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*School of Occupational Therapy*

Kids Dance Outreach: A Program Evaluation

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May 2019



A capstone project submitted in partial fulfillment for the requirements of the Doctor of Occupational Therapy degree from the University of Indianapolis, School of Occupational Therapy.

Under the direction of the faculty capstone advisor:

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A Capstone Project Entitled

Kids Dance Outreach: A Program Evaluation

Submitted to the School of Occupational Therapy at University of Indianapolis in partial fulfillment for the requirements of the Doctor of Occupational Therapy degree.

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### Abstract

Participation in group-based dance activities is thought to positively impact a child's overall health and wellness. Though researchers have investigated the effects dance has on a person's overall health and wellness, Kids Dance Outreach has not evaluated their programs to confirm these findings with the work they do. In this study, the DCE student developed evaluation tools for all stakeholders of KDO. KDO stakeholders included students, staff, parents, and school teachers. The evaluation tools were distributed, and results were analyzed. 254 students completed an 11 question pre/ post survey on two occasions. Additionally, eighteen parents and eight school teachers responded to an evaluation on the impact/effect they see KDO programs have on their children/ students. Results corresponded to those found in the literature in the areas of emotional, social, and environmental wellness. Majority of KDO stakeholders reported the program positively impacting self-confidence, teamwork, and peer relationships. The pre/ post student evaluations identified correlations between feelings and liking to dance and creativity and self- expression. Unlike findings in the literature, additional benefits found when analyzing KDO programs included the positive effects in community mobility, language, and education. The DCE student suggests further evaluation of KDO programs through utilization of updated evaluation tools further expand on findings. Overall, continuation and expansion of KDO programs were supported by all current stakeholders in the organization.

### Kids Dance Outreach: Program Assessment

Kids Dance Outreach (KDO) is an Indiana organization developed in 2012, with the mission to help children of any race, religion, economic status, or ability achieve success through hard work, discipline, and collaboration (Kids Dance Outreach, n.d.). KDO's innovative model for dance education, inspired by the National Dance Institute, engages and motivates children to reach their fullest potential (Kids Dance Outreach, n.d.). KDO programs occur in a safe environment where live musicians and trained dance instructors educate, encourage, and inspire students to step out of their comfort zone and work together (Kids Dance Outreach, n.d.).

KDO programs, designed for children in grades K-8, take place in a variety of settings. The majority of KDO students participate in the KDO in-school programs. These programs occur in Indianapolis public and charter schools where more than 70% of children are part of a minority group, and greater than 90% of children receive free or reduced lunch (Kids Dance Outreach, n.d.). The KDO in-school programs occur one time a week for one hour. For some schools KDO is provided a space within the school, as others charter their students from school to the Athenaeum to engage in KDO. All KDO school programs occur at no cost to the children and their families, decreasing the financial stressors and allowing opportunity for children to participate in meaningful activity.

Additionally, KDO has two scholarship programs, SWAT Team and X Team. These programs are comprised of children who demonstrate success in the in-school programs and want to continue with KDO programs outside of school (Kids Dance Outreach, n.d.). Students who participate in these programs meet 1-2 times a week for 2-3 hours at a time to rehearse routines they will perform at KDO's Event of the Year. The Event of the Year is the opportunity

for kids in these programs to show off their hard work to the community. KDO SWAT and X Team meet at the Athenaeum or CFI 2 for rehearsals.

KDO also designed two programs specifically for children with disabilities. The Adaptive Dance program is specialized for children with a Down syndrome diagnosis, and the IMAGINE Project provides a platform for integration, imagination, and social participation for children regardless of their disability (Kids Dance Outreach, n.d.). These programs give children with disabilities the opportunity to develop and enhance their social, emotional, and physical skills through dance (Kids Dance Outreach, n.d.). The Adaptive Dance program meets once a week on Saturdays for one hour at the Jewish Community Center. The IMAGINE Project was trialed for the first-time last fall but is currently not available for children to participate.

### **Review of Literature**

Giving children the opportunity to participate in meaningful activity increases their health, wellness, and overall quality of life (Lemonia, Goulmaris, & Georgios, 2017). Wellness is a dynamic way of life, consisting of one's emotional, physical, social, intellectual, spiritual, occupational, and environmental well-being (Scaffa, Reitz, & Pizzi, 2010). When all dimensions of wellness work together there is an improvement in health and quality of life (Scaffa, Reitz, & Pizzi, 2010).

Addressing childhood wellness is more important in today's society as children are exposed to various threats to their wellness including childhood obesity, bullying, and school violence (McLoughlin & Kubick Jr., 2004). These threats, as well as adverse childhood experiences (ACEs), affect 34.8 million children worldwide (Center for Youth Wellness, 2017). With an increase in threats and ACEs comes an increased risk of health, behavior, and learning problems (Center for Youth Wellness, 2017).

The rise in mental health disorders is another concern for the wellness of children. Approximately one in five children will experience a mental health disorder at some point in their life (NAMI, 2019). Of those children, only half will receive services to address their experiences and concerns (SAMHSA, 2015). Fifty percent of all chronic mental illness begins by age 14 (National Institute of Mental Health, 2018). With limited knowledge and resources to assist in addressing mental health concerns, suicide is now the second leading cause of death in people aged 10-34 (National Institute of Mental Health, 2018).

### **Benefits of Kids Dance Outreach**

Children participating in KDO programs are improving their health and well-being as they express themselves to others through movement. Self-expression enhances self-confidence and decreases the potential for future threats (Hagensen, 2015). Engaging in KDO each week creates the opportunity to affect all seven dimensions of the child's wellness. In a single KDO session, children are exposed to social engagement, team work, sensory input, and physical movement.

Research supports the benefits of a program like KDO. Individually dance, music, and team work all have a positive impact on health and well-being (Cardinal, 2014). A greater understanding of the impact dance, music, and teamwork has on a child's health and wellbeing can be explained when looking individually at the seven dimensions of wellness: emotional, physical, social, intellectual, spiritual, occupational, environmental.

**Emotional Wellness.** Emotional wellness is a person's ability to understand who they are as well as acknowledge and cope with the feelings and challenges they experience (University of California Riverside, 2014). Emotional wellness includes the ability to share feelings of

happiness, joy, fear and anger. It also accounts for psychological barriers such as a person's self-esteem, body image, stress, and anxiety (Cardinal, 2014; Hagensen, 2015).

Self-esteem and body image are strongly correlated (Hagensen, 2015). If a child has a negative body image, they are at greater risk of decreased self-esteem and increased risk of depression (Hagensen, 2015). Not all individuals with negative body image are depressed due to increased body mass (Hagensen, 2015). Often the depression is a result of increased social stress and poor attitudes related to obesity (Hagensen, 2015). Maintaining and improving one's self-esteem requires participation, success, and positive feedback during an activity (Hagensen, 2015).

Dance can provide an outlet for individuals as they begin to understand their feelings and increase their sense of self (Deans, 2016). This outlet for self-expression can lead to positivity, happiness, and overall enjoyment (Duberg, Möller, & Sunvisson, 2016). Enjoyment, influenced by perceived success; mood; age; teaching methods; and gender, is identified as a major determinant of physical activity in school children (Gao, Zhang, & Podlog, 2014).

**Physical Wellness.** Physical wellness includes a person's ability to maintain a healthy quality of life, allowing them to complete meaningful activities without extreme fatigue or physical stress (University of California Riverside, 2014). Dance is shown to have positive effects on a person's physical wellness (Biddle & Asare, 2011; Hagensen, 2015; Hanna, 1995; Martinez, Martinez, Bouzas, & Ayan, 2019; Ward, 2008). Through dance, individuals are strengthening the cardiovascular, immune, and musculoskeletal systems (Hagensen, 2015; Hanna, 1995). With children, dance can be a fun activity to increase heart rate without creating the increased stress and monotony adults may experience while in the gym. Movement based

activities, like dance, allow individuals to increase their heart rate and build strength while doing something fun and enjoyable (Martinez, Martinez, Bouzas, & Ayan, 2019).

**Social Wellness.** Social wellness includes the ability to connect and relate to others, which allows for establishing and maintaining positive relationships (University of California Riverside, 2014). Group dance programs create a sense of belonging as children work together to learn, develop, and grow (Kretuzmann, Zander, & Webster, 2018; Lemonia, Goulimaris, & Georgios, 2017). Gao, Zhang, & Podlog (2014) found upper elementary school aged children enjoyed interactive dance games significantly more than traditional games with peers, as they could customize and collaborate in the process of game development (Gao, Zhang, & Podlog, 2014).

Dance is a form of expression for children regardless of their ability to verbally communicate. Dance provides children a platform for social wellness as it creates a safe environment to work together with peers and express themselves through movement (Hagensen, 2015; Lemonia, Goulimaris, & Georgios, 2017).

**Intellectual Wellness.** Intellectual wellness includes both the ability to have an open mind and desire to learn when experiencing new thoughts and ideas, as well as a willingness to try new activities as an individual, in a group, or within the community (University of California Riverside, 2014). Children relate to movement as a means for learning (Dinold & Zitomer, 2015). Movement activities such as dance contribute to enhanced imagination, creative expression, memory, and decision making (Dinold & Zitomer, 2015; Hanna, 1995). Furthermore, dance has been found to positively impact vocabulary, critical thinking, concentration, and space/time orientation (Dinold & Zitomer, 2015). Through dance, children are able to feel a sense of belonging, positively affecting their self-esteem, and opening their minds



to try new things (Kreutzmann, Zander, & Webster, 2018). Similarly, dance is also positively impacting the intellectual wellness of children with disabilities, as it engages them in kinesthetic learning, adapting the mind body connection (Lin, Chiang, Shih, & Li, 2018).

