

# MUSICMEDICINE

RALPH SPINTGE, M.D.  
ROLAND DROH, M.D.  
EDITORS

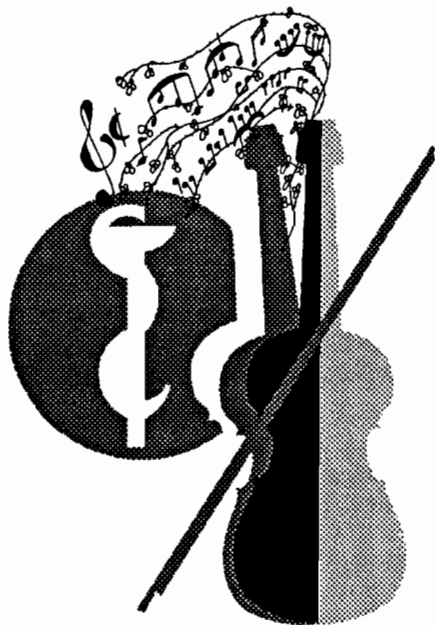


MMB MUSIC, INC.

V. J. Konečni  
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# THE EFFECTS OF EARLY TRAINING IN MUSIC AND DANCE ON THE SOCIO-EMOTIONAL, SCHOLASTIC, AND AESTHETIC DEVELOPMENT OF PRE-TEENAGE AND TEENAGE GIRLS

Vladimir J. Konečni  
Laura Hersh  
Avery Kenyon

## 1. INTRODUCTION

**P**rogressively younger age groups seem to be affected by the general societal emphasis on achievement and competition in our post-industrial world (e.g., Josselyn 1952). The dramatic entrance of women into the labor market on a large scale, and the changing perceptions of women's social, political, and economic roles since World War II, have combined to apply especially strong competitive and achievement pressures on young women (Gottlieb and Ramsey 1964). Perhaps more than ever, eager and ambitious parents may be insisting that their daughters succeed, and viewing as necessary to ensure such success the young women's ever-earlier and more time-consuming concerted effort, dedication, practice, and training.

The purpose of the present project is to focus on the pre-teenage and teenage girls who dedicate themselves, presumably with varying degrees of pressure from their parents, to *artistic early training*, specifically *music and dance*, respectively. The effects of such training on the girls' socio-emotional, psychological, sexual, scholastic, and aesthetic development will be examined. The underlying assumption is that intensive efforts in a particular area complement the influences of family members, teachers, and peers, as well as the maturation process, and will be reflected in the overall socialization and development process (Bandura and Walters 1963; Bronfenbrenner 1985; Gargiulo et al. 1987).

There is, of course, a large biographical and autobiographical literature on the development and experiences of particular, extremely gifted, dancers and musicians in childhood and adolescence. There are, furthermore, numerous "behind-the-scenes," "tell-all" accounts differing greatly in informational value. Finally, there are excellent sources dealing with the teaching of dance, voice, and instrumental music at different ages and other music education issues. What seems to be missing, however, in both the dance/music and psychological literatures, is reliable information about the effects of early training in dance and music (instrumental and voice) on average, "run-of-the-mill" students. None of these, by definition, is likely to rise to the exalted heights described in biographical accounts, yet music and dance nevertheless represent for them a considerable

mental, emotional, and physical investment, at least for a period of time in the pre-teenage and teenage years.

In the present project, an attempt to gain a comprehensive perspective on this problem was made by administering a detailed, multifaceted questionnaire to music and ballet pre-teenage and early-teenage female students. Their responses were compared to those of girls who concentrated on: (a) science, computing, or mathematics (a nonartistic, nonathletic specialization, the latter feature being common with playing an instrument, but not with ballet), and (b) horseback riding (an athletic activity, like ballet, but a nonartistic one, unlike both ballet and playing an instrument). The science/mathematics and horseback riding groups can thus be thought of as special controls for the music and ballet students on the artistic/nonartistic and athletic/nonathletic dimensions. An additional control group with no particular area of concentration, but belonging to a similar socio-economic stratum, was also used.

In addition to an intrinsic interest in music and ballet, these particular areas of dedication were investigated because they require a considerable amount of time, focused energy, sacrifice, and commitment even of students who engage in these activities because of parental pressure and who are unlikely to decide on them as eventual career choices.

