

Effect of Dance/ Motor Therapy on the Cognitive Development of Children

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Abstract: Paper provides detailed information about Dance Motor Therapy and its impact on the cognitive development of children. The theory of DMT (Dance Motor Therapy) is based upon the idea that “the body and mind are inseparable”. Dance can utilize intelligence, spirituality, discovery and spontaneity while the body is producing art. The stylization, the language and the potential in the medium of dance makes a human being very sensitive. The study of dance develops a rare intellect and concentration in a person. Dance means the balance, understanding and coordination of the body. It examines the factors influences dance therapy and its positive effect on cognitive development. The result shows that Dance movement Therapy can create a good environment for cognitive development. It is beneficial for the most number of children and implementable for maximum number of teachers.

Keywords: Dance, Therapy, Cognitive, Development.

Introduction

In this research we have come across many students of different physical endurance, different grasping power, different sensitivity and hence a different capacity to reproduce the pieces they have learnt. However, regardless of variance in abilities, the children always benefit in more ways than one. The child is able to concentrate better and develops some confidence which further builds poise and personality in that child.

Dance is the most fundamental of the arts, involving direct expression through the body. Thus, it is an intimate and powerful medium for therapy. Based on the assumption that body and mind are interrelated, dance/movement therapy is defined by the American Dance Therapy Association as "the psychotherapeutic use of movement as a process which furthers the emotional, cognitive and physical integration of the individual." Dance/movement therapy effects changes in feelings, cognition, physical functioning, and behavior.

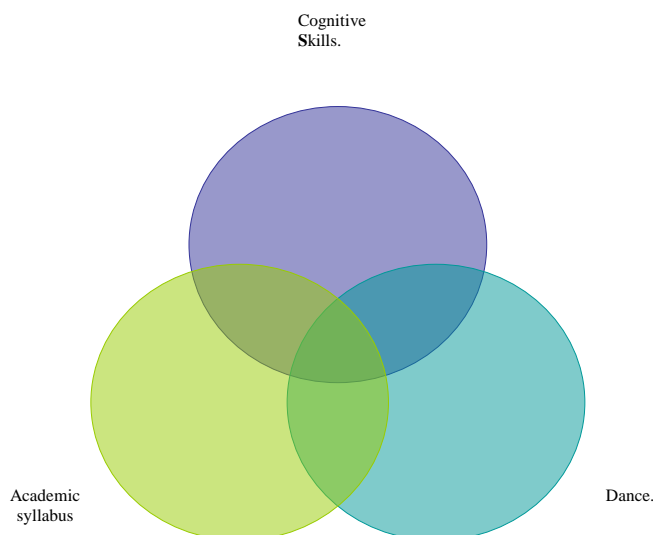
The stylization, the language and the potential in the medium of dance makes a human being very sensitive. The study of dance develops a rare intellect and concentration in a person is a well accepted fact. In this research we make a fusion of dance and cognitive skills and academic syllabus. The result shows that Dance movement Therapy can create a good environment for cognitive development. And the conclusion is it is beneficial for the most number of children and implementable for maximum number of teachers.

Obviously there are the physical health benefits that come with the realm of Dance Therapy but equally or more importantly are the healing benefits. Moving in unison with others expels isolation that we often place upon ourselves; instead it has the power to fuel feelings unity and strength. Rhythm has the ability to energize while loosening muscles and reducing anxiety.

Fostering spontaneity helps the body freely speak it is a wonderful tool to explore emotions and realize your personal limitations. Moving creatively offers an opportunity to express what is within while discovering new aspects of the surrounding environment. These are all wonderful tools' that help you release the needs your body has.

State of the Art

Despite a rich classical culture in India, dance is not really thought in a therapeutic way for children. What is dance? It means the balance, understanding and coordination of the body. Dance is interaction between body and mind. In many educational institute teaching goes on one way process e.g. lectures, demonstration, presentation etc. Many times child cannot involve physically and mentally. There are a very few chances where children can interact between body and mind in education. But it is possible if we can make fusion of dance and academic learning. In dance one has to relate to the entities like TIME and SPACE - if we could draw some parallels, we should be able to establish the relation of one own body to these entities for these children, and make them understand some basic concepts like tall/short, big/ small, fat/ thin and further establish concepts like circle, line, back, front etc. If we could plan for some formations in dance which are similar to their geometry topics, and make them understand it through dance. Then children could learn from both ways through dance and through classroom teaching. And it could be like a revision also. It helps to retain information in mind. Many times school children need to remember spellings. When we use numbers for demonstration of dance action, mostly we count 1 to 8 numbers for beats. In this experiment we used spellings for beats. Just for example we can take a word "RIVISION". When we practice for steps of dance we ask 1-R, 2-I, 3-V, 4-I, 5-S, 6-I, 7-O, 8-N. So children get so much benefit for remembering spellings.



Dance is a rich context for examination of human memory because dance is communicative, expressive, and universal as well as non-verbal, temporal, spatial and kinesthetic. Dance therapy, or dance movement therapy is the psychotherapeutic use of movement and dance for emotional, cognitive, social, behavioral and physical conditions. Dance movement therapy strengthens the body/mind connection through body movements to improve both the mental and physical well-being of individuals. Dance (from French *danser*, perhaps from Frankish) is an art form that generally refers to movement of the body, usually rhythmic and to music, used as a form of expression, social interaction or presented in a spiritual or performance setting.

