Table 1: Proposed Adjunctive Treatment Schedule

<table>
<thead>
<tr>
<th>SESSION 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Introduce: participants and teachers</strong></td>
<td></td>
</tr>
<tr>
<td>• Participants are instructed to sit in a circle and teachers facilitate introductions of members and leaders</td>
<td></td>
</tr>
<tr>
<td>o Teachers provide specific structure and demonstrate introductions</td>
<td></td>
</tr>
<tr>
<td><strong>2. Introduce: swing dance</strong></td>
<td></td>
</tr>
<tr>
<td>• Teachers show swing dance video to participants</td>
<td></td>
</tr>
<tr>
<td>o For example: Lindy Focus XI: Amateur Open Lindy Hop Jack &amp; Jill posted by Lindy Focus, 2013</td>
<td></td>
</tr>
<tr>
<td>• Teachers demonstrate all the moves and transitions that will be taught during the ten group sessions</td>
<td></td>
</tr>
<tr>
<td>• Teachers discuss group format and participants are invited to ask any questions</td>
<td></td>
</tr>
<tr>
<td><strong>3. Discussion Topic: good hygiene</strong></td>
<td></td>
</tr>
<tr>
<td>• Teachers discuss the importance of showering and applying deodorant before group and wearing clean clothes to group sessions as a social courtesy to fellow participants</td>
<td></td>
</tr>
<tr>
<td><strong>4. Introduce: rhythm</strong></td>
<td></td>
</tr>
<tr>
<td>• Instructors count beats out loud and demonstrate bouncing on balls of feet to rhythm</td>
<td></td>
</tr>
<tr>
<td>• Participants mimic bouncing counting and bouncing to rhythm</td>
<td></td>
</tr>
<tr>
<td><strong>5. Introduce: Lead vs. Follow</strong></td>
<td></td>
</tr>
<tr>
<td>• Teachers explain and demonstrate difference between Lead and Follow role</td>
<td></td>
</tr>
<tr>
<td>• Participants pick their role and class divides into Lead and Follow groups</td>
<td></td>
</tr>
<tr>
<td>o It is ideal for these groups to be close to even, but is not necessary to be exactly even</td>
<td></td>
</tr>
<tr>
<td><strong>6. Introduce: East Coast Basic Steps</strong> (expertvillage, 2008e)</td>
<td></td>
</tr>
<tr>
<td>• Teachers demonstrate East Coast Basic Steps while counting beats out loud</td>
<td></td>
</tr>
<tr>
<td>• Participants count beats out loud and step to the beat on the balls of their feet with bent knees</td>
<td></td>
</tr>
<tr>
<td>• Instructors separate and teach Lead and Follow East Coast Basic Steps separately while counting beats aloud</td>
<td></td>
</tr>
<tr>
<td><strong>7. Introduce: East Coast Frame</strong> (expertvillage, 2008c)</td>
<td></td>
</tr>
<tr>
<td>• Teachers discuss body awareness and explain and demonstrate proper frame</td>
<td></td>
</tr>
<tr>
<td>• Participants form two concentric circles with the Leads on the inside, facing outward and the Follows on the outside, facing inward</td>
<td></td>
</tr>
<tr>
<td>o This is later referred to as the Lead/Follow Circle</td>
<td></td>
</tr>
<tr>
<td>• Participants form Lead/Follow pairs and teachers help each pair to form proper frame</td>
<td></td>
</tr>
<tr>
<td>o Teachers instruct Follows to rotate every few minutes</td>
<td></td>
</tr>
<tr>
<td><strong>8. Combine: East Coast Basic Steps &amp; East Coast Frame</strong></td>
<td></td>
</tr>
<tr>
<td>• Teachers demonstrate combining East Coast Basic Steps and East Coast Frame while counting aloud (this is later called Face-to-Face East Coast)</td>
<td></td>
</tr>
<tr>
<td>• Music is added once the majority of the participants appear comfortable with Face-to-Face East Coast</td>
<td></td>
</tr>
<tr>
<td>o Teachers continue to count beats aloud throughout practice</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SESSION 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Review: names of participants</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2. Review: rhythm, Face-to-Face East Coast, Lead/Follow relationship</strong></td>
<td></td>
</tr>
</tbody>
</table>
• Participants form Lead/Follow Circle
• Participants practice steps
  o Teachers instruct follows to rotate every few minutes
• Teachers walk around circle assisting individual pairs in their review
3. **Demonstration**
• Teachers demonstrate all moves and transitions that will be taught that day in group
4. **Introduce: Tuck Turn** *(castillo, 2013a)*
• Teachers demonstrate and explain Tuck Turn while counting beats out loud
• Participants practice Tuck Turn
  o Teachers instruct Follows to rotate every few minutes
5. **Combine: Tuck Turn and Face-to-Face East Coast** *(itsaboutmomentum, 2012a)*
• Teachers demonstrate and explain Tuck Turn out of Face-to-Face East Coast
• Participants practice Tuck Turn out of Face-to-Face East Coast
  o Teachers instruct Follows to rotate every few minutes
6. **Discussion Topic: how to ask a person to dance & answer when asked**
• Teachers demonstrate how to ask someone to dance, how to respond to being asked to dance and how to walk your partner to the dance floor
  o “Would you like to dance?”
  o “Yes, thank you,” or “No thank you, I’m resting for now, or “No thank you, we’ve danced together a lot tonight, I think I should dance with other people for a while”
• Participants practice specific script
  o Teachers instruct Follows to rotate every few minutes
7. **Introduce: Under Arm Turn** *(castillo, 2013a)*
• Teachers demonstrate and explain Under Arm Turn
• Participants practice Under Arm Turn
  o Teachers instruct Follows to rotate every few minutes
8. **Combine: Under Arm Turn with Face-to-Face East Coast** *(itsaboutmomentum, 2012a)*
• Teachers demonstrate and explain Under Arm turn out of Face-to-Face East Coast
• Participants practice Under Arm Turn out of Face-to-Face East Coast
  o Teachers instruct Follows to rotate every few minutes
9. **Combine: Face-to-Face East Coast with Tuck Turn and Under Arm Turn** *(itsaboutmomentum, 2012a)*
• Teachers call out moves while members practice Face-to-Face East Coast, Tuck Turn and Under Arm Turn
10. **Review: Lead/Follow relationship**
• Teachers review and demonstrate Lead/Follow relationship
• Participants practice leading and following moves
  o Teachers remind members of moves but do not call them out
  o Teachers instruct Follows to rotate every few minutes

