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Dance and Emotional Intelligence: Mitigating Anxiety in the Modern Teen

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ABSTRACT

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The purpose of this thesis study was to find if emotional intelligence could be increased through participation in dance classes, and if that increase of emotional intelligence could mitigate anxiety in teens today. The researcher held four dance classes with a total of five 15–16-year-old volunteer participants, all with dance experience. Two research instruments were used and data were analyzed quantitatively. The research questions explored were:

Q1 What immediate effects do participating in a dance class have on emotional intelligence?

Q2 Which components of emotional intelligence develop the most from participating in dance?

The data demonstrated that participation in dance classes can increase emotional intelligence. Increased emotional intelligence and involvement in dance can have an effect on the reduction of anxiety in teens today. More research on dance and emotional intelligence in conjunction would be needed to solidify these findings. A longer study would provide more in-depth data to analyze in order to interpret what kind of immediate and longstanding effects dance and emotional intelligence would have on anxiety.

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CHAPTER I

INTRODUCTION

Goal of Thesis

Teen anxiety is on the rise and has been for several years; according to The Center for Disease Control and Prevention (Centers for Disease Control and Prevention) almost 1 in 3 adolescents "had experienced persistent feelings of sadness or hopelessness in 2019, a 40 percent increase since 2009" (Centers for Disease Control and Prevention). The American Academy of Pediatrics expanded on that stating, "nearly 1 in 3 of all adolescents, ages 13 to 18, will experience an anxiety disorder," claiming the increase is due to high standards and expectations, a scarier environment, and the constant connection to social media (Healthy Children).

Emotional Intelligence (EI), as defined by psychologists Dr. Peter Salovey and Dr. John D. Mayer, is "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (189). EI has been discussed and even advocated for increasingly over the years, and some professionals even declare that EI is more important than a person's IQ in the matter of success personally or even in the workforce (Goleman). Dr. Daniel Goleman, a psychologist who popularized EI, wrote the book *Emotional Intelligence: Why It Can Matter More Than IQ*. He expanded on the components that Salovey and Mayer declared EI is comprised of, and categorized them into five components: *self-awareness*, *self-regulation*, *motivation*, *empathy,* and *social skills*. Goleman's components are described further:

Knowing one's emotions. Self-awareness – recognizing a feeling *as it happens.*

Managing emotions. Handling feelings so they are appropriate is an ability that builds on self-awareness.

Motivating oneself. ...marshaling emotions in the service of a goal is essential for paying attention, for self-motivation, and mastery, and for creativity.

Recognizing emotions in others. Empathy, another ability that builds on emotional self-awareness, is the fundamental "people skill."

Handling relationships. The art of relationships is, in large part, skill in managing emotions in others. (37-38)

Dance has long been known to have great effects on emotional well-being (Tao et al. 2), but research is limited when it comes to the exact combination and success rate of dance and increasing emotional intelligence components. Barbara San-Juan-Ferrer and Pedro Hípola explored EI and dance in their article, "Emotional Intelligence and Dance: A Systematic Review," stating: "…dance is understood as a beneficial component for the emotional and affective development of the human being, and it is presented as an element that favours different aspects of the Emotional Intelligence and others related to it" (57). San-Juan-Ferrer and Hípola claim that though there is not information as to what exactly dance has to offer in combination with EI, dance does serve as a vehicle for expression, social organization and amusement, recreational activity, psychological release, aesthetic value, and educational purposes. They believe the overlap of these elements linked to EI, serve as a tool for increasing overall well-being through dance.

Although there is a lack of research specifically on dance in conjunction with EI, dance as a discipline and educational tool naturally incorporates EI components. Dance offers many

moments of self-reflection, in addition to observation of others. It also engages multiple people in a common experience or goal. Many sources discuss the benefits of dance and how through the emotional aspect of it, it can create more empathetic people through its mindfulness (Christensen et al. 11). To echo that, dance movement therapists commonly refer to dance as a mind-body connection (Acolin 313). Combining physical and mental exercises into one activity is an important reason dance should be explored as a tool for increasing EI skills.

The researcher created the following research questions to explore throughout this study:

Q1 What immediate effects do participating in a dance class have on emotional intelligence?

Q2 Which components of emotional intelligence develop the most from participating in dance?

The researcher developed these questions to help guide this research in evaluating the ways in which dance may be a technique to building EI in teens, how those techniques could be implemented, and the effects on stress and anxiety in adolescents that that growth in EI might have on them.

Purpose of Study

The purpose of this study was to spread awareness of anxiety levels in teens today, while investigating ways to develop or practice EI through dance. In turn, the researcher studied if increased EI through dance could mitigate anxiety among the teen subjects.

The National Institute of Mental Health statistics reveal “an estimated 31.9% of adolescents had any anxiety disorder. Of adolescents with any anxiety disorder, an estimated 8.3% had severe impairment” (National Institute of Mental Health). When it came to statistics on adolescents with depression, they showed that “an estimated 4.1 million adolescents aged 12 to 17 in the United States had a least one major depressive episode. This number represented 17.0%

of the U.S. population aged 12 to 17" (National Institute of Mental Health). These numbers put into perspective just how many adolescents struggle with mental health issues related to anxiety and depression and the need to mitigate this epidemic.

Focus on EI could effectively alleviate the growing trend of anxiety within the adolescent age group. Educators, schools, studios, and families could all play a part in focusing on building teens' EI skills, to reduce the pressure or weight that these adolescents are carrying. The Centers for Disease Control and Preventions suggests that providing teens with support and strong relationships or bonds can help them feel more connected and less isolated. Connection is one effective way to mitigate anxiety. With the connectedness that dance inherently has, the researcher considered this to be a potential tool for mitigation of anxiety in modern day teens.

Correlations found between dance and EI could lead to the implementation of additional EI practices in the dance classroom. As this study took shape, Goleman's five components - *self-awareness, self-regulation, motivation, empathy,* and *social skills* – were used as a guide to find commonalities between dance and EI, as well as a source of organization of the research. The researcher found parallels between typical dance activities and different methods of practicing and increasing EI. These were used to direct the study and allowed for elements of dance to be analyzed and categorized based off the five components.

Significance of Study

There is a lack of research on the connection between dance and EI. This research study intended to shed light on dance and EI, and how easily they can go hand in hand to benefit adolescents. Many people in education are beginning to recognize the importance of EI in schools and adding it to curriculum. Educator and leader, Dr. Mabel Gonzales, author of the book *Emotional Intelligence for Students, Parents, Teachers and School Leaders: A Handbook for the Whole School Community,* recognized that students or children aren't the only ones that

could use work in that department. Training students to increase their own EI capacity would help the adults teaching these techniques to practice and be more mindful, thus improving the school and society as a whole.

Although access to dance in public schools is extremely limited, this study sought to increase dance offerings in the public education sector. The National Center for Education Statistics shared that between 1999-2000, 21% of elementary school students had access to dance in schools, whereas in 2009-2010, that percentage went down to 3%. Secondary school students had a slightly higher percentage at 12% in 2009-2010 (National Center for Education Statistics). Dance advocates could use this study to argue for more dance in schools because EI can effortlessly be increased through dance. If EI is important to modern day schools and administrations, these organizations might consider adding more dance back into their curriculum for additional practice.

This research study may be used as a stepping stone to begin a larger study on reduction of anxiety in teens and what that means in terms of prescription drug use for anxiety and anxiety disorders. If dance and EI can reduce anxiety in teens, there would potentially be less adolescents needing medication or even taking it as frequently, in addition to less abuse.

CHAPTER II

LITERATURE REVIEW

This chapter includes information on Emotional Intelligence, dance, anxiety, teenagers today, and the combination of these components together.

Emotional Intelligence

The term Emotional Intelligence (EI), was introduced in the 1970s and 1980s. Howard Gardner, an American psychologist, wrote a book in 1983, called *Frames of Mind: The Theory of Multiple Intelligences.* His theory says that instead of human brains having one single intellectual capacity, they have many (MI Oasis). Drs. Peter Salovey and John D. Mayer spoke of Gardner's theories in their 1990 article, "Emotional Intelligence," stating,

> Emotional Intelligence is also a part of Gardner's view of social intelligence, which he refers to as the personal intelligences. Like social intelligence, the personal intelligences (divided into inter- and intra-personal intelligence) include knowledge about the self and about others. One aspect of the personal intelligence relates to feelings and is quite close to what we call emotional intelligence. (189)

Even though he never used the words "emotional intelligence" to describe his multiple intelligence theory, the researchers believed they were speaking similarly. EI was formally defined and coined by Salovey and Mayer, seven years later in their 1990 article (Oxford) where they defined it as the "ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (189).

These two later revised and finetuned their definition in *What is Emotional Intelligence* in 1997 as:

> the ability to perceive accurately, appraise and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. (10)

EI essentially "concerns the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought" (Mayer et al. 511). To continue to use and develop these skills, means you will strengthen and increase them. Like any other muscle in the body, emotional intelligence is something you have to work on. You can't just check the emotionally intelligent box (Cleo Yap).

To this day, there is still continued discussion regarding Salovey & Mayer's EI description and definitions versus Daniel Goleman's more commercialized version. In the article "Emotional Intelligence, Personality, and the Perceived Quality of Social Relationships," authors, Lopes et al. described the different approaches and theories to emotional intelligence.

