

Colours of Dance *Radiates*



Our Mission

Dance connects mind to body, feelings to experience and people to communities in powerful ways. We are committed to giving all children, no matter their personal challenges, the opportunity to benefit from creative dance supported by dance and education professionals.



*"Dancing is music made visible."
George Balanchine*

Colours of Dance *Radiates* is a creative dance programme based in Cambridge offered to children who have experienced bigger challenges in their lives. This might include, but is not limited to children with neuro-diversities, disease, disabilities or Adverse Childhood Experiences (ACE) such as family adjustments. The *Radiates* programme provides children with the opportunity to experience the freedom and expression offered by dance.

Radiates classes are delivered weekly focussing on a concept providing the opportunity for a child to use their imagination and creativity, to connect with their senses and their peers. The benefits of creative dance are both physical and developmental for social and emotional skills. *Radiates* is heavily funded by charitable donations, so that financial need is no barrier to accessibility.

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1 - Background



Infants have a predisposition for rhythmic movement in response to music (Zentner & Eerola)

Most children express themselves physically before they can express themselves verbally. Movement is a universal language of the body which is instinctive to human beings. As we grow, we become more dependent upon words, spoken or written and consequently less physical. Most academic success is led, delivered and assessed through verbal and written form. Most children 'dance' before they can walk – whether they are babies moving arms and legs to rhythmic or musical stimulation, or the seated toddler body-popping away in time to the beat. Most children stimulate a smile – that most positive of communication links – through impulsive or instinctive movement, engendering reciprocity leading to confidence and self-esteem development.

Childhood is itself a journey full of new challenges, some exciting and some intimidating. Everyday, children experience the world and discover more about their place within it. However, some children can face greater challenges posed by physical limitations, disease, neuro-diversities and Adverse Childhood Events (ACE). These challenges influence a child's thoughts, provoking feelings about themselves and the world, which a child expresses through their behaviour. Yet emotions play a vital role in our lives: all the cognitive skills and social functioning required to succeed academically are immersed in and affected by the emotions¹.

However, for some children the emotional states and physical sensations they are feeling are yet to be identified and named. Many of the feelings may predominately be a cause of unmet needs such as loneliness, fear or anger. For others to vocalise these emotions is to feel weak or experience a sense of shame. The resulting behaviours triggered by the emotions can inhibit the child's progress in school and their inclusion in the community. These children are communicating physically. But without having an agreed physical language to help them explore, exercise, understand or accept their

¹ Immordino-Yang & Damasio, 2007.



emotions and those of others. They are expected to use or find words, that perhaps they do not have. Dance brings us back to our instincts and thus opens an opportunity for the child to explore the complexity of their thoughts and bodily sensations through their body without the need for words; it is multidimensional²

The desire and motivations of a child are related to their sense of self-determination. Firstly, a child needs to feel in control of their life. Children who have lived through ACE's can often feel a loss of control in their lives, the death of a family member or the medical procedure associated by their disease can be unexpected and not optional. Secondly, children need to have positive & appropriate challenge, skill and feedback in their life.

For those children with physical challenges, accessing sports and games without adaptations can be limited; the challenges of the body may restrict their opportunities to express ideas. Thirdly, is the child's need to belong and to feel valued. Children generally wish to be part of the group and to minimise their differences, but for some children they can feel a loss of control when their condition is visible to their peers³. This is particularly seen in boys where pastimes for boys are predominately active, with the child wishing to be included may take risks both physically and emotionally⁴. Children who struggle with friendships may consequently find they are rejected by their peers, and their schooling suffers⁵, as their minds are preoccupied with their social concerns, thus turning them inwards. A child's sense of belonging can be restricted by their behaviour, physical differences or their life experiences. It can be a challenge for a child to connect with others, whose lives may seem very different.



"The interpretation of a child's ideas, feelings, and sensory impressions expressed symbolically in movement forms through the unique use of his body"
Dimondstein, 1974

Despite the many benefits of teaching dance in physical education, many teachers do not have experience with dance and may not feel comfortable delivering dance in the timetable. However, to bring specialist dance teachers into a school costs money at a time when schools are suffering with budget pressures – particularly felt in the arts subjects.

