

Final Evaluation Report

Qualitative & Quantitative Analysis of Greek, UK, and Swedish Samples evaluation reports

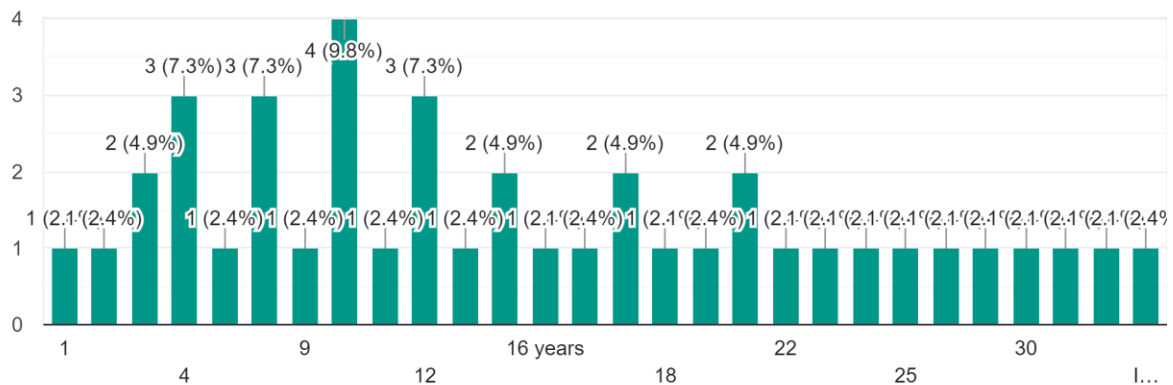
Results

The questionnaire consisted of 14 questions closed and open-ended; 41 teachers/ school professionals involved in the program have responded.

As far as the demographics of the participants, results are shown below.

1. How many years have you been teaching? (note/ write the number of years of your professional actiaviy)

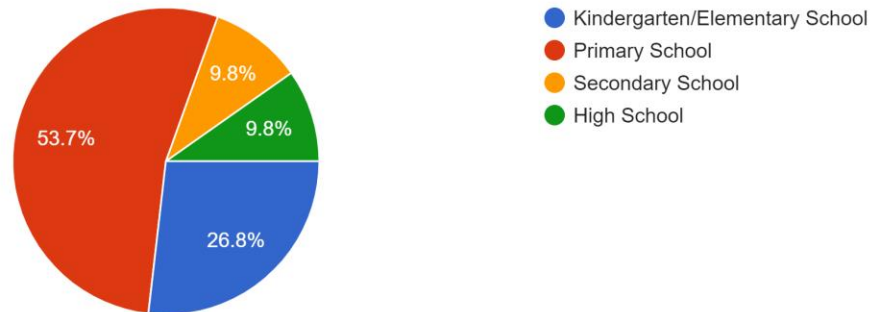
41 responses



As far as the educational grade/ level of the professional activity, of the 41 participants, 22 (53,7%) were teaching in primary schools, 11 (26,8%) were working in a kindergarten / elementary school, 8 (19,6%) were teaching in secondary education.

2. Educational grade/ level of your professional activity (select the right answer)

41 responses



With regard to the question “ *What kind of difficulties the students in your class experience/ display?* ” most of the educators (approximately 12) mentioned the presence of students with hyperactivity disorder and attention difficulties , also approximately 8 educators referred to the presence of students with autistic spectrum disorder, some educators (2)referred to the presence of students with sensory impairments. Participants also mentioned the occurrence of behavioral and emotional problems (n.9) and the presence of learning difficulties (n. 3) (see Table 1).

Table 1. Type of difficulty mentioned from the participants

TYPE OF DIFFICULTY	Number of students mentioned from the participants
Hyperactivity Disorder/Attention Difficulties	12
Behavioral/Emotional Problems	9
Autism	7
Learning Difficulties	3
Sensory Impairment	2

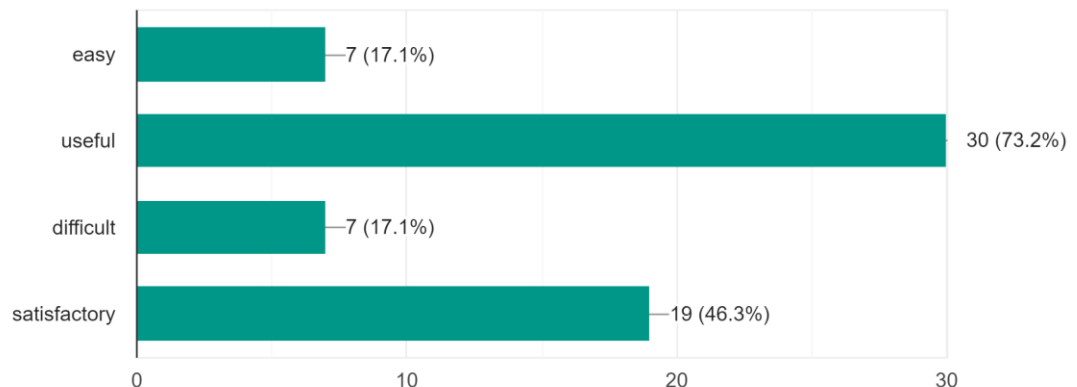
As far as the question ‘ *The suggested activities seem to be easily implemented within your classroom context? If not, mention the sort of difficulties/ limitations you have experienced with your students/ classroom or school context* ’ is considered , 25 participants answered yes and 9 responded that these activities were difficult to be implemented for the reasons below:

1. Large number of students per class
2. Difficulty due to Covid -19
3. The class -size (referring to space)
4. Multiple and profound disability
5. difficult for students to participate
6. The complexity of the activities

Referring to the question ‘ *Did you find the rhythm4inclusion online training programme satisfactory or pleasant and meaningful?*’ 24 participants answered positively , 2 participants responded negatively , justifying their answers by referring to the complexity of the activities.

With regard to the question referring to the evaluation of the rythm4inclusion online training program , the responses are shown below.

6. How did you find the rhythm4inclusion online training programme? (you can choose up to two)
41 responses



With regard to the question ‘How often have you applied these activities and in which context’ participants' responses are shown in Table 2 you can see the frequency of the implementation of the activities. All the participants implemented these activities in their classroom .

Table 2 Frequency of the implementation of activities from our participants

FREQUENCY OF IMPLEMENTATION OF ACTIVITIES	N
Never	4
Rarely	2
Once or twice during the academic year	8
Once or twice a week	3
Monthly	2

In the question ‘ *Mention the eventual/ possible benefits from the implementation of the activities at individual (students with or without difficulties) and / or group level (classroom climate, dynamics, etc.) and which degree?*’ 3 participants mentioned professional development as an important benefit, 17 educators referred to the amelioration of classroom climate and the engagement of all students 14 participants placed emphasis on the development of communication and social skills and 3 participants referred to the enhancement of self esteem. Indicate answers are shown below :

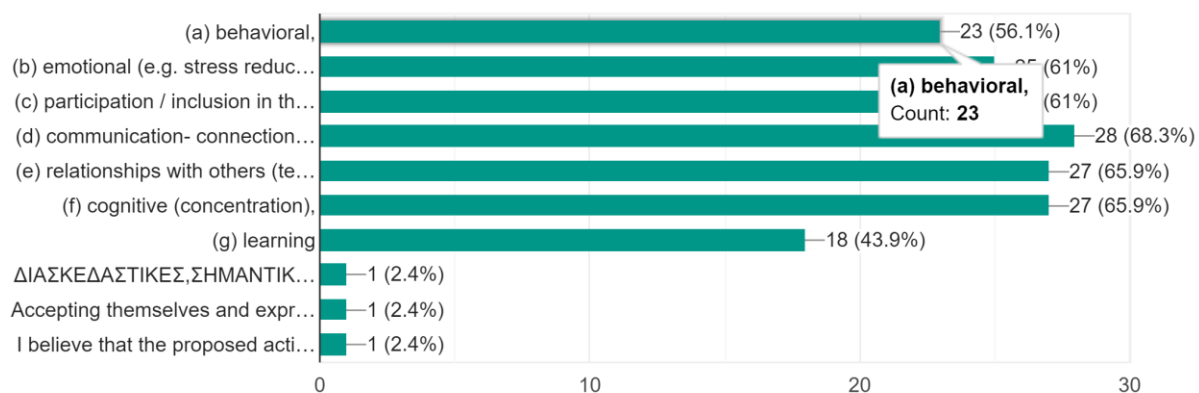
I believe there are many benefits from the implementation of the activities, for example they can help each student (with or without difficulties) feel more comfortable inside the group, to connect and to become more familiar with the rest of the group, to feel more confident, to be relaxed and have fun, to focus better and to learn easier. Also, the whole group can be more connected, focused, calm, with a better team spirit and better behaviour.