**Spiritual Wellness.** Spiritual wellness includes a person's ability to create peace and harmony, thus working towards developing congruency in their values and actions (University of California Riverside, 2014). Dance and music create the opportunity for individuals to escape from the present and feel a sense of peace and relaxation (Hanna, 1995). One may also find a sense of inclusion to culture and value, resulting in a reduction of stress and a feeling of togetherness (Hanna, 1995). Dance provides a connection between individuals, regardless of race, gender, or disability, allowing individuals the opportunity to learn from one another (Masunah, 2016).

**Occupational Wellness.** Occupational wellness includes the ability to find fulfillment in a career and maintain a work life balance (University of California Riverside, 2014). Though children do not have a career, they are learning skills and lessons through daily activities which can be carried over to a future job. The Occupational Therapy Practice Framework defines occupation as "various kinds of life activities in which individuals, group, or populations engage" (American Occupational Therapy Association, 2014, p. S19). Occupation includes all activities a person completes throughout the day, including but not limited to, dressing, bathing, community mobility, play, work, and education (American Occupational Therapy Association, 2014).

Lin, Chiang, Shih, and Li (2018), found utilizing dance technology as an assistive device for individuals with intellectual disability helped to improve occupational skills (Lin, Chiang, Shih, & Li, 2018). Furthermore, students participating in art programs have the opportunity to

express themselves, gain the self-confidence, and aspire to find fulfillment in a future job.

Children who admire their dance instructors and musicians may find they too want to make a career out of sharing their love of dance and music with others.

**Environmental Wellness.** Environmental wellness includes a person's ability to accept and take responsibility for their surrounding area, whether it be in their home or community (University of California Riverside, 2014). In the case of dance, one's environmental wellness includes the emotional, physical, and social context where dance takes place (Cardinal, 2014).

The dance environment has the potential to impact the dancers' perceived feelings toward the class. If the dancer is not in a conducive dance environment their perceived emotional, physical, and social benefits are negatively affected (Cardinal, 2014, Gao, Zhang, & Podlog, 2014; Anand, 2018). When looking at the effects of inclusive dance, Dinold and Zitomer (2015), discuss how the environment is impacted by the physical space and all things within that space including people, music, equipment, props, costuming, etc. (Dinold & Zitomer, 2015). Similarly, a positive school environment engages children academically and creates a positive correlation to health and behavior (Anand, 2018; Kreutzmann, Zander, & Webster, 2018). Zitomer (2016) identified the benefits of dance education in the school system for those with disabilities, finding that by creating an accessible environment for children with and without disabilities to interact together, their level of joy, success, and sense of belonging increased (Zitomer, 2016).

## **Rationale**

Although research supports that a program like KDO has the potential to impact all aspects of a child's wellness, KDO has not had the opportunity to test and evaluate its programs. KDO would like to know what benefits the staff, students, and additional party members feel the program has on their lives. Therefore, the purpose of this study is to complete a formal

evaluation of the five KDO programs through needs assessments and pre/post surveys for the KDO staff, students, teachers, and parents. This information will provide KDO quantitative data to support the effectiveness of its programs and/or will provide information to improve the programs for the future.

### **Supporting Theory and Model**

Theoretical framework is important to consider throughout a project as it acts as a means for organization and guidance (Bonnell & Smith, 2017). The Quality Improvement Model and Precede Proceed Model will support this project as the primary focus is to develop and administer a substantial outcomes tool that measures how well KDO is meeting their goal of improving the lives of children. In conjunction with these models, the Social Cognitive Theory supports this project by identifying how a child's experiences, peers, and environment impact their health and wellness behaviors (Bandura, 1998).

The Quality Improvement Model is comprised of two phases (IHI, 2012). The first phase has three fundamental questions: "What are we trying to accomplish? How will we know a change is an improvement? and What changes can we make that will result in improvement?" (IHI, 2012, p.2). Based on the responses to these three questions, the project proceeds to the second phase which consists of the PLAN, DO, STUDY, ACT (IHI, 2012). During this phase, the tests or observations are planned; findings are analyzed and refined; and the data is used to incorporate change to the quality improvement plan (IHI, 2012).

The Precede Proceed Model consists of eight phases (Green & Kreuter, 1999) The first phase identifies the relationship between the health problem, social condition, and the community (Green & Kreuter, 1999). KDO has the potential to affect all dimensions of wellness, at various locations in the community. Collecting vital indicators is the second phase

of the process (Green & Kreuter, 1999). This will occur through the needs assessments and surveys KDO staff and students will complete. Next researchers identify any influencing factors including motivation, rationale, and incentive before completing the administrative and policy assessment (Green & Kreuter, 1999). When completing the administrative and policy assessment it is important to look back at the foundation of KDO, what the policies and procedures entail, and how those things are being measured. Next, the proceed portion begins with the implementation (Green & Kreuter, 1999). In the case of KDO, this is the administration of the outcome tool. After administration, the process evaluation occurs, which includes looking at how the assessments were administered, and if changes in the data collection could have been made. Following the analysis is the impact evaluation, which occurs by looking at the impact of KDO on its clients, and comparing those findings to the literature. The final step consists of an outcome evaluation which requires a cohesive look at all the information gathered in order to identify relevant results and potential implications (Green & Kreuter, 1999).

The social cognitive theory (SCT) was developed in 1986 by Albert Bandura (Bandura, 1998). SCT explains that learning occurs in a social context with interaction from the person, environment, and behavior (Bandura, 1998). SCT considers how individuals learn and maintain behavior through the context of their environment (Bandura, 1998). These behaviors are influenced by past experiences as well as current expectations (Bandura, 1998). When considering KDO, a child's behavior during a class session can impact how the child and their classmates perceive the class. If a child is having a negative behavior that leads to a disruption in the environment, it can negatively impact the other children within the environment. In turn, if the environment is not suitable for a child, their perceived enjoyment could be negatively affected and therefore their behavior may change.

By utilizing these theories and models as the theoretical framework for this project, KDO has a supported evaluation to administer to their staff, students, teachers, and parents. This theoretical framework supports KDO survey development by encompassing both the wellness and behaviors of children through the SCT, and the structural flow and organization expressed in the Quality Improvement and Preceded-Proceed models.

### **Methods/ Implementation**

Prior to starting the project, the DCE student completed an initial needs assessment with the KDO director and one board member. The DCE student gained information about the organization and programs KDO offers via an open and unstructured interview. Unstructured interviews allow for open communication between all parties as they have no parameters or guidelines (Burgess, 2003). They are a great tool for gaining general knowledge and building rapport (Doody & Noonan, 2013).

During the initial unstructured interview, the KDO director and board member identified concerns regarding adequate space, number of staff/volunteers available, and scheduling conflicts for children when discussing their trialed program, the IMAGINE Project. Brainstorming occurred, and the decision to evaluate the impact/effect KDO has on their stakeholders became the primary focus area. The KDO director, board member, and DCE student agreed the best way to promote the greatest success moving forward was to evaluate the organization as a whole before focusing on the specific concerns identified when trialing the IMAGINE Project.

With the KDO mission in mind, the DCE student began exploring the potential impact/effect of a program like KDO. This included looking individually at the effect music, dance, and group participation have on those involved. From those findings, the DCE student developed

themes to initiate the development of questions for each of KDO's stakeholders. Stakeholders include KDO staff, KDO board members, KDO students in the school and scholarship programs, school staff members involved in KDO school programs, and the parents of students who participate in KDO scholarship and adaptive dance programs. Though all stakeholders completed an evaluation, the type of evaluation was individualized to each consumer group.

### **KDO Staff Evaluation**

The KDO staff consists of eight dance instructors and six musicians varying in age and years of KDO experience. The only inclusion criterion was current KDO employment, therefore previous KDO staff were excluded from the project.

With KDO staff traveling to various locations throughout Indianapolis, the DCE student determined an online survey as the most effective way to reach all staff members. Other benefits of an online survey include quick delivery and opportunities for customization (Sue & Ritter, 2012). The KDO director distributed the anonymous survey links via email to all KDO staff members. Email surveys are economical, quick to develop, and easy to distribute (Sue & Ritter, 2012). Along with the survey link, the email included background information on the DCE student, research purpose, survey design, and estimated time needed to complete the survey. A reminder email was sent nine days after the initial email to all staff members regardless of whether or not they had already completed the survey. Two weeks after the initial emails were sent, the survey was closed, and data analysis began.

**Survey Structure & Design.** The staff survey investigated the impact and effect of KDO programs on the staff and students. Refer to Table A1 for the list of specific questions in this survey. The 31-question staff survey consisted of eight multiple-choice and 23 open-ended questions. Though multiple-choice questions produce concrete responses, open-ended questions

promote spontaneity and avoid researcher bias (Reja, Manfreda, Hlebec, & Vehovar, 2003). Due to the decreased structure in open-ended questions, more explicit wording is important (Reja, Manfreda, Hlebec, & Vehovar, 2003). The KDO director and one board member reviewed the survey questions prior to distribution, checking for precision in question development. Their feedback was incorporated prior to releasing the surveys.

Designed using Qualtrics, the staff survey utilized a mixed methods approach. The mixed methods approach includes simultaneously collecting and analyzing qualitative and quantitative data (Creswell & Clark, 2017). This method creates potential for various outcomes including confirmation, expansion, or discordance (Fetters, Curry, & Creswell, 2013).

Confirmation occurs when the qualitative and quantitative findings provide similar conclusions (Fetters, Curry, & Creswell, 2013). Results with confirmation have a greater credibility (Fetters, Curry, & Creswell, 2013). Expansion occurs when the findings diverge and create insight into ideas the researcher had not initially considered (Fetters, Curry, & Creswell, 2013). Results with expansion open up the potential for future studies (Fetters, Curry, & Creswell, 2013). Discordance occurs if the qualitative and quantitative findings are conflicting, inconsistent, or contradict each other (Fetters, Curry, & Creswell, 2013). If discordance occurs, the researcher should look for potential sources of bias, consider gathering additional information, or re-analyze existing data to identify explanations that are challenging validity (Fetters, Curry, & Creswell, 2013).

