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Moving Toward Leadership:

A Case Study of Latina Adolescents and Effective Communication

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Thesis submitted to the faculty of Columbia College Chicago

in partial fulfillment of the requirements for

Master of Arts

in

Dance/Movement Therapy & Counseling

Dance/Movement Therapy and Counseling Department

December 2012

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Abstract

The problem addressed in this study is the need for Latina adolescents to develop effective communication and leadership skills that will support their success in U.S. culture and society. This thesis is a case study of two Mexican-American adolescents who participated in a twelve-session leadership program at a dance studio. The goal of the study was to test the effectiveness of Rena Kornblum's (2002) *Disarming the Playground* curriculum as a social skills program to improve leadership, effective communication skills, and group cohesion. This study included video footage of the adolescents engaging in movement-based role-play scenarios, which was examined using qualitative and quantitative research methods. A certified movement analyst was hired to study the adolescent's movement patterns based on Laban Movement Analysis. The movement parameters examined in the analysis included Effort, Shape, Space, and breath support. The results of the study showed one adolescent displaying a decrease in aggressive behavior verbally and nonverbally. The other adolescent showed minimal changes in movement quality. The results also highlighted how language barriers and Latina cultural scripts affect the communication process.

Acknowledgements

I extend my gratitude to all those involved in this project, especially the participants of the study and the executive director of the dance studio. Next, my gratitude goes to my thesis advisor, Laura Downey, for her expertise as a dance/movement therapist and for her guidance as a thesis advisor. I am thankful to Stacey Hurst, the certified movement analyst who provided consultation and movement analysis of the data. I thank my reader, Rena Kornblum, whose work I admire. Her *Disarming the Playground* curriculum was an essential tool for working with children through movement. Also, I thank my uncle, Dr. Hèctor García, who assisted me in the writing and translation of my assent and consent forms. Sondra Malling for her motivation, patience, and writing support. And last but not least, my sister Marlin Estrada, for her support in helping me complete this thesis.

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Introduction

National studies show that United States Latinas are lagging behind in educational attainment (i.e., high school and college education), which has many health implications. Compared to other female ethnic groups, they have the highest high school drop out rate and are the least likely to attain a college or graduate degree (Aud et al., 2012). Many U.S. Latinas experience one or more types of oppression, including: exploitation, marginalization, powerlessness, cultural imperialism and violence (Young, 2004). As a result of some of these experiences, they have serious bio/psycho/social health needs (National Women's Law Center & Mexican Legal Defense Fund, 2009) that affect their success in U.S. culture and society. Yet, many Latinas do not receive the support they need. Due to legal and cultural barriers, many do not have access to health care (Rios-Ellis, 2005). With a shortage of culturally competent health care providers, those Latinas requiring? care often lack adequate health care. The problem addressed in this study is the need for Latina adolescents to develop protective factors that will support their success in U.S. culture and society. This study will also address the need for research regarding Latina adolescents' bio/psycho/social health in order to increase cultural competency among mental health workers working with Latina adolescents.

As a first generation Mexican-American who has been devoted to working with the Latina/o community for fourteen years, I have a vested interest in the bio/psycho/social well-being of Latinas. My personal journey in educational attainment along with my professional experience has shaped my view of the Latina educational and health crises, as well as ways we can create change. I believe this problem is institutional and systemic. True equity for Latinas will need to begin at a policy and institutional level. However, those working with Latinas at a local level need to instill hope, provide support, and empower young Latinas. This can take the

form of social skills training. Social skills training can provide young Latinas with the tools to be resilient and cope with the challenges they face as bicultural individuals in the U.S. Therefore, it is important for professionals working with Latinas to have a cultural understanding of their experiences.

Growing Up Latina in the U.S.

I was raised in Chicago's predominantly Mexican "Little Village" neighborhood, "known to residents as the Mexico of the Midwest" (Born, 2011, para. 4).   It was once a hub for newly arrived Mexican immigrants who were attracted to the neighborhood. The new residents were able to adjust to their environment because of the community's strong ties to traditional Mexican cultural values and because Spanish was the dominant language (Born, 2011). Like most families in this neighborhood, our family and extended family lived together in one apartment complex. I was raised by both my parents and extended family. We had a strong sense of *familismo*, which meant we depended on each member of the family to work together in order to meet financial, educational, practical, and emotional needs (Dixon, Graber & Brooks-Gunn, 2008; Garrison, Roy & Azar, 1999; La Roche, 2002; Villalba, 2007). It also meant we followed other important values and norms stemming from my parents' and grandparents' upbringing in Mexico.

We had *respeto* for our elders, especially my grandmother, who was the matriarch. *Respeto* is a vertical and relational hierarchy based on age, gender, and status (Garrison, Roy & Azar, 1999). The women and men followed traditional gender roles. The women's values were rooted in *[M]arianismo,* and the men's values were rooted in *machismo*. Both gender roles have been interpreted in both positive and negative ways; however, both have a place in understanding Latina/o family dynamics. *Marianismo* is a Latina cultural script originating from the Catholic faith and based on the essence of the Virgin Mary. Latina women, like the Virgin Mary, tend to

be self-sacrificing for the well-being of the family and hold spiritual and moral authority over

men (Guzmán & Carrasco, 2011). The Latino male value is *Machismo,* the respect, pride, honor,

sense of responsibility men have as the providers and protectors of the family (Garrison, Roy &

Azar, 1999; Guzmán & Carrasco, 2011). *Machista* (male chauvinism)*,* which is often mistaken

for machismo, is a cultural belief that endorses the negative treatment of women (Guzmán &

Carrasco, 2011). This often takes the form of verbal and physical abuse (Comaz-Diaz, 1985).

These roles form the basis of the Latino/a worldview and affect social behavior, feelings, and

communication.

The Problem Through a Bicultural Lens

By the time I was an adult working as a college and career coach in the Southwest Side of

Chicago, the community had undergone tremendous political, economic, demographic, and

cultural changes. The Hispanic/Latino population had grown rapidly and Latina/os became the

ethnic majority in the Southwest Side of Chicago (George, Dilts, Yang, Wasserman & Clary,

2007). Many community stakeholders were not equipped to handle the level of change occurring

in this community, and the high need for bilingual and bicultural staff to work with the Latina/o

community was not being met. In 2005, I was only one of two administrative staff with the

ability to communicate in Spanish with parents and students in a school that was predominately

Latina/o. There was a clear disconnect between the students, parents, and staff. Language was

one barrier; the staff simply could not directly communicate with the parents of the students.

Additionally, miscommunications occurred due to cultural differences in communication style.

This truly affected the relationship between parents/students and the school. There are

differences between the U.S./Western style of communication and the Hispanic/Latino style of

communication. The Hispanic/Latino style of communication is often indirect, "figurative and

circular" (Frevert & Miranda, 1998, p. 295) or communicated through *dichos*, or sayings (Peeks, 1999). This clashed with the U.S./Western mode of direct communication. When Hispanic/Latino students spoke directly to adults, they could be perceived as rude in their culture of origin. However, if they spoke indirectly or were silent, they were perceived as passive or disrespectful by their teachers and staff with a Western worldview.

There were a few reasons why students or parents chose to be silent. They were operating under the norm of *respeto.* In the context of *respeto,* the school staff was awarded more authority, followed by the parents. The students possessed the least authority. The students chose to demonstrate *respeto* as they understood it, through silence or refraining from expressing anything that might be perceived as negative or causing conflict. When a student chose to be silent, they also lost out on an opportunity to be understood, an essential component in problem solving. Parents chose to be silent or attempted to not disagree for two reasons. First, they were operating under *respeto* and *confianza,* an expectation of mutual trust (Torres, 2000), which meant the school and the parents had the student's best interest in mind. In this vertical hierarchy, teachers and school administrators are given more authority. Due to *respeto* and *confianza*, the school and parents, to an extent, were relieved of accountability to resolve student issues. Under this assumption, the school and parents had done all they could to help the student, and the problem was the student. From this perspective, only the student needs to change. As the person with the least authority, the student not only loses their voice, but also the support from the school and their parents to create change.

This has many implications for the students most at risk for two reasons. I believe that they are often stereotyped as delinquent and discriminated against by teachers and administration who do not always have their best interest in mind. This often occurs if the student has been

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stereotyped as a "problem." Secondly, under the context of *respeto* and *confianza,* neither the parent nor the student feel they can advocate for themselves/their child. This creates an experience of powerlessness.

Due to a shortage of bilingual staff at the school, I often served as an interpreter during times of crisis. The parents relied on my verbal communication; however, they interpreted the nonverbal messages for themselves. Parents perceived administrators with limited understanding of Latina/o culture as aggressive. The administrators were not aware of how strong tone of voice, body postures, and close proxemics to another person affected the nonverbal communication experience for the parents. The parents and students on the other end usually looked ashamed. In some extreme situations, students ran out of the office out of frustration. For me, this meant two things. The school staff was unaware of or uninterested in how the communication process was ineffective for students and parents. It also meant students felt disempowered in the process. When students are disempowered, they can feel isolated and less likely to graduate from high school.

I believe that the school staff lacked Latina/o cultural awareness. They were unaware of how their positions of power affected the communication process and their relationship with the families. Both students and parents looked hopeless and disempowered in the communication process. Experiences such as these can reinforce disenfranchisement for Latina/os who already face discrimination in society. There was no doubt in my mind that these experiences were a contributing factor for Latina/os' high school dropout rate. Problems at school can be resolved with effective communication between parents, students, and staff. Latina/o parents and students need to communicate effectively with schools operating from an U.S./Western worldview.

School officials need to take into consideration Latina/o cultural norms to work more effectively with Latina/o parents and students.

Although cultural norms were not taken into consideration in the rest of the school, the program I worked for had a different approach to working with parents and students. We had an understanding of the Latina/o cultural and capitalized on Latina/o values such as *personalismo* (friendliness), *respeto*, *empatia* (empathy), and *confianza* to connect with parents. This included verbal and nonverbal effective communication, such as greeting parents with hugs or handshakes and informal check-ins before or after our workshops. It became easier to work with students whose parents we had developed a strong relationship with. We approached the students in a similar manner. We checked in with students periodically regarding school and life outside of school. We recognized the students' roles and responsibilities at home but also educated them about their roles and responsibilities as students.

Because students often felt disempowered at the school, for the reasons I described, we provided many leadership opportunities that taught them social and pro-social skills. We felt that leadership and social skills would increase the student's level of self-efficacy, the belief that they possess the ability to succeed or achieve a goal (Kirk, 2012). If the students believed they could be leaders and developed leadership skills, they would feel confident to test their abilities in the classroom or in a job outside of school. This was the case for many students in our program who, by their senior years, became the leaders in school clubs and even in city-wide leadership programs. These experiences created empowerment. Empowering Latina/o students is crucial, particularly considering that the Latina/o high school drop out rate is high and Latina/o educational attainment is low. We hoped these opportunities would inspire and prepare students

for post-secondary attainment. Also, we hoped these skills empowered the students to create change for themselves after they graduated.

Success Through Leadership, Movement and Social Skills Training

Throughout the years, a not-for-profit dance studio has provided direct and indirect mentorship to young Latinas in Chicago. The program started for two reasons. First, the founding members of the studio were Latinas who saw a need for affordable, accessible and quality dance training in a low-income Latina/o neighborhood. Also, as college graduates, they also saw a need to address barriers in educational attainment. They sought ways to intentionally merge the two goals: provide artistic growth in dance and also provide socio-emotional support to help Latinas be successful in school and U.S. society. In past, the socio-emotional support occurred informally through mentorship and the development of a traveling dancing troop. They primarily performed in local colleges and universities to expose the girls to the educational opportunities in Chicago. The dance teachers also talked to them about the importance of a college education and provided them with resources and support they needed to apply for college. These experiences had hoped to foster excitement for performing, sense of community, and inspiration to attend college.

As a way to prepare the dance students for the college life and careers, the studio developed a teaching assistant leadership program. The studio felt that a leadership program would provide an opportunity for students to develop a set of transferable skills that would be applicable in college or a future career. Through this model, the Latina adolescents mentored their younger peers. This leadership experience helped the students develop confidence, problem-solving skills, communication skills, and explore a career as a teacher. Many of these skills are important in college, where there are a many clubs with leadership opportunities. In

college, students also need to navigate systems independently and pro-actively. As leaders, they will also gain the experience needed in the workforce. The first set of students who participated in the leadership (teaching apprenticeship) program were high achieving in school, and all but one attended a mid-to-high tier college/university.

At the time the teachers provided direct mentorship, the studio was small enough to give close attention to all the students. As the studio grew with more students, it was difficult to fulfill the mentorship component of the program. The leadership (teaching apprenticeship) program is still a component of the dance studio; however the social skill building through direct mentorship is not. The executive director of the studio was seeking a way to strengthen the leadership program with intentional goals and objectives, but also did not want to take too much time away from the students dancing.

This is where I started my research project. As part of my master's thesis, I met with the executive director of the studio in order to formalize the leadership program with clear goals and objectives. I merged the education and skills I had acquired throughout the years as a master's student of Columbia College Chicago, a dance teacher, and working with Latina/o families. As a result, we developed a summer dance camp for children ages 6-12. The goals of this summer dance camp were to: 1) provide technical training in dance forms, 2) increase leadership development opportunities via social skills development and 3) increase the level of group cohesion among participants. Due to timing with IRB approval, the research did not start at this point. However, the informal results of the summer camp were used to inform the structure for a leadership class in the fall, which was the focus of this research project.