> Salovey and Mayer proposed a theory narrowly focused on emotional skills, others have written about emotional intelligence as a general capacity for social and emotional adaptation, or as an umbrella term to designate a wide array of competencies…These broader views encompass social and emotional skills and traits, overlapping with personality and motivation. (642-643)

Due to the more mainstream approach of this research study, Goleman's methods are broader and easier to understand for someone who is not in the psychological field. The following section will discuss his five components of EI further.

The Five Components

Britannica cites Goleman's book, *Emotional Intelligence,* in their entry on EI stating "American psychologist Daniel Goleman described emotional intelligence as comprising five broadly understood components: self-awareness, self-control, self-motivation, empathy, and social skills." The following sections will identify individual components and explain them in further detail.

Self-Awareness

Self-awareness is being aware of your own internal state (Goleman 41). In his book, Goleman expands on that stating that, "In this self-reflexive awareness mind observes and investigates experience itself, including the emotions" (41). The mind is observing and constantly checking back in to learn and record these experiences. It is important because it keeps you from getting "carried away by emotions, overreacting and amplifying what is perceived" (42). It's essentially a "neutral mode that maintains self-reflectiveness even amidst turbulent emotions" (42).

Goleman also discusses the intensity of emotions, using the example of extreme turbulence on a plane and how people react. He asks,

> Are you the kind of person who buries yourself in your book or magazine, or continues watching the movie, tuning out the turbulence? Or are you likely to take out the emergency card and review the precautions, or watch the flight attendants to see if they show signs of panic, or strain to hear the engines to see if there's anything worrisome? (43)

In this case, not reacting to some sort of panic or danger is less desirable. Those who distract themselves during situations like that, tend to notice less of their own emotions or reactions, and minimize the experience and the size of the response (Goleman 44).

Another point Goleman makes is that there is conscious and unconscious self-awareness. He writes, "The physiological beginnings of an emotion typically occur before a person is consciously aware of the feeling itself…The moment of an emotion coming into awareness marks its registering as such in the frontal cortex" (48). Unconscious emotions can affect our day to day more so than one would think. Goleman expands, "Emotions that simmer beneath the threshold of awareness can have a powerful impact on how we perceive and react, even though we have no idea they are at work" (49). A bad encounter with someone or a stressful project at work can play roles in how we treat others even the next day. The key is being able to shake it off or change your mood when that emotion does become conscious and identify what that emotion is and where it is coming from.

An interesting consideration asks if a person is self-aware, are they aware enough to know it? In a study conducted by Tasha Eurich, Ph.D. and organizational psychologist, research showed that though most of their subjects believed they were self-aware, only about 10-15% of the subjects actually were. Most people assume that the way to increase self-awareness is to use introspection. In Eurich's study though, using introspection did very little for the person because they found most people are doing it wrong. It is most common for people to use introspection through "why" questions, but they found that that just sent you into your usual patterns of thoughts and you solidified your personal feelings as fact. What was more effective, was changing those "why" questions to "what" questions. Instead of thinking, "why did this happen," try a what question, like "what can I do next time?" These questions are especially beneficial to

use when receiving negative feedback. Self-awareness can be practiced and improved by receiving negative feedback from others and learning from those criticisms by asking the "what" questions (Eurich).

Eurich and her team of researchers split self-awareness into two categories: internal and external self-awareness. They described internal self-awareness as "how clearly we see out own values, passions, aspirations, fit with our environment, reactions (including thoughts, feelings, behaviors, strengths, and weaknesses), and impact on others." External self-awareness was defined as, "understanding how other people view us." The researchers found that scoring high or strong in internal or external self-awareness, didn't necessarily mean that the other would score high as well. No relationship was found between the two, meaning that in order to increase or strengthen these areas, you have to do so separately for each. Like other muscles in the body, the brain can also improve and strengthen through exercise and continuing to learn. Eurich aptly states, "And no matter how much progress we make, there's always more to learn."

One thing that has become more apparent is the way that each component not only builds on the last, but some amount of fluency is needed in one component to flourish in other components also. Here Goleman discusses self-awareness, but speaks on how this will grow into self-regulation as well:

> At its best, self-observation allows just such an equanimous awareness of passionate or turbulent feelings. At a minimum, it manifests itself simply as a slight stepping-back from experience, a parallel stream of consciousness that is "meta": hovering above or beside the main flow, aware of what is happening rather than being immersed and lost in it. It is the difference between, for example, being murderously enraged at someone and having the self-reflexive thought "This is anger I'm feeling" even as you are enraged. In

> terms of the neural mechanics of awareness, this subtle shift in mental activity presumably signals that neocortical circuits are actively monitoring the emotion, a first step in gaining some control. This awareness of emotions is the fundamental emotional competence on which others, such as emotional self-control, build. (42)

Self-Regulation

The point of self-regulation is emotional validity, not emotional suppression. Every emotion deserves recognition, but it's about the appropriate response, not the extreme. It's about the ability to self-soothe or shake it off when need be (Goleman 50).

> The goal is balance, not emotional suppression: every feeling has its value and significance. A life without passion would be a dull wasteland of neutrality, cut off and isolated from the richness of life itself…what is wanted is *appropriate* emotion, feeling proportionate to circumstance. When emotions are too muted they create dullness and distance; when out of control, too extreme and persistent, they become pathological, as in immobilizing depression, overwhelming anxiety, raging anger, manic agitation. (50)

Assessing how you should respond to situations requires a certain amount of self-awareness. Being aware of those conscious and unconscious emotions plays a major part in how we react. The practice of being self-aware allows for you to decide if your natural trigger response is appropriate in the present moment. It is something that you have to think about frequently. Goleman points out that, "Still, managing our emotions is something of a full-time job: much of what we do – especially in our free time – is an attempt to manage mood" (51).

There are other ways to react aside from enhancing or downplaying our emotions. According to researchers, Peña-Sarrionandia et al., it may even involve evolving or changing the emotion to find the appropriate response to fit the situation. Being aware of social situations or

temperatures in the room allows for you to better determine your response or if it is a suitable time to react in the intensity that you are feeling. Peña-Sarrionandia et al., explains:

> emotion regulation needn't involve down-regulation. It can also involve maintaining or increasing emotion, as when we maintain enthusiasm in order to achieve a long and difficult task, increase the expression of sadness at a funeral or increase our amusement at a colleague's supposedly funny joke. (2)

Dr. Stuart Shanker, research professor of philosophy and psychology, wrote the book, *SELF-REG How to Help Your Child (and You) Break the Stress Cycle and Successfully Engage with Life.* Shanker says self-regulation is standardly defined as "monitoring, evaluating, and modifying one's emotions" (116). He writes that the original "psycho-physiological sense refers to how we manage the stresses that we are under" (Shanker 5). Furthermore, what he wants for children (and adults) to understand is that if "they are overly anxious or angry, need to consider whether their emotion is appropriate to the situation, and if it is not, need to be able to calm themselves down" (116).

Shanker speaks more medically to discuss parts of the brain, including arousal regulation and the autonomic nervous system (ANS). The ANS regulates the transitions between different arousal states (Shanker 18). He describes the functions and process further:

> *Arousal regulation* is a function of the complementary forces of sympathetic nervous system (SNS) *activation*, which makes us more aroused, and parasympathetic nervous system (PNS) *inhibition*, which slows everything down: in effect, the brain's way of putting its foot on the gas pedal or the brakes. How much activation or recovery is necessary for any particular task varies from situation to situation and, of course, depends on our reserves. All day every day we are shifting up and down this arousal scale. As

> arousal goes up, energy consumption naturally does as well; as arousal goes down, we restore our reserves. The more stress a child is under, the harder his brain finds it to manage these transitions. The recovery function begins to lose its resilience and the child can become "stuck" in hypo- or hyperarousal. (19)

These arousals are ups and downs that could lead to draining the body and the more stress one is under, the less likely they can find their way out and restore energy. Shanker also mentions that "neuroscience tells us that kids aren't going to learn anything from lectures, however well-intentioned, while they're in survival brain mode" (Shanker). If a student can't self-regulate, learning may be impaired.

Shanker found easy ways for people to remember and learn how to self-regulate. He uses the "three R's" of emotional regulation in his book as a way to do so. He describes them saying, "Recognize. Reduce. Restore. Recognize the signs of escalating stress. Reduce stress. Restore energy" (Shanker 118). Shanker expands on these to create some steps as a checklist to keep you on track with your own self-regulation believing that they will become "second nature to you." He states you should,

> Read the signs and reframe the behavior.
>
> Identify the stressors
>
> Reduce the stress
>
> Reflect. Become aware of when you're overstressed
>
> Respond. Figure out what helps you calm, rest, and recover. (27)

If you can be thoughtful or self-aware of your emotional state, implementing these five steps in your thought process will help you to have a checklist to effectively calm down to restore your energy needed for the next escalation or arousal.

A big part of self-regulating is the de-escalation part of the process. Goleman suggests many ways to calm yourself for regulation. These include: active exercise, long walks, going off to be alone, relaxation methods, such as deep breathing and muscle relaxation. A more constructive approach to mood-lifting would be seeking out small triumphs or successes, completing a delayed chore, taking the effort to lift self-image such as getting dressed up, cognitive reframing, helping others in need, or praying (Goleman 66).