Definitions of what constitutes dance are dependent on social, cultural, aesthetic, artistic and moral constraints and range from functional movement (such as folk dance) to virtuoso techniques such as ballet. Dance can be participatory, social or performed for an audience. It can also be ceremonial, competitive or erotic. Dance movements may be without significance in themselves, such as in ballet or European folk dance, or have a gestural vocabulary/symbolic system as in many Asian dances. Dance can embody or express ideas, emotions or tell a story. Every dance, no matter what style, has something in common. It not only involves flexibility and body movement, but also physics. If the proper physics is not taken into consideration, injuries may occur.

Principles:

The theory of DMT is based upon the idea that “the body and mind are inseparable”. “Dance movement therapy rests on certain theoretical principles. These are:

- *Body and mind interact, so that a change in movement will affect total functioning
- *Movement reflects personality.
- *The therapeutic relationship is mediated at least to some extent non-verbally, for example through the therapist mirroring the client’s movement.
- *Movement contains a symbolic function and as such can be evidence of unconscious process.
- *Movement improvisation allows the client to experiment with new ways of being.
- *DMT allows for the recapitulation of early object relationships by virtue of the largely non-verbal mediation of the latter.”

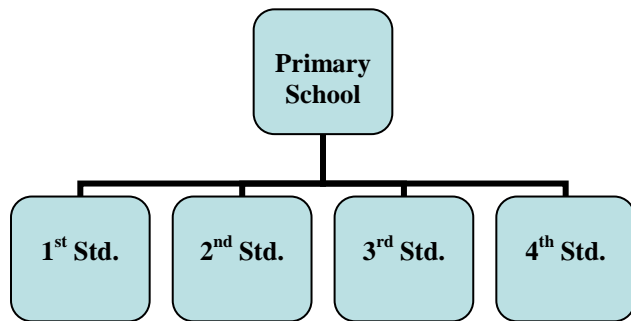
Through the unity of the body, mind, and spirit, DMT provides a sense of wholeness to all individuals.

The Creative Process:

The creative process has four stages, which occur during DMT. Each stage contains a smaller set of goals which correlate to the larger purpose of DMT. The stages and goals of DMT vary with each individual. Although the stages are progressive, the stages are usually revisited several times throughout the entire DMT process. The four stages are:

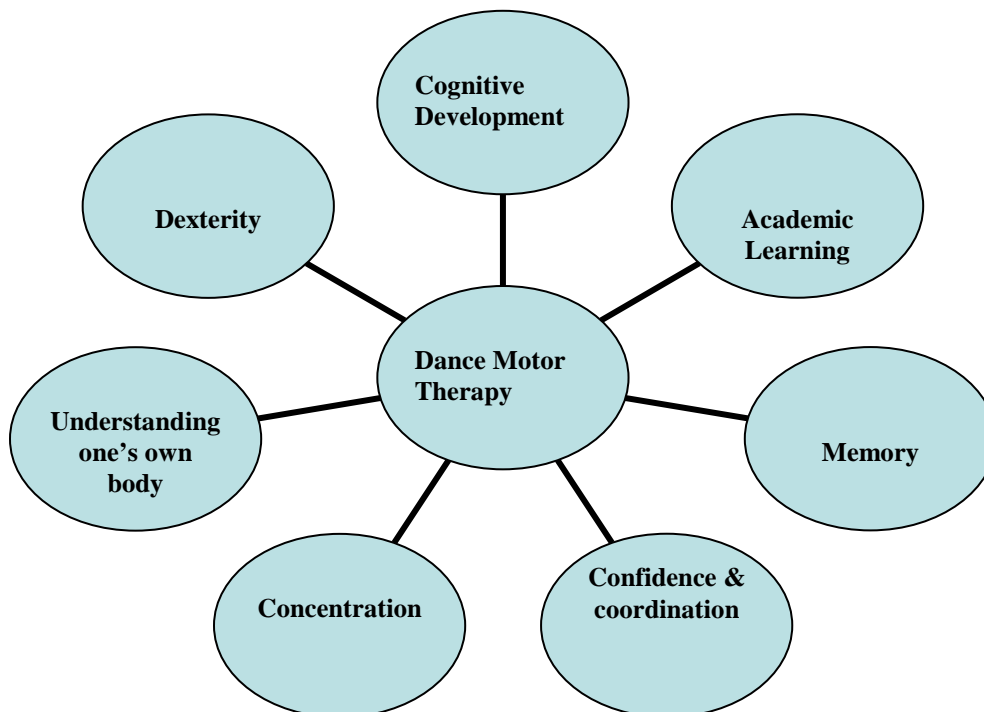
- 1)Preparation: the warm-up stage, safety is established
- 2) Incubation: relaxed, let go of conscious control, movements become symbolic
- 3)Illumination: meanings become apparent, can have positive and negative effects
- 4)Evaluation: discuss significance of the process, prepare to end therapy

Research Sample:



Formulation of research problem

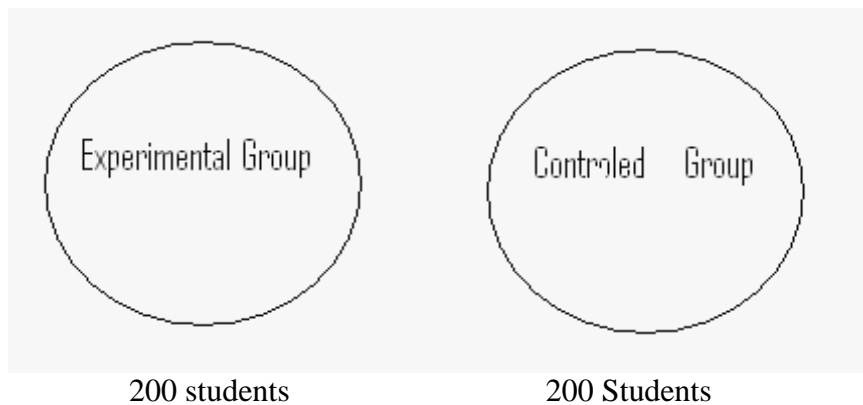
The study of dance develops a rare intellect and concentration in a person is a well accepted fact. It examines the factors influences dance therapy and its positive effect on cognitive development. This research covered with following objectives:
Study the impact of dance therapy on cognitive development. Study the benefits of dance therapy in academic learning. Study understanding one's own body in dance therapy. Study dance therapy influence on concentration. Study the benefits of dance therapy on children's memory. Study dance therapy influence on confidence and coordination. Study Dexterity / control of motor movements in dance therapy.