### **KDO Board Member Evaluation**

The KDO board of directors consists of 16 individuals with various backgrounds, professions, and roles. The primary goal of the KDO board is to supervise and promote the success of the KDO organization. Keeping the mission of KDO at the forefront of all their

endeavors, the board of directors works together to fundraise, market, and educate the public about KDO.

Initially, the DCE student attempted to evaluate KDO board members by reaching out via email to set up times to meet in person or talk over the phone. After one week of no response, the DCE student contacted the board member who participated in the initial needs assessment to discuss a better approach. The DCE student suggested developing a small questionnaire to send via email to board members as questionnaires provide a fast and effective framework for information gathering (Deutskens, De Ruyter, Wetzels, & Oosterveld, 2004). Due to staff member's busy schedules and limited meeting times, the DCE student and board member agreed a questionnaire would be a more convenient and effective means to gather data.

**Survey Structure & Design.** The questionnaire consisted of 10 open-ended questions. Questions focused on role of board members and the potential strengths and opportunities they see in KDO. Refer to Table A2 for a list of specific questions. With limited information provided to the DCE student, an open-ended questionnaire was most appropriate. Open-ended questionnaires allow the respondents to provide as much or as little information as they want to share as there are no guidelines or restrictions (Reja, Manfreda, Hlebec, & Vehovar, 2003).

### **KDO Student Evaluation**

Student evaluations were administered to individuals participating in X Team, SWAT Team, and the school programs. X Team consists of 13 dancers in grades 3-8. All X Team dancers completed the student evaluation. SWAT Team consists of approximately 60 dancers in grades 1-8. The KDO director and teaching artist chose 41 SWAT Team students at random to complete the evaluation. The KDO director and teaching artist also identified which school program classes would complete the evaluation. They identified four schools: Super School at



IPS Fredrick Douglass 19, Carl Wilde School 79, Center for Inquiry 2, and Center for Inquiry 70. Evaluations were administered to two 2<sup>nd</sup> grade classes, five 4<sup>th</sup> grade classes, and one 5<sup>th</sup> grade class. Each class had 22-30 students varying in gender, age, ethnicity, and socioeconomic status. Children under the age of seven do not have the cognitive skills to effectively answer a survey (De Leeuw, 2011) therefore, kindergarten and first grade classes were excluded from the study.

The student evaluations included a pre and post survey administered before and after a single KDO class session. The paper surveys were color coded to keep all data organized and identifiable. Children completed the surveys prior to and immediately following a KDO class on three occasions during the semester. KDO semesters run from January- May. Due to the timing of this project, no assessments were administered on the first or last week of KDO. The KDO teaching artist introduced the DCE student prior to administering the first surveys. The DCE student gave a verbal explanation of the survey, including instruction to answer all questions on how they felt at that given moment. Prior to distributing surveys, students were informed that all responses would be anonymous and there are no right or wrong answers. For all second-grade classes the pre/post surveys were read aloud. Colorado Legacy Foundation (n.d.) identified greater accuracy in responses when students in K-2 were not required to interpret and analyze survey information independently (Colorado Legacy Foundation, n.d.). Students in grades 3-5 completed pre/post surveys independently after instruction was given.

Each student was assigned a number prior to administering the surveys. The number corresponded to the child's name and was used every time the DCE student administered the survey. This allowed for comparison before and after a single class as well as from one week to another. Numbers were hand-written in the bottom right corner of each survey. The DCE student kept the student roster with the identifiable numbers stored in a secured folder on the

computer. Unidentifiable physical copies of the pre and post surveys were stored securely in a binder.

A Post-It note with the child's name was placed in the top left corner of the survey prior to distribution. This allowed for an efficient way to distribute the survey, while still keeping data anonymous to KDO staff. The Post-It notes were removed immediately following return of the survey. All surveys were returned to the DCE student.

**Survey Structure & Design.** The pre/post surveys created for KDO students included 11 self-report questions: one visual scale, five True/False, four Agree/Disagree, and one multiple choice. Refer to Table A3 for list of specific questions. Survey layout and language was determined after completing research and reaching out via email to the non-profit organization, Girls Inc., to identify effective ways to administer surveys to children. Girls Inc. provided sample surveys for children in 3<sup>rd</sup> to 4<sup>th</sup> grade. Questions contained True/False, Agree/ Disagree, and multiple choice with less than four possible answers.

When administering surveys to children language and format are critical (De Leeuw, 2011). Asking questions on topics such as feelings, subjective phenomena, and general knowledge produce the most accurate responses in children between 7-10 years of age (De Leeuw, 2011). Questions should be short with limited response options (Austin Research, 2014). Utilizing images and avoiding ambiguous language or negatively phrased statements keeps children engaged and limits confusion (Austin Research, 2014).

### **KDO School Program Staff Evaluation**

Unlike the students, a structured evaluation for the school program staff is not the most appropriate way to gather data. The school program staff consists of classroom teachers, PE teachers, and resources teachers that stay in the classroom as KDO staff work with the students.

Their primary role during KDO is to remain in the classroom and assist with any behavior concerns that may arise. Eight school staff members were evaluated on one occasion during the semester.

The school program staff have a greater understanding of the students in the school programs. The cooperation and collaboration between the school program staff and KDO staff is critical in KDOs success. If the school program staff are not supportive of KDO and the students, the program is not effective.

**Survey Structure & Design.** Due to the environmental factors and time constraints, a semi-structured interview was determined to be the easiest way to evaluate the school program staff. Semi-structured interviews allow for a balance between structure and freedom of expression (Brinkmann, 2014). This form of interview allows the DCE student to create a guideline for conversation, with the potential to change and engage in conversation that was not originally thought of (Brinkmann, 2014). Semi- structured interviews are a great way to build rapport and learn about your consumer (Brinkmann, 2014). The use of a semi-structured interview allows for the opportunity to quickly move through information if necessary, while also opening up the possibility to expand ideas if more time is available.

The DCE student developed five structured talking points to use with each of the school program staff. These focused on the impact of KDO on the children's behavior, mood, focus, and attention before and after a KDO session. Refer to Table A4 for the specific questions asked to staff members. Changes were made to the staff evaluation, which included results of the KDO staff and student initial evaluations. Given these results they were then asked to rank the findings of the staff and students from their perspective. This allows for an opportunity to quantify the results. See Table A5 for updated school staff evaluation.

**KDO Parent Evaluation**

Parents of children in the Adaptive Dance, SWAT Team, and X Team were evaluated through unstructured interviews. Parents in the Adaptive Dance program were asked to participate in the unstructured interview process while their children attended class. The KDO staff introduced the DCE student prior initiating the interview process. The KDO parents were given the option to terminate the conversation at any point in time if they were not comfortable or did not want to disclose information. A total of seven parents completed an unstructured interview. The adaptive dance evaluation occurred on one occasion.

Parents of the SWAT and X Team were provided a structured survey consisting of eight open ended question and two questions asking parents to rank the results of the staff and student initial evaluation. See Table A6 for SWAT and Table A7 for X Team parent evaluations. All 13 X Team parents were given surveys with a response rate of 6 returned. Approximately 20 parents of SWAT were provided surveys with 7 respondents.

**Survey Structure & Design.** Unstructured interviews were used to evaluate the Adaptive Dance parents. Unstructured interviews are less formal, flexible, and free flowing (Trueman, 2015). This method of evaluation allowed the DCE student the opportunity to introduce themselves and begin to build a rapport with the parents. Parents were also able to express themselves freely, talking as little or as much as they wanted. Through this approach of evaluation, the DCE student was able to identify what was important to the parents and gain a greater understanding of their experiences and point of view.

X Team and SWAT parents do not typically stay when their child is in class. Because of this the unstructured interview was not an appropriate method. The KDO director reported the

best way to reach these parents would be to send information home with the children or try to catch parents at drop off and pick up.

### **Observations**

In addition to the development of surveys for stakeholders the DCE student spent extensive time observing all KDO programs. Observations included analysis of the physical environment, student/ staff interaction, and flow/ organization of program. Observations took place at SUPER School, CFI 70, CFI 2, and the Athenaeum. The DCE student would complete observations sitting at the front of the room next to the musicians. No interaction between the staff, students, and DCE student occurred during observations. Notes were taken of findings and results were shared with KDO staff.

### **Synopsis**

Though the screening and evaluation process for all KDO stakeholders varied, the overall purpose remained the same. With multiple approaches to data collection, KDO results are more robust and compelling (Davis, Golicic, & Boerstler, 2011). This multi-faceted approach will provide KDO quantitative and qualitative results from various KDO stakeholders. Utilizing the results of each evaluation, the DCE student can then quantify the impact and effect of KDO programs. This information can then be shared with stakeholders and payor sources as a means to support the impact/effect of KDO on those involved. The more justification KDO can offer stakeholders and payor sources, the more opportunities they will have to expand their programs.

### **Compare and Contrast**

KDO is a community-based practice setting located in the central Indianapolis area. Community-based practice encompasses a broad range of health-related services that occur in the community setting (Scaffa & Reitz, 2013). These services can include health

prevention/promotion, acute/chronic medical care, habilitation/rehabilitation, and direct/indirect service provision (Scaffa & Reitz, 2013). In the case of KDO, health prevention/promotion is the primary focus.

Though community-based practice is a non-traditional practice area in occupational therapy today, it has been part of the profession since the early 1900s (Scaffa & Reitz, 2013). Developed by Slagle and Barton, community-based practice initially presented with obstacles including practical constraints, historical factors, and gaps in knowledge (Scaffa & Reitz, 2013). Today the scope of community-based practice has expanded, allowing for increased opportunity in this setting (Scaffa & Reitz, 2013).