While Goleman lists ways to calm down and recenter after being emotional, Shanker describes why it's more than just "calming" oneself down:

> You might draw or listen to a particular piece of music that you find calming. With Self-Reg you don't do this to distract yourself or suppress what's bothering you; you do it to break the stress cycle. The very act of reframing an intrusive thought or worry can instantly release tension, which then sets in play your recovery functions and brings PFC back online. (30)

It is about changing the thought process to release tension, rather than the actual activity. One way to help reflect and check in on yourself is with the constant question Shanker asks throughout his book, "Why now?" This "why" question is similar to method in Eurich's study, where researchers found that if you asked why questions rather than what questions, you were more likely to be actually self-aware. This follows the sentiment that there needs to be some self-awareness in order to self-regulate, and increasing that self-awareness will also in turn help you to move towards better self-regulation.

Motivation

Motivation can occur in multiple ways, but intrinsic motivation, rather than extrinsic motivation, is the type of motivation related to emotional intelligence. Intrinsic motivation is

defined as the "motivation to engage in a behavior because of the inherent satisfaction of the activity rather than the desire for a reward or specific outcome" (Cherry). People who can tap into their intrinsic motivation "tend to be more highly productive and effective in whatever they undertake" (Goleman 38). This makes these types of people more effective leaders because they are also able to motivate others. Goleman writes, "and to the degree to which we are motivated by feelings of enthusiasm and pleasure in what we do – or even by an optimal degree of anxiety – they propel us to accomplishment" (72).

Motivation isn't always about challenging yourself either. It can stem from something more positive. Howard Gardner speaks about sticking with something until the end because you enjoy it:

> We should use kids' positive states to draw them into learning in the domains where they can develop competencies…Flow is an internal state that signifies a kid is engaged in a task that's right. You have to find something you like and stick to it. It's when kids get bored in school that they fight or act up, and when they're overwhelmed by a challenge that they get anxious about their schoolwork. But you learn at your best when you have something you care about and you can get pleasure from being engaged in. (Goleman 84)

Some ways to aid in intrinsic motivation include: controlling impulse and delaying gratification, modifying moods to encourage rather than hinder thinking, motivating ourselves to persist and try when confronted with obstacles, or finding ways to enter flow (Goleman 84).

Experts say one major way to get children to stick with something and stay motivated, is to choose something they actually enjoy. When you choose an activity because you enjoy it, "you are doing so because you are intrinsically motivated" (Cherry). Goleman expands on this, speaking about flow and how it effects children and motivation:

> More generally, the flow model suggests that achieving mastery of any skill or body of knowledge should ideally happen naturally, as the child is drawn to the areas that spontaneously engage her – that, in essence, she loves. That initial passion can be the seed for high levels of attainment, as the child comes to realize that pursuing the field – whether it be dance, math, or music – is a source of the joy of flow. And since, it takes pushing the limits of one's ability to sustain flow, that becomes a prime motivator for getting better and better; it makes the child happy. (85)

The more intrinsically motivated a child is, the more willing the child will be to take on more complex tasks or learning, because "learning often becomes its own intrinsic reward" (American Psychological Association).

Empathy

Self-awareness is about acknowledging emotions in self, whereas with empathy it is about acknowledging the feelings or emotions of others. It can be described as putting yourself in someone else's shoes. Being empathetic toward others also requires some awareness of the actual "difference between self and others" (Ornaghi et al. 2). It is building upon self-awareness and the more aware we are of our own emotions, the better we are at reading others' (Goleman 86).

Researchers Ornaghi et al. describe three levels of empathy that children develop in their article, "Empathy in Toddlers: The Role of Emotion Regulation, Language Ability, and Maternal Emotion Socialization Style." The first level involves emotion contagion, which is an "innate, automatic, and non-modulated response to others' emotions, due to an immature sense of self whereby the child is not yet able to perceive itself as a separate entity" (Ornaghi et al. 2). The second level, which develops around 1 years old, "involves paying attention to others' feelings"

(Ornaghi et al. 2). This age has a better understanding between self and others and display concerns for others. The third level, which develops around 2 years old, involves the child's "greater understanding of others' mental states and situations" which "motivates them to engage in prosocial behaviors" (Ornaghi et al. 2). These levels show a growth in empathy in the child by covering "a shift from concern for self to concern for others, and develops alongside gains in self-other differentiation, perspective taking, and emotion regulation" (Ornaghi et al. 2).

Psychiatrist Daniel Stern conducted abundant research on attunement between mother and child in the 1980s. Attunement is the first way a baby learns empathy. Through attunement, mothers show infants that they have a sense of what the infant is feeling. For example, if a baby is delighted, the mother might respond with a matching voice octave or a gentle shake. Broadly, the mother closely matches the baby's level of excitement. These small attunements reassure the baby that they are emotionally connected (Goleman 89).

Infants learn empathy through mimicking others and their attunement with mom. Infants learn this through observing and experiencing; it is not taught. This mimicry can go as far as a baby learning not to express certain emotions because its mother is depressed. Actually, it's not until about two years old, that a child realizes that someone's pain is not their own (Goleman 90). *Mirroring* is a term used often by therapists and is basically attunement in the therapy setting. The therapist reflects back to the client an understanding of their internal or emotional state (Goleman 91). This is a good way to aid or compensate any deficiency in attunement missed during infancy. Fortunately, empathy is a lifelong process and can be strengthened or even corrected later in life through relationships (Goleman 91). Authors Walsh and Walsh describe that journey of developing empathy through childhood.

> Empathy is a work-in progress throughout childhood and adolescence and is shaped by a range of factors including genetics, temperament, context, and environment. Empathy does not, however, simply unfold automatically in children. While we are born hardwired with the capacity for empathy, its development requires experience and practice. (Walsh & Walsh)

Goleman claims nonverbal cues are a major player in empathy. He says, "The key to intuiting another's feelings is in the ability to read nonverbal channels: tone of voice, gesture, facial expression, and the like" (Goleman 86). Learning to be better at reading nonverbal cues or even communicating yourself with more nonverbal methods has personal benefits also. He declares that, "the benefits of being able to read feelings from nonverbal cues included being better adjusted emotionally, more popular, more outgoing, and – perhaps not surprisingly – more sensitive" (Goleman 87). This is something to consider when communicating with others and how one presents themselves. Goleman says that the rule of thumb used in communications research is "that 90 percent or more of an emotional message is nonverbal" (Goleman 87). Detecting these nonverbal skills and practicing them, can in turn effect and enhance one's own social skills.

Social Skills

Social skills develop at a young age and determine a lot more than if you get along with others or not. In a study in 1991, researchers tested 753 kindergarteners for their social competence and followed up with them two decades later. Those that scored "well" were four times as likely to get a college degree by age 25 and more likely to have a full-time job than those that did not score well (Brown). The author went on to say, "Kids who get along well with others also are less likely to have substance-abuse problems and run-ins with the law" (Brown).

The article declared that if you can get a five-year-old to a high level of social competence, it is sustaining (Brown).

Social skills involve communication and "how well or poorly people express their own feelings" (Goleman 101). Like empathy, tuning into your own emotions, makes it easier to notice others' emotions. If you can more easily acknowledge others' feelings, you can more easily get along with others. It's all about social competence and incompetence (Goleman 38). Goleman claims that "being able to manage emotions in someone else is the core of the art of handling relationships" (100). Like the other components before, social skills require familiarity with two other components to handle these emotions in others: self-regulation and empathy (Goleman 100). Goleman expands stating:

> With this base, the "people skills" ripen. These are the social competences that make for effectiveness in dealings with others; deficits here lead to ineptness in the social world or repeated interpersonal disasters. Indeed, it is precisely the lack of these skills that can cause even the intellectually brightest to founder in their relationships, coming off as arrogant, obnoxious, or insensitive. These social abilities allow one to shape an encounter, to mobilize and inspire others, to thrive in intimate relationships, to persuade and influence, to put others at ease. (100)

Being skilled in these categories makes for more social success. These people can connect more smoothly with others, better read others' feelings and reactions, lead and organize, and handle conflict with more ease (Goleman 106). Goleman claims that more social skills lead to being a more natural leader, being able to "express the unspoken collective sentiment and articulate it so as to guide a group towards its goals." People tend to want to be around these

socially proficient people as they are “emotionally nourishing,” (Goleman 106) leaving others in a good mood when around.

Moods are contagious; it’s called emotional contagion. Social skills effect our moods and the moods we impart on others. We catch and transmit moods from each other, whether good or bad (Goleman 103). Goleman states that one determinant of interpersonal effectiveness is how skilled a person is at emotional synchrony. He says, “If they are adept at attuning to people’s moods, or can easily bring others under the sway of their own, then their interactions will go more smoothly at the emotional level” (104). This contagion is seen as a synchrony between people, like you would experience between teacher and students. This is often done through orchestration, or something of an unconscious motor mimicry.