Theoretical Orientation

My theoretical orientation is based on Rena Kornblum's approach to violence prevention. Her curriculum teaches pro-social skills through movement-based experiential activities. This approach aligns well with my experience working with youth in school settings and my background as a dancer. My orientation also includes multicultural theory with an emphasis on Latino psychology. This approach fit the leadership program of the dance studio for a few different reasons. Kornblum's model is practical for the dance studio, an educational institution focused on dance training and youth development. Secondly, a multicultural approach was important for a study about two Latina adolescents.

Rena Kornblum. Kornblum's curriculum, *Disarming the Playground*, combines psycho-educational theory and dance/movement therapy philosophy. Psycho-educational theory pioneers believed children learn cognitive and social skills through experiential learning, testing assumptions, and relationships (McIntyre, 2006). Through *Disarming the Playground*, the participants explore concepts by dancing/moving individually, through dyads, or as a group. Kornblum's curriculum respects children's unique differences, which is key to the psycho-educational model (McIntyre, 2006).

Kornblum's approach is also based on dance/movement therapy philosophy and parallels the work of Blanche Evan's method, a dance/movement therapy pioneer. Evan believed in a "psycho-physical" approach to working with normal neurotic children and adults (Bernstein, 1995, p.42). This included dance education and somatic work to integrate the mind and body for function and expression (Levy, 2005). Evan's techniques included: 1) creative/authentic dance, 2) the use of verbalizing thought and action, 3) exercises that strengthen and prepare the body for movement, and 4) connecting classroom education with real world application (Bernstein, 1995; Levy, 2005). These are also major components of Kornblum's curriculum.

These components—psycho-educational and psycho-physical—were safe and effective for the participants of this study. The participants were normal neurotic dance students who were learning a set of effective communication skills, verbally and nonverbally, for the purpose of leadership development. I hoped that Kornblum's curriculum and other dance/movement therapy techniques would help the students understand dance/movement from a creative and functional perspective, rather than solely for performance. Through this approach I hoped to enrich their leadership abilities through dance. This might be achieved through verbal and nonverbal integration, empathy, self-regulation, body awareness, and assertiveness through dance/movement.

Multicultural Counseling Theory. My theoretical orientation is also based on multicultural counseling theory with an emphasis on Latino psychology. Multicultural counseling theory incorporates a client's cultural identities during the counseling experience (Hays & Erford, 2010). Throughout this study, I attempted to be inclusive of Latino cultural identities. Through a multicultural counseling lens, I was reminded to consider the participants' cultural context. Some social skills are based on U.S./Western values and may not fit the cultural values or norms of Latina adolescents. Multicultural counseling theory alone did not provide me with the background knowledge of U.S. Latina/o culture. Hispanic or Latina/o psychology, a branch of multicultural psychology theory, provided me with explicit knowledge of U.S. Latina/o culture. This would help me identify any incongruencies between these two cultures that may arise during the program.

Latina/o psychology. Latina/o psychology, sometimes known as Hispanic psychology, focuses on people of Latin American decent in the United States and their intercultural differences (Padilla, 2002). Latina/o psychology experts use their bicultural knowledge to

explicitly define Latina/o cultural values, scripts, and practices. These findings are often left unrecognized by experts without a particular knowledge of Latina/o culture (Padilla, 2002; Peeks, 1999). By integrating Latina/o psychology, I hoped to implement a program that could address multicultural issues.

Purpose of the Research

The problem addressed in this study is the need for Latina adolescents to develop protective factors that will support their success in U.S. culture and society. It will also address the need for research regarding Latina adolescents' bio/psycho/social health in order to increase cultural competency among mental health workers working with Latina adolescents. The review of the literature will: 1) present themes in Latina adolescent bio/psycho/social health, 2) highlight the value in social skills and social skills training, 3) present multicultural considerations regarding social skills training, and 4) present an overview of studies examining the effectiveness of Kornblum's violence prevention curriculum. This will establish the effectiveness of *Disarming the Playground* as a leadership and effective pro-social skills development curriculum.

Literature Review

Introduction

In order to present a review of the literature about Mexican-American adolescents there is a need to clarify the terms Latina/o and Hispanic. These terms are used to describe a diverse group of people and they have socio-political significance. According to the U.S. Census Bureau, " 'Hispanic or Latino' refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race" (Humes, Jones & Ramirez, 2011, p. 2). However, more current literature preferred to use the term Latino (Jones-Correa & Leal, 1996). Jones-Correa and Leal suggest the term Hispanic is a controversial pan-ethnic description that can gloss over vital differences among millions of people, and Latino captures the diverse cultural identity of this group (García-Preto 1996; Fabrega, 1990). Rodríguez (2008) clarified, "it is important to note that emphasizing the heterogeneity of the [Latinos] groups does not necessarily eliminate the commonalities that also exist between [Latinos] groups; nor does emphasizing heterogeneity mean that the diversity that exists within groups is ignored" (p. viii). The term Latina/o was more widely accepted among Latina/o researchers. For the purposes of this study, the word Latina/o will be adopted to represent Americans with a heritage from Mexico, Cuba, Puerto Rico and Central or South America; foreign or U.S. born.

Between 2000 and 2006, the United States government census reported that Hispanics and Latinos, "accounted for one-half of the nation's growth and this was more than three times the growth rate of the total population" (Owens, 2006, p. 11). Gándara and Contreras (2009) indicated that the rise of the Latina/o population is significant when taking into account the Latino educational crisis. Cross-sectional studies of Latino students in the U.S. showed they are underperforming in reading and math from K-8th grade (Gándara & Contreras, 2009). They are

also undereducated; they have the lowest rate of attaining high school diplomas, undergraduate degrees, and graduate degrees as compared to White and Black U.S. citizens (Aud et. al., 2012). To explain the Latina/o educational crisis, MacDonald (2004) presented a historical study of the Latino educational experience in the US. It exposed layers of educational inequity for Latinos in the US based on an examination of immigration policies, public school segregation laws for Latinos, and educational programs (MacDonald). McDonald found that these systemic factors led to language barriers, low expectations of Latina/o students, high dropout rate and low college attendance.

Currently, Mexican-Americans make up the largest percentage of Latina/os in the U.S. and are the most underperforming and undereducated of all Latina/os (Gándara and Contreras). Due to a lack of research with disaggregated data, it is difficult to gain a full picture as to why this is case. The documentary film *Precious Knowledge* (2011) highlighted a successful high school Mexican-American studies program that may hold the answer to resolving Latina/o educational crisis. The college attendance rate for the students in this program was 93% as compared to the statewide rate of 48% (Public Broadcasting Service, 2012). The documentary showed that Latina/os still face institutional racism and many educational inequities similar to what was presented in MacDonald's (2004) research. Most importantly, the film demonstrated that Mexican-American students can be successful if they are empowered and provided programs that are culturally relevant and academically rigorous.

The upward trajectory of the Hispanic/Latino population, particularly Mexican-Americans, and the educational challenges they face has serious implications for their futures. In general, low educational attainment has been linked to many other risk factors such as: high poverty rates, overall a low quality of life, and poor bio/psycho/social health (Egerter, Braveman,

Sadegh-Nobari, Grossman-Kahn & Dekker, 2009). Therefore, it is reasonable to assume that low educational attainment affects the bio/psycho/social health of Latina/os.

The Bio/psycho/social Health of Latina/os

The most notable and comprehensive work regarding Latina/o bio/psycho/socio health includes a report by the Center for Latino Community Health, Evaluation and Leadership Training [CSULB] and the National Council of La Raza [NCLR] (2005), compiled by Rios-Ellis with contributions by experts in field of Latina/o Studies. This report covered the latest statistics and the top issues effecting Latina/o mental health. Latina/os are the least likely to have health insurance and access to preventative care in the U.S. (Rios-Ellis). This issue alone negatively impacts all other biological, psychological, and social health concerns. The risks are higher for Latinos with low acculturation and language barriers (Rios-Ellis). Recently arrived immigrants have strong cultural beliefs that keep them from proactively using mental health services (Garrison, Roy & Azar; Guzman & Carrasco). They believe in working out their problems using family support or the aid of traditional Latina/o healing practitioners (Garrison, Roy & Azar; Guzman & Carrasco). Additionally, since counseling practice is an U.S./Western activity, some Latina/os are just unfamiliar with the process (Caldwell, 2006).

An alternative perspective as to why Latinos may not actively utilize mental health services has less to do with the Latino culture and more to do with the counseling practice, theory and practitioners. The traditional counseling practice is an ethnocentric activity (National Guidance Research Forum [NGRF], 2012) rooted in the U.S./Western philosophy of individualism. It is based on the individual needs and goals of the client. This may not resonate well with the Latina/os worldview. Hispanic/Latino culture is based on collectivist values and scripts. The individualistic counseling approach often neglects the family within the context of

the individual (Caldwell, 2006). This may be why Caldwell (2006) found Latina/os who have

attended counseling discontinue the services or are unsatisfied with treatment. Other experts

suggest it is because many facilities do not have bilingual or culturally competent mental health

professionals (Caldwell, 2006 ; Garrison, Roy & Azar, 1999). Several studies recommended for

mental health services to be culturally competent as a goal to eliminate mental health disparities

(Caldwell, 2006; New Freedom Commission on Mental Health, 2003; Rios-Ellis, 2005). Yet,

currently there are not enough bilingual and bicultural mental health care professionals to meet

the demands of the rapid rise of the Latina/o population (Stadler, Cordova and McMurray, 2009).

Latinas and Mexican-American Adolescents

Latina adolescents experience more bio/psycho/social health issues when compared to

other ethnic or racial categories. They have the highest rate of suicide attempts requiring medical

attention, HIV infection, teen pregnancy (Alford, 2006; Rios-Ellis, 2005) and high school drop

out (National Women's Law Center [NWLC] & Mexican American Legal Defense Education

Fund [MALDEF], 2009). Researchers have responded to these alarming statistics in two ways.

They have either examined the problem through a cultural lens, or through an asset-based

approach.

Kaplan, Turner, Piotrowski and Silber (2009) argue cultural scripts are a contributing

factor for Latina adolescents' high level of health problems. *Familismo*, *respeto*, *Marianismo*

and *Machismo* were cultural values that contribute to barriers in academic achievement and

cause stress (Kaplan, Turner, Piotrowski & Silbert, 2009; Peeks, 1999) and heterosexual

oppression (Comaz-Diaz, 1985). Furthermore, those particularly at risk were those with a lower

level of acculturation since they tended to follow these cultural practices more strictly (Child

Trends Databank, 2012; Kaplan, Turner & Peeks, 1999; Piotrowski & Silbert, 2009; NWLC,

2010; Perilla, 1999). The NWLC and MALDEF (2009) conducted a full-scale report highlighting key barriers to high school graduation and found Latina adolescents feel resentful by the double standards placed on them as the women of the family. They are expected to handle additional responsibilities at home and expected to perform exceptionally well at school, yet they are not afforded the same freedoms like their male counterparts (Dunbar and Denner, 2004; NWLC and MALDEF, 2009).

Because there are many other environmental issues Latinas face, researchers argue they are part of a larger context and blaming Latina/o culture for all the problems Latinas experience is counterproductive. It is more valuable to learn how Latinas develop coping mechanisms, protective factors, and resiliency. NWLC and MALDEF's (2009) report revealed Latinas felt discriminated against and stereotyped at school. Teachers and society have low expectations of them, and they internalize these feelings (NWLC & MALDEF, 2009). Alford's (2006) study suggested Latina/o culture (*Marianismo, machismo*, and *respeto*) is a protective factor. It provides Latinas with the support they need, caring and loving parents, and the boundaries they need to buffer sexual risk taking and substance abuse (Alford, 2006). Alford also identified high self-esteem, high aspirations, coping skills and communication skills as assets that served as protective factors for Latina adolescents.

Denner & Dunbar (2004) and Denner & Guzman (2006) agreed with the research, stating that Latina girls still sacrifice their own needs; however have also been successful at resisting cultural traditions that oppress them. In their study explicitly with low-income Mexican-American girls from California, Denner and Dunbar found most of these girls used their personal power by using their own voices to speak up against injustices at school, in the community and at home. In another study, Denner and Guzman devoted an entire book of narratives based on the

lives of Latina girls from Miami, Arizona, Georgia and North Carolina. This study reveals the moments of resiliency and strength in the lives through the ways they used their personal power to challenge their cultural roles. It is important to note, however, that the majority of the girls in the study were second generation Mexican-American; this might suggest that there are differences between levels of acculturation. As indicated by the Childs Trends Databank (2012) and Kaplan, Turner, Piotrkowski & Silber (2009), less acculturated individuals may be more at risk for poor bio/psycho/social health consequences. Denner & Guzman (2006) did not address this issue of acculturation even though it seems that second generation (i.e., more acculturated) Latinas may have different experiences from the rest of the Latina population.

Anna L. Peeks' (1999) study of Latina adolescents and social skills training, modeled after Comas-Diaz's (1985) study of mainland Puerto-Rican adult women, found that social-skills training improved academic achievement and empowerment. Peeks' research was unique in that she mentioned one cultural value that no other study had discussed. Her study included bicultural/bilingual therapists who were able to identify culturally relevant themes. The subjects of her research used the term, "pena" which can range in meaning "from embarrassment, to shame, to self-sacrifice" [and a form of] collective interdependence (the needs of many outweigh the needs of one) (Peeks, 1999, p. 148). The overuse of this cultural practice affected their self-esteem by compromising on their own needs. The therapists helped them widen their world-view that validated the adolescents' needs and the needs of their collective culture (Peeks, 1999).

