

# Final Evaluation Report

The impact of the e.motion21 dance  
program on individuals with Down  
syndrome and their families

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## **Contents**

<b>Page</b>	
<b>3</b>	Summary of findings from the evaluation of e.motion21
<b>6</b>	Recommendations
<b>6</b>	Project description
<b>7</b>	Evaluation approach
<b>8</b>	Participants involved in the evaluation and intervention
<b>11</b>	Intervention approach
	Information gathered for the evaluation of e.motion21
<b>12</b>	• Focus group interviews
<b>14</b>	• Benefits of participation
<b>15</b>	• Physical activity
<b>16</b>	• Physical attributes
<b>16</b>	• Community and social engagement
<b>16</b>	• Personal wellbeing
<b>18</b>	Attachments

<p><b>Participation in physical activity by e.motion21 dancers</b></p>	<p><b>Key findings</b></p> <ul style="list-style-type: none"> <li>• The majority of e.motion21 dancers do not engage in the recommended amounts of moderate-vigorous daily exercise</li> <li>• The majority of e.motion21 dancers are not achieving the recommended daily minimum of 10,000 steps.</li> <li>• More scope exists for e.motion21 to increase the amount and intensity of physical activity within dance classes.</li> </ul>
<p><b>Physical attributes of e.motion21 dancers</b></p>	<p><b>Key findings</b></p> <ul style="list-style-type: none"> <li>• The majority of e.motion21 dancers are classified as overweight/obese and exceed the recommendations for BMI, percentage body fat and waist circumference</li> <li>• A term of participation in e.motion21 dance classes does not contribute to significant changes to the physical attributes of the dancers.</li> </ul>
<p><b>Focus group</b></p>	<p><b>Key findings</b></p> <p>Parents/carers consistently highlighted benefits <i>for dancers</i> from participation in emotion21 programs as:</p> <ol style="list-style-type: none"> <li>1. Spending time with friends, and making new friendships</li> <li>2. Increased fitness, through getting to move about and be physically active</li> <li>3. Developing improved confidence, and experiencing a of achievement</li> <li>4. Experiencing enjoyment, fun and pleasure through dance.</li> <li>5. Participating in an activity which is safe</li> <li>6. Being part of an activity with others with Down syndrome</li> <li>7. Undertaking an activity in the community</li> </ol> <p>Parents/carers consistently highlighted benefits for <i>themselves and their family</i> from participation by dancers in emotion21 programs as:</p> <ol style="list-style-type: none"> <li>1. A feeling of pride, joy and satisfaction from watching their child participate in dance</li> <li>2. Having opportunities to speak to and obtaining information from other parents/cares about raising a child with Down syndrome</li> <li>3. An opportunity to have a short break and some time to their selves, knowing their child was being well cared</li> <li>4. Raising awareness about the capabilities or people with Down syndrome, including improving perceptions in the community about people with Down syndrome</li> </ol>
<p><b>Benefits to the dancers of participating in e.motion21</b></p>	<p><b>Key findings</b></p> <p>Three main themes related to dancer benefits emerged:</p> <ul style="list-style-type: none"> <li>• Building social networks and self-esteem</li> <li>• Broadening horizons</li> </ul>

	<ul style="list-style-type: none"> <li>• Pleasure and personal development</li> </ul> <p>The three most strongly endorsed benefits to dancers were reported as being:</p> <ol style="list-style-type: none"> <li>I. Experiencing enjoyment, fun and pleasure</li> <li>II. Participating in an activity that is emotionally safe (receiving support, encouragement, acceptance and reward for all efforts).</li> <li>III. Participating in an activity that is physically safe (conducted in a safe environment with activities that are suited to the needs of the dancers).</li> </ol> <p>Overall, parents/carers provided strong endorsements (71.89%-89.19%) for all listed benefits in this section.</p>
<p><b>Benefits to parents of participating in e.motion21</b></p>	<p><b>Key findings</b></p> <p>Three main themes related to benefits to the parents emerged:</p> <ul style="list-style-type: none"> <li>• Positive affect and shifting boundaries</li> <li>• Information dissemination</li> <li>• Brief respite</li> </ul> <p>The three most strongly endorsed benefits to parents/carers were reported as being:</p> <ol style="list-style-type: none"> <li>I. A feeling of joy from watching my child participate in dance</li> <li>II. A sense of satisfaction from providing my child with a good experience</li> <li>III. Satisfaction from my child participating in an activity which is good quality</li> </ol> <p>Overall, parents/carers provided strong endorsements (75.29% - 89.27%) for the majority of listed benefits in this section. Benefits with lower rates of endorsement (38.62% - 57.78%) related to obtaining information and support from e.motion21 staff and the opportunity for brief respite.</p>
<p><b>Benefits to other family members of participating in e.motion21</b></p>	<p><b>Key findings</b></p> <p>Two main themes related to benefits to other family members emerged:</p> <ul style="list-style-type: none"> <li>• Positive affect, support networks and understanding</li> <li>• Shifting boundaries</li> </ul> <p>The three most strongly endorsed benefits to family members were reported as being:</p> <ol style="list-style-type: none"> <li>I. A feeling of joy from watching their family member participate in dance</li> <li>II. A feeling of pride from watching their family member participate in dance</li> <li>III. An opportunity for siblings to provide support, encouragement and praise to the e.motion21 dancer</li> </ol> <p>Overall, parents/carers provided moderate to strong endorsements (63.13% - 87.02%) for all benefits listed in this</p>

