/	/	/	/	
19.13 - R side			/				/		/	/	Ø	/	
- L side			/				/		/	/	Ø	/	
				TUTOR									
												MODIFIED	DEFENTION

Evaluation of Objectives - April 14, 1981

Objective 20.1 The Student should be able to:

20.11 Participate in the activities 100%.

20.12 Perform the schottische step with 75% accuracy.

20.13 Perform the schottische combination with 75% accuracy.

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Mei	Bud
20.11	A	50%	100%	75%	75%	A	100%	100%	100%	100%	100%	75%	A
20.12 - R		/	Ø	Ø	/		/	Ø	/	/	Ø		
- L		/	Ø	Ø	/		/	Ø	/	/	Ø	H	
20.13		X	Ø	Ø	X		/	Ø	Ø	/	Ø	E	
												C	
												S	

Evaluation of Objectives - April 27, 1981

Objective 21.1 The Student should be able to:

21.11 Participate in the activities 100%.

21.12 Execute the schottische 8 times to the R and 8 times to the L with 100% accuracy.

21.13 Perform the schottische dance while holding hands with a partner with 80% accuracy. (See Objective 20.13 for dance sequence.)

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Mel	Bud
21.11	0%	0%	100%	10%	0%	0%	100%	25%	100%	100%	100%	100%	A
21.12 - Schottische R			/	X			/	Ø	/	/	Ø	Ø	
- Schottische L			/	X			/	Ø	/	/	Ø	Ø	
21.13 - Dance			/	X			/	Ø	/	/	Ø	Ø	

Evaluation of Objectives - April 29, 1981

Objective 22.1 The Student should be able to:

22.11 Participate in the activities 100%.

22.12 Execute the lummi stick combination and consistently maintain the beat of the music one time, with 75% accuracy.

22.13 Perform the schottische 8 times R and 8 times L a minimum of 4 times with 100% accuracy.

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Mel	Bud
22.11	95%	1%	100%	A	0%	50%	100%	100%	100%	100%	A	100%	100%
22.12 - Lummi	/	X	/			ø	/	/	/	/		/	/
22.13 - R	/	ø	/			/	/	/	/	/		/	/
- L	/	ø	/			/	/	/	/	/		/	/

Evaluation of Objectives - May 1, 1981

- Objective 23.1 The Student should be able to:
 23.11 Participate in the activities 100%
 23.12 Execute the tinikling dance with a leap a minimum of 4 times with 75% accuracy
 23.13 Perform the schottische 8 times R and 8 times L a minimum of 4 times with 100% accuracy.
 23.14 Perform the dance La Raspa a minimum of 1 times with 75% accuracy.
 23.15 Perform the lummi stick routine and maintain the beat of the music, a minimum of 4 times with 75% accuracy.

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Mel	Bud
23.11	0%	A	100%	A	0%	A	100%	100%	100%	100%	A	100%	100%
23.12 - Tinikling			/				/	/	/	/		/	/
23.13 - Schottische R			/				/	Ø	/	/		Ø	/
- Schottische L			/				/	Ø	/	/		Ø	Ø
23.14 - La Raspa			/				/	/	/	/		Ø	/
23.15 - Lummi			/				/	/	/	/		/	/

Evaluation of Objectives - May 4, 1981

- Objective 24.1 The Student should be able to:
 24.11 Participate in the activities 100%.
 24.12 Perform the mazurka 8 times R and 8 times L at least 1 out of 2 trials with 75% accuracy.
 24.13 Perform the square dance a minimum of 1 times with 75% accuracy.

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Mel	Bud
24.11	0%	0%	100%	A	0%	A	100%	100%	100%	100%	A	100%	100%
24.12 - R			/				/	Ø	/	/		Ø	Ø
- L			/				/	Ø	/	/		Ø	Ø
24.13 - bow			/				/	/	/	/		/	/
- do-sa-do			/				/	/	/	/		Ø	/
- R elbow			/				/	/	/	/		Ø	/
- L elbow			/				/	/	/	/		Ø	/

Evaluation of Objectives - May 5, 1981

- Objective 25.1 The Student should be able to:
 25.11 Participate in the activities 100%.
 25.12 Perform the mazurka 8 times R and 8 times L a minimum of 1 out of 2 trials with 75% accuracy.
 25.13 Perform the La Raspa with a partner a minimum of 1 times with 80% accuracy.

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Me1	Bud
25.11	70%	70%	100%	0%	50%	90%	100%	90%	100%	100%	A	100%	100%
25.12 - R	X	X	/		X	X	/	X	/	/		/	/
- L	X	X	/		X	X	/	/	/	/		/	/
25.13	X	X	/		X	/	/	X	/	/		/	/
				T									
				U									
				T									
				O									
				R									

Evaluation of Objectives - May 7, 1981

Objective 26.1 The Student should be able to:

26.11 Participate in the activities 100%.

26.12 Perform the tinkling routine while keeping a constant rhythm and maintaining the beat of the music a minimum of 1 out of 2 trials with 75% accuracy.

26.13 Identify and verbally communicate his/her name a minimum of 1 time in a group activity called "Rhythm Name Game."

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Mei	Bud
26.11	0%	50%	100%	A	10%	0%	100%	100%	100%	90%	A	75%	A
26.12 - R		X	/		X		/	Ø	/	/		Ø	
- L		X	/		X		/	Ø	/	/		Ø	
26.13		/	/		X		/	/	/	/		SPEECH	
				T									T
				U									U
				T									T
				O									O
				R									R

Evaluation of Objectives - May 12, 1981

Objective 28.1 The Student should be able to:

28.11 Participate in the activities 100%.

28.12 Perform the mazurka 8 times R and 8 times L with 80% accuracy.

28.13 Perform the Virginia Reel a minimum of 1 times without stopping.

	Gigi	Pam	Nathan	Ted	Carol	Jack	Mick	Misty	Vera	Mat	Lucy	Me1	Bud
28.11	A	100%	100%	5%	10%	0%	100%	100%	100%	100%	100%	100%	100%
28.12 - R		/	/				/	/	/	/	/	/	/
L		/	/				/	/	/	/	/	Ø	/
28.13			/				/	/	/	/		/	

Appendix G

ACTIVITY LESSONS FOR THE MOVEMENT/RHYTHMS CURRICULUM

ACTIVITY 1 - MOVEMENT ORIENTATION AND ASSESSMENT

Goal 1.0 Demonstrates abilities in the physical, psychological and social areas through physical fitness, rhythm, and perceptual motor tasks in movement/rhythms activities.

Objective 1.1 The Student should be able to:

1.11 Participate in the activities 100%.

1.12 Demonstrate a proficiency level in the "Movement/Rhythms Assessment" as determined by 1 out of 1 trials.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 10 minutes</u>		
1. Practice running in place for 1 minute. Time the students with a stopwatch.	1. Students are scattered around the room with sufficient space to avoid body contact.	1. Encourage students to vigorously move for 1 minute without rest.
2. 4 aerobic dance steps are introduced. They are: - jump 16 counts - hop Right foot (Rf) 8 counts	2. Seat students to introduce steps. Chart the steps. Clap the rhythm with the music ("Nine to Five").	2. Emphasize high jumps and hops. On <u>Student Choice</u> , stress different steps for each student.

Tasks	Organization	Teaching Emphasis
<p>- Student choice 16 counts Repeat until the music ends.</p>	<p>One at a time, the students demonstrate their movement for the "student choice."</p>	<p>Encourage shy students to demonstrate a step for their peers.</p>

Skill Development - Application: 20 minutes

<p>1. Assess the students' abilities by administering the "Movement/Rhythms Assessment." (The instrument is located in the appendices, page</p>	<p>1. Divide the class into 3 groups. A drum beat may be used, if necessary, for accompaniment.</p>	<p>1. The groups are allowed 1 trial per test item. All students respond to the movement questions simultaneously to impede imitating. Verbal prompts may be used, but no demonstrations.</p>
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Conclusion: 5 minutes

<p>1. Discuss the term physical fitness. Ask the question: "Describe (or tell me about) the word physical fitness?"</p>	<p>1. The class is seated. A chart is used to record the students' descriptions.</p>	<p>1. Emphasize that there are no right or wrong words to describe physical fitness.</p>
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ACTIVITY 2 - MOVEMENT ORIENTATION AND ASSESSMENT

Goal 2.0 Demonstrates abilities in the physical, psychological and social areas through physical fitness, rhythm, and perceptual motor tasks in movement/rhythms activities.

Objective 2.1 The Student should be able to:

2.11 Participate in the activities 100%.

2.12 Demonstrate a proficiency level in the "Movement/Rhythms Assessment" as determined by 1 out of 1 trial.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 10 minutes</u>		
1. Review the aerobic dance steps.	1. Students are seated. Volunteers are requested to demonstrate the steps.	1. Students should raise their hand to volunteer. - both feet should lift off the ground in the jump.
2. Perform the aerobic dance as a group to music.	2. The record is "Nine to Five." The students stand in a scattered formation.	2. The students should not rest during the song.

Tasks	Organization	Teaching Emphasis
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Skill Development - Application: 20 minutes

- | | | |
|---|---|--|
| <p>1. Administer the "Movement/Rhythms Assessment" for the second time.</p> | <p>1. Use a drum beat if necessary. Divide the class into 3 groups.</p> | <p>1. The groups are allowed one trial per item. All students respond to the movement questions simultaneously to imitate imitating. Verbal prompts may be used, but not demonstrations.</p> |
|---|---|--|

ACTIVITY 3 - MOVEMENT ORIENTATION

Goal 3.0 Demonstrates abilities in the physical and social areas through fitness exercises, group participation, space, and direction tasks in movement orientation activities.

