Music and Students with Emotional Behavioral Disorders

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by

Ryan Douglas Detty, M.Ed.

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This Master’s Research Project has been approved

for the Department of Teacher Education

Dianne M. Gut, Ph.D., Associate Professor, Special Education

John E. Henning, Ph.D., Professor and Chair of the Department of Teacher Education

Checking this box indicates this document has been submitted and successfully cleared a plagiarism check. Supporting documentation has been provided to the Department Chair.
Abstract

Eighty-eight educators in a local school district were given the opportunity to participate in a survey to determine their perceptions of the benefits of the use of music for students with emotional and behavioral disorders (EBD). Seventeen educators responded to the survey. The survey found that many educators feel students with disabilities can benefit from participation in a music education setting. Participants reported that music allows students to focus their energy and inclusion in these programs could benefit all students, especially those diagnosed with disabilities.
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Children with emotional and behavior disorders (EBD) are often classified as students who don’t care and cannot be successful due to potentially negative behaviors they may show in the classroom. How many educators feel that students with EBD can succeed in music education programs? There are varying arguments for or against music education among educators. Some educators believe that all students can possibly benefit in all academic areas by being actively involved in a music education program. What impact can participation in a music education program have in the lives of students with EBD? Do educators feel that students with EBD can thrive and potentially limit negative behaviors if placed in a music education program? The goal of this research was to determine if educators believe that students with EBD can benefit from participation in music education programs. Educators from one school district in the Appalachian region of the United States were sent an invitation to participate in this study through the use of a survey. The results were designed to determine if the educators believe there are benefits to participation in a music education program for students with EBD. The results were also analyzed to determine if there was a link between educators’ opinions and their teaching field and years of experience.

**Review of the Literature**

For years, both general and special educators have been using strategies to control disruptive behaviors of students diagnosed with emotional behavior disorder (EBD). As stated in the Individuals with Disabilities Education Act (IDEA), all children are granted the ability to perform to the best of their abilities in the least restrictive environment (LRE). Children with EBD have varying ranges of academic achievement and participation in extracurricular activities when it comes to placement in local school districts. For some students with EBD, it may be possible that they spend much of their time in the general education, or inclusive, setting. Others,
on the other hand, may need to be educated in a more isolated environment that would be considered more restrictive. The level of placement is based upon direct observation and assessment via function behavioral assessments and/or behavioral intervention plans. These assessments lead to the development of an Individualized Education Program (IEP) for the student. The IEP allows all individuals involved with a student to have a say in determining the least restrictive environment and what could be most beneficial to the student’s growth and development. However, many participants in IEP meetings tend to focus on the future for the student as opposed to the present. Darrow (2006) states,

> Often times students with EBD just need a method to release emotional stress. Students with behavior disorders are often seen simply as troubled students vying for attention and not as students with a disability who are deserving of the same educational provisions as students with physical, cognitive, or sensory disabilities. (p. 35)

Perhaps being able to tie in a means of expression for students with EBD would be the proper course of action. Participation in a music education program may be able to provide students with EBD an opportunity to participate and find a creative outlet for emotional expression.

**Music Therapy and Education in the Classroom**

Music is an integral part of many lives. Whether it is through performing, listening, dancing or some other means, music provides an outlet and a calming effect. Music education’s effectiveness has often been called in to question. Does music education give students an edge in the classroom? There has been no research replicated that can verify that music education can make a student smarter (Gallegos, 2006). However, in the field of special education, music education could assist in decreasing behavioral problems amongst a varying range of students. While this research is aimed at EBD other disabilities must also be considered.
Students diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) are known to be overly active and disruptive in a classroom. Children who have been medically classified as having ADHD are not misbehaving or “acting out”; their behaviors are a result of the state of chemicals in the brain (McAllister, 2012). According to McAllister (2012), students with ADHD have been noted to have less impulsive behaviors in a music setting because they tend to mimic the demeanor and performance mannerisms of the teacher(s). The author suggests that a well-structured setting can increase positive student behavior in a music studio/class setting. A well-structured music class and practice routine could prove beneficial to a student with EBD by not just providing an emotional outlet, but also a structure manner for that outlet. Since students with EBD largely deal with behavioral problems, additional structure and a daily routine could help to prevent behavioral problems.