	section.
<b>Personal wellbeing for adults</b>	<p><b>Key findings</b></p> <ul style="list-style-type: none"> <li>• Results indicate a significant improvement in perceived wellbeing after a single session of dance with a large effect size. Wellbeing scores before class (M = 68.89, SD =16.05) compared to after class (M = 85.16, SD = 8.61) , t(9) = 4.07, p = .002, g = 1.14 )</li> <li>• No significant differences in wellbeing scores were found before class (M = 61.61, SD = 13.48) compared to at the end of term (M= 80.18, SD = 6.39), t(4) = 4.33, p = .115, g = 1.28. The effect size was still large. The lack of significance is likely explained by the loss of statistical power that occurred with the lowered number of participants at the end of term.</li> </ul>
<b>Personal wellbeing for adolescents</b>	<p><b>Key findings</b></p> <ul style="list-style-type: none"> <li>• There were no significant differences in wellbeing scores before class (M = 64.29, SD =47.56) compared to after class (M = 78.57, SD = 39.34) , t(7) = 1.00, p = .18, g = 0.3. No significant differences in wellbeing scores were found before class (M = 77.78, SD = 36.32) compared to at the end of term (M= 91.68, SD = 12.50), t(9) = 1.05, p = .16, g = 0.38.</li> <li>• Moderate effect sizes were found for both comparisons</li> <li>• The perceived wellbeing scores for e.motion21 adolescent dancers were not significantly different to adolescents without an intellectual disability.</li> </ul>
<b>Community and social engagement</b>	<p>Key findings:</p> <ul style="list-style-type: none"> <li>• Adults involved in the e.motion21 dance program exhibit levels of community involvement that are higher than the norm for adults with intellectual disability.</li> <li>• Adults involved in the e.motion21 dance program engage in community activities with their peers at lower levels than the norm for adults with intellectual disability.</li> </ul>

## Recommendations

<p><b>Prioritise physical activity</b></p>	<p><b>Key points</b></p> <ul style="list-style-type: none"> <li>• It is recommended that e.motion21 highlight the importance of participation in regular daily physical activity.</li> <li>• It is recommend that e.motion21 dance classes be altered to incorporate greater amounts of moderate-vigorous physical activity</li> <li>• It is recommend that e.motion21 develop new programs focused on providing participants with opportunities to engage in greater amounts of moderate-vigorous physical activity, leading to a ‘fitness’ benefit.</li> </ul>
<p><b>Focus on healthy eating habits</b></p>	<p><b>Key points</b></p> <ul style="list-style-type: none"> <li>• It is recommended that e.motion21 continue to focus on, and promote healthy eating habits that are conducive to supporting a healthy weight.</li> </ul>
<p><b>Expansion of programs and services</b></p>	<p><b>Key points</b></p> <ul style="list-style-type: none"> <li>• It is recommended that e.motion.21 expand their services to individuals with Down syndrome beyond dance programs. Given the need for fitness and activity-based activities within this population and the social and emotional benefits afforded by participation in e.motion.21, it is recommended that the organisation initially expand its services to include a fitness and social program.</li> </ul>

## Project Description

e.motion.21 is a community-based not for profit provider of specialised dance learning programs for children and young adults with Down syndrome. The research project was designed to provide insight into the benefits of a dance program for children, adolescents and adults with Down syndrome and sought to address the health inequity experienced by this group.

The project aimed to evaluate the impact of e.motion21 dance programs on physical activity, social connection and well-being of children, adolescents and adults with Down. A secondary aim of the project was to determine the perceived benefits of participation in e.motion21 for the parents and family members of the dancers

The e.motion21 project was conducted over 31 weeks from March to September 2013. 34 dancers and 51 parents/caregivers participated in the project’s face-to-face activities during this time. An additional 63 parents/caregivers participated

in the parent survey.

The e.motion21 project was evaluated by a team from RMIT University, School of Health Sciences. In-kind support was provided by RMIT University in addition to that included in applications for funding. Further support has been gained through recruitment of three Honours Psychology students, who as well as providing additional personnel to the project, will themselves benefit from the research experience working with people with Down syndrome, and their families.

