

Group Therapy Program Plan

Group Name: Dance to Regulate

Department: Occupational Therapy

Treatment Category: Body awareness; mindfulness; coping skills and emotional regulation; leisure exploration and participation; sensory; social participation and interaction skills

Composer: Violetta Kofman OTD

Purpose and Overview of Group:

Many clients may have experienced occupational deprivation and therefore could benefit from a dance therapy group. Occupational deprivation is when someone experiences a loss of control, inability to engage, or a lack of choices. Through dance, participants are encouraged to explore how to move within a comfortable range while learning how to use dance as an adaptive coping strategy to help self-regulate levels of perceived mood, anxiety, energy, focus, and pain.

The purpose is to provide a safe space for participants to explore how their body moves by engaging in various forms of dance in order to promote a greater sense of self-identity, self-expression, and self-efficacy. The goal is to create an atmosphere that is welcoming, fun, and therapeutic. Movement and music are utilized to promote engagement, encourage mindfulness, and establish sensory awareness.

Through these group sessions, participants are invited to engage in creative and structured body movements. Each session will encompass a different theme/focus (i.e., optimal arousal, healthy boundaries, self-care, etc.). Each session will be graded up or down depending on the participant's level of experience. Furthermore, the therapist will use clinical reasoning skills to determine if the participants demonstrate cognitive understanding, as evidenced by the ability to follow directions, memorize choreography, and cooperate with their peers. Cultivation of social skills such as cooperation and collaboration will be structured in the warm-up activities.

Warm-up activities require participants to work in pairs, in multiple groups, or as a whole group.

A general guide for the “activity” (dance choreography) portion will be provided; however, dance style and actual activities will vary based on the therapist's preferred style of dance and previous level of experience. In addition, flexibility in the group sessions will be allowed to best meet the client’s needs and adapt to the dynamic nature of dance group interventions.

Identified Risks and Risk Management Plan:

- To ensure a safe space for each participant, the boundary guidelines will be clearly stated at the beginning of each session. The therapist will have participants stand in two/three lines and extend their arms out to the side and make sure they have enough space to the sides, front, and back of them to ensure they are not touching one another.
- Pain precautions will be explicitly stated at the beginning of each session. The therapist will let participants know to discontinue any movement that may cause them pain or discomfort.
- At the beginning and during the sessions, verbal prompts and reminders regarding safe movement will be reinforced (i.e., flexing the abdominals, protecting the neck and back, and lengthening the spine).

- Group participants will be encouraged to wear closed-toed shoes and loose-fitting clothing if permissible, meaning they have it in their personal possessions.
- To ensure a trauma-informed care approach to treatment, music choices for group sessions should be screened for inappropriate sexual content and drug/alcohol references.

(Note: Risks and Management Plan will need to be modified to meet the needs of the client and facility).

Sequence of Program:

Modular Groups X

Treatment is provided in self-contained functional units [modules] that connect with other units but do not rely on those other units for successful achievement of stated goals/outcomes. May start attending groups at any stage and still reach stated goals/outcomes. Skills taught in each group session are attainable WITHOUT first attending the previous group session(s).

Group Sessions Included within the Program Plan:

Session 1: “Exploring YOUR Movement & Mood - Hip Hop Choreography”

Session 2: “Emotional Expression through Creative Movement”

Session 3: “Step to Regulate - YOUR Body & Sound”

Session 4: “Exploring Boundaries - Hip Hop Choreography with Partner Box Part 1”

Session 5: “Exploring Boundaries - Hip Hop Choreography with Partner Box Part 2”

Session 6: “Dance to Connect - Conga Line Fun”

Session 7: “Dance to Connect - Electric Slide”

Session 8: “Dance to Connect - The Hustle”

Session 9: “Dance to Connect - Ballroom → Waltz”

Session 10: “Chair Groove to Regulate Option # 1”

Session 11: “Chair Groove to Regulate Option # 2 (Optimal Arousal and Seated Posture)”

Session 12: “Chair Groove to Regulate Option # 3 (SIT/STAND)(Adaptive Movements)”

Session 13: “Chair Groove to Regulate Option # 4 (Optimal Arousal)”

Session 14: “Chair Groove to Regulate Option # 5 (Coping with Trauma and Emotions)”

Session 15: “Chair Step To Regulate”

Session 16: “Groove & Clean - Matching Speed of Movement with Music”

Session 17: “Groove & Self-Care - Hip Hop Choreography”

(Note that only the highlighted sessions are included in the handout below. Please contact the presenter to have access to the additional sessions).