Research design

This research started for primary school children in June 2008. This Study is focused on children of Primary schools in Metros, Tire-II cities as well as small cities. Primary data is

collected through informal communication with teachers, dance therapists, academicians, and psychologist. This research has included a group of 400 children. There are 200 children involved in experimental group and 200 children involved in controlled group. Experimental group are involved in dance motor therapy. Controlled group are not involved in dance motor therapy.



In experiment children's cognitive level were measured by Raven's Standard Progressive Matrices (SPM.) English, Binet Kamat Test English, and psychological assessment have done. The record of last 2 years academic marks were taken from school administration. We also use some projective techniques for children's understanding, thinking, concentration, confidence and dexterity. Some Questionnaire was also used for collecting information from children. After the Dance Motor Therapy all tests were taken again to see the difference.

Learning Style and Dance Motor Therapy

Everyone has a different learning style and learns better through different means. Once you have unlocked your learning style and discovered the best methods for helping you to learn through that style, you may be surprised to discover just how well you can flourish in the classroom, even in subjects that you previously found difficult. You can unlock your learning style and help yourself by using dance motor therapy. Learning styles refer to the variations in your ability to accumulate as well as assimilate information. Basically, your learning style is the method that best allows you to gather and use knowledge in a specific manner. Most experts agree that there are three basic learning styles. Each individual may possess a single style or could possess a combination of different learning styles. In most cases, the characteristics of a learning style can even be observed at a relatively young age. Once you have identified your particular learning style you will be able to identify ways in which you can adapt the learning process and your studies to maximize your education. Dance Motor Therapy is beneficial for each and every kind of learner. Everyone is a unique learner. No two people are exactly the same and no two people learn in exactly the same manner. There are many advantages to understanding the way in which you are able to process information most efficiently. And Dance Motor Therapy can help you for to get those benefits. Some of these benefits include:

Academic Advantages

- Maximizing your learning potential
- Succeed at all educational levels
- Understand how to best study and score better in exams and tests
- Overcome limitations in the classroom
- Reduces frustration and stress levels
- Expand your existing learning strategies

Personal Advantages

- Improve your self-confidence and self-esteem
- Learn how to best use your brain
- Gain insight into your own strengths as well as weaknesses
- Learn how to enjoy learning more
- Develop a motivation for learning
- How to maximize your natural abilities and skills

There is really no right or even no wrong way to learn. Everyone is unique and each learning style offers advantages as well as disadvantages.

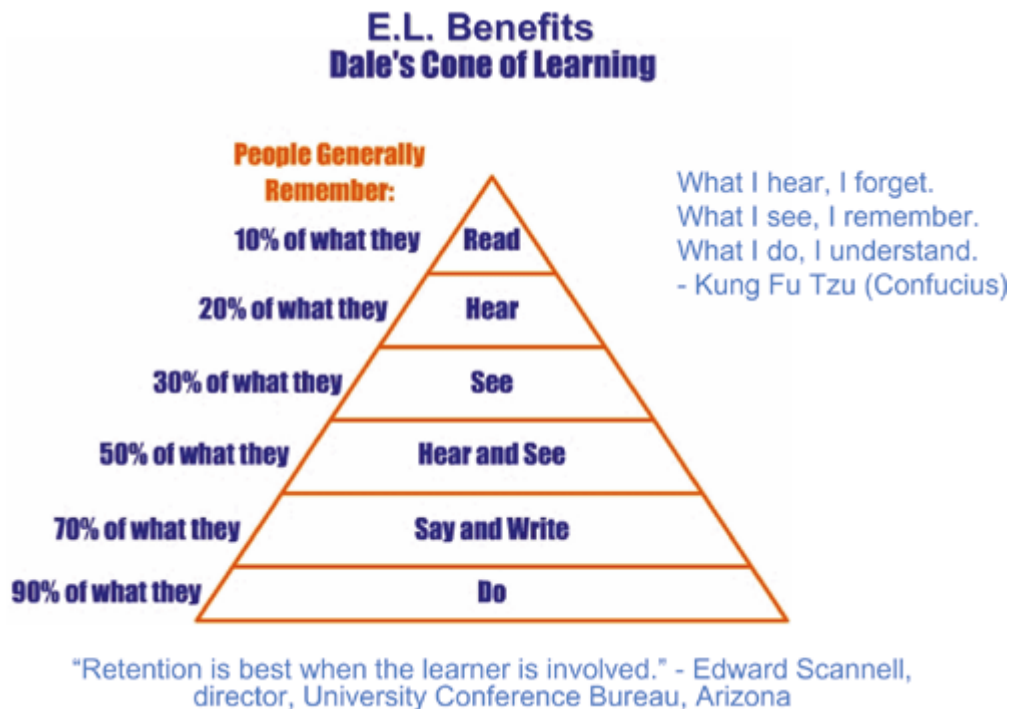
Kinesthetic learner:- It is estimated that about 5% of the population are kinesthetic or tactile learners. The kinesthetic learning style refers to the ability to absorb information best by Experiencing, touching, doing, moving and being active in some manner. Dance Motor Therapy includes touch, movements, fine motor and gross motor functions. So it is useful for tactile or kinesthetic learner. Persons who fall into this category prefer situations which are hands-on and which provide them with the opportunity to assemble parts and take part in a physical activity. Kinesthetic learners tend to be touchers or feelers. They process information through the sense of touch, such as by feeling shapes and textures. While they may take a lot of notes or doodle while attending lectures or even while simply thinking something through, often they will not refer to the notes again. Learners in this category tend to be quite in touch with their own feelings. When speaking with someone they frequently have the tendency to touch the other person on the shoulder or the arm. They may also stand quite close. Kinesthetic learners also usually have a tendency to handle something or fidget with something. Dancing Experiential and hands-on learning activities are usually the best method for this type of learner, such as doing property dance, emotional expressions. Within the kinesthetic learning style, there is also a sub-category known as interactive learning. Interactive learners frequently find that they lose attention easily. Like kinesthetic learners they tend to become distracted or bored very easily within lectures. These individuals often learn best when they are in situations in which they can actually perform or do something. They frequently must re-write notes in their own words in order to recall relevant facts. Dance therapy helps them to process information through the sense of touch, such as by feeling shapes and textures.

