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# Dancing as a Tool for Successful Transitioning to Adulthood for Individuals with Disabilities

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Dancing as a Tool for Successful Transitioning to Adulthood for Individuals with Disabilities

A Synthesis of the Research Literature

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A Synthesis Project

Present to

Department of Kinesiology, Sport Studies, and Physical Education

The College at Brockport

State University of New York

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In Partial Fulfillment

Of the Requirements for the Degree

Master of Science in Education

(Adapted Physical Education)

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By

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December 13, 2016

THE COLLEGE AT BROCKPORT  
STATE UNIVERSITY OF NEW YORK  
BROCKPORT, NEW YORK

Department of Kinesiology, Sport Studies, and Physical Education

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## **Abstract**

The purpose of this synthesis project was to identify the skills dancing can develop in individuals with disabilities that can help them have a successful transition into adulthood. This project aimed to identify information on the benefits of dance and match those benefits to important transitioning skills found in the literature. Life after school can be an area in which young individuals with disabilities can face many challenges. Challenges include socializing, physical inactivity, unemployment, and relationships, among others. Findings from this synthesis project show that dance has both major and minor benefits in the lives of individuals. Socialization and physical fitness were identified as major benefits. These findings coincide with the findings on major needs for transitioning in which the major need that emerged was socialization. Conclusions were made that dance programs should be designed to maximize their socialization benefits to maximize their effect on the transition to adulthood of individuals with disabilities. Recommendations were also made that the physical benefits of dance provide an additional advantage to transitioning as many jobs that individuals with disabilities may acquire are of a physical nature.

## Introduction

Transitioning from a school environment to a post-school environment can be an area of difficulty for individuals with disabilities. The process of transitioning is not something that happens rapidly. It is something that, many times, occurs during the educational life of a student. The process usually begins at home, then at early childhood education, continuing on in elementary school, middle school and high school and then culminates in postsecondary education or training. Transition services in all of these levels of education can be useful for students with or without disabilities; this kind of progression helps students become productive, independent citizens (Folsom-Meek, Nearing, & Bock, 2007). Studies have shown that what are considered basic academic skills (e.g., reading, writing, mathematics) are not enough anymore for a successful transition to adulthood. Nonacademic skills such as self-determination, self-efficacy & persistence (Chappuis & Chappuis, 2002; McConnell et al., 2013) are now also needed to have a successful post-school outcome. In a study by Henninger & Taylor (2014), socialization was shown to be a key aspect in “successful transitioning;” also in this study the authors found a constructive relationship with the community and physical health and safety as factors contributing to a successful transition.

Given this expanded view of the necessary pre-requisites for successful transitioning, a question arises as to whether dance might provide a vehicle for enhancing transition skills. Studies have been done that highlight the benefits of dance programs and dance therapy interventions. These programs have been shown to provide participants with life skills that are necessary for a successful transition to adulthood. These life skills can be from the cognitive, affective and psychomotor areas of learning. Dance can help develop and improve social skills,

socialization, interaction, self-esteem, making friends and communication skills. It can also help improve balance, coordination, rhythm, physical fitness and flexibility. Recent reports have found positive effects on balance, locomotion, gait, and aspects of quality of life from several types of dance classes (Westheimer 2008; Earhart 2009; Hackney et al. 2007; Hackney and Earhart 2009a, b, c; Heiberger et al. 2011; Houston and McGill 2012). Execution of dance sequences requires motor planning and memory. Dance training employs strategic methods such as visual focus, rhythm, imagery, proprioceptive input, and imitation of discrete parts of dance sequences to gain superior control of posture, balance, and movement (Westheimer, et.al., 2015).

All of these qualities found in dance programs and dance/movement therapies are good skills for individuals with disabilities to transition into adulthood. Research done by Henninger & Taylor (2014) on the family perspectives of a successful transition to adulthood, identified living independently, being competitively employed, and maintaining friendships as important. Another study by Isaacson, Cocks and Netto (2014) showed that individuals with disabilities struggled with their transition to adulthood for various reasons. One of the reasons mentioned was social isolation. A research review by Stewart, Freeman, Law, Healy, Burke-Gaffney, Forhan, Young and Guenther (2010) on the transition to adulthood was used, alongside five different research articles on the topic, to identify the key elements for a successful transition. The literature review also mentions characteristics such as self-determination, self-awareness, active participation and internal control, among other skills that individuals with disabilities should obtain to improve their transition process. The literature review also identifies that there are different kinds of transition, which are: transition to and from services or systems (i.e. health care/medical service transitions), transition within mental health services, post-secondary

education systems, developmental services; and it correctly identifies the type of transition that this project aims to expand upon. This kind of transition is "developmental" or "life-course" transition and focuses on the natural process that all youth go through, including those without disabilities, when they are transitioning to adulthood; it is more about the inward needs of the person, as opposed to external or environmental factors, when transitioning from any in-school setting to an out-of-school setting.

Research has been done about the factors and skills that are necessary for individuals with disabilities to have a successful transition to adulthood. There is also research done about the many benefits of dance and dance movement therapy for individuals with or without disabilities. However, there is no research on how these two factors might intersect. There is no research, for instance that shows how dancing can develop skills in individuals with disabilities that can facilitate and improve their transitions from school to adulthood. The purpose of this study, therefore, was to identify the skills dancing can develop in individuals that can help them have a successful transition into adulthood. This project aims to identify information on the benefits of dance and match those benefits to important transitioning skills found in the literature.

### **Definitions**

The following operational definitions were used to guide and give precision to the information utilized in this synthesis project:

- 1) Dance - a choreographed routine of movements usually performed to music  
(Malkogeorgos, A., Zaggelidou, E., Manolopoulos, E., & Zaggelidis, G., 2011).

- 2) Dance/movement therapy - the psychotherapeutic use of movement to further the emotional, cognitive, physical and social integration of the individual (American Dance Therapy Association, 1966).
- 3) Individual with Disabilities - a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment (Americans with Disabilities Act, 1990).
- 4) Transition - a complex process that focuses on changes in major cultural markers as a young person enters the adult world (Stewart, et. al., 2002).

### **Assumptions**

The following statements are assumptions that were made prior to the study in order to guide the inferences drawn from the studies or articles utilized:

- 1) The research review was exhaustive and comprehensive.
- 2) Literature searched identified all research on dance benefits.
- 3) The literature correctly identified the needed skills for transitioning.

### **Limitations**

The following statements are potential weaknesses of this synthesis project:

- 1) All research may not be specifically directed to individuals with disabilities.
- 2) Some research specifically directed to individuals with disabilities refer to dance/movement therapy rather than dance as a physical activity in itself.



## **Delimitations**

The following are criteria that were met by the articles included in this study:

- 1) Articles included subjects with and without disabilities.
- 2) Research focused on those individuals in young adulthood or transitioning to adulthood (high school or college-based to community-based).
- 3) Research focused on the transition needs of the individual in the affective and cognitive domains more than on environmental or external factors for transitioning.
- 4) Research on dance included other benefits, outside of the physical aspect.
- 5) Research articles were full text and peer reviewed articles.

## **Methods**

The purpose of this study was to determine what benefits the physical activity of dance has in the transition to adulthood for individuals with disabilities. Life after school can be an area in which young individuals with disabilities can face many challenges. Therefore, the intent is to highlight the benefit and importance of the participation of students with disabilities in said activity in hopes of getting a higher rate of participation to improve their transition to adulthood. This section explains the methods and procedures utilized to find the required information on this topic for this synthesis project and includes sub-sections on the literature search, criteria for inclusion, coding procedures, and plan for analysis.

## **Literature Search**

The articles for this literature review were all retrieved utilizing online databases. The databases used were SPORTDiscuss with Full Text, Academic Search Complete, PsychArticles and Science Direct. The keywords utilized to find articles for the purpose of this study were:

*“adulthood,” “dance,” “successful,” “transition,” “post-school,” “dance/movement therapy,” “individuals with disabilities,” “benefits” and “skills.”*

Various combinations of the keywords were utilized and more results were found. These combinations included the keywords *“transition”* and *“dance,”* a total of 117 peer-reviewed, scholarly, full text articles came up. When a combination of the keywords *“post-school”* and *“dance”* were used, only one article emerged. A search was done utilizing the whole phrase *“benefits of dance”* was done and a total of 40 peer-reviewed scholarly articles were found. When the combinations of keywords utilized didn’t include the keywords *“adulthood”* or *“post-school,”* only articles whose subjects were young children or older adults came up.

### **Criteria for Inclusion**

The following is a list of criteria that the articles had to meet in order to be included in this synthesis project:

- 1) All of the articles had to be peer-reviewed, scholarly articles.
- 2) All of the articles had to come from legitimate sources of information.
- 3) All of the articles about the topic of transition to adulthood had to include individuals with disabilities.
- 4) The articles used to find information about the benefits of dance programs did not have to be specifically about individuals with disabilities.
- 5) Health benefits, social benefits, communication benefits, self-perception benefits and quality of life benefits were all included in this synthesis project.
- 6) Articles were excluded if they were about the transition of students inside the school setting (i.e. pre-school to elementary school).

- 7) Articles that included younger children with or without disabilities were only utilized if and when the subjects were observed over a long period of time until those children left the school setting.
- 8) Articles that showed the characteristics of being relevant, focused on the topic and showed outcomes in transition to adulthood and/or benefits of the physical activity of dance were found.

The databases that were utilized showed results from a variety of journals and sources that included peer-reviewed, scholarly, full text articles that were related to the topic in question.