A comparison of the studies regarding Latina adolescents shows some common themes. Latina adolescents face experiences of discrimination at school, which causes feelings of oppression and disempowerment that result in low aspirations, low achievement, and dropout (NWLC & MALDEF, 2009). At home, *Marianismo*, *machista*, *pena*, and *respeto* place pressure

on Latinas to repress some personal needs that are required to be successful in school. In order to manage their personal needs, Latinas have developed coping mechanisms, such as acts of resistance that enable them experience empowerment (Dunbar & Denner, 2004; Denner & Guzman, 2006). To facilitate empowerment, social skills training—in conjunction with bicultural skills—can increase self-esteem, academic achievement, and aspirations (Peeks, 1999).

Effective Communication

In order to examine social skills and effective communication with Latina adolescents, key terms regarding verbal and nonverbal effective communication need to be established. Studies of both the U.S./Western style and Latina/o style of communication will be reviewed. This will establish a context with which Latina adolescent behavior and body movement will be studied.

The Peace Corps Information Collection and Exchange [PCICE] (2011) has identified two primary modes of communication based on individualist and collectivist cultures. Individualistic cultures tend to be low context and direct, while collectivist cultures tend to be high context and indirect (PCICE, 2011). Low context cultures primarily rely on explicit meaning of words to send messages. People from high context cultures, conversely, often use implicit and indirect communication, nonverbal cues (Adiar, 2003) I don't see this name on your references list? and use the context of the environment to inform the communication process (Hall & Hall, 1990). In communication, the level of context refers to amount of background information of an experience and culture, which gives meaning to that experience. It is embedded in the meaning of the verbal and nonverbal communication process of people from different cultures. Experts in cross-cultural studies did not associate effective communication with a particular style of communication; rather, it was based on the ability to understand the

meaning of the message being communicated (Anderson, Hecht, Hoobler & Smallwood, 2002).

Latina/o style of effective communication. The Latina/o style of communication is considered a high context communication style practiced in mostly collective cultures. Latina/o culture has a host of interpersonal collectivist values that form the Latina/o cultural script. Cultural scripts govern behavior in the context of a particular culture; these patterns of behavior determine people's expectations of each other (Evengelina, 2011; La Roche, 2002).

In collectivist societies, people understand themselves through others, emphasizing social relationships and group/communal goals rather than individual ones (Comaz-Diaz, 2006; La Roche, 2002). As a result, they place more value in cooperation and cohesion, and the needs of the group rather than the needs of an individual. The set of norms that support Latina/o collectivist culture include *familismo* (loyalty to family), *personalismo (*relationship building; friendliness)*, simpatia* (kindness)*, pena* (humility or self-affliction), and *confianza* (a trust given) (Camacho, 2002; The Workgroup on Adapting Latino Services, 2012; Comaz-Diaz, 2006; Fervert & Miranda, 1998; Guzman & Carrasco, 2011; LaRoche, 2002). The cultural scripts particular to gender are, *Marianismo* and *machismo*; and specific to gender, age, and level of authority is *respeto*.

Because the Latina/o style of communication is high context and indirect (PCICE, 2012), Latinos may use *dichos* or tell a story to answer a question rather than directly confronting a person (Comaz-Diaz, 2006). Guzmàn and Carrasco (2011) stated, "*dichos* are Spanish sayings or proverbs that capture popular wisdom" (p. 89). Camacho (2001) supported the assumption that Latina/os use indirect communication and narratives to reinforce collective norms. She found that Latina/os emphasized group harmony, resolved conflict indirectly, and saw conflict as a violation of group norms. Depending on their level of acculturation, U.S. Latina/os follow

these collectivist values and cultural scripts to differing degrees (The Workgroup on Adapting Latino Services, 2012; Comaz-Diaz, 2006).

In another example, Denner and Dunbar (2004) found that *Marianismo* and *familismo* played a role in the communication process for Mexican-American girls. *Marianismo* means that these girls take on a nurturing role, and *familismo* means that they uphold loyalty to the family. Mexican-American girls are more likely to be verbally expressive if they are defending the rights of others in their family and more silent when their own needs are concerned (Denner & Dunbar, 2004). This suggests they are re-enforcing a gender role that values placing others' needs before their own.

U.S./Western style of communication. The U.S./Western style of communication is low context and based on individualistic values and norms (PCICE, 2012; Würtz, 2006). Some individualistic values include: "personal time," "freedom," and competition (Würtz, 2006, p. 279). The low context style was considered more direct and explicit (Würtz). The goal in the U.S./Western style of communication is to get a point across, relying primarily on the words that are said (PCICE, 2011). For this communication style, background information such as the people communicating or the environment is considered unnecessary in the communication process (Würtz). When this background information is left out, people from high context cultures consider the U.S./Western communication style to be verbose, because information needs to be stated explicitly in order to make the message clear (Anderson, Hecht, Hoobler & Smallwood, 2002; PCICE, 2011). Assertive communication is highly valued in U.S./Western culture (Comaz-Diaz, 1985; Wood & Mallinckrodt, 1990). It upholds several of the individualistic values described by Würtz (2006). Assertive communication is direct, challenging, and explicit. Assertive

communication training has been encouraged for cultures who live in the U.S., but who

consider themselves part of another ethnic minority (Comaz-Diaz). Particularly ethnic

minorities fit the collective culture criteria and tend to overlook their own needs in the

communication process (Anderson, Hecht, Hoobler & Smallwood).

  Nonverbal effective communication. Nonverbal communication plays a role in

effective communication. Based on the studies of Latina/o and U.S./Western styles of

communication, there is a level of coded meaning in nonverbal communication. Würtz

(2006) and PCICE (2011) suggested that people in high context cultures rely heavily on

nonverbal communication such as postures, gestures, and proxemics (space between

people) in order to effectively communicate. Even silence or passive nonverbal behavior

has contextual meaning (PCICE, 2011; Würtz, 2006). People from high context cultures

expect people to understand all the nonverbal cues and context that is not being verbally

communicated (Anderson, Hecht, Hoobler & Smallwood, 2002). Stewart (1991) suggested

that in the U.S./Western style of communication, nonverbal communication is considered

secondary to verbal communication. Furthermore, nonverbal communication is intended

to support the verbal message (Gürbüz, Bayram & Zeray, 2012; Stewart, 1991).

Social Skills Training

  Much of the research on social skills is extensive and spans across academic disciplines,

from business and communication (Rolle, 2002; Smart, 2006), psychology (Asher & Parke,

1975; Berg, Coman & Schensul 2009; Camacho, 2001; Dixon, Graber & Brooks-Gunn, 2008;

Garton, Gringart & Cowan 2005; Henry, 1987; Krauss, 2002; Peeks 1999; Wise, Bundy, Bundy

& Wise, 1991; Wood & Mallinckrodt, 1990), gender and ethnic studies (Comas-Diaz, 1985),

sociology (Dwairy, 2004), and most recently the field of youth development (Hanes, Moyer &

Laguna 2005). *Social skills* (see Appendix A) are defined as socially acceptable patterns of behaviors, and the behavior circumvents negative situations (Johns, Crowley & Guetzloe, 2005).

While most experts agree upon the broad definition of social skills, most ineffectively differentiate between social skills and pro-social skills. Pro-social skills are the social skills that focus on behavior intended to help others (Garton, Gringart & University, 2005; Riley, San Juan, Klinkner & Ramminger, 2008). Social skills experts also focused their studies on particular skills rather than a comprehensive list of skills. For example, some studies focused on communication styles (assertive, passive, aggressive), (Wise, Wise, Bundy & Bundy, 1991; Hedlund & Lindquist, 1984; Svec, 1987), non-verbal cues (Rolle, 2002; Connor, Serbin & Ender, 1978; Jackson & Bruder, 1984) empathy (Garton, Gringart & University, 2005), or conflict resolution/problem solving (Hanes, Rife & Laguana, 2005). *Empathy* (see Appendix A) refers to the cognitive and emotional ability to understand someone else, and the ability to respond to the needs of others (Garton, Gringart & University, 2005).

The results of the literature review regarding socials skill training showed it has been a popular method to address a variety of social and emotional concerns with women and men, children and ethnic groups. The theory behind social skills training was to increase protective factors and resiliency among individuals from high-risk ethnic groups (Hanes, Rife & Laguna, 2005; Berg, Coman & Schensul; 2009). It has also been shown to improve academic achievement (Apodaca et al., 2006; Elliott, 2007), anti-social behavior in adolescents (Haynes, Rife & Laguna, 2005), and develop problem- solving strategies, (Garton & Gringart, 2005; Hervey & Kornblum, 2006; Koshland & Wittaker, 2004; Wise, Wise, Bundy & Bundy, 1991).

Wise et al., (1991) found that assertiveness is particularly useful for adolescents. It is a skill that enhances self-identity, self-efficacy, and locus of control. *Assertiveness* (see Appendix

A) is the ability to express a personal opinion, need or feeling, without disregarding the opinions or needs of others, or offending others (Centers For Independent Living, 2012; Wise et al., 1991). Peeks (2002) also added, it was a direct and honest style of communication based on facts. Peeks found that assertiveness was an essential skill for Latina adolescents. Within the collectivist cultural context, where the needs of the group hold more value than the individual, Latina adolescents in the U.S. may feel a loss identity or power (Peeks). Assertiveness training hence provides a tool to assert and recognize personal needs.

Communication Skills and Leadership

Rolle's (2002) study of the leadership in the business world, found communication skills contributed to effective leadership. He suggested that people are judged on the basis of how they communicate, articulate ideas, use the English language, and use a strong voice to show a sense of control (Rolle). His analysis of a leader also included non-verbal elements. The non-verbal elements of assertive communication in the business world included: direct eye contact, active listening and gestures to emphasize a point (Rolle, 2002). Rolle's nonverbal effective leadership descriptions were similar to other business related assertive communication training resources. Gürbüz, Bayram and Zerey, (2012) and Hinton (2011) described assertive communication as: constant eye contact, gestures that emphasize a point, voice can be higher and fast moving, a lot of verbal communication, and standing or sitting upright.

Smart and Featherham (2006) also studied leadership in the business world. They found that strong interpersonal skills, primarily pro-social communication skills, are a better module for leadership in the new ethnically diverse workforce. Some of the positive discussion behaviors (via verbal communication) and pro-social skills included active listening and bringing others

into the conversation. Some of the negative discussion behaviors such as sidetracking or dominating the conversation were considered aggressive (Smart & Featherham, 2006).

Gender Differences in Communication Styles

Conner, Serbin and Ender (1978) conducted a unique study that focused on gender difference in responses to aggressive, assertive and passive behaviors. They found that, boys both typically communicate more aggressively than girls, and also favor assertive communication. Girls equally show aggressive behavior, however it is expressed differently, yet prefer passive communication (Conner, Serbin & Ender, 1978). The authors, however, did not specify how girls expressive aggressive communication differently.

Dance/Movement Therapy

From a basic functional or biological perspective, movement may be involuntary, such as an impulse or signal from the mind that activates muscles to move (Olsen, 1998). Many of these movements are beyond our awareness (Siegel, 1999). From the emotional and spiritual perspective, Moore and Yamamoto (1988) suggested movement is intentional in order to satisfy human deficit needs, being needs, and self-expression. Often these needs are not met. In order to address these needs, dance/movement therapy provides a psychotherapeutic means of integrating the mind, body and spirit to strengthen bio/psycho/social health (American Dance Therapy Association, 2009). It is based on the premise that the mind and body are interconnected (Strassel et al., 2011). A meta-analysis of dance/movement therapy research showed that dance/movement therapy has been used to treat those with psychological, biological and neurological distress, as well as individuals seeking personal growth (Strassel et al., 2011). Koshland (2010) has found that dance/movement therapy helps children to develop body awareness, self-control, mastery over their body and positive social interaction with others. It has

also helped to lower aggression (Koshland).

Throughout the years, dance/movement movement therapists have drawn from a variety of fields, such as: dance, psychotherapy, psychology, physical therapy, movement studies and art therapy to develop techniques that increase a person's verbal and nonverbal expression (Levy, 2005) and restore a body's functional and expressive means (Bartenieff, 2002; Hackney, 2002; Olsen, 1998). Marian Chace, a dancer and dance/movement therapy pioneer, used techniques such as: mirroring, clarifying, and expanding the movement repertoire; picking up nonverbal cues; use of verbalization and imagery; and theme-orientated possibilities (Levy). On an interpersonal level, these techniques support the therapeutic relationship and group cohesion. On an intrapersonal level, they provide a means for a verbal expression of internal conflict, body and mind integration and body awareness (Levy). Evan, also a dancer and dance/movement therapy pioneer, used corrective exercises and creative dance as a technique to strengthen and support expressive movement. Irmgard Bartenieff –dancer, choreographer, dance/movement therapist and physical therapist—developed a set of fundamental movements to help integrate the mind and body for increased psychological and physical expression (Allison, 1999; Hackney, 2002). Some dance/movement therapists use Bartenieff fundamentals as a technique to enhance a client's body/mind connection and movement repertoire.

Dance/movement therapy is growing as a field and being examined with a variety of populations and groups (ADTA, 2009). In their meta-analysis of various dance/movement therapy studies, Strassel et al. (2011) found dance/movement therapy was most effective as a means to improve the quality of life for the elderly and the chronically ill. However, Strassel et al. highly recommended that future studies of dance/movement therapy, with all types of populations, should use scientifically rigorous study designs. Doing this would increase the

validity of the studies and validate the value of dance/movement therapy as a psychotherapeutic means of integrating the mind, body, and spirit to strengthen bio/psycho/social health.