Visual learners Many student discover that they are visual learners. It is estimated that Approximately 65% of the population is visual learners. These students commonly use visual aids, such as graphs and diagrams, to assist them in putting material into perspective. Such visual

aids can make it much easier to remember content later than if they had just heard the information. Visual learners need to see material in order to understand it. Such learners typically have problems with directions that are spoken and may also have difficulty following lectures or even misinterpret words. Dance therapy can give visual stimulation through dance formations, actions, and it is helpful for visual learners. Individuals who fall into the visual learning category must process information with their eyes. They learn by reading or observing and as a result they are typically good at seeing pictures in their minds of pictures, people, places and sometimes even words. Visual learner could encode through dance Therapy. Formations in the Dance, expressions, body movement, action's can give visually stimulation for visual learners. They are able to remember how a word looks rather than the sequence of a word or how to sound it out.

Auditory or verbal learners are those who prefer to hear materials as they are spoken, such as in a lecture format. In dance motor therapy music, song, verbal prompts can help these kind of learners to learn as per there style. It is estimated that auditory learners comprise about 30% of the population. These learners commonly find they are best able to recall information after it has been spoken rather than through reading it. We can also take song related to their academic topic or make a song related to it. Auditory or verbal learners can also get so much stimulation through dance motor therapy to learn. So each and every kind of learner could involve in dance motor therapy.

Learning Theory



People Generally Remember 10% of what they Read.
People Generally Remember 20% of what they Hear.
People Generally Remember 30% of what they See.
People Generally Remember 50% of what they Hear and See.
People Generally Remember 70% of what they Say and write.
People Generally Remember 90% of what they Do.

So Retention is best when the learner is involved. Because what I hear, I forget. What I see, I remember. What I do, I understand. Based on this Dance Motor Therapy is one of the best ways to Learn.

Dance is often referred to as the most complete of all the Arts. This is argued because dance can utilize intelligence, spirituality, discovery and spontaneity while the body is producing art. It is an amazing feeling to experience movement spontaneously being created within ones body, it is awe inspiring and fulfilling.

Understanding by Learning

The depth or nature of the changes involved is likely to be different. Some years ago Säljö (1979) carried out a simple, but very useful piece of research. He asked a number of adult students what they understood by learning. Their responses fell into five main categories: Learning as a quantitative increase in knowledge. Learning is acquiring information or 'knowing a lot'. Learning as memorising. Learning is storing information that can be reproduced. Learning as acquiring facts, skills, and methods that can be retained and used as necessary. Learning as making sense or abstracting meaning. Learning involves relating parts of the subject matter to each other and to the real world. Learning as interpreting and understanding reality in a different way. Learning involves comprehending the world by reinterpreting knowledge. Based on this we try to add knowledge, memory strategies, retaining, current information, and interpretations in Dance Motor Therapy.

'Knowing that' and 'knowing how'

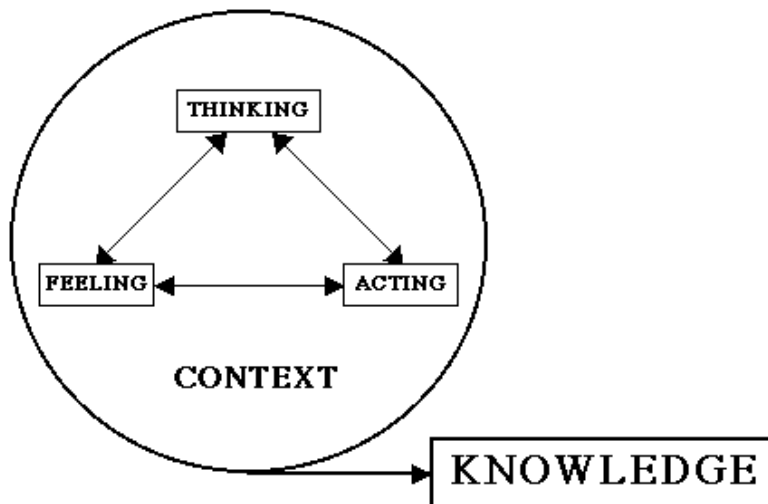
A man knowing little or nothing of medical science could not be a good surgeon, but excellence at surgery is not the same thing as knowledge of medical science; not is it a simple product of it. The surgeon must indeed have learned from instruction, or by his own inductions and observations, a great number of truths; but he must also have learned by practice a great number of aptitudes. Man learns through practice and body moments.