Objective 3.1 The Student should be able to:

3.11 Participate in the activities 100%.

3.12 Jump 16 times, hop on the Rf 8 times, and hop on the Lf 8 times with 100% accuracy.

3.13 Respond to the action words freeze and move without contacting the body of a peer with 100% accuracy.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 10 minutes</u>		
1. Practice running in place for 1 minute. Time with a stopwatch.	1. Students are scattered around the room.	1. Encourage students to continue moving for 1 minute. Lift knees towards chin when running.
2. Review the aerobic dance without music.	2. Students are standing.	2. Ask for volunteers to demonstrate steps. Emphasize counting.

Tasks	Organization	Teaching Emphasis
<p>3. Practice the aerobic dance to music. The steps are:</p> <ul style="list-style-type: none"> - jump 16 times - hop Rf 8 times - hop Lf 8 times - student choice ("free choice") 16 times - repeat 	<p>3. Record is "Nine to Five." The students are in a scattered formation and standing.</p>	<p>3. In the hop step, the ankle of the bent knee leg should rest on the inside knee of the supporting leg. The supporting leg should clear the floor on each hop.</p>
<p>4. Locate the pulse and count the number of pulses produced during a 30 second time period.</p>	<p>4. Use a stopwatch to record 30 seconds. The students are seated. Chart the pulse rate counts.</p>	<p>4. Assist those students who are unable to locate their pulse.</p>

Skill Development: 5 minutes

- | | | |
|---|--------------------------------|---|
| <p>1. Introduce the words <u>freeze</u> and <u>move</u>. Demonstrate the corresponding actions.</p> | <p>1. Students are seated.</p> | <p>1. Ask students to wave their arm and respond to the commands <u>freeze</u> and <u>move</u>.</p> |
|---|--------------------------------|---|

Skill Application: 10 minutes

1. Play the game statues. The group moves to the Instructor's verbal commands-- freeze or move. Music is added during the last 5 minutes and the students keep time to the musical beat. Vary directions, - walk backward, sideward, turn.

Conclusion: 5 minutes

1. Sing the song "Puff the Magic Dragon" and "You Are my Sunshine."

1. The students are scattered. The record used is "Tijuana Brass."

1. Students walk around the room in a large circle when the command move is heard. The students pose as statues when the command freeze is heard. Remind the students not to touch the body of a peer when walking.

1. A piano is used for accompaniment. Students are seated in a semi-circle formation.

1. Purpose is for relaxation and fun.

ACTIVITY 4 - MOVEMENT ORIENTATION

Goal 4.0 Demonstrates abilities in the area of physical and psychological development through body awareness, space, direction, physical fitness tasks in movement orientation activities.

Objective 4.1 The Student should be able to:

4.11 Participate in the activities 100%

4.12 Jump 16 times while facing a partner and holding both hands, hop Rf 8 times, and hop Lf 8 times with 100% accuracy.

4.13 Respond to the action words freeze and move without contacting the body of a peer with 100% accuracy.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Practice the aerobic dance. Take the pulse rate count before and after the dance.	1. The record is "Nine to Five." Students are scattered. Use a stop-watch for the 30 second timing.	1. Discuss cardio-respiratory benefits: - body warms-up - oxygen intake increases - blood circulation increases

Skill Development: 10 minutes

1. Review the game statues. Use music that is fast and some that is slow.

- vary directions
- vary speed
- extend length of freeze pose

2. Review the jump and the hop

- individually
- with a partner holding hands.

Jump 16 and hop 8 times.

1. The record is Tijuana Brass. The students are scattered and standing.

1. The students are scattered. Use a drum to keep the beat.

1. Ask volunteers to demonstrate the concepts:

- fast/slow
- directions (forward, backward, sideward)
- turning

Remind students to move without touching peers.

1. Stress lifting feet and knees high. Partners face each other. If the right leg is lifted for partner A, then the left leg will be lifted for partner B.

Skill Application: 10 minutes

1. Introduce the tinkling dance.

Tape is used instead of bamboo poles for the preparatory stage.

Students jump between the tape strips 2 times and jump away from the strips 2 times.

- repeat the jump combination with a partner.

2. Clap the rhythm of the dance.

Tap the floor 2 times and then clap 2 times.

1. 2 Strips of tape (10' in length each) are laid parallel on the floor. There is 2' distance between the tape strips.

The students line-up single file to the left of the tape strips.

1. Students are seated.

1. Students must lift their knees and feet high.

- The count is 2 jumps in and 2 jumps out.

- The students start to the left of the tape the first time.

The second time they start to the right.

The cadence used is:

in, in, out, out

(1, 2, 3, 4.)

1. Stress a consistent beat.

Practice transitions.

Conclusion: 5 minutes

1. Relaxation. Practice posture control and breathing.

1. Students are seated in a scattered formation.

1. Stress:

- shoulders down
- back straight
- abdomen firm
- deep breaths

ACTIVITY 5 - MOVEMENT ORIENTATION

Goal 5.0 Demonstrates abilities in the physical and psychological areas in fitness and leadership tasks through movement orientation activities.

Objective 5.1 The Student should be able to:

5.11 Participate in the activities 100%.

5.12 Demonstrate the ability to lead the group members in 1 trial.

5.13 Execute 16 jumps, 8 hops (Rf), and 8 hops (Lf) four times with 100% accuracy.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Practice the aerobic dance. Time the pulse rate before and after the dance.	1. The record is (Nine to Five" and the formation is scattered.	1. Encourage students to keep moving. Use a stopwatch and time the pulse rates for a 30 second period.
<u>Skill Development: 10 minutes</u>		
1. Review the tinikling combination from the previous lesson. practice individually.	1. Use the drum to keep the beat. Partners face each other.	1. Students should lift their feet 6-8" off the ground.

Skill Application: 10 minutes

1. Each student leads the group in the tinikling routine at least 1 time.
 2. With a partner, practice the tinikling dance to music.
1. Formation is single-file, behind the leader.
 1. Emphasize that the students follow the leader when jumping. Assist those students who are reluctant to lead.
 1. The record is Tinikling. The meter is 4/4 and speed is slow.
 2. Students should perform as a team (stay together) during the dance. Students hold both hands with their partner.

Conclusion" 5 minutes

1. Clap the rhythm of the tinikling poles.
1. Students are seated. The record is Tinikling.
1. Students tap the floor 2 times and clap 2 times repeatedly, with the beat.

ACTIVITY 6 - MOVEMENT ORIENTATION

Goal 6.0 Demonstrates abilities in the physical and psychological areas in fitness and body awareness tasks through movement orientation activities.

Objective 6.1 The Student should be able to:

6.11 Participate in the activities 100%.

6.12 Participate in a tinikling routine with 75% accuracy--

Jump 2 times in and 2 times out.

Hop 2 times in and 2 times out.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 10 minutes</u>		
1. Practice the aerobic dance. Take the pulse rate count before and after the dance.	1. Record is "Nine to Five." Movement is in place and the formation is scattered.	1. Encourage students to keep moving and: - lift knees high - relax arms - remember to breathe.
<u>Skill Development: 10 minutes</u>		
1. Review the tinikling combination across 2 poles instead of tape.	1. The record is <u>Tinikling</u> . The meter is 4/4.	1. Students jump the routine and then hop the routine.

2. Rhythm practice. The students practice the rhythm of the bamboo poles repeatedly to music.

Skill Application: 5 minutes

1. Perform the tinikling dance with bamboo poles individually.

1. The record is Tinikling. The students are seated in a semi-circle.

1. The record is Tinikling. The students are divided into groups of 2-3 members. 2 students are

All directions in the hop and jump are sideward. The students must jump and hop with a 6-8" clearance from the floor.

1. The cadence is:
down-down-together-together
(1 - 2 - 3 - 4)
The students tap the floor on counts 1 and 2 and clap on counts 3 and 4. It is important to stay with the beat of the music.

1. The feet and knees must be lifted high to avoid hitting the poles.

Practice the combination
with a jump step.

Practice the combination
with a hop step.

Conclusion: 5 minutes

1. Practice posture control.

Remind students to:

- hold abdomen firm
- breathe deeply
- shoulders down
- back straight
- head erect

needed to manipulate
the poles for the
group, or 1 student
and the Instructor.

1. Students sit in a semi-
circle

Emphasize a consistent
beat during the exe-
cution of steps. Slow
the tempo if necessary.

1. The purpose is for re-
laxation and postural
awareness.

ACTIVITY 7 - MOVEMENT EXPLORATION

Goal 7.0 Demonstrates ability in physical and psychological areas through nonlocomotor/locomotor role play, , problem solving, and self awareness tasks in movement exploration activities.

Objective 7.1 The Student should be able to:

7.11 Participate in the activities 100%.

7.12 Jump 16 times, hop Rf 8 times and hop Lf 8 times with 100% accuracy.

7.13 Demonstrate a movement that is characteristic of a tree blowing in the wind (a minimum of 1 movement).

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Aerobic dance routine. Time the pulse rate count before and after the dance. The students should attempt a new movement during "student choice."	1. The record is "Nine to Five."	1. Encourage students to move vigorously and continuously until the music stops.