To address this need, in 2016, Gemma Coldicott became the Quality Assurance Officer for the Royal Academy of Dance's RADiate programme, which she and her colleagues delivered. The RADiate project delivers dance sessions to children with SEND (Special Educational Needs and Disability), including ASD (Autism Spectrum Disorder), BESD (Behavioural, Emotional and Social Difficulties) and those on the Child Protection register. These sessions develop a child's personal strengths, boost self-esteem, and encourage relaxation and fun. This programme has been hugely successful being delivered in twelve schools both mainstream and specialist across London as well as the RAD's headquarters.

² Sanderson, 2001.

³ Church & Romano, 1997.

⁴ Church & Romano, 1997.

⁵ Cartledge, Gardner & Ford, 2009.



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The observed benefits were across social, emotional and physical spheres.

- ✓ The children were empowered by the creativity and the independence.
- ✓ The children showed an increase in confidence and self-expression.
- ✓ The social skills were strengthened through experiences of leadership, teamwork and interaction.
- ✓ There was an opportunity for relaxation in the school day.
- ✓ The children benefitted physically through engaging with the freedom of their bodies and finding new ways to move regardless of any disability.

Two endorsements from the RADiate project:

“[Name of child] loves dancing. This has moved from a vague sense before he started at RADiate to a full-blown craze since attending. A child like ours, at a mainstream school, is the best at nothing. But through the classes, he is able to take part on a level playing field. He loves getting others to join in and it gives him the unusual experience of being the one 'in charge' rather than always following.”

Parent of a child attending RADiate



“Dance is your pulse, your heartbeat, your breathing. It’s the rhythm of your life. It’s the expression in time and movement, in happiness, joy, sadness and envy.” Jaques D’Ambroise

“Children were being transported outside of the constraints of their condition and connecting with people and their surroundings in a more self-aware and rewarding way. Most importantly, these classes celebrate ability rather than disability and promote a real sense of joy.”

Michael Nunn, RADiate Ambassador

In 2016, Imogen Knight (Principal of Colours of Dance), was asked to become a Trustee of the RAD and it is through her work there that she became aware of the “RADiate” project. Seeing daily the benefits of dance throughout her career, and aware of the local need for funded creative dance classes, she

determined to bring RADiate to Cambridge. In 2019, the Colours of Dance school were approved to deliver their “Colours of Dance *Radiates*” programme across Cambridge inspired by and based upon the philosophy and ideas of the RAD’s RADiate project. *Radiates* is supported by Gemma Coldicott - trainer and mentor, and Gerard Charles - RAD’s Artistic Director and *Radiates* founder Trustee.

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2 -What is Colours of Dance *Radiates*?

Radiates is a creative dance programme designed to empower children to learn the capacity to explore their thoughts, feelings and ideas through movement in a safe environment.

Aims & Benefits

Aims

Radiates' main aim is to develop the social and emotional learning skills of the children. In detail, **Radiates** aims to provide the opportunity:

- For children to learn the concepts of Creative Dance.
- For all children to enjoy the self-expression of creative dance.
- For a non-competitive form of exercise.
- Children to connect their emotions with expression.
- To develop a child's non-verbal communication through body language and self-expression.
- To relax and escape from the day.
- For a child to thrive in an environment where there is no wrong or right in their dance.
- To experience and understand Relatedness: to feel a valued and respected member of the community
- To have Autonomy: to have the freedom to express their creativity and imagination.
- To make a time for children to connect with their bodies & their senses.
- To allow a physical language to be understood as part of the development of a child's social and emotional skillset.



The social and emotional learning for a child may be categorised into five areas: Self Awareness, Self-Management, Social Awareness, Relationships Skills and Responsible Decision-Making (CASEL⁶).

Self-Awareness: Radiates will open opportunities for children to explore their emotions and thoughts through dance and interaction with their peers. Increasing self-awareness.

Self-Management: Radiates will support the self-regulation of the child. Learning to coordinate and control their bodies. Providing outlets for their emotions and to provide both mental & physical relaxation.