It gives a different Perspective in my work and a new approach to my students

As far as the outcomes from the research referring to the benefits are concerned, the participants' responses are shown below

9. Outcomes from the research have shown benefits in the following areas to small or extended degree (you can choose as many areas as you want):

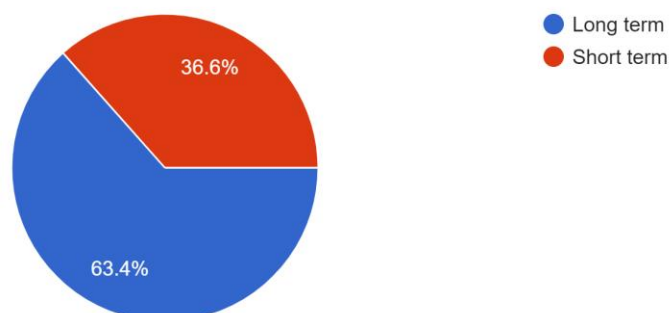
41 responses



With regard to the benefits the following diagram shows their short-term and long-term character

10. Are these benefits / improvements of short-term or long-term character?

41 responses



With regard to the question ‘What kind of elements or actions would you add to enrich the suggested curriculum in order to render it more successful or fit in your classroom/ school context?’ A participant referred to the additional assistance for the educators at the process of the implementation of the activities. Another participant mentioned the need for relaxation activities for the teachers before the implementation of the activities. 4 participants had nothing more to suggest. 5 participants suggested the need to engage theatre, painting and stories in the implementation of the activities and 3 participants suggested the engagement of objects (e.g musical instruments)

In the question *Indicate whether this kind of program has been beneficial for your personal and / or professional development (highlight those factors/ elements/ aspects that contributed to this)*, 30 participants considered the program beneficial. Indicative answers are presented below:

It has been beneficial to me on a personal and professional level as i) it has highlighted that my own ideas are going in the right direction and ii) I have gained more confidence in the skills the course has given me to be able to develop the school's curriculum further to enable more inclusion.

Yes, I think this kind of program was beneficial for my personal and / or professional development and is due to the inspiration, motivation, creativity, imagination and the need to express our inner world, which all these practical activities offer.

I believe that this kind of program helped my personal and professional development because I met some remarkable people and learned many inspiring things that can help me and my students communicate more effectively and have fun together!

I think that it is very important for my professional and personal development, because new game-based lessons help both me and my students learn more easily and love music.

In the question *Do you find the psycho-educational/ pedagogical goals useful and meaningful for your work with “vulnerable or difficult students?”,* 28 participants answered positively. Indicative answers are shown below:

Yes, I consider them useful and important for my work, especially with such students, because through the game they attract even the most "difficult" student to participate and communicate with the rest of the class and the teacher.

In the last question *Do you think that an electronic platform supported by a team of experts/professionals could be helpful for the implementation of the curriculum and the overcoming of eventual difficulties with “disrupted” or vulnerable students?* 20 participants answered positively, 2 responded negative and 5 participants answered possibly. Indicative answers are shown below:

I don't think that I could spent more time in front of a screen..thank you though!

I believe it is an excellent idea and that a platform like that could become really helpful.

Qualitative Analysis of Greek sample findings

Based on the collected data of the Greek sample, it seems that most teachers had to deal with a wide spectrum of difficulties in their daily practice with regard to challenging behaviors; challenging behaviors are mostly related to students with hyperactivity and attention difficulties, students with autistic spectrum disorder, students with sensory impairments, behavioral and emotional problems and students with learning difficulties.

All of them report very often experiencing distress and negative feelings and being in need of new methodologies and educational techniques that could help them reduce stress and manage challenging students.

The implementation of the program activities seemed to be very useful and helpful for both their personal and professional development.

The following groups of students with difficulties / SEN have mainly benefited from the implementation of the program, according to teachers' reports: (a) emotional, (b) behavioral problems, (c) concentration, and (d) communicational difficulties

The difficulties that our participants faced in the implementation of the activities were the following: large number of students per class, difficulty due to Covid -19, the class -size (referring to space), multiple and profound

disabilities of students, and the difficulty that some students encountered in taking part in the activities.

Qualitative Analysis of UK findings

Three teachers felt able to engage with the R4I training and along with my own teaching across the school this enabled a significant test of the materials and activities in years 1, 4 and 5. In terms of training then:

- Teachers felt that the video training materials were produced to a good quality; although greater editing would have given a better pace (time is critical for all teachers in England).
- The idea of movement breaks within a lesson was familiar to the teachers and R4I was ideal for a movement break under Covid restrictions.
- The R4I materials fitted brilliantly with a cross school project “Active Maths (short physical or team-based maths lessons)” which provided time within the school day.
- Teachers were able to think of curriculum ideas that could be incorporated into the R4I activities.
- The idea of coupling voice to movement outside of a song was new for some teachers.
- The passing of the performance between children or groups, the team elements and (for some) the potential for children to be involved in the creation of the rhythm and movement sequences were also new ideas.

Based, on the global evaluation report of the responsible for the program SENCO, the following effects on children and classroom dynamics were observed, across all year groups:

- R4I was able to reinforce and learning (particularly of rote learning such as addition and multiplication facts and English spellings)
- R4I provided a high quality, challenging movement break without needing children to move from their seats; a movement break that made children concentrate and think as well as got their body moving.

In Y1:

- children worked mostly with simple time signatures and enjoyed developing their understanding of pulse and their ability to couple their voice to the movement and the pulse.