Skill Development: 10 minutes

1. Introduce the terms locomotor and non locomotor movement. Define and explain.

2. Practice the tinikling rhythm using small poles. On counts 1 and 2 the poles are tapped on the floor. On counts 3 and 4 the poles are tapped together.

1. Students are seated in a semi-circle.

1. Students work with a partner and are seated. Each dyad is given 2 poles (3' in length). The record is Tinikling.

1. Ask volunteers to demonstrate a locomotor or non locomotor movement. Explain how a jump can be a locomotor or a non locomotor movement depending on whether one jumps in place, or jumps across the room.

1. Emphasize executing the movements with the beat. The cadence is: down-down-together-together

Skill Application: 15 minutes

1. The students practice the tinikling dance with a partner. Only the jump step is used.
2. Discuss the characteristics of a tree. Relate the tree's movements to the term non locomotor. Discuss what happens to the tree when the wind blows.

1. The record is Tinikling. 2 students are needed to manipulate the poles. Only 1 dyad performs at a time while the others clap the rhythm and observe.
2. Students are seated in a semi-circle.

1. The feet and knees should be lifted high and partners are encouraged to move as a team. The direction of the steps is sideward.
2. The students are asked to demonstrate different movements that are characteristic of a tree. There is no right or wrong answer although some are more appropriate. These questions are asked:
 - "How does a tree grow?"
 - "What do the branches do?"

3. The students listen to the music "Gone With the Wind" and dance. The movement is non locomotor in the dance.

3. The students are instructed to scatter and find their spot to dance. The song is "Gone With The Wind."

- "What happens when the wind blows?"

3. Students are instructed to prepare a beginning and ending pose for the dance. The students listen to the song and discuss movements that are characteristic of a tree blowing in the wind. Verbal prompts are used periodically to request larger movements from shy students. The students perform the dance and discuss their feelings at the end.

Conclusion: 2 minutes

1. Sing the song "Puff the Magic Dragon."

1. The piano is used for accompaniment and the group is seated in a semi-circle.

1. The purpose is for relaxation.

ACTIVITY 8 - MOVEMENT EXPLORATION

Goal 8.0 Demonstrates abilities in the physical and psychological area through non locomotor/ Locomotor, problem-solving, and self awareness tasks in movement exploration.

Objective 8.1 The Student should be able to:

8.11 Participate in the activities 100%.

8.12 Jump 16 times, hop Rf 8 times, Hop Lf 8 times with 100% accuracy.

8.13 Demonstrate an action (e.g. washing dishes) to the rest of the group through role play.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
<p>1. Practice the aerobic dance. Check the pulse rate count before and after the dance. Review jump 16 times, and hop 8 times before the dance.</p>	<p>1. Record is "Nine to Five" and the formation is scattered.</p>	<p>1. Emphasize continuous movement without rest. Encourage students to lift their knees high on the hop and move vigorously. Students should be corrected for errors.</p>

Skill Development: 10 minutes

1. Review the tinikling dance using tape strips instead of poles. Jump 2 times between the strips and 2 times away from the strips, alternating sides.
 2. Review non locomotor and locomotor definitions. Chart examples of each on poster board.
1. The record is Tinikling and the meter is 4/4. Several students practice at the same time. The other students clap the rhythm and observe until their turn.
 2. The students are seated in a semi-circle. Students volunteer to demonstrate a locomotor or non locomotor movement.
1. Students should work individually and stress lifting feet/knees high when jumping. Practice a minimum of 4 sets.
 2. Students should demonstrate at least one non locomotor or locomotor step to be charted. Assist shy students to demonstrate a movement.

Skill Application: 15 minutes

1. Individual Role play. Each student is given a piece of paper with a different role.
1. Students are seated at one end of the room.
1. Allow 2-3 minutes for students to practice their role play movements.

The different roles are:

- washing clothes
- drying dishes
- rocking a baby
- driving a car
- milking a cow
- catching frogs
- eating a meal
- riding a horse
- cutting grass
- flying like a bird
- playing ball
- making the bed
- climbing a tree

One end of the room is the stage and the other end is where the audience sits.

Only one student at a time is on the stage performing while the audience observes.

The audience guesses the movement that is being acted (similar to charades).

1. Discuss the audiences role in watching the performances - listening quietly and applauding at the end.

Assist those who have difficulty reading the described role play and encourage shy students to participate. Provide movement suggestions if necessary.

ACTIVITY 9 - MOVEMENT EXPLORATION

Goal 9.0 Review of the major objectives covered in the units on movement orientation and movement exploration.

Objective 9.1 The Student should be able to:

9.11 Participate in the activities 100%.

9.12 Jump 16 times, hop Rf 8 times, hop Lf 8 times with 100% accuracy.

9.13 Respond to the action words freeze and move while moving around the room and without contacting the body of peers with 100% accuracy.

9.14 Perform the tinkling dance (with jumps only) individually a minimum of 4 times with 90% accuracy. Two trials are allotted.

9.15 Demonstrate one locomotor or one non locomotor movement.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Demonstrate 1 locomotor or 1 non locomotor movement.	1. Students are seated. One student performs at a time.	1. A volunteer is selected to execute a step. The group then guesses if the step is non locomotor or locomotor.

Practice/Review: 15 minutes

*1. Perform the tinikling dance.

Jump in between the poles 2 times and out 2 times, alternating sides. This should be repeated 4 times.

2. Perform the game statues.

Review the cues freeze and move using musical cues. When the music stops, the movement freezes, when the music starts the group moves.

1. The record is Tinikling.

Two skilled students are needed to manipulate the poles for the jumper. 2-3 students can perform simultaneously since the poles are 8-10' long.

1. The record is Saturday Night Fever. Students

are standing and scattered. Use songs that are fast, moderate, and slow.

1. Students are allowed two trials. Start the dance with the poles moving (they should be tapping the floor on counts 1 and 2 and together on 3 and 4).

1. Emphasize body control and awareness to keep from contacting peers. Emphasize listening to the musical cues and tempo. Add locomotor and non locomotor cues.

*Note: At this stage it was determined that the tinikling dance should be modified so that instead of jumping 2 times between poles and 2 times away, the students should jump 4 times between the poles and 4 times away. This change improved success for most of the students.

Conclusion: 5 minutes

1. Perform the aerobic dance.

Check pulse rate count after the dance with a stopwatch.

1. The record is "Nine to Five" and the formation is scattered. A stopwatch is used to time the 30 second duration.

1. Encourage students to continue moving. Assist those who cannot find their pulse. Chart the pulse rate count for each student on a poster.

ACTIVITY 10 - MOVEMENT EXPLORATION

Goal 10.0 Demonstrates abilities in the physical and social areas through dance, partnering tasks in movement exploration activities.

Objective 10.1 The Student should be able to:

10.11 Participate in the activities 100%.

10.12 Jump 16 times, hop Rf 8 times, and hop Lf 8 times and keep the beat of the music with 75% accuracy.

10.13 Perform "I Like to Dance" with a partner at least 1 time.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Play the song "I Like to Dance" as a listening activity.	1. Song is "I Like to Dance." The students are seated in a semi-circle.	1. Encourage the students to listen to the words of the song. Ask the question "What were the different steps mentioned in the song as part of the dance?" The key words are twist, rock, shake, soul.

Skill Development: 10 minutes

1. Repeat the song "I Like to Dance. Ask volunteers to demonstrate movements to the words of the song:
- rock, twist, shake and soul.
2. Perform the dance with music.

1. The students are seated except for the one who volunteers to demonstrate.
2. Students are standing and scattered.

1. Emphasize the use of non locomotor movements for the dance.
2. Emphasize smooth transitions from one movement to the other. The students should listen carefully for the cues shake, soul, twist, and rock and respond.

Skill Application: 10 minutes

1. Perform the dance with a partner. Choose a partner that is new.

1. Scattered formation in pairs.

1. Partners face each other during the dance and may hold hands.

2. Repeat the dance with a partner. Use locomotor movements instead of non locomotor movements in the dance.

3. Review the tinikling dance.

Conclusion: 5 minutes

1. Perform the aerobic dance. Check pulse rate count at the end of the dance.

2. Same as #1 above.

3. The record is Tinikling. Students are scattered.

1. Record is "Nine to Five."

Look for a constant beat in the dance and stress the use of large movements.

2. Allow 1-2 minutes for partners to practice the locomotor steps they choose to use in the dance. Encourage partners to work as a team.

3. Keep poles low and jump high in the dance. Stress keeping with the beat of the music and correct transitions.

1. Choose a leader to stand in front of the group. Leader must count.

ACTIVITY 11 - MOVEMENT EXPLORATION

Goal 11.0 Demonstrates abilities in the physical and psychological area through movement choreography, body awareness, and cognitive tasks in movement exploration activities.

Objective 11.1 The Student should be able to:

11.11 Participate in the activities 100%.

11.12 Jump 16 times, hop Rf 8 times, Hop Lf 8 times while maintaining the beat with 75% accuracy.

11.13 Demonstrate knowledge of 1 locomotor movement and 1 non locomotor movement through verbal identification or through a demonstration.

11.14 While moving around the room, respond in time to the action words freeze and move without contacting the body of peers with 100% accuracy.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Practice the combination Jump 16 times, Hop Rf 8 times and Hop Lf 8 times repeatedly. Work with partners and hold hands.	1. Drum beat is used to keep a consistent beat.	1. Encourage students to keep the transition be- tween movements smooth and use lots of space (large movements).