**SESSION 3**
1. **Review: Face-to-Face East Coast, Tuck Turn, Under Arm Turn and Lead/Follow relationship**
   • Teachers demonstrate all moves and transitions
   • Participants form Lead/Follow Circle and practice all moves, transitions and Lead/Follow Relationship
2. **Demonstration**
• Teachers demonstrate all moves and transitions that will be taught that day in group

3. *Introduce: Inside Turn* (castillo, 2013a)
   • Teachers demonstrate and explain Inside Turn
   • Participants practice Inside Turn step-by-step
     o Teachers instruct Followers to rotate every few minutes

4. *Introduce: Basic Dip* (itsaboutmomentum, 2012b)
   • Teachers demonstrate and explain Basic Dip
   • Participants practice Basic Dip step-by-step
     o Teachers instruct Followers to rotate every few minutes

5. *Discussion Topic: how to lead someone onto the dance floor and start a dance*
   • Teachers discuss and demonstrate how to lead someone onto the dance floor and start a dance
   • Participants practice specific script
     o Teachers instruct Followers to rotate every few minutes

6. *Combine: Face-to-Face East Cast, Tuck Turn, Under Arm Turn, Lead/Follow relationship, Inside Turn and Basic Dip*
   • Participants practice skills in Lead/Follow Circle as Teachers call out moves

7. *Review: Lead/Follow Relationship*
   • Teachers review Lead/Follow roles and instruct Followers to close their eyes while dancing
     o Teachers focus on the importance of Basic Frame

8. *Social Dance*
   • During the last 5 minutes of group session
   • Teachers put on music and encourage members to ask each other to dance
   • Leaders are available for any questions

**SESSION 4**

1. *Review: all dance moves & Lead/Follow roles*
   • Participants form Lead/Follow Circle
   • Teachers count out beats and steps while participants practice Face-to-Face East Coast
     o Teachers instruct Followers to rotate every few minutes

2. *Demonstration*
   • Teachers demonstrate all moves and transitions that will be taught that day in group

3. *Introduce: Lindy Hop*
   • Instructors demonstrate lindy hop basic steps

   • Participants divide into Lead/Follow groups
   • Teachers explain and demonstrate 8-count steps while counting beats aloud
   • Instructors separate and teach Lead and Follow lindy hop basic steps separately while counting beats aloud
     o Participants practice 8-count steps in place, while teachers count aloud

5. *Review: Basic Frame*
   • Teachers review basic frame and demonstrate how it applies to lindy hop
   • Participants form Lead/Follow Circle and practice standing in basic frame with partners
     o Teachers instruct Followers to rotate every few minutes