Recommendations for Implementing Sessions:

- Sessions are numbered for ease of reference; however, the program design is modular; therefore, sessions are intended to be offered in no particular order and chosen based on the client's identified interests and needs.
- It is helpful to sequence weekly sessions to offer a “chair groove” session prior to a standing session. For example, offer Session 13, “Chair Groove to Regulate Option # 4 (Optimal Arousal),” on Wednesday and offer Session 1, “Exploring YOUR Movement & Mood - Hip Hop Choreography,” on Thursday.
- If possible, perform Sessions 4 and 5 in consecutive order to promote learning and self-efficacy. Note Sessions 4 and 5 are longer and can be modified accordingly.

Scan QR Code Below to Access the Music Playlist Utilized in the Sessions:



Group Session Outline:

Group Title: Dance to Regulate

Session 1: “Exploring YOUR Movement & Mood” - Hip Hop Choreography

Format

1. Outcome measure - 5 minutes
2. Introduction - 5 minutes
3. Warm-Up Activity- 5 minutes
4. Warm-Up Sequence- 6 minutes
5. Activity - 20 minutes
6. Cool Down - 1 minute
7. Sharing - 1 minute
8. Processing - 1 minute
9. Generalizing - 1 minute
10. Application - 1 minute
11. Summary - 1 minute
12. Outcome measure - 3 minutes
13. Total \approx 50 minutes

Session Goals:

1. The session will aim to create a safe space and sense of community for all participants.
2. The session will promote utilizing dance as an adaptive coping strategy to help self-regulate mood, anxiety, focus, energy, and pain.
3. The session will promote mindfulness and establish sensory awareness of the participant's surroundings and themselves (i.e., clapping, weight-shifting, visual spotting).
4. Participants will be able to memorize and perform, at minimum, an 8-count dance sequence to help increase cognitive attention and memory.

Description:

1. **Outcome measure: (5 minutes)**
 - Have participants complete a pre-scale to self-rate their level of perceived mood, anxiety, focus, energy, and pain. (See Appendix C)
2. **Introduction: (5 minutes)**
 - Verbal Check-In: (Instructions)
 - While standing in a large circle, welcome the participants and briefly mention that dance group encompasses many different activities, not just dancing, and typically we begin with a verbal check-in to get to know everyone's names.
 - While standing in a circle, have participants introduce themselves and share if they have any previous dance experience or identify one physical activity they have enjoyed doing in the past (i.e., dance, yoga, biking, hiking, sports).
 - Purpose: (Therapist Script)
 - “To get moving, breathing, and have fun. I want this to be a safe and supportive environment for you to feel comfortable exploring how your

body moves and start to think about how certain movements make you feel. Dancing allows us to process and express our emotions creatively and nonverbally, meaning without words and through movement. Similar to how deep breathing exercises help calm our parasympathetic nervous system and help regulate our mood, dancing could also be used as a tool throughout the day to help calm and regulate our mood.”

- Pain Precaution: (Therapist Script)

- “If something doesn't feel right, don't do it. For example, when I take dance classes, I do not apply any pressure on my knee, and I am careful when extending my back. Let me know if you experience any discomfort with the movements, and I can offer adaptive ways to move to help prevent any injuries.”

3. Warm-up Activity: Walk Around - STOP/GO to the Music (5 minutes)

- Purpose:

- To practice mindfulness by using sensory visual input (vision) to increase awareness of the surroundings (i.e., people, furniture)
- To practice auditory awareness and processing by listening to the music, paying attention to when the music stop/go, and practice synchronizing body movements to the music, and to feel the rhythm

- Part 1 → Stop/Go to the music (instructions)

- Walk around the room in a random, scattered pattern and not in a circle (be careful not to bump into other people or objects)
- When you hear the music GO, you GO
- When you hear the music STOP, you STOP in whatever position you are in at the time the music stops playing
- *Note to therapist: encourage self-expression and promote a supportive environment by providing a visual demonstration of a “goofy position” when the music stops*