Social Awareness: Radiates activities will provide children with the opportunity to both lead and be part of a group. Additionally, watching other children's self-expressive dance shares thoughts and ideas for the opportunity for second or higher order intentionality (Theory of Mind).

Relationship skills: Radiates will support the children in developing their relationships with their peers from side-by-side performance to working in small groups, where children are supported to problem solve and collaborate.

⁶ CASEL – Social and emotional learning: <https://casel.org>

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Responsible Decision-Making: Radiates will provide a safe environment in which to practice decision-making – be it for the individual or as part of a team – and then to understand the consequences of that decision. Taking responsibility for decisions.

Benefits

Dance has been shown to have benefits for the mind, body and soul⁷. When children dance together to a piece of music it creates a community, the children are moving to the same beat⁸, irrelevant of language and culture⁹. For a child with a disability, dance allows the child to take control¹⁰, to focus on themselves and their abilities¹¹; creative dance is free without definition¹².

Physical benefits

For children with gross motor challenges such as Down Syndrome¹³, Cerebral Palsy¹⁴ or for hypoactive children¹⁵, dance is shown to improve posture, balance and coordination; whilst experiencing enjoyment. At a general level dance is an excellent form of non-competitive fitness, that strengthens core muscles, improving balance and coordination.

Social and emotional skills

Dance promotes positive social development¹⁶ and improves communication skills¹⁷. Children participating in dance programmes show an increased sense of well-being and the class environment promotes a positive mood increasing resilience for a children's mental health¹⁸. Dance is seen to raise self-esteem¹⁹ and create a positive body image²⁰ which is essential for children growing up immersed in media.

Children who have experienced ACE (Adverse Childhood Experiences) may not be able to vocalise or understand their thoughts or feelings. For these children, dance provides a creative opportunity to explore and release their ideas, emotions and senses without the need for words^{21 22}.



What is dance? It is the physical expression through movement and rhythm of relationships, feelings and ideas." Sir Ken Bruce

⁷ Dinold & Zitomer, 2015.

⁸ Cone & Cone, 2011.

⁹ Goodgame, 2007.

¹⁰ Cone & Cone, 2011.

¹¹ Jobling, Virji-Babul & Nicols, 2006.

¹² Carter, 2000.

¹³ McGuire, Long, Ebensen & Bailes, 2019.

¹⁴ Stribling & Christy, 2017

¹⁵ Caf, Kroflić & Tancig, 1997.

¹⁶ Leandro, Monterio & Melo, 2018.

¹⁷ Caf, Kroflić & Tancig, 1997.

¹⁸ Koch, Kunz, Lykou & Cruz, 2014.

¹⁹ Bolak et al., 2005; Theocharidou, Lykesas, Giossos, Chatzopoulos & Koutsouba, 2018.

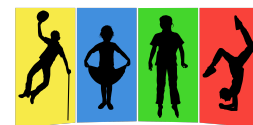
²⁰ Caf, Kroflić & Tancig, 1997; Jobling, Virji-Babul & Nicols, 2006; Koch, Kunz, Lykou & Cruz, 2014.

²¹ Goodgame, 2007.

²² Dimondstein 1971

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Dance provides a rich social experience²³; the children are working collaboratively through communication, cooperation and resolution with their peers²⁴.

Academic benefits

The dance classes provide the physical and social-emotional support and/or a creative outlet to produce a positive impact on some children's attitude and motivation to their schooling²⁵. Dance increases the imagination and creativity of a child²⁶, which are attributes that can be applied across the curriculum.



²³ Theodoridou, Lykesas, Giossos, Chatzopoulos & Koutsouba, 2018.

²⁴ Bolak et al., 2005; Caf, Kroflić & Tancig, 1997; Jobling, Virji-Babul & Nicols, 2006.

²⁵ Bowen & Kisida, 2019; Leandro, Monterio & Melo, 2018.

²⁶ Caf, Kroflić & Tancig, 1997; Theodoridou, Lykesas, Giossos, Chatzopoulos & Koutsouba, 2018.

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"Dance can help restore joy and stability in troubled lives and ease the tensions in schools disrupted by violence and bullying." Sir Ken Bruce

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3 -Programmes offered

Colours of Dance provides two opportunities to participate in the programme Radiates.

