



# Perspectives of Educators on Dance Movement for development of Intrapersonal Skills among Children with Specific Learning Disability in Inclusive Schools.

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## **ABSTRACT**

Dance Movement Therapy (DMT) is considered as one of the best practice to work with children's, adolescences and others for their emotional wellbeing, cognitive stability, managing stress and enhancing their physical appearances. The study focuses on the perspectives of educators on using DMT for Children with Specific Learning Disability in Inclusive schools for the development of Intrapersonal skills with respect to the age, gender, type of schooling, experience and academic qualifications of educators. The survey method was used for collecting the perspectives of 80 educators. The collected data was analyzed using Descriptive Statistics (Percentage analysis) and Graphical representation, it has been found that according to the perspective of educators, DMT has a positive impact on enhancing intrapersonal skills among CwSLD.

**Key words-** Dance Movement Therapy (DMT), Intrapersonal Skills, Children with Specific Learning Disability (CWSLD), Inclusive schools

## **INTRODUCTION**

Dance is the amalgamation of individual's feelings, thoughts and expressions in the form of movements, bodily gestures, and facial expressions with the music, beats and rhythm.

*"We should consider everyday last on which we have not danced at least once."*

(Friedrich Nietzsche)

Dance/Movement Therapy is considered as one of the best therapies for expressing our feelings, emotions, and will enhance the individual's personality, to see ourself in new way. DMT has collection of various techniques to cater the needs of the person doing efforts to know about themselves. For persons having cognitive deficits, physical developmental disorders, low socio emotional communication skills, this technique is beneficial and also uses in rehabilitation centres and psychiatric hospitals. Its not just the body movements or progression of movements, it is the planned intervention approach according to individuals needs. According to Ayurveda, dance is termed as the power of healing the emotions without medications process. Like in Kathak dance, footwork will enable to liberate stress, anger, anxiety and gain peace in mind.

*Barnett, Shale, Elkins, and Fisher (2014) explain that dance movement therapy can also be used to address anxiety, depression, fatigue, stress, obesity, and quality of life.*

**Marian Chace** (1940) discovered DMT as an effective approach for persons having mental, emotional disorders and for persons going through mental, emotional disorders. She had done experimental study in psychiatric hospitals. In 1966, The ADTA was established at US DMT is one of the expressive therapies, which is most effective because it gives the chances to participants for expressing their views through bodily movements. For autism childrens, DM proved as a good strategy for enhancement in non-verbal communication and social skills. In inclusive classrooms, there are diverse learners for catering their individual's needs, DMT is integrated in classroom activities or creating environment socially adaptable, interactive and least restrictive.

The famous approach was invented by Marian Chace are

1. Body Action in which the therapist will focus on how the person will acknowledge their body parts, breathing patterns, emotions and provides training to overcome stress, negative thoughts and feel free.
2. Symbolism which is associated with the decrease in unintentional emotions through the form of non-verbal communication.
3. Therapeutic Movement Relationship, the therapist itself emerge themselves mirroring technique is used for acceptance and self-reflection emotions.
4. Rhythmic Group Activity it will provide the experience of groupism, rhythm will involve all group together which will give support kind of feelings to each other.

**Blanche Evan** in 1950 she started her career in DMT, extracts theories of Adler, Freud, Rank and invented four theoretical components of DMT that is Warm Up, Functional Technique, Improvisation, Verbalization of thoughts.

**Techniques** of DMT are planned according to the individual's needs, focusing on their development of emotions, communication and social interaction needs. Some of the planned techniques are like-

1. Circle- it will give opportunity to the group to have eye contact, communication with each other and feel the touch, space. The persons having developmental disabilities are also having benefits from this activity.
2. Visualization- The use of words (hum, ahh, wee) while moving and dancing will benefit breathing cycle, circulation of blood and controlling the body movements.
3. Space Awareness - the participant will do the movements in a specific space area as told by therapist to manage themselves in that space only so to understand the space awareness around them.
4. Mirroring- this technique used for enhancing the leadership quality, copying others movements, listen to others. In this participant will face each other in respect to mirror, and one participant is observing other ones and try to do the same, or vice versa. (Payne, 2008)
5. Deep Breathing – for relaxation of body and mind, deep breathing is used to relief from all the stress and other things going in mind, just breathe deep and relax your mind body. (Gladding, 1998).

**Benefits-** DMT is one of the types of Expressive therapy which enhances the communication and social skills of the individuals. Like in salsa dance, each partner tries to understand the comfort level of others, build good relationship with other partners and be the active participant, it will increase the self-confidence of participants, their social skills and communication skills enhances. For Autism children's and adolescents, DMT proved to be good strategy for enhancement in nonverbal communication skills, children's learn to express themselves, learn about self-awareness, and also lead to good social skills. For Post-Traumatic Stress Disorder, the study suggested that DMT strategy was very helpful for children's having PTSD, this strategy will help children's in expressive skills, building relationships and enhance self-motivation and is a useful strategy for population having anxiety issues, depressions, diabetes, heart problems and for CWSN.