A goal of community-based practice is to create a cohesive relationship between the client, practitioner, and community (Scaffa & Reitz, 2013). Stakeholders of KDO represent a diverse population of individuals. Utilizing dancers, musicians, therapists, and doctors, KDO has the potential to impact the lives of many children. For occupational therapy to be successful in this setting, the therapist must understand the knowledge and skill of their team and stakeholders (Scaffa & Reitz, 2013). Since the KDO team is diverse, and they reach out to individuals of varying age, race, background, and socio-economic status, it is important that an occupational therapist in this setting is able to adjust and adapt quickly. When all stakeholders come together as one to creatively and cost effectively achieve the organization's goals, the community-based practice setting succeeds (Scaffa & Reitz, 2013).

Unlike a traditional setting, the team approach in community-based settings is critical as membership is chosen rather than assigned (Scaffa & Reitz, 2013). Traditional practice settings include hospitals, outpatient clinics, schools, and home health programs (Jones, n.d.). Though

one way KDO is offered is through the school system, they do not utilize a traditional approach to occupational therapy.

Occupational therapists (OTs) in the school system are required to address occupations specific to fulfilling the child's role as a student (American Occupational Therapy Association, 2010). School OTs can address components including but not limited to social skills, math, reading, writing, behavior management, recess, participation in sports, self-help skills, and prevocational/vocational participation (American Occupational Therapy Association, 2010). Though KDO students are given the opportunity to engage socially with peers, and research supports dance programs improve intellectual health and wellbeing, the primary focus of KDO is not for the child to be successful in their role as a student.

OTs in the school system are also required to work only with children who are diagnosed with a disability and have qualified for an IEP (American Occupational Therapy Association, 2010). In a non-traditional community-based setting, like KDO, all children are able to participate regardless of disability or diagnosis. Though KDO offers programs specific to children with disabilities, it is not a requirement to have a diagnosis to participate. In conjunction with their adaptive dance program for children with down syndrome, KDO also offers the opportunity to integrate children with and without disabilities into the same environment through their school programs and IMAGINE Project.

In the school system, children receiving traditional occupational therapy services can work one on one or in a small group with the therapist (American Occupational Therapy Association, 2010). In the non-traditional KDO environment, the children's needs are met in a large group rather than a one on one basis. The traditional school environment may be more intimate and allow for an individualized approach, but the non-traditional environment provides

the opportunity to work on skills the child may not even realize are being addressed. These skills include but are not limited to gross motor development, coordination, confidence, and social participation. As some children may need a one on one traditional approach, others may achieve greater success when addressing their need in a non-traditional setting.

Overall, occupational therapy practice is based on the idea that participating in meaningful occupations can improve one's overall health and well-being (Scaffa & Reitz, 2013). Regardless of the setting in which meaningful occupation takes place, it is the OTs role to provide client centered care as they evaluate, assess, and intervene. Regardless of the setting, the OT process remains the same. It is the small details such as environmental factors and funding sources that impact the change in how service is provided.

### **Leadership**

Leadership is defined as “a process of creating structural change wherein the values, vision, and ethics of individuals are integrated into the culture of a community as a means of achieving sustainable change” (Braveman, 2016, p. 4). At the organizational level, leadership revolves around the established mission and goals (Stogdill, 1950). Leadership encompasses not only leaders themselves, but all individuals being represented by the organization (Braveman, 2016). A good leader has the potential to positively affect all stakeholders of an organization, as they act as experts in their area of study (Braveman, 2016).

As an occupational therapist in a non-traditional setting, the potential for leadership is limitless. Occupational therapists provide an alternative perspective, leading to opportunities in innovation, program development, and rapport building with stakeholders outside the medical field (Braveman, 2016). Through this DCE experience, occupational therapy students have the opportunity to explore their leadership capabilities. To fully understand their capabilities, they



must first identify their strengths and weaknesses. Once strengths and weaknesses are identified, a leadership style/theory is identified. The leadership style/theories I utilized during this experience were the transformational leadership theory and the situational leadership theory.

The transformational leadership theory focuses on a leader who achieves success by educating stakeholders on the value as it relates to the overall outcome (Braveman, 2016). Leaders utilizing this theory are typically charismatic, considerate, and effective (Braveman, 2016). Throughout my DCE, I have had to utilize a transformational leadership approach when communicating with KDO staff and students. When advocating for my role and the OT profession, I had to consider the KDO mission, as well as all of the components required for the program, to remain successful. Part of utilizing the transformational leadership theory required that I take initiative to get things accomplished. Because KDO does not have a home base/office, and the staff are in various locations around Indianapolis, I initially experienced difficulty remaining proficient as I would be waiting for extensive periods of time to get a response to questions. As a result, I have learned it is best to communicate with KDO staff in person rather than through email or phone. This has increased communication between all parties, improving proficiency as a whole.

Situational leadership focuses on a leader who adapts his/ her approach based on the developmental level of their stakeholders (Braveman, 2016). This was important during the distribution of surveys to stakeholders. When evaluating the 2<sup>nd</sup> grade classes, I had to read each question individually and define terms. This required increased time for survey administration. Another situation that impacted the distribution of surveys was the need for translation. Working in the IPS school system, many of the KDO students and parents do not speak English. To utilize situational leadership when administering surveys to students, I would ask other students in the

class or KDO teachers to help translate questions. In situations when no one was available to translate, the language barriers ultimately deterred the opportunity for evaluation.

### **Staff Development**

Staff development was initiated each time I educated staff and students about my DCE and the role of OT. Staff members saw the surveys on multiple occasions. They were present in the room during distribution of the evaluations and demonstrated an understanding of the need for the evaluation on the second administration of surveys to school programs. KDO staff assisted with administration on the second evaluation.

Additionally, I met with the directors on one occasion to educate them on the findings from the first round of evaluations. This provided an opportunity to show them the results as well as discuss the potential next steps. Though I did not educate them on how to complete data analysis, the directors were able to appreciate the results of the first round of survey distribution and identified the need for program evaluation.

During observation of the KDO programs, I utilized the OT perspective to help initiate growth for KDO. This was done through the development of handouts given to the staff. The handouts included information on developmental milestones. Education was included with the handouts. Education included identifying the purpose and need for information on the handouts, as well as a description of potential opportunities of use. Staff members were appreciative of the information provided.

A detailed PowerPoint presentation was given one week after completion of the DCE. All staff members were invited. This presentation provided an opportunity to integrate all components of the DCE together. This was a critical step in staff development as it was the first time the staff will have a visual representation of the results. With multiple components included

in the DCE, and little opportunity to share findings, the need for OT has not been portrayed to its fullest potential. Creating a situation that allows all staff to listen and learn about the findings, without time constraints or classes to attend to, gave me an opportunity to ensure staff development has occurred.

Developing and implementing tools with the help and guidance of KDO staff helped to ensure carryover with staff development. Staff learned about the importance of evaluating programs. They gained knowledge about OT and its role in their community. Staff were provided with education on behavior and developmental milestones, improving their ability to reach their students. By providing staff resources on developmentally appropriate movements, the students will no longer be challenged to complete movements they are not capable of. This will result in increased engagement and less discouragement. The KDO staff have tremendous knowledge of their craft. By providing them the OT perspective, they are able to enhance their craft and grow as educators.

### **Discontinuation & Outcomes**

#### **Societal Need**

Providing meaningful activity to children of minority and low socio-economic status was the societal need addressed during my DCE. When a child is given the opportunity to participate in meaningful activity, it results in a positive outcome (Murphy & Carbone, 2008). Today children are being limited in their participation of meaningful activities due to barriers such as functional limitations, costs, and decreased resources (Murphy & Carbone, 2008). KDO provides children the opportunity to “participate in joyful dance programs that inspire excellence, instill confidence, encourage teamwork, and applaud persistence (Kids Dance Outreach, n.d.)”, free of charge. KDO is meeting a societal need for children, allowing them to

participate in community-based activities that increase their opportunity for physical activity, social participation, play, and sensory integration all while doing an activity that is fun and meaningful. This in turn positively impacts their confidence, self-identity, self-worth, psychological state, and overall health and well-being.

Mental health is a rising concern in society (NAMI, 2019). The activities that people complete during the course of a day positively or negatively impact their overall health and well-being (Lemonia, Goulmaris, & Georgios, 2017). Dance provides individuals with an opportunity to express themselves, while also positively impacting their physical health and wellness (Dow, 2010). Through the completion of physical activity, people report increased self-esteem and decreased depression and anxiety (Biddle & Asare, 2011). When dance occurs in a social and educational setting, similar to KDO in school programs, extraordinary benefits such as understanding content (intellectual wellness) and improving behavior (emotional wellness) have been found (Skoning, 2008).

As an OT student addressing this societal need, the concern for occupational justice was at the forefront of each decision I made. Occupational justice is “a justice that recognizes occupational rights to inclusive participation in everyday occupations for all persons in society, regardless of age, ability, gender, social class, or other differences” (Nilsson & Townsend, 2010, p. 58). Although KDO provides inclusive participation to children, it is important that the programs offered remain meaningful to all involved. Through evaluation of the all KDO programs from the perspective of all stakeholders, KDO now has a platform for advocacy and improvement. All KDO staff continue to participate in the program because they see the benefit the programs have on the children. Continuing to give children an opportunity to complete

meaningful activities in society is going to keep them out of trouble and inspire them to do great things in the future.

### **Data Analysis**

The IBM SPSS Statistics for Windows, Version 23.0 (IBM Corp, Armonk, NY) was utilized to analyze pre/post surveys from students. The nonparametric Friedman and Wilcoxon tests were run to determine if there was a significant difference between the students' pre and post test responses. The Spearman rank-order correlations were completed to examine the relationships between numerous variables gathered from KDO students, including the relationship between how students felt and whether or not they like to dance, student's confidence and willingness to try new things, and student's willingness to share feeling with classmates and staff and feel as though they were part of the same team. Additionally, the qualitative data gathered from KDO staff, parents, and school program staff was analyzed using inductive analysis. Themes were then established.