The final selection of 15 articles came from a variety of sources, including: *Adapted Physical Activity Quarterly*, *Therapeutic Recreation Journal*, *Strategies: A Journal for Physical and Sport Educators*, *American Journal of Occupational Therapy*, *Intellectual & Developmental Disabilities*, *Medicine & Science in Sports & Exercise*, *Education and Training in Developmental Disabilities*, *Archives of Physical Medicine and Rehabilitation* and *The Arts in Psychotherapy*. All of the above mentioned sources are legitimate sources of information. The databases however, many times, redirected the researcher to Google Scholar in order to access the full text of the article.

The selection of articles included in this synthesis utilized a mix of qualitative and quantitative research strategies. The articles included utilized methods like interviews, focus groups, summaries, questionnaires, tape-recorded interviews, instruments that measured specific areas related to the topic, multiple regression analysis, online surveys, longitudinal observations, data coding, tests and scales. All of these different methods and types of measuring ensured that the topic was being looked at from a variety of perspectives. The methods utilized for this synthesis project show that research was exhaustive and comprehensive and included a variety of

results that can highlight the benefits of the physical activity of dance in the transition to a post-school setting for individuals with disabilities.

### **Coding Procedures**

The coding for this synthesis project was done by selecting important aspects of each article and highlighting them. The sections included in the coding process were: title of the study, reference, purpose of the study, type of research/methods used in the study, subjects in the study, any information regarding either successful transitions or dance benefits, the results of the study and any additional comments relevant to this synthesis project. This information was extracted from each article and included in the review. Results for the coding can be found in the appendix.

### **Plan for Analysis**

To synthesize the information for this project all of the information gathered from the reviewed articles regarding a successful transition to adulthood for individuals with disabilities was described as well as information on the benefits of dance. Coding sheets were utilized for this purpose; extracted information from the articles included title, reference, type of research and methods, purpose, subjects, information on successful transitions, information on dance benefits and results. A vote counting method was utilized to identify major and minor elements according to their prevalence in the literature. Themes that emerged in five or more articles were considered major themes; the rest were considered minor themes. The needs for a successful transition to adulthood for individuals with disabilities were categorized by similarity and relevance to each other. The major themes that emerged for the needs of successfully transitioning to adulthood were categorized as: socialization, supports, independence/personal accomplishments and community integration. After finding the major and minor themes for

successful transitions, the literature regarding the topic of dance was analyzed. A vote counting method was utilized to identify major and minor themes on this topic. Benefits of dance that appeared in five or more articles were considered major themes; the rest were considered minor. Themes were categorized according to their similarity and relevance to each other. The major themes that emerged for the benefits of dance were categorized as: socialization and physical fitness. After this process was done with both topics, categories from both topics were compared and contrasted to see if there were any major themes from successful transitions that coincided with major themes from benefits of dance. Socialization was the only theme that was considered major in both topics.

## **Results**

The purpose of this synthesis was to align the benefits of the physical activity of dance with the elements needed for a successful transition. For this purpose, a total of 15 articles were reviewed and synthesized. Six out of these 15 articles were on the topic of transition to adulthood for individuals with disabilities. The analysis of these articles was guided by the literature review done on the subject by Stewart and colleagues (2010) and their definition of a developmental transition (focused on the needs of the person and not the environment). The remaining nine articles focused on the benefits or gains from participating in dance programs. Also, based on the purpose, the results were divided into two major themes which are the needs or elements for a successful transition to adulthood and the benefits or gains received from participating in dance. These two major topics were divided into categories based on the elements that were most recurrent in all of the articles synthesized. This was done based on the vote counting method utilized to synthesize the information. The primary literature is

summarized below according to the two major topics of this investigation, elements for a successful transition, and benefits of dance.

### **Elements for a Successful Transition**

The following section lists and describes the most recurrent requirements for a successful transition found in the literature. These requirements are arranged by commonalities into four categories for successful transitioning: socialization, supports, independence/personal accomplishments and community integration.

**Socialization.** This element is defined as a broad range of transition outcomes and activities, including community recreation and leisure activities, social relationships, marriage and parenting (Stewart, et. al., 2010). According to the literature review by Stewart and colleagues (2010), one of the major domains to transitioning is “social/community life.” When synthesizing the information about successful transitions to adulthood for individuals with disabilities, five other articles were reviewed. Out of these five articles, all mentioned some form of socialization as a key aspect in a successful transition. Each is summarized below.

Annable and colleagues (2003) investigated the transition experiences of 40 university and college students with disabilities as they graduated and entered the labor force in Canada. These participants were interviewed and they mentioned in their own words what the reasons behind their successful transitions were. Socialization was mentioned in the aspect of relationships with family and friends. The participants mentioned that having relationships with friends provided them with a support that was very much necessary for their successful transition. The article mentioned that participants also described how “support from family and friends contributed to their successes.” One participant mentioned that “I’ve always surrounded myself with people who have supported me. If someone didn’t support me I’d have to say

goodbye as a friend to them,” which demonstrates how important it was to this participant to socialize with friends and have them there in order to have a successful transition. Socialization was touched upon during this study in three different categories. Parents mentioned that for their child to have a successful transition they needed to form relationships with peers, have a constructive relationship with the community and be able to form romantic relationships and/or start a family. In this specific study relationships with peers in the category of social relationships accounted for 26% of the answers from the parent’s perspective of a successful transition.

Another study done by Isaacson, Cocks & Netto (2014) investigated the experiences of two families using the Community Living Plan (CLP - a transition plan for individuals with disabilities implemented in Western Australia) during the launching experience of their young adult with an intellectual disability from living dependently with parents, into an individual supported living setting in their own homes. This article also had a parent perspective but had a different approach as it focused on gaining an understanding of the futures the young people and their families were seeking, important issues faced, difficulties and supportive factors, the impact on family relationships, and family perceptions of the purpose of the CLP during this transition. This study mentioned the aspect of socialization in a different sense stating that it’s important for a successful transition because of negative situations their young adults faced due to the lack of socialization. It mentioned that there is a lack of normative social roles held by young men, which includes a lack of friends and non-structured social activities. Some impacts due to this social isolation and lack of connection to a social group included feelings of loneliness and, in some cases, contributed to depression.

Another article by Folsom-Meek, Nearing & Bock (2007) described the authors' position on the transition process and other aspects of transitioning including socialization. It mentioned that participating in disability sports is an important contributing factor to a successful transition in part because the benefits of the participation include being part of a team, socializing with other team members, and making physical activity a habit, among others. It also mentioned that socializing is an important aspect for continued participation in disability sport outside of school because "sharing physical activities with peers or friends is more enjoyable for most people than participating alone and, in many respects, that bond becomes the motivator for continued participation" (Folsom-Meek, Nearing & Bock, 2007, p. 44).

The final study that addressed socialization was written by Stewart and colleagues (2002) and aimed to explore and describe the nature of the transition process from the perspectives of 34 participants with a physical disability to gain a better understanding of their needs for services. The article mentioned socialization as being important by stating that, after leaving high school, some students who were highly sociable (socializing was considered a strength) had nowhere else to socialize. One of the participants said about her daughter: "...she was sociable. That's her strength and they took that away from her by cutting all those programs" that she participated in before leaving the high school setting. It also mentioned that the types of supports needed for successful transition related mostly to people: friendships, contacts, networking, role models, and mentors. It is evident that all articles reviewed in this section of the paper mentioned some sort of socialization, whether they stated it as a key factor that helped transition be successful or as a need that made transition unsuccessful.

**Supports.** According to the literature review by Stewart and colleagues (2010), there are many types of supports that facilitate the transition to adulthood. What are considered supports



in this review of literature are environmental or external factors that facilitate successful transitions for individuals with disabilities. Some of the environmental supports identified as facilitators for transitioning were: supportive community systems (such as housing and policy/legislative supports), financial and insurance aid, the positive influence of peer networks and mentoring relationships and technology (Stewart, et. al., 2010). Aside from the literature review by Stewart and colleagues (2010), another five articles related to successfully transitioning to adulthood for individuals with disabilities were reviewed, and all mentioned the use or need of supports for a successful transition to adulthood. These articles are summarized below.

In a study by Annable and colleagues (2003) participants mentioned that not only the support from family and friends made their transition successful, but also professors/instructors, who provided supports and accommodations, played a key role in their successful transition to adulthood. A few participants identified healthcare providers as important sources of support that contributed to their academic successes (“the support of physicians, chiropractors, massage therapists, they are quite helpful”) (Annable et.al. 2003, p. 17). In most of the cases, one of the major factors that contributed to their successes in completing their post-secondary educations was the existence of appropriate supports.

In another study by Henninger & Lounds (2014) supports were identified as a criterion for success in transitioning. The parents interviewed felt that for their young adult to be successful, there needed to be more supports available for them after leaving the high school settings. Parents mentioned supports to live independently as well as environmental supports such as accessible transportation and accessibility of places and programs in the broader sense.

A different study by Isaacson, Cocks, & Netto (2014) noted the use of supports outside

the immediate family, such as commission services from the Community Living Program in western Australia (in which is a person or commissioner provides support services to each person participating in the CLP), as a key aspect to successfully transitioning into independent living. In fact, one of the issues faced by the participants in this study was the lack of supports available. The parents mentioned that limited availability of formal support services was a real issue that hindered successful transitioning. Both families in this study described positive experiences utilizing social trainers to enhance their sons' independence, including financial management and cooking lessons, however both families experienced difficulty in finding support workers to assist their sons.

