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Benefits of Dance Education in an Urban Kindergarten Classroom

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DANCE EDUCATION IN AN URBAN SETTING

Dance as a Tier One Classroom Intervention

By Anna M. Veelman

Master of Science in Education
Dominican University of California
School of Education and Counseling Psychology
Scholarly and Creative Works Conference 2017
Literature Review

Disruptive Behaviors and Urban Education

Tier One Interventions for Disruptive Behavior
- ABC GO
- Toolbox
- Mindfulness
- Teacher Student Relationships

Art Education in Urban Settings

Dance in Education Research
- Movement Dance Therapy

Interview with an Expert
Research Questions

• How may dance be used as a Tier One Intervention in the classroom?
• In what ways does Dance Education benefit students on a social-emotional level?
• How does this transfer to their overall success in school?

Key Terms: Arts Education, Urban Education, Disruptive Behavior, Dance, Tier One Intervention
Site Description

Kindergarten Classroom of 25 Students

Four Case Study Students

Student A: IEP developmental delay
Student B: High Trauma, defiant
Student C: Aggressive with peers and adults, destructive, elopes (runs away)
Student D: Aggressive with peers, defiant
Mixed Methods Research

Emotional Self-Evaluation

Observations

Interviews

Behavior Data
• Reflections
• Referrals

Behavioral Reflection
ABC-GO

Emotional Self-Evaluation

How are you feeling today?
Color the smile that you relate to in the moment.
😊 😊 😒
Emotional Evaluation Data

How are you feeling today?

Color the smile that you relate to in the moment.

😊  😊  😞

Student’s Emotional Evaluation Average

<table>
<thead>
<tr>
<th>Emotion Identified</th>
<th>😊</th>
<th>😊</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Dance Class</td>
<td>73.5%</td>
<td>16.5%</td>
<td>10%</td>
</tr>
<tr>
<td>Post-Dance Class</td>
<td>82%</td>
<td>13.5%</td>
<td>4.5%</td>
</tr>
</tbody>
</table>
## Monthly Behavior Data (Reflections and Referrals)

<table>
<thead>
<tr>
<th></th>
<th>November/December</th>
<th>January</th>
<th>February (Month of Dance Block)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Total of Reflections and Referrals</strong></td>
<td>33 Reflections, 3 Referrals</td>
<td>49 Reflections, 4 Referrals</td>
<td>12 Reflections, 1 Referral</td>
</tr>
<tr>
<td><strong>Student A</strong></td>
<td>2 Reflections, 1 Referral</td>
<td>3 Reflections</td>
<td>0</td>
</tr>
<tr>
<td><strong>Student B</strong></td>
<td>6 Reflections</td>
<td>2 Reflections, 1 Referral</td>
<td>1 Reflection</td>
</tr>
<tr>
<td><strong>Student C</strong></td>
<td>2 Reflections, 2 Referrals</td>
<td>10 Reflections, 4 Referrals</td>
<td>3 Reflections, 1 Referral (at recess not in classroom)</td>
</tr>
<tr>
<td><strong>Student D</strong></td>
<td>4 Reflections</td>
<td>7 Reflections</td>
<td>2 Reflections</td>
</tr>
</tbody>
</table>
## Dance Block Weekly Behavior Data

<table>
<thead>
<tr>
<th></th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>7 Reflections</td>
<td>5 Reflections</td>
<td>1 Reflection</td>
<td>0 Reflections</td>
</tr>
<tr>
<td>Student A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student B</td>
<td>1 Reflection</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student C</td>
<td>2 Reflections</td>
<td>1 Reflection</td>
<td>1 Referral</td>
<td>0</td>
</tr>
<tr>
<td>Student D</td>
<td>1 Reflection</td>
<td>0</td>
<td>1 Reflection</td>
<td>0</td>
</tr>
</tbody>
</table>
Themes

1. Teacher Student Relationship
2. Lowering of Disruptive Behavior Rates
3. Increased Classroom Engagement

Research Questions Revisited:

* Dance Instruction as a Tier One Intervention
* Social Emotional Impact
* Overall Classroom Engagement
Implementations
Questions or Comments?