External funding was initially received from the 5 Point Foundation. Subsequently, requests to the Pierce Armstrong Foundation and Marian & EH Flack Nominees secured additional support

## Evaluation Approach

The research project involved:

1. Obtaining permission from the human research ethics committees of the Department of Human Services, RMIT University
2. Determining the physical activity levels and physical health indicators of the e.motion21 dancers and perceptions of social engagement, social activity, and personal wellbeing from e.motion21 families (parents) and adolescent and adult e.motion21 dancers. This was done through a variety of approaches:
  - **Physical activity measurement:** Participating e.motion21 dancers wore a movement sensor (accelerometer) for 8 consecutive days at the start of a term of dance (1-day designed to manage reactivity to instrument and for 7 consecutive days at the end of a dance term.
  - **Physical health indicators:** Height, weight, abdominal circumference and percentage fat were measured prior to, and after the dance program by trained researchers using procedures and calibrated equipment, namely stadiometer (height), scales (weight), steel measuring tape (circumference) and bio-impedance scales.
  - **Community and social engagement:** Ten focus groups were conducted at the start of an e.motion21 dance term with parents of dancers ranging in age from childhood to adolescence. At the end of a dance term six focus groups were conducted with the parents of adolescent and adult dancers. These interviews focused on the parent/caregivers' experience of emotion21 as well as their hopes, dreams and aspirations for their child's future. In addition, four focus groups with adult dancers were conducted at the start and end of an emotion21 dance term. These interviews focused on the dancers' experiences of e.motion21.
  - **Social activity (e.motion21 adult dancers only):** A member of the research team administered the Guernsey Community Participation and Leisure Assessment (GCPLA; Baker, 2000) at the start of a dance term. Research has shown that the GCPLA is both a reliable and valid measure of community participant and the use of leisure time.
  - **Personal wellbeing:** A member of the research team administered the Personal Wellbeing Index-Intellectual Disability PWI-ID; Cummins & Lau,

2005) to e.motion21 adult dancers or the Personal Well-being for School Children (incl. adolescents) [PWI-SC] (Cummins & Lau, 2005) to e.motion21 adolescent dancers. These measures were administered at the start of a dance term immediately before and after a dance class and at the end of a term of dance.

- **Perceived competence (e.motion21 adolescent dancers only).** A member of the research team administered the Perceived Competence Scale for Adolescents [PCS-A] (Harter, 2012) prior to, and after the program

*Please note: The Peabody Picture Vocabulary Test (PPVT) was administered first to the participating adolescents to determine their cognitive ability. Only those adolescents who demonstrated a cognitive ability of 8 years or greater subsequently completed the Perceived Competence Scale for Adolescents [PCS-A].*

3. Final report to RMIT Human Research and Ethics Committee, e.motion21 Board of Directors, 5 Point Foundation, the Pierce Armstrong Foundation and Marian & EH Flack Nominees)

### **Participants involved in the e.motion21 research project:**

**Locations:** Four (4) e.motion21 dance studios in Metropolitan Melbourne and one (1) e.motion 21 dance studios from Regional Victoria were engaged in the project. All assessments and focus groups took place at the e.motion21 dance studios. Separate focus groups were conducted with adult dancers and family members of the dancers in each dance studio at each time. The e.motion21 dancers were encouraged to wear a movement sensor prior to and immediately after the intervention. The number of dancers and their families that participated comprised of::

**Focus group  
interview  
attendance**

*Participants before the intervention*

- 17 adult e.motion21 dancers
- 51 parents or caregivers

*Participants after the intervention*

- 7 adult e.motion21 dancers
  - 19 parents or caregivers
-

<b>Movement sensors</b>	<ul style="list-style-type: none"> <li>All dancers participating in the project were asked to wear a movement sensor for 8 consecutive days at the start of a dance term (1-day designed to managed reactivity to instrument), and for 7 consecutive days at the end of a dance term. The number of dancers that wore the movement sensor over enough days (at least 4-weekdays and at least 1-weekend day) and hours (each day for at least 10 hours) to obtain relevant information comprised of:</li> </ul> <p><i>Participants before the intervention</i></p> <ul style="list-style-type: none"> <li>17 adolescents</li> <li>14 adults</li> <li>31 total</li> </ul> <p><i>Participants after the intervention</i></p> <ul style="list-style-type: none"> <li>12 adolescents</li> <li>11 adults</li> <li>23 total</li> </ul>
<b>Physical health indicators</b>	<ul style="list-style-type: none"> <li>The height, weight, abdominal circumference and percentage fat of the dancers participating in the research project was measured at the beginning and end of a term of dance by trained researchers using standard procedures and calibrated equipment. The number of dancers who undertook these measurements comprised of:</li> </ul> <p><i>Participants before the intervention</i></p> <ul style="list-style-type: none"> <li>20 adolescents</li> <li>14 adults</li> <li>34 total</li> </ul> <p><i>Participants after the intervention</i></p> <ul style="list-style-type: none"> <li>219 adolescents</li> <li>14 adults</li> <li>33 total</li> </ul>
<b>Social and community engagement</b>	<ul style="list-style-type: none"> <li>All parents of adult dancers in the project were asked to complete the Guernsey Community Participation and Leisure Assessment (GCPLA; Baker, 2000) at the start of a term of dance. 17 parents of adult dancers completed this assessment.</li> </ul>
<b>Cognitive screen</b>	<ul style="list-style-type: none"> <li>All adolescents in the project were asked to undertake the Peabody Picture Vocabulary Test (PPVT-4) to determine their cognitive ability. Those who obtained an mental age score equivalent to age 8 or above were then asked</li> </ul>