Researchers Trigueros et al. of the article, “Relationship Between Emotional Intelligence, Social Skills and Peer Harassment: A Study with High School Students,” discuss how social skills are important to not just socialization, but individualization “since they allow knowledge of oneself and others, which contributes to the formation of self-concept” (2). They continue, social skills “also promote the development of some aspects of social knowledge and certain behaviours, strategies and skills, such as empathy, reciprocity and role-taking, which are important for interacting with others.” Our peers act as control agents for our social skills through feedback (Trigueros et al. 2). This feedback supports self-control and self-regulation and can either reinforce or punish our behaviors (Trigueros et al. 2).

Social skills also include understanding unwritten or implied social rules, or “display rules” (Goleman 101). These rules play a big part in social competence. This type of social awareness often includes the ability to understand what amount of expression is appropriate for the situation, such as minimizing, exaggerating, or even substituting emotions. Your social

competence can easily be boiled down to how well or poorly you express your feelings to others, and if the timing is fitting (Goleman 101). Not being aware of social situations, social etiquette, or poorly expressing your feelings, can in turn lead to rejection.

Finally, being able to successfully handle others' emotions is a part of social skills often overlooked. It is not only about monitoring yourself and acting according to the temperature in the room, but being able to orchestrate others when needed shows great social competence: "If the test of social skill is the ability to calm distressing emotions in others, then handling someone at the peak of rage is perhaps the ultimate measure of mastery" (Goleman 111).

The Effects of Emotional Intelligence

Many studies have been conducted to determine the benefits of increasing EI skills and how those areas would be affected. Emotions and EI are closely linked to academic achievement (Mega et al. 128; Ferrando et al. 156), interpersonal relationships (Schutte et al. 534), behavior (Poulou 363), job performance and satisfaction (Miao 196), and psychological well-being (Mavroveli et al. 271). Perhaps the most important take-away for a teenager is that higher EI skills can result in higher sociometric status (D'Amico and Geraci 2).

Developed EI is a tool for life transitions, such as high school to college or college to the workforce (Mohzan et al. 304) A more successful transition in big changes in life, tends to result in a more satisfied person. These people tend to have a surer sense of themselves and feel good about making intentional decisions (Goleman 38). Additionally, improvements within EI tends to lead to less stress and anxiety in one's life, due to more effective coping skills (Mavroveli et al. 271). And from a leadership standpoint, EI is exponentially beneficial. The skills improved through EI encourage growth in the workforce, such as being able to climb the career ladder with more ease than others.

Inversely, it is important to recognize that some sources say that too much emotional intelligence could lead to negative effects such as "lower levels of creativity and innovation potential, difficulty giving and receiving negative feedback, reluctance to ruffle people's feathers, a well-developed ability to manipulate others, and an aversion to risk" (Chamorro-Premuzic and Yearsley). The point of developing emotional intelligence is to continue to grow in different areas to enhance your life, but to focus on emotional intelligence so much that you no longer are caring for yourself or making decisions because you are more concerned with ruffling other's feathers, you have gone too far.

Modern Teens

Studies show that EI is actually most important with this current teen generation over its older generations, yet "it has been found that although the youngest (Generation Z) consider emotional intelligence to be more important than cognitive, they still have lower emotional intelligence than their older (Baby Boom, Generation X and Y) counterparts" (Machová et al. 244). In the article, "For Generation Z: What Is the Underlying Reason Between Emotional Intelligence and Depression Relationship," researchers found that "life satisfaction is argued to act as an important psychological mechanism to mediate the relationship between Gen Z's trait emotional intelligence and depression" (Inanç et al. 31). The researchers explain further that, "high trait emotional intelligent Gen Z'ers are inclined to sustain high life satisfaction, which would cause to decrease any possible depressive symptoms" (41).

Modern teens are also more depressed and anxious than any other generation before it, yet they are the most likely of generations to seek therapy or mental health help (The Annie E. Casey Foundation). This is similar to this particular generation and their emotional intelligence.

Though they are most aware and invested in it, they are less emotionally intelligent. Here we find that that generation is more mentally taxed, yet is more likely to seek help.

Though this generation is more likely to seek help, it is in a less traditional way. In the article "Gen Z Reporting Higher Levels of Behavioral Health Challenges," the author reported that finances play a major role in what type of help they may seek. This particular generation actually can't afford therapy, so they seek help via social media or therapy apps (Wooldridge). The lack of options of affordable therapy has made this generation turn to the emergency room more than the other generations (Wooldridge). This lack of specialized help may play a role in mitigating mental health challenges. Ultimately, this generation is making the effort to seek help whether they can afford it or not, or whether it is effective therapy, and they are doing so at a rate higher than any other generation.

Dr. Shanker, author of *SELF REG,* speaks on what modern teens have endured more than those in the past.

> We see similar increases in the number of teens having trouble with anger control and antisocial behavior; mindless risky behavior; drug, alcohol, gambling, and pornography addictions; intentional self-harm; eating disorders; sleep disorders; body image disorders. It's as if what the German Romantics described as a period of "storm and stress" has intensified tenfold, transforming adolescence for many into a time "of torment and turmoil. (213)

He explains that these psychological and behavioral problems signify that they are running on empty. If a teen is in a chronic state of low energy paired with extremely high tension, it leaves the teen with "an energy/tension ratio that is seriously out of balance" (Shanker 213). This often pushes teens into having a hard time doing what their body actually needs them to do. He

explains, “The brain’s natural reaction to being in this state may, in fact, exacerbate the problem, telling the teen not to move at all when maybe that’s what she needs most; or telling him to keep moving when what he needs is rest” (213-214).

Stress & Anxiety

John J. Ratey, M.D., states in his book, *Spark: The Revolutionary New Science of Exercise and the Brain*, that the biological definition of stress is a “threat to the body’s equilibrium,” further explaining

> It’s a challenge to react, a call to adapt. In the brain, anything that causes cellular activity is a form of stress. For a neuron to fire, it requires energy, and the process of burning fuel creates wear and tear on the cell. The feeling of stress is essentially an emotional echo of the underlying stress on your brain cells. (59)

He continues by describing that getting out of a chair is actually stressful. Even if it doesn’t feel stressful, it biologically is. He claims, “As far as your brain is concerned, stress is stress – the difference is in the degree” (59). Ratey explains that stress has a similar effect on the brain that vaccines have on the immune system. In small doses, your brain actually learns and causes brain cells to overcompensate and protect itself from similar situations in the future. He points out that “Assuming that the stress is not too severe and that the neurons are given time to recover, the connections become stronger and our mental machinery works better. Stress is not a matter of good or bad – it’s a matter of *necessity*” (Ratey 61).

Anxiety presents itself through fear and panic (Ratey 98, 103). Anxiety comes in two forms: cognitive and somatic. Cognitive anxiety occurs through worrying or worrisome thoughts, and somatic is the physiological symptoms such as sweating, racing heart, or muscle tension (Goleman 59). Ratey explains anxiety further, writing, “Anxiety is fear, but what is fear? In

neurological terms, fear is the memory of danger" (93). He continues, "Someone with generalized anxiety disorder tends to respond to normal situations as if they were threatening" (88). It is not that a person with anxiety responds more to threatening situations than others without anxiety. It is that the person with anxiety responds more so to "nonthreatening stimulus" (Ratey 95).

When fear triggers the brain, it gets fixated on that threat and forces the mind to obsess about how to handle it. Goleman expands on this stating, "Worry is, in a sense, a rehearsal of what might go wrong and how to deal with it; the task of worrying is to come up with positive solutions for life's perils by anticipating dangers before they arise" (58). The problem with repetitive worrying is that it tends to never get closer to a solution. It doesn't often serve a purpose. Goleman describes the worry cycle as "emotional hijacking" (58). Chronic worriers tend to take the more rigid thought process, rather than a creative one to move towards solving a problem. It seems that the rigidity is repeated over and over with the same idea. The worrier gets stuck, but not just in thought process, on a neurological level, too. Goleman writes, "there seems to be a cortical rigidity, a deficit in the emotional brain's ability to respond flexibly to changing circumstance. In short, chronic worry works in some ways, but not in other, more consequential ones: it eases some anxiety, but never solves the problem" (61).

Panic is another way anxiety shows itself, often thought of as panic attacks. Ratey describes how debilitating panic can be: "Panic is the most painful form of anxiety, and it illustrates in the extreme how paralyzing any of this family of disorders can be…Living with panic means avoiding anything that might set off another frightening episode" (96). There are a few ways to work towards breaking the worry cycle of fear and getting out of the paralysis of panic. It is advised to first start with self-awareness in order to catch these episodes as soon as

possible. Some other ways to cope with anxiety include relaxation methods, exercise, mindfulness and reframing. Goleman finds that mindfulness and healthy skepticism or taking a critical stance "act as a brake on the neural activation that underlies low-grade anxiety" (62). Similarly, Ratey speaks how fear extinction and creating new memories is a way to cope with fear in anxiety:

> If fear is forever, how can we hope to snuff out anxiety? The answer lies in a neurological process called fear extinction. While we can't erase the original fear memory, we can essentially drown it out by creating a new memory and reinforcing it. By building up parallel circuitry to the fear memory, the brain creates a neutral alternative to the expected anxiety, learning that everything is OK. (103)

Shanker however, warns that every person is different and coping methods should be customized per person. He does find that while mindfulness practices are helpful, those practices can trigger more anxiety in some, as it is one more thing they need to control. He explains, "they can at times in some cases be counterproductive to self-regulation" (29). He claims there are many options for relaxation techniques, you just have to find what's right for you.