## **REVIEW OF RELATED LITERATUES**

This current review of literature on DMT by Spratt, Lindsey V (2019) research on “Social and Emotional Effects of Language-Based Learning Disabilities on Adolescents Approached Through Dance/Movement Therapy states that it can be used to enhance interventions and assessments to address cognitive, emotional and social aspects of individuals to express non-verbally also. It also identifies the areas of growth to be needed for SLD. The researcher used non-verbal communication, mindfulness and imagination techniques of DMT.

*Rahmawati Rahmawati, Bangun Yoga Wibowo, Raudah Zaimah Dalimunthe (2019) researched on “Dance Movement Therapy (DMT) as an effort to increase Learning concentration on Elementary school students” suggested that DMT has a role in improvement in learning and concentration. For the elementary sessions it is beneficial in cognition, emotional, physical domains, and in the improvement in competency skills, self-awareness, stress management, social skills. By achieving these skills students have automatically gained confidence and show improvement in concentration.*

Filomena Romita (2016) conducted study on “Integrating Dance for Students with Learning Disability” stated that integrating dance movements is an appropriate strategy for students with Learning Disability, also suggested that dance leads as a good source to create inclusion environment in classroom and schools. The barriers in the research were that teachers are not aware about the dance techniques for children with Learning Disability, they were not incorporating it in classrooms. Dance improves communication, acceptance, confidence level and social development of CWSLD, it is a good and efficient strategy for CWSLD and ADHD students.

Bluehardt, M.H., Wiener, J. & Shephard, R.J(2012) conducted study on “Exercise Programmes in the Treatment of Children with Learning Disability “stated that CWLD shown deficit in motor skills and social-communication skills, which leads to detachment of children from games or activities, results into low self-confidence and social adaptability. Researcher suggested that Activity based training involves movement training, motor skills training, which can lead to the improvement of physical-social skills. MT can be one of the effective strategies for enhancing the exercises programme for CWLD.

## **OBJECTIVE OF THE STUDY**

The aim of the study is to know about the awareness of DMT among educators working in Inclusive schools and their perspectives of using DMT for enhancement of Intrapersonal skills for CWSLD-

- To find out the awareness among Educators on Dance Movement for development of Intrapersonal skills among CwSLD in Inclusive Schools with respect to age, gender, type of school, experience and academic qualification

## **RESEARCH QUESTIONS OF THE STUDY**

1. What is the awareness level in percentage among Educators regarding Dance Movement for development of Intrapersonal skills among CwSLD in Inclusive schools with respect to their age?
2. What is the awareness level in percentage among Educators regarding Dance Movement for development of Intrapersonal skills among CwSLD in Inclusive schools with respect to their gender?
3. What is the awareness level in percentage among Educators regarding Dance Movement for development of Intrapersonal skills among CwSLD in Inclusive schools with respect to their type of school?
4. What is the awareness level in percentage among Educators regarding Dance Movement for development of Intrapersonal skills among CwSLD in Inclusive schools with respect to their experience?
5. What is the awareness level in percentage among Educators regarding Dance Movement for development of Intrapersonal skills among CwSLD in Inclusive schools with respect to their academic qualification?

## **METHODOLOGY**

### **Sample**

The sample was collected from the educators working in Inclusive setup of Delhi- NCR. For this study, total 80 educators (both male and females) responses were collected N=80.

### **Tool Used**

The tool used in the present study was self-designed questionnaire, comprising 10 constructs of Intrapersonal skills. The questionnaire was divided into two parts A and B-

Part 1- it includes the questions for examine the awareness among Educators on Dance Movement for development of Intrapersonal skills among CwSLD in Inclusive Schools.

Part 2: it includes the questions for studying the perspectives of Educators on Dance Movement for development of Intrapersonal skills among CwSLD in Inclusive Schools.

### **Procedure of data collection**

- Informed consent was obtained from the Educators to be the part of research via the Google form
- Random sampling was done
- Survey questionnaire was administered to the educators through Google form
- Responses were collected by the researcher via the emails
- Collected data was analyzed using Descriptive Statistics (Percentage analysis) and Graphical representation

### **Statistical technique**

The researcher used the Descriptive statistics like Percentage analysis and Graphical representation for analysis of data.