Disarming The Playground

Disarming the Playground: Violence Prevention through Movement and Pro-Social Skills is a violence prevention program intended to curb aggressive behaviors and promote pro-social skills and behaviors in children (Kornblum, 2002; Hervey & Kornblum, 2005). The program utilizes dance/movement therapy techniques and psycho-educational, cognitive-behavioral and psycho-physical approaches. Through these methods, the mind and body are working as one unit to learn pro-social skills and build protective factors (Kornblum, 2002). Hervey and Kornblum (2005) found that the *Disarming the Playground* curriculum was unique because the lessons and activities are movement based as opposed to a primarily cognitive/behavioral approach, like traditional violence prevention programs. The *Disarming the Playground* curriculum is designed in a way that includes many spiral integrated learning process concepts, characteristic in dance/movement and expressive arts therapy (Beardall, 2011). This involves a process that includes: experiential body awareness, mind and body integration, dancing/moving, creativity, observing, discussion, and reflecting individually and as a group (Beardall).

Disarming the Playground has traditionally been implemented and studied by dance/movement therapists working in school settings (Hervey & Korblum, 2006; Rosenfeld, 2005; Smith, 2005). Among the studies that provided a breakdown of ethnic demographics, *Disarming the Playground* (2002), has been evaluated with primarily African-American and Caucasian children, and with elementary school children. These researchers have indicated the

curriculum was an effective method for improving issues of violence or increasing social and pro-social skills.

Hervey and Kornblum (2005) sought ways to improve the implementation of *Disarming the Playground* and to validate the curriculum as a body-based violence prevention program. This mixed-methods evaluation was able to highlight the strengths of the program through quantitative and qualitative means. The methods were based on best practices, incorporating important findings from a variety of meta-analyses regarding violence prevention programs. The qualitative data showed there was a decrease in problem behaviors, which can contribute to violence. The qualitative data also showed that students gained effective emotional regulation, non-verbal attunement and empathy, interpersonal communication, cognitive skills and interpersonal spatial awareness (Hervey & Kornblum, 2005). The quantitative data was based on the Behavioral Rating Index for Children (BRIC). The BRIC asked teachers to rate if a student: hides his or her thoughts; says or does really strange things; does not pay attention when s/he should; quits a job or task without finishing it; hits, pushes, or hurts someone; gets along poorly with other people; gets very upset; feels sick; cheats; and/or loses his/her tempter. The mean pre-test to post-test BRIC scores showed that all three classrooms decreased these problem behaviors, which indicated that they developed pro-social skills (Hervey & Kornblum, 2005).

Other studies of *Disarming the Playground* have yielded similar results. Smith's (2005) study of fourth and fifth graders, primarily African American and Caucasian, showed an increase in their ability to positive problem solve in potentially dangerous situations. Rosenfeld's (2005) study of primarily first and second graders also showed they increased their problem solving skills, decreased negative behavior and decreased interpersonal conflict. Both Rosenfeld (2005) and Smith (2005) showed *Disarming the Playground* was an effective means of decreasing

behaviors that contribute to violence and increasing pro-social behaviors. These findings are meaningful to schools seeking an effective means of promoting peace. It also suggests movement is a creative and effective means of teaching violence prevention.

While Kornblum's (2002) goals and objectives used violence prevention best practice guidelines, the curriculum is filled with lessons and activities that may also address other social/emotional needs. Lanzillo (2009) examined *Disarming the Playground* as a tool to address behavioral problems with at-risk youth in a hospital setting. This was the only study to evaluate the effectiveness of using *Disarming the Playground* outside of the school setting. The participants of her study showed a decrease in problem behavior and developed "positive, trusting relationships, self-awareness, and group cohesion" (Lanzillo, p.x). This suggests *Disarming the Playground* may be a useful curriculum for other high-risk groups, like Latina adolescents.

There are several points to consider in future studies that incorporate *Disarming the Playground*. First, despite the fact that movement and non-verbal communication are at the center of the curriculum, these studies did not highlighted gains in movement skills. Hervey and Kornblum (2005) noted in their investigation that they did not emphasize the distinctive nature of the curriculum, a dance/movement based program. Secondly, the majority of the research studies had been conducted in schools. Smith (2005) recommended a new venue or setting to implement the curriculum, because her students were resistant to having their gym period taken away. This provides a platform for further studies. Private dance schools may be potential settings for *Disarming the Playground*. The program may have success at private dance schools because dance and movement are primary learning objectives, and most children attend dance programs by choice and interest.

Laban Movement Analysis

In order to examine *Disarming the Playground* as an effective tool for a movement based leadership and effective communication program, it is important to review literature regarding movement analysis tools. Rudolf Laban created a language and a system of notation to analyze human movement and gestures (Longstaff, 2010; Moore, 2009). Laban Movement Analysis (LMA) has been used by a variety of experts in the fields dance, psychology, education, fitness, military and industry to improve the quality of functional or expressive movement (Bartenieff, 2002; Longstaff, 2010; Moore, 2002). Laban Movement Analysis is based on the three main components of movement: the body, the way the body moves through space, and the energy it carries (Moore & Yamamato, 1988). Body movement can be observed in the following categories: Body, Space, Shape and Effort.

The first category, the Body, looks at the whole body and its different parts. The body has a general anatomical structure and its parts are interrelated and connected (Hackney, 2002). Through this lens, the approach to analyzing movement is to examine how the body is working as a functional unit or not. The second category is Space, the visible and outer domain of movement (Moore, 2009). Space refers to a person's own personal space and how a person moves from one point in space to another point in space (Moore). Laban used geometrical solids to map out these points and directions in space. For example, the primary geometrical solid that Laban described was the icosahedron. The icosahedron contains the three cardinal planes: vertical, horizontal and sagittal. These planes correspond with human anatomy. The third category is Shape, which describes the way the body forms different shapes. For example, Laban created a way to describe Shape qualities in motion based on the cardinal directions: rising and descending vertically, spreading and enclosing horizontally, and advancing and retreating

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sagittally (Moore). Hackney (2002) has theorized that changes in the body's Shape qualities are an expression of the self in relationship to the environment.

Finally, movement can be broken down to qualities that describe how a person moves. Laban's category of Effort was different than the other movement categories because it was described as the inner domain/mood of human movement, a person's inner thought process expressed outward through movement (Bartenieff, 2002; Moore, 2009). It is voluntary and serves a functional and expressive purpose (Moore, 2009). Laban's Effort theory suggests that Effort is the outward expression of inner thought and feeling (Moore, 2009). There are four possible motion factors to describe the inner affect of movement: Time, Weight, Space and Flow. Time refers to how fast or slow the body moves. Weight refers to how much pressure is applied in the body; the body can either be light or heavy weight. Space refers to the direction the body movement moves; it can move more directly or indirectly in space. Flow describes the level of muscular tension, or force the body applies; it can either be bound or free flowing. In combination, the Effort factors theoretically construct an overall affect. Each opposing Effort quality has an Indulging or Fighting qualities (Bartenieff, 2002).

Carl Jung, a psychologist and classical theorist, influenced Laban's theory on Effort and personality (Longstaff, 2004; Moore, 2009). Laban developed a theory based on Jung's decision-making process theory (Longstaff). He correlated the "four states of mind - thinking, feeling, sensing, and intuiting," with his Effort qualities Time, Weight, Space and Flow (Moore, 2009, p. 150). In Figure 1. Longstaff presents the theoretical connections between Jung's decision-making process and Laban's movement theory

Figure 1. Effort Factors; Space (focus), Weight (pressure), Time, Flow

Effort Factors; Space (focus), Weight (pressure), Time, Flow		
(Descriptions are generally derived from the Jungian framework and the decision making process)		
Effort Factor Space; paying attention, mental activities, thinking, cognition		

SPACE
 	
flexible ⌡
 	
direct ⌐
	1. **Flexible**
	   1. *normal flexibility*: all encompassing thought, all-round attentiveness
	   2. *extremely flexible*: inability to keep to a point, deviation, avoidance
	2. **Direct**
	   1. *normal directness*: pinpointing an idea, following a fixed line of thought
	   2. *extremely direct*: narrow minded, obsession, unadaptable		

Effort Factor Weight; intention, will power, sensation, a 'gut' feeling		

WEIGHT
 	
light ⌐
 	
strong ⌠
	1. **Light**
	   1. *normal lightness*: fine and delicate sensitivity
	   2. *extremely light*: superficial, shallow airiness
	2. **Strong**
	   1. *normal strength*: resolute will power
	   2. *extremely strong*: rigid, cramped, stubborn, perhaps crude, brutal		

Effort Factor Time; decisiveness, intuition, timing		

TIME
 	
sustained ⎯╱
 	
quick ╱⎯
	1. **Sustained**
	   1. *normal sustainment*: leisurely, prolonged commitment, giving time for an event to fully develop, waiting for the best moment
	   2. *extremely sustained*: snail's pace, lazy, hesitation, wavering
	2. **Quick**
	   1. *normal quickness*: animated, vivacious, exciting, urgent, ready to 'seize the moment'
	   2. *extremely quick*: hasty overexcitable, possibly leading to hysteria		

Effort Factor Flow; precision, emotional feeling, personal relationships		

FLOW
 	
free ╱
 	
bound ╱
	1. **Free**
	   1. *normally free*: yielding, fluent, easy going, whole-hearted
	   2. *extreme freedom*: uncontrolled outpouring, total abandonment
	2. **Bound**
	   1. *normally bound*: careful, cautious, controlled, restrained
	   2. *extreme boundness*: cramped, limited, inhibited, repressed		

Conclusion

The review of the literature established several points that support the need for a leadership and effective communication skills program for U.S. Latina adolescents. Several cross-sectional studies showed that many U.S. Latina adolescents face serious bio/psycho/social health risk factors. Yet, few studies focused on the successful programs or innovative practices that can help create change or protective factors for U.S. Latina adolescents. From the existing literature, social skills training and mentorship was highlighted as beneficial for success in U.S. culture.

Literature regarding skills training was abundant and all the studies suggested social skills development was a successful approach to improving cognitive, behavioral and interpersonal problems. Assertive communication, in particular, was a socially acceptable style of communication that increases a positive sense of self, feeling of empowerment, in addition to benefitting others. These and other social skills may hold the key to improving academic success and health for Latina adolescents.

However, the literature also highlighted the key differences in Latina/o and U.S. mainstream

values and cultural scripts associated with communication; therefore multicultural considerations should be considered during social skills training.

Finally, studies of *Disarming The Playground,* a body-based violence prevention program, showed pro-social skills training through movement is beneficial for children in school settings and hospitals. It was an effective tool to promote peace, self-regulation, creating problem solving and deter problem behavior that can lead to violence. Many of the skills taught in the curriculum paralleled the socials skills that promote leadership and effective communication. This sets up a platform to study *Disarming the Playground* as a leadership and effective communication skills program.

Gaps In The Literature

There were three primary gaps in the literature that would inform a study about Latina adolescents and movement based social skills training. First, there was no literature regarding Latina adolescents and movement based social skills training. Furthermore, there are no published works regarding Latina adolescents and dance/movement therapy, the techniques used in *Disarming the Playground*. Secondly, studies of *Disarming the Playground* (2002) have primarily used cognitive/behavioral methods to study the effectiveness of the curriculum. It would be practical to examine body movement to study the effectiveness of a body and movement based curriculum. This would further validate the effectiveness of the curriculum. The literature review included studies on Laban's movement analysis and Effort theory. Based on Laban's Effort theory (personality and movement), movement analysis may serve as a tool to describe movement and formulate educated assumptions about the mind and body connection. Thirdly, *Disarming the Playground* has primarily been studied in school settings and a hospital. It would be valuable to examine the effectiveness of *Disarming the Playground* in a dance

studio, where dance education is the primary focus.

Research Questions

There are four primary research questions based on the gaps of the literature. The first question, is *Disarming the Playground* an effective tool to teach communication and leadership skills**?** Based on the literature, *Disarming the Playground* has never been tested as a leadership and effective communication program. It is marketed as a violence prevention curriculum; however the activities included in both *Disarming the Playground* and the literature regarding effective communication share common skills. Therefore, this study will expand on the benefits of *Disarming The Playground*.

The second question is, will the knowledge participants acquire be visible through verbal and non-verbal (movement) communication? The *Disarming the Playground* curriculum has body-based goals. If there is a nonverbal (movement) expression of social skills the gains in learning should show in movement form. This may validate *Disarming the Playground* as an effective body-based curriculum. It will build upon previous studies of *Disarming the Playground* and the benefits of the program.

The third question is, will we see a change in verbal and nonverbal before and after the dance students took the effective communication and leadership class. Based on the dance/movement therapy philosophy, integrating the mind, body and spirit, this will help Latina adolescents be healthy. It may increase the range of verbal and nonverbal expression, supporting the leadership and effective communication goals. The ability to send congruent messages has implications. It has been shown to increase mental and physical health. It has also been associated with increasing the possibilities of being understood. This can validate an individual.

And finally, will Latino cultural themes be present in movement, if so, how? With no

studies available of Latina adolescents and dance/movement therapy or Latinas and *Disarming the Playground*, there is not much to compare and contrast. It is important to be open to culturally related themes in order to support *Disarming the Playground* as a multicultural safe program.