### **Results**

**KDO Staff.** Of the 14 KDO staff members, 75.57% ( $n = 11$ ) fully completed the electronic survey. Responses included six musicians, three teaching assistants, two teaching artists, one director, and two administrators. Additionally, two teaching artists partially completed the survey and their completed components were included in the results.

KDO staff were asked to indicate their level of satisfaction when first starting to work for the organization (initial) and their level of satisfaction now (current). Overall, all KDO staff reported being satisfied working for KDO on both occasions. As a whole, their current level of satisfaction was 23.08% ( $n = 3$ ) higher than their initial level of satisfaction. Initially, 61.54% ( $n$

= 8) reported being extremely satisfied. Currently 84.62% (n = 11) of KDO staff reported extreme satisfaction in their contributions to the organization.

Additionally, KDO staff were asked to identify whether or not they feel their level of satisfaction changes dependent on the KDO program they are working with. When considering the level of satisfaction KDO staff have when working in the various KDO programs, 46.15% reported no difference in their level of satisfaction regardless of the program they are working in. Those who did report experiencing a difference in their level of satisfaction (30.16%), stated that difference was directly related to the behavior of the students in that specific program. Overall, staff felt the greatest satisfaction when working with students who cooperate, behave, and apply themselves. Satisfaction was negatively affected when students were uninterested or disruptive.

KDO staff identified the impact and effect each KDO program has on the students who participate. Staff reported students in the school program are gaining confidence, dance education, respect for others, teamwork, and body awareness by participating in the KDO program. Additionally, staff reported students who participate in the scholarship programs (X Team and SWAT) also demonstrate increased self-confidence and learn how to work as a team. KDO staff reported children in the scholarship programs, unlike those in the school program, are being challenged at a higher level, they build peer relationships outside of their school, and they are expected to be leaders among their peers. Staff reported students in the adaptive dance program demonstrate increased confidence, body awareness, listening skills, and increased awareness of self and others through participation in KDO.

The impact and effect of the KDO programs is greatly affected by the environment. KDO staff reported the environment is critical in their success. When school staff are unsupportive or discipline becomes a problem the effectiveness of KDO is compromised.

Additionally, KDO staff reported space is a primary concern for growth of their programs. They currently do not have their own space, requiring that they rely on other locations to fulfill their need. During this experience, the DCE student has observed locations cancelling at the last minute, doors sticking and locking KDO students and staff in the room, and inadequate physical environments causing a safety risk to students.

**KDO Board Member.** Online questionnaires were sent to all 13 board members. After not receiving any responses, the DCE student met with one board member in person and used the questionnaire as an interview guide for discussion. The information gained from the board member was not formally analyzed but used by the DCE student to gain a greater understanding of the organization. Additionally, the DCE student gained further information about the grants, funding, and payor sources when emailing the development coordinator following the meeting with the KDO board member.

**KDO Scholarship Students.** All KDO scholarship students involved in X Team (n = 10) and SWAT (n = 41) in class on the day of evaluation completed the pre/ post survey. Using an age appropriate measure for students to indicate how they felt before and after a single KDO session, 100% of X Team students reported feeling “Great” (n = 6) or “Good” (n = 4) prior to class. Following class only 90% indicated feeling “Great” (n = 1) or “Good” (n = 8). In addition to indicating how they felt, X Team students were asked to identify their current energy level before and after a single KDO session. Prior to class 100% of X Team students reported their energy level as “Just Right”. Following class their energy levels decreased to only 20% feeling “Just Right” and 60% feeling “Low”.

X Team students work at a high level of intensity and KDO staff expect the X-team students to work hard through the whole session. Through observations the DCE student

identified these dancers to have the greatest physical and mental pressure. Not only do the staff members expect them to be on point at all times (giving 100% commitment and energy to the dance), the students have the same expectations for themselves. After an hour of intense training it is expected to see decrease in overall feelings and energy level. The decrease in how the students felt following a single KDO session could be due to increased exhaustion and decreased energy.

In addition to their feelings and energy levels KDO X Team students were asked about confidence, strength, creativity, trusting staff/ classmates, self-expression, teamwork, and trying new things. All X Team students reported a willingness to try new things, liking to dance, and being able to share their feelings through dance and with each other in their pre class evaluation. Following class, all but one student continued to report the same feelings. This student reported a decrease in all areas excluding a willingness to try new things.

SWAT team is the middle tier of KDO. These students are held to high expectations in regard to showing up and giving it their best effort. Unlike the X Team, SWAT students are not given as intense choreography and are not expected to be the leaders of the organization. SWAT students completed the same pre/ post survey administered to X Team students. Approximately 98% of SWAT students reported feeling “Good” (n = 19) or “Great” (n = 20) prior to starting KDO. Following a single KDO session more students reported feeling “Great” (n = 36) than “Good” (n = 3). Therefore, it can be assumed that they felt better after participating in KDO.

Similar to X Team, these students reported liking to dance (97.56%), feeling confident (92.68%), feeling strong (95.1%), and feeling creative (90.2%) when they participate in KDO. Unlike the students in X Team, in which 100% indicated they felt they could express themselves through dance and were comfortable sharing feelings with classmates/ staff, only 82.5% of



SWAT students reported feeling as though they could express themselves through dance and a smaller 77.5% reported feeling comfortable sharing feelings with classmates/ staff. The increase in emotion and decrease in expression is observed during the SWAT sessions. These students spend less time with the KDO staff in comparison to the time spent by X Team students. SWAT also encompasses a larger group of students, which decreases the time for students to build a strong rapport with the staff and each other. SWAT students meet one time a week to rehearse, and though the students in SWAT may know some of the KDO staff and students from their school programs, they have a smaller opportunity to fully engage with all other staff and students in the program.

**KDO School Program Students.** KDO reaches its largest population of students in the school programs. A total of 204 students in the KDO school programs completed a pre/post survey on two occasions. The pre/post surveys administered to KDO school program students were the same as those administered to the scholarship program students. Data were analyzed as a whole as well as by school, grade, and whether or not the class travels or receives KDO in the school.

When looking at the responses for all students regardless of school, grade, or whether or not they travel to receive KDO there was no significant difference between the pre and post survey for any question. When analyzing the data individually by class, grade, and whether or not the student travels to the Athenaeum to participate in KDO there was a significance found in the first question which asked students to rate “I am feeling” by circling the smiley face the represented their feelings in that particular moment. All students excluding those in 5<sup>th</sup> grade, at School 1, or at School 2 reported a significant difference in how they felt following participation in KDO when the survey was administered the first time. This means the first question had a

greater impact the first time the students were asked to complete the pre/post survey. However, it remains unknown as to why the students reported a difference in how they felt after participating in the session the first time but not the second time.

Additionally, multiple correlations between the pre/post survey questions were made. The most significant correlations were found when comparing grade and whether or not the students travel to participate in KDO. Students in higher grades (4<sup>th</sup>- 5<sup>th</sup>) reported feeling better and being more confident. The students in lower grades (2<sup>nd</sup>- 4<sup>th</sup>) reported being more willing to try new things in front of their classmates. Overall, those who travel to the Athenaeum for KDO reported more positive benefits in comparison to those who experience KDO in their school. These benefits were identified by students reporting liking to dance more, feeling more confident, feeling stronger, feeling as they are part of the same team, and being more willing to try new things. See Table A8-A10 for a breakdown of additional significant correlations found when comparing questions between all students, those in specific grades, and those who travel for KDO.

On average students participating in the KDO school program reported an increase in feelings following a single KDO session. When combining the two sets of data for the pre and post tests completed by all students, 72% (n = 256) reported feeling “Great” (n = 172) or “Good” (n = 84) prior to completing KDO. Following KDO their feelings increased to 75% with 196 students reporting feeling “Great” and 71 students feeling “Good”. A 7% increase was found for students reporting liking to dance following KDO.

Correlations between reported feelings and liking to dance, confidence and willingness to try new things, and teamwork and sharing feelings with classmates and staff were also run. A moderate negative correlation was found between student’s feelings and liking to dance. Those

students who reported liking to dance, ultimately reported feeling better before and after completing KDO. No significant relationship was found between confidence and trying new things in front of classmates. Approximately 77% of students reported feeling confident and only 55.55% reported not being nervous to try new things in front of classmates. Additionally, there was a strong correlation between being a part of a team and being able to share feelings with classmates and staff. It can be assumed therefore that one of the benefits of participating in KDO programs is that students become more comfortable and develop a support network from being a part of a team sharing the same experience with others.

**KDO School Program Staff.** Eight school program staff members completed semi-structured interviews at various points in the semester. Each evaluation lasted approximately 15 minutes and took place while the students were participating in the KDO program. The evaluated staff members consisted of three physical education (PE) teachers, one activity-based learning (ABL) coach, one 2<sup>nd</sup> grade teacher, two 4<sup>th</sup> grade teachers, and one 5<sup>th</sup> grade teacher. The PE teachers, ABL coach, and one 4<sup>th</sup> grade teacher were evaluated in their schools as their students participated in KDO. A second-grade teacher, fourth-grade teacher, and fifth-grade teacher were evaluated at the Athenaeum where they commute with their students to participate in the KDO programs. 63% (n = 5) of school staff members had only been affiliated with KDO for one year or less.