- Part 2 → Stop/Go with a partner (instructions)

- Partner up in pairs of two
- Have participants identify who is partner A/B
- Repeat Stop/Go activity from Part 1; however, this time, have B follow A
- Switch leader and follower (have A follow B)

- Part 3 → Brief Discussion (Sample Questions)

- What was this experience like for everyone?
- Did any parts of the music or environment influence you to move differently?
- Did you have any (+/-) feelings come up during the different songs?
- *Notes for therapist:*
 - *Encourage all participants to share to promote self-reflection, social interaction, and engagement.*
 - *Briefly state the purpose of the activity after participants share to inform them of the skills they practiced. (Option to mention at the*

start of the activity, but it's always interesting to hear how the participants interpreted the activity!)

4. Warm-up Sequence: (6 minutes)

- See Appendix A for instructions and tips for the warm-up movement sequence
- See Appendix B for sample warm-up movement sequence stretches

5. Activity: (20 minutes)

- Introduce counts (“counting is a way to connect movement to the music”)
- Instruct simple routine (1-3, 8 counts)
- Practice without music
- Provide visual demonstration with music
 - Encourage participants first to watch to get a feel for how the movement matches with the music
- Practice choreographed dance routine with music
- Option to incorporate an opportunity for creative movement at the end of the routine by having the participants strike a pose
- *Note for therapist: to encourage and educate participants, briefly mention that “dancing helps increase blood flow to the brain. When learning new movement patterns, we are creating new neural pathways/connections, and over time, with practice, dance movements become more natural and easier to perform. We are working on our muscle memory.”*
- **Scan QR codes below to choose a dance combination to learn and instruct**

8 Count



Front/Back View



Back View



Five 8 Counts



6. Cool Down: (1 minute)

- Stand in a circle with the feet planted flat and greater than shoulder-width apart (*wt. is anchored at the outer edges/sides of the feet - lateral portion of the foot*)
 - 1st → 5 deep breaths tai chi style
 - Inhale, arms come up with palms facing up (supination)
 - Exhale, arms rotate to face the floor (pronation)
 - Repeat in a fluid and rhythmic motion
 - 2nd → 5 deep breaths synchronized with arms going overhead and down
 - Inhale arms go up (thumbs up towards the ceiling)
 - Exhale arms go down
 - Repeat in a fluid and rhythmic motion

7. Sharing: (1 minute)

- Ask participants to share and/or reflect on experience, movements, and songs.

8. Processing: (1 minute)

- Ask participants which experiences they liked best/least out of the entire session?
- Ask participants what they learned about themselves?

9. Generalizing: (1 minute)

- Summarize what was said in the “processing” step
- Identify and discuss themes that emerged and what participants valued
- Therapist Script:
“Dancing promotes body awareness and mindfulness. When we become aware of our body (i.e., the sensations we feel, where our body is in space), we can learn how to have better control of our body and mind. Having a sense of control over our body promotes body ownership and increases our ability to better regulate our feelings and thoughts because we are more attuned to the present moment.”

10. Application: (1 minute)

- Ask participants what is something they can take away from today’s group session and apply it to their everyday life?
- Ask participants to share an example of how they can use dancing as a coping tool to help regulate mood, anxiety, focus, energy, and/or pain? (OR share one coping strategy they utilize to self-regulate).

11. Summary: (1 minute)

- Summarize the intended purpose of the group and each activity.
- Sample Therapist Script:
“To recap, we practiced developing several different skills. For example, the warm-up activity was intended to be altering, get the blood moving, and increase sensory awareness by using the visual and auditory senses; when learning new movement patterns (as we did with the dance combination), we build new neural connections in the brain which increases our ability to solve problems in other aspects of our lives such as our financial, work, and social life).
- Summarize the strengths (i.e., what the group did well) to promote a greater sense of self-efficacy.”
- Thank everyone for their time and participation.

12. Outcome Measure: (3 minutes)

- Have participants complete post-scale to help foster skills in self-reflection and gain self-insight into how dancing affects their mood, anxiety, focus, energy, and pain.
- Encourage participants to write down any songs they would like to hear in future sessions.