Engagement Amongst Youth

Teens today have more screens at their fingertips than any generation. On average kids have two or more hours of screen time a day. More hours of screen time have been "associated with lower wellbeing in children ages 2 to 17" (West et al. 133). It has been concluded that mental health is in fact impacted by screen use, and anxiety is often that response (West et al. 133). Teens are also having less free time today because of this social media and technology use, making them always "on," even when they aren't doing anything. This lack of downtime could eventually lead to some changes in behavior, schedules, sleep, or even appetite (Villalpando).

The changes or signs could be that something is physically wrong or that these signs are warning signs of potential drug use (Villalpando).

It seems as though teens these days are carrying the weight of the world on their shoulders and "those exposed to chronic stress are more likely to use substances in an attempt to relax or "power through" the stress" (Partnership to End Addiction). The attitude about teenagers and drug use has changed its tune. The American Addition Center stated:

> It used to be that teens did drugs to feel cool, or to go along with peer pressure, or to have fun. But these days, teens are often so overwhelmed by school and daily pressures that they feel they are led to use drugs just to cope. While the pressures of performing well in school and getting into a good college weigh heavily on many teens' minds, there are many stresses young people face during their teen years. The basic changes that their bodies go through at this age can lead to biological stress. The rapid way teens develop at this stage in their lives can be a source of worry and concern to them. Added to this is lack of sleep because of school, social life, family life, and work. (American Addiction Centers)

The American Psychological Association also spoke on teen prescription drug abuse stating, "teens prescribed anti-anxiety or sleep medications may be up to 12 times more likely to abuse those drugs illegally than teens who have never received a prescription."

Dance and Its Effects

Physical activity in teens has been declining and sources point to screen time as a contributor. Children and adolescents used to hop on a bike or run around outside, but now it seems that the choice for entertainment is a tablet or phone, while cruising the internet or social media (American Heart Association). In the World Health Organization's Physical Activity Fact Sheet from 2021, they stated:

> Globally, 81% of adolescents aged 11-17 years were insufficiently physically active in 2016. Adolescent girls were less active than adolescent boys, with 85% vs. 78% not meeting WHO recommendations of at least 60 minutes of moderate to vigorous intensity physical activity per day.

The Mayo Clinic states that "exercise increases your overall health and your sense of well-being." Exercise has some direct effects on stress by pumping up endorphins, reducing negative effects of stress, providing a form of meditation, and improving your mood (Mayo Clinic), and even fighting disease, reducing fatigue, improving sleep and self-esteem (Anxiety & Depression Association of America).

Ratey's book, *Spark: The Revolutionary New Science of Exercise and the Brain*, speaks on how important exercise is for the brain, more specifically how it can help mitigate mental health difficulties like stress, anxiety, and depression. He says that active coping is important for reacting to anxiety, because you are doing something in response to whatever the danger or problem is, "rather than passively worrying about it" (Ratey 105). He states, "It doesn't specifically imply physical activity, but certainly exercise qualifies as a mode of active coping. And as it turns out, movement may not be an incidental aspect of active coping" (105). He describes how exercise improves anxiety by working on both the body and the brain. He continues by that exercise provides distraction, reduces muscle tension, builds brain resources, teaches a different outcome, reroutes your circuits, improves resilience, and sets you free (Ratey 106-108).

Ratey claims "exercise is as effective as certain medications for treating anxiety and depression" (86). If you use exercise as a way to calm nerves or cope, your brain learns "its way out of the trap" (Ratey 90). He states that there is nothing wrong with taking medication, but "if

you can achieve the same results through exercise, you build confidence in your own ability to cope" (100). Ratey continues, "This is a significant advantage not just for patients with full-blown anxiety disorders, but for anyone. We all face situations in everyday life that cause fear and anxiousness. The trick…is in how you respond" (100-101).

Physical and Mental Effects of Dance

Physical activity has long supported the reduction in stress, and dance is no exception. Although there has been debate about whether dance should be considered a sport, dance is definitively a form of physical activity. Dance, as exercise, has a large spectrum of impact, intensity, and skill, making it adaptable for most anyone.

Dance has more physical effects than we may be aware of. A study conducted on reducing functional abdominal pain in young girls found "that dance and yoga were superior to standard health care alone in reducing maximum pain" (Högström et al. 342). Addressing and reducing somatic pain is imperative to lowering the chance of developing other physical or mental issues later in life. Researchers Högström et al. states, "Since somatic symptoms, especially abdominal pain (Bohman et al., 2012), in children and adolescents can predict severe mental illness in adulthood (Bohman et al., 2012, 2018), this type of intervention may prevent or reduce such long-term outcomes" (345). They found that dance and yoga were an effective combination with standard health care. The study showed that "a non-pharmacological intervention including combined dance and yoga, focus on enjoyment in a social non-judgmental environment, can be an effective complement to standard health care, for 9- to 13-year-old girls with FAPDs" (345).

It's been proven that physical activity is beneficial to sleep and mental health (Sandberg et al. 505). In a study on decreased daytime tiredness, researchers found that dance was an

effective method of decreasing that tiredness as well as decreasing stress: "This study also adds to the growing body of evidence for the benefits of using nonpharmacological interventions to decrease stress-related problems among adolescents" (Sandberg et al. 505). This is a key element, as sufficient and quality sleep is important to mental health (Gillis & El-Sheikh 266). In a study on the effects of dance interventions and the decrease of depression, researchers, Koch et al., split patients into three groups: "a dance group performing a traditional upbeat circle dance, a group that listened just to the music of the dance (music only), and a group that moved on a home trainer bike (ergometer) up to the same level of arousal as the dance group (movement only)" (340) They found that the dance group showed significant signs of decreased depression, while the other two groups' depression scores remained. Researchers concluded:

> While all three conditions alleviated or stabilized the condition of the patients, results suggest that patients in the dance group profited most from the intervention. They showed significantly less depression than participants in the music group ($p < .001$) and in the ergometer group ($p < .05$), and more vitality ($p < .05$) than participants in the music group on post-test self-report scales immediately after the intervention. Stimulating circle dances can thus have a positive effect on patients with depression and may be recommended for use in dance/movement therapy and other complementary therapies. (304)

Another benefit from dance includes memory capacity increase. In a study focusing on improving working memory capacity and motor competence in young children, researchers had primary age students participate in different levels of cognitive dance classes. They found "that dance practice coupled with high cognitive challenge could improve working memory capacity and motor competence in children" (Oppici et al. 1). According to this study, the group with high

cognitive exercises that limited visuals and required the children to recall movements rather than just watch, had the potential to "further enhance working memory capacity" (9) over the other groups with lower cognitive challenges. The difference in groups was not statistically significant, and would need future research (Oppici et al. 10).

Finally, dance has an effect on Emotional Intelligence. In the article, "Are Dancers More Emotionally Intelligent and Self-Regulated Than Non-Dancers?" researchers Kordahi & Hassmén discuss how dancers are more emotionally intelligent than non-dancers and why. According to Kordahi and Hassmén, dancers tend to be more self-aware as they develop more of a mind-body connection or "awareness of their own body, of sensations, images, muscular tension, rhythms, and feelings" (2). Being aware of bodily sense, "links thought and feelings with action" and "allows for complex emotional and cognitive experiences to occur, known as embodied cognition" (Kordahi & Hassmén 2). Expression increases EI because it brings awareness to both conscious and unconscious states. Expression is increased through choreography, improvisation, and performance, while also "simultaneously increasing self-awareness and self-management" (Kordahi & Hassmén 2). Expression also "opposes/challenges suppression in emotion regulation. Dance regulates negative emotions, as it provides acceptable and safe forms of expressions and release" (Kordahi & Hassmén 2).

Kordahi & Hassmén found that dancers were more emotionally intelligent than non-dancers and that it was positively associated with the level of the dancers' achievement. One thing in question, though, is that it may be that more emotionally intelligent people are drawn to dance due to its' expressive qualities. More research would need to be done to see if "dance increases emotional intelligence or if dancers are innately high in emotional intelligence" (Kordahi & Hassmén 10).

Researchers San-Juan-Ferrer and Hípola discuss dance and emotional intelligence in their article “Emotional Intelligence and Dance: A Systematic Review.” They describe dance as being a “natural means of non-verbal communication, due to the corporal and gestural expression and transmission of different emotions and feelings” (77). San-Juan-Ferrer and Hípola pen a lengthy list of qualities that can be developed through dance.

> Self-knowledge, self-control, adaptability and satisfaction in life, empathy, concentration, the development of a healthy ego and personality, self-confidence, self-esteem, subjective well-being, emotional and social competence, self-efficacy, emotional maturity, optimism, efficiency in interpersonal relationships, motivation and many other traits related to the emotional behaviour of the human being are developed through dance, with those individuals who practice dance in some way presenting higher levels of emotional development when compared to individuals who do not practice this type of artistic-expressive physical activity. (77)

Integrating Emotional Intelligence into Dance

There are many theories on how to use dance to help with both physical and mental issues. It seems using dance as a vehicle for increasing EI or other mental benefits would be a natural fit. This section will discuss possible techniques or tools that could be used to integrate EI skill practice into dance classes.