Teachers self-reported KDO impacting their students dance skills (62.5%), rhythm/coordination (50%), confidence (37.5%), behavior (25%), and teamwork (25%). Additionally, 62.5% (n = 5) of school staff felt KDO provides an opportunity for their students to step out of their comfort zone and “try something new they would have otherwise never been able to do”. Due to the poverty of the children in the IPS schools, all teachers who commute with their

students reported the transition to a different environment allows the children to experience things outside of their school and neighborhood. One teacher reported she uses the commute as an opportunity to educate her students about the city of Indianapolis and the buildings/landmarks they pass along the way. Additionally, teachers who commute reported the travel allows their students to have a transition period, and they ultimately notice an increase in focus and concentration when returning back to school. The majority of teachers evaluated in the schools who do not commute do not see the students following KDO, so they were unable to justify the effect KDO has on focus and concentration. The one teacher who does stay with her students following KDO reported her students tend to be more energetic and have difficulty transitioning back to classwork.

All school program staff were provided the results of the KDO staff evaluations. They were asked to rate the five common themes (Dance Education, Teamwork, Respect for Others, Confidence, Body Awareness) identified by KDO staff from 1(Most)-5 (Least) impactful/effective for their class. Fifty percent ( $n = 4$ ) reported the KDO programs had the greatest impact on their student's confidence and ability to work as a team. Dance education was viewed as most/ more impactful/effective by the PE teachers, and the majority (75%) felt respect for others fell in the middle with a rating of two or three.

Additionally, this DCE student provided each school program staff with the results of the pre/post survey from students of their class. After the teachers received the results, they were asked to rate on a scale from 0% (No Impact) to 100% (Total Impact) what percentage they felt KDO impacts/effects their students in the following areas: confidence, strength, creativity, trusting staff/ classmates, self-expression, teamwork, and trying new things. The teachers reported seeing the largest impact for their students in the following areas: trusting KDO staff

(92.78%), trying new things (92.78%), and teamwork (91.11%). Benefits to students physical strength (72.22%) and creativity (85%) were viewed as being less impacted. However, the rating was still fairly high, indicating that the teachers believed that participation in the KDO school program impacted their students in many significant ways

**KDO Parents.** SWAT and X Team parents completed similar surveys to that of the school program staff. The Adaptive Dance parents completed an unstructured group evaluation. Six of twenty SWAT parents completed and returned their evaluation. Five of thirteen X Team parents completed and returned their evaluation. Seven adaptive dance parents participated in the unstructured evaluation.

All SWAT parents reported hearing about KDO through their child's school or friend, and have been participating for one year or less. Sixty-seven percent of SWAT parents reported their children participate in this dance program because it is free. They also indicated that they believe their child's participation in KDO impacts their child's confidence (83.33%), physical health (33.33%), peer interaction (16.67%), and desire for commitment (33.33%). Like that of the school program staff, SWAT parents were asked to rate the five common themes identified by KDO staff (Teamwork, Challenge, Peer Relationships, Creativity, and Self Confidence) from 1(Most)-5 (Least) impactful/effective for their child. The majority (60%) of SWAT parents reported the challenge KDO brings to their students to have largest impact. Teamwork and creativity were rated as more impactful than peer relationships and self-confidence, but ultimately all five themes were shown to have an effect on the students who participate. SWAT parents were also provided a description of the pre/post surveys given to their children. They too were asked to rate on a scale from 0% (No Impact) to 100% (Total Impact) what percentage they felt KDO impacts/effects their child in the following areas: confidence, strength, creativity,

trusting staff/ classmates, self-expression, teamwork, and trying new things. Trusting KDO staff (100%), self-expression (98.33%), trying new things (96.67%), and confidence (96.67%) were reported to have the largest impact/ effect. Strength (80%) had the smallest impact/effect.

All KDO X Team parents learned about KDO through the child's school. Unlike the SWAT team, a majority (80%) of X Team parents have been affiliated with KDO for more than two years. In addition to confidence and peer interaction, X Team parents reported this program has increased their child's passion for dance (50%) and provided a platform with strong role models to positively influence their children (40%). Majority (80%) reported the teamwork and peer relationships their children gain from participation in X Team to have the greatest impact. When asked to rate on a scale from 0% (No Impact) to 100% (Total Impact) what percentage they felt KDO impacts/effects their child in the following areas: confidence, strength, creativity, trusting staff/ classmates, self-expression, teamwork, and trying new things all X Team parents reported confidence being 100% effected. Additionally, trusting KDO staff/ classmates (96%), teamwork (90%), and trying new things (90%) were reported as greatly affected. Like SWAT team parents, parents of children in X Team also reported KDO positively impacting all areas being assessed.

Adaptive dance parents completed a general discussion with this DCE student on the following topics: reasons for participation in KDO, changes observed in child's overall wellness, and the KDO staff's understanding of their children. 100% of parents in the adaptive dance program report continuing to bring their child to KDO because of the passion, expectations, patience, and love the KDO directors and teachers have for their children. They reported the directors have an "innate understanding of their children and want them to succeed". In addition, the parents reported liking that the adaptive dance program is exclusive to children with Down

syndrome. Parents were asked to identify the impact KDO has on their child's social, physical, emotional, and intellectual wellness. In regard to social wellness, parents reported KDO instills the confidence in their children to be able to push themselves to try new things. They love the group atmosphere and the support and encouragement the children provide to each other. The children's physical wellness is impacted in areas of coordination, balance, core strength, and body awareness. In regard to emotional wellness one parent reported, "my child can come to KDO in a horrible mood and once they see Michael and Monica they are laughing, joking, and smiling again". One of the greatest strengths identified by parents of the adaptive dance is the effect the program has on their children's intellectual wellness. During a single session the children are attending to tasks for an hour, following directions, counting, keeping a rhythm, and expected to follow a routine/ structure. One parent reported "It is because of the KDO staff this program is so successful. They are so great at getting the children engaged and keeping them engaged".

### **Quality Improvement**

Evaluations and adjustments to the developed tools occurred during each phase of the DCE to ensure continuous quality improvement. During the initial evaluation the DCE student was educated on the KDO programs and stakeholders. The DCE student later met with a board member and development coordinator to further expand understanding of the program, ensuring the success of evaluation tool development. Through observations, conversations, and literature reviews the DCE student developed the initial evaluation tools for all KDO stakeholders.

Adjustments were made following review from the KDO director and board member.

During the implementation phase, the DCE student identified two barriers impacting the time required to distribute surveys to the students in the school programs. When distributing

evaluations to the first second grade class, their school teacher reported the need to read all questions aloud to the students. The teacher also asked the DCE student to define all terms within the evaluation tool (i.e. strength, confidence, creative). This required increased time for survey completion, ultimately impacting the number of second grade classes evaluated.

Additionally, language barriers were also something the DCE student had not considered going into this phase. Some students required classmates or KDO staff to translate all content on the evaluation tool, increasing the amount of time needed to complete the evaluation tools.

After the initial evaluations were administered and analyzed, the DCE student found discrepancies in what students were reporting and what was being observed. The data also did not support significance between the pre/post surveys suggesting the questions may not have been asked in the most effective way. The DCE student went re-examined the wording specifically looking at sentence structure and content. Adaptations to the evaluation were brainstormed and ideas were presented to KDO staff at the board meeting. The proposed adaptations included simplifying and rewording questions to be specific to KDO. The DCE student determined many questions were not written to measure improvement from pre to post evaluation. It was therefore proposed to administer the evaluation tools on one occasion at the beginning and end of semester was discussed with board members. Due to the timing of the DCE the DCE student was unable to modify the assessment tool for students prior to completing the project. Board members were made aware of potential changes and given electronic copies of the current assessment tools.

Additionally, school staff and parent evaluations were modified to specifically address topics included on the student and KDO staff surveys. This modification allowed the DCE student to compare the effectiveness of KDO across all stakeholders. Because the DCE student



was able to gain generalized information from the KDO staff and board, specialized questioning was appropriate for the staff and parents. See Table A5-A7 for specific changes.

The modified evaluation tool for staff and parents was administered instead of the initial planned evaluation. The modified student evaluation tool was not administered to students. The DCE student and KDO staff determined that evaluating the students on two occasions using the initial evaluation would help to confirm the need for question modification. The KDO director was provided a digital copy of both versions at dissemination of the DCE.

### **Sustainability**

Sustainability of evaluation tools and their results is feasible as KDO staff have electronic copies of all tools, and have observed the distribution process, ensuring understanding for potential re-evaluation. The tools were developed, distributed, analyzed, and re-examined by the DCE student prior to dissemination of the DCE. The KDO director was included in each step of the process. After distribution and analysis, changes to question structure and survey layout were further discussed with the KDO director. The KDO director verbalized understanding of the development and distribution process.

Since my project is not a program that will be implemented in the future, but rather a method of gaining knowledge on the programs that currently exist, sustainability looks a little different. My hopes in completing this DCE included providing KDO with tools they can use to re-evaluate programs in the future, as well as providing KDO data that supports their current programming and in turn helping to further develop and expand the current KDO programs.

### **Dissemination**

The DCE student disseminated the results the DCE via a PowerPoint presentation of all findings to KDO staff and board members. The meeting took place one week after the DCE was

completed. The DCE student has identified five key findings from the evaluations of all KDO stakeholders. A handout was created as a means to distribute findings to potential payor sources. Additionally, a digital copy of all evaluations and tools will be provided to the KDO director.

### **Overall Learning**

This DCE provided multiple opportunities to increase skills in communication, research, advocacy, and leadership. I have broadened my knowledge and experience in the pediatric non-traditional community-based setting, specifically as it relates to mental health and well-being. I have increased my understanding and appreciation for working with individuals of varying ages, races, religions, and socioeconomic status. I have increased my exposure to the effects of dance and music on mental health and well-being. Ultimately this experience has enhanced my interpersonal skills, preparing me to become a better OT practitioner in the future.

### **Effective Interactions**

Throughout my DCE, my ability to effectively interact with KDO stakeholders was greatly improved. Initially, the interaction with my site mentor and KDO director was very difficult. All communication occurred via email because KDO does not have a home base/office, my site mentor is only affiliated with KDO as a board member, and KDO was not in session the first week of my DCE. It was difficult during this phase because there was no clear understanding of everyone's role in the DCE. Though we had met previously and determined what I would be doing, until I was able to really see and understand what KDO was, it was hard to move forward.