Skill Development: 10 minutes

1. Review the Tinikling dance.
Jump 4 times between the tape strips and 4 times away from the tape strips alternating sides.

2. Introduce movement components:

- level
- space
- focus
- direction
- pathways
- shapes
- gestures

1. The record is Tinikling. Use a drum beat first before practicing with music. 3-4 students practice while the others clap the beat.

2. Students are in a semi-circle. Volunteers stand and demonstrate a movement when asked.

1. Students should get at least two trials. Stress lifting knees and feet high during the jumps. The body should move in a sideward direction and the focus should be eye level.

2. level - demonstrate tall vs. short position.
space - general vs. personal
focus - gaze of eyes
direction - forward, sideward, backward,
pathways - curve, zig zag, circular

The components are charted so that the students can recall the elements.

Skill Application: 10 minutes

1. Perform the game statues. As the students respond to the musical cues freeze and move, the Instructor adds the following cues:
 - change your level
 - move in personal space
 - change your focus
 - move forward, backward, sideward

1. Use a drum beat the first time. When the drum beat stops, the students should freeze, when the beat begins the students move. All walk in a large circle with a scattered formation.

shapes - big vs small
gestures - wave vs wink
Students are told that movement components are the basic elements of all actions that occur, whether walking, dressing, washing or dancing.

1. Stress that body contact between peers should be avoided. Students should listen carefully for the cues freeze and move and respond accordingly. Students should listen for the movement component cues and respond.

- change your pathway
- change your shape
- add a gesture to your walk

Conclusion: 5 minutes

1. Sing the song "You Are My Sunshine" and add actions.

1. The piano is used to play the song.
The group is seated in a semi-circle.

1. Encourage everyone to sing.
Play the song one time.
Repeat and ask the group to sing.
Ask volunteers to add movements to the song.
Practice the actions.
Sing the song and add the movements.

ACTIVITY 12 - MOVEMENT EXPLORATION

Goal 12.0 Review and evaluation of movement exploration activities from the past two weeks.

Objective 12.1 The Student should be able to:

12.11 Participate in the activities 100%.

12.12 Jump 16 times, Hop Rf 8 times, Hop Lf 8 times with the correct sequence, transitions and keeping the beat with 75% accuracy.

12.13 Demonstrate 1 locomotor movement and 1 non locomotor movement to the class.
(Each student demonstrates a new movement, no repeating.)

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Body sculpting with a partner. One partner is the sculptor and one is the mold. The sculptor is given the following instructions for sculpting:	1. Partners are in a scattered formation.	1. Remind students to move their partner's body gently. Switch places and repeat the instructions a second time. The purpose of this task

- change your partner's level
- make a square shape
- make a triangle shape
- make any shape or design you want
- change the focus

Practice/Review: 15 minutes

1. Review the following tasks:
 - 1 locomotor movement
 - 1 non locomotor movement.
 The Instructor asks a volunteer to first demonstrate a non locomotor movement and second a locomotor movement before the group.
2. Review the game statues.

1. Students are seated in a semi-circle except for the demonstrator. Students are reminded that they are an audience. Review the listening, observing and appluding skills used by an audience.
2. First use a drum beat. Second use the record

is to review movement components and to allow students the opportunity to work closely with a peer.

1. Encourage applause after each demonstration. Ask the group to observe and see if the demonstration was correct. If the individual was incorrect, then ask for a volunteer to assist the individual and correct the error.
2. Emphasize the movement components of level, space,

3. Review the Tinikling dance.
 - practice the jump combination with poles still.
 - practice the jump combination with poles moving.
 - practice the jump combination with a partner and hold hands.

Conclusion: 5 minutes

1. Perform the aerobic dance.
Check the pulse rate count at the end.

"Stay' in Alive."

Students are scattered and walk clockwise around the room.

3. The record is Tinikling and the meter is 4/4.
2 dyads perform at 1 time while the others clap the rhythm. 2 students are needed to manipulate the poles.

1. Scattered formation.
Use a stopwatch and time pulses for 30'.

gesture, shape, direction, and pathways.

Remind students to listen carefully for the musical and verbal cues.

3. Practice the jump combination a minimum of 4 times (or sets).
Knees and feet must be lifted at least 6" when jumping. The cadence is 4 jumps between the poles and 4 jumps away. Repeat and alternate sides.

1. Choose a new leader for the dance. Stress continuous movement without rest.

ACTIVITY 13 - DANCE FOUNDATION

Goal 13.0 Demonstrates abilities in the physical and psychological areas through self recognition and movement tasks in dance foundation activities.

Objective 13.1 The Student should be able to:

13.11 Participate in the activities 100%.

13.12 Demonstrate a movement and simultaneously verbalize your own name in front of the group at least 1 time.

13.13 Demonstrate or verbally identify a movement component (a minimum of 1) from the following elements: space, level, shape, gesture, focus, direction, and pathway.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Students draw a piece of paper from a box. These are movement component directions e.g. - change your level - make a square shape	1. Students are seated. Slips of paper are passed with directions typed on the paper.	1. Assist those students who need help in reading the directions. Assist those who need help with suggestions for a movement.

- take up lots of space
- take up little space
- demonstrate a goodbye gesture
- demonstrate a zig zag pathway
- demonstrate a curve pathway
- demonstrate a straight pathway
- demonstrate a direction (sideward, forward, backward)
- change your focus

the student demonstrating stands before the group.

allow students the opportunity to practice their demonstration. Attempt not to prompt during the demonstration. Students should observe the demonstration, make corrections if necessary by helping the demonstrator. The students guess whether the movement was indicative of level, space, focus, direction, pathway, shape, or gesture.

Skill Development: 10 minutes

1. Review non locomotor movements.
1. Students stand in a semi-circle.
1. Ask the question "How can a hop be non locomotor?"

- request a hop (Rf and Lf, 8 times each)
- request 8 jumps
- request 8 skips
- request 8 gallops

2. Introduce the steps in the Alley Cat dance.

The steps are:

- Stand with feet together
- Put Rf to the side then return. Repeat 4 times.
- Put Lf to the side and return, 4 times.
- Move Rf to the side 2 times

Use a drum to keep a consistent rhythm. Students move in a large circle, single file formation.

2. Place directions on the walls of the room: Side 1, 2, 3, and 4. Students form 2 lines behind the Instructor.

(answer: because the body remains in one spot on the floor.)

Practice clapping the different even and uneven rhythms of the hop, jump, skip and gallop. Perform the steps.

2. The Instructor stands in front of the students and mirrors the steps.

- Move Lf to the side
2 times.
- Move Rf 1 time
- Move Lf 1 times
- jump and simultaneously
turn 1/4 turn to the
right.
- Repeat the entire combina-
tion until one complete
turn is accomplished.

Skill Application: 10 minutes

1. Perform the dance "Alley Cat."

1. The song is "Alley Cat."
The students stand in
2 lines behind the
peer leaders.
The numbers on the wall
are used to cue students
when turning.

1. Skilled peers are placed
in front of the group.
Practice the dance 1
time without music
and 1 time with music.

2. Perform the "Name Game."

Each student thinks of a non locomotor movement to demonstrate.

- 1 person begins. They say their name and demonstrate a movement.
- the group repeats the name and copies the movement 4 times to the beat of the music.
- the second person in the circle says their name and demonstrates a movement.

This continues around the circle.

Conclusion: 5 minutes

1. Perform the aerobic dance.

2. The record is Tijuana Brass. All students stand in a circle.

2. The students should repeat their name clearly. Assist those students who are shy and/or have problems thinking of a movement. Stress that the students move with the beat.

1. The music is "Nine to Five" 1. Choose a new leader.

Add a new step and chart the pulse rate count at the end of the dance. The combination is:

- jump 16 times
- hop Rf 8 times
- hop Lf 8 times
- free choice 16 times
- jump-clap 16 times

Students are in a scattered formation. A stopwatch is used to time the 30 second period for pulse rate count.

Emphasize continuous and vigorous movement. The leader should count and cue the group as to transitions in the step sequence. The Instructor may need to prompt the leader.

ACTIVITY 14 - DANCE FOUNDATION

Goal 14.0 Demonstrates abilities in the areas of physical and psycholgoical development through dance, role play and self recognition tasks in dance foundation activities.

Objective 14.1 The Student should be able to:

14.11 Participate in the activities 100%.

14.12 Demonstrate one movement that is characteristic of an animal in front of the group.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
<p>1. Review the Alley Cat dance. Slowly review each step in the dance. Then, practice the dance to music.</p>	<p>1. Record is "Alley Cat." Students stand single file. Divide into 2 groups. Place a peer leader at each end of the file.</p>	<p>1. Emphasis is on laterality, correct weight transfer, and directions when turning. Verbally and physically prompt students if necessary. Use peer leaders to assist.</p>

Skill Development: 5 minutes

1. Practice the gallop and skip steps, 16 times to the right and 16 times to the left. Repeat a minimum of 4 times.

Skill Application: 15 minutes

1. Discuss characteristics of different animals e.g.: cow, horse, elephant, monkey, alligator, dog, cat, bird, chicken, fish, kangaroo, snake, and mouse.
2. Each student is secretly given an animal.

1. Use a drum beat to keep the rhythm consistent. Students stand in a large circle and move counter-clockwise and clockwise. Students may hold hands.

1. Students are seated in a semi-circle.
2. Same as above.

1. Request the students to move in a right and then left direction. Stress the uneven rhythms by clapping and then performing.