The first programme is offered as part of the school timetable within the school day. This is “Colours of Dance **Radiates**”.

The second programme is a weekend class out of school – extended whenever possible through the school holidays, so that continuation of learning and positive habits can be maintained when the term-time school routine is not running. This is “Colours of Dance **Radiates-Out**”

Each half-term block of classes is based on a theme. The classes vary in length depending on the age of the participants from 30 minutes to 60 minutes. The classes follow a consistent structure to support children who find change challenging. Each lesson aims to allow the children an opportunity to be creative, imaginative and to engage with their sensory system whilst learning a key concept of dance. These lessons are designed to provide moments of fun, happiness and calmness with relaxation.

Radiates classes will have a minimum of 2 Dance Artist leaders to a maximum of 10 students, as teacher to student ratio is critical in achieving the right environment and getting the relationships right supports the development of long-term trust and knowledge.



*“I love contemporary the most because it allows me to express how I really am”
(dancer, 7 years old)*

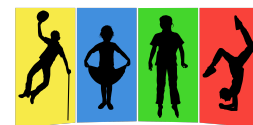
Radiates staff are practiced at helping settle in new students and will support the pace of each individual both at the start and throughout their dance journey – whatever time and shape that takes. Trust and skill is developed over time with each student taking their own amount of time to settle onto a class, to develop new skills and advance in several dimensions, be they social, emotional or physical.

*In-school programme – Colours of Dance **Radiates***

Four of the **Radiates** team attend the school to provide a weekly or twice weekly dance lesson. For Key Stage One and Two these lessons are between 30 – 60 minutes long. Initially the **Radiates** team visit the school to observe and learn about the children and their learning within the school. The school will select the children for the class based on their knowledge of their needs and the context of the school. The **Radiates** team’s lesson plans are personalised to the selected children.

The **Radiates** team delivers an overview training session to educators within the school. The purpose of the training session is for support staff to experience a **Radiates** class and identify how the staff can best support their children. The **Radiates** team connects and works with the school.

In-school sessions provide accessible dances lessons both to children that might be prevented finances or family logistics, and for children unable to currently attend a community dance class due to self-challenge. The first in-school programme is delivered to Castle School in Cambridge. A second primary school in Cambridge is planned for the second term (Spring 2020).



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Out-of-school programme: Colours of Dance - Radiates-Out

Radiates will offer a combination of weekend classes for children and their families. These will be carefully scheduled classes open to parents & children or siblings to attend together, with the objective of reinforcing, developing and strengthening relationships within families in a positive and creative space. In addition, the **Radiates-Out** dance programme will provide concurrent relaxation/exercise classes for the children's parents to provide some self-care time.

Through offering a channel to **Radiates** outside school and nested in the community, **Radiates-Out** provides the opportunity for children and their siblings to extend their social circles. It is also time for parents to connect. A benefit of the out-of-school programme is the opportunity for children to experience dancing with other children outside their immediate network. This brings all the community together.



"Dancing is more than just moving body parts; it is a pathway of expressing your deepest inner thoughts." – Normani Kordei

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4 - Colours of Dance Radiates – The Team

The team received training and initial quality assurance from Gemma Coldicott. The team has sought the advice of Blue Smile, a Cambridgeshire children's charity which provides counselling and support in schools, and they have provided training. The *Radiates* team benefit from growing out of the experienced and successful Colours of Dance school.

The *Radiates* core team consists of five passionate educators - Alison, Celia, Imogen, Lili and Lucy.

Alison Cox

Alison is an experienced teacher of dance. Alison began her career as a graduate scientist. A love of working with children took Alison to the classroom as a primary school teacher. But since her first taste of ballet at age of 3 she has been addicted to dance ever since. This took Alison in 2002, to become an Associate of the National Association of Teachers of Dance (NATD), and is now an experienced teacher of dance and classical ballet.

Through her dance teaching Alison has taught all ages of school children, both mainstream and specialist. Being involved in dance groups such as Eden Dance, Cool Katz and Super Troupers, and creating 'Exonics' project combining phonics with dance. Alison has kept her ties to education through her tenth year as governor at Mayfield primary school. Alison believes the value of dance is life long and doesn't limit her teaching to children, she also provides a 'Ballet Workout' for adults who have not had the pleasure of experiencing a dance lesson. Alison continues to attend weekly ballet classes for her own benefit.