6. *Introduce: Lindy Circle* (expertvillage, 2008a)
   • Teachers explain and demonstrate proper frame and tension for Lindy Circle
- Participants practice proper frame and tension and work up to full Lindy Circle while standing in Lead/Follow Circle
  - Teachers instruct follows to rotate every few minutes

7. **Combine: Basic Lindy Hop Steps, Basic Frame and Lindy Circle to make Lindy Swingout**
   (mahalodotcom, 2010)
   - Teachers explain and demonstrate Lindy Swingout
   - Participants practice Lindy Swingout
     - Teachers instruct follows to rotate every few minutes

8. **Social Dance**
   - During the last 10 minutes of group, participants practice their dancing skills while music plays
   - Teachers put on music and encourage members to ask each other to dance
   - Leaders are available for any questions

### Session 5

1. **Review: Lindy Swingout**
   - Participants form Lead/Follow Circle
   - Teachers count out beats and steps while participants practice basic Lindy Hop steps

2. **Demonstration**
   - Teachers demonstrate all moves and transitions that will be taught that day in group

3. **Introduce: Lindy Hop Lead/Follow Relationship**
   - Teachers explain and demonstrate Lead/Follow relationship in Lindy Hop
   - Follows close their eyes while dancing with leads to practice Lead/Follow relationship
     - Teachers instruct follows to rotate every few minutes

4. **Combine: Tuck Turn and Lindy Swingout** (castillo, 2013a)
   - Teachers explain and demonstrate Tuck Turn out of Lindy Hop
   - Participants practice getting into Tuck Turn from Lindy Hop
     - Teachers instruct follows to rotate every few minutes

5. **Combine: Under Arm Turn and Lindy Swingout** (castillo, 2013a)
   - Teachers explain and demonstrate Under Arm Turn out of Lindy Hop
   - Participants practice getting into Tuck Turn from Lindy Hop
     - Teachers instruct follows to rotate every few minutes

6. **Combine: Lindy Hop, Tuck Turn and Under Arm Turn**
   - Teachers call out moves while members practice Lindy Hop, Tuck Turn and Under Arm Turn
   - Once participants appear comfortable with this combination, teachers invite follows to close their eyes while being led
     - Teachers instruct follows to rotate every few minutes

7. **Social Dance**
   - During the last 10 minutes of group, participants practice their dancing skills while music plays
   - Teachers put on music and encourage members to ask each other to dance
   - Leaders are available for any questions

### Session 6

1. **Review: Lindy Swingout**
   - Participants form Lead/Follow Circle
   - Teachers count out beats and steps initially and later add music once participants appear comfortable with Lindy Swingout
2. **Demonstration**
   - Teachers demonstrate all moves and transitions that will be taught that day in group

3. **Combine: Inside Turn and Lindy Swingout** (*expertvillage*, 2008b)
   - Teachers explain and demonstrate Inside Turn out of Lindy Swingout
   - Participants practice getting into Inside Turn from Lindy Swingout
     - Teachers instruct Follows to rotate every few minutes

4. **Combine: Lindy Swingout and Basic Dip** (*itsaboutmomentum*, 2012b)
   - Teachers explain and demonstrate Basic Dip out of Lindy Swingout
   - Participants practice getting into Basic Dip from Lindy Swingout
     - Teachers instruct Follows to rotate every few minutes

5. **Review: Face-to-Face East Coast**
   - Teachers demonstrate Face-to-Face East Coast
   - Teachers count out beats and steps for Face-to-Face East Coast while participants practice

6. **Combine: Face-to-Face East Coast and Lindy Hop** (*expertvillage*, 2008f)
   - Teachers explain and demonstrate transition from Face-to-Face East Coast to Lindy Swingout
   - Participants practice getting from Face-to-Face East Coast to Lindy Swingout

7. **Combine: Face-to-Face East Coast, Lindy Hop, turns and Basic Dip**
   - Teachers call out transitions, turns and dip while Participants Practice
   - Participants practice with music and with leading and following

8. **Social dance**
   - During the last 10 minutes of group, participants practice their dancing skills while music plays
   - Teachers put on music and encourage members to ask each other to dance
   - Leaders are available for any questions

**SESSION 7**

1. **Review: Lindy Swingout and Face-to-Face East Coast**
   - Teachers demonstrate Lindy Swingout and Face-to-Face East Coast
   - Participants form Lead/Follow Circle and practice all previously learned steps and moves
     - Teachers count out beats and steps initially
     - Then add music and participants practice with leading and following
     - Teachers instruct Follows to rotate every few minutes