Group Session Outline:

Group Title: Dance to Regulate

Session 4: “Exploring Boundaries” - Hip Hop Choreography with Partner Box Part 1

Format:

1. Outcome Measure - 5 minutes
2. Introduction - 3 minutes
3. Warm-Up Activity- 5 minutes
4. Warm-Up Sequence - 6 minutes
5. Activity - 30 minutes
6. Sharing - 1 minute
7. Processing - 1 minute
8. Generalizing - 1 minute
9. Application - 2 minutes
10. Summary - 1 minute
11. Outcome Measure - 3 minutes
12. Total \approx 58 minutes

Session Goals:

1. The session will aim to create a safe space and sense of community for all participants.
2. The group session will aim to help participants understand their own personal space boundaries and become more aware of others’ boundaries.
3. Participants will practice non-verbal communication to promote positive social skills.
4. The group session will facilitate teamwork through a shared warm-up activity that will require each participant to practice building skills in communication, cooperation, and collaboration.

Description: (Best to facilitate discussion during the activities)

1. Outcome Measure: (5 minutes)

- Have members complete “How do you feel right now?” handout to self-rate level of perceived mood, anxiety, focus, energy, and pain (See Appendix C)

2. Introduction: (3 minutes)

- Verbal Check-In: (Instructions)
 - While standing in a large circle, welcome the participants and briefly mention that dance group encompasses many different activities, not just dancing, and typically we begin with a verbal check-in to get to know everyone's names.
 - While standing in a circle, have participants introduce themselves and share one support system they have (i.e., staff, friends, family, peers).
- Purpose: (Therapist Script)
 - “To create a fun and safe environment for you to explore your boundaries.”
- Pain Precaution: (Therapist Script)
 - “If something doesn't feel right, don't do it. Let me know if you experience any discomfort with the movements, and I can offer adaptive ways to move to help prevent any injuries.”

3. Warm-up Activity: Balloon vs. Pencil Mirroring (5 minutes)

- Pick two songs for the activity
- Partner up the participants into pairs
- Have the participants decide who wants to be person “A” and “B”
- Instruct person “A” to raise their hand, then person “B”
- Provide a visual demonstration of the activity while giving the instructions
- Expectations: (Therapist Script)
 - “For this activity, we will be working in pairs. You will mirror your partner's movement while a balloon is nestled between your hands. You might accidentally touch your partner's hand, and that's OK. Simply get the ballon and start over.”
- Instructions:
 - Play/pause music and have participants stop when the music stops and move when the music continues
 - Have person “A” lead first for about 1-2 minutes
 - Have person “B” lead second for about 1-2 minutes
 - Have everyone switch partners and repeat the activity, this time with an unsharpened pencil or pen placed between the participant's hands
- Briefly discuss the purpose of the activity and have participants compare/contrast the experience mirroring with the balloon vs. unsharpened pencil
 - Therapist Script: “The balloon represented a physical boundary (i.e., the space) between you and your partner. In this exercise, you were able to have fun while mirroring each other's movement and staying within your own personal space.”

4. Warm-up Sequence: (6 minutes)

- See Appendix A for instructions and tips for the warm-up movement sequence
- See Appendix B for sample warm-up movement sequence stretches

5. Activity: (30 minutes)

- Box Pair and 8 Count
 - Learn 8 count dance sequence
 - Divide participants into pairs (A/B)
 - Divide A/B into two separate groups and instruct movements separately
 - Combine pairs (A/B) and practice
 - Combine entire dance combo (3 X 8 counts) and practice with counts
 - Practice dance combo with music (slower bpm) as many times as needed
 - Practice dance combo with music (faster bpm) (only if participants mastered performing dance combo with slower bpm)
 - *Notes for therapist: box pair requires co-lead from staff or group participant; also, this dance routine is the same for 'boundaries part 2'(can be split between the two sessions)*
- **Scan QR codes below to learn the dance combination**
 - “YES/NO/YES Dance Sequence”- Choreography is meant to represent personal boundaries and help visualize the process of deciding whether to let people in or not. (arms uncrossed means “yes, you can come into my

personal space,” arms crossed in front means “no, you can’t,” and finally, uncrossing the arms and stepping forward, you allow the person within your space.)