Alison – Founder *Radiates* Trustee - is a Lead Dance Artist, delivering *Radiates* and *Radiates-Out* classes

Celia Enderle

Celia is a teacher and positive psychology practitioner. As a graduate mathematician and qualified teacher, Celia has taught both primary and secondary school children both in the UK and the US. Through her teaching she took an interest in children facing challenges from Special Education Needs and Disability (SEND), and Social, Emotional and Mental Health (SEMH). This interest took her to complete an MSc in Applied Positive Psychology where her research focussed on motivation, the use of language, SEMH and children with rare diseases. Celia has two amazing children, one of whom has a rare disease. She is a passionate advocate of children receiving a positive educational experience that nurtures and supports the child's mental health.



Celia – Founder *Radiates* Trustee - is a Lead Dance Artist, delivering *Radiates* and *Radiates-Out* classes



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Imogen Knight

Imogen founded Colours of Dance, located in north Cambridge City, in 2010. Imogen trained at Northern Ballet School and prior to establishing Colours of Dance, she established dance schools in Singapore and Taipei. As Principal of Colours of Dance, Imogen works closely with several Cambridge primary schools to establish and run dance programmes both within curriculum time and as extra-curricular activities. She mentors and develops new dance teachers. As a qualified teaching member of the Royal Academy of Dance (RAD) & the Imperial Society of Teachers of Dancing (ISTD) Imogen is also a holder of the Recognised Teacher Award from the Council for Dance, Drama and Musical Theatre (CDMT), and Colours of Dance is a CDMT Recognised School. In 2016, Imogen was asked to become a Trustee of the RAD.



Imogen – Founder **Radiates** Trustee - provides leadership, funding and operational support to **Radiates** and **Radiates-Out**, liaison with the RAD and Colours of Dance.

Lili Kurcsis

Lili is a multi-disciplinary dance teacher and an administrator at the Colours of Dance. Lili's love of dance began at age three. She studied at the Ballet and Art school of Gyor, Budapest's Ballet Academy, graduating from the Hungarian Dance Academy as a classical ballet dancer. Lili is currently extending her teaching qualifications through concurrently studying with the Imperial Society of Teachers of Dance, and the Royal Academy of Dance. With both parents being teachers and highly creative people, Lili has followed their example and developed a passion for supporting children and young adults with neuro-diversities, emotional or physical challenges. Lili enjoys teaching children through the power of dance to discover not only their bodies in terms of their capability and movement, but to create awareness of their abilities through developing gross motor skills and balance.



Lili – Founder **Radiates** Trustee - is an Assistant Dance Artist, delivering **Radiates** and **Radiates-Out** classes

Lucy McMahon

Lucy is a teacher of contemporary dance at Colours of Dance. In addition to her dance teaching, Lucy has choreographed several local projects, including a performance commissioned for Kings College Chapel on the history of women in the chapel, and a project exploring local stories and experiences in the justice system. Lucy is near graduating from Roehampton with a Master of Fine Art (MFA) in Choreography; providing opportunity to research her long-standing interest in dance therapy. In all her teaching, she works on ways to empower her students to be comfortable and confident in our own bodies, while having fun or feeling good at the same time.



Lucy – Founder **Radiates** Trustee - is an Assistant Dance Artist, delivering **Radiates** and **Radiates-Out** classes

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Founding Trustees

The trustees of Colours of Dance *Radiates* include its project founders and first teachers as they have the vision, commitment and drive to make this concept reality.



In addition to the project founders, we are proud to have recruited the following additional trustees who are equally committed to bringing their additional and different skills to the *Radiates* organisation together with oversight.

Each of these special people have supported and advised on the project since its inception and will be formally nominated as trustees once the legal charitable status has been confirmed.