Dance Movement Therapy (DMT) already exists to address mental health issues, disabilities, and trauma. The American Dance Therapy Association (ADTA) defines DMT as the “psychotherapeutic use of movement to promote emotional, social, cognitive, and physical integration of the individual, for the purpose of improving health and well-being.” DMT therapists use specific guidelines to direct their work through body movement as the “primary

inroad to their psychotherapeutic work" (ADTA). They observe and assess both the client and their movements with both verbal and nonverbal communication, to "create and implement interventions that will address the emotional, social, physical, and cognitive integration of an individual" (ADTA).

In a study assessing DMT and its effects on mild depression, researchers Jeong et al., found that the group of participants that used DMT for the 12-week study "showed significant improvements in negative psychological symptoms such as somatization, obsessive–compulsive, interpersonal sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism" (1717). A major element that changed significantly in this study was the levels of serotonin and dopamine. The increased serotonin and decreased dopamine suggest that DMT did have an effect on the dance group and had "possible therapeutic effects on depression" (Jeong et al. 1717). The data suggested that DMT has "relaxation effects, stabilizes the sympathetic nervous system, and may be beneficial in improving symptoms of mild depression" (Jeong et al. 1719).

Grounding is a widespread technique used in DMT and "expresses an aware and regulated physical and emotional experience" (Pitluk et al. 1). Grounding can be described as living and focusing presently, and being more aware of our bodies (de Tord & Bräuninger 16). A person who is more grounded and has body awareness, is a more balanced person psychologically (de Tord & Bräuninger 16). Grounding also "expresses psycho-physical aspects of stability, which are embodied in a physical and emotional sense of support by the ground" (Pitluk et al. 1). It is used as a tool "to strengthen the connection to one's body and to one's personal reality" (de Tord & Bräuninger 16). Researchers de Tord & Bräuninger categorize four levels of grounding exercises:

Physical grounding – aims to build the relationship of the person with the ground and to foster vertical stability and physical strength.

Sensory grounding – intends to deepen awareness through the senses and through proprioception.

Emotional grounding – seeks to support psychological well-being.

Social grounding – attempts to expand nonverbal and verbal communication with the therapist and to promote interaction within the participants of the group. (19)

Grounding has many benefits, but the most applicable effect is that "its use is especially beneficial, for example, in cases of depression, anxiety, stress, and trauma" (de Tord & Bräuninger 16). Previous studies have shown that developing grounding can contribute to "an increase in emotional awareness and regulation" (Pitluk et al. 1) Some grounding techniques include synchronized somatic mirroring (Nardi et al. 1), the use of expression, metaphors and synchrony, dance techniques, especially improvisation with body contact, focusing, and the force of rhythm and percussion (Bräuninger 447).

Incorporating more Brain Compatible Dance Education (BCDE) could be another way to increase EI. BCDE is a teaching philosophy, implemented in dance through an exercise called BrainDance. BrainDance was developed in 2000 by Anne Green Gilbert. Gilbert founded The Creative Dance Center in Seattle, where they use BCDE as their teaching philosophy. This organization evolved to include BrainDance in all of their classes as a warmup (Creative Dance Center). Creative Dance Center describes BrainDance as being based on:

> the Fundamental Movement Patterns that babies move through in their first year. The movement patterns help to initiate and integrate primary reflexes to wire the central nervous system, laying the foundation for appropriate behavior and attention, eye convergence necessary for reading, sensory-motor development, and more.

Along with many physical benefits, BrainDance boasts many mental benefits that could assist in increasing EI. One benefit includes increased blood and oxygen flow to the respiratory system and brain, resulting in improvement in one's ability to stay focused. BrainDance also reorganizes the neurological system. This repatterning helps coordinate the brain and body for "emotional, social, and cognitive balance" (Creative Dance Center). Beginning a dance class with BrainDance as a warmup could be a simple way to boost emotional intelligence skills.

Incorporating more somatic movement in dance classes could be a simple way to increase EI, particularly when it is "performed consciously with the intention of focusing on the internal experience of the movement rather than the external appearance or result of the movement" (Somatic Movement Center). Being more conscious and focused on the experience or process could be a way to harness some of these EI components. Adding somatic movement and curriculum to the beginning of a dance class, could pave the way for a new way of thinking throughout the rest of the class or even other classes.

Mindfulness, among other techniques, engages the dancer to be more focused and aware. Researchers, Schutte and Malouff, state it "consists of non-evaluative awareness and focus on the present" (1116). The Mayo Clinic describes mindfulness as:

> a type of meditation in which you focus on being intensely aware of what you're sensing and feeling in the moment, without interpretation or judgement. Practicing mindfulness involves breathing methods, guided imagery, and other practices to relax the body and mid and help reduce stress.

Practiced mindfulness can teach students improved awareness about difficult emotions, to accept and acknowledge them in a less attached way, more compassion towards themselves, improve stress management and self-regulation, better coping skills, and sustained and focused attention, concentration, and reflection (Altinyelken 198-199). Increasing both mindfulness and EI is associated with greater subjective well-being (Schutte & Malouff 1116). Practicing mindfulness through dance could increase more than just emotional intelligence.

CHAPTER III

METHODOLOGY

The chapter describes the methods used to complete the quantitative data collection from the subjects for this research study.

Research Context and Participants

Before the study began, the researcher applied for approval from the Institutional Review Board of the University of Northern Colorado. This formal application included copies of parent consent forms, permission from the site's organization, pre and posttests, and daily surveys (See Appendices A & B).

The study consisted of a four-class Contemporary Dance workshop taught by the researcher to five adolescent volunteer participants. The researcher sought to evaluate if the participants' emotional intelligence would increase and if any anxiety or stress would subside after individual classes, as well as after the entire class series was completed. The researcher focused on the following research questions:

Q1 What immediate effects do participating in a dance class have on emotional intelligence?

Q2 Which components of emotional intelligence develop the most from participating in dance?

Five teen dancers were recruited to volunteer as participants for this study. These participants were all females ages 15-16, with several years of dance experience. This required the researcher to obtain consent from parents or guardians for the minors to participate in the

study. The participants were registered dance students at the workshop site. Each participant was assigned a number to protect their identity throughout this study. These numbers were used to identify the participants' responses to the tests and surveys distributed.

Curriculum Design

The workshop was split into four one-and-a-half-hour Contemporary style dance classes. The researcher did not want to introduce the idea of EI unnecessarily to avoid any undue influence to the participants' responses, therefore did not emphasize the main topic of each lesson to the participants. The first three classes focused on the five components of EI: *self-awareness, self-regulation, motivation, social skills,* and *empathy*. The fourth class allowed for the subjects to collaboratively create a full dance piece compiled from original creations over the course of the first three classes. The following section describes each class and how they were organized.

Four Classes, Five Components

The first lesson used the two components, *self-awareness* and *self-regulation,* as main topics introduced to the student participants. This lesson focused on personal emotions and adversities. Participants worked independently for this class in order to assess their feelings on their own. The lesson was based around acknowledging one's own personal strengths and weaknesses. The researcher used a call and response method to guide the participants to create two short dance phrases that were later shared with the class. The participants wrote down words related to their own strength and weakness to direct their movement creations. These words were not disclosed to the viewers. The purpose of this lesson was to have the participants identify, as well as convey the words written down to share their feelings through movement. This exercise

encouraged the participants to consider how to communicate feelings to an audience without clearly stating those words.

After the two dance phrases were shared with the class, participants were asked to continue the exercise with their weakness word and then write a word for a response to that weakness, e.g., how one might combat, tamper, or shift that weakness. The participants then created a short "response" dance phrase to their weakness and used creative choices to decide how the two phrases could be combined for the most effective communicative, emotional, and aesthetic phrase.

The second lesson focused on *motivation* and *social skills*. For this class the participants worked both in pairs and all together as one group. The participants were encouraged to work toward a common goal when working all together. When split into pairs, dancers were assigned a topic and were asked to express that topic to the audience, while also maintaining physical touch with their partner for added problem solving. These duets were shared with the other participants at the end of class.

The third lesson was divided into two parts and worked with the component *empathy*; part one asked the subjects questions about their personal feelings to instigate the movement of a solo phrase. The participants created this phrase and then shared it with the other dancers. Part two of the lesson consisted of the dancers taking their solo dance phrases and making new collaborative dances in small groups. They used their solos to find similarities and differences in their movements with the other participants in their group, and made choices as a whole to create a new, longer dance phrase that was also shared with the class.

The fourth lesson started with a guided warmup, followed by a brief dance combination in order to give the students more choreography in their repertoire for their finished piece. The

rest of the lesson allowed the participants to create a collaborative dance to finish out the workshop. The researcher observed and offered structural guidance, but ultimately allowed the subjects to work together to complete their product on their own.

Instruments Used in Data Collection

There were two research instruments used in the data collection of this study. The researcher used both pre and posttests and daily surveys to gauge the subjects' emotional intelligence and mental status or stress level each day. These tests and survey questions were developed by the researcher and were analyzed quantitatively.

Daily Surveys

The researcher handed out physical paper surveys called Daily Check-ins at the beginning and end of each class. The surveys consisted of five questions each and were intended to indicate the emotional level that each participant asserted at the start and finish of each lesson. The Pre-Class Daily Check-in questions can be seen in Table 4.1.