1. Ask questions such as:
"What makes the cow different from the others?"
"What about the speed each animal usually moves?"
"What about the size/shape of the animals?"
2. Discuss the audience's responsibilities.

The students then demonstrate the animal's movements. No verbalization can be used in the demonstration.

The demonstrator stands while the others are seated.

The audience should observe attentively and applaud each performance. Students guess the animal that is being demonstrated.

Assist those students who are shy. There is no right or wrong movement; however, suggestions should be made that will make a movement more appropriate than another.

Relate the concepts of non locomotor, locomotor and movement components to the demonstrations.

Conclusion: 5 minutes

1. Perform the aerobic dance.
Time the pulse rate count
at the end of the dance.
Chart the counts for each
individual.

1. Music is "Nine to Five."
Use a stopwatch to
measure a 30 second
period for the pulse
rate counts.

1. Choose a new leader.
Emphasize continuous
and vigorous movement.

ACTIVITY 15 - DANCE FOUNDATION

Goal 15.0 Demonstrates abilities in the physical and social areas through dance, direction, and shape tasks in dance foundation activities.

Objective 15.1 The Student should be able to:

15.11 Participate in the activities 100%.

15.12 Leap 8 times, gallop Rf 8 times, gallop Lf 8 times and skip 8 times with 90% accuracy.

15.13 Perform the Alley Cat dance and continue using the appropriate foot with the beat with 80% accuracy.

Rf to side 4 times

Lf to side 4 times

Rf to side 2 times

Rf to side 1 time

Lf to side 1 time

Turn a quarter turn to the right.

Repeat till the music ends.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Review the Alley Cat steps.	1. Use a drum beat.	1. Stress laterality.

Skill Development: 10 minutes

1. Review the leap, gallop and skip.
 1. Students form 2 lines behind the Instructor. Use a drum beat to keep the rhythm consistent. Form a circle to perform the gallop and skip to the right and to the left, 16 times each.
 2. Students are scattered. The meter is 4/4 and the rhythm is even:
1, 2, 3, 4.
 1. The Instructor stands in front of the group and leads. The leap should be practiced from side-to-side in the beginning.
2. Introduce the schottische step.
 - Rf step forward
 - Lf next to the Rf
 - Rf step forward
 - Lf lifts off the floor and hop on the Rf.
 2. Move in a forward direction. The first set begins with the Rf and then second set begins with the Lf. This alternation pattern continues.

Skill Application: 10 minutes

1. Perform the dance Alley Cat.

1. Record is "Alley Cat."

Divide the students
into small groups.

1. Remind students to
always turn right.
Students should stay
with the beat of the
music.

Conclusion: 5 minutes

1. Sing the song "Old Brass
Wagon."

- Circle to the right,
Old Brass Wagon
- Repeat 3 times.
- You're the one my darlin.
- Circle to the left,
Old Brass Wagon
- Repeat 3 times.
- You're the one my darlin.

1. Use the piano for
accompaniment.
Students are seated.

1. Play the song and then
sing the second time.
Stress the directions
right and left.

2. Perform the schottische.

2. Students are in a circle. 2. Keep the tempo moderate.

ACTIVITY 16 - DANCE FOUNDATION

Goal 16.0 Demonstrates abilities in the physical and social areas through movement combination tasks and partnering tasks in dance foundation activities.

Objective 16.1 The Student should be able to:

16.11 Participate in the activities 100%.

16.12 Leap 8 times, gallop 8 times Rf and gallop Lf 8 times with 80% accuracy.

16.13 Schottische 8 times while standing shoulder to shoulder and holding left hand in the right hand of a partner with 100% accuracy.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Perform the dance Alley Cat.	1. Record is "Alley Cat." Divide students into 2 groups standing single file.	1. Both groups practice the dance 1 time to music. Then 1 group performs while the other group watches. Remind the audience to applaud.
<u>Skill Development: 10 minutes</u>		
1. Review the leap, gallop and skip	1. Divide the students into	1. Stress the even and uneven

Perform each step
8 times right and
8 times left.

2. Review the schottische.
The rhythm is even and
the steps are:
step Rf, together Lf,
step Rf, hop Rf.
3. Introduce movement
qualities. Volunteers
are asked to demon-
strate movements that are:
-mad, happy, sad, heavy,
light, and fluttery

small groups. Use
drum beat.

2. A drum beat is used
and the formation is
scattered.
Use peers to teach
students who need help.
3. Students are seated.
The demonstrator stands.

Emphasize the correct
rhythm (uneven and even).
The leap moves side-to-
side. The gallop and
skip move in a circle.

2. Practice the schottische
from side-to side.
Stress that elevation is
needed in the hop.
3. Movement qualities are
the spices that are added
to the basic elements of
movement. These include
movement dynamics (loud,
soft, heavy, fluttery, and
speed (quick-slow)).
Stress that the energy

level changes in order to portray moods (e.g. mad).

Skill Application: 5 minutes

1. Read the poem "The Lollipop" out loud to the group.
2. Discuss movement components and movement qualities that could be used to dance the poem

1. The students are seated.
2. Same as above.

1. The poem should be charted so the students can follow the words in the poem.
2. Volunteers may describe or demonstrate appropriate movements to dance the poem.

Conclusion: 5 minutes

1. Review the song "You Are My Sunshine" and the corresponding movements.

1. Use the piano for accompaniment. The students are seated.

1. Sing 1 time without movements. Repeat and add the movements.

ACTIVITY 17 - DANCE FOUNDATION

Goal 17.0 Demonstrates abilities in the physical and social areas through movement combination tasks and partnering tasks in dance foundation activities.

Objective 17.1 The Student should be able to:

17.11 Participate in the activities 100%.

17.12 Leap 8 times, gallop 8 times and skip 8 times with 100% accuracy.

17.13 Perform the Alley Cat dance with 90% accuracy.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Perform the schottische - individually. - with a partner.	1. Record is "Old Susannah." Peer teachers are used to help individuals. The meter is 4/4. The students and dyads are scattered.	1. Practice each step in the combination slowly. Alternate the steps in a side-to-side direction. Students should hold hands with partners.
<u>Skill Development: 5 minutes</u>		
1. Review the leap, gallop and	1. Use a drum beat.	1. Leap side-to-side.

skip.

2. Introduce the mazurka.

The steps are:

- Leap to the right side.
- Stamp the Lf next to the Rf.
- Lift the Rf up and place next to the Lf (step).

The cadence is:

leap, stamp, step.

3. Review movement qualities.

formation is scattered.

2. Same as above.

3. Students are seated.

in a forward direction.

The leap is an even rhythm and the skip and gallop are uneven.

2. The students should execute the mazurka from side-to-side, alternating. Remind students to use elevation on the leap in order to distinguish it from the stamp and the step. Stamp the foot hard in order to distinguish it from the step.
3. Volunteers should demonstrate examples.

Skill Application: 15 minutes

1. Perform the dance Alley Cat.

2. Perform "The Lollipop" dance.

The Instructor reads the poem out loud as the group performs.

Conclusion: 5 minutes

1. Parachute activity.

1. Record is "Alley Cat."
The students are divided into 2 groups and placed single file. The 2 files are placed next to each other so that everyone has a partner.

2. Students are scattered.
Students are asked to think of a beginning and ending pose for their dance.

1. Students went outside.

1. Review the 1/4 turns.
Stress correct transitions and staying with the beat.

2. Review the appropriate movement components and movement qualities that were discussed in the previous lesson, with regard to the poem.
Read the poem and do not prompt the students.

1. This was a reward.

ACTIVITY 18 - DANCE FOUNDATION

Goal 18.0 Review of the major objectives covered in the unit on dance foundation.

Objective 18.1 The Student should be able to:

18.11 Participate in the activities 100%.

18.12 Demonstrate 1 movement component.

18.13 Leap 8 times, gallop Rf 8 times, gallop Lf 8 times, skip 8 times, schottische 8 times with 80% accuracy for each.

18.14 Demonstrate 1 movement quality.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Demonstrate a movement component. The students are given a slip of paper with a movement component instruction.	1. Students are seated,	1. Volunteers are requested first. Then the instructor selects a student to demonstrate. Assist before the demonstration but not during.

Skill Review: 20 minutes

- | | | |
|---|---|---|
| 1. Practice the leap , gallop, skip and schottische 8 times each. | 1. Scattered formation. Circle formation for the gallop and skip. | 1. The leap and schottische move side-to-side. The gallop and skip move in a circle to the right or left. Two trials are given for each step. |
| 2. Demonstrate a movement quality. | 2. Students are seated. The demonstrator stands. | 2. Remind students that the degree of energy level to produce the movement is important. Peers may assist those students who are incorrect. |
| 3. Perform the Alley Cat dance. | 3. Students are scattered. | 3. Students get 1 trial. |

Conclusion: 5 minutes

1. Free choice: The students get to choose a task from the previous lessons during this period.

ACTIVITY 19 - RHYTHMS

Goal 19.0 Demonstrates abilities in the physical and social areas through time, partnering and movement combination tasks in Rhythms activities.

Objective 19.0 The Student should be able to:

19.11 Participate in the activities 100%.

19.12 Execute the tinikling dance combination (leap in between poles, place Rf next to Lf, leap to other side away from poles and repeat in the opposite direction).
a minimum of 4 times with 75% accuracy.