In some ways the difference here involves what Gilbert Ryle (1949) has termed 'knowing *that*' and 'knowing *how*'. The first two categories mostly involve 'knowing that'. As we move through the third we see that alongside 'knowing that' there is growing emphasis on 'knowing how'. This system of categories is hierarchical - each higher conception implies all the rest beneath it. 'In other words, students who conceive of learning as understanding reality are also able to see it as increasing their knowledge'

In the five categories that Säljö identified we can see learning appearing as a process - there is a concern with what happens when the learning takes place. In this way, learning could be thought of as 'a process by which behaviour changes as a result of experience' (Maples and Webster 1980 quoted in Merriam and Caffarella 1991: 124). One of the significant questions that arises is the extent to which people are conscious of what is going on. Are they aware that they are engaged in learning - and what significance does it have if they are? Such questions have appeared in various guises over the years - and have surfaced, for example, in debates around the rather confusing notion of 'informal learning'. In Dance motor therapy children are aware that they are engaged in learning.

Task-conscious or acquisition learning in Dance Therapy

Acquisition learning is seen as going on all the time. It is 'concrete, immediate and confined to a specific activity; it is not concerned with general principles'. Examples include much of the learning involved in parenting or with running a home. Some have referred to this kind of learning as unconscious or implicit. Rogers, however, suggests that it might be better to speak of it as having a consciousness of the task. In other words, whilst the learner may not be conscious of learning, they are usually aware of the specific task in hand. But in Dance Therapy children are conscious and interested for task, because they like to learn academic skills through the dance.



The blurred boundary between inference and perception is one thing that makes eye-witnesses unreliable, and a skillful questioner can induce a witness to "remember" things never experienced. In spite this blurriness, we derive a good deal of our knowledge of the world by applying reason to the things we already know, extending those by inference, and making good guesses about what "must" exist in the gaps of our knowledge. In Kenneth Boulding's more organic terms, "Knowledge grows also because of inward teachers as well as outward messages." The basic theme we are developing can be stated this way: The world is not given: we interpret, construct, even imagine it. We use knowledge to recall some things verbatim, reconstruct the gist of other things, and infer other things we never literally learned. In addition, we use knowledge to guide our perceptions, strategies, and comprehension of new experiences and information. People seek information in order to create mental constructs, to confirm those

mental constructs, and to modify those constructs so that they fit more closely with experience. Exactly these things happen in dance motor therapy.

Active Learning with Dance Motor Therapy



Piaget's fundamental insight was those individuals construct their own understanding; learning is constructive process. At every level of cognitive development, student must be able to incorporate information into their own schemes. To do this they must act on the information in some way. This active experience, even at the earlier school levels should include both physical manipulation of object and mental manipulation of ideas. As a general rule student should act, manipulate, observe, and then talk and/or write about what they have experienced. Concrete experiences provide the raw materials for thinking. Communicating with others makes students use, test, and sometimes change their thinking abilities. Dance motor therapy helps children to think constructive and manipulate objects and ideas.

Dance Motor Therapy & Cognitive development.

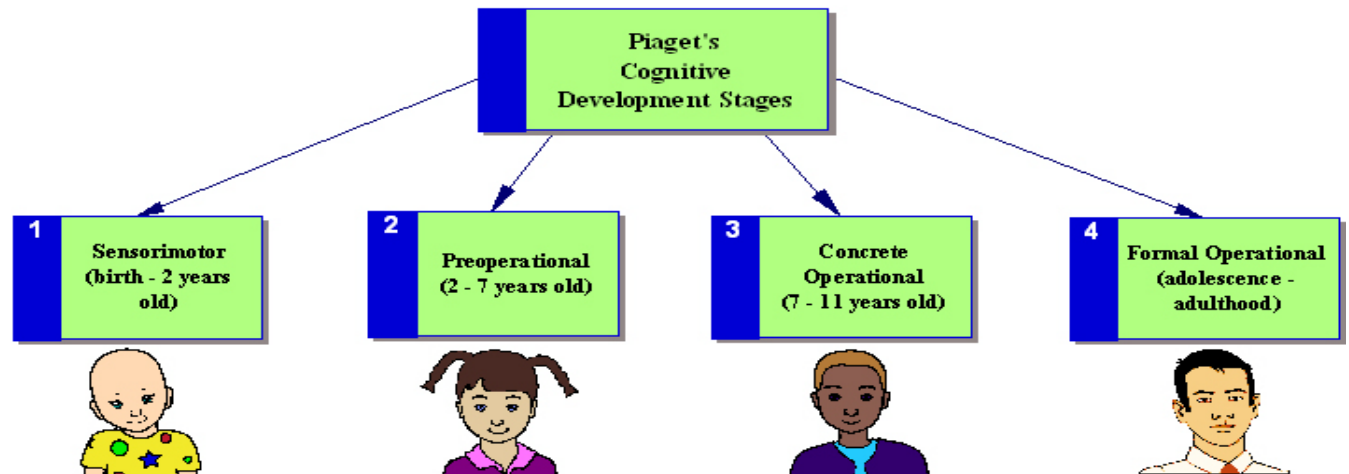
Cognitive development is the construction of thought processes, including remembering, problem solving, and decision-making, from childhood through adolescence to adulthood. Dance involves so many cognitive skills like perception, remembering, thinking etc. Cognitive development refers to how a person perceives, thinks, and gains understanding of his or her world through the interaction of genetic and learned factors. Among the areas of cognitive development are information processing, intelligence, reasoning, language development, and memory. Historically, the cognitive development of children has been studied in a variety of ways.