Table 4.1

Pre-Class Daily Check-in

Are you feeling stressed, anxious, or overwhelmed?	o Not at all o Somewhat o Very Much
Rate your level of focus.	Cannot focus 1 2 3 4 5 Very focused
Are you in a mindset to socialize?	o Not at all o Somewhat o Very Much
Rate your intent to participate.	Cannot participate 1 2 3 4 5 Very involved
Are you bothered or worried about something?	o Not at all o Somewhat o Very Much

The Pre-Class Daily Check-in asked about the participants' stress level and mindset. The Post-Class Daily Check-in was intended to expand upon the Pre-Class Daily Check-in. These questions were continuations or follow-ups to the questions asked prior to class. The Post-Class Daily Check-in questions can be seen in Table 4.2.

Table 4.2

Post-Class Daily Check-in

Based on your previous response, answer how your feeling of stress, anxiety, or overwhelm has changed.	o Decreased o Stayed the same o Increased
How has your level of focus changed?	o Decreased o Stayed the same o Increased
Answer how your mindset to socialize has changed.	o Decreased o Stayed the same o Increased
How has your intent to participate changed?	o Decreased o Stayed the same o Increased
How has your worry changed?	o Decreased o Stayed the same o Increased

Pre and Posttests

The same test was distributed to the participants both prior to the class series and after it was completed. These tests were identical and were dispersed and completed using Google Forms. The test gave a look at the participants' EI level before and after the workshop, allowing the researcher to analyze if there was any change. The test included twenty multiple choice questions focusing on the five components of EI (See Appendix B). These tests were designed to

address the five components as well as collect a general anxiety or stress level for the participants.

Data Analysis

The data were quantitatively analyzed by scoring the responses to both the Daily Check-ins and Pre and Posttests. The researcher evaluated both instruments by using a numeric rubric developed by the researcher. This allowed for each test and survey to be numerically compared as well as provided an ease of analysis.

Quantitative Analysis

The subjects' responses to both the Pre and Post Daily-Check-ins were recorded in a spreadsheet to analyze both the daily net variances, and overall net variances after the four classes were concluded. The Pre and Posttests were identical, which made analysis easy to compare. These tests were also recorded in a spreadsheet, by giving each response a numeric value.

Summary

In summary, the researcher collected data from pre and posttests, as well as daily surveys. These tests and surveys were analyzed by assigning numeric value to the responses. The data were analyzed to compare responses before and after each lesson, as well as the variations of participants' responses from the beginning and ending of the workshop in entirety.

CHAPTER IV

DISCUSSION

This chapter discusses the findings of this study by comparing and analyzing responses to the two research instruments, Pre and Posttests and Daily Check-ins. The researcher looked for changes reported before and after the lesson completion, the participants' day-to-day responses throughout the course, and all participants over the entire course in aggregate.

Daily Surveys

The Daily Check-ins (See Appendix B) were distributed both before each lesson started and after each lesson concluded. These questions focused on mental strains and concentration. Based off of the participants' responses, the Daily Check-ins showed that each day was mostly positive for each participant. The researcher looked at the responses from the Pre-Class Daily Check-in and compared them to the responses from the Post-Class Daily Check-in. The pre class survey had a possible score of 1 to 5. The researcher recorded these numbers in a spreadsheet. The post class survey had a possible score of -1 to 1. The numbers were then added together to find a number for each question. An average of the five questions gave the researcher a numeric value for each day. These numbers are represented in Table 4.3. As noted in Table 4.3, participant 03 was absent the third class.

Table 4.3

Daily Check-in Values

Daily Net Scores

Participant	Day 1	Day 2	Day 3	Day 4
01	4	5	4	5
02	1	5	5	5
03	1	-1	*	0
04	2	4	-1	5
05	2	1	0	1

The data reveals that each day, as well as each question or category, showed a positive effect. The researcher found the average of all four Daily Check-ins by taking the accumulative average from all four classes and all five participants. This allowed for the researcher to compare each question and the effects each question had on the group in aggregate. The category with the largest net change of .74 was the fifth question asking, “Are you bothered or worried about something?” followed by the response to: “How has your worry changed?” The category with the least net change of .21 was the third question asking, “Are you in a mindset to socialize?” followed by the response to: “Answer how your mindset to socialize has changed.” The researcher felt that the question with the largest change was an important category for growth, showing that participants’ worry had decreased after taking the dance class. The third question with the least change showed that participants were less in a mood to socialize after dance class, but still had a positive effect. Table 4.4 displays the survey questions, as well as the overall difference found for all participants.

Table 4.4

Daily Check-in Questions and Overall Variances

Pre-Daily Check-in Questions	Post Daily Check-in Questions	Overall Average Variant
Are you feeling stressed, anxious, or overwhelmed?	Based on your previous response, answer how your feeling of stress, anxiety, or overwhelm has changed.	.58
Rate your level of focus.	How has your level of focus changed?	.42
Are you in a mindset to socialize?	Answer how your mindset to socialize has changed.	.21
Rate your intent to participate.	How has your intent to participate changed?	.58
Are you bothered or worried about something?	How has your worry changed?	.74

These data suggest that after participating in the dance class, both daily and overall, participants had decreased anxiety, stress, and worry, with increased focus, socialization, and participation.

Pre and Posttests

The researcher administered the same test before and after the course. This test was intended to gauge the emotional intelligence level of the participants and reveal any change after the course was completed. The test consisted of twenty multiple choice questions. Some examples of the questions in this research instrument included are: “I admit to my mistakes and hold myself accountable” and “I’m able to relax when I need to.” Each question had the same multiple choice answer options. The options were: Strongly disagree, Disagree, Neutral, Agree, and Strongly Agree. The questions from the Pre and Posttests can be found in Appendix B.

The researcher found an average of all twenty responses for each participant for both the Pre and Posttests to compare those numbers for potential change over the course of the workshop. Table 4.5 shows the average number found for each participant's collective responses to both of the Pre and Posttests, as well as the difference between those figures. Based on the data collected, there was a positive difference. The overall net variance for the entire group of participants over the course of the study was .05.

Table 4.5

Pre-test and Posttest Data Comparison

Participant	Pre-Test Average	Post-Test Average	Participant Variance
01	4.55	4.6	.05
02	3.45	3.3	-0.15
03	3.55	3.55	0
04	3.35	3.7	.35
05	3.6	3.6	0
Group Total Variance			0.05

There were small changes from before and after the study, with two out of five participants reporting a positive effect from the course. Two participants saw no change overall and one participant showed a decrease.

Chapter Summary

Based on the data collected, the outcome of this study was ultimately positive. Overall, the study showed a positive net change, not only daily, but accumulatively. The participants demonstrated change after each dance class through responses to surveys and after the whole

study was completed through comparing pre and posttests. This suggests that there is an immediate effect of dance on emotional intelligence and mental health, as these changes were seen over just four classes. This indicates that incorporating more intentional EI practices in dance could be a productive and beneficial way to combat anxiety in teens today.

CHAPTER V

CONCLUSION

Research Findings

The purpose of this study was to reveal whether dance could increase EI skills, and if those increased skills could result in decreased anxiety for modern day teens. The findings of this study indicated that EI skills can be increased during a typical dance class through standard dance activities. Dance is a natural and easy vehicle to integrate EI skills and research shows that dance is also an effective way to decrease anxiety. Increasing EI though dance could have a positive longstanding effect on reducing mental strains in modern teens today.

The researcher held four dance classes with five teens as participants. Participants took four dance classes based around Daniel Goleman's five components of emotional intelligence: *self-awareness, self-regulation, motivation, social skills,* and *empathy*. The classes were planned and arranged to develop those components while taking a standard Contemporary style dance class series.

This study involved data collection from two different research instruments, pre and posttests and daily surveys. The data were analyzed quantitatively through the means of a numerical rubric. The surveys, tests, and rubrics were developed by the researcher. The researcher focused on the following research questions throughout the study:

Q1 What immediate effects do participating in a dance class have on emotional intelligence?

Q2 Which components of emotional intelligence develop the most from participating in dance?

Limitations of the Study

There were a few limitations to this study to consider. One reflection involved the length of the study. The study consisted of four classes over the course of four weeks which could have influenced the amount and quality of data collected. A longer study might reveal more definite findings and clearer indications of what type of effect including EI in dance might have on a population. This could also have had an effect on which categories were more or less effected, making one component of EI standout with more drastic change than the others.

One participant was absent from a class during the study. The less courses practiced could have an influence on the overall outcome of participating in the study. Continued practice with dance and EI development would be able to better convey if participants could withstand an increase of EI through dance and decrease in anxiety, or if continued practice was necessary to sustain those outcomes. A small sample size also limited the amount of data to interpret. Additional participants would have allowed for more data to be deciphered and could have shown a different representation overall.

Another factor that might have influenced the study was that the researcher did not emphasize the topic of EI out of apprehension of influencing the participants' responses, potentially leading to biased responses. The findings could have been more effective if participants were more aware of the topic and were able to practice developing EI to its fullest extent.