The science/computing/mathematics groups presented an interesting comparison because of the relatively greater encouragement (and pressure) that young women have presumably begun to receive in these areas as sexism—at least overt—has waned.

Finally, using horseback riding as an additional control presented an opportunity to obtain some information about this inherently interesting sports activity. Inexplicably, it has been almost entirely ignored in recent books on sport psychology (e.g., Alderman 1974; Carron 1980; Cratty 1981; Fisher 1976; Gill 1986; Lawther 1972; Ryan 1981). Yet because the sport, in addition to equitation per se, almost always involves caring intensely and being responsible for an animal on a daily basis, it is of interest from a developmental point of view.

## **2. METHOD**

### **2.1 Experimental Participants**

All 93 experimental participants resided in San Diego County, California. The girls attended classes in the various performing-arts academies, ballet schools, and horseback riding centers, respectively. Girls with a strong dedication to science, computing, or mathematics, as well as the controls, were contacted through various private and public (“magnet”) schools. In the case of large classes, experimental participants were selected

randomly (as opposed to teachers' recommendations being followed). In some cases, an entire group of girls that was, for example, studying with a particular teacher, was included in the study.

The composition of the five research groups was as follows:

*Music group (M* in further text: instrument and voice training): A total of 20 questionnaires was received from students attending classes at two different schools for performing arts and one private instructor (mean age = 11.6 years; range = 9-14 years);

*Ballet group (B)*: A total of 18 questionnaires was received from students attending two ballet schools (mean age = 11.5 years; range = 10-14 years);

*Science group (S)*: A total of 19 questionnaires was received from one private and one public ("magnet") school (mean age = 11 years; range = 9-14 years);

*Horseback riding group (HR)*: A total of 14 questionnaires was obtained from students at two riding schools/centers (mean age = 10 years; range 9-13 years);

*Control group (C)*: A total of 22 questionnaires was received from students at one private and one public school (mean age = 10.5 years; range 10-11 years).

The structure of the experimental-participant families did not differ across groups. There was a similar proportion of only (9 of 93 = 10% of the entire sample) first-born (38%), second-born (27%), middle (9%), and youngest (17%) children in the five groups.

## 2.2 Questionnaires

The entire questionnaire is included as Appendix 1. Questions on pages 208-209 of the Appendix were answered only by the ballet students (other groups answered questions specifically designed for them). The girls filled the questionnaires on their own, free of supervision or suggestions from parents, teachers, or the researchers (LH and AK, the second and third authors respectively; they were UCSD undergraduates at the time when the study was conducted) who contacted the schools/instructors/riding centers. The questionnaire was modified for each of the five groups (where necessary) in order to address the girls' different focal activities. In addition to the basic demographic information, the following areas of interest were dealt with:

*Daily routine*: This section was concerned with the distribution of the girls' time over the respective focal activities, schoolwork, and other activities on a typical day;



*Scholastic preferences and difficulties:* This section explored the relationship between the focal activity and schoolwork;

*Social activities:* This section examined the effect of the focal activity on friendship choices (female and male) and social interests, activities, and hobbies; an entire subsection dealt with television-watching preferences;

*Focal activity:* Details of the girls' involvement in the respective focal activities were obtained in this section, as well as how seriously these activities fitted in their future (including career) plans;

*Aesthetic preferences:* Some rudimentary information was obtained about the girls' preferences in the areas of music and visual art.

### 3. RESULTS

#### 3.1. Daily Routine

Students in various groups spent roughly the same number of hours at school on the average (about seven), but differed in the amount of time they spent doing homework [ $\chi^2(4) = 15.08, p < .01$ ; B = 1.90 hours/day, HR = 1.43 h/d; M = 1.28 h/d, S = 1.07 h/d, and C = .88 h/d]. The B and M subjects also tended to go to bed later and get up earlier than did the girls in the other groups ( $p < .15$ ).

None of the groups were particularly active in various school clubs, with the exception of drama, in which the M group seemed especially interested [ $\chi^2(4) = 11.30, p < .05$ ]. Presumably because of their involvement in the respective focal activities, the B, M, and HR groups spent significantly less time with their families than did the S and C students [ $\chi^2(4) = 11.40, p < .05$ ]. Furthermore, unlike the M subjects, the B and HR groups also tended to claim that there were no activities they regularly did with their families [ $\chi^2(4) = 15.38, p < .01$ ].