	<p>to complete an assessment on their self-perceptions of competence. The number of adolescent dancers who completed the PPVT-4 comprised of:</p> <p><i>Equivalent score of 8 or above:</i></p> <ul style="list-style-type: none"> <li>• 13 adolescents</li> </ul> <p><i>Equivalent score of 8 years of below:</i></p> <ul style="list-style-type: none"> <li>• 6 adolescents</li> </ul>
<p><b>Perceived competence</b></p>	<ul style="list-style-type: none"> <li>• It was intended that all adolescent dancers who participated in the program <i>and</i> passed the PPVT-4 screen would be asked to complete the Perceived Competence Scale for Adolescents [PCS-A] (Harter, 2012) at the start and end of a dance term. However, following discussions with the parents and observations of the adolescent dancers it was decided that meaningful data would not be collected through the use of this scale. As a result it was only administered to four adolescents before its use was abandoned.</li> </ul>
<p><b>Personal wellbeing</b></p>	<ul style="list-style-type: none"> <li>• All adolescent dancers who participated in the program were asked to complete the Personal Well-being for School Children (incl. adolescents) [PWI-SC] (Cummins &amp; Lau, 2005) immediately before and after a dance class at the start of the term and again at the end of a dance term. This scale was administered as a semi-structured interview by a member of the research team. All adult dancers who participated in the program were asked to complete the Personal Wellbeing Index-Intellectual Disability PWI-ID; Cummins &amp; Lau, 2005). This was administered in the same manner as the PWI-SC. The number of adolescents dancers and adult dancers who completed these measures of personal wellbeing comprised:</li> </ul> <p><i>Participants before the dance class (beginning of term)</i></p> <ul style="list-style-type: none"> <li>• 15 adolescents (13 valid)</li> <li>• 17 adults (9 valid)</li> </ul> <p><i>Participants after the dance class (beginning of term)</i></p> <ul style="list-style-type: none"> <li>• 16 adolescents (9 valid)</li> <li>• 17 adults (11 valid)</li> </ul> <p><i>Participants at the end of a dance term</i></p> <ul style="list-style-type: none"> <li>• 13 adolescents (11 valid)</li> <li>• 14 adults (7 valid)</li> </ul> <p><i>Note: Measures were deemed invalid when participants demonstrated acquiescent responding, demonstrated no variability in their responses or responded in a set pattern.</i></p>

### **Intervention approach**

Participants were enrolled in an e.motion21 dance program that offers four 10-week terms each year at each dance studio. During terms participants undertake weekly sessions of dance instruction and practice led by an experienced professional dance instructor, supported by two trained volunteer dance assistants. Additionally, each term participants provide at least one dance performance in community locations, which serve to display their skill and foster community presence and engagement. Some participants elect to enter a 'performance' stream, and undertake additional training and offer more complex performances each term. The intervention spanned the second (April to June 2013) and third terms (May to September).

### **Attrition:**

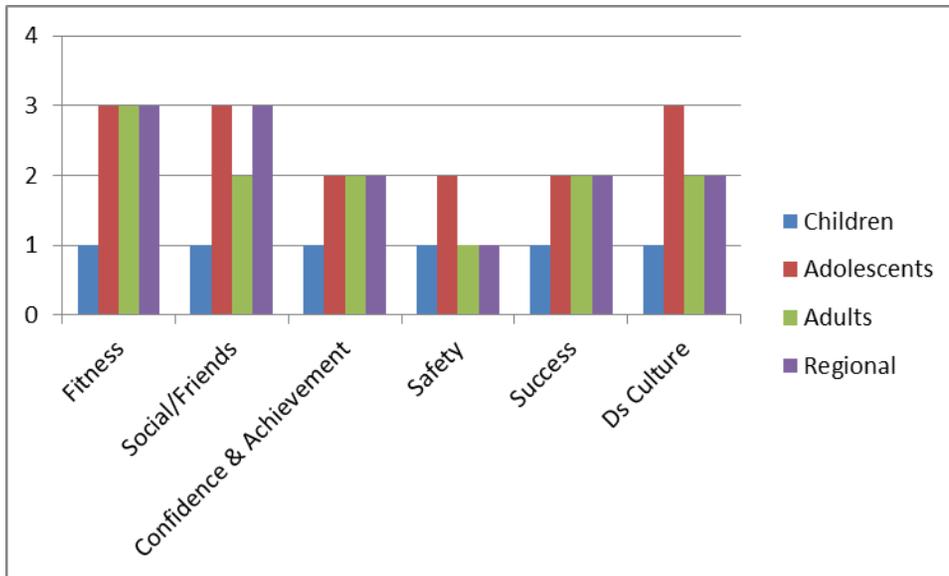
The following reasons for dropping out of the intervention were reported by dancers or their proxy:

<b>Reason</b>	<b>Participant numbers</b>
Unwilling to re-do measures at post-test	3
Illness or absence	3
Personal (death in the family)	1

**Focus group interviews: What benefits occur from the dancers’ participation in emotion21?**

**Key Findings**

In the children’s cohort, six main benefits of participation in e.motion21 were equally reported by their parents. These were increasing levels of fitness and physical activity (fitness), making new friends and developing social networks (social support), developing improved confidence and gaining a sense of achievement (self-esteem), participating in an activity that is both physically safe (conducted in a safe environment with activities that are designed to meet the needs of the dancer) and emotionally safe (receiving support, encouragement , acceptance and reward for all efforts), participating in an activity in which success is likely as it is designed to meet the needs of the dancer (success) and being part of an activity with others with Down syndrome (Ds culture). The parents of the adolescent dancers reported these six benefits as well but placed a heavier emphasis on fitness, friendship and Ds culture. The parents of the adult dancers also recognised all six of these benefits but placed the heaviest emphasis on fitness. For those in regional areas, all six benefits were recognised but higher emphasis was placed in increasing fitness and social supports.