As the weeks progressed, I was able to identify an effective means of communication with my site mentor and the KDO director. During this time, interaction increased and I became more comfortable around all KDO staff. I gained a better understanding of the program and was

able to confidently ask questions and verbally communicate with staff. I did not interact with anyone other than KDO staff until student surveys were developed and ready to administer.

During this time, I was able to introduce myself to the students and school staff. I discussed my role as an OT student as well as my role with KDO. Communication with the children remained focused on the surveys throughout the DCE experience. Due to the nature of KDO classes, I did not have opportunities to socialize or get to know the children. I was able to gain some information about them through observation as well as through discussion with KDO and school staff members.

Communication with school staff was all interactive. I discussed my observations as well as observed their interactions with children. Some school staff members were very engaged in the KDO programs, sometimes even getting up and dancing with the children. Other staff members were less engaged and would grade papers or be on their phones during the hour class session, only engaging when there were behavior concerns. I felt most comfortable talking with the staff members who were engaged in the KDO program and their kids' success. It was difficult to build rapport with staff members who did not participate because they would only respond briefly to questions, or not interact at all.

Like the school staff, the KDO parents had similar responses to communication. Some parents were very open to discussing their experiences with me, while others were less interested or unwilling. The parents that completed the unstructured interview were much easier to talk with, as they kept the conversation flowing and were invested in the conversation. Those parents were also part of the Adaptive Dance Program which requires they stay in case of an emergency. Parents of children in SWAT and X Team would typically just drop off and pick up their children. To reach these parents I had to quickly educate them on who I was and my role with

KDO. Some were willing to listen while others had plans and needed to leave. It was difficult to build rapport with these parents, as the environment and time constraints limited their willingness to participate in the surveys.

All in all, I feel my ability to communicate with the diverse population of KDO stakeholders improved over time. Though the layout and structure of KDO made it difficult to openly communicate with all stakeholders at times, by the end of the experience I was able to improve communication with staff, parents, and students.

### **Leadership & Advocacy**

Through the DCE process, I developed and improved my leadership and advocacy skills. As previously mentioned, this DCE experience allowed me to grow as a leader by requiring me to take initiative in the development and implementation of tools for program evaluation. I now have increased confidence in my ability to research and report findings. I have gained skills in taking control of a situation and working independently to solve problems. I also learned to delegate and ask for help when necessary. Prior to this DCE experience, I would have led by my actions rather than my words. Having to step out of my comfort zone and become a vocal leader opened up more opportunities, one of which was the chance to advocate for myself and occupational therapy.

I advocated for the OT profession initially by defining the role of OT to KDO stakeholders. I educated them on the purpose of OT and my role as an OT student working with KDO. Over time my advocacy skills improved as I became more comfortable around the KDO staff. The more I was able to advocate, the more detailed my “elevator speech” became. It was important that the KDO staff understood the importance of OT. In order for the tools I developed to be successful over time, the KDO staff had to see the benefit of taking the time out

of their program to evaluate and utilize these tools. Initially this was difficult, but the more I was able to advocate for my role the more they were willing to listen to my findings.

Along with advocating for the OT profession, I also had to advocate for the tools that I created. A lot of time was spent researching the best way to evaluate children, parents, and staff. I revised the evaluations multiple times, receiving feedback with each step. During this phase I had to advocate for the rationale behind the questions. My site mentor challenged question structure at times, requiring I provide the evidence to support each questions content and structure. If I had not advocated for the tools I was creating, they may not have provided the results KDO was hoping for.

Another component I found myself advocating for was the KDO organization itself. For me to successfully develop the tools KDO needed, it was important that I believed in the organization and programs offered. I spent a lot of time initially looking at their website and social media as a way to connect with the organization. Anytime family or friends would ask about my life or school, I would be sure to educate them on KDO and its benefits to society. I found myself sharing important events KDO would post about with my family and friends as a means to get the KDO name into a larger community. Not only was it important that I believed in the organization, but it was also important that the organization believed in me.

## **Summary**

This DCE experience provided a platform for me to step out of my comfort zone and accomplish things I had never anticipated. I have gained knowledge in research, development of evaluation tools, leadership, and advocacy. Of all the things I gained from this experience, confidence in myself is something I hope to carry with me as I move forward. This experience taught me that everything will not always go as planned, but as long as I believe in myself and

believe in the organization I am working for everything will work out. It is important that I am confident in myself, otherwise no one else is going to believe in me. Through this experience, I have learned to stand up for myself and trust in the process. KDO has an excellent team, and I hope to find a job that demonstrates the same level of support and professionalism.

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## Appendix

Table A1: Staff Survey

1. What is your position/ role with KDO? (Select all that apply)
  - a. director
  - b. teaching artist
  - c. teaching assistant
  - d. musician
  - e. administration
  - f. other
2. How many years have you been working for KDO?
  - a. Less than 1 year
  - b. 1 year
  - c. 2 years
  - d. 3 years
  - e. 4 years
  - f. 5 years
  - g. Greater than 5 years
3. What drew you to working for this organization?
4. How would you rate your satisfaction when FIRST starting to work for this organization?  
0-10 (0- Extremely Unsatisfied 5-Neutral 10- Extremely Satisfied)
5. How would you rate your satisfaction in working for this organization NOW?  
0-10 (0- Extremely Unsatisfied 5-Neutral 10- Extremely Satisfied)
6. If your level of satisfaction has changed from start to now please explain.
7. Has your role/ position changed since starting with KDO?
  - a. Yes
  - b. No
  - c. Unsure
8. If yes, how has your change in role/position impacted your overall satisfaction?
9. Please explain how you feel collaborating and communicating with all KDO staff?
10. Do you feel you can come to your directors for questions/ concerns?
  - a. Yes
  - b. No
  - c. Unsure
11. If no/unsure please explain.
12. Do you feel you receive information regarding schedules, updates, etc. in a systematic, organized, and timely manner?
  - a. Yes
  - b. No
  - c. Sometimes
13. If no/ sometimes, what changes would you make in regard to how you receive information?
14. How do you feel when working with students in all KDO programs?
15. Does your level of satisfaction change depending on the KDO program you are assisting with?
  - a. Yes
  - b. No
  - c. Sometimes
  - d. Unsure
16. If yes, sometimes, unsure: what programs promote the greatest level of satisfaction/ least level of satisfaction?
17. What influences a change in your personal level of satisfaction?
18. What impact/ affect do you see the KDO school programs have on the students who attend?
19. What impact/ affect do you see the KDO adaptive dance program have on the students who attend?
20. What impact/ affect do you see the KDO SWAT program have on the students who attend?
21. What impact/ affect do you see the KDO X Team program have on the students attend?
22. What impact/ affect do you see the KDO IMAGINE Project program have on the students attend?
23. If you have or currently assist with the KDO school program, how do you feel the relationship with the school staff impacts the effectiveness of the KDO program?
24. Are there currently any school programs you feel KDO is NOT being utilized to its fullest potential? If so, which schools and why?
25. How do you feel the KDO school program does with incorporating students with disabilities and/or behavioral concerns into the program?
26. What challenges, concerns, questions do you have in regard to engaging students with disabilities and/ or behavioral concerns into the KDO programs?
27. If you have or currently assist with the KDO Adaptive dance program, do you feel you have an adequate understanding of the down syndrome diagnosis?
28. How do you feel the KDO class structure/ layout impacts the student's perception of the KDO program when considering the following for ALL programs:
  - Physical Practice Environment
  - Student Teacher Ratio
  - Attendance
  - Length of Practice
29. Are there any KDO programs you do not feel comfortable/ qualified working with? If yes, in what ways could we assist in making you feel more comfortable/ qualified?
30. Please list any additional comments or concerns you would like to share.

Table A2: KDO Board Member Evaluation

**KDO Board Member Evaluation**

1. How long have you been a KDO Board Member?
2. How did you learn/ become associated with KDO?
3. Why did you become involved in the organization, and what has your involvement looked like over time?
4. What attributes (strengths & opportunities) does the KDO board have that enables them to accomplish the nonprofit's goals?
5. Do you feel you have an adequate understanding of all KDO programs?
6. How would you describe or promote KDO and its programs to others?
7. How would you characterize the board's role in the nonprofit organization?
8. What improvements would you like to see made as a KDO board member? Are there any areas of weakness you feel need to be addressed?
9. What information would be helpful for you to better complete your tasks/ role as a KDO board member?

Any additional comments/ concerns?

Table A3: KDO Student Evaluation

## KDO School Program Student Evaluation

**1. I am feeling:**

Circle the correct answer

**Great****Good****Neutral****Bad****Awful****2. My energy level is:**

Circle the correct answer

**High (Energetic/ Hyper)****Just Right****Low (Sleepy/ Tired)****I. Agree/ Disagree**

For each statement below circle the word "Agree" if you currently agree with the statement. Circle the word "Disagree" if you currently do not agree with the statement. Circle the word "Neither" if you currently do not agree or disagree with the statement.

- |                      |             |          |         |
|----------------------|-------------|----------|---------|
| 1. I like dancing.   | _____ Agree | Disagree | Neither |
| 2. I feel confident. | _____ Agree | Disagree | Neither |
| 3. I feel strong.    | _____ Agree | Disagree | Neither |
| 4. I feel creative.  | _____ Agree | Disagree | Neither |

**II. True/False**

For each statement below, circle the word "True" if the statement is true. Circle the word "False" if the statement is false.