Methods

The problem addressed in this study is the need for Latina adolescents to acquire social skills that will help them be successful in U.S. culture and society. The study will examine Kornblum's (2002) *Disarming the Playground* as a leadership and effective pro-social skills program. The primary research questions are: 1) Is *Disarming the Playground* an effective tool to teach communication and leadership skills? 2) Will the knowledge participants acquire be visible through verbal and non-verbal (movement) communication? 3) Will we see a change in verbal and nonverbal communication before and after the dance students take the leadership and effective pro-social skills class? 4) Will Latino cultural themes be present in movement? I hypothesized that the acquisition of knowledge would be reflected in body movement, words, and response behavior. I hypothesized that the changes in movement will be within the following movement parameters: Effort (Space, Weight and Time), Shape (vertical, horizontal and sagittal dimensions), and Breath Support.

Methodology

The project was a single-subject case design, which is a research model for clinical dance/movement therapy intended to track the effectiveness of a program or treatment/intervention (Goodill & Cruz, 2004). This a baseline A1, treatment B, and baseline A2 model, also known as a pre-test post-test design (Mertens, 2005). During baseline A1, I video recorded five of the adolescents partaking in role-play scenarios. This was before the participants received any training. It was important to note that some of the participants in this study had also participated in the summer camp pilot program where they learned many of the same skills. During the next eight sessions, the students participated in the leadership and effective pro-social

skills movement class, which utilized *Disarming the Playground* and other dance/movement therapy techniques.

Participants

There were five initial participants in the study. All the participants were female, Mexican-American and between the ages of 12-15. Two of the participants had participated in the summer pilot program. Therefore, they had some prior knowledge of the skills they were about to learn.

In the fall, the teachers at the studio chose students ages 10 and up who demonstrated leadership skills appropriate for teaching apprentices. As part of the teaching apprenticeship, the students needed to register for the movement-based pro-social skills training class. All the students from the teaching apprenticeship class who fit the demographic criteria were invited to participate in the study. The criteria were: the participant needed to reside in the Southwest Side of Chicago and had to be Latina. From the seven students registered in the teaching apprenticeship class, only two students were not included in the study; one student did not meet demographic criteria and the other started the class after baseline session A1. Due to a technical issue, three students were also delimited from the study. During the video recording, those participants were not in full view of the video frame; therefore, the certified movement analyst (CMA) could not accurately analyze the data. Only two students remained and were included in the final study.

Procedure

After parents registered their children for the teaching apprenticeship class, all the students who met the demographic and geographic criteria received a phone call from me inviting them to participate in the study. They also received a copy of the consent and assent

forms, which were translated into both English and Spanish. I made separate appointments with each parent in order to talk with them in person, or over the phone, to answer any questions or concerns about the project. I spoke twice with the participants before the project started. The first time was to speak about the purpose of the project and distribute the forms. The second time was to confirm their participation in the study and answer any final questions or concerns. After the consent forms were collected and questions were answered, the participants were video recorded giving verbal assent.

The participants met at the studio for the 12 classes. The first class included 1) a video session of the verbal assent process by each participant, 2) an overview of the class syllabus, and 3) a recording of baseline data A1, the role-play scenarios (see Appendix B for the role-play scenarios used in the study). The next 10 sessions were pro-social skills training classes using *Disarming The Playground* and other dance/movement therapy techniques. For the final class, I recorded baseline A2. Baseline A1 and A2 consisted of video recordings of the participants engaged in role-play scenarios. The scenarios were created to assess the participants' ability to respond to hypothetical situations at the studio using pro-social skills. Three of the students had been part of the pilot summer program using *Disarming the Playground* and had previously learned some of the skills; therefore, I divided the six students into two groups: those who participated in the summer camp and those who did not. The two groups received the same role-play scenarios and had the opportunity to respond as independent groups. However, this was not a group comparison research design. They were grouped this way in order to not threaten internal validity and ensure that the actual baseline knowledge was reliable.

Program procedure. The program met for ten sessions. For sessions one, three, five, seven and nine, students met for 90 minutes. These sessions included a check-in, a lesson from

Disarming the Playground, creative movement and discussion. In the discussion, participants were encouraged to make connections about how to apply the pro-social skills in their roles as leaders and teaching apprentices. For sessions two, four, six, eight, and ten, students met for 45 minutes. Younger students from the dance team joined these sessions, and the teaching apprentices role modeled the pro-social skills for them. However, I did not collect any data about the younger students. Please refer to Appendix C for a full program procedure.

Data collection procedure. The data collection included two video footages of participants engaging in role-play scenarios. The first video footage was baseline A1, which was collected before they participated in the leadership and effective pro-social skills movement class. The second video footage was the baseline A2 video footage, which was collected after the final class. Baseline A1 and A2 were analyzed in two separate ways. A CMA used two minutes of each video to analyze the participants' body movement. This procedure was necessary in order to narrow the movement parameters to a specific time and be able to compare baseline A1 and A2 as accurately as possible. I chose the two minutes of the video footage that captured as much of the participant's active participation in the role-play scenario. The parts that were not analyzed was the footage when the participants we preparing for the role-play scenario and as they were recuperating from the scenario.

The data collection also included my personal experience as the dance instructor. I used Tortora's (2006) techniques of witnessing, kinesthetic seeing and kinesthetic empathy to gather qualitative data during the leadership and effective pro-social skills classes. I also used these techniques to collect data from watching the whole length video footage of baseline A1 and A2. While observing the video of the role-play scenarios, I collected data of my personal visceral responses to their movement. I watched the video footage 12 times and to examine the ways each

of the participants responded to the role play-scenarios. I took notice if the participant's used any

of the pro-social skills they learned during class and through their movements in the video

footage.

Data Analysis. Baseline A1and A2 video data was studied two separate ways using

quantitative and qualitative measures. By using two separate measures, I hoped to gain an

understanding of mind and body integration, and assess the adolescent's gains toward the

movement goals and objectives. To analyze the body movement, I recruited a Certified

Movement Analyst (CMA) via the Illinois Chapter of the American Dance Therapy Association

Facebook page. I provided a general description of the thesis project and a preliminary coding

sheet to the most qualified candidate who responded to the Facebook announcement. After

identifying a CMA, we set up a phone conference to set up the movement parameters.

Identification of movement parameters. The CMA completed a movement analysis of

the two participants' body movement. The movement parameters were informed by 1) the results

of an informal assessment of the dance studio's summer pilot leadership program, 2) the goals

and objectives in chapter six of *Disarming the Playground*, 3) the literature regarding leadership

training, pro-social skills and effective communication, and 4) financial and practical

considerations. All these sources influenced the program procedure and data collection

procedure.

The movement parameters were informed by my informal observations of the 2011

summer leadership camp pilot program. I had observed patterns in Shape during a lesson in

assertiveness. For example, the movement goal was to practice keeping a straight body, evenly

distributed body weight and grounding while a person walked toward them. Through observing,

one student seemed to be comfortable with assertive communication. She had a straight vertical

body shape and was able to be grounded, which is a person's relationship to the earth and gravity (Hackney, 2002). Kornblum (2002) also described it as "the ability to stand one's ground (p. 9)". Most students seemed to be uncomfortable with assertive communication. They had twisted or rounded bodies. As the peer walked toward them, these students also retreated from their space and used passive weight.

The literature identified movement themes in social and pro-socials skills that supported leadership. Assertive communication was a key skill. The nonverbal movement qualities associated with assertive communication influenced the movement parameters of this study. This includes the theories of Gürbüz, Bayram and Zerey (2012), Hinton (2011) and Rolle (2002). They described assertive communication as incorporating constant eye contact, gestures that emphasize a point, loud and fast-paced speaking voice, lengthy verbal communication and standing or sitting upright. This also included the work of Longstaff (2004). He provided a chart that corresponded each Effort motion factors with the Jungian framework and the decision making process (Longstaff).

The movement parameters were also informed by the learning goals and objectives of the leadership and effective pro-social skill movement class. Because the tool used for the class was the *Disarming the Playground* curriculum, I used the "Violence Prevention Through Movement Checklist," or used movement goals of the lesson plan to identify the target movement goals (Kornblum, 2002, p. 271). The key pro-social skills that I extracted from the curriculum were: assertion, empathy, self-regulation, body awareness, spatial awareness, self-regulation and anger management. This included: adjusting to the spatial needs of the group when needed for spatial awareness, application of the 4 B's or 4 C's for anger management or self-regulation, and changing shape in their body associated to mood or feeling for empathy.

The final set of criteria for the movement parameters were financial and practical considerations. We chose movement parameters that fit my time and budget. The factors that effected my time and budget included: the amount of footage that could be analyzed, the number of times the CMA could view the footage and the amount of time that was needed to complete the project.

Final movement parameters. The informal observations of the summer pilot program, the literature review, *Disarming the Playground* and practical and financial considerations all influenced the final movement parameters. The CMA and I narrowed the movement parameters to three of Laban's movement categories that fit the descriptions of the criteria: 1) Effort, 2) Space, and 3) Breath Support. The three Effort motion factors included were: Weight (increasing/decreasing pressure), Time (accelerating/decelerating), and Space (directing/indirecting). It included the elements of Space: sagittal (advancing/retreating), horizontal (spreading/enclosing), and vertical (rising/sinking). Lastly, it included an examination of the level of breath support. The CMA conducted the movement analysis three separate times

using a movement assessment coding instrument that reflected the taxonomy determined to be relevant to this study (see Appendix D).

Identification of context. While the CMA tracked the participants' detailed quantitative movement data, I collected the qualitative data regarding my experience with the participants in the class. I used Tortora's (2006) *Ways of Seeing* observation techniques to collect this data. This technique included an observational procedure that is embodied by the observer. It involves a mover and a witness. The mover actively moves while the witness observes the mover (Tortora, 2009). There are three main components to this technique/approach: witnessing, kinesthetic seeing and kinesthetic empathy. Witnessing requires detailed tracking of the mover's actions, followed by making connections between their observations and using their training and education. Kinesthetic seeing is how the witness takes note of personal sensory responses. Kinesthetic empathy is the witness's emotional response from observing the mover and trying on their movement. These three components are integrated to create an observational structure that gives the witness increased understand of context. For the purposes of this study, this tool was used to gain a context of the movement during the role-play scenario and during the pro-social skills classes.

During the study I applied all components of *Ways of Seeing*. The CMA provided the descriptive tracking of a child's movement behavior using LMA and I tracked the movements I observed watching the complete video data baseline A1 and A2. With my own movement tracking, I integrated my training and personal experience with those of the participants. Through kinesthetic seeing, I took notice of my own bodily experience while the participants danced/moved. We discussed the movements at the end of each class. I presented to them what I noticed, and they chose to share what they learned. Through kinesthetic empathy, I took notice of

my personal responses to the participants' experience observing the video data and during the class. Through the *Ways of Seeing* technique/approach I was able to integrate the movements with: my dance/movement therapy education at Columbia College Chicago, my bicultural skills and the context of the group experience during the class and role-play scenarios.

Results

The problem addressed in this study is the need for Latina adolescents to acquire social skills that will help them be successful in U.S. culture and society. The study will examine Kornblum's (2002) *Disarming the Playground* as a leadership and effective communication skills program. The primary research questions were: 1) Is *Disarming the Playground* an effective tool to teach communication and leadership skills?, 2) Will the knowledge participants acquire be visible through verbal and non-verbal (movement) communication?, 3) Will we see a change in verbal and nonverbal before and after the dance students took the effective communication and leadership class, and 4) Will Latino cultural themes be present in movement? I hypothesized the acquisition of knowledge would be reflective in body movement, words, and response behavior. Also, I hypothesized the changes in movement would be within the following movement parameters: Effort (Space, Weight and Time), Shape (Vertical, Horizontal and Sagittal); and Breath Support.

Results of the Movement Analysis

The CMA observed two minutes of the pre and post videos (baseline A1 and A2) three times. Each time she observed a particular movement selected from our movement parameters, she added a tick mark for that movement category on the coding instrument. The results of movement analyses were presented in two ways. Table # 1 presents the number of times the CMA observed the specific movements within the movement parameters. The CMA viewed each of the baseline videos three times for each girl. In Table #2, the data is presented based on the median score of all the three viewings for each girl. In the data charts below the actual names of the participants in this project were changed to protect their identity.

Table 1

Movement Analysis of Effort by CMA: Three Video Viewings

EFFORT						
			Martha		Julia	
			Pre	Post	Pre	Post
S P A C E	Indirecting	View 1	0	0	0	2
		View 2	2	0	0	2
		View 3	2	0	0	2
	Directing	View 1	4	4	5	8
		View 2	5	4	8	7
		View 3	5	4	6	9
			Martha		Julia	
			Pre	Post	Pre	Post
W e i g h t	Increasing P.	View 1	1	0	3	1
		View 2	1	0	5	1
		View 3	1	0	3	1
	Decreasing P.	View 1	6	0	2	4
		View 2	5	1	2	6
		View 3	6	1	2	7
			Martha		Julia	
			Pre	Post	Pre	Post
T i m e	Decelerating	View 1	0	1	0	2
		View 2	0	1	0	3
		View 3	0	1	0	4
	Accelerating	View 1	2	5	6	4
		View 2	4	5	6	6
		View 3	4	5	6	7

This table represents pre and post video data: the number of times the CMA viewed the video, the number of times she observed the participants moving in within the Effort category, and the separate results for each participant.