Recommendations for Future Research

A consideration for future research would be to use a wider base of participants. Participants of a larger age range and more diverse genders and backgrounds could yield more

interesting and detailed data collected. Participants could also be sorted based on dance experience. This could give researchers a better look at the correlation between participants' dance experience and their own EI, allowing for a more complex comparison between the different groups over time.

The researcher believes a long-term, as well as a longitudinal study, would yield more accurate responses to analyze and determine if there were any longstanding effects of EI in dance, while mitigating anxiety in teens. An important consideration is that there is limited research on these topics in conjunction. More research on Dance and EI would be needed to exhibit that this combination is positive to mental health. Furthering this research may continue the much-needed conversation around incorporating more dance into school curriculum, which could increase emotional intelligence in youth and help lower anxiety overwhelming adolescents today.

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APPENDIX A

INSTITUTIONAL REVIEW BOARD (IRB) DOCUMENTS

UNIVERSITY OF
NORTHERN COLORADO

Institutional Review Board

Date:	01/25/2023
Principal Investigator:	Bridget Morris
Committee Action:	**IRB EXEMPT DETERMINATION – New Protocol**
Action Date:	01/25/2023
Protocol Number:	2212046772
Protocol Title:	Dance and Emotional Intelligence: Mitigating Anxiety in the Modern Teen
Expiration Date:	

The University of Northern Colorado Institutional Review Board has reviewed your protocol and determined your project to be exempt under 45 CFR 46.104(d)(701) (702) for research involving

Category 1 (2018): RESEARCH CONDUCTED IN EDUCATIONAL SETTINGS. Research, conducted in established or commonly accepted educational settings, that specifically involves normal educational practices that are not likely to adversely impact students' opportunity to learn required educational content or the assessment of educators who provide instruction. This includes most research on regular and special education instructional strategies, and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

Category 2 (2018): EDUCATIONAL TESTS, SURVEYS, INTERVIEWS, OR OBSERVATIONS OF PUBLIC BEHAVIOR. Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met: (i) The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects; (ii) Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation; or (iii) The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by 45 CFR 46.111(a)(7).

UNIVERSITY OF
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Institutional Review Board

You may begin conducting your research as outlined in your protocol. Your study does not require further review from the IRB, unless changes need to be made to your approved protocol.

As the Principal Investigator (PI), you are still responsible for contacting the UNC IRB office if and when:

- You wish to deviate from the described protocol and would like to formally submit a modification request. Prior IRB approval must be obtained before any changes can be implemented (except to eliminate an immediate hazard to research participants).
- You make changes to the research personnel working on this study (add or drop research staff on this protocol).
- At the end of the study or before you leave The University of Northern Colorado and are no longer a student or employee, to request your protocol be closed. *You cannot continue to reference UNC on any documents (including the informed consent form) or conduct the study under the auspices of UNC if you are no longer a student/employee of this university.
- You have received or have been made aware of any complaints, problems, or adverse events that are related or possibly related to participation in the research.

If you have any questions, please contact the Research Compliance Manager, Nicole Morse, at 970-351-1910 or via e-mail at nicole.morse@unco.edu. Additional information concerning the requirements for the protection of human subjects may be found at the Office of Human Research Protection website - http://hhs.gov/ohrp/ and https://www.unco.edu/research/research-integrity-and-compliance/institutional-review-board/.

Sincerely,

Nicole Morse
Research Compliance Manager

University of Northern Colorado: FWA00000784

[redacted]

November 28, 2022

To Whom It May Concern:

Bridget Morris has my approval to conduct her research at the [redacted].

I support her attempt to conduct tests and surveys and collect data through a series of dance classes. I have reviewed her proposal entitled Dance and Emotional Intelligence: Mitigating Anxiety in the Modern Teen. I agree that the study may help demonstrate that dance could play a role in aiding in anxiety reduction among adolescents.

Sincerely,

[redacted]

[redacted]

Supervisor, [redacted]

[redacted]

[redacted]

[redacted]

PARENTS CONSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH
UNIVERSITY OF NORTHERN COLORADO

Project Title: Dance and Emotional Intelligence: Mitigating Anxiety in the Modern Teen
Researcher: Bridget Morris
Phone: E-mail:
Advisor: Christy O'Connell-Black E-mail:

With the help of your child, I am researching the effects that dance and emotional intelligence have on anxiety or stress in teenagers, ages 14-18. The class I am offering will consist of four classes based on processing and engaging emotional intelligence, and how students can practice those components through dance. The first class will focus on the components, Self-Awareness and Self-Regulation. The second class will focus on the components, Social Skills and Motivation. And the third class will focus on Empathy. The activities planned for these classes involve breath work, partner work, solo work, improvisational activities, as well as observation and discussion on emotional intelligence components within dance. During the last class, the students will collaboratively put together a short performance piece from activities from all classes. This performance will be filmed.

There will be pre and post tests that the students will take. These will be sent through email. They will be filled out electronically prior to the first class, as well as after the completion of this study. This will include a total of 20 questions and should only take a few minutes. It will gauge their emotional intelligence level before and after the study. In addition, there will be short daily surveys, consisting of 5 questions, that will be filled out with pen and paper in the studio, which will take only a minute or two. These surveys will give me a better look at their stress level or mental well-being before and after each class. Paper surveys and consent forms will be kept in a locked filing cabinet in my home and electronic forms will be kept on my password protected private computer. To protect your child's identity and privacy, I will use only numbers to identify them in any written materials or presentations. The completed parent consent forms will be stored in Crabbe Hall, room 308, the office of Christy O'Connell-Black, Dance Education MA co-coordinator. I will take them with me personally to the UNC campus this summer. All data and consent forms will be destroyed after three years.

0025 Kepner Hall, Campus Box 143, Greeley, CO 80639 | Telephone: 970-351-1910 | Fax: 970-351-1934

I foresee no risks to your child, other than the same physical risk one has taking any dance class. This is intended to be a safe space, but some students may experience emotional discomfort or vulnerability from sharing feelings within a group.

I may film some activities to back up the notes taken. Be assured that I intend to keep the contents of these recordings private, unless you give permission below for their use. Please feel free to phone me if you have any questions or concerns about this research and please retain one copy of this letter for your records.

Thank you for assisting me with my research.

Sincerely,

Bridget Morris

Participation is voluntary. You may decide not to participate in this study and if you begin participation you may still decide to stop and withdraw at any time. Your decision will be respected and will not result in loss of benefits to which you are otherwise entitled. Having read the above and having had an opportunity to ask any questions, please sign below if you would like to participate in this research. A copy of this form will be given to you to retain for future reference. If you have any concerns about your selection or treatment as a research participant, please contact Nicole Morse, Office of Research, Kepner Hall, University of Northern Colorado Greeley, CO 80639; 970-351-1910.

_____ _____

Child's Full Name (please print) Child's Birth Date (month/day/year)

_____ _____

Parent/Guardian's Signature Date

_____ _____

Researcher's Signature Date

If you give permission for Mrs. Morris to record your child's responses during class discussions for anecdotal or qualitative data purposes, please initial here: Initials _____

If you give permission for Mrs. Morris to use recordings from the performance piece for professional use, please initial here: Initials _____

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APPENDIX B

RESEARCH INSTRUMENTS

Pre and Posttest

1. I admit to my mistakes and hold myself accountable.
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

2. I refrain from becoming defensive when criticized.
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

3. I am conscious of the effects my behavior has on other people.
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

4. I can laugh at myself.
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

5. I stay calm under pressure.
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

6. I don't jump to conclusions or judgement quickly.
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

7. My decisions are guided by my values.
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

8. I enjoy taking on new challenges.
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

9. I strive to pursue goals beyond what is expected of me.
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

10. Working with others is a fun change of pace to working alone.
    - Strongly disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly agree

11. Socializing comes easy to me.
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

12. I value relationships and see the importance in them.
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

13. I try to see others' perspectives.
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

14. I make an effort to be an empathetic listener to others, even when it involves me or conflict.
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

15. I understand and see that everyone has their own ups and downs.
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

16. I am not typically anxious.
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

17. I feel I can manage my stress.
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

18. I am typically a positive person.
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

19. I understand that change is not impossible and can be handled.
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

20. I am able to relax when I need to.
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Pre-Class Daily Check-in

Name:
Date:

1. Are you feeling stressed, anxious, or overwhelmed?
    - Not at all
    - Somewhat
    - Very much
2. Rate your level of focus.

Cannot focus	1	2	3	4	5	Very focused

3. Are you in a mindset to socialize?
    - Not at all
    - Somewhat
    - Very much
4. Rate your intent to participate.

Cannot participate	1	2	3	4	5	Very involved

5. Are you bothered or worried about something?
    - Not at all
    - Somewhat
    - Very much

Post-Class Daily Check-in

Name:
Date:

1. Based on your previous response, answer how your feeling of stress, anxiety, or overwhelm has changed.
    - Decreased
    - Stayed the same
    - Increased
2. How has your level of focus changed?
    - Decreased
    - Stayed the same
    - Increased
3. Answer how your mindset to socialize has changed.
    - Decreased
    - Stayed the same
    - Increased
4. How has your intent to participate changed?
    - Decreased
    - Stayed the same
    - Increased
5. How has your worry changed?
    - Decreased
    - Stayed the same
    - Increased