- |   |            |       |
|---|------------|-------|
| 1. I am able to share feelings of happiness, joy, fear and anger to classmates and staff. | _____ True | False |
| 2. I feel I am able to express myself through dance.                                      | _____ True | False |
| 3. I feel my classmates and I are part of the same team.                                  | _____ True | False |
| 4. I am willing to try new things.  | _____ True | False |
| 5. Trying new things around my classmates makes me nervous.                               | _____ True | False |

Table A4: School Program Staff Questions

School Program Staff Evaluation
<ol style="list-style-type: none"><li>1. What impact/affect do you see KDO has on your students?<ol style="list-style-type: none"><li>a. Confidence</li><li>b. Strength</li><li>c. Happiness</li></ol></li><li>2. Do you notice any change in the focus and concentration of your students before and after KDO?</li><li>3. Do you feel the environment impacts the effectiveness of KDO?</li><li>4. How do you feel KDO impacts your children with IEPs, physical disabilities, or behavioral concerns?</li><li>5. Do you have any additional information you would like to share?</li></ol>

Table A5: School Program Staff Questions Update

School Program Staff Evaluation: IPS 79 4<sup>th</sup> Grade

Position:

Length of Affiliation:

1. What impact/effect do you see KDO has on your students?
2. Do you notice any change in the focus and concentration of your students before and after KDO?
3. Do you feel the environment impacts the effectiveness of KDO?
4. How do you feel KDO impacts your students with IEPs, physical disabilities, or behavioral concerns?
5. Do you have any additional information you would like to share?

KDO staff reported they feel KDO school program students experience the greatest impact in the following:

Dance Education, Teamwork, Respect for Others, Confidence, Body Awareness

Please rate the following from Most (1) – Least (5) relevant for your students:

\_\_\_\_\_ Dance Education

\_\_\_\_\_ Teamwork

\_\_\_\_\_ Respect for Others

\_\_\_\_\_ Confidence

\_\_\_\_\_ Body Awareness

**Your students completed pre/post surveys before and after class. Surveys included questions in relation to their personal feelings. They were instructed to complete the survey based on their feelings in that particular moment and were told there were no right or wrong answers.**

Pre KDO:

94.44% of students reported feeling Great (61.11%) Good (33.33%)  
0% “Low Energy”, 25% “High Energy”, and 75% reported “Just Right”

Post KDO:

94.73% of students reported feeling Great (89.47%) Good (5.26%) following KDO.  
0% reported “Low Energy”, 68.75% “High Energy”, and 31.25% “Just Right”

Students were asked about:

- Confidence
- Strength
- Creativity
- Trusting KDO Staff/ Classmates
- Self-expression
- Teamwork
- Trying new things

Please rate to what percentage you feel KDO impacts/effects your Students in these areas:  
(0%= No impact 100% Total Impact)

_____ Confidence	_____ Self-Expression
_____ Strength (Physical)	_____ Teamwork
_____ Creativity	_____ Trying new things
_____ Trusting KDO Staff/ Classmates	



Table A6: SWAT Parent Evaluation

**KDO Parent Evaluation: SWAT Team**

Where did you learn about KDO?

What drew you to allow your child to be a member of the KDO SWAT Team?

Why does your child participate in KDO and not another dance program?

How long has your child participated in the KDO SWAT Team?

What impact/ effect do you see KDO has on your child?

Do you notice any skills your child is learning in KDO carrying over to other activities?

KDO staff reported they feel KDO SWAT team students experience the greatest impact in the following:

Teamwork, Challenge, Peer Relationships, Creativity, Self Confidence

Please rate the following from Most (1) – Least (5) relevant for your child:

\_\_\_\_\_ Teamwork

\_\_\_\_\_ Challenge

\_\_\_\_\_ Peer Relationships

\_\_\_\_\_ Creativity

\_\_\_\_\_ Self Confidence

**Your children completed pre/post surveys before and after class. Surveys included questions in relation to their personal feelings. They were instructed to complete the survey based on their feelings in that particular moment and were told there were no right or wrong answers.**

Pre KDO:

97.50% of students reported feeling Great (50%) Good (47.50%)

44.74% reported “High Energy”, 47.37% reported “Just Right”, and 7.89% reported “Low Energy”

Post KDO:

97.50% of students reported feeling Great (90%) Good (7.50%) following KDO.

59.46% reported “High Energy”, 37.84% “Just Right”, and 2.7% reported “Low Energy”

Children were asked about:

- Confidence
- Strength
- Creativity
- Trusting KDO Staff/ Classmates
- Self-expression
- Teamwork
- Trying new things

Please rate to what percentage you feel KDO impacts/effects your children in these areas:

(0%= No impact 100% Total Impact)

\_\_\_\_\_ Confidence

\_\_\_\_\_ Self-Expression

\_\_\_\_\_ Strength (Physical)

\_\_\_\_\_ Teamwork

\_\_\_\_\_ Creativity

\_\_\_\_\_ Trying new things

\_\_\_\_\_ Trusting KDO Staff/ Classmates

Table A7: X Team Parent Evaluation

KDO Parent Evaluation: X Team			
Where did you learn about KDO?			
What drew you to allow your child to be a member of the KDO X Team?			
Why does your child participate in KDO and not another dance program?			
How long has your child participated in the KDO X Team?			
What impact/ effect do you see KDO has on your child?			
Do you notice any skills your child is learning in KDO carrying over to other activities?			
KDO staff reported they feel KDO X team students experience the greatest impact in the following:			
Leadership, Teamwork, Challenge, Increased Opportunity, Peer Relationships			
Please rate the following from Most (1) – Least (5) relevant for your child:			
_____	Leadership		
_____	Teamwork		
_____	Challenge		
_____	Increased opportunity		
_____	Peer relationships		
<b>Your children completed pre/post surveys before and after class. Surveys included questions in relation to their personal feelings. They were instructed to complete the survey based on their feelings in that particular moment and were told there were no right or wrong answers.</b>			
Pre KDO:			
100% of students reported feeling Great (60%) Good (40%)			
100% of students felt their energy level was “Just Right”			
Post KDO:			
90% of students reported feeling Great (10%) Good (80%) following KDO.			
60% reported “Low Energy”, 10% “High Energy”, and 20% remained “Just Right”			
Children were asked about:			
-	Confidence		
-	Strength		
-	Creativity		
-	Trusting KDO Staff/ Classmates		
-	Self-expression		
-	Teamwork		
-	Trying new things		
Please rate to what percentage you feel KDO impacts/effects your children in these areas: (0%= No impact 100% Total Impact)			
_____	Confidence	_____	Self-Expression
_____	Strength (Physical)	_____	Teamwork
_____	Creativity	_____	Trying new things
_____	Trusting KDO Staff/ Classmates		

Table A8: Correlations Between Survey Questions All Students

Correlations (ALL STUDENTS)				
Questions	1 <sup>st</sup> Evaluation (Pre Test)	1 <sup>st</sup> Evaluation (Post Test)	2 <sup>nd</sup> Evaluation (Pre Test)	2 <sup>nd</sup> Evaluation (Post Test)
“I am Feeling” / “My Energy Level Is”	(-.406)	(-.469)	(-.531)	(-.444)
	*The better the students felt the higher their energy level			
“I am Feeling” / “I Like Dancing”	(-.522)	(-.619)	(-.546)	(-.394)
	*Students who felt better also reported liking to dance more			
“I am Confident” / “Dancing in front of classmates makes me nervous”	No Significance	No Significance	No Significance	No Significance
“I Feel Creative” / “I am able to express myself through dance”	(-.398)	(-.467)	(-.543)	(-.387)
	*Students who report being creative did not report dance as a form of self-expression			
“I am able to share feelings with classmates/staff” / “I feel my classmates and I are part of the same team”	(.294)	(.461)	(.272)	(.424)
	*Students who report they are able to share their feelings with classmates and staff also felt that they were part of a team			

\*Highlighted correlation coefficients were statistically significant.

Table A9: Correlations All Students and Those Who Travel

Correlations (Those Who Travel)				
Questions	1 <sup>st</sup> Evaluation (Pre Test)	1 <sup>st</sup> Evaluation (Post Test)	2 <sup>nd</sup> Evaluation (Pre Test)	2 <sup>nd</sup> Evaluation (Post Test)
"I Like Dancing"	.271	.194	.194	.234
	*Students who travel reported liking to dance more than those who did not travel			
"I am Feeling"		-.196	-.190	-.171
	*Students who travel reported feeling better than those who did not travel on 3 of 4 evaluations			
"I Feel Confident"		.242	.247	.291
	*Students who travel reported feeling more confident than those who did not travel on 3 of 4 evaluations			
"I Feel Strong"		.218	.154	.178
	*Students who travel reported feeling stronger than those who did not travel on 3 of 4 evaluations			
"I Feel Creative"			.194	.174
	*Students who travel reported feeling more creative than those who did not travel on 2 of 4 evaluations			
"I Feel I Am Able to Express Myself Through Dance"		-.236	-.211	-.217
	*Students who travel reported feeling as though they are able to express themselves through dance more than those who did not travel on 3 of 4 evaluations			
"I Feel My Classmates and I Are Part of The Same Team"		.178		.161
	*Students who travel reported feeling as though they are part of the same team in comparison to those who did not travel on 2 of 4 evaluations			

\*Highlighted correlation coefficients were statistically significant.

Table A10: Correlations All Students and Grade

Correlations (Grade Level)				
Questions	1 <sup>st</sup> Evaluation (Pre Test)	1 <sup>st</sup> Evaluation (Post Test)	2 <sup>nd</sup> Evaluation (Pre Test)	2 <sup>nd</sup> Evaluation (Post Test)
“I am Feeling”	.211			
	*Students who were in higher grades reported feeling better than students in lower grades on the first pre-test			
“I like Dancing”			.161	
	*Students who were in higher grades reported liking to dance more than students in lower grades on the 2nd pre-test			
“Trying New Things in Front of My Classmates Makes Me Nervous”			.160	
	*Students who were in higher grades reported a greater willingness to try new things than students in lower grades on the 2nd pre-test			

\*Highlighted correlation coefficients were statistically significant.