Within their families, the girls in all five groups tended to an overwhelming extent to spend time with their mothers, the time with their sisters being a distant second; a negligible amount of time was spent with fathers and brothers. The responses were analogous for the question about the family member who influenced the subjects the most.

### **3.2 Scholastic Preferences and Difficulties**

There was a nonsignificant tendency [ $\chi^2 (8) = 12.72, p < .20$ ] for C and HR students to like school the least. In terms of specific subjects, the five groups did not differ from each other, in that all liked art and physical education a great deal and equally; the one interesting exception was the M group, whose members did not much enrol in classes on, and did not like, (visual) art. C and HB students were similar to each other in that both groups disliked English, foreign language, history, mathematics, and science; in contrast, the B, M, and S students liked all of these subjects considerably and were similar to each other in this regard (all of the appropriate chi-squares were significant at least at the .05 level). The preferences of the B and M students in particular were strikingly similar.

In terms of the results for subject difficulty, art and English were rated as the easiest subjects by all groups, except for the M group finding art difficult. Science and mathematics courses were rated as easy by the S students, and difficult by the other four groups. In contrast, history was difficult for the S, HR, and C students, but rated as relatively easy by both the B and M groups. (All the relevant  $\chi^2$ 's were again significant at least at the .05 level).

Of the 93 students in the study, no less than 85 (91%) said they planned to go to college, but of the eight who checked "No" or "No response" to this question, five had ballet as the focal activity.

### **3.3 Social Activities**

Students in all five groups stated that they had enough time to be with friends. In response to the question about where they tended to meet friends first, the B group subjects differed significantly from the other five groups [ $\chi^2 (4) = 51.78, p < .001$ ] in that they overwhelmingly made friends through their "focal activity," ballet, whereas the others listed school, neighborhood, and so on. The B group also spent considerably less time with friends than did the other four groups ( $\chi^2 (4) = 18.14, p < .01$ ): whereas upward of 85% of the S, M, HR, and C groups stated that they spent 2-4 hours per day with friends on weekdays, only 41% of the B subjects spent that long, the remainder checking off the 0-1 hour option. A similar pattern of results also emerged for the time spent with friends on weekends, except that the M subjects' responses now resembled those of the B group.

In terms of the activity they engaged in when with friends, the B and HR subjects differed sharply from the other three groups in that they predominantly carried out their respective focal activities with friends [ $\chi^2 (4) = 48.84, p < .001$ ]. The S and C subjects tended to watch more television, both alone and with friends, than the B, M, and HR subjects, but this effect was only marginally significant [ $\chi^2 (4) = 7.99, p < .10$ ]. With regard to the

type of program watched, the S and C subjects watched a great deal of MTV, the HR groups watched sports programs, the M group watched the PBS music programs, and the S and B groups liked the PBS education programs more than did the other groups (all chi-squares were significant at the .05 level). The groups did not differ in how frequently they listened to music, played games, went to movies, or studied with friends. All the girls seemed to spend a great many nights at each other's houses. Time with friends was rated as very important by subjects in all groups and they did not differ in the number of close friends they listed as having.

A few of the C, M, and HR girls stated they had a boyfriend (not a single S or B girl said so), but considering the girls' age and their claim that the boyfriends did not take much of their free time, it seems likely that they interpreted the concept very loosely. Very few girls stated that they did not want, or have not looked for, a boyfriend: Instead the response of choice across all groups was that they had not been asked or that they had not found someone they liked. The general pattern of these results suggests that the girls were responding candidly to the questionnaire.

The girls reported having a wide variety of hobbies, with no clear pattern of inter-group differences emerging. The time spent on a hobby did not differ across groups, nor did the girls' responses about hobbies they would pursue if they had more time.

### **3.4 Focal Activity**

There are considerable and statistically significant differences ( $p < .01$ ) in the extent to which the different focal activities were enjoyed by the subjects. On a 5-point scale, where "enjoy very little" was coded as 0 and "enjoy very much" as 4, the mean group results were: HR = 3.93, B = 3.89, M = 3.21, and S = 2.26. Thirty of the total 32 B and HR subjects marked the very top of the enjoyment scale. Subjects who engaged in their focal activity at school (S and 80% of M students), on the whole stated that they liked school much more because it gave them the opportunity to carry out the respective focal activity.