In the article by Folsom-Meek, Nearing & Bock (2007), they mentioned supports by suggesting the use of support services to help transition planning be successful. They argued that support services can be implemented by means of para-educators and peer or cross-age tutors. They also mentioned that financial support can be one of the most hindering aspects to successful transition services. They stated that a source of revenue needs to be identified such as grants, donations from service organizations, and/or fundraising activities to defray the cost of transition programs.

In the article by Stewart and colleagues (2002) supports are mentioned as a need in order to achieve a successful transition for individuals with disabilities. The types of support needs described related mostly to people: friendships, contacts, networking, role models, and mentors. However environmental supports or modifications also were factored in. Environmental needs that were mentioned were: buildings needed to be made accessible, in particular post-secondary schools, workplaces, theaters, and other recreational places. More housing options were needed in the community, and transportation needed to become an integrated system for, as one

participant said: “the ability to get around opens doors for everyone” (Stewart, et.al. 2002, p. 14). The factor of support, whether physical, emotional, environmental or any kind of support needed, is an important aspect in achieving a successful transition for individuals with disabilities.

**Independence/ personal accomplishments.** According to the literature review by Stewart and colleagues (2010), on the topic of transition, supports are one of the major themes that emerged in the literature. These supports are internal as opposed to those stated above, meaning that these are personal qualities that support the person and are conducive to successful transitions. Various personal support factors were identified: including self-awareness, effective coping strategies, resilience, active engagement, perseverance, goal setting, literacy level and language skills, internal control, adaptive behavior, knowledge about self and future options, self-determination and self-advocacy during transition (Stewart, et.al., 2010). Aside from this literature review, when researching about a successful transition to adulthood, five other articles were reviewed. Four out of these five articles mention that the development of independence or the sense of “doing things for themselves” was an important factor for individuals with disabilities to have a successful transition to adulthood. These articles are summarized below.

The article by Annable and colleagues (2003) mentioned that the participants were successful in transitioning to adulthood because of certain personal qualities they had obtained such as motivation, persistence, determination, tenacity, optimism, perseverance, stubbornness and discipline. It also mentioned that the need for personal accomplishment was a major factor and motivator that helped make them successful in transitioning.

Another article by Henninger & Lounds (2014), mentioned that parents would consider a transition to be successful if their child with a disability would achieve independence or

independence with support. They also considered a transition successful if the child moved out of the home, apart from parent or caregiver.

The study by Isaacson, Cocks & Netto (2014) found that the individual with a disability's independence and autonomy increased when moving out of the home. Also, one of the issues faced when transitioning was a lack of independence before transitioning. Adult roles and responsibilities came as a gradual process after leaving the home and were hampered by constant parent involvement.

A different study by Stewart and colleagues (2002) the authors stated that for some of the needs for a transition to be successful, individuals with disabilities needed to have certain personal accomplishments such as being able to communicate their needs to other people, asking appropriately for assistance, and making decisions. In relation to this, during this study, the importance of "doing it ourselves" emerged as a sub-theme. This review has shown that four out of the five articles summarized in this section agreed that personal accomplishments and independence are important factors that need to be developed in individuals with disabilities in order for them to have a successful transition to adulthood.

**Community integration.** The community integration aspect of transitioning was identified by Stewart and colleagues (2010) as being essential to having a successful and satisfying adult life. Five other articles were reviewed for this section and four out of the five mentioned community integration.

The first article reviewed on this aspect of transitioning was by Henninger & Lounds (2014). In the article, parents of children with intellectual and developmental disabilities (IDD) mentioned a "constructive relationship with community" as a key factor in their young adults having success in the transition to adulthood. This constructive relationship with the community

included the individual's participation in recreational, social, or leisure activities in the community.

Another article by Isaacson, Cocks & Netto (2014) also mentioned community integration in the factors that are conducive to a successful transition to adulthood. One of the critical issues addressed in the study when talking about the launching process (leaving the house/transitioning to adulthood) was the availability of opportunities for young people with intellectual disability to develop social networks to encourage community participation and the development of friendships.

In the article by Folsom-Meek, Nearing & Bock (2007) the authors recommended that community integration be utilized in the physical education setting. It mentioned that the community should serve as the physical education classroom at least one day a week, if not more. It also gave the suggestion of utilizing university partnerships because they provide opportunities to use the community transportation system, a much-needed skill for community participation, which they considered a very important factor in having a successful transition to adulthood.

In a study by Stewart (2002), the participants mentioned community integration as an important factor and pressing need in order to achieve a successful transition, especially in activities that gave them choice and opportunities for decision-making and “resumé-building.”

**Minor factors for successful transition.** In addition to the major themes discussed above, different, less-repetitive themes emerged when investigating what is necessary to achieve a successful transition to adulthood for individuals with disabilities. Some of these include disability service providers, continuing academic or intellectual pursuits, psychological well-being, romantic relationships and/or starting a family, physical health or safety, impact of

launching on siblings and allow the children, youth, and young adults to participate in activities that might have been unavailable to them because of the lack of assistance needed to be successfully included. These themes were considered minor themes because each of them was only mentioned in one out of the five articles researched, therefore were not considered as important.

**Summary.** The following table shows the vote counting method utilized for identifying the major themes that emerged during the research done on the topic of successful transition to adulthood. The headings on the following table are the themes that met the criteria for being considered a major theme for the topic of successful transition, which means they appeared in five or more of the articles reviewed.

Table 1				
Vote Counting Summary for the Topic of Transition				
Article	Socialization	Supports	Independence/personal accomplishments	Community integration
Annable, Watters, Stienstra, Symanzik, Tully, & Stuewer, (2003).	X	X	X	
Henninger & Taylor, (2014)		X	X	X
Isaacson, Cocks & Netto, (2014)	X	X	X	X
Folsom-Meek, Nearing & Bock, (2007)	X	X		X
Stewart, Law, Rosenbaum & Williams, (2002)	X	X	X	X
Stewart, Freeman, Law, Healy, Burke-Gaffney, Forhan, Young & Guenther, (2010)	X	X	X	X
Total:	5	6	5	5

This table summarizes the vote counting system utilized to identify the major emerging themes for the needs to a successful transition to adulthood for individuals with disabilities. Each of these major theme appeared in at least five of the articles reviewed for this synthesis. All other themes identified in the literature review were considered to be minor.

### **Benefits of Dance**

Nine articles were reviewed for this portion of this synthesis project. Socialization and physical fitness were the two major themes that emerged when reviewing the articles. Although articles reviewed for this portion did not include articles that focused solely on the physical aspect, there were physical benefits mentioned in all of the articles reviewed, alongside other benefits, therefore it is considered a major topic.

**Socialization.** The aspect of socialization in dance came up in seven of the nine articles reviewed for this portion of the synthesis. The first article by Heiberger, Maurer, Florian, Mendez-Balbuena, Schulte-Monting, Hepp-Reymond and Kristeva (2011) mentioned socialization as being one of the major benefits or outcomes that dance provides individuals with Parkinson's disease (PD). When investigating the effects of dance in 11 patients with PD, "recreation" and "socializing" were most prominent, followed by "relationships" and "helping and encouraging others." The end result improved the socializing influence even on the private relationship between partners which had changed for the better since the participation in the dance class.

A second article by Kreutz, (2008), studying 110 tango dancers, showed socialization in that physical investment (in terms of time and money) indicate tango dancing as a highly important activity that seems to involve substantial opportunity of moderate physical exercise,



social interaction and emotional reward. Some of the motivational factors mentioned by the participants were meeting friends, new acquaintances and not being alone.

In an article by Lakes, Marvin, Rowley, Nicolas, Arastoo, Viray and Jurnak (2016), the authors measured 225 ballroom dancers' perceptions of the cognitive, social, emotional, and physical benefits of modern styles of partnered dancing. Socialization was perceived in different ways by many of the participants, but a very high percentage of the participants agreed on these: dance helped improve their affect (95%), their ability to meet new people (89%) and their ability to make physical contact with others (89%); and it decreased nervousness in social situations (89%) and helped improve social interpersonal skills (88%).

Another article authored by Zitomer & Reid (2011) had the purpose of exploring children's perceptions on dance ability and disability. The authors interviewed 16 children (five with physical disabilities and 11 without) to see if their participation in an integrated dance program would change their perception of disability. In this article socialization was addressed by both disabled and non-disabled peers. In the end results showed that there was an increase in shared participation of all group members in the dance context and dancing helped shape the way participants played outside of the dance classroom, where the non-disabled peers modified their game-play because the idea of dancing in different levels or on different body parts seemed to transfer to the way children played together.

Another article by Muhammad (2009) mentioned that "Dancing is an exceptional way to have fun, socialize and stay in shape--or start a new fitness routine" (Muhammad, 2009, p. 1), therefore emphasizing the social aspect of the dance program. This article also mentioned findings from studies by the Mayo Clinic (1994) indicating that the "social aspects of dancing are beneficial for stress reduction, increasing energy, improving strength and increasing muscle

tone and coordination” (Muhammad, 2009, p. 1). This same article also differentiates between dance and other types of physical activities in the sense that “it not only provides cardio-health benefits of aerobic performance it also has the feature of taking part in a social activity” (Muhammad, 2009, p. 1). Lastly, it mentioned that the opportunities present in a dance program to meet people, whether in classes or at dances, may help participants build social skills and boost self-confidence.