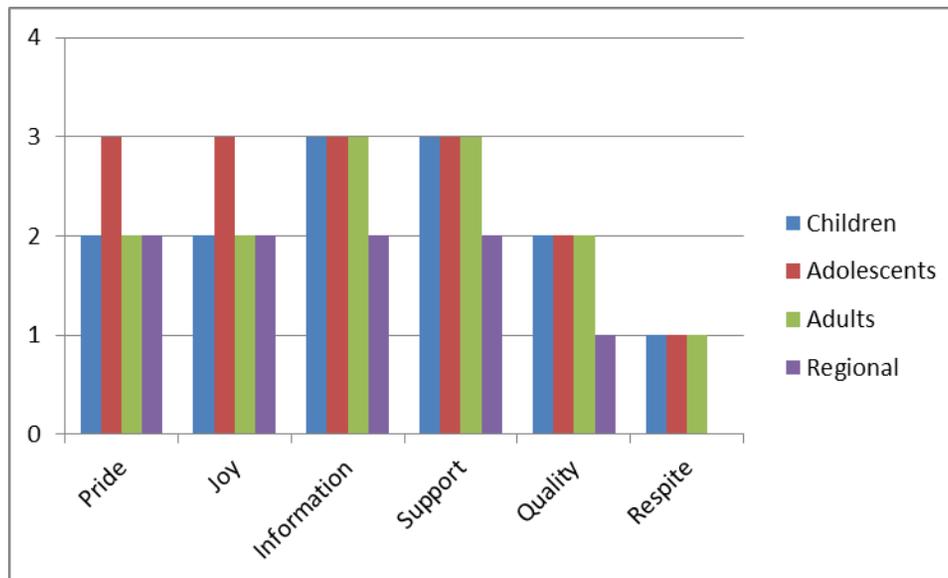


**Key:** Graphs show number of comments made for each factor

**Focus group interviews: What benefit occurs for the family members of e.motion21 dancers?**

**Key Findings**

In the children’s and adult’s cohort, the two most frequently reported benefits for the family members of e.motion21 dancers were receiving information from other parents as well as e.motion21 staff and volunteers about raising a child with Down syndrome (information) and having opportunities to speak to parents and e.motion21 staff and volunteers who share the experience of raising and/or supporting a child with Down syndrome (support). The next three most frequently reported benefits for these parents were feeling of pride from watching their child (pride), feeling of joy from watching their child participate (joy) and obtaining satisfaction from knowing their child was participating in a high quality activity (quality). The benefit of having an opportunity to take a short break from the demands of parenting and/or have some time themselves (respite) was also mentioned as a benefit to the family members. The parents of adolescents mentioned these six benefits as well. However, they most frequently reported the benefits of pride, joy, information and support followed by quality and then by respite. The parents from regional areas did not endorse these benefits as strongly as those in the other groups. However, they did still recognise the importance of all of the previously stated benefits except for respite opportunities.



**Key:** Graphs show number of comments made for each factor

**Focus group interviews: What benefits of participation do emotion21 dancers themselves report?**

***Key Findings***

Focus group discussions with adult dancers consistently highlighted the following benefits from participation in e.motion21 dance programs:

1. Taking part in a fun activity that allows people to spend time with friends and meet new people
2. Learning new skills
3. Being part of a team and wearing a uniform to show this
4. Getting the opportunity to perform in front of an audience and meet famous people
5. Making parents and family members proud
6. Creating new topics of conversation with family members and friends

### Movement Sensors: Moderate-Vigorous Physical Activity (MPVA)

**Key Findings** Results indicate that e.motion21 dancers were engaged in low levels of moderate-vigorous intensity physical activity. Overall, adult dancers engaged in approximately 31.11 minutes per day of MVPA. This just meets the recommended guidelines of 30 minutes of MVPA on most if not all of the days of the week. The highest amount of MVPA was accrued on days in which the adults participated in e.motion21 dance classes. The adolescent dancers were engaged in approximately 22.58 minutes per day of MVPA which is less than half of the recommended guidelines of 60 minutes of MVPA on most if not all days of the week. Like the adults, the highest amounts of MVPA were accrued on days in which the adolescents participated in e.motion21 dance classes.