2. **Demonstration**
   - Teachers demonstrate all moves and transitions that will be taught that day in group

3. **Introduce: Pulse or Chug** (*expertvillage* 2008c)
   - Teachers explain and demonstrate chug
   - Participants practice chug
     - Teachers instruct Follows to rotate every few minutes

4. **Introduce: Charleston Basic Steps** (*expertvillage*, 2008d)
   - Participants divide into Lead and Follow groups
   - Teachers separate and explain and demonstrate Charleston Basic Steps to Lead and Follow Groups
   - Participants practice Charleston Basic Steps
     - Teachers instruct Follows to rotate every few minutes

5. **Introduce: Side-by-Side Position** (*expertvillage*, 2008d)
   - Participants form Lead/Follow Circle
• Teachers explain and demonstrate Side-by-Side Position
  • Participants practice Side-by Side Position
    o Teachers instruct Follows to rotate every few minutes
6. **Introduce: Turn Steps** (castillo, 2013b)
  • Teachers explain and demonstrate Turn Steps
  • Participants practice Turn Steps
    o Teachers instruct Follows to rotate every few minutes
7. **Social dance**
  • During the last 10 minutes of group, participants practice their dancing skills while music plays
  • Teachers put on music and encourage members to ask each other to dance
  • Leaders are available for any questions

**SESSION 8**

1. **Review: Charleston Basic Steps, Side-by-Side Position, Turn Steps**
   • Participants form Lead/Follow Circle
   • Teachers count out beats and steps initially
   • Participants practice with music
2. **Demonstration**
   • Teachers demonstrate all moves and transitions that will be taught that day in group
3. **Introduce: Face-to-Face Position** (UnderStoryProd, 2009)
   • Teachers explain and demonstrate Face-to-Face Position
   • Participants practice Face-to-Face Position
     o Teachers instruct Follows to rotate every few minutes
4. **Combine: Side-by-Side Charleston to Face-to-Face Charleston** (UnderStoryProd, 2009)
   • Teachers explain and demonstrate how to transition from Side-by-Side Position to Face-to-Face Position
   • Group member practice transition
     o Teachers instruct Follows to rotate every few minutes
5. **Introduce: Lolly Kicks** (sharkswing, 2013)
   • Teachers explain and demonstrate Lolly Kicks
   • Participants practice Lolly Kicks
     o Teachers instruct Follows to rotate every few minutes
6. **Introduce: Follower Turn** (castillo, 2013b)
   • Teachers explain and demonstrate the Follow Turn
   • Participants practice Follow Turn
     o Teachers instruct Follows to rotate every few minutes
7. **Introduce: Leader Turn** (castillo, 2013b)
   • Teachers explain and demonstrate the Leader Turn
   • Participants practice Leader Turn
     o Teachers instruct Follows to rotate every few minutes
8. **Social dance**
   • During the last 10 minutes of group, participants practice their dancing skills while music plays
   • Teachers put on music and encourage members to ask each other to dance
   • Leaders are available for any questions

**SESSION 9**
1. **Review: East Coast**
   - Participants form Lead/Follow Circle
   - Participants practice while leaders count out beats and steps initially, then add music and participants practice with leading and following
     - Teachers instruct Follows to rotate every few minutes

2. **Review: Lindy Hop**
   - Participants form Lead/Follow Circle
   - Participants practice while leaders count out beats and steps initially, then add music and participants practice with leading and following
     - Teachers instruct Follows to rotate every few minutes

3. **Review: Charleston**
   - Participants form Lead/Follow Circle
   - Participants practice while leaders count out beats and steps initially, then add music and participants practice with leading and following
     - Teachers instruct Follows to rotate every few minutes

4. **Combine: Charleston and Lindy Hop** (expertvillage, 2008f)
   - Teachers explain and demonstrate transitions
   - Participants practice transitions while leaders count out beats and steps initially, then add music and participants practice with leading and following
     - Teachers instruct Follows to rotate every few minutes

5. **Social Dance**
   - During the last 10 minutes of group, participants practice their dancing skills while music plays
   - Teachers put on music and encourage members to ask each other to dance
   - Leaders are available for any questions

---

**SESSION 10**

1. **Social dance**
   - First half of session: Teachers put on music and encourage members to ask each other to dance; leaders are available for any questions
   - Second half of session: Participants are encouraged to invite friends and families to come and join in the dancing

2. **Teachers provide referrals to swing dancing opportunities in the community**
   - Fliers and contact information to swing dancing in the community are available for all attendees and their friends and families