There were similar (also statistically significant) differences in the average response to the question "How important is it for you to be good at your focal activity?": HR = 3.57, B = 3.44, M = 2.65, and S = 1.27, where 4 = "very important" and 0 = "not important."

The groups differed greatly in how many times per week they took lessons in, or practiced, their focal activity. Fourteen of the 18 B subjects practiced ballet at least 4 times per week (7 of the B subjects 4 times per week, 3 of the B subjects 7 times per week). Ten of the 14 HR subjects rode at least 3 times per week. In the case of the M group, there was a bimodal distribution: of the 20 subjects, 7 practiced only once a week (presumably at school), whereas 10 did it at least 5 times per week (and 4 of these did it 7 times per week). The S subjects, in contrast, engaged in the focal activity much less

intensely: Ten of 19 subjects had only one lesson per week, with another 6 equally split between 2 and 3 lessons per week. The average duration of a single class by research group was B = 1.73 hours, HR = 1.13, M = .79, and S = .78.

When information about the average frequency and duration of classes is combined on a weekly basis, it becomes evident that whereas the B subjects spent 8.04 hours a week engaged in ballet, and the HR and M subjects 3.31 and 3.00 hours per week, respectively, the S subjects average only 1.68 hours per week.

When the previously mentioned time spent by the various groups on doing homework (under Daily Routine) is added to the time spent on the respective focal activities, the following dramatically different average weekly totals are obtained for the various groups: B = 21.36 hours per week, HR = 13.32 hrs/wk, M = 11.96 hrs/wk, and S = 9.14 hrs.wk. By comparison, the C subjects, without a focal activity, do their homework 6.16 hrs/wk.

The parents of the M, HR, and B subjects were highly encouraging and supportive of their daughters with regard to the pursuit of the focal activity (upward of 3.0 on a 5-point scale where 4 was maximum for all three groups), and these girls, furthermore, tended also to be strongly encouraged by their friends (scores were in the 2.6 — 2.8 range on an analogous scale). In sharp contrast, the S subjects were encouraged by neither their parents nor friends (1.74 and 1.53 respectively).

The B, M, and HR groups were also highly similar to each other, and very different from the S group, in their claim that they would continue with their focal activity even if their parents did not want them to ( $\chi^2 (3) = 11.57, p < .001$ ) and even if it meant losing their friends [ $\chi^2 (3) = 14.20, p < .001$ ]. For example, whereas 15 of the 18 B subjects (83%) said they would continue even if their parents did not want them to, only 8 of 18 (44%) S subjects said so.

Analogous, and even more dramatic, differences were obtained for the choice between losing friends and continuing with the focal activity. In response to the question “How much time you presently spend with friends would you give up to become better at your focal activity?”, on a 5-point scale, where 0 meant “Give up no time” and 4 meant “Give it all up,” the average group results were as follows: B = 2.56, HR = 2.00, M = 1.65, and S = 1.11. In addition, whereas around 55% of the B and HR subjects said that they did not participate in school dances, plays, and clubs because the focal activity was more important, only 20% of the M subjects and none of the nineteen S subjects said so.

Finally, responses to the question “How serious are you about making your focal activity your career?” were instructive. Twelve of 18 B subjects (66%) indicated that ballet “would be” their career or that they were “fairly certain” of this. The percentages were 50, 30, and 17 for the HR, M, and S groups respectively.

### **3.5 Aesthetic Preferences**

The subjects' aesthetic inclinations were crudely examined by asking them about the type of pictures or posters that adorn their bedrooms and their music-listening preferences.

In almost all cases, the subjects themselves chose what to put on the walls of their bedroom. While there was a considerable difference in the average number of pictures or posters (ranging from 6.02 for C to 4.73 for M and 3.81 for B), there were few unexpected differences in the type of pictures/posters preferred by the different groups (B subjects liked pictures of ballerinas, HR subjects liked those of horses, and so on). There was no evidence whatsoever that the B and M subjects had an artistically more advanced taste.