19.13 Execute the tinikling dance, cooperate with a partner by holding both hands and facing each other a minimum of 4 times with 75% accuracy.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Review the schottische in a sideward direction. Repeat in a forward direction.	1. Use the record "Old Susannah." The formation is scattered. In a forward direction, group forms a circle.	1. Remember to step - close-step - hop, alternating Rf and Lf in the lead.

Skill Development: 10 minutes

1. Review the leap, skip, gallop rhythms by clapping the rhythm pattern.

Repeat for the walk and run.

Repeat using rhythm instruments.

2. Introduce the mazurka step. The mazurka is performed in a 3/4 meter. The schottische is a 4/4 meter.

1. Use the drum and rhythm instruments. All are seated in a circle.

The instruments are:

- bells
- triangle
- rhythm sticks
- drum
- wood blocks

2. All stand in a line formation behind the Instructor.

1. Emphasize even and uneven rhythms. The walk, run, and leap are even rhythms and the skip and gallop are uneven rhythms.

even = _ _ _ _

uneven = _ . _ . _ . _ .

2. The mazurka is as follows:
 - leap on the Rf.
 - stamp the Lf next to the Rf.
 - step in place with the Rf. Repeat starting on the Lf.

Skill Application: 10 minutes

1. Review the tinikling dance with jumps.
 2. Practice the tinikling dance with a sideward leap.
The side of the body is parallel to the poles.
 3. Repeat the leap combination with a partner. Hold hands and face each other.
1. Place 2 bamboo poles on the floor and keep them stationary.
 2. The poles are approximately 2 feet apart and stationary. Use 4 counts to leap between the poles and 4 counts to leap away from the poles. Leap on count 1.
 3. The poles are stationary. 2 couples may work simultaneously.
1. Emphasize 4 jumps between poles and 4 jumps away from poles repeating from side to side.
 2. Leap on to the Rf and between the poles. Close Lf next to the Rf. Leap on to the Rf away from the poles. Close Lf next to the Rf. Repeat to the other direction and begin with the Lf.
 3. Partners must leap high. They should maintain eye contact during task.

Conclusion: 5 minutes

1. Introduce the song "If
You're Happy and You Know
it."

- sing the song

If You're Happy and You
Know it Clap Your Hands,

Repeat

If You're Happy and You
Know it Then Your Life
Will Surely Show it

If You're Happy and You
Know it Clap Your Hands.

Repeat entire song with
Stamp Your Feet. (2nd)
Nod Your Head (3rd)
Do All Three (4th).

1. Use piano accompaniment.

1. The purpose of this task
is for fun and relaxation.

ACTIVITY 20 - RHYTHMS

Goal 20.0 Demonstrates abilities in the physical and social areas through time, dance, and group cooperative tasks in Rhythms activities.

Objective 20.1 The Student should be able to:

20.11 Participate in the activities 100%.

20.12 Perform the schottische step with 75% accuracy.

20.13 Perform schottische 8 times to the R

- schottische 8 times to the L

- step-hop 6 times to the R

- stamp R, L, R, rest

- step-hop 6 times to the L

- stamp L, R, L, rest

- repeat till music ends.

with 75% accuracy.

Tasks	Organization	Teaching Emphasis
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Warm-up: 5 minutes

1. Review the leap, skip, and gallop with claps and rhythm instruments.

1. All are seated in a circle.

1. Emphasize even and uneven rhythms. Keep the beat steady.

2. Review the schottische step.
 - tap with instruments first.
 - dance 8 times to the R and 8 times to the L in a circle.

2. Use the instruments to tap the rhythm of the schottische. All are seated. Stand and move in a circle for the dance.

2. Emphasize that the meter is 4/4. Attempt to use the instrument to tap the rhythm and perform the schottische simultaneously.

Skill Development: 10 minutes.

1. Introduce the combination step-hop and stamp (see objective 20.13 above). Practice in a forward direction R and L. The successful students should be used as peer teachers during practice of this task.

1. Line formation, all are standing. The record is "Highland Schottische."
- Practice in small groups are independently.

1. Emphasize the need to use lots of energy on the stamp. Stamp hard. Use high elevation on the leap. The Instructor walks around the room during the practice and assists where needed.

Skill Application: 10 minutes

1. Introduce the schottische dance. 1. Use the "Highland."

1. Practice the steps.

2. Practice the schottische dance.

2. Practice the first time without music. Repeat with music. The students stand in a circle and do not hold hands.

2. Emphasize the need to execute the sequence and transitions as a team. That way everyone stays together and the dance is more challenging.

Conclusion: 5 minutes

1. Introduce the "La Raspa" Mexican dance.

1. Listen to the music the first time. All are seated in a circle. Repeat and clap to the music.

1. Emphasize the need to listen to the music without talking. During the clapping, emphasize staying with the beat.

ACTIVITY 21 - RHYTHMS

Goal 21.0 Demonstrates abilities in the physical and social area through time, coordination, directionality, partnering, and laterality tasks in Rhythms Activities.

Objective 21.1 The Student should be able to:

21.11 Participate in the activities 100%.

21.12 Execute the schottische 8 times to the R and 8 times to the L with 100% accuracy.

21.13 Perform the schottische dance while holding hands with a partner-80% accuracy.

(See Objective 20.13 for dance sequence).

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Review the schottische step in a sideward direction, forward direction and in a backward (optional) direction.	1. Individual practice. Students are scattered.	1. Students should execute the first set (step-together-step-hop) beginning with the Rf. Make sure the second set begins with the Lf.
2. Perform the schottische 8 times to the R and 8 times to the L at least 4 times.	2. Use a circle formation and the students do not hold hands.	2. Make sure the knee is lifted on the hop step in the schottische.

Skill Development: 10 minutes

1. Review the mazurka from side-to-side a minimum of 8 times.
 - practice individually
 - practice with peer teachers
2. Review the schottische dance.

Skill Application: 10 minutes

1. Practice the schottische dance with a partner.

1. Form 2 lines and the Instructor stands in front leading. Use the drum for accompaniment.
 - students are scattered during the practice.
2. The record is "Highland Schottische." The formation is a circle.

1. Partners assist each other.

1. Emphasize the 3/4 meter of the mazurka. Clap the meter.
 - distinguish between the stamp and the step used in the mazurka.
2. Practice transferring weight between the dance steps of the schottische and the transition. See if the students can count without the Instructor.

1. Partners stand with shoulders touching.

2. Practice the dance in a circle. Continue to use partners and stand in promenade position.
 - break into practice dyads to review some weak steps.
 - return to the circle and practice the dance again.

Conclusion: 5 minutes

1. Introduce the dance "La Raspa."
R heel, L heel, R heel, rest
clap 3 times.
L heel, R heel, L heel, rest

2. Formation is a circle. The record is "Highland Schottische."

1. The record is "La Raspa." Use a line formation.

- arms/hands are crossed in promenade position.
 - start with the Rf.
2. Partners must work as a team and assist each other in the dance. Use tape to mark the circle area so that students do not bunch together. The Instructor acts as a "caller" and facilitator as needed.

1. The Instructor stands in front of the students and mirrors the steps. Stress touching the heel to the floor with toes pointed up.

clap 3 times.

repeat.

gallop 16 counts to the R.

gallop 16 counts to the L

repeat the entire dance till the

music ends.

ACTIVITY 22 - RHYTHMS

Goal. 22.0 Demonstrates abilities in the physical and social areas through time, coordination, directionality, laterality and partnering tasks in rhythms activities.

Objective 22.1 The Student should be able to:

22.11 Participate in the activities 100%.

22.12 Execute the following combination (use one lummi stick) with lummi sticks:

Tap floor 16 times

Tap shoulders 16 times

Tap sticks standing on end on floor 16 times

Tap sticks with a neighbor's sticks 16 times

Consistently maintain the beat of the music one time with 75% accuracy.

22.13 Perform the schottische 8 times R and 8 times L a minimum of 4 times with 100% accuracy.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Review the schottische 8 times R and 8 times L.	1. Practice individually. Practice in a circle.	1. Lift the knee on the hop. Take small steps in the circle.

Skill Development: 10 minutes

- | | | |
|---|---|--|
| 1. Review the mazurka in a forward direction. | 1. Two lines and the Instructor stands in front. Use a drum accompaniment. | 1. Alternate the lead foot between combinations. Keep with the beat. |
| 2. Introduce the lummi stick combination. (See objective 22.12 above.)
Clap or tap the rhythm to the music before using the stick. | 2. Only use 1 lummi stick. The record is <u>The Beat Goes On</u> . Students are seated in a circle. | 2. Emphasize maintaining the beat with and without music. The rhythm is even throughout the routine. |

Skill Application: 10 minutes

- | | | |
|---|--|---|
| 1. Perform the lummi stick routine a minimum of 2 times to music. | 1. The record is <u>The Beat Goes On</u> . | 1. The rhythm should be consistent with the beat. The group should stay together. Students may count along with the Instructor. |
|---|--|---|

Conclusion: 5 minutes

- | | | |
|---------------------------------|----------------------|------------------------------|
| 1. Practice the La Raspa dance. | 1. Circle formation. | 1. Hold hands and use music. |
|---------------------------------|----------------------|------------------------------|

ACTIVITY 23 - RHYTHMS

Goal 23.0 Review and evaluation of Rhythms Activities from the past two weeks.