Table 2

Movement Analysis of Shape by CMA: Three Video Viewings

SHAPE			Martha		Julia	
			Pre	**Post**	**Pre**	**Post**
V e r t i c a l	Rising	View 1	2	1	4	1
		View 2	1	1	4	1
		View 3	1	1	4	1
	Sinking	View 1	0	1	2	2
		View 2	0	1	2	2
		View 3	4	1	2	3
			Pre	**Post**	**Pre**	**Post**
H o r i z o n t a l	Spreading	View 1	0	1	4	0
		View 2	2	1	4	0
		View 3	2	1	4	1
	Enclosing	View 1	0	1	1	0
		View 2	0	1	1	1
		View 3	0	1	1	1
S a g i t t a l	Advancing	View 1	1	4	2	0
		View 2	3	3	2	0
		View 3	2	3	2	0
	Retreating	View 1	0	3	2	0
		View 2	3	3	2	0
		View 3	2	3	2	0
	Breath Support	View 1	2	2	3	5
		View 2	2	2	5	5
		View 3	2	2	5	5

This table represents pre and post video data: the number of times the CMA viewed the video, the number of times she observed the participants moving in within the Shape category, and the separate results for each participant.

Effort

Martha. Looking at Table 1, Martha exhibited only slight change in her use of indirect Space. In the Weight category, she decreased her use of increasing pressure by one point, and decreased her use of decreasing pressure by almost five points. In Table 2, Martha changed her

movement in Time by one point, both deceleration and acceleration.   Martha's salient

movement qualities were directing in Space, decreasing pressure in Weight, and accelerating in

Time. Associated to non-verbal communication style, it could be thought of as passive-

aggressive. Only one significant movement change was noticed during the comparison of her

verbal and non-verbal responses in the role-play scenarios. She went from using decreasing

pressure in her hands in baseline A1 to not using her hands at all in baseline A2. The video data

provided little evidence Martha applied the specific effective communication skills and

techniques from *Disarming the Playground*; however if Martha's participation throughout the

class was taken into consideration, it would shed light as to how she may have applied the

communication skills lessons.

Julia. Julia showed significant changes in movement quality in all motion factors (Space,

Weight, and Time). Table 2 showed she increased her use of Space by directing and indirecting;

she increased both by two points. In the weight category, her movement qualities also changed.

She decreased her use of increasing pressure and increased her use of decreasing pressure. In the

category of Time, three times she decelerated. Her use of accelerating in Time stayed the same.

Breath support. No changes in breath support were noted in either Martha or Julia.

Martha's use of breath support was lower by two points than Julia, who used breath support

between changes in movement.

Table 3
Movement Observation by CMA: Data by Median Score

EFFORT				
		Martha		**Julia**	

SPACE		**Martha**		**Julia**	
		Pre	Post	Pre	Post
	Indirect	0	0	0	2
	Direct	5	4	6	8

Weight		**Martha**		**Julia**	
		Pre	Post	Pre	Post
	Increasing P.	2	0	3	1
	Decreasing P.	6	1	2	6

Time		**Marth**		**Julia**	
		Pre	Post	Pre	Post
	Decelerating	0	1	0	3
	Accelerating	4	5	6	6

SHAPE		**Martha**		**Julia**	
Vertical		Pre	Post	Pre	Post
	Rising	1	1	4	1
	Sinking	0	1	2	2

Horizontal		**Martha**		**Julia**	
		Pre	Post	Pre	Post
	Spreading	2	1	4	0
	Enclosing	0	1	1	1

Sagittal		**Martha**		**Julia**	
		Pre	**Post**	**Pre**	**Post**
	Adancing	2	3	2	0
	Retreating	2	3	2	0
	Breath Support	2	2	5	5

Advancing is misspelled again in the table above! This table represents pre and post data: the median score for all three video viewings in which movement was observed in Effort, Shape and Breath Support categories.

Shape

  Martha. As shown in Table 2, Martha's movement remained fairly stable. In the Vertical Dimension, she dropped one count (sinking) in the Vertical Dimension, and there was no change (rising) in the Vertical Dimension. In the Horizontal Dimension, she dropped one point (spreading) in the Horizontal Dimension, and increased one point (enclosing) in the Horizontal Dimension. No change was observed in the Sagittal dimension, neither advancing or retreating.

  Julia. Julia on the other hand, showed a significant change in movement, both in the Vertical and Horizontal dimensions. As shown in Table 1, her movement significantly decreased

in the Vertical dimension (rising) and Horizontal dimension (spreading). Further examination of

the video indicated Julia changed her non-verbal response to the role-play scenario.

Movement Analysis with Tortora's *Ways of Seeing* Technique

Julia. When the movement analysis data was compared to the verbal and non-verbal

responses in the role-play scenarios, it appeared Julia showed more effort toward the targeted

effective communication skills, both verbally and non-verbally. For example, in baseline A1,

Julia physically grabbed Martha to lead her through the 4 B's, a self-setting technique in

Disarming the Playground, during the role-play scenarios. In baseline A2, Julia makes no

attempt to grab any student. Her hands are engaged in light movements and there was more

space between her and the rest of the girls. Julia's movements were congruent with her words;

she was verbally and non-verbally trying to calm the students down. In the baseline A2 video,

Julia calmed the students down using movements and concepts that corresponded to the key

techniques in the 4 B's. Her verbal and nonverbal messages were congruent. First, she told the

students to stop running around while she made a "stop" gesture. This corresponded to the

Breaks in the 4 B's. Verbally she told them to bring their high energy down. This was followed

up with a movement. From a standing position, she had them lift their arms up vertically and

rise on their toes, then lower their arms and descended toward the ground into a squatting

position. While in this position, she told them to relax by taking a deep breath. This

corresponded with *Breath* in the 4 B's. She did not complete the rest of the series in the

technique, which included *Brain* and *Body*.

Martha. In both baseline A1 and A2, Martha did not talk at all, therefore I could not

compare verbal and nonverbal data. The most notable change in Martha's movement was in

active vs. held body parts and body attitude. In baseline A1, she showed holding patterns in her

hands and arms. Throughout most of the video, her hands and arms were in mid-reach space. Martha's arms were bent from her elbows and suspended in mid-air, which meant she had to actively use her muscles to hold them up. There was no energy in her hands, where I observed passive weight. These were Martha's holding patterns until Julia led her in the 4 B's. In baseline A2, Martha did not have the same holding pattern. I noticed movement changes in her arms and hands. Her muscles appeared more relaxed throughout the role-play scenario. Her arms and hands were either in near reach space or loose by her sides. She also engaged in facial and head gestures to communicate with her peers, which she had not done in baseline A1.

I noticed another significant change in Martha's movement pattern in her use of Space. In baseline A1, she primarily stayed in one place. Several times took a step forward, then back, and then forward again. Her movement lacked a clear spatial intent. At another point, she ran behind one of her peers; however, the intent for that moment was unclear. In baseline A2, she moved from one point in space to another without taking steps forward and back. This showed a clear spatial intent. Based on my general observations, Martha's body attitude changed from baseline A1to A2. In baseline A2, her muscles were more relaxed (i.e., less held body parts) and her movements demonstrated clearer spatial intent; she also used more gestures to respond to and communicate with her peers.

Conclusions

The results of both the movement analysis by the CMA and the movement analysis using *Ways of Seeing* presented many implications. The movement analysis of Julia's body movement from baseline A1 and A2 implicated that she increased her Effort repertoire to include more indulging qualities. This did not mean she completely stopped moving with fighting qualities; however, the data suggested her movement profile changed. Julia's movement qualities and

communication style can be described using Longstaff's (2004) chart, Figure 1. Effort Factors: Space (focus), Weight (pressure), Time, Flow. Julia's movement preferences were direct in Space, increasing pressure in Weight, and accelerating in Time. These movement-based descriptions fit the assertive communication style of Gürbuz, Bayram, and Zerey (2012), Hinton (2011), and Rolle (2002). They described assertive communication as incorporating constant eye-contact, gestures that emphasize a point, loud and fast paced speaking voice, lengthy verbal communication, and standing or sitting upright. If Julia's movement profile in baseline A1 was already higher in qualities that exemplified assertive communication, it was important to note the change in her movement profile which included in increase in more indulging qualities, also known as passive qualities. The movement analysis alone cannot provide an explanation as why her movement changed. Based on what we know about movement studies, movement is functional and expressive. Movement, just like verbal communication, can change based on the context of the environment and people in the environment. Julia could have changed her quality of movement to adapt to her environment. To fully examine the communication process, it was important to have other data to understand what she was adapting to in her environment. Through the *Ways of Seeing* technique, the data was brought to life. Julia's body movement seemed to be responding to environmental and interpersonal situations. It was through this data, that I was able to develop some conclusions about how the *Disarming The Playground* supports effective communication.

While Martha showed less gains in numbers, I argue that the combined findings in the body movement analysis and *Ways of Seeing*, have a correlation. Less was implicated about Martha's movement either toward or away from particular movement quality. Through *Ways of Seeing* I noticed a significant change in her use of body parts. Because Flow was one Effort

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quality not included in the movement parameters, tracking the significant change will remain

unfound in this study.

Discussion

The problem addressed in this study is the need for Latina adolescents to develop

protective factors that will support their success in U.S. culture and society. The study also

addressed the need for research regarding Latina adolescents' bio/psycho/social health in order to

increase cultural competency among mental health workers working with Latina adolescents.

The project was a single-subject case design.

To assess the effectiveness of *Disarming the Playground* (2002) as a body-based

effective communication and pro-social skills program, I required a movement based assessment

tool. I used Laban Movement Analysis to make sense of the movement data. I also utilized my

training in dance/movement therapy techniques and skills to make professional and informed

analysis of all the information available. I applied Tortora's (2009) *Ways of Seeing,* which

provided a structural framework to organize and process my observations in class and to view

the video data. These findings are based on a synthesis of the movement analysis, my personal

analysis of the video data through qualitative measures and class observations. I also relied on

my bicultural experience as a Latina to understand the cultural implications of this program.

Verbal and Nonverbal Effective Communication Skills

Martha. As the facilitator of the movement classes, I was aware Martha struggled with

issues of shyness and confidence. Martha's verbal and nonverbal participation was low

throughout the class and only increased slightly toward the end. It was an issue of contention for

rest of the group. It seemed to bother them that she was so quiet and shy.   Martha explored the

use of increasing pressure and creative movement rather than prescribed movement. She also

struggled to connect to others while she danced. This changed towards the end of the program.

Martha appeared more confident, as evidenced by her engagement in more creative movement. Her range of motion increased, in addition to increased interpersonal engagement.

The dance teachers noticed Martha's increase in confidence. A couple of weeks after the effective communication movement class ended, one of Martha's dance teachers commented that she noticed Martha had developed better coping skills. Before the program, Martha had difficulty taking corrections in dance technique, at times becoming upset and losing motivation. After the classes, Martha appeared to apply the corrections and regulate her emotions. Her teacher went on to say that the program had a positive impact on the performance quality when she danced.

However, Martha's level of verbal communication with her peers only increased slightly during the program. Martha was considered shy among her teachers and same-age peers. Paradoxically, as a teaching assistant, teachers considered her to be aggressive with the younger children. The data (Table 1 and 2) appeared to reflect Martha's communication style, which can be considered aggressive but also passive. She was direct in Space (both in A1 and A2), decreasing pressure in Weight and accelerating in Time. Based on Longstaff's (2004) chart, she can be described as direct, excited, urgent; and delicate and sensitive at the same time. Because I did not collect data about Martha's experience, no correlations could be made between her verbal and non-verbal communication styles. This was a key component missing in this study. Without Martha's own feedback about what skills she chose to display in the role-play scenario, the findings are limited to the video data, my observations as the teacher, and the teachers at the dance studio who worked with her.

Julia. Based on Laban's effort theory, Julia made gains in effective nonverbal communication over the 12 sessions. All motion factors in her baseline A1 movement profile were fighting qualities. Longstaff's (2012) model suggested that Julia's fighting qualities were

associated with aggressiveness. Based on the literature of effective communication, aggressive communication is ineffective. Assertive communication, one of the goals of this program, is considered the most effective form of communication.

However, by baseline A2, Julia's movement profile shifted. There was an increase in her use of indulging qualities and a small decrease in her use of fighting qualities. For example, in the Weight motion factor, she demonstrated more decreasing pressure and demonstrated less increasing pressure. In the Space motion factor, she increased the use of both directing and indirecting. Movement studies theory suggests that, by increasing her use of Space Effort, she was drawing attention to her "thought and gut feeling" (Longstaff, 2004). In movement studies, exploring both the indulging and fighting qualities of a specific motion factor can help a mover increase their movement repertoire for expression and function. Her intentions may have changed, how she approaches leadership and communication.

The literature from the field of psychology suggested that assertive communication has two components. The first part of assertive communication, both verbal and nonverbal, is direct, fast moving, gestures that emphasize a point, and firm postures with weight and groundedness (Comaz-Diaz, 1985; Gürbuz, Bayram, and Zerey, 2012; Hinton, 2011). These qualities were present in Julia's movement in baseline A1. Based on teacher feedback and my observations with her in the classroom, at times Julia bordered assertive to aggressive communication with particular peers. The second part of assertive communication requires empathy skills. It is the ability to communicate assertively, without disregarding the opinions or needs of others, or offending others (Centers of Independent Living, 2012; Wise et al, 1991). This description of assertive communication may further explain Julia's intentions in baseline A2 and why the movement profile changed. The change in movement profile may be the result of her changing

her intent and approach to nonverbal communication. This is supported by my observations in the classes and based on the feedback of her teachers. Throughout the program, Julia made remarks to Martha that would hurt her feelings. As other classmates intervened on Martha's behalf and the class learned about physical, spatial and emotional boundaries, Julia behaved less aggressively to Martha. In baseline A2, there is strong evidence Julia may have incorporated the empathy skills she learned in class with assertive communication. Without this change, Julia's communication style would border with a style that could be considered aggressive. In dance class this was the case.