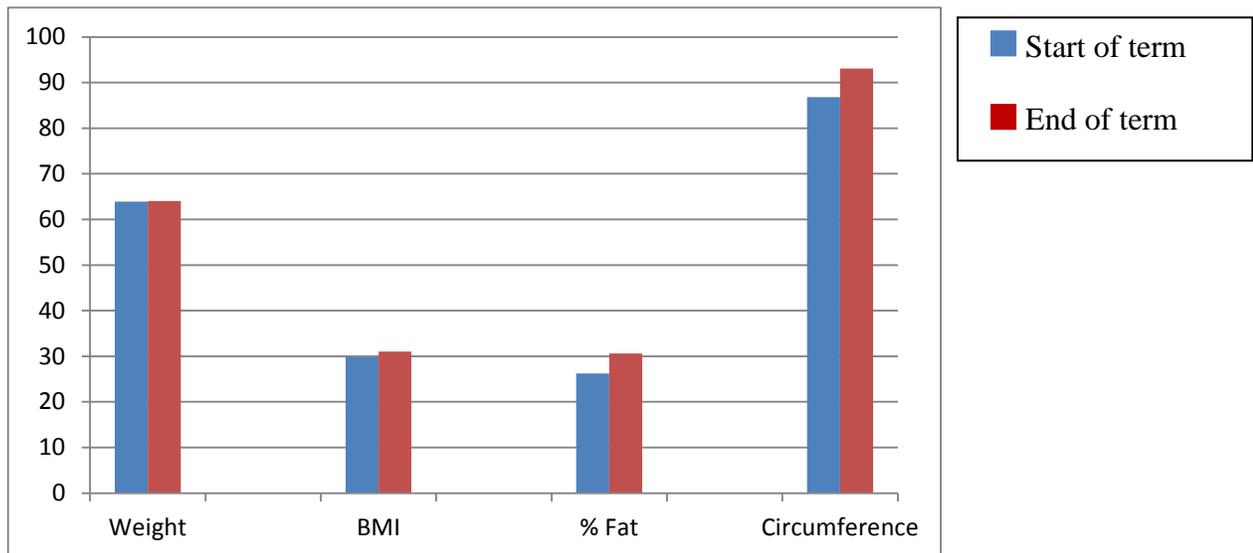
### Movement Sensors: Steps

**Key Findings** Results indicate that e.motion21 dancers were engaged in low levels of walking, as measured by steps. Overall, the adult dancers undertook 5128.66 steps per day whilst the adolescent dancers engaged in 3959.97 steps per day. This falls below the recommended 10 000 steps per day. The daily number of steps taken was higher on the days in which the dancers participated in e.motion21 dance classes.

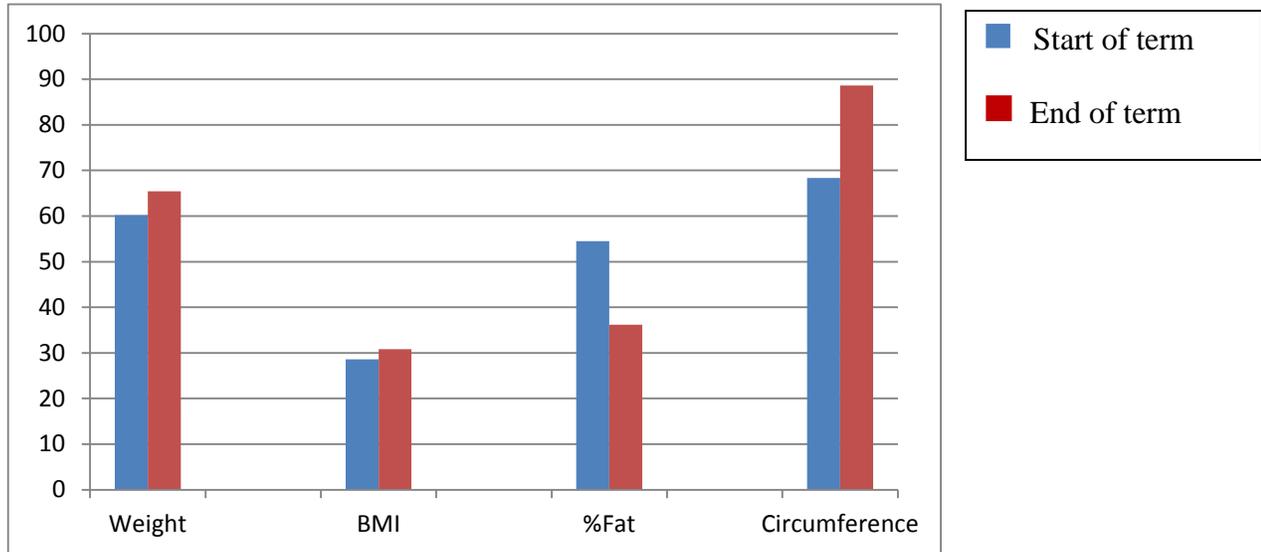
### Physical health indicators

**Key Findings** The results indicate that there were no significant changes in weight, body mass index (BMI), percentage body fat or waist circumference for the e.motion21 dancers between the start and end of the program. The average BMI for the adult and adolescent dancers across the program was 30.05 and 29.51 respectively. This falls outside the recommend range of 18.5-24.9. The average waist circumference for adult male dancers was 98.93 cm and 88.30cm for female dancers. The is above the recommended guidelines of 94cm or lower for adult males and 80cm or lower for adult females. There are currently no guidelines for recommended waist circumference for adolescents.