- [Box Pair Choreography](#) (*note, a partner was not available for ‘box pair’*)



- Cool Down (1 minute)
 - Stand in a circle
 - Deep breathing with hand movements, wrist circles
 - Bring attention to the weight in the feet connecting them to the ground
 - Briefly mention that “breathing helps regulate emotions by calming our nervous system and heart rate.”
- Putting Boundaries into Perspective Line Activity and “Healthy Boundaries Handout” (Refer to Link Below to Access Handout)
 - Purpose is to help “put things into perspective” about healthy boundaries and become more aware of our actions and how they can signify we have too many or too little boundaries.”
 - Have participants line up, standing shoulder to shoulder, facing one direction
 - Discuss healthy boundaries (i.e., flexible, safe, connected)
 - Discuss when boundaries become a problem (i.e. when they are too close (enmeshed) or too distant (detached))
 - Discuss that many people have difficulties in both areas
 - Discuss the importance of first identifying your own boundaries and then communicating those established boundaries to others
 - Refer to the link below to access the handout and perform the activity
 - https://www.canva.com/design/DAFM7gROyKM/4hN01ATsoePA1LxyaS2H6A/view?utm_content=DAFM7gROyKM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
 - Instructions: read the statements found at the bottom of the handout, “Do you...” and have participants step forward if they agree or relate to the statement
 - *Note for therapist: Incorporate this activity only if time permits and participants demonstrate the ability to cognitively attend.*

6. Sharing: (1 minute)(Set expectation - “no talking over one another”)

- Ask participants to share or reflect on the experience, movements, and songs.
- 7. Processing: (1 minute)**
 - Ask participants which experiences they liked best/least out of the entire session?
 - Ask participants what they learned about themselves and boundaries?
- 8. Generalizing: (1 minute)**
 - Summarize what was said in the “processing” step.
 - Identify and discuss themes that emerged and what participants valued.
- 9. Application: (2 minutes)**
 - Ask participants if they could think of an example they would consider as someone “overstepping” their boundaries?
 - Ask the participants to give an example of what they can do daily to be more aware of other people's space?
- 10. Summary: (1 minute)**
 - Sample Therapist Script:
“Today's goal was to explore how your body moves within your space and to discuss healthy boundaries. We also explored how to match our movement in order to mirror our partner's movement. You demonstrated the ability to collaborate and communicate with your partner through nonverbal (movement) and maybe some verbal (using your words) communication.”
 - Thank everyone for their time and participation.
- 11. Outcome Measure: (3 minutes)**
 - Have participants complete post-scale to help foster skills in self-reflection and gain self-insight into how dancing affects their mood, anxiety, focus, energy, and pain.
 - Encourage participants to write down any songs they would like to hear in future sessions.

Group Session Outline:

Group Title: Dance To Regulate

Session 11: “Chair Groove To Regulate Option #2” (Optimal Arousal and Seated Posture)

Format:

1. Outcome Measure - 5 minutes
2. Introduction - 2 minutes
3. Warm-up activity - 5 minutes
4. Warm-up sequence - 6 minutes
5. Activity - 10 minutes
6. Sharing - 3 minutes
7. Processing - 1 minute
8. Generalizing - 1 minute
9. Application - 2 minutes
10. Summary - 1 minute
11. Outcome Measure - 3 minutes
12. Total \approx 39 minutes

Session Goals:

1. The group session will aim to create a safe and supportive space for all participants.
2. The group session will promote mindfulness and establish sensory awareness.
3. The group session will aim to educate and encourage participants to self-reflect on how body position (i.e., slouched, seated upright) and head position (i.e., looking up, down, or forward) affects their breathing, mood, tension, vision, and quality of social interaction.

Supplies:

- Chairs
- Printed outcome measures
- Writing utensils
- Speaker

Description:

1. **Outcome Measure: (5 minutes)**
 - Have members complete “How do you feel right now?” handout to self-rate level of perceived mood, anxiety, focus, energy, and pain (See Appendix C)
2. **Introduction: (2 minutes)**
 - Purpose: (Therapist Script)
 - “The purpose is to explore how your body moves while in a seated position. We are also going to explore the effects different body positions have on the mind and body as well as how certain movements can be more calming or alerting.”
 - Verbal Check-in: Balloon Toss (Instructions and Expectations)
 - While seated around in a circle, have participants introduce themselves and share how they are feeling.