Students who fall on the autism spectrum have been able to find success in a music education classroom. Many music teachers report that they feel un-prepared to work with children diagnosed with autism (Colwell & Thompson, 2000). Greher (2010) conducted a study that provided music intervention to adolescents and young adults with varying levels on the autism spectrum. The Soundscape program (Greher) was administered to 22 individuals whose ages ranged 13-29 years old. This program provided quantitative and qualitative data. The quantitative data indicated that many parents and family members encourage the growth of such programs throughout the autistic community (Greher). Research involving Autism Spectrum Disorders and music intervention remains limited, as research involving ASD continues to grow and expand by leaps and bounds.

Music Therapy
Music has long been a powerful way for people to connect, celebrate, entertain, remember, and mourn (Davis, 2010). Music therapy has demonstrated effectiveness for students with EBD (Sausser & Waller, 2006). Often times music therapy does not provide the students an outlet as many music therapy sessions may just involve sitting and listening to peaceful music or sounds. Being in a music education class can allow students with EBD an opportunity to sing or play an instrument. This skill can lead to success for the child, which can then also be used as an outlet of emotional stress. King and Schwabenlender (1994) state, “As educators, we have the daunting task of helping children cope with their emotions, modify maladaptive behavior, and learn effective coping skills as well as when to apply them and under what conditions” (p. 13).

As King and Schwabenlender (1994) suggest, the task of helping children cope can be very daunting. Music therapy provides a student a calm and artistic environment, but as previously mentioned, does not always provide a method of emotional release. For many students with EBD there must be an outlet, not just a peaceful setting. Researchers have used music from films and new age music to create an environment that allows students to be more calm and experience better emotional health (Giles, Cogan, & Cox, 1991), but none have truly pushed for students with EBD to be active participants in a music education classroom.

Research indicates that using different genres of music to produce a calming effect can lead to increased assessment performance. Giles, Cogan, and Cox (1991) sampled 255 first and second grade students in selected Virginia schools. These students would attend recess and then come inside and sample music that was either classical, an excerpt from a Disney song, or music from the new age genre. The goal was to determine if one genre calmed the students down more immediately after recess time. The results show that the all music had a calming effect with no genre outscoring the other. This research is significant because it shows that music can increase
student performance in the school system. Perhaps similar research can be performed with EBD students involving participating in different performing arts as well.

Often times students with EBD see minimal benefits from the time spent receiving music therapy alone (Montgomery & Martinson, 2006). To achieve higher rates of success, music therapy is often utilized alongside other forms of emotional/psychological therapy when students with EBD are involved (Sausser & Waller, 2006).

Lubet (2011) suggests that music can be the gateway to inclusion. Providing students an education in the least restrictive environment is the ultimate goal for educators. For students with EBD this can be aided by finding ways to express the emotions that often cause them to lash out and cause disruptions in class. Perhaps the missing link to finding expressive means for students with EBD is in the music education classroom. Students with problem behaviors generally perform better when they are in close proximity to the teacher, sitting beside model students, and actively engaged in a desirable activity (Darrow, 2006). Participation in a band or choral program could assist in achieving high performance in the academic setting for students with EBD. These programs can provide both model behaviors for the students to monitor as well as an expressive outlet. Adderly, Kennedy and Berz (2003) state, "Students are intellectually, psychologically, emotionally, socially, and musically nurtured by membership in performing ensembles" (p. 193). Participation in these programs can allow for students with EBD to be nurtured and gain a level of acceptance that they may lack socially or in the family. Many families assume that since their child has a diagnosis of disability or impairment that they cannot participate in music programs (McCord & Fitzgerald, 2006). Perhaps if more research was conducted to demonstrate the impact of music participation for students with EBD, all parents
and educators could create a structured educational environment that encourages active participation in music programs.

**Collaboration with Educators**

Student's success depends on positive learning environments and multiple opportunities in class to experience academic and behavioral achievements (Reuter, 2011). The only way students with EBD can be successful in music programs is if they are given the opportunity. Once in the programs, however, collaboration between special and general educators is needed to ensure the highest level of success. Students need to be identified and provided diagnosis with EBD as soon as possible to provide effective intervention(s) (Reuter, 2011). Most schools begin implementing music into the curriculum in kindergarten. The music curriculum expands to include instrumental ensemble as early as second or third grade in many public schools. Allowing children with EBD to participate in a music curriculum at an early age can assist them with an outlet.