With regard to music-listening, C subjects claimed to listen to it the most (2.34 hours per day), followed by M and S subjects (2.15 and 2.09 hours per day respectively); B and HR subjects listened the least (1.49 and 1.41 hours, respectively). "Soft-rock," "hard rock," or "Top 40" were the most common top choices for all 5 groups. However, whereas 8 of the 18 B subjects and 11 of the 20 M subjects indicated classical music as one of their choices, none in the S group and virtually no other subjects mentioned it.

## **DISCUSSION**

One of the common and unflattering stereotypes about children and teenagers who are heavily involved in ballet and music is that they are working on one track only and often under an unpleasant degree of pressure from driving parents who are fulfilling their own ambitions, rather than doing what is good for the child. Such children are supposed to do poorly in regular school subjects, to have few friends and no time for them, and generally to be somehow stunted in their overall psycho-emotional and social development. Nothing could be further from the truth, given the results obtained in the present study.

Most ballet and some of the music subjects, but also many of the horseback-riding ones, were indeed very serious about their respective focal activities: All three groups spent less time with their families than the S and C groups. They said they would continue practicing the focal activity regardless of the opinions of parents and friends, and that they would give up time with friends if it meant getting better at their focal activity (the patterns for the latter was B>HR>M). The total time spent on the focal activity and regular homework was three times as much as the control group spent (on homework) in the case of ballet subjects, and about twice as much for the HR and M groups. Both B and HR subjects also said that there were social activities they did not pursue at school

because of their focal commitments. In fact, the B and M subjects had less time for sleep than other groups.

Such findings are more than balanced by the following facts. The B, HR, and most M students seemed to be thrilled by their participation in the focal activity, there being no indication whatsoever that parental pressure, the desire to please the parents, or pure snobbery were instrumental. Their parents were supportive, but so, importantly, were their friends. These friends could thus be presumed not to feel left out and, indeed, the subjects in these three groups valued their friendships as much as did the S and C groups. It is true that the ballet subjects' friends were typically other ballet students and that none of these subjects reported having a boyfriend (unlike the M and HR subjects, but like the S ones), but regarding such information negatively would seem to be an unjustifiable value judgement.

The ballet subjects in particular, but also the HR and M ones, in fact found more time to do homework than did the S and C groups. The B and M groups had similar preferences for different school subjects, preferences which differed from those of other groups, including HR; the B and M subjects also differed from other groups in their preference for the educational and classical music Public Broadcasting Service programming.

Overall, the impression one formed about the ballet subjects was highly positive. They took ballet very seriously, but still enjoyed it; they were very hard-working, but also seemed well-adjusted and content young people. The only reservation one might have is that too many of these subjects wished to make ballet their career. Considering the "market conditions" for ballet, this may not be realistic, but having grace and a well-proportioned physique may be an adequate compensation for such disappointment.

As is clear from the above review of findings, the music subjects were in many important respects similar to subjects with ballet as the focal activity, and the similarities are even more pronounced when the findings for the two "types" of music subjects are analyzed separately. It may be recalled that of the 20 subjects, 7 practiced only once a week, whereas 10 did it at least 5 times per week, and 4 of these did it daily. The former subgroup was playing an instrument as a school subject, "for fun," whereas the subjects in the latter sub group were clearly far more dedicated to their instrument or voice training, had private lessons, and practiced on their own.

Horseback riding turned out to be an aptly chosen control (physical) activity, in that these subjects displayed a remarkable dedication to their focal commitment. The similarities and differences between this group's responses and those of the B and M groups were informative. Much like ballet and music, horseback riding is for many practitioners a way of life, but here also there were no indications of poor psycho-social adjustment, failure in academic subjects, and so on.

To the extent that the main purpose of including the S group was its supposed considerable dedication to a mental (but nonartistic) activity, it is clear that these S subjects were not satisfactory controls. They simply did not work nearly as hard at either science/computing/mathematics or other school subjects as did the B, M, and HR groups. Even though they were more similar to the B, M, and HR groups than to the C group on a number of important dimensions, in a future study, S subjects would have to be more carefully chosen. The possibility remains, however, that it is difficult to find a large number of girls (or boys) *extraordinarily* dedicated to science or mathematics at this age even in the science classes of magnet schools.