Another example of Julia's change in aggressive movement qualities from baseline A1 to A2 was the assessment of her verbal and non-verbal responses. In baseline A1, Julia physically grabs Martha to lead her through the 4 B's, a self-setting technique for the role-play scenario. In baseline A2, Julia does not attempt to grab any student. Her hands are engaged in light movements and there is more spatial proximity between her and the rest of the girls in the video. In Table 1, baseline A2, it shows she is attending to Space, with a slight increase in Indirectness. The slight increase in attention to Indirect Space is important considering there is more than one person involved in the role-play scenario. Also, a key skill taught in the class, and re-enforced throughout the class, was "Space Bubbles"; understanding how to respect people's space (Kornblum, 2002). Julia's movements are congruent with her words; she is verbally and non-verbally trying to calm the students down by leading them in the 4 B's, using her "Space Bubbles," and attention to both students in the room; all skills taught during the training program. In fact, in the video it shows she is much more expressive by using her hands in light movements. In consideration of Julia's participation throughout the whole class, teacher feedback, a thorough review of the videos, and the movement analysis, enough evidence

suggests she gained effective communication skills in the form of body awareness and by increasing her movement repertoire. By baseline A1 to A2 she engaged in movement with both fighting and indulging qualities. It changed her communication style from one that could be read by others as possibly assertive/aggressive, to one that is assertive based on the definition of Wise et. al (1991).

Empathy

For both Julia and Martha, there was no evidence of empathy development in the movement analysis or in the review of the videos for verbal and non-verbal congruency. In the considerations for the movement parameters, the Shape category was selected as a movement that would support empathy. This was based on the movement activities in chapter six of *Disarming the Playground*. Even though the body movement analysis by the CMA did not show significant change, the movement analysis using *Ways of Seeing* show different findings. Empathy was described as the ability to understand another person, as well as, to respond to that person. What the study did show was both Martha and Julia may not have learned to embody empathy during the duration of the program. Through the *Ways of Seeing* I was, however, able to collect data to show the participants were developing an implicit understanding of verbal and non-verbal empathy. This was supported by Julia's choice to use her space bubble with Martha. Empathy development could also be seen in the group dynamics. The other participants pro-actively invited Martha to dance. In the beginning of the program, Martha was very shy and her range of motion in movement was low. When others started to invite her to dance, her range of movement increased. The students were responding to her need to feel welcomed and part of the group. Martha struggled speaking English and would often stay silent. By her friends inviting her to dance, she was able to communicate and express herself with her peers. This had a positive

effect on not just Martha, but also the whole group. A movement analysis of the whole group may be useful for further studies of movement-based empathy.

There are other factors that seemed to be at play affecting Julia's change of non-verbal and verbal aggressive qualities. At the beginning of the effective communication through movement class, I noticed Julia behaving callously with Martha. She displayed a lack of patience toward Martha's "shyness" by aggressively telling her to speak up, showing her frustration through postures and gestures, and making negative comments about Martha. Over the weeks, Julia's aggressive behavior decreased. Others in the group stepped in by supporting Martha through encouraging statements, non-verbal gestures showing empathy, and increased interaction with Martha.

Breath Support

Breath Support appeared to be the least significant movement parameter in this study. The movement analysis by the CMA showed participants exhibiting absolutely no change in this movement. Breath support had hoped to show a mind and body connection. Observing breath support in video data was a difficult task.

Multicultural Considerations

Throughout the study Martha seemed very shy. Based on the literature review, her behavior may have reflected Latina/o cultural values such as *pena* or *respeto*. However, based on my application of *Ways of Seeing*, bilingual skills and bicultural skills; Martha's interpersonal relationships were affected by language barriers. Martha's dominant language was Spanish. She often felt shy about speaking in English. I encouraged her to speak in Spanish so she could express herself more freely and I would translate in English for the student who was not Spanish

speaking. Everyone else in the group was bilingual, however, English dominant. Her peers expressed empathy for Martha by pro-actively inviting her to dance in dyads and speaking in Spanish. This really seemed to increase her confidence. She could not always be verbally explicit, however was making moves toward effective communication through movement.

This is something that is not considered in the literature regarding effective communication. Effective communication in the U.S. requires explicit and direct verbal communication. Movement provides a platform to enhance nonverbal communication for those with language barriers in the U.S. For Martha, by creating a successful experience of non-verbal communication and pro-social behavior, I argue she developed a level of self-efficacy. Her confidence was visible in other dance classes, she increased her verbal communication in discussion (bilingually), and increased her level of expressive movement during creative movement sessions. Her verbal skills and ability to speak assertively increased slightly when she began leading as a teaching apprenticeship. These were the realistic effective communication skills she needed as young peer leader.

Effectiveness of *Disarming The Playground* as a Leadership Program

Compared to literature about social skills and violence prevention, this study further supports teaching effective pro-social skills to increase peace and reduce bullying, as evidenced by the change in dynamics among the group, and the change of Julia's behavior toward Martha. This research also supports Rena Kornblum's theoretical framework, which proposes movement based pro-social skills training are an effective method to enhance the total body learning experience. This was reflective of the movement analysis results. Julia's whole movement profile did not change completely from one Effort life to another. It showed a significant change by adding a movement quality during baseline A2 that was not present in baseline A1. This

movement quality changed the overall quality of her non-verbal communication when she led

her peers in the 4 B's in the role-play scenarios. Teaching body awareness and mindfulness are

essential pro-social skills, however this is difficult to track in body movement alone. In further

studies, examining the motion factor of Flow may have added value determining mindfulness in

movement.

Positive and negative findings. The positive finding was related to the language barriers

of one of the participants. As the bilingual, bicultural instructor for the classes, I was able to

respond to Martha's need to communicate in English and Spanish. Movement had a way of

reaching out to Martha that other verbally based programs might not have. Her language barriers

were affecting her level of confidence and not recognizing this would have affected the

reliability of this study. This may be the reason why Martha displayed a low level of verbal data,

thus making it difficult to make implications about her movement patterns or experience in the

program.

In the field of movement-based therapy, I have not come across any research that deepens

our level of understanding regarding how culture effects movement patterns. In an era were the

Latino race is growing rapidly, foreign and U.S. born, it is crucial for professions in the helping

field to recognize the difference between what is personality and what is cultural practice.

Literature regarding Latina adolescent's bio/psycho/social/ spiritual health was scarce and

lacking depth.There was no explicit research regarding Latina adolescents and dance/movement

therapy, or cultural implications in the application of effective pro-social skills via movement.

The findings of this research showed several benefits. *Disarming the Playground* (2002)

was an effective means to improve communication verbally and non-verbally, and to teach pro-

social skills. It was also an effective means of developing leadership skills, such as interpersonal

skills and confidence. Finally, it showed *Disarming the Playground* could successfully be implemented at a dance studio. It fit the structure, educational goals, and objectives of a private dance studio. There was evidence that *Disarming the Playground* was associated in an increase in the creative movement and performance skills of the participants because of the increase in movement repertoire and increase in confidence.

Limitations to the Study

There are several limitations to this study. First, research based testing protocol, such as a pre-established questionnaire, was not used. Therefore, this study cannot be compared to past studies of *Disarming the Playground*. Secondly, there was no feedback from the participants themselves. This study could not determine what the participants felt they personally learned from the workshops. I could not test the assumptions made from the movement analysis and my own observations with that of the participants. Thirdly, only one movement analyst observed the video data; therefore, there is no inter-rater reliability. This would have increased the validity of the findings. Fourthly, only two minutes of the video data and two participants were analyzed. This is a small sample of data. Finally, Tortora's technique is a strength-based approach; therefore, I was looking for positive results from the program.

Further Studies

There are a few directions new studies can build upon from this research. Future studies can use research methods that support both the verbal and nonverbal components of the program. Also, based on my observations and teacher feedback, the participants in this study increased their movement repertoire from the beginning of the class toward the end of the program. Future studies can examine how *Disarming the Playground* is an effective tool to increase pro-social skills and how it also affects their performance skills. Finally, I observed a significant difference

in participant's movement repertoire during the creative movement sessions, yet natural movement was not examined. There is value in observing natural movement verses role-play scenarios.

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Appendix A
Definition of Terms

American/U.S. style of communication style: The American/U.S. style of communication is low context and based on individualistic values and norms (PCICE, 2012) such as "personal time," "freedom," and "challenge" (Würtz, 2006, p. 279). It was also considered to be more direct and explicit (Würtz).

Assertive communication: The ability to express a personal opinion, need or feeling, without disregarding the opinions or needs of others, or offending others (Centers For Independent Living, 2012; Wise et al, 1991).

Dance/movement therapy: The psychotherapeutic use of dance to integrate the mind, body, and spirit for bio/psycho/social health (American Dance/Movement Therapy Association, 2012).

Disarming the Playground: Disarming the Playground is a violence prevention program intended to promote peace through the development of pro-social skills and behaviors in children (Kornblum, 2002; Hervey & Kornblum, 2005). The use of body and mind based techniques and approach is a highlight of the program (Kornblum, 2011).

Effective communication: A joint activity between persons (Krauss, 2002) and entails the ability to send a specific message that message is clearly understood by the other person.

Empathy: The ability to understand what and how someone else is feeling.

Familimso/familism: A value that emphasized loyalty to the family. The family was considered the nuclear family, extended family and non-family such as Godparents. They typically rely on other for emotional, financial and practical support (The Workgroup on Adapting Latino Services, 2012).

Hispanic: A controversial pan-ethnic description that can gloss over vital differences among millions of people, and Latino captures the diverse cultural identity of this group (García-Preto 1996; Fabrega, 1990)**.**

Hispanic or Latino: Refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race." (U.S Bureau of the Census [Report], 1992), however, more current literature preferred to use the term Latino (Jones-Correa & Leal, 1996).

Laban Movement Analysis: Bartenieff (2002) described it as "a means of perceiving and a vocabulary for describing movement- quantitatively and qualitatively" (p. viii).

Leadership skills: Are a set of skills including effective communication and interpersonal skills (Smart, 2006; Rolle, 2002).

Machismo: Describes the respect, pride, honor, sense of responsibility men have as the providers and protectors of the family (Garrison, Roy, & Azar, 1999; Guzmán & Carrasco, 2011).

Machista (male chauvinism): Machista is often mistaken for machismo, however, (Guzmán & Carrasco, 2011) it is a cultural belief that endorses the negative treatment of women, often taking the form of verbal and physical abuse (Comaz-Diaz, 1985)

Marianismo: A Latina cultural script originating from in the Catholic faith and based on the essence of the Virgin Mary. Latina women, like the Virgin Mary, tend to be self-sacrificing for the wellbeing of the family and hold spiritual and moral authority over men (Guzmán & Carrasco, 2011).

Non-verbal communication:Any observable body movement such as postures, gestures, space between people, the manner in which you move, or facial expressions (Hecht & Ambady, 1999).

Observational process and structure: A structured process for an individual to observe movement. It involves four phases, "1) relaxation, 2) attunement, 3) point of concentration, 4) recuperation" (Moore & Yamamoto, 1988, p. 209).

Pro-social skills: Pro-social skills are the social skills that focus on behavior intended to help others (Garton, Gringart, & University, 2005; Riley, San Juan, Klinkner and Ramminger, 2008).

Respeto: A relational hierarchy based on age, gender, and status (Garrison, Roy, & Azar, 1999).

Social skills: Social skills are defined as socially acceptable patterns of behaviors, and the behavior circumvents negative situations (Johns, Crowley, and Guetzloe, 2005).

Columbia 𝒢

C O L L E G E   C H I C A G O

Informed Consent Form
Consent Form for Parent or Guardian of Participant in a Research Study

Title of Research Project: "Effective Communication with Latina Girls at a Dance Studio on the Southwest Side of Chicago"
Principal Investigator: Isela Estrada
Faculty Advisor: Laura Downey, 312-369-7697
Chair of Thesis Committee: Laura Downey, 312-369-7697

INTRODUCTION
Your child and Matli Dance Academy staff are being asked to take part in an evaluation of a class that will teach effective communication skills and empathy in a not-for-profit dance studio using activities from *Disarming the Playground* (Kornblum, 2002) curriculum. The research project will be part of the investigator's Master's Thesis at Columbia College. The consent form contains information you will need to know to help you decide whether to give permission for information about your child to be used in the study or not. Please read the form carefully. You may ask questions about the purpose of the research, the information I will be using about your child, the possible risks and benefits, you and your child's rights as a volunteers, and anything else about the research or this form that is not clear. When I have answered all your questions, you can decide if you want your child's information to be in the study or not. This process is called "informed consent.' You will receive a copy of this form for your records.

You are being asked to participate because your child is a participant of the Matli Dance Academy summer camp and fits some or all of the research criteria such as: live in the Southwest Side of Chicago or of Latino/a or Hispanic ethnicity.

PURPOSE OF THE STUDY

The purpose of this study is to evaluate the effectiveness of a new class to teach social skills and community building (based on *Disarming the Playground* by Kornblum, 2002) with the participants of the Matli Dance Academy summer camp. The information gathered from this study will be used to enhance the quality of the programs at Matli' Dance Academy.

PROCEDURES
If you agree for your child to participate in this study, you will be asked to do the following things:
- Give permission for the results of several assessments of your child's behavior during the class, to be used for this evaluation and research project.

- Give permission for the primary investigator to video record two communication workshops. The first video will take place during week one, and the second during week six. The video recordings will be analyzed as data.