Unfortunately, music educators are frequently left out of IEP meetings and are also provided minimal information when it comes to working with a student with an IEP (McCord & Watts, 2006). As a result of limited knowledge of the student, combined with the possibility of limited knowledge when it comes to the special education curriculum, collaboration is especially important. According to Hourigan (2007) music educators are often unable take additional coursework in special education due to already having an overloaded schedule with music courses and several graduation requirements for both education and music knowledge and performance. Due to this lack of training in how to work with students with special needs, collaboration with the special educator is of utmost importance. Music educators are expected to provide equal services to general education students and students with special needs, even
though many music educators are not trained to do so (Mazur, 2004). Additionally, many students with disabilities may need assistance in the music classroom (McCord & Fitzgerald, 2006). Due to the increased likelihood of comorbidity with another disability, students with EBD may also need assistance in the music classroom for a task such as reading music. This could involve a teacher’s aide or a special educator being in the music class with the student in some form.

**Collaboration with Music Therapists**

The role of a music therapist in a school is to assess a student's ability to achieve educational goals and objectives both with and without music (Patterson, 2003). Patterson goes on to state that simply because a child enjoys music, this enjoyment doesn’t permit them to be physically active in music therapy. If a student enjoys music then he/she should be motivated to seek entrance in to a music class. Students with EBD could enjoy the relaxation associated with music therapy as well as the expressive release of performing in a group or ensemble. Perhaps combining the relaxation and expressive release through music, students can reach an ultimate level of achievement socially and academically with lessened stress and behaviors. Music therapists could also be a valuable asset to music educators. Music therapists study music performance and special education while in college. Music therapists and music educators could collaborate in the music education setting if possible in the school.

**Researching the Impact of Music on Achievement**

Research showing the impact of music on intelligence has never been replicated (Gallegos, 2006). However, that should not be the initial goal when working with students with EBD. Quantitative research involving the impact of music education for these students needs to be done in order to identify ways to effectively limit the impact of their negative behaviors and
allow them to succeed at the highest levels in academics, stress management, and life in general. Quantitative research is needed to accurately measure the impact of participation in a music program on academic achievement. Research could show benefits that would encourage parents to get their children involved in programs that allow for expression and emotional release. Also, research could be done to see how aware parents are of music programs and the role they could play in their child’s everyday life.

**Conclusion**

Based upon the literature reviewed, there are many questions that need to be asked going forward. Can students with EBD benefit academically or socially from participation in music classrooms or music therapy settings? Are parents and caregivers of children with disabilities even aware that their children should be able to participate in music programs? Can participation in a school music program result in the need for fewer prompts and less disciplinary action for students with EBD in the inclusive setting? Would parents be willing to place a child with EBD in a music programs? Will students with EBD demonstrate social behaviors and peer-to-peer interactions if involved in a music group or ensemble? Hopefully in the future, more research will be conducted and revealed to show the benefits of music education on students with EBD. Can music education potentially eliminate negative behaviors in students diagnosed with EBD?
Method

Participants

The participants of the survey were all educators from one local school district and include general, special, and music educators. All teachers in the school district received an email with a link inviting them to participate in the survey.

Participating teachers ranged from 0 to 5 years of experience to more than 21 years of teaching experience. Figure 1 displays the years of teaching experience among the participants.

Figure 1. Participants’ Years of Teaching Experience

The survey was sent out to 88 educators in one Midwestern school district. A total of 17 educators responded to the survey for a response rate of 19%. Fifteen educators completed the entire survey as not all participants responded to all questions. Twelve of the participants are licensed to teach in the general education classroom. Two of the participants reported they are licensed to teach special education and two of the participants report that they are licensed to teach music. Table 1 displays the licensure areas of the participants.

Table 1
Teachers’ Licensure Areas

<table>
<thead>
<tr>
<th>Licensure</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education (Physical Education Included)</td>
<td>12</td>
<td>71%</td>
</tr>
<tr>
<td>Special Education</td>
<td>3</td>
<td>18%</td>
</tr>
<tr>
<td>Music Education</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100%</td>
</tr>
</tbody>
</table>

Procedures

Permission was granted by one local school district to allow for all educators to anonymously participate in the survey. Overall, 88 educators received an invitation to participate in the survey via email. A directory was provided by the school district to initiate contact with all educators. Only licensed teachers were contacted. Administrators, educational aides and other staff were not invited to participate in the survey. Each of the 88-listed faculty received an initial email detailing the survey procedures and providing a link to the survey. Once a participant clicked the link and completed the survey, they agreed to the terms set forth in the letter of consent noted within the email. One week after the initial email was sent, a reminder email was sent out to the same 88 educators. After two weeks, the survey was deactivated and the results were compiled using Qualtrics, an online survey tool.