### Adult Graph of weight, fat, circumference at start and end



**Adolescent Graph of weight, fat, circumference at start and end**



**Social and community engagement**

**Key Findings**

Findings revealed that e.motion21 adult dancers are well-engaged in community activities. Of the 49 potential activities listed on the GCPLA, the dancers reported engaging in between 12 and 46 regularly (i.e. at least every 2 or 3 months) and between seven and 24 frequently (i.e. at least every week). The mean number of regular activities reported in this study was 28.47. This was higher than the norm of 24 reported by the authors of the GCPLA. Similarly, the mean number of frequent activities (14.53) was also higher than the reported norms of 11.3. The dancers were accompanied for the majority of these activities with 51.34% of activities reported as being accompanied. Importantly, 7.6% of the activities involved peers. This is lower than the reported norms of 12%. Overall, these findings suggest that involvement in e.motion21 supports community engagement for adults with Down syndrome.

**Perceptions of wellbeing**

**Key Findings**

- Participation in the e.motion21 dance program has a positive effect on the perceived wellbeing of adults and adolescents after a single session of dance.
- This benefit is maintained over a term of dance.
- The wellbeing scores for e.motion21 dancers do not differ significantly from those without an intellectual disability.

**Adults**

- Perceived wellbeing was measured before and after class at the start of a dance term and then at the end of the term.
- 9 adults were measured at the start of the term and 4 at the end of the term.
- Results indicate a significant improvement in perceived wellbeing after a single session of dance with a large effect size. Wellbeing scores before class (M = 68.89, SD = 16.05 ) compared to after class (M = 85.16, SD = 8.61 ) , t(9) = 4.07, p = .002, g = 1.14 )

- No significant differences in wellbeing scores were found before class ( $M = 61.61$ ,  $SD = 13.48$ ) compared to at the end of term ( $M = 80.18$ ,  $SD = 6.39$ ),  $t(4) = 4.33$ ,  $p = .115$ ,  $g = 1.28$ . The effect size was still large. The lack of significance is likely explained by the loss of statistical power that occurred with the lowered number of participants at the end of term.

### **Adolescents**

- Perceived wellbeing was measured before and after class at the start of a dance term and then at the end of the term
- Seven adolescents participated at the start of the term and 9 at the end of the term.
- There were no significant differences in wellbeing scores before class ( $M = 64.29$ ,  $SD = 47.56$ ) compared to after class ( $M = 78.57$ ,  $SD = 39.34$ ),  $t(7) = 1.00$ ,  $p = .18$ ,  $g = 0.3$ . No significant differences in wellbeing scores were found before class ( $M = 77.78$ ,  $SD = 36.32$ ) compared to at the end of term ( $M = 91.68$ ,  $SD = 12.50$ ),  $t(9) = 1.05$ ,  $p = .16$ ,  $g = 0.38$ .
- Moderate effect sizes were found for both comparisons
- No significant differences in perceived wellbeing were found for adolescents without disability ( $M = 74.70$ ) compared to those with Down syndrome ( $M = 75.82$ ,  $SD = 18.74$ ),  $t(13) = 0.22$ ,  $p = .83$ .

**Attachments:**

1. Focus Group interview schedule
  - a. Parents
  - b. Dancers

**Parents’ Expectations, Aspirations and Needs Focus Group**

Icebreaker	<ol style="list-style-type: none"> <li>1. Introduce each other</li> <li>2. Explain what we want to talk about</li> <li>3. Check that everyone agrees to participate in the discussion</li> <li>4. Talk about a contemporary topic (eg the weather, football, what’s on TV)</li> </ol>
Introduction	<b>Today we want to talk with you about e.motion21, and how it contributes to the expectations, hopes, aspirations and needs that you have for your child/teenager/son/daughter who is currently participating in an e.motion21 dance program</b>
Question 1	<b>What do you expect for your child/teenager/son/daughter?</b>
Sub-Questions	<ol style="list-style-type: none"> <li>1. What are your beliefs about what should happen in the future for your child/teenager/son/daughter?</li> </ol>
Prompts	<ol style="list-style-type: none"> <li>1. What things do you see as being non-negotiable for your child/teenager/son/daughter?</li> <li>2. Why are these things so important to you?</li> <li>3.</li> </ol>
Probes	<ul style="list-style-type: none"> <li>• Physical and/or emotional safety</li> <li>• Appropriate services to meet needs of individual</li> <li>• Equal treatment and participation</li> </ul>
Question 2	<b>What are your key hopes and aspirations for your child/teenager/son/daughter?</b>
Sub-Questions	<ol style="list-style-type: none"> <li>1. What do you desire for your child/teenager/son/daughter to achieve?</li> <li>2. What dreams do you have for your child/ teenager/son/ daughter?</li> </ol>
Prompts	<ol style="list-style-type: none"> <li>1. What are your hopes and dreams in relation to your child/teenager/son/daughter being included and valued?</li> <li>2. What do you wish or hope for with regards to your child/teenager/son/daughter social relationships?</li> <li>3. What are your hopes and dreams in relation to your child/teenager/son/daughter having a romantic relationship?</li> <li>4. What do you hope for when you think about your child/teenager/son/daughter contributing to society?</li> <li>5. What do you hope for with regard to your child/teenager/son/daughter’s education?</li> <li>6. What do you hope for and/or dream about in relation to your</li> </ol>