- R4I activities were enjoyed and viewed as fun by children with a variety of special educational needs including autistic spectrum disorder.

In Y4:

- children with Emotional-Behavioural difficulties that had been considerably exacerbated by the Covid restrictions returned to the classroom of their own free will for the R4I sessions in order to participate and rejoin the class team.
- the possibility of being asked to adapt the actions and rhythms that the class were performing was particularly motivating.
- a highly anxious child found the activity calming
- a child with mild cerebral palsy enjoyed the challenge of the activity and persistently asked for more sessions

In Y5:

- again the possibility of being asked to adapt the actions and rhythms that the class were performing was particularly motivating.
- Team elements and the passing of the performance was possible, challenging and enjoyable
- Unfamiliar time signatures challenged the concentration of the children (and me as a musician)

On the whole, teachers in UK think that some of the curriculum ideas could be incorporated into the R4I activities.

Qualitative Analysis of Sweden findings

Three schools in Sweden have been included in the piloting and final evaluation phase in Sweden (Rotebergs skola, Celsiusskolan and Viksjöfors skola)

Regarding the implementation of the project's activities some adaptations considered necessary were made, due to Covid-19 pandemic restrictions. (e.g. in the Celsiusskolan, it has been used an outdoor space for pedagogy and in Öjeparken for workshop activities, as the access in the classroom was not permitted in both schools)

Most teachers in all three schools were already familiar with the rhythm4inclusion curriculum and pedagogical practice, before the online training was opening.

In a primary stage, two teachers in Viksjöfors skola have involved a high number of the school pupils in order to apply a series of activities based on the suggested exercises. They first used the 'hands on' examples to better make clear the rhythm and movements activity, as well as to explore how the effect on children could turn out in real conditions.

In a later stage, teachers of the three schools have implemented a more complete version of the curriculum activities.

In the final stage, the evaluation report based on teachers' observations and descriptions gave the following results:

- r4i reinforced learning as children had challenging body moves in combination with facts
- Children enjoyed finding the pulse and to step by step go from one to eight pace (entakt, tvåtakt, tretakt, fyrtakt, femtakt, sextakt, sjutakt, åttakt)
- To 'picture' the pulse made the children create great variations: dots of triangles, colored squares etc.
- The combination of voice, picture, movements and pulse was a good practice for variation in daily routines
- Coupling voice to movements outside of a song was well adapted
- Children with special needs enjoyed the rhythm way to join school work
- Motivation for all day school work increased
- Concentration improved among all children

Brief summary- Conclusions

On the whole, the majority of our participants mentioned professional development as an important benefit from the implementation of the activities.

Furthermore, participants found the electronic platform very useful and supportive in the whole process of implementing the activities as well as dealing with the challenges throughout the whole process. However, some of them reported finding the use of the platform quite tiring as a process due to time constraints.

In addition, educators referred to the improvement of classroom climate and all students' engagement in the activities, as considerable benefits; they also emphasized on the development of communication and social skills for vulnerable or problematic students, as critical benefits for these students; they also referred to the enhancement of the self-esteem and decrease of stress for many SEN students, which seemed to contribute to an improved engagement in the classroom and connection with their peers.

As for the UK sample, teachers in UK found that some elements (e.g. breaks) of the project's activities were ideal in rendering the lessons less stressful and more attractive, especially under Covid restrictions.

In particular, the idea of coupling voice to movement outside of a song was original for some teachers. In addition, the passing of the performance between children or groups, the team elements and (for some) the potential for children to be involved in the creation of the rhythm and movement sequences were also new and original ideas. This seemed to produce a pleasing mix of familiar and new ideas that the teachers were quickly comfortable with.

In general, as for the project's implementation in UK, it is reported by all teachers that there is considerable scope for R4I to be developed into a marketable intervention of the English school system.

As for the impact of the project's activities implemented in Swedish schools, based on teachers' reports, it seems that the rhythm4inclusion curriculum is well adapted in the Ovanåker municipality.

On the whole, most of the teachers in all partners' countries reported that the project's activities have adequately responded to the needs of "vulnerable or difficult" students providing them a comprehensive way to work with such students.

Students with emotional and behavioral disorders seemed to be those who benefited most from the project's activities. Reduction of stress and increase of concentration were two essential benefits reported by teachers for students in need.

Moreover, inclusion and engagement of all students, and especially of those with difficulties" seemed, as well, to be one of the positive effects of the program. In addition, as teachers have reported, the relationship among classroom students and their communicational skills have been considerably improved.

In most cases, it seems that the psycho-educational / pedagogical goals of the project have been successfully achieved in all countries with a positive impact on a large number of students with and without difficulties, despite the necessary amendments and adjustments in relation to the country, the school, the grade and number of SEN and the difficulties encountered.