In contrast to the emphasis placed on a child's native abilities by intelligence testing, learning theory grew out of work by behaviorist researchers such as John Watson (1878–1958) and B. F. Skinner (1904–1990), who argued that children are completely malleable. Learning theory focuses on the role of environmental factors in shaping the intelligence of children, especially on a child's ability to learn by having certain behaviors rewarded and others discouraged.

PIAGET'S COGNITIVE STAGES

Much of our teaching depends on cognitive abilities -- sharing information with other and looking for signs that the information is understood. As a result, you should understand cognitive stages. Child psychologist Jean Piaget described the mechanism by which the mind processes new information. He said that a person understands whatever information fits into his established

view of the world. When information does not fit, the person must reexamine and adjust his thinking to accommodate the new information. Piaget described four stages of cognitive development and relates them to a person's ability to understand and assimilate new information.



1.Sensorimotor: (*birth to about age*)

2.Preoperational: (*begins about the time the child starts to talk to about age 7*)

3.Concrete Operational: (*about first grade to early adolescence*) :-During this stage, accommodation increases. The child develops an ability to think abstractly and to make rational judgments about concrete or observable phenomena, which in the past he needed to manipulate physically to understand. In teaching this child, giving him the opportunity to ask questions and to explain things back to you allows him to mentally manipulate information.

4.Formal Operations: (*adolescence-adulthood*)

In this research we are going to take sample from “Concrete cognitive stage.

Concrete operational stage:

The Concrete operational stage is the third of four stages of cognitive development in Piaget's theory. This stage, which follows the Preoperational stage, occurs between the ages of 7 and 12 years and is characterized by the appropriate use of logic. Important processes during this stage are:

Seriation—the ability to sort objects in an order according to size, shape, or any other characteristic. This skill can be used in dance therapy. For example, if given different-shaded objects they may make a color gradient.

Transitivity- The ability to recognize logical relationships among elements in a serial order, and perform 'transitive inferences' (for example, If A is taller than B, and B is taller than C, then A must be taller than C).

Classification—the ability to name and identify sets of objects according to appearance, size or other characteristic, including the idea that one set of objects can include another. Dance formations are very useful to for these kind of classification.

De-centering—where the child takes into account multiple aspects of a problem to solve it. For example, the child will no longer perceive an exceptionally wide but short property to contain less than a normally-wide, taller property like sticks in dance..

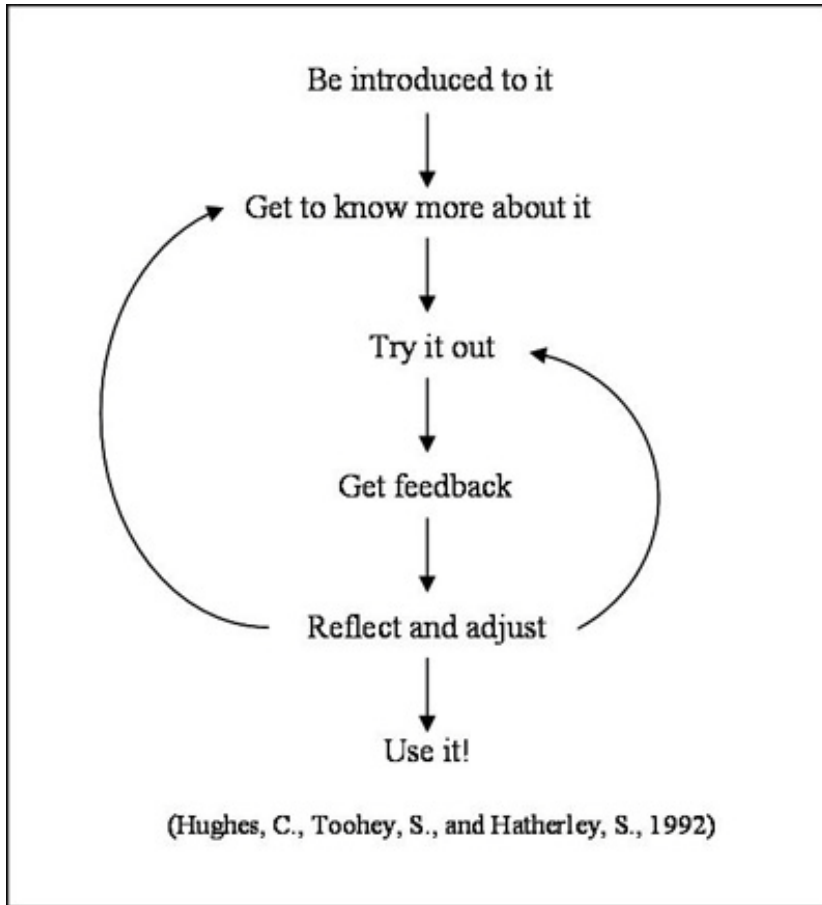
Reversibility—the child understands that numbers or objects can be changed, then returned to their original state. For this reason, a child will be able to rapidly determine that if $4+4$ equals t , $t-4$ will equal 4, the original quantity.

Conservation—understanding that quantity, length or number of items is unrelated to the arrangement or appearance of the object or items in dance.

Elimination of Egocentrism — the ability to view things from another's perspective (even if they think incorrectly). For instance, show a child a comic in which Jane puts a doll under a box, leaves the room, and then Melissa moves the doll to a drawer, and Jane comes back. A child in the concrete operations stage will say that Jane will still think it's under the box even though the child knows it is in the drawer. Children in this stage can, however, only solve problems that apply to actual (concrete) objects or events, and not abstract concepts or hypothetical tasks.