- Have participants gently toss the balloon to the person sitting directly next to them WITHOUT the balloon touching the floor or the person needing to get up out of their chair.
- 3. Warm-Up Activity: “Get up and Move if...” (5 minutes)**
- “Get Up and Move if...” (Instructions)
 - Remove one chair from the circle. One person stands in the middle and says the phrase, “Get up and move if...” and fills in the blank. The purpose is for the person standing to say something other participants in the group can relate with/have in common. For example, “Get up and move if you like hiking.” After the person says the phrase, everyone who relates to the phrase gets up and changes chairs. The one remaining person makes up a new phrase, and the game continues.
 - The purpose of this activity is for the participants to get to know each other by discovering common interests, initiating movement, and tuning into their auditory/visual sense to listen/watch and cognitively attend.
- 4. Warm-Up Sequence: (6 minutes)**
(Song “Somewhere Over The Rainbow” - Israel Kamakawiwo’ole)
- *Note for therapist:*
 - *Focus of warm-up sequence is to perform calm/slow/rhythmic movement*
 - Pain Precaution: (Therapist Script)
 - “If something doesn't feel right, don't do it. Only move in ways that feel good and are pain-free. Let me know if you experience any discomfort, and I can provide alternative movement recommendations to help prevent injury and promote safety when moving.”
 - Activity/Discussion on Upright Seated Posture, Tension, & Stress
 - Have participants sit upright (as if a string was pulling up from the crown of the head) at the edge of the chair with their feet flat on the floor
 - Instruct participants to notice any tension in the body and how they feel
 - Ask participants to notice how their breathing changes in a slouched vs. upright seated posture
 - Discuss how it takes time for the muscles to get stronger in order to not feel tight/weak/uncomfortable when seated upright
 - Movement Sequence: (incorporate music)
 - Abdominal bracing via three powerful exhales followed by diaphragmatic breathing (5 breaths) (prompt one hand on chest and one hand on belly)
 - Seated tall with palms flat on the thighs and feet firmly on the floor wide enough to perform circles with the upper body
 - Discuss the feeling of the feet touching the floor and the palms touching the thighs as a strategy to help establish body awareness and a sense of feeling grounded through touch
 - Prompt core activation to protect back muscles when rounding back during circles
 - Rocking side to side (option to be seated on hands while rocking)
 - Breathing with arms overhead

- Neck circles
 - Neck rotation (L/R)(Up/Down)
 - Jaw muscle tension and release
 - Twisting at midline (discuss how this is not only good for stretching the back and spine but also the internal organs)
 - Hands gently press together at midline, release (muscle tension/relaxation)
 - Squeezes up one arm and the other
 - Gentle forward fold with legs/arms crossing
 - Marching
 - Figure four hip stretch (ankle goes on top of opposite knee)
 - Leg extension (“like your playing an orchestra”)
 - Ankle rolls
 - Heel tapping
 - Toe Taping
 - Feet tension/relaxation by flexing and extending toes
 - Ask participants how they feel after performing warm-up sequence and have open discussions regarding if the movements felt more calming vs. alerting
- 5. Activity: (10 minutes)**
- (Songs “Savage Love” instrumental by Jason Derulo / “Can’t Stop the Feeling” by Justin Timberlake)
- *Notes for therapist:*
 - *Focus of the activity is to perform sporadic and alerting movements*
 - *Purpose is to have participants experience the creative process with you*
 - Lead creative movements/choreography
 - Start with everyone tapping feet or heels to feel the beat/tempo
 - Instruct simple choreography
 - Practice the wave as a group
 - Wave around in a circle clockwise, then counterclockwise (passing/connecting the wave from one participant to the next)
 - Nonverbal option to skip a turn by placing foot out in front
 - Opportunity for creativity- have participant freestyle for however long they feel comfortable, then pass the wave to the next participant
 - Invite participants to contribute dance moves
 - Have participants discuss (compare/contrast) how engaging in creative movement made them feel compared to calming warm-up sequence performed earlier
 - Have participants discuss and reflect on how sitting upright feels now vs. prior to engaging in movement
- 6. Sharing: (3 minutes)**
- Ask each participant to share or reflect on the experience, movements, and songs.
- 7. Processing: (1 minute)**
- Ask participants which experiences they liked best/least out of the entire session?
 - Ask participants what they learned about themselves?
- 8. Generalizing: (1 minute)**
- Summarize what was said in the “processing” step
 - Identify and discuss themes that emerged and what participants valued.