Overall, the present research was able to answer successfully some preliminary questions about the impact of intensive involvement in ballet and music on girls' psycho-social development.

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**APPENDIX 1**

Date \_\_\_\_\_

Please complete this questionnaire to the best of your ability.

**All information will be kept strictly confidential**

Name \_\_\_\_\_ Age \_\_\_\_\_

Home Address \_\_\_\_\_  
Street City Zip Code

Home Phone Number \_\_\_\_\_

**Education**

School (Name of) \_\_\_\_\_ Grade \_\_\_\_\_

At what time do you arrive at school? \_\_\_\_\_ A.M. or P.M.

At what time do you leave school? \_\_\_\_\_ A.M. or P.M.

Do you receive any school credit for dancing? (ex. as an alternative to physical education)

Yes/No (please circle one)

Do you practice ballet under the guidance of an instructor while at school? Yes/No

How much time to you usually spend doing homework each day? (Please check one)

\_\_\_\_\_ 0-30 mins \_\_\_\_\_ 30 mins-1 hr. \_\_\_\_\_ 1-2 hrs

\_\_\_\_\_ 2-3 hrs \_\_\_\_\_ 3 hrs or more

Do you like school? (Please circle the number that best describes your attitude)

Greatly dislike school

Love school

1

2

3

4

5



Please rank these subjects according to how much you enjoy them. (NE for never enrolled in that subject)

	Like very much			Dislike very much		
English	1	2	3	4	5	NE
Math	1	2	3	4	5	NE
Foreign Language	1	2	3	4	5	NE
Science	1	2	3	4	5	NE
History	1	2	3	4	5	NE
Art	1	2	3	4	5	NE
Physical Ed.	1	2	3	4	5	NE
Other _____ (Please specify subject)	1	2	3	4	5	NE

Please rank these subjects according to how difficult they are for you.

	Very Easy		Challenging		Very Difficult	
English	1	2	3	4	5	NE
Math	1	2	3	4	5	NE
Foreign Language	1	2	3	4	5	NE
Science	1	2	3	4	5	NE
History	1	2	3	4	5	NE
Art	1	2	3	4	5	NE
Physical Ed.	1	2	3	4	5	NE
Other _____ (Please specify subject)	1	2	3	4	5	NE

Does ballet affect how much you enjoy school?

No Effect

Greatly Affects

1

2

3

4

5

Do you enjoy school more or less because of ballet?

Much more

Neither

Much Less

1

2

3

4

5

Do you participate in school related activities?

Dances Yes/No

Plays Yes/No

Band Yes/No

Clubs Yes/No

Other Yes/No please specify \_\_\_\_\_

If you answered "No" to any of the above activities, is it because dancing takes up your time instead? Yes/No

### Friendships

Do you have time to spend with friends? Yes/No

If you have friends, how many do you have? \_\_\_\_\_

Where did you meet your friends? (Please check appropriate response)

School \_\_\_\_\_ Ballet \_\_\_\_\_ Neighborhood \_\_\_\_\_

Other (please specify where and/or how) \_\_\_\_\_

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How much time do you usually spend with your friend(s) each weekday? (Please check appropriate answer)

\_\_\_\_\_ 0-1 hr                      \_\_\_\_\_ 2-4 hrs                      \_\_\_\_\_ 5-8 hrs  
 \_\_\_\_\_ 8-12 hrs                      \_\_\_\_\_ 12 or more hrs per day

How much time do you usually spend with your friend(s) on weekends?

\_\_\_\_\_ 0-1 hr                      \_\_\_\_\_ 2-4 hrs                      \_\_\_\_\_ 5-10 hrs  
 \_\_\_\_\_ 10-20 hrs                      \_\_\_\_\_ 20 or more hrs

What do you do with your friends? (Check appropriate answers)

_____ practice ballet	_____ study
_____ watch T.V.	_____ go to movie
_____ spend the night at each other's houses	_____ go out to eat
_____ listen to music	_____ spend school recess together
_____ play games (please specify games)	_____ other (please specify)
_____	
_____	

How important is the time you spend with your friends

Very Important

Not at all Important

1

2

3

4

5

How much of the time that you presently spend with friends would you give up to become a better dancer?