The last two articles reviewed, briefly mentioned socialization and are summarized next. An article by Alpert (2011) stating the author’s perspective on the health benefits of dance, mentioned that “dance also has a socialization component whereby people come together to dance and in the process, develop ties with fellow dancers; solitary exercise does not have this same benefit” (Alpert, 2011, p. 156). This point of working with others also was made by another article by Bajek, Richards, Andrew and Ressler (2015) which discussed the benefits of implementing a dance unit in physical education. This article also mentioned that dance can improve teamwork and it covers the SHAPE America National Standards, especially Standard 5, which stresses recognition of the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction (SHAPE America, 2014).

**Fitness/physical improvements.** During the reviewing process for the dance portion of this synthesis project, seven out of the nine studies reviewed showed fitness or physical improvements as a benefit, outcome or motivator in the different dance programs, even though the literature search did not focus specifically on physical improvements. The study by Heiberger and colleagues (2011) mentioned many positive physical outcomes for individuals with PD. Eleven people with PD who participated in 25 dance lessons over the period of eight months were studied and showed improvements in rigidity, significant improvement of the hand

movements and finger tapping, movement initiation was faster and movement execution had larger amplitude, which led to better fine motor skills, which are crucial for everyday activity.

In the study by Bartholomew & Miller (2002), which studied 204 women's responses to aerobic dance classes to see what their affective responses to a dance class of their choosing, showed that there was a significant reduction in negative affect, tension, and tiredness. Likewise, significant increases were reported for positive affect, energy and calmness. At the end of the study, the participants' bodies showed more energy, less tension and less tiredness.

In the article by Lakes and colleagues (2016) the authors studied 225 ballroom dancers to see their perceptions of the cognitive, social, emotional and physical benefits of modern styles of partnered dancing. The researchers found high percentages of participants perceiving physical improvements as an outcome of dance. The two physical aspects in which dance helped improve were physical fitness (84%) and physical coordination (92%).

Similarly, in the study by Kreutz, (2008), one of the motivational factors that kept dancers practicing the tango Argentino was physical fitness. In the article by Alpert (2011) the author mentioned that "Many dance forms provide a total body workout, which tones the body and provides aerobic benefits, unlike working just the lower body when on the stationary bike or walking on the treadmill" (p. 156). Alpert (2011) also mentioned that "the exercise benefits of dance include increased flexibility, increase in muscle strength and tone, increased endurance, balance and spatial awareness, and a general feeling of well-being" (p. 155).

In the article by Bajek & colleagues (2015), where the authors related dance to the NASPE national standards for physical education, they mentioned that "dance improves the five components of health-related fitness (such as cardiovascular endurance, flexibility and muscular

strength), and it also enhances the six components of skill-related fitness (including agility, balance and coordination)” (p. 145).

Another study done by Kaltsatou, Mameletzi and Douka (2011) examining how practicing traditional Greek dances could help patients who had breast cancer, showed that the patients in the experimental group improved their 6-min walk distance, and significantly increased the distance they could walk in 6-min after the program, they also significantly improved handgrip strength, both right and left, and there were also significant differences between the practice and control groups on arm volume, but only for the left arm and not the right. In these articles it can be seen that dance can help improve the body and the dancer’s fitness, and that even though the articles reviewed for this project were not focused solely on physical fitness, the theme is important enough to be mentioned in six of the articles reviewed, and therefore, is considered one of the major themes of the dance portion of this synthesis.

**Minor benefits of dance.** Alongside the major themes of socialization and physical improvements, different, less-repetitive themes emerged when identifying the benefits of dance. These themes did not emerge in more than five articles and were therefore considered minor themes for the purpose of this synthesis. Some of these were: improvement of the facial expression (ameliorates mutual empathy and understanding between patient and caregiver) (Heiberger, et. al., 2011), impact on the state of mind (Heiberger, et. al., 2011), relaxation (Kreutz, 2008), enjoyment of atmosphere (Kreutz, 2008), expression of emotions (Kreutz, 2008), improved memory or ability to learn new things (Lakes, et.al., 2016) and conceptual growth (Zitomer & Reid, 2011).

**Summary.** The following table shows the vote counting method utilized for identifying the different major themes that emerged during the research done on the benefits of dance. The

headings on the following table are the themes that met the criteria for being considered a major theme for the topic of benefits of dance, which means they appeared on five or more articles.

Table 2		
Vote Counting Summary for the Topic of Benefits of Dance		
Article	Socialization	Physical improvements
Heiberger, Maurer, Florian, Mendez-Balbuena, Schulte-Mönting, Hepp-Reymond & Kristeva, (2011)	X	X
Kreutz, (2008)	X	X
Lakes, Marvin, Rowley, Nicolas, Arastoo, Viray, & Jurnak, (2016).	X	X
Bartholomew & Miller (2002)		X
Zitomer & Reid (2011)	X	
Muhammad, (2009)	X	
Alpert, (2011)	X	X
Bajek, Richards & Ressler, (2015)	X	X
Kaltsatoua, Mameletzia & Doukab, (2011)		X
Total:	7	7

This table summarizes the vote counting system utilized to identify the major emerging themes in the studies about the benefits of dance. Each of the major themes appeared in at least five of the articles reviewed for this synthesis; all other themes found in the literature review were considered to be minor.

### **Integration of the Literature**

In this synthesis project, a total of 15 articles were reviewed with the intention of investigating if the benefits of dance could be translated into successful transitioning into adulthood for individuals with disabilities. Benefits of dance were reviewed and they included benefits in the sense of outcomes from participating in a dance program, as well as motivational factors to participate in a dance program. The elements needed for a successful transition were those that helped individuals with disabilities actually be successful in transitioning to adulthood, as well as what the parents thought they would need to be successful. The only match between a major benefit of dance and a major need for successful transitions to adulthood of individuals with disabilities was the theme of socialization. This section of the paper looks more closely at socialization and the role dance might play for individuals with disabilities in their transition to adulthood.

**Socialization.** Articles reviewed for both benefits of dance and the needs for successful transitioning had socialization as the major emerging theme. Being mentioned in five out of the five articles for successful transitioning and four out of the five articles reviewed for dance benefits, supports the idea that dance can be beneficial for successful transitioning to adulthood for individuals with disabilities in this specific factor. Socialization was mentioned in many

forms including interactions between friends and improved interpersonal skills, and team/group members and company. Each of these forms is discussed below.

***Friendships and improved interpersonal skills.*** Having friends was mentioned as a major factor that contributed to the success in completing post-secondary education (Annabel, et. al., 2013). Dance programs have been proven to improve relationships between individuals with disabilities participating in a dance program, as well as with their caregivers (Heiberger, et. al., 2011). This shows that dance is conducive to building relationships or friendships that could possibly arise out of dance class and could help in the transitioning to adulthood. Another indication of this are some motivational factors that encouraged individuals to continue participating in dance programs such as “meeting friends,” “new acquaintances” and “not to be alone” (Kreutz, 2008). This coincides with some of the criteria for success in transitioning from parents’ perspectives such as “relationships with peers” (Henninger & Lounds, 2014) as well as some issues faced while transitioning, such as “social isolation” (Isaacson, et.al., 2014).

***Team members and company.*** Some recommendations for successful transitioning include participating in disability sports, in part because of the social benefits of it, such as being part of a team and socializing with other team members (Folsom-Meek, et.al., 2007); this coincides with some of the improvements received from dancing from the perspective of dancers, such as meeting new people and improved social interpersonal skills (Lakes, et.al., 2016). Another outcome of dance was that participants increased their shared participation of all group members in the dance context (Zitomer & Reid, 2011), which was one of the struggles for some participants when faced with transitioning to adulthood; one parent even mentioned that socialization was her child’s “strength” and that, when she left high school, that was taken away from her (Stewart, et. al., 2002). This shows that there is a connection between the social needs

for a successful transition into adulthood and the social benefits of dance programs. Also, it shows that dancing can be used as a tool to improve socialization which will then be a helpful tool in itself for individuals with disabilities to have more successful transitions into adulthood.

### **Discussion and Conclusions**

Research for this synthesis project showed the needs individuals with disabilities have when transitioning to adulthood as well as factors that have made the transition process a successful one. In addition to this, benefits gained from engaging in dance also were highlighted in this synthesis project. The results showed that there is a great need for socialization, supports, independence and community integration for transitions to adulthood to be successful for individuals with disabilities, as well as other minor needs. The results also showed the major benefits of dancing, which are improving socialization and fitness/physical improvements, as well as other minor areas. In these results a relationship was found between dance benefits and needs for successful transitions in the area of socialization which was the first major theme for both topics. Recommendations were made for practitioners in the form of strategies that could maximize the benefits of dance for successful transitions to adulthood of individuals with disabilities are discussed below.

### **Suggestions for Practitioners**

Practitioners could utilize these findings to develop and implement dance units in their middle school or high school curriculums for individuals with disabilities, in order for them to experience the benefits that can be received from participating in said program. Such programs could be implemented even if teachers feel they have little or no experience in dance. The



following are methods to increase socialization for the purpose of maximizing dance benefits to positively influence in transitioning to adulthood:

- Augment the time spent doing partner or group activities in a dance class. For example, partnered warm-ups could be utilized to increase socialization with peers.
- Utilize able-bodied peers as partners; these partners would rotate every specific amount of time. An inclusive dance setting would serve dual purposes as it will increase socialization for individuals with disabilities, as well as improving perceptions of able-bodied peers toward individuals with disabilities.
- Add group dynamics, such as dividing the whole group into smaller groups who, with the assistance of the teacher or able-bodied peers, choreograph their own dance sequence of an eight-count. These groups also could come together to choose a different song to choreograph each week or to create a dynamic warm-up to use before the dance class begins.