POSSIBLE RISKS OR DISCOMFORTS
- There are no physical risks involved in participating in this study.
- Participating in the study will involve no more that the usual physical risks in the dance classes at Matli Dance Academy during the year.
- Your child will be asked only simple questions regarding how they have used the skills they have learned.
- (We) believe there are no known risks associated with this research study; however, a possible inconvenience may be the time it takes to complete the study.

POSSIBLE BENEFITS
The possible benefits of being in this study include the development of interpersonal skills that will help the children at Matli Dance Academy summer camp resolve problems in a positive way and communicate more efficiently.

CONFIDENTIALITY
The following procedures will be used to protect the confidentiality of your data:

1. Your child's name will not be used at any point outside of Matli Dance Academy.
2. The researcher(s) will keep all study records locked in a secure location.
3. Research records will be labeled with a code. A master key that links names and codes will be maintained in a separate and secure location.
4. The master audio and videotapes will be destroyed after December 2012.
5. All electronic files (e.g., database, spreadsheet, etc…) containing identifiable information will be password protected. Any computer hosting such files will also have password protection to prevent access by unauthorized users. Only the members of the research staff will have access to the passwords.
6. Data that will be shared with others will be coded to help protect your identity.
7. At the conclusion of this study, the researchers may publish their findings. Information will be presented in summary format and you will not be identified in any publications or presentations.

RIGHTS
Although participation in this class is part of the summer dance program, being a research subject in this study is voluntary. You may choose to withdraw the results of your child's assessment from the study at any time without penalty. If you have any questions about the study or your rights as a research subject, you may contact the researcher or the research supervisor listed above.

Who do I contact if I have questions about the study?
Take as long as you like before you make a decision. We will be happy to answer any question(s) you have about this study. If you have further questions about this project or if you have a research-related problem, you may contact the principal investigator Isela Estrada (773) 706-3700 or Laura Downey, (312) 369-7697. If you have any questions concerning your rights

as a research subject, you may contact the Columbia College Chicago Institutional Review Board staff (IRB) at 312-369-7384."

COST OR COMMITMENT
There are no additional costs or commitments on your part in giving consent for your child's assessments to be part of this study.

PARTICIPANT STATEMENT
This study has been explained to me. I volunteer to take part in this research. I have had opportunity to ask questions. If I have questions later about the research or my rights as a research participant, I can ask one of the contacts listed above. I understand that I may withdraw from the study or refuse to participate at any time without penalty. I will receive a copy of this consent form.

_____   _____   _____

Parent or Guardian Signature: Print Name: Date:

Relationship (only if not participant):   _____

_____   _____   _____

Assent of Minor Signature: Print Name: Date:

_____   _____   _____

Signature of Person   Print Name: Date:
Obtaining Consent

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COLLEGE CHICAGO

Formulario de
consentimiento informado

Titulo del estudio: "Comunicación eficaz con los niños latinos en el suroeste de Chicago"
Investigador principal: Isela Estrada
Asesor de la facultad: Laura Downey, 312-369-7697
Presidente del comité de tesis: Lenore W. Hervey, 312-369-8548

INFORMACION SOBRE ESTE FORMULARIO DE CONSENTIMIENTO
Le estamos pidiendo que participe en un estudio que es una evaluación del una clase que va a enseñar a los niños de comunicación efectivo con las actividades del libro *Disarming the Playground* (Kornblum, 2002). El proyecto de investigación es parte de la Tesis de Maestría del investigador en la Columbia College. El formulario de consentimiento contiene información que necesitará saber para ayudarle a decidir si se debe dar permiso para que información sobre su hijo para ser utilizado en el estudio o no. Por favor, lea cuidadosamente el formulario. Usted puede hacer preguntas acerca el propósito de la investigación, la información que va a utilizar acerca de su hijo, los posibles de riesgos y beneficios, y de su hijo los derechos como voluntarios, y algo más acerca de la investigación o esta forma que no está claro. Cuando tengo respondió a todas sus preguntas, usted puede decidir si desea que su información de su niño a participar en el estudio o no. Este proceso se llama "consentimiento informado". Usted recibirá una copia de este formulario para sus registros.

Se le pide a participar, porque son participantes del campo Matli- Academia de Baile y forma parte o la totalidad de los criterios de investigación tales como: vivir en el lado suroeste de Chicago o de etnia latinos o hispanos.

OBJETO DE LA INVESTIGACION
El propósito de este estudio es evaluar la eficacia de una nueva clase para enseñar habilidades sociales y desarrollo comunitario con los participantes del campamento de verano. La información obtenida en este estudio se utilizará para mejorar la calidad de los programas en Matli-'Academia de Baile.

PROCEDIMIENTOS
Si está de acuerdo para que su hijo participe en este estudio, se le pide que haga las siguientes cosas:
- Dar permiso para que los resultados de varias evaluaciones de la conducta de su hijo durante la clase, que se utilizará para esta evaluación y proyecto de investigación.

- Dar permiso para que el investigado principal haga grabaciones de vídeo se analizarán para información del estudio. Las fotos o material de video tomado en la investigación sobre "comunicación eficaz con los niños latinos sólo se utilizarán con los fines de la investigación y para la presentación de la investigación. El primer video se llevará a cabo durante la primera semana, y el segundo durante la ultima semana.

POSIBLES RIESGOS O MOLESTIAS
- No existen riesgos físicos para participar en este estudio.
- La participación en este estudio implica no más que los riesgos físicos habituales en las clases de Matli Academia de balie durante el año.
- Nosotros no creemos que no hay riesgos conocidos asociados con este estudio de investigación, sin embargo, un inconveniente posible puede ser el tiempo que tarda en completar el estudio".

POSIBLES BENEFICIOS
Los posibles beneficios de participar en este estudio incluyen el desarrollo de habilidades interpersonales que ayuden a los niños en Matli academia de balie (campo de verano) resolver los problemas de una manera positiva y una comunicación más eficiente.

CONFIDENCIALIDAD
Los procedimientos que se utilizarán para proteger la confidencialidad de sus datos:

1. El nombre de su hijo no va a utilizar en cualquier punto fuera de Matli Academia de Baile.
2. El investigador (s) mantendrá todos los registros del estudio (incluyendo los códigos a sus datos) encerrado en un lugar seguro.
3. Registros de la investigación será etiquetado con un código. Una llave maestra que conecta los nombres a los códigos se mantendrán en un lugar separado y seguro.
4. La llave maestra de audio y cintas de video serán destruidos después de diciembre de 2012.
5. Todos los archivos electrónicos (por ejemplo, hojas de cálculo, base de datos, etc ...) que contiene información de identificación será protegido por contraseña. Cualquier equipo que aloja los archivos de este tipo también tienen protección por contraseña para evitar el acceso de usuarios no autorizados. Sólo los miembros del equipo de investigación tendrá acceso a las contraseñas.
6. Los datos que se compartirá con los demás se codificarán para ayudar a proteger su identidad.
7. En la conclusión de este estudio, los investigadores pueden publicar sus resultados. La información se presenta en formato de resumen y no se identificarán en ninguna publicación o presentación. "

RIGHTS
Aunque la participación en hacer movimientos hacia la comunicación eficaz es parte del programa de danza de verano, siendo un tema de investigación en este estudio es voluntaria. Usted puede optar por retirar los resultados de la evaluación de su hijo a partir del estudio en cualquier momento sin penalización. Si usted tiene alguna pregunta sobre el estudio o sus

derechos como sujeto de investigación, puede comunicarse con el investigador o el supervisor de investigaciones antes mencionadas.

¿A quién puedo llamar se tengo preguntas o inquietudes sobre este estudio?
Tómese todo el tiempo que deseen antes de tomar una decisión. Estaremos encantados de responder cualquier pregunta (s) que tenga sobre este estudio. Si tiene más preguntas sobre este proyecto o si usted tiene un problema relacionado con la investigación, puede comunicarse con el investigador principal Isela Estrada (773) 706-3700 o Laura Downey, (312) 369-7697. Si usted tiene alguna pregunta sobre sus derechos como sujeto de investigación, puede comunicarse con el Columbia College de Chicago Internal Review Board) en el 312-369-7384.

<u>COSTO O COMPROMISO</u>
No hay costos adicionales o compromisos de su parte en dar su consentimiento para la evaluación de su hijo para ser parte de este estudio.

<u>PARTICIPANT STATEMENT</u>
Este estudio se ha explicado a mí. Puedo ser voluntario para participar en esta investigación. He tenido oportunidad de hacer preguntas. Si tengo alguna pregunta más sobre la investigación o mis derechos como participante de la investigación, puedo pedir a uno de los contactos mencionados anteriormente. Entiendo que puedo retirarme del estudio o negarse a participar en cualquier momento sin penalización. Voy a recibir una copia de este formulario de consentimiento.

_____   _____   _____
Firma del participante: (en letra de molde):   Fecha:
Relación o parentesco: _____

_____   _____   _____
Asentimiento de de un menor de edad: (en letra de molde):   Fecha:

_____   _____   _____
Firma de la persona   (en letra de molde):   Fecha:
obtener el consentimiento
                              :

Formulario de Autorización para el Uso de Fotografía /cintas de vídeo

Titulo del estudio: "Comunicación eficaz con los niños latinos"
Investigador principal: Isela Estrada
Asesor de la facultad: Laura Downey, 312-369-7697
Presidente del comité de tesis: Lenore W. Hervey, 312-369-8548]

(en letra de molde)

Nombre del Participante:_____

Dirección:_____

Yo doy mi permiso a Isela Estrada para utilizar cualquier foto o material
de video tomado de mí mismo en la investigación sobre "comunicación eficaz con los niños
latinos". Las fotos y el material de video sólo se utilizarán con los fines de la investigación y
para la presentación de la investigación. Al igual que con todo el consentimiento de
investigación, que podrá en cualquier momento retirar el permiso para las fotos o imágenes
de vídeo de mí que se utilizarán en este proyecto de investigación.

_____   Fecha: _____
Firma de participante

Release Form for Use of Photograph/Videotape

"Effective Communication with Latina Girls at a Dance Studio on the Southwest Side of Chicago"

Title of Research Project: "Effective Communication with Latina Girls at a Dance Studio on the Southwest Side of Chicago"
Principal Investigator: Isela Estrada
Faculty Advisor: Laura Downey, 312-369-7697

Please print:

Name of Participant: _____

Address: _____

I hereby give my permission to Isela Estrada to use any photos or videotape material taken of myself during her research on "Effective Communication with Latina Girls at a Dance Studio on the Southwest Side of Chicago". The photos and videotape material will only be used for research purposes and for the presentation of the research. As with all research consent, I may at any time withdraw permission for photos or video footage of me to be used in this research project.

Signature: _____ Date: _____

Scenario

It is only 10 minutes before you go on stage and most of you are in line. A group of girls have high energy levels and are running back and forth, not paying attention to people around them, trying to find pieces of their costumes. They accidently knock a girl down and the other girl tripped as she ran toward the line. How does your group, who is waiting patiently in line, respond to this?

Appendix C
Program Procedure

Session I
  Baseline A1: Role-play
  "4 B's" of Self-Settling
  "4 C's" of Controlled Concentration

Session II
  "Space Bubbles" & "Moving Inside Our Space Bubble" (Small/Medium/Large)
  "Follow the Changing Leader" while exploring quick/slow Time

Session III
  "Five Steps to Increasing Attention to Directions"
  "Self-Control & Relaxation"
  "Safe Ignoring"
  Creative Movement: Exploring Direct/ Indirect Space

Session IV (the teaching assistants helped lead)
  "Five Steps to Increasing Attention to Directions"
  "Self-Control & Relaxation"
  "Safe Ignoring"
  Creative Movement: Exploring Free/Bound Flow

Session V
  "Paired Pushing"
  "Controlling Anger"
  Exploring Increasing / Decreasing Pressure
  "How to Cool Down Burning Hot Anger"

Session VI (the teaching assistants helped lead)
  "Mirroring"
  Group Sculptures
  Responding to Sculpture
  How to Cool Down Burning Hot Anger

Week VII
  "How to Show Anger Safely"
  "Positive Self-Talk"
  Asserting Yourself

Week VIII (the teaching assistants helped lead)
  "Asserting Yourself"
  Creative Movement: Teaching Apprentices Leading

Week IX

Positive Problem Solving
Prevention Interventions (Preventing Conflict)
Creative Movement/ Exploring Stability/Mobility & Advancing/Retreating

<u>Week X</u>
Baseline A2: Role-play scenario

Kornblum, R. (2002). *Disarming the playground: Violence prevention through movement*

and pro-social skills. Oklahoma City, Oklahoma: Wood & Barnes Publishing.

Appendix D

Pre-Test Coding Sheet

Date: _____   Time: _____
Youth Label: _____

Indicate The Number Of Times Observed The Following Effort Qualities With ✔ Marks			
EFFORT			
	Veiwing 1	Viewing 2	Viewing 3
Space Indirect			
Direct			
Weight Increasing P.			
Decreasing P.			
Time Decelerating			
Accelerating			

Indicate The Number Of Times Observed The Following Shaping Qualities With ✔ Marks			
SHAPE			
	Veiwing 1	Viewing 2	Viewing 3
Rising			
Sinking			
Spreading			
Enclosing			
Adancing			
Retreating			

Circle The Number That Best Indicates The Level Of Breath Support											
Viewing 1	Breath Support	1	2	3	4	5	6	7	8	9	10
Viewing 2	Breath Support	1	2	3	4	5	6	7	8	9	10
Viewing 3	Breath Support	1	2	3	4	5	6	7	8	9	10