	child/teenager/son/daughter's general health and wellbeing?
Probes	<ul style="list-style-type: none"> <li>• Being included and valued</li> <li>• Fulfilling and meaningful social relationships</li> <li>• Romantic relationships</li> <li>• Age appropriate peer support</li> <li>• Higher education</li> <li>• Contribute meaningfully to society- job, recognition of talents, making unique aspects of disability into an advantage</li> <li>• Resilience, self-esteem</li> <li>• Good health and general wellbeing</li> </ul>
<b>Question 3</b>	<b>What are your main needs for you main needs for your child/teenager/son/daughter?</b>
Sub-Questions	1. What are the most important things that you require for your child/teenager/son/daughter?
Prompts	<ol style="list-style-type: none"> <li>1. What are your needs in relation to schooling and/or education for your child/teenager/son/daughter?</li> <li>2. What are your needs in relation to interventions and support services?</li> <li>3. What will your needs be as your child/teenager/son/daughter gets older?</li> <li>4. What are or will your needs be as you get older and become less able to care for your child/teenager/son/daughter?</li> <li>5.</li> </ol>
Probes	<ul style="list-style-type: none"> <li>• Schools that meet the individual's needs</li> <li>• Suitable living and/or working arrangements for older teenagers and adults</li> <li>• Ability to care for self/be appropriately cared for after caregiver's death/inability to continue care role</li> <li>• Interventions and support that will lead to gains and improvement</li> </ul>
<b>Question 4</b>	<b>How do the e.motion21 programs and/or experiences contribute to the expectations, hopes, aspirations and needs that have been discussed today?</b>
Sub-Questions	<ol style="list-style-type: none"> <li>1. How has the e.motion21 program changed your expectations for your child/teenager/son/daughter?</li> <li>2. How has the e.motion21 program influenced your hopes/aspirations for your child/teenager/son/daughter?</li> <li>3. How has the e.motion21 program met the needs you have for your child/teenager/son/daughter?</li> </ol>
Prompts	<ol style="list-style-type: none"> <li>1. What has changed for you and your family since participating in the e.motion21 dance program?</li> <li>2. What do you think your child/teenager/son/daughter can do</li> </ol>

	<p>now that they could not do before getting involved with e.motion21?</p> <ol style="list-style-type: none"> <li>3. What do you think is possible for your child /teenager/ son/daughter since they participated in this dance program?</li> <li>4. What other needs apart from (summarise those mentioned) have been met through e.motion21?</li> </ol>
Probes	<ul style="list-style-type: none"> <li>• Friendships and peer support</li> <li>• Recognition of talent</li> <li>• Greater acceptance by the community</li> <li>• Inclusion</li> <li>• Improved mental and physical health</li> <li>• Parent support</li> </ul>
Closure	<ol style="list-style-type: none"> <li>1. Summarise main points</li> <li>2. Is there anything else you would like us to know right now?</li> <li>3. Do you have any questions for us?</li> <li>4. Thank you for your participation.</li> </ol>

### Focus Group Interview Guide for Adult Dancers

Icebreaker	<ol style="list-style-type: none"> <li>1. Introductions</li> <li>2. Explain that we want to talk about being involved with e.motion21 dance activities</li> <li>3. Check that the individual consents to participate in the discussion</li> <li>4. Talk about a contemporary topic (eg the weather, football, what's on TV)</li> </ol>
<b>Question 1</b>	<b>Do you enjoy (like) being involved in the e.motion21 dance program?</b>
Sub Questions	<p><b>Why</b> do you/don't you like about being involved in the e.motion21 dance program?</p> <ol style="list-style-type: none"> <li>1. What do you look forward to doing when you come to the e.motion21 dance program?</li> </ol>
Probes	Being with others, making friends, the dance teachers, being in the community, being in a supportive environment, moving about/getting exercise, the music, learning new things, wearing the dance clothes/costumes, doing performances when others watch me and clap/praise me, getting to go places to do and see new things and people
<b>Question 3</b>	<b>Are the dance teachers/instructors good?</b>
Sub Questions	<ol style="list-style-type: none"> <li>1. What do you/don't you like about the instructors?</li> <li>2. What have you learnt from the instructors?</li> </ol>
<b>Question 4</b>	<b>Who do you see when you come to e.motion21 dance program?</b>
Sub Questions	<ol style="list-style-type: none"> <li>1. Have you made new friends outside of the program?</li> <li>2. Have you seen your new friends outside of the program?</li> <li>3. Do you (or the person with Down syndrome) get to speak with</li> </ol>

	these friends during the week? 4. Is there anyone in the program that you have not met that you would like to meet?
Closure	1. Summarise main points 2. Is there anything we've missed about why you like the e.motion21 dance program? 3. What is the most important thing about the involvement of e.motion21 dance program?