Practitioners also could utilize these findings to increase other benefits of dance, which could potentially be beneficial in transitioning. For instance, even though the research on dance was not focused solely on the physical benefits of dance, all of the research articles utilized for this synthesis project showed physical benefits for the participants of each study. Even though the physical aspects were not listed as major needs for transition for individuals with disabilities, they were mentioned in the minor needs and dance is very helpful in improving this area. Part of transitioning, in some cases, includes finding employment. In this area, improved physical fitness could be very beneficial as it would increase opportunities for individuals with disabilities to get employed. Some jobs may require higher knowledge that some individuals with disabilities may possess, but there are always jobs with more physical requirements in which

individuals with disabilities could excel. This is consistent with the findings of Choe and Baldwin (2016) in which 40% of men with a physical disability were employed in jobs where static strength (the ability to exert muscle force repeatedly or continuously over time) is important or very important and 44% of men and 36% of women were employed in jobs where trunk strength (the ability to use abdominal and lower back muscles to support part of the body repeatedly or continuously over time) was important. Dance could be a way to help improve this physical fitness for employment purposes.

Another aspect for successful transition was the need for community integration. As individuals with disabilities exit school-based settings they often head for community-based settings. This means that they need a set of skills to be able to actively participate in the community. Dance improves socialization as seen above, but encouraging students' parents to involve their children in dance programs outside of school could be a way to expose these individuals with disabilities to the community before they actually have to transition to it. Participating in community dance programs would increase socialization with individuals who might have similar conditions or other able-bodied peers who live in the same community. They could fraternize outside of the school setting, as these are the people who will be there when students with disabilities exit school-settings and no longer have their "school friends." Being integrated into the community was shown as a positive factor to increase success in transitioning.

There are also minor benefits of dance that correlate with minor needs for transitioning. Results showed that dance can improve state of mind, relaxation memory, enjoyment and expression of emotions. This correlates with the need for psychological well-being in order to achieve a successful transition. Dance programs could augment time spent in relaxation, which could be seen in the form of unstructured dance (free dance to any type of music), which would

help students improve their psychological well-being. It could also be seen in the form of breathing exercises and stretching techniques during warm-up, for example, Robin Powell's Relaxation techniques, which include hugging knees to the chest and holding in breath and letting it out slowly and moving head side to side (Sagolia, 2006). This would be another way to maximize the effects of a dance program to help the transition to adulthood for individuals with disabilities be a successful one.

### **Recommendations for Future Research**

Further research should be done on the perspectives of individuals with disabilities personal needs for successfully transitioning to adulthood. Much of the existing research is on environmental factors that facilitate transitioning, but there should be more research done on individual factors that show what students need to develop during their school-based placements in order to successfully transition into community-based living.

Further research also could be done investigating if, in fact, dance programs are beneficial for individuals with as they disabilities transitioning into adulthood. This research could investigate the following topics:

- The effects of socialization in dance class on socialization in the community
- The physical benefits of a dance program on the employment of individuals with disabilities
- The effect of being integrated into a community dance program during the school-based setting on the community integration after exiting the school-setting
- The psychological well-being of individuals with disabilities who participate in dance class when transitioning to adulthood.

## **Conclusions**

According to the findings of the synthesis, the conclusion can be made that dance can impact positively on the transition to adulthood for individuals with disabilities. The socialization benefits of dance can improve the socialization needs of individuals with disabilities, which was one of the most recurring needs for a successful transition. The physical benefits of dance increase physical fitness and health, which was one of the minor needs for transitioning; they also could potentially increase employment opportunities for individuals with disabilities. The relaxation, memory, and expression of emotion benefits of dance can help improve mental/psychological well-being for individuals with disabilities, which was one of the minor needs identified for a successful transition to adulthood.

With these relationships between both topics it can be concluded that it is important for practitioners to include dance into their curriculums, as well as encourage dance for individuals with disabilities in a community setting. It is important for individuals with disabilities to develop positive relationships in the community setting because, when exiting the school setting, these are the relationships that will remain. It is also important for individuals with disabilities to be exposed to different physical activities during their school years, which can include dance, because that gives them the opportunity to choose whether they would like to continue participating in it outside of the school setting or not. Individuals who choose to participate in dance can reap the benefits it brings in their transition to adulthood.

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Appendix

Coding Sheets

<p><b>Title</b></p>	<p><b>Students with Disabilities: Transitions from Post-Secondary Education to Work Phase One Report</b></p>
<p><b>Reference</b></p>	<p>Annable, G., Watters, C., Stienstra, D., Symanzik, A., Tully, B.L., &amp; Stuewer, N. (2003). <i>Students with Disabilities: Transitions from Post-Secondary Education to Work Phase One Report</i>. <i>Canadian Centre on Disability Studies</i>. Retrieved from <a href="http://disabilitystudies.ca/wp-content/uploads/2010/08/transitionsphaseone.pdf">http://disabilitystudies.ca/wp-content/uploads/2010/08/transitionsphaseone.pdf</a></p>
<p><b>Type of Research &amp; Methods</b></p>	<ul style="list-style-type: none"> <li>• Qualitative             <ul style="list-style-type: none"> <li>○ Interviews</li> </ul> </li> </ul>
<p><b>Purpose</b></p>	<p>Examining the transition experiences of university and college students with disabilities as they graduate and enter the labor force in Canada</p>
<p><b>Subjects</b></p>	<p>Forty students with disabilities who graduated or expected to graduate from universities and colleges in four Canadian cities during 2002</p>
<p><b>Information on Successful Transition</b></p>	<ul style="list-style-type: none"> <li>• Personal qualities (often referred to internal desire) (e.g. Motivation, persistence, determination, tenacity, optimism, perseverance, stubbornness, discipline)</li> <li>• Support from family and friends</li> <li>• Need for personal accomplishment</li> <li>• Disability service providers</li> </ul>



	<ul style="list-style-type: none"> <li>• Professors/instructors who provided supports and accommodations</li> </ul>
Information on Dance Benefits	N/a
Results	<ul style="list-style-type: none"> <li>• One of the major factors that contributed to their successes in completing their post-secondary educations was the existence of appropriate supports</li> <li>• Appropriate accommodations and supports are also important</li> </ul>
Comments	Participants described in their own words what the reasons behind their successful transition were.

Title	Family Perspectives on a Successful Transition to Adulthood for Individuals with Disabilities
Reference	Henninger, N. A. ., & Lounds Taylor, J., Julie. 1. taylor@vanderbilt. ed. (2014). Family Perspectives on a Successful Transition to Adulthood for Individuals With Disabilities. <i>Perspectivas Familiares Sobre Una Transición Exitosa a La Adulthood En Personas Con Discapacidad.</i> , 52(2), 98–111. <a href="https://doi.org/10.1352/1934-9556-52.2.98">https://doi.org/10.1352/1934-9556-52.2.98</a>

Type of Research & Methods	<p>Qualitative</p> <ul style="list-style-type: none"> <li>• Open-ended questions (internet survey)</li> <li>• Exploratory analyses</li> </ul>
Purpose	<p>This study identified criteria for success in adulthood based on open-ended responses from parents of children with IDD</p>
Subjects	<p>Parents of individuals with IDD (N = 198)</p>
Information on Successful Transition	<ul style="list-style-type: none"> <li>• Having an occupation or functional role in society</li> <li>• Moving out of the home, apart from parent or caregiver</li> <li>• Relationships with peers</li> <li>• Skills required for successful daily functioning</li> <li>• Continuing academic or intellectual pursuits</li> <li>• Independence/independence with support</li> <li>• Constructive relationship with community</li> <li>• Accessibility and transportation</li> <li>• Psychological well-being</li> <li>• Romantic relationships and/or starting a family</li> <li>• Physical health or safety</li> </ul>
Information on Dance Benefits	<p>N/A</p>

Results	The results depicted in Figure 1 suggest that families' goals for their sons or daughters with IDD reach far beyond conventional criteria of success in adulthood in both depths of criteria and breadth of content
Comments	The “Constructive relationship with community” category includes the individual's participation in recreational, social, or leisure activities in the community

Title	Launching: The experiences of two young adults with intellectual disability and their families in transition to individual supported living.
Reference	Isaacson, N. C., Cocks, E., & Netto, J. A. (2014). Launching: The experiences of two young adults with intellectual disability and their families in transition to individual supported living. <i>Journal of Intellectual &amp; Developmental Disability, 39</i> (3), 270–281. <a href="https://doi.org/10.3109/13668250.2014.929643">https://doi.org/10.3109/13668250.2014.929643</a>
Type of Research & Methods	Qualitative <ul style="list-style-type: none"> <li>• Case-study design</li> <li>• Interviews, participant observation, and documentation</li> </ul>
Purpose	This study explored the experiences of two families using the Community Living Plan during launching of their young adult with intellectual disability into individual supported living in their own homes. The aim was to gain an understanding of the futures the young people and their families were