Objective 23.1 The Student should be able to:

23.11 Participate in the activities 100%.

23.12 Execute the tinikling dance with a leap a minimum of 4 times with 75% accuracy.

23.13 Perform the schottische 8 times R and 8 times L a minimum of 4 times with 100% accuracy.

23.14 Perform the dance La Raspa a minimum of 1 time with 75% accuracy.

23.15 Perform the lummi stick routine and maintain the beat of the music, a minimum of 4 times with 75% accuracy.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Review the mazurka in a forward direction.	1. The record is "The Mazurka." Formation is scattered.	1. Practice individually and then use peers to teach. The Instructor assists when needed.
<u>Skill Review: 15 minutes</u>		
1. Perform the tinikling.	1. 2 students are needed.	1. Several students.

2. Perform the schottische
8 times R and 8 times L
a minimum of 4 times.

3. Perform the lummi stick
routine.

4. Perform the dance La
Raspa with a partner.

Conclusion: 10 minutes

1. Listening and imagery
lesson. The students
listen to the song about
Trolls who over run the
mountain.

2. Record is "Highland
Schottische." Students
are in a circle.

3. Record is The Beat Goes
On. Students are seated
in a circle and use 2
sticks.

4. The music is "La Raspa."
Dyads are scattered.

1. The record is Peer Gynt
Suite, "In The Hall of the
Mountain King." Students
are seated.

2. The Instructor assists
by counting but does
not stand in the circle
and perform.

4. Instructor assists by
counting but does not
perform.

1. Students listen to the
song the first time.
The second time they
draw the story while
the music plays.
Students then discuss.

ACTIVITY 24 - DANCE

Goal 24.0 Demonstrates abilities in the physical and social areas through time, coordination, partnering and dance tasks in dance activities.

Objective 24.1 The Student should be able to:

24.11 Participate in the activities 100%.

24.12 Perform the mazurka 8 times R and 8 times L at least 1 out of 2 trials with 75% accuracy.

24.13 Perform the following square dance steps a minimum of 1 time with 75% accuracy.

bow to your partner

do-sa-do

R elbow swing

L elbow swing

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Practice the mazurka side-to-side and forward. - individually - in a circle	1. The record is "The Mazurka" and the formation is scattered or a circle.	1. Emphasize elevation on the leap. Lift the knee high for the stamp. Take small steps in the circle.

Skill Development: 10 minutes

1. Review the schottische to the R 8 times and to the L 8 times at least 4 times.

2. Introduce the square dance calls:
bow to your partner,
do-sa-do,
R elbow swing and L,

3. Perform the square dance steps.

Skill Application: 10 minutes

1. Perform the square dance.

1. The record is "Highland Schottische." Students stand in a circle.

2. Dyads are scattered.

3. The record is "Old Susannah."

1. Circle formation.

1. Stay with the beat, emphasize transitions, sequence and counts. Take small steps in the circle.

2. The Instructor uses verbal and physical prompts to teach the students the calls. Use students to demonstrate.

3. The tempo is extremely slow and the Instructor calls the steps.

1. Partners face each other.

The leader stands inside the circle and the follower stands on the outside.

The record is "Oh, Susannah."

Partners work in opposition on the do-sa-do and elbow swings.

This will involve practice for most students.

As skill improves, the inside person will be requested to move to a new partner when called by the Instructor during the dance.

Conclusion: 5 minutes

1. Review and perform the La Raspa.

1. Students stand in a circle. The record is "La Raspa."

1. Stress that students work as a team. No pulling on each other during the gallop. Stand up straight.

ACTIVITY 25 - DANCE

Goal 25.0 Demonstrates abilities in the physical and social areas through partnering, shapes, social customs/gestures and movement in dance activities.

Objective 25.1 The Student should be able to:

25.11 Participate in the activities 100%.

25.12 Perform the mazurka 8 times R and 8 times L a minimum of 1 out of 2 trials with 75% accuracy.

25.13 Perform the La Raspa with a partner a minimum of 1 time with 80% accuracy.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Perform the La Raspa.	1. The record is "The La Raspa." The dyads form a circle. On the gallop, everyone holds hands and moves counter-clockwise and clockwise and then return to the dyads.	1. Require students to work as a team with their partner. Do not tug or pull on each other. During the clap, the partners clap hands with one another.

Skill Development: 10 minutes

1. Review the square dance steps from the previous lesson.

2. Review the mazurka 8 times to the R and 8 times to the L a minimum of 4 times.

3. Introduce the Virginia Reel dance.

- bow to your partner
- do-sa-do
- R elbow swing
- L elbow swing

Skill Application: 10 minutes

1. Perform the Virginia Reel.

1. The record is "Oh, Susannah," and the dyads are scattered.

2. Students practice individually and with peer teachers.

3. The music is the "Virginia Reel."

1. Partners face each other and the group forms 2 lines.

1. The Instructor is the caller and the tempo is slow.

2. The Instructor walks around and assists when needed.

3. The same steps are used from "Oh, Susannah," on the first day. The Instructor is the caller.

1. Practice the square dance steps listed above to the Virginia Reel. Change partners.

Conclusion: 10 minutes

1. Perform the aerobic dance.
Choose a new leader for
the dance.

2. Introduce the "Name Game."
- hit knees 2 times
- clap hands 2 times
- snap L fingers 1 time
- snap R fingers 1 time
Repeatedly.

1. The record is "Nine to
Five" and the students
are scattered.

2. Students are seated in
a circle. The tempo is
very slow.

This dance is repeated
several times so that
the students get the
opportunity to perform
with different partners.

1. The Instructor assists
the leader as needed and
encourages students to
keep moving.

2. Everyone practices the
routine. Then 1 person
starts the game by calling
out another player's name
in cadence with the L and R
finger snaps. The game
stops when a player is un-
able to call out a name.

ACTIVITY 26 - RHYTHMS

Goal 26.0 Demonstrates abilities in the physical and psychological areas through name identification, time, and dance tasks in rhythms activities.

Objective 26.1 The Student should be able to:

26.11 Participate in the activities 100%.

26.12 Perform the tinikling routine while keeping a constant rhythm and maintaining the beat of the music a minimum of 1 out of 2 trials with 75% accuracy.

26.13 Identify and verbally communicate his/her name a minimum of 1 times in a group activity called "Rhythm Name Game:"

Slap knees 2 times

Clap hands 2 times

Snap L fingers while simultaneously enunciating the first half of the individual's name (Sal-)

Snap R fingers while simultaneously enunciating the second half of the individual's name (ly) with the beat.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Review the schottische	1. The record is "Highland	1. The direction is for-

a minimum of 8 times.

Practice individually and then with a partner.

Schottische." First practice in a single file formation. Then scattered formation for dyads.

forward. Stress the transfer of weight and keeping with the beat of the music. Partners should hold hands and stand shoulder to shoulder.

Skill Development: 10 minutes

1. Review the mazurka in a forward direction a minimum of 8 times.

2. Review the tinikling dance. Use the tinikling poles but do not use music.

1. The record is "The Mazurka."

2. Volunteers are needed to manipulate the poles. The meter is 4/4. The students who are not participating clap the rhythm.

1. Clap the 3/4 meter to the music before dancing the mazurka.

2. The combination is 4 jumps between the poles and 4 jumps away from the poles. Practice a minimum of 4 trials.

3. Review Alley Cat.

3. Students stand in single file formation. The record is "Alley Cat."

3. The Instructor should assist by counting. Do not physically prompt or demonstrate.

Skill Application: 10 minutes

1. Students are requested to demonstrate 1 locomotor and 1 non locomotor step.

1. Students are seated in a semi-circle except for the demonstrator.

1. The students not demonstrating are requested to tell whether the movement demonstrated was correct or incorrect. If incorrect, the correction is made verbally or physically.

2. Perform the Rhythm Name Game.

2. Same as above.

2. Initially the tempo should be slow. The leader begins by calling out the name of a peer. The peer must respond by

calling out a second name at the right time, (during the right and left finger snaps) or the game is stopped. As students improve, increase the tempo.

Conclusion: 5 minutes

1. Free choice

ACTIVITY 27 - MOVEMENT/RHYTHMS EVALUATION

Goal 27.0 Demonstrates abilities in the physical, psychological and social areas through perceptual-motor, physical fitness, rhythms and dance tasks in movement/rhythms activities.

Objective 27.1 The Student should be able to:

27.11 Participate in the activities 100%.

27.12 Demonstrate a proficiency level in the "Movement/Rhythms Assessment" as determined by 1 out of 1 trials.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Perform the aerobic dance.	1. The record is "Nine to Five." Use a stopwatch to time the pulse rate count. The formation is scattered.	1. Select a new leader for the dance. By now almost everyone student should have had the chance to lead. Time the pulse rate count.
<u>Skill Review: 20 minutes</u>		
1. Evaluate the students' abilities	1. Divide the class into	1. The groups are allowed

by administering the "Movement/Rhythms Assessment." (The instrument is located in the appendices, page

3 groups. No musical accompaniment is used. Drum beat or hand clap if necessary.

1 trial per test item. All students respond to the movement questions simultaneously to impede imitating. Verbal prompts may be used, but no demonstrations.

Conclusion: 5 minutes

1. Perform the Virginia Reel dance. Use partners and allow leaders the opportunity to add new steps to the dance.

1. The record is "The Virginia Reel." The students are divided into two lines and they should face their partner. Allow approximately 3' between the 2 lines.

1. Without music, practice each step in the dance. The Instructor serves as the caller. Perform a second time with music.

ACTIVITY 28 - DANCE

Goal 28.0 Demonstrates abilities in the physical and social areas through partnering, shapes, social customs/gestures and movement in dance activities.