Give It all Up

Give No Time Up

1

2

3

4

5

How many of your friends that you have thought about while answering these past questions were what you consider very close or best friends? (Please check appropriate number)

\_\_\_\_\_ 0    \_\_\_\_\_ 1    \_\_\_\_\_ 2    \_\_\_\_\_ 3    \_\_\_\_\_ 4    \_\_\_\_\_ 5

If more than 5, please specify how many \_\_\_\_\_

Do you have a boyfriend?                      Yes/No

If yes, does your relationship take up a lot of your free time?                      Yes/No

Would you give up your relationship for dancing?                      Yes/No

If you do not have a boyfriend, is the reason because:

\_\_\_\_\_ you do not want one

\_\_\_\_\_ you do not have time for one

\_\_\_\_\_ you have not been asked to go out by anyone

\_\_\_\_\_ you have not found someone you like

\_\_\_\_\_ other (please specify) \_\_\_\_\_

### **Other Activities**

Do you have any hobbies or interests that you spend time on each week                      Yes/No

If yes, what \_\_\_\_\_

How many hours per week or day? \_\_\_\_\_

Do you wish you could spend more time doing it?                      Yes/No

Are there any social activities or hobbies that you are not presently involved in, but would like to participate in? Yes/No

If yes, what \_\_\_\_\_

Is dancing keeping you from getting involved?                      Yes/No

Do you enjoy watching television?

Enjoy Very Much

Don't Enjoy At All

1

2

3

4

5

How many hours per day to you watch television?

\_\_\_\_\_ 0

\_\_\_\_\_ 1

\_\_\_\_\_ 2

\_\_\_\_\_ 3

\_\_\_\_\_ 4

\_\_\_\_\_ 5

\_\_\_\_\_ 5 or more hours

What kinds of programs do you watch?

\_\_\_\_\_ Sports

\_\_\_\_\_ Disney Channel

\_\_\_\_\_ Situation Comedies

\_\_\_\_\_ Movies

\_\_\_\_\_ Soap Operas

\_\_\_\_\_ Game Shows

\_\_\_\_\_ Wildlife Documentaries

\_\_\_\_\_ P.B.S.

\_\_\_\_\_ M.T.V.

\_\_\_\_\_ Special Performances  
(i.e. ballets)

\_\_\_\_\_ Science Fiction Shows

\_\_\_\_\_ Musicals, Plays, Operas  
Symphonies

\_\_\_\_\_ High Action Drama

\_\_\_\_\_ Cartoons

\_\_\_\_\_ Educational

\_\_\_\_\_ Televised Auction Channels

\_\_\_\_\_ Consumer Reports

\_\_\_\_\_ Talk Shows

\_\_\_\_\_ News

\_\_\_\_\_ Weather

\_\_\_\_\_ Suspense Drama Serials

\_\_\_\_\_ Congressional Channel

\_\_\_\_\_ Religion Oriented Shows

\_\_\_\_\_ Other  
(please specify)

\_\_\_\_\_

**Family**

How much time do you spend with your family each day?

\_\_\_\_\_ less than 1 hr    \_\_\_\_\_ 2-3 hrs    \_\_\_\_\_ 4-6 hrs    \_\_\_\_\_ 6-10 hrs  
\_\_\_\_\_ more than 10 hrs

Do you have any sisters?                      Yes/No                      If yes, how many? \_\_\_\_\_

How old is/are your sister(s) \_\_\_\_\_

Do you have any brothers?                      Yes/No                      If yes, how many? \_\_\_\_\_

How old is/are your brother(s) \_\_\_\_\_

With which person in your family do spend the most time? (Check one)

\_\_\_\_\_ mother                                      \_\_\_\_\_ father  
\_\_\_\_\_ sister    \_\_\_\_\_ brother

Which family member influences you the most?

\_\_\_\_\_ mother                                      \_\_\_\_\_ father  
\_\_\_\_\_ sister    \_\_\_\_\_ brother

Do you have any activities that you do regularly with your family?                      Yes/No

If yes, what? \_\_\_\_\_

With which family member(s)? \_\_\_\_\_

When or how often? \_\_\_\_\_

What time do you usually go to bed?

Weekdays \_\_\_\_\_ Weekends \_\_\_\_\_

What time do you usually wake up?