	<p>seeking, important issues faced, difficulties and supportive factors, the impact on family relationships, and family perceptions of the purpose of the CLP during this transition</p>
<p><b>Subjects</b></p>	<p>Two families that were selected purposively, on the basis of whether they met the following selection criteria: (1) Had a young adult with intellectual disability aged 18–26 years, who had moderate to high support needs (as determined by the Commission); (2) In the early stages of launching of their young adult; and (3) Had received Community Living Planning funding for less than 12 months at commencement of the study.</p>
<p><b>Information on Successful Transition</b></p>	<ul style="list-style-type: none"> <li>• Independence and autonomy (increased when leaving home)</li> <li>• Social activity (helped the transition to living independently to be smoother)</li> <li>• Changing relationships and uncertainty</li> <li>• Impact on parents</li> <li>• Parent expectations on sibling involvement</li> <li>• Impact of launching on siblings</li> <li>• Use of supports outside the immediate family (Commission services)</li> <li>• Other formal supports</li> <li>• Planning of launching</li> <li>• Future <ul style="list-style-type: none"> <li>○ Issues faced</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Adult roles and responsibilities (gradual process/ hampered by constant parent involvement)</li> <li>• Social isolation (*see comments)</li> <li>• Finding support (limited availability of formal support services)</li> <li>• Transition planning and the role of the CLP</li> <li>•</li> </ul>
Information on Dance Benefits	N/A
Results	<p>Small number of participants limits generalization of findings from this study; however, the themes identified largely confirmed findings from other studies in this area. A critical issue in the launching process is the availability of opportunities for young people with intellectual disability to develop social networks to encourage community participation and the development of friendships.</p>
Comments	<ul style="list-style-type: none"> <li>• Community Living Plan (CLP) = funding stream supporting people with intellectual disability to live outside the parental home in Western Australia.</li> <li>• Social Isolation = “The lack of normative social roles held by the young men, including a lack of friends and nonstructured social activities, was consistent with previous studies (Forte et al., 2011; McVilly et al., 2006). Impacts of isolation and lack of connection to a social group may include feelings of loneliness (McVilly</li> </ul>

	et al., 2006) and potentially depression (Heiman, 2001).”
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<b>Title</b>	<b>Transitioning Children, Youths, and Young Adults with Disabilities.</b>
<b>Reference</b>	<b>Folsom-Meek, S. L., Nearing, R.J &amp; Bock, R.E. (2007). Transitioning Children, Youths, and Young Adults with Disabilities. <i>Journal of Physical Education Recreation and Dance</i>, 78(3), 38–51.</b>
<b>Type of Research &amp; Methods</b>	<b>Position Paper</b>
<b>Purpose</b>	<b>This article aims to inform the authors’ position on the following topics: (1) the transition process, (2) who implements transition services, (3) how to plan and implement transition activities, (4) best practices in transition, (5) participation in disability sport, and (6) university partnerships for transition</b>
<b>Subjects</b>	<b>N/A</b>
<b>Information on Successful Transition</b>	<ul style="list-style-type: none"> <li>• middle school and high school levels should be involved in the transition process as part of their regular responsibilities. At both levels, lifetime physical activities and fitness components should be included in their curricula. <ul style="list-style-type: none"> <li>○ Best practices in transition</li> </ul> </li> </ul>

- the community should serve as the physical education classroom at least one day a week, if not more
- plan and develop transition experiences through the use of student interest surveys, ecological inventories, and available venues
- a source of revenue needs to be identified
- program evaluation must be conducted
  - Disability Sports
- Participation in disability sport can and should be an important part of the transition process.
- the benefits of participation at the time are weighed (e.g., actively participating in physical activity, being part of a team, socializing with other team members, and making physical activity a habit)
  - University Partnerships for transitioning
- Institutions of higher education have unique opportunities to provide a variety of programs (motor development, aquatics, recreation and leisure, disability specific, etc.) for students with disabilities in the transition process.

	<ul style="list-style-type: none"> <li>• opportunities to use the community transportation system, a much needed skill for community participation</li> <li>• university students provide valuable hands-on assistance to facilitate success in active recreation and leisure activities for transition students</li> <li>• “peer buddies” - these types of programs benefit both the university students and the students in the transition programs</li> <li>• allow the children, youths, and young adults to participate in activities that might have been unavailable to them because of the lack of assistance needed to be successfully included</li> </ul>
<p><b>Information on Dance Benefits</b></p>	<p>N/A</p>
<p><b>Results</b></p>	<p>The IDEA amendments (2004) and respective special education state plans mandate that transition IEPs be in place by age 16, although successful planning often begins in elementary school. Transition plans tend to emphasize vocational opportunities, physical educators and recreation specialists need to advocate for plans that address community participation, namely active recreation and leisure</p>
<p><b>Comments</b></p>	<p>Sharing physical activities with peers or friends is more enjoyable for most people than participating alone, and in many respects, that bond becomes the motivator for continued participation</p>



	<p>Student and family interests form the foundation for meaningful transition services.</p> <p>Successful transition services encompass two basic concepts for adapted and general physical educators: (1) the curriculum for students with disabilities is parallel to that for students without disabilities, and (2) the curriculum includes lifetime physical activities that take place in the community (Auxter, Pyfer, &amp; Huettig, 2004)</p>
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<p><b>Title</b></p>	<p>Impact of a weekly dance class on the functional mobility and on the quality of life of individuals with Parkinson's disease</p>
<p><b>Reference</b></p>	<p>Heiberger, L., Maurer, C., Florian, A., Mendez-Balbuena, I., Schulte-Mönting, J., Hepp-Reymond, M. ., &amp; Kristeva, R. (2011). Impact of a weekly dance class on the functional mobility and on the quality of life of individuals with Parkinson's disease. <i>Frontiers in Aging Neuroscience</i>, 3(14), 1–15. Retrieved from <a href="http://journal.frontiersin.org/article/10.3389/fnagi.2011.00014/full">http://journal.frontiersin.org/article/10.3389/fnagi.2011.00014/full</a></p>
<p><b>Type of Research &amp; Methods</b></p>	<p>Mixed methods</p> <ul style="list-style-type: none"> <li>○ Motor assessments: Unified Parkinson Disease Rating Scale III (UPDRS III), Timed Up and Go test (TUG) &amp; Semi Tandem Test (SeTa) (before and after dance class)</li> </ul>

	<ul style="list-style-type: none"> <li>○ Quality of life and well-being: Quality of Life Scale (QOLS), Westheimer Questionnaire &amp; Questionnaire for Caregivers</li> </ul>
<b>Purpose</b>	To investigate (i) the short-term effects of dance (i.e., the effect immediately after the dance class) on motor control in individuals with PD and (ii) the long-term effects of 8 months of participation in the weekly dance class on the quality of life of the PD patients and their caregivers.
<b>Subjects</b>	Eleven people with moderate to severe PD who participated regularly for 8 months (25 dance class lessons) in a weekly dance class were investigated. The patients were 58–85 years old ( $71.3 \pm 8.4$ years; six women, five men)
<b>Information on Successful Transition</b>	N/A
<b>Information on Dance Benefits</b>	<ul style="list-style-type: none"> <li>○ Improvements of rigidity and in hand and finger movements</li> <li>• Patients' major short-term improvement is a decrease in rigidity, one of the cardinal signs of PD</li> <li>• Significant improvement of the hand movements and finger tapping</li> <li>• Movement initiation and execution were faster and their amplitude larger. This is leading to better fine</li> </ul>

	<p>motor skills crucial for everyday activity</p> <ul style="list-style-type: none"> <li>○ Improvement of the facial expression</li> <li>● significant improvement of the facial expression</li> <li>● ameliorates mutual empathy and understanding between patient and caregiver <ul style="list-style-type: none"> <li>○ Socializing effects</li> </ul> </li> <li>● recreation” and “socializing” on the first and second places, followed by “relationships” and “helping and encouraging others.”</li> <li>● socializing influence even on the private relationship between partners which had changed for a better since the participation in the dance class <ul style="list-style-type: none"> <li>○ Impact on the state of mind</li> </ul> </li> <li>● an improvement of their state of mind after each dance class</li> <li>● the four caregivers confirmed this for their partners and for themselves <ul style="list-style-type: none"> <li>○ Impact on everyday life</li> </ul> </li> <li>● contribute to improve the competence needed in everyday life</li> <li>● independence in activities of daily living and mobility, social</li> </ul>
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	<p>relations, general health status and life contentment.</p> <ul style="list-style-type: none"> <li>○ Impact on health</li> <li>• Dance improves the mood which plays an important role for the well-being and the health of PD patients</li> <li>• “express themselves more creatively” - leads to self-confidence</li> </ul>
<p><b>Results</b></p>	<p>Weekly dance classes for PD patients in a ballet studio have immediate positive effects on motor deficits, especially on the rigidity of the limbs as well as on fine motor skills and facial expression. the quality of life of the patients and their caregivers improved in parallel over 8 months of regular participation. To sum up, dance is a very efficient activity to improve mobility and well-being of PD patients.</p>
<p><b>Comments</b></p>	<p>Improved rigidity in PD patients immediately after the dance class may be a direct consequence of better proprioceptive-motor integration. In PD patients the deficit in motor control often affects the facial muscles, leading to symptoms known as hypomimia or facial masking. This refers to the face being less expressive than usual and to the loss of so-called automatic movements, such as blinking and smiling. This impairment can lead to extreme interpersonal problems in the exchange of social contacts. For example, hypomimia can either be confused with depression or,</p>