Objective 28.1 The Student should be able to:

28.11 Participate in the activities 100%.

28.12 Perform the mazurka 8 times R and 8 times L with 80% accuracy.

28.13 Perform the Virginia Reel a minimum of 1 time without stopping.

Tasks	Organiz.	Teaching Emphasis
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Warm-up: 5 minutes

1. Review the Mazurka step
8 times R and 8 times L
a minimum of 4 times total.

1. The record is "The
Mazurka." The forma-
tion is scattered and
the students work
independently and then
peer teach.

1. Practice the transitions
between the leap, stamp,
and step. The leap
should be approximately
6-12" from one foot to
the other. The stamp
and step occur on the
same spot.

2. Review the schottische 8 times R and 8 times L a minimum of 4 times total.

2. The record is "Highland Schottische," and the formation is scattered. Practice individually.

2. Emphasize the step-together-step-hop instead of 3 steps and a hop which is the lazy way to perform the combination.

Skill Development: 10 minutes

1. Review the steps of the Virginia Reel.

- Bow to your partner
- do-sa-do your partner
- R elbow swing
- L elbow swing
- lead couple slide 4 times to the R and 4 times L holding hands.
- Break away and walk behind

1. The record is "The Virginia Reel." Each student has a partner. The 2 groups form 2 lines so that the partners face each other.

1. The partners should look at each other on the bow. The Instructor serves as the caller and the student should stay with the beat. There is 8 counts allotted for each step in the dance.

- the respective line as the others in that line follow.
- lead couples makes a bridge and the dyads pass through while holding hands. The lead couple is now at the end of the line. The dance repeats and the new lead couple slides.

2. Introduce the steps of the mazurka dance.
 - mazurka R 2 times
 - 12 small runs, almost in place
 - repeat

2. The students are in a circle. No music is used.

2. Use tape strips to mark the circle. The students must execute small steps and not crowd the person in front or behind.

- step-hop 6 times, stamp 3 times
- repeat
- turn to the L and repeat the entire dance.

3. Introduce the folk dance Oh Susannah.

- 4 schottische R
- hold hands and slide
- 8 times R
- walk to the center 4 steps and bow then back 4 steps and bow
- repeat to the L

Skill Application: 10 minutes

1. Perform the Virginia Reel

3. Circle formation. The record is "Oh, Susannah."

3. Students should stay with the beat of the music and follow the Instructor's calls.

1. Record is "The Virginia Reel."

1. Students must work as a team (cooperation).

2. Perform the mazurka dance.

3. Perform the folk dance

Oh, Susannah.

Conclusion: 5 minutes

1. Practice the "Rhythm Name Game" described in lesson 26.

2. Record is "The Mazurka."

3. Record is "Oh, Susannah."

2. Same as above.

3. Same as above.

1. Students are seated in a circle.

1. Begin with a slow tempo and gradually increase.

ACTIVITY 29 - MOVEMENT/RHYTHMS EVALUATION

Goal 29.0 Demonstrates abilities in the physical, social, and psychological areas through perceptual-motor, physical fitness, rhythms and dance tasks in movement/rhythms activities.

Objective 29.1 The Student should be able to:

29.11 Participate in the activities 100%.

29.12 Demonstrate a proficiency level in the "Movement/Rhythms Assessment" as determined by 1 out of 1 trials.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
1. Run in place for 1 minute.	1. Use a stopwatch to time the minute. Formation is scattered.	1. Stress continuous and vigorous running (knees lifted high) without resting.
<u>Skill Review: 20 minutes</u>		
1. Evaluate the students' abilities by administering the "Movement/	1. Divide the class into 3 groups. No musical accompaniment is used.	1. The groups are allowed 1 trial per test item. All

Rhythms Assessment." (The instrument is located in the appendices, page

A drum beat may be used or hand clap.

students respond to the movement questions simultaneously to impede imitating. Verbal prompts may be used but no demonstrations.

Conclusion: 5 minutes

1. Perform the aerobic dance.

1. The record is "Nine to Five" and the formation is scattered. Use a stopwatch to time the pulse rate counts before and after.

1. Choose a new leader. Stress that students continuously move with lots of energy.

ACTIVITY 30 - REVIEW

Goal 30.0 Demonstrates abilities in the physical, social, and psychological areas through partnering, social, customs/gestures, leadership and movement tasks in dance activities.

Objective 30.1 The Student should be able to:

30.11 Participate in the activities 100%.

30.12 Demonstrate social skills used in requesting a dance with a partner a minimum of 1 time (e.g. bowing to the partner while requesting, shaking hands etc.)

30.13 Perform the mazurka dance without stopping and with 50% accuracy.

30.14 Perform the folk dance without stopping and with 50% accuracy.

Tasks	Organization	Teaching Emphasis
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Warm-up: 5 minutes

<p>1. Discuss different customs for greeting and leaving people (e.g. bowing, thanking, shaking hands, waving hands)</p>	<p>1. Practice the greetings and partings with a partner.</p>	<p>1. Emphasize <u>appropriateness</u> of the act. <u>Kissing</u> may be acceptable with an old friend but not perhaps with a new friend.</p>
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Skill Review: 20 minutes

1. Perform the mazurka dance.

2. Perform the folk dance
"Oh Susannah."

3. Perform the Virginia
Reel.

1. The record is "The
Mazurka" and students
stand in a circle.

2. The record is "Oh,
Susannah," and the
students stand in a
circle.

3. The record is "The
Virginia Reel."

1. Use tape strips to mark
the circle. Keep
prompts to a minimum.

2. Same as above.

3. Students use the social
skills above to greet,
request a dance, and
part partners. Western
bandanas are used as
costumes.

Conclusion: 5 minutes

1. Students complete an evaluation
form of the 10 week program.

Appendix H

INSTRUMENTS USED FOR THE PARENT, STUDENT
AND TEACHER INTERVIEWS

Teacher Interview

(Mr. Ms.) (Name), I'm trying to get some feedback from some of the teachers who work with Ms. Duncan's students in order to help evaluate the movement/rhythms program. I instruct the program during 8th period and we are now into our (Time) week. May I ask you some questions?

1. First a general question, what things about school have you heard any of the students talking about lately (or last week).

Prompts:

What about math, science, social studies, physical education classes?

What about any special events that occur at school e.g. activities day, special olympics, art, choir, music?

2. What kinds of things have the students mentioned that they have been doing after school or on weekends (lately--or a specified time period)?

Prompts: (Formal)

Special olympics, swimming program at Tech, dance class, physical education, gymnastics, choir, music lessons, recreation program, local Association for Retarded Citizens program.

(Informal)

Television, radio, ride a bicycle, play with friends, play with pets, help around the house.

3. What changes have you noticed in the students' activities over (since the movement/rhythms program started e.g. last two weeks)?

Prompts:

What about more group interaction?

What about new friendships that have occurred?

What about new activities that have been noticed?

4. Have (Students) said anything (else) to you about the recreation/
physical education program?

a. (If yes), what things?

b. (If no), do you know anything about this program?

c. What kinds of things would you like to see offered in such a
program?

5. Is there something else you'd like to say about the recreation/
physical education program?

Parent Interview

(Mr. Ms.) (Name) , (Child) has been helping me put together a recreation/physical education program. I work with Miss Duncan and we run the program three times a week during 8th period. I am asking the parents if they would also help me with the program by answering some questions on the school program and the recreation/physical education program. May I ask you some questions?

1. First a general question, what things about school has (Child) been talking about (lately--or during the period of the program) ?

Prompts:

What about math, science, social studies, physical education classes?

What about any special events that occur at school e.g. activities day, special olympics, art, choir, music?

2. What kinds of things does (Child) normally do after school or on weekends?

Prompts: (Formal)

Special olympics, swimming program at the University, dance class physical education, gymnastics, choir, music lesson, recreation program, local Association for Retarded Citizens program.

(Informal)

Television, radio, ride a bicycle, play with friends, play with pets, help around the house.

3. What changes have there been in (Child) activities over (period of the program) ?

Prompts:

What about more group interaction?

What about new friendships that have occurred?

What about new activities that have been noticed?

4. Has (Child) said anything (else) to you about the recreation/
physical education program?

a. (If yes), what things?

b. (If no), do you know anything about this program?

c. What kinds of things would you like to see offered in such a
program?

5. Is there something else you'd like to say about the recreation/
physical education program?

Student Interview

Child's Name, I really appreciate the help you've been giving me during Miss Duncan's 8th period class and I would like to ask you a few questions that may be related to the school program and the recreation/physical education program. May I ask you some questions?

1. First a general question, what are some things that have been happening at school (lately--or during the period of the program)?

Prompts:

What about math, science, social studies, physical education classes?

What about any special events that occur at school e.g. activities day, special olympics, art, choir, music?

2. What kinds of things do you normally do after school or on weekends?

Prompts: (Formal)

Special olympics, swimming program at the university, dance class, physical education, gymnastics, choir, music lessons, recreation program, local Association for Retarded Citizens program.

(Informal)

Television, radio, ride a bicycle, play with friends, play with pets, help around the house.

3. What changes have there been in your activities over (period of program)?

Prompts:

What about the friends you mess around with?

What about new activities that you have gotten involved in?

4. What things are you doing in the recreation/physical education program that you can remember over the last (period of program)?
 - a. What things have you told your parents, friends, etc. about the program?
 - b. What kinds of things would you like to see offered in such a program?
5. Is there something else you'd like to say about the recreation/physical education program?

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