Dr Adrian Parton MBE

Chairman, Inotec AMD Ltd

Eva Acs

Social worker, trainer in safeguarding, health promotion specialist

Gerard Charles

Artistic Director, Royal Academy of Dance

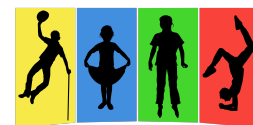
Dr Steven Bishop

Anaesthetist, Intensive Care Doctor, and Head of Strategic Analytics and AI at CMR Surgical



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5 - Funding

Many schools are restricted by funding cuts and budget restraints. For families of children with additional needs, one family member may have to reduce or cease their employment to provide care for their child. The family may have additional outgoings in caring for their child. All of these issues and more will provide barriers to children who would so benefit from the beneficial experience that a weekly dance class would provide.

Part of the founding ethos of **Radiates** is to reduce or remove the financial barriers that would prevent access to dance classes for these children and their families. Therefore, **Radiates** will heavily subsidise the cost of training its Teachers/Dance Artists, seeking out appropriate venues and resources as well as in delivering classes within both of its programmes.

Colours of Dance **Radiates** will be a registered charity that will fundraise, ask for personal donations and apply for grants and funding. The existing Colours of Dance Community Fund has donated the funds for the start-up costs and founder trustees have donated their time.

Radiates provides classes in schools for a tiny cost met by the school, per week (£10 per class). This is to ensure that **Radiates** has a place in the school budget, has oversight from its governing body, and commits to the investment.

Radiates- Out provides classes at a fraction of the market rate for dance classes and funded for pupil premium families. Colours of Dance school will provide studio space/associate hire costs to the **Radiates'** programme for free.

How can you support the programmes?

You can make a difference to the lives and education of many young people in Cambridge by supporting **Radiates**.

1 - Contribute to our overall funds.

Radiates charity has a target of £13,000 to run the programme for the first year.

2 - Choose a provision to fund.

To donate money for a specific item, or perhaps you have a business that can offer items. Such things include, but are not limited to:

- 2 – 4 teacher team for each class £100-£200 per session
- Specialist Trainers & materials – from £200 per session
- Quality Assurance/Inspections/Observations – 2 to 3 per year £800
- Props – scarves, soothing tools, musical instruments/drums, floor mats/markers - £300
- Music & teacher equipment – £120 p.a.
- Legal/Accountancy Fees - £500 p.a.
- And for the future, we aspire to:
 - Weekly, ground floor, wheelchair accessible room hire – £1000 p.a.
 - More classes and more teachers, more training

Please ask for more information if you would like it and please donate generously.

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6 - The Positive Impact of Dance in children's lives - Case Studies from Colours of Dance

Tristan

Tristan is a nine-year-old child with a love of sport, any sport! Recently, through the Cambridge Rare Disease Network, he had the opportunity to work with the amazing Eleesha Drennan (Wayne McGregor dance studio), to perform a piece of modern dance at RAREfest. The creative dance and movement was a wonderful experience for Tristan, there was no right or wrong, and there was no competition. The creating of the piece created opportunities to release his imagination without the need for pen and paper. Whilst working in a team created positive relationships within his peers, and developed his resilience and problem solving. The dance provided a lovely opportunity for self-expression that sport has never provided. Tristan enjoyed this experience of modern dance but after the performance the family could find no further opportunities in Cambridge.



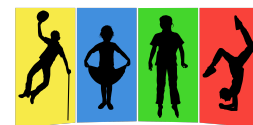
© Suzanne Morris

Liv

I tend to worry a bit more than my friends, and when I was practising for my exam I worried that everyone else knew their routines better than me and I didn't feel I could do it. But I really wanted to do my exam. My teachers could tell I was finding it hard and wasn't dancing in my usual way, but when we explained to them, they came up with a really good plan to help me. I like to organise things and make plans, so they made me a special notebook with all my syllabus listed in it. Me and Miss Lili (my teacher) chose the things I was struggling with, and we went through them all and ticked them off when I could do them. When I had ticked them off, then I knew that I could really do them and I knew I'd be ok in the exam. I'm really happy that we found a way to make it work.



Dancing is what makes me myself. I just love the feeling of dancing and I don't think I could live without it. I like performing. (Liv)



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Radiates: dance connects mind to body, feelings to experience and people to communities in powerful ways.