	<p>conversely, can cause overlooking depression in PD patients. This leads to a mutual inhibition of empathy.</p> <p>Dance embodies many aspects, such as sensory stimulation, physical activity and cognitive challenges, rhythmic motor coordination, balance, auditory and sensory stimulation, musical experience, social interaction, memory, perception, and expression of emotions. Therefore, dance can be classified as one of the enriched environments known to induce an increase of neurotrophic factors which promote brain plasticity (Kattenstroth et al.,2010)</p>
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<b>Title</b>	<b>Does Partnered Dance Promote Health? The Case of Tango Argentino</b>
<b>Reference</b>	Kreutz, G. (2008). Does partnered dance promote health? The case of tango Argentino. <i>The Journal of the Royal Society for the Promotion of Health</i> ,128(2), 79–84. <a href="https://doi.org/10.1177/1466424007087805">https://doi.org/10.1177/1466424007087805</a>
<b>Type of Research &amp; Methods</b>	<p><b>Mixed Methods</b></p> <ul style="list-style-type: none"> <li>○ self-developed inventory</li> <li>○ interviews and observations as a participant observer</li> <li>○ motivation – 5 point rating scale</li> </ul>
<b>Purpose</b>	<b>To investigate the dancers of tango Argentino, and to explore potential health benefits in this group.</b>

Subjects	Ballroom Tango Dancers (N = 110) in two western European cities, namely Nijmegen (Netherlands) and Frankfurt am Main (Germany).
Information on Successful Transition	N/A
Information on Dance Benefits	<ul style="list-style-type: none"> <li>○ Motivational Factors <ul style="list-style-type: none"> <li>• Relaxation</li> <li>• Enjoyment of atmosphere</li> <li>• Expression of emotions</li> <li>• meeting friends</li> <li>• distancing from everyday life</li> <li>• having fun</li> <li>• improving mood</li> <li>• fitness</li> <li>• Practicing steps</li> <li>• New acquaintances</li> <li>• Erotic mood</li> <li>• Not to be alone</li> </ul> </li> </ul>
Results	<p>Motivation appears to be predominantly driven by both hedonistic and social factors, accounting altogether for nearly 60% of the variance.</p> <p>Physical investment in terms of time and money indicate tango dancing as a highly important activity that seems to involve substantial opportunity of moderate physical exercise, social interaction and emotional reward</p>

Comments	Motivations of tango dancers seem to be grounded in pleasure-seeking and relaxation, as well as in beliefs that dancing brings about physical, social and emotional benefits
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Title	Dancer perceptions of the cognitive, social, emotional, and physical benefits of modern styles of partnered dancing
Reference	Lakes, K. D., Marvin, S., Rowley, J., Nicolas, M. S., Arastoo, S., Viray, L., ... Jurnak, F. (2016). Dancer perceptions of the cognitive, social, emotional, and physical benefits of modern styles of partnered dancing. <i>Complementary Therapies in Medicine</i> , 26, 117–122. <a href="https://doi.org/10.1016/j.ctim.2016.03.007">https://doi.org/10.1016/j.ctim.2016.03.007</a>
Type of Research & Methods	<ul style="list-style-type: none"> <li>○ Quantitative</li> <li>• survey instrument consisting of theoretically derived items</li> <li>• Medians and ranges were calculated for the full sample as well as for subsamples.</li> <li>• tested for significance using Mann-Whitney U Tests</li> <li>• ordinal regression models to examine predictors of perceived outcomes.</li> </ul>
Purpose	Dancer perceptions of the cognitive, social, emotional, and physical benefits of modern styles of partnered dancing

<b>Subjects</b>	<b>N = 225</b> were recruited by the <b>Atomic Ballroom Dance Center</b>
<b>Information on Successful Transition</b>	<b>N/A</b>
<b>Information on Dance Benefits</b>	<ul style="list-style-type: none"> <li>• <b>dance improved physical fitness (84%)</b></li> <li>• <b>physical coordination (92%)</b></li> <li>• <b>focusing and paying attention for longer periods of time (70%)</b></li> <li>• <b>improved their memory or ability to learn new things (82%)</b></li> <li>• <b>dance helped improve their affect (95%)</b></li> <li>• <b>partnered dance helped improve their comfort in making and keeping eye contact (80%)</b></li> <li>• <b>meeting new people (89%)</b></li> <li>• <b>making physical contact with others(89%)</b></li> <li>• <b>decreased nervousness in social situations (89%)</b></li> <li>• <b>improved social interpersonal skills (88%)</b></li> <li>• <b>improve their self-confidence(93%)</b></li> </ul>
<b>Results</b>	<p><b>Experienced dancers reported significantly greater benefits in the physical, cognitive, and social domains, with effect sizes in the small to medium range.</b></p> <p><b>Committed dancers reported greater physical fitness benefits than occasional dancers.</b></p>



Comments	Results from our study suggest that social partner dancing is associated with self-perceived positive improvements in physical fitness, cognitive functioning, social functioning, affect, and self-confidence. Sustainable, lifelong participation in physical activity is important for physical and mental health, and our results suggest that dancing is an activity that many individuals perceive as enjoyable and would willingly continue across their lifetime, particularly as they recognize benefits to their overall health and wellbeing

Title	Affective Responses to an Aerobic Dance Class: The Impact of Perceived Performance
Reference	Bartholomew, J. B., & Miller, B. M. (2002). Affective Responses to an Aerobic Dance Class: The Impact of Perceived Performance. <i>Research Quarterly for Exercise and Sport</i> , 73(3), 301–309. <a href="https://doi.org/10.1080/02701367.2002.10609024">https://doi.org/10.1080/02701367.2002.10609024</a>
Type of Research & Methods	Quantitative <ul style="list-style-type: none"> <li>• Likert scale RPE</li> <li>• Means and standard deviations</li> <li>• MANOVAs</li> <li>• ANOVAs</li> </ul>

<b>Purpose</b>	<p>To examine the affective response to self-selected aerobic dance classes.</p> <p>To test the mastery hypothesis (successfully completing an effortful task, such as exercise, results in a feeling of accomplishment or mastery) as an explanation for the affective benefits of acute exercise.</p>
<b>Subjects</b>	<p>Participants were 204 healthy university undergraduate women recruited from aerobics classes offered by a large southwestern university.</p>
<b>Information on Successful Transition</b>	N/A
<b>Information on Dance Benefits</b>	<ul style="list-style-type: none"> <li>• increased positive affect</li> <li>• increased energy</li> <li>• significantly reduced negative affect</li> <li>• significantly reduced tension</li> <li>• significantly reduced tiredness</li> <li>•</li> </ul>
<b>Results</b>	<p>Both high and low performance groups reported similar reductions in negative affect, tension, and tiredness.</p> <p>High performance participants reported significantly greater positive affect and energy than their low performance counterparts</p> <p>High and low performance participants reported large post-exercise differences in</p>

	positive affective states but similar reductions in negative affective states following recovery.
Comments	<p>At 5 min following class completion, each participant provided an RPE for the class, rated their perceptions of the class, and again completed the measures of psychological state. Following 20 min of recovery, participants completed only the measures of psychological state (rating of perceived exertion)</p> <p>Data suggest that college-aged women are not invariant in their performance ratings for or enjoyment of aerobic dance classes. Even experienced exercisers, performing a self-selected bout of exercise, can interpret their performance in a sufficiently negative fashion to reduce the expected improvement in positive affect. When</p>

Title	To be or not to be – able to dance: integrated dance and children’s perceptions of dance ability and disability
Reference	<p>Zitomer, M. R., &amp; Reid, G. (2011). To be or not to be – able to dance: integrated dance and children’s perceptions of dance ability and disability. <i>Research in Dance Education, 12</i>(2), 137–156.</p> <p><a href="https://doi.org/10.1080/14647893.2011.575224">https://doi.org/10.1080/14647893.2011.575224</a></p>

<p><b>Type of Research &amp; Methods</b></p>	<ul style="list-style-type: none"> <li>○ Qualitative</li> <li>• Case study approach</li> <li>• Semi-structured focus group interviews</li> <li>• Pre-program interviews were designated to evaluate perceptions of dance ability and disability and prior contact experience</li> <li>• Post-program interviews evaluated potential changes in those perceptions as a function of the program</li> </ul>
<p><b>Purpose</b></p>	<p>To explore children’s perceptions of dance ability and disability and the possibility that participation in an integrated dance program would change such perceptions.</p>
<p><b>Subjects</b></p>	<p>Sixteen children between the ages six and nine (M = 7.6) enrolled in an integrated dance program. Five children had physical disabilities and 11 children were able-bodied (Table 1). Two able-bodied participants dropped out of the program after four weeks.</p>
<p><b>Information on Successful Transition</b></p>	<p>N/A</p>
<p><b>Information on Dance Benefits</b></p>	<ul style="list-style-type: none"> <li>• participation in integrated dance may change children’s perceptions of dance ability as it relates to the ability of those with disabilities to dance.</li> <li>• increase in shared participation of all group members in the dance context</li> <li>• conceptual growth viewed as change in concepts used for communication and problem solving</li> <li>• viewing disability as something different and unclear to viewing it as</li> </ul>

	<p>different only because of the equipment</p>
<p><b>Results</b></p>	<p>Pre-program interviews revealed three common themes for all children relating to their conceptions of dance and dance ability: all kinds of moves, like ballet and dance ability = turning/jumping.</p> <p>three themes emerged regarding able-bodied children's perceptions of children with disabilities and their ability to dance: can't walk/can't dance, passivity and different because...</p> <p>Two common themes emerged regarding concepts of dance: emotional/physical and body parts/levels</p> <p>Two themes emerged regarding able-bodied children's perceptions of dance ability and disability: can't walk/CAN dance and different because-equipment.</p> <p>One theme emerged from children with disabilities regarding their ability to dance: competence</p>
<p><b>Comments</b></p>	<p>Many comments included under the emotional/physical theme reflected enjoyment of the program</p> <p>Dance as an enjoyable activity was reflected in all children's responses as they used the word 'fun' repeatedly in various discussion phases. 'Fun' was the first word Daniela (able-bodied) uttered when asked what is dance, to which other participants responded 'Ya'. Don (with disabilities) used the word 'fun' when discussing what he learned in the program: 'I learned dancing is fun and great, and I really liked it. I think we should continue doing the dance for a while'. Roman</p>