Process of Dance Motor Therapy

Dance therapists believe that emotional and physiological ailments often represent themselves in the body as muscle tension. Dance provides a way to release the tension through movement while allowing the inner feelings to be expressed via movement. Everyone has their own unique way of moving, even professional dancers who learn new choreography daily have their own specific way of moving. Discovering one's own way of moving is energizing, it's like learning how your body speaks, for movement is language of the body. A Dance therapist's goal is to develop a safe environment that helps the client to discover their own body movement.



When children get introduced with dance motor therapy they involve in that process, and try to get to know more about it how the academic skills are learned through dance. During dance practice they try it out. And get feed back time to time. When they adjust with this process they reflect and this cycle goes on.

Biological Effect of Dance



Dancing may be a way to tone the body, but it is also a dynamic way to exercise the mind, say health experts. Dance is one of best way to do exercise. " British philosopher John Locke observed that "A sound body is a short, but full description of a happy state in this world." Three hundred years later science is learning that physical activity affects brains chemistry and our moods. Science has known for some time that exercise produces and "endorphin high." More recently science is documenting that regular exercise improves the mood, decreases anxiety, improves sleep, increases immune response, improves resilience in the face of stress and raises self-esteem. These benefits don't just come from the inches lost around your waist. Rather, they come from chemical changes that go on in your brain. In Dance Therapy you can get that benefit. Strenuous exercises can double the blood volume in the brain and oxygen to the brain. Your brain needs blood to carry oxygen in order to operate and circulate the neurotransmitters. We know that dance does more than build muscles and help prevent heart disease. But, there is new evidence that it also boosts brain power and offers hopes in the battle of Alzheimer's. The documentation that those who maintain the fittest bodies have the fittest brains and are more resistance to disease, especially autoimmune diseases. Dance helps increase the temporal and prefrontal activity to improve memory, multi-tasking, planning and attention skills. Dance helps the older brain to form new interconnections and work faster. The benefits go beyond the physical aspects because we fell better about ourselves. Since dance is often done in a group setting, it also promotes more social function. This helps to starve off symptoms of Alzheimer's, ADHD and other cognitive disorders and mood disorders like anxiety and depression. Type 2 diabetes occurs less frequently in those with cardio respiratory fitness.

Many versions also sport a workout mode, allowing players to track the number of calories they've burned, equivalent number of miles jogged, swam, etc. While Light and Beginner modes won't have players burning huge numbers of calories, they are easy enough for pretty much anyone regardless of their level of fitness. Players practicing Standard and Heavy modes will burn quite a large number of calories. Dance, the structure and the internal patterns of human beings are regulated. This also implies that dance strengthens individuals prophylactically. Low tissue salt in the human body that is a result of electrolyte imbalance is without a doubt cured when a person dances and sweats out. The dance associated with musical experiences has proven very helpful for children who have a phobia for stability, movement, crowd, space and body shapes (Pica 1995).

Other health benefits of Dance Revolution and other forms of regular exercise include positive mood lift, stress reduction, prevention of heart disease, osteoporosis, etc. Exercise also significantly improves your blood circulation. Efficient blood circulation assists the transfer of nutrients as well as oxygen to various parts of your body. Hypertension (high blood pressure) and varicose veins are examples of other conditions that may be prevented through regular exercise.

Dance therapy influence on confidence and coordination.

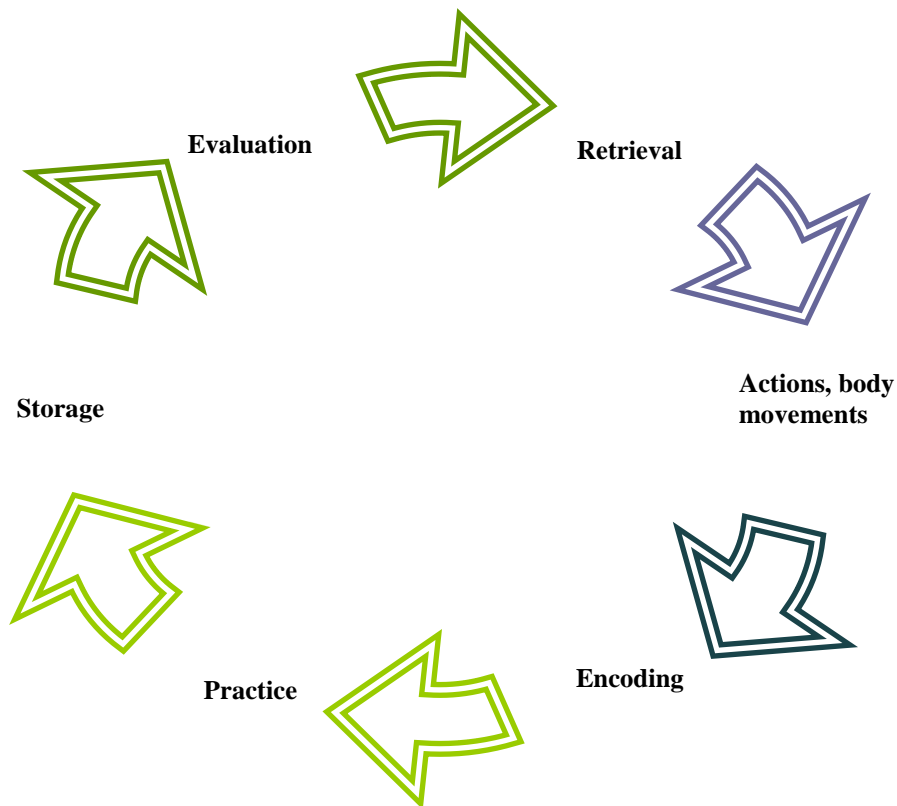
Confidence is generally described as a state of being certain either that a hypothesis or prediction is correct or that a chosen course of action is the best or most effective. After dance therapy confidence level of children has increased. Self-confidence does not necessarily imply