9. Application: (2 minutes)

- Encourage participants to pay more attention to how their body is positioned throughout the day and how they feel (i.e., mood, energy, breathing) in the different positions.
- Ask them to share examples of when throughout the course of their day, they can incorporate either calming or alerting movements.

10. Summary: (1 minute)

○ Therapist Script

“Today, we discussed how the different ways we position our body can affect our mood, breathing, and tension we experience in the body. We also explored and practiced various movements that can be calming or altering. Thank you all for participating today, and please make sure to complete the scale you filled out at the beginning of the group before leaving.”

11. Outcome Measure: (3 minutes)

- Have participants complete post-scale to help foster skills in self-reflection and gain self-insight into how dancing affects their mood, anxiety, focus, energy, and pain.
- Encourage participants to write down any songs they would like to hear in future sessions.

Appendix A. Warm-up Movement Sequence Instructions and Tips (6 minutes)

1. Instructions:

- Have participants stand in two or three staggered lines facing one direction (preferably towards a T.V screen to use as a mirror/reflection)
- Explain to participants that you are able to see many/most of them when facing away by using the T.V screen as a mirror

2. Expectations: (Therapist Script)

- “Spread your arms out to make sure you have enough room at your sides, in front of, and behind you. By creating this space, we are not only making sure we have enough room to move without touching others, but it's a way for us to establish the right to take up space and promote body ownership. Lastly, remember to move in ways that feel good and are pain-free, sit down and/or get some water or a break as needed.”

3. Tips:

- Use verbal and visual cues
 - Ex. “stand up tall with the head aligned over the shoulders and hips.”
- Use visual imagery
 - Ex. “imagine as if a string is pulling you from the top of your head and lengthening the spine.”
- Use physical prompts
 - Ex. have participants place one hand on the belly and perform three powerful exhales, bring their awareness to how the core muscles naturally contract, and therefore they can use this strategy to ensure they're initiating the core muscles and protecting their back
- Trauma-informed practice
 - Avoid phrases like, “I want you to spread apart your legs to be more than hip-width apart.”
 - Instead, say, “let's stand with our feet more than hips width apart.”
 - Research indicates that it is important to be mindful of wording when instructing individuals who have experienced trauma (De Luna and Wang, 2021).
- *Notes for therapist*
 - *Warm-up sequence incorporates the same or similar sequence of stretches and movements. This is intended for participants who attend groups weekly to help promote their muscle memory and ability to transfer skills and perform the stretches independently.*
 - *It is up to the therapist as to how they wish to orient the participants to safety precautions (i.e., flexing the core, maintaining a flat back, lengthening the spine, etc.). This will depend on the varying cognitive, physical, and overall abilities of the group participants who attend.*
 - *Have two songs picked out prior to the session to guide the length and set the tone/energy/mood.*

Appendix B. Sample Warm-Up Movement Sequence Stretches (6 minutes)

- Stand with the feet positioned slightly more than hips width apart
 - Shoulder rolls forward, backward
 - R shoulder roll forward, backward
 - L shoulder roll forward, backward
 - Head/neck rotation (provide a verbal reminder for correct alignment - to position head directly over the shoulders and instruct physical prompt with the pointer finger on the chin for chin tuck)
 - Turn head to look over the L/R shoulders (to help prevent dizziness, cue participants to first use the eyes to spot/track, and then the head follows)
 - Look up and down (be careful not to pinch spine when looking back)
 - Small/medium/large head circles clockwise/counterclockwise (can use visual imagery to guide the size of the circle - for example, trace a circle with your nose that is the size of a dinner plate).
 - **Precaution → be careful not to crank the neck in a full circle, tilting the head back and pinching the spine)*
 - Jumping jacks or modified jacks
 - Hamstring stretch
 - Ankle rolls
 - Flamingo (quads stretch)
 - Lunges
 - Feet positioned below the hips, perform calf raises with toes slightly angled out (prompt squeezing towards the midline)
- If time permits, option to, first ASK → EDUCATE about the importance of a warm-up

Scan the QR Codes Below for Visual Demonstrations

Warm-Up Movement Sequence



Sequence with Modified Jumping Jacks