	<p>(with disabilities) explained: ‘It is a kind of movement that is fun and it is good for your body’.</p> <p>Two girls referred to dance as a means of self-expression</p> <p>The idea of dancing in different levels or on different body parts seemed to transfer to the way children played during their free time prior to or at the end of classes.</p> <p>Responses of children with disabilities revealed a sense of competence based on the dance knowledge they acquired.</p>
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<b>Title</b>	A Qualitative Study of the Transition to Adulthood for Youth with Physical Disabilities
<b>Reference</b>	Stewart, D. A., Law, M. C., Rosenbaum, P., & Willms, D. G. (2002). A Qualitative Study of the Transition to Adulthood for Youth with Physical Disabilities. <i>Physical &amp; Occupational Therapy In Pediatrics</i> , 21(4), 3–21. <a href="https://doi.org/10.1080/J006v21n04_02">https://doi.org/10.1080/J006v21n04_02</a>
<b>Type of Research &amp; Methods</b>	<ul style="list-style-type: none"> <li>○ Qualitative <ul style="list-style-type: none"> <li>● individual and focus group interviews, guided by a set of open-ended questions</li> </ul> </li> </ul>
<b>Purpose</b>	To explore and describe the nature of the transition process from the participants’ perspectives to gain a better understanding of their needs for services.

<p><b>Subjects</b></p>	<p>Thirty-four people (1) persons with a range of ages from 18 years to 30 years; (2) persons who had completed high school or were in the final year of high school; (3) persons with different types and severity of physical disability, including congenital, acquired, and deteriorating conditions, and some secondary disabilities including developmental and sensory disabilities; (4) persons who were verbal and non-verbal and/or who used a communication device; (5) persons from a variety of ethnic and cultural backgrounds; (6) persons with different living environments, including living on their own, at home with parents, or in a supported housing environment; (7) persons who were involved in a range of current productive and leisure activities; and (8) some parents/caregivers, as they were an integral part of this process</p>
<p><b>Information on Successful Transition</b></p>	<ul style="list-style-type: none"> <li>• <b>The Context: “Trying to Fit” includes: physical, social, cultural, and institutional elements</b></li> <li>• <b>Being social helped but the lack of services after high-school meant there would barely be any socialization going on (“and she was sociable. That’s her strength and they took that away from her by cutting all those programs”)</b></li> <li>• <b>Participating in community and social activities that gave them</b></li> </ul>

	<p>choice and opportunities for decision-making and “resumé-building.”</p> <ul style="list-style-type: none"> <li>• Personal needs included being able to communicate their needs to other people, asking appropriately for assistance, and making decisions.</li> <li>• Environmental needs: buildings needed to be made accessible, in particular post-secondary schools, workplaces, theaters, and other recreational places. More housing options were needed in the community. Transportation needed to become an integrated system for, as one participant said, the ability to get around opens doors for everyone</li> <li>• The types of support needs described related mostly to people: friendships, contacts, networking, role models, and mentors.</li> </ul>
<p><b>Information on Dance Benefits</b></p>	
<p><b>Results</b></p>	<p>The coding scheme included three main categories of context, process, and needs/services.</p> <p>Socially, the participants noticed changes in attitudes of the people around them</p> <p>Needs and Services: “Building a Bridge”</p> <p>Self-identified needs fell into three main areas: personal, environmental, and transitional support</p>



	the importance of “doing it ourselves” emerged as a sub-theme.
<b>Comments</b>	

<b>Title</b>	Stepping Chicago style: dance to benefit your body, mind, & soul
<b>Reference</b>	Muhammad, J. (2009). Stepping Chicago style: dance to benefit your body, mind, & soul. Health Reference Center Academic, 1.
<b>Type of Research &amp; Methods</b>	Position Paper
<b>Purpose</b>	Inform the authors’ perspective on the benefits of stepping Chicago Style dancing.
<b>Subjects</b>	over 300 adult students

Information on Successful Transition	N/A
Information on Dance Benefits	<ul style="list-style-type: none"> <li>• “Dancing is an exceptional way to have fun, socialize and stay in shape--or start a new fitness routine”</li> <li>• the “social aspects of dancing are beneficial for stress reduction, increasing energy, improving strength and increasing muscle tone and coordination”</li> <li>• “it not only provides cardio-health benefits of aerobic performance it also has the feature of taking part in a social activity”</li> <li>• opportunities present in a dance program to meet people whether in classes or at dances, may help participants build social skills and boost self-confidence</li> </ul>
Results	<p>Stepping the night away can burn just as many calories per hour as riding a bike or swimming. The exact calories burned while Steppin' needs further research. According to dance and exercise experts, a 150 pound person dancing the Salsa burns 420 plus calories per hour, Ballroom (fast) comes in at about 374 calories per hour, and Swing around 306 calories per hour. Stepping is similar in the intensity and exertion of all of these dances, especially Salsa. An educated estimate of calories burned using the calculator from HealthStatus.com, Stepping one hour compared with fast Ballroom dance could average around 378 calories--again, based on a 150 pound person</p>

Comments	You can forget that you are "exercising" and dance your way to fitness
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Title	Alternative Exercise May Be Attractive to More Individuals
Reference	Alpert, P. T. (2010). Alternative Exercise May Be Attractive to More Individuals. <i>Home Health Care Management &amp; Practice</i> , 22(4), 301–304. <a href="https://doi.org/10.1177/1084822309357006">https://doi.org/10.1177/1084822309357006</a>
Type of Research & Methods	Integration of literature on dance and different exercises that can have impactful benefits for individuals.
Purpose	Inform on dance and different exercises that can have impactful benefits for individuals.
Subjects	N/A
Information on Successful Transition	N/A
Information on Dance Benefits	<p>Dance, like other sports activities, uses technical skills that involve physiological and psychological elements; specifically, dancers must be physically fit.</p> <p>dance does have a positive effect on physical health</p> <p>other health benefits beyond the physical advantage, specifically social relationships, emotional rewards, and improved cognition</p>

<b>Results</b>	N/A
<b>Comments</b>	Being inherently fun, it also offers the element of socialization when groups of individuals come together to dance

<b>Title</b>	<b>Benefits of Implementing a Dance Unit in Physical Education</b>
<b>Reference</b>	Bajek, M., Richards, K. A. R., & Ressler, J. (2015). Benefits of Implementing a Dance Unit in Physical Education. <i>Strategies</i> , 28(5), 43–45. <a href="https://doi.org/10.1080/08924562.2015.1066613">https://doi.org/10.1080/08924562.2015.1066613</a>
<b>Type of Research &amp; Methods</b>	Position Column / suggestion
<b>Purpose</b>	To inform on the benefits of adding or implementing a dance unit in physical education and to advocate for the teaching of dance within the physical education curriculum.
<b>Subjects</b>	N/A
<b>Information on Successful Transition</b>	N/A
<b>Information on Dance Benefits</b>	Life skills that can be taught through dance include goal setting, perseverance through challenges, trying new things, self-expression and critical thinking.

	<p>teaches cross-curricular skills, such as empowering students to think critically about movement</p> <p>Experiencing dance can connect with tactile, audial and visual learners in ways that traditional classes could not. Exercising both the mind and body by practicing language arts skills (such as analyzing) while dancing can help students to synthesize knowledge from all academic areas.</p>
Results	N/A
Comments	One realistic approach to teaching a dance class is to focus on Laban Movement Analysis, which focuses on body, effort and space awareness and can be applied to any dance style (Bales, 2006).

Title	Physical and psychological benefits of a 24-week traditional dance program in breast cancer survivors.
Reference	Kaltsatou, A., Mameletzi, D., & Douka, S. (2011). Physical and psychological benefits of a 24-week traditional dance program in breast cancer survivors. <i>Journal of Bodywork and Movement Therapies</i> , 15(2), 162–167. <a href="https://doi.org/10.1016/j.jbmt.2010.03.002">https://doi.org/10.1016/j.jbmt.2010.03.002</a>
Type of Research & Methods	Qualitative and Quantitative  blood pressure, heart rate, physical function (6-min walking test), handgrip strength, arm volume and psychological condition (Life Satisfaction Inventory and Beck Depression

	Inventory) were evaluated before and after the exercise program.
<b>Purpose</b>	to evaluate the influence of a mixed exercise program, including Greek traditional dances and upper body training, in physical function, strength and psychological condition of breast cancer survivors.
<b>Subjects</b>	wenty-seven women (N = 27), who had been diagnosed and surgically treated for breast cancer, volunteered to participate in this study.
<b>Information on Successful Transition</b>	N/A
<b>Information on Dance Benefits</b>	aerobic exercise with Greek traditional dances and upper body training could be an alternative choice of physical activity for breast cancer survivors, thus promoting benefits in physical function, strength and psychological condition
<b>Results</b>	significant increases of 19.9% for physical function, 24.3% for right handgrip strength, 26.1% for left handgrip strength, 36.3% for life satisfaction and also a decrease of 35% for depressive symptoms in the experimental group after the training program. Significant reductions of 9% for left hand and 13.7% for right hand arm volume were also found in the experimental group.
<b>Comments</b>	