Weekdays \_\_\_\_\_ Weekends \_\_\_\_\_

**Ballet**

[This page and the next were for the Ballet group only.]

How much do you enjoy ballet?

Very Much

Very Little

1            2            3            4            5

How important is it to you to be a dancer?

Very Important

Not Very Important

1            2            3            4            5

How many times a week do you attend ballet class?

\_\_\_\_\_ 1    \_\_\_\_\_ 2    \_\_\_\_\_ 3    \_\_\_\_\_ 4    \_\_\_\_\_ 5

\_\_\_\_\_ 6    \_\_\_\_\_ 7

How long are your classes?

\_\_\_\_\_ less than 30 mins    \_\_\_\_\_ 30 mins - 1 hr    \_\_\_\_\_ 1 - 1.5 hrs

\_\_\_\_\_ 2 hrs    \_\_\_\_\_ greater than 2 hrs

How many times per week do you usually practice ballet or do something to improve your dancing?

\_\_\_\_\_ 1    \_\_\_\_\_ 2    \_\_\_\_\_ 3    \_\_\_\_\_ 4    \_\_\_\_\_ 5

\_\_\_\_\_ 6    \_\_\_\_\_ 7

How much time do these practices take?

\_\_\_\_\_ less than 30 mins    \_\_\_\_\_ 30 mins - 1 hr    \_\_\_\_\_ 1 - 2 hrs

\_\_\_\_\_ 2 - 4 hrs    \_\_\_\_\_ greater than 4 hrs

How serious are you about making dancing your career?

**It Will Be  
My Career**

1

2

3

**It Will Definitely  
Not Be My Career**

4

5

Do you plan to go to college?      Yes/No

Do you get a lot of encouragement to be a dancer from your parents?

**A Lot of Encouraging**

1

2

3

**They Discourage Me**

4

5

Do you get a lot of support from your friends to keep dancing?

**A Lot of Encouraging**

1

2

3

**They Discourage Me**

4

5

Would you continue dancing if your parents didn't want you to?      Yes/No

Would you continue dancing if it meant losing your friends?      Yes/No



**Other**

How many pictures do you have on your bedroom walls?

\_\_\_\_\_ 0    \_\_\_\_\_ 1    \_\_\_\_\_ 2-3    \_\_\_\_\_ 4-5    \_\_\_\_\_ 6-7  
\_\_\_\_\_ 7+

What kind of pictures are they?

_____ photographs of animals	_____ drawings you made: of yourself
_____ posters of animals	_____ of people
_____ drawings of animals	_____ of animals
_____ photographs of landscapes	_____ of landscapes
_____ paintings of landscapes	_____ abstract paintings
_____ drawings of landscapes	
_____ poster of large sized cartoon characters	
_____ photographs of people	
_____ drawings of people	
_____ other (please specify)	

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Did you choose to hang these pictures on your walls?

Yes/No

Do you enjoy listening to music?

Like Music a Lot

Don't Like Music

1

2

3

4

5

How many hours per day to you listen to or have music playing?

\_\_\_\_\_ less than 30 mins

\_\_\_\_\_ 30 mins - 1 hr

\_\_\_\_\_ 1 - 2 hrs

\_\_\_\_\_ 2 - 4 hrs

\_\_\_\_\_ 4 - 6 hrs

\_\_\_\_\_ greater than 6 hrs

What types of music to you choose to listen to?

\_\_\_\_\_ classical: baroque

\_\_\_\_\_ opera

\_\_\_\_\_ classical: Romantic 19th c.

\_\_\_\_\_ country

\_\_\_\_\_ classical: Romantic 20th c.

\_\_\_\_\_ reggae

\_\_\_\_\_ top 40/pop/conventional

\_\_\_\_\_ folk

\_\_\_\_\_ rock: soft/mellow

\_\_\_\_\_ rap

\_\_\_\_\_ rock: hard/new wave/punk

\_\_\_\_\_ jazz: fusion

\_\_\_\_\_ rock: heavy metal

\_\_\_\_\_ jazz: big band/dixieland

\_\_\_\_\_ new age

\_\_\_\_\_ jazz: modern/improvisational

\_\_\_\_\_ R&B/soul/motown

\_\_\_\_\_ jazz: blues

\_\_\_\_\_ other (please specify)

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