'self-belief' or a belief in one's ability to succeed. For instance, one may be inept at a particular sport or activity, but remain 'confident' in one's demeanor, simply because one does not place a great deal of emphasis on the outcome of the activity. The key element to self-confidence is, therefore, an acceptance of the myriad consequences of a particular situation, be they good or bad. When one does not dwell on negative consequences one can be more 'self-confident' because one is worrying far less about failure or (more accurately) the disapproval of others following potential failure. One is then more likely to focus on the actual situation which means that enjoyment and success in that situation is also more probable. If there is any 'self-belief' component it is simply a belief in one's ability to tolerate whatever outcome may arise; a certainty that one will cope irrespective of what happens. Belief in one's abilities to perform an activity comes through successful experience and may add to, or consolidate, a general sense of self-confidence. When an individual has a generally nonchalant attitude toward life they can also appear very self-confident when this is not necessarily the case. Instead it is likely that the individual has a poor coping style and does not realistically evaluate situational consequences; and usually the feelings of others. For this reason they may also appear arrogant because they may demonstrate an air of superiority and a lack of concern towards the welfare of others as they evaluate consequences and the feelings of others to be insignificant rather than acceptable. The more marked this attitude is the greater is the likelihood of psychopathology.

Dance therapy & Memory

Memory is an organism's ability to store, retain, and recall information. Craik and Lockhart (1972) proposed that it is the method and depth of processing that affects how an experience is stored in memory, rather than rehearsal. Dance is a good experience which can be stored in memory.

- Organization - Mandler (1967) gave participants a pack of word cards and asked them to sort them into any number of piles using any system of categorization they liked. When they were later asked to recall as many of the words as they could, those who used more categories remembered more words. This study suggested that the act of organizing information makes it more memorable. So dance is a similar act.
- Distinctiveness - Eysenck and Eysenck (1980) asked participants to say words in a distinctive way, e.g. spell the words out loud. Such participants recalled the words better than those who simply read them off a list. We used spellings for dance steps and it was beneficial.
- Effort - Tyler et al. (1979) had participants solve a series of anagrams, some easy (FAHTER) and some difficult (HREFAT). The participants recalled the difficult dance
- Elaboration - Palmere et al. (1983) gave participants descriptive paragraphs of a fictitious African nation. There were some short paragraphs and some with extra sentences elaborating the main idea. Recall was higher for the ideas in the elaborated paragraphs.

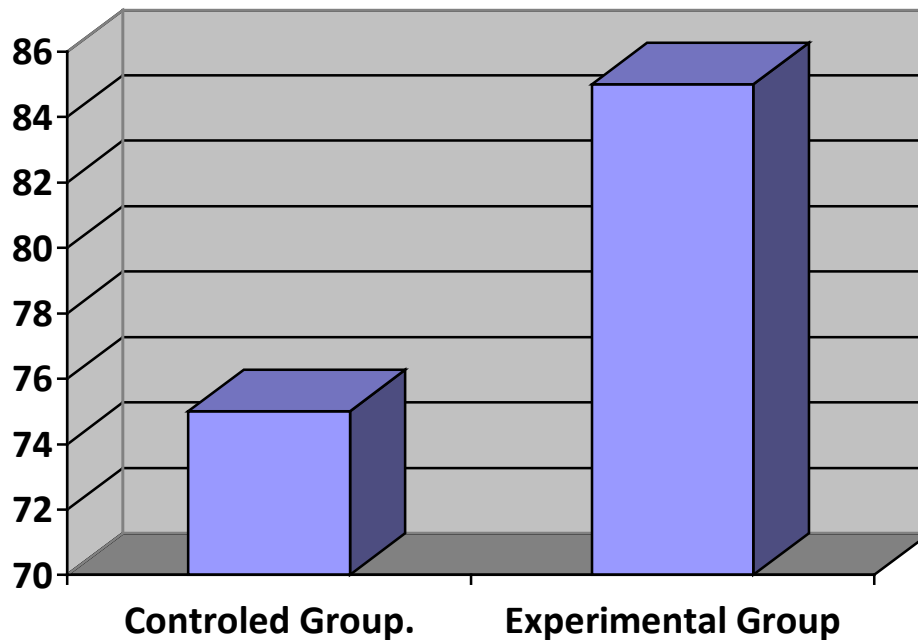


Dance for distressing

Stress is a psychological and physical strain or tension generated by physical, emotional, social, economic, or occupational circumstances, events, or experiences that are difficult to manage or endure. Science is documenting that Dance Motor Therapy improves the mood, decreases anxiety, improves sleep, increases immune response, improves resilience in the face of stress and raises self-esteem. Dance Motor Therapy helps to decrease level of stress and Anxiety.

Conclusion

The children always benefit in more way than one. Learning is enhanced & becomes more enjoyable with the help of DMT. It helps to create a good environment for cognitive development. We had seen 2 to 10 percent development in academic performance. Dance Motor Therapy is beneficial for the most number of children and implementable for maximum number of teachers. Dance is a rich context for examination of human memory because dance is communicative, expressive, and universal as well as non-verbal, temporal, spatial and kinesthetic. Dance therapy, or dance movement therapy is the psychotherapeutic use of movement and dance for emotional, cognitive, social, behavioral and physical conditions. Dance movement therapy strengthens the body/mind connection through body movements to improve both the mental and physical well-being of individuals.



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