## DATA ANALYSIS AND RESULTS

There are 6 main domains of Intrapersonal skills used in the current study-

Intrapersonal DOMAIN'S NAME	CONSTRUCTS
SELF ESTEEM SKILLS	Self-confidence, Self-motivation, Self-image
EXISTENTIAL SKILLS	Self-Presentation, Expressing skill,
SOCIALIZATION SKILLS	social adaptability & social adjustment
QUOTIENT SKILLS	Emotional intelligences
SELF MANAGEMENT SKILLS	Stress Management
ATTITUDINAL SKILLS	Creativity

Table 1- Intrapersonal domains

This domains awareness level data was collected from the perspectives of educators based on age, gender, type of school, academic qualification and experiences. Some of the graphical representation used is like that-

**RQ-** What is the awareness level in percentage among Educators regarding Dance Movement for development of Intrapersonal skills among CwSLD in Inclusive schools with respect to their age?

Awareness levels among educators (Percentage analysis) with respect to age for Domain-1(Awareness level)

Age group	q1 (YES)	q2(YES)	q1percentage	q2percentage
Up to 25 years	43	58	70.49	95.08
26-35 years	14	17	82.35	100
36-45 years	2	2	100	100

Table 2 – Comparison of Age group of participants with domain1 Awareness level (q1, q2)

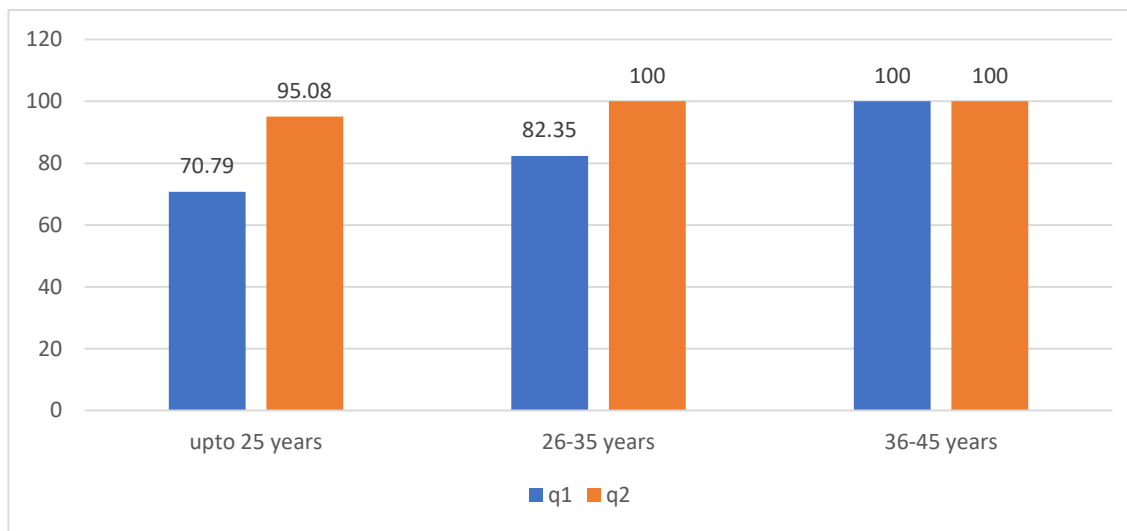


Figure 1 - Graphical representation of Age group of participants with domain1 Awareness level (q1, q2)

These types of representation were done for all the 10 constructs area of Interpersonal domains and it seems that the following areas were having high awareness level than others.

- Domain 1(Awareness level) - based on age group,
- Domain 2(Self-confidence) - based on type of school,
- Domain 3(Self-motivation) - based on experience,
- Domain4 (Self-image) - based on gender,
- Domain 5(Self Presentation) - based on age group,
- Domain 6(Expressing skill) - based on experience,
- Domain 7(Socialization skill) - based on academic qualification,
- Domain 8(Emotional intelligence)-based on gender,
- Domain9 (Stress management skill) - based on academic qualification,
- Domain 10(Creativity skills) - based on academic qualification

## **CONCLUSIONS /RECOMMENDATIONS**

- According to the perspectives of educators, it is observed that DMT is very essential for children's with SLD because it helps in enhancing the self-esteem of students (Self-confidence, Self-motivation, Self-image)
- DMT is a good approach for CWSLD to make them socially active and understand their emotions
- It is recommended that this technique is very useful for managing stress among CWSLD and other disabilities, will enhance the creativity level of students
- It is found that the regular school teachers are less or no aware about DMT as compared to inclusive schools. It is recommended all general educators are made aware about the uses and benefits of technique

- It is found that female's educators are more aware about DMT than male educators; it is suggested to aware male educators also
- It is recommended to train the educators about using the DMT in school and learn to use the techniques
- Less training institutes are there for learning of teachers

I would like to thanks all the participants for being a part of this study and helped me to gather the data

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