Instrumentation and Data Analysis
The participants were asked to complete a 22-question researcher-created survey. See appendix for copy of the survey. The survey contained demographic questions related to education licensure and years of experience. There were also questions asking participants if they worked with students of varying disabilities (i.e., Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), Emotional Behavioral Disorders (EBD) and Learning Disabilities (LD)). For questions related to specific disabilities, participants were given the option to provide a short answer response to support why or why not they felt students with each of the mentioned disabilities could or could not benefit from participation in a music education setting. All participants were also asked if they felt that any student (with or without disabilities) could benefit from participation in a music education setting and asked to explain their response. Means and standard deviations were calculated for all quantitative data and qualitative responses were analyzed for common themes across responses.

**Results**

The purpose of this research was to determine if students diagnosed with emotional and behavioral disorders (EBD) could benefit from participation in a music education setting. The study also looked at Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), and Learning Disabilities (LD) to determine if teachers perceived students diagnosed with these disorders to receive the same benefits from music as students diagnosed with EBD. Participants were asked if they felt students diagnosed with each of these disabilities could benefit from participation in a music education setting. Tables 2, 3, 4, and 5 show the survey responses for each disability category. Table 6 shows participants’ responses to whether they believed all students could benefit from participation in a music education setting.
Three participants stated that music education is not beneficial to all students. Short answer responses to the question note that not all students could benefit because there is no set way for a child to learn. “It is a matter of what each student takes away from the experience” was also one response as to why all students may not benefit from participation in a music education setting.

Table 2

*Can Students Diagnosed with EBD Benefit from Music Education?*

<table>
<thead>
<tr>
<th>Response</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 3

*Can Students Diagnosed with ADHD Benefit from Music Education?*

<table>
<thead>
<tr>
<th>Response</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4

*Can Students Diagnosed with Autism Spectrum Disorders benefit from Music Education?*
Table 5

*Can Students Diagnosed with Learning Disabilities Benefit from Music Education?*

<table>
<thead>
<tr>
<th>Response</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 6

*Can All Students Benefit from Music Education?*

<table>
<thead>
<tr>
<th>Response</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>79%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>21%</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100%</td>
</tr>
</tbody>
</table>

As the data shows, all participants feel that participation in a music education setting can be beneficial to students diagnosed with EBD, ADHD, Autism Spectrum Disorders, and Learning Disabilities. Many of the short answer responses indicated that students from all
disabilities can gain a sense of pride and accomplishment that may not be felt in the traditional classroom. Participants noted that the feeling of pride and accomplishment in the music classroom could carry over into the general education and special education settings.

Participants were asked if they had worked with students diagnosed with EBD, ADHD, Autism Spectrum Disorders, or learning disabilities. Figure 2 indicates that all participants reported working with students identified with ADHD and learning disabilities but only 16 had worked with students diagnosed with EBD and 14 had worked with students diagnosed with Autism Spectrum Disorders.

![Figure 2. Number of participants who worked with students by disability category.](image)

All participants felt that students with disabilities could benefit from participation in music education. When asked if participants had seen a student diagnosed with a disability succeed in a music education classroom, responses varied. Tables 7, 8, 9 and 10 indicate responses to whether participants believed a student they taught who was diagnosed with EBD, ADHD, ASD or LD benefitted from participation in a music education setting.

Table 7

*Teachers’ Beliefs that Music Education Benefitted Students Diagnosed with EBD*
<table>
<thead>
<tr>
<th>Response</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>60%</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 8

**Teachers’ Beliefs that Music Education Benefitted Students Diagnosed with ADHD**

<table>
<thead>
<tr>
<th>Response</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14</td>
<td>82%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>18%</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 9

**Teachers’ Beliefs that Music Education Benefitted Students Diagnosed with ASD**

<table>
<thead>
<tr>
<th>Response</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>73%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>27%</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 10

*Teachers’ Beliefs that Music Education Benefitted Students Diagnosed with LD*

<table>
<thead>
<tr>
<th>Response</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14</td>
<td>93%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>

Participants expressed specific concerns when indicating whether or not students with disabilities would benefit from inclusion in music classes. Specifically, they noted that the music educator must be able to include the students diagnosed with a disability into all activities. For example, one participant expressed the concern that, “parents fear letting their child get involved in these programs because they don’t want them to be excluded in the music setting, especially if they already have trouble socializing with peers in the traditional setting.” Another participant noted that, “students diagnosed with disabilities may not get the chance to benefit from music programs due to there being no music program available within their school district.”

Overall, participants felt that students diagnosed with EBD as well as ADHD, ASD, and LD could benefit from participation in a music classroom. Multiple participants noted that the music classroom could calm some students and build confidence among students with self-esteem issues. While participants noted that the music classroom could be advantageous, there is still much room for discussion and further insight into the topic.

**Discussion**

The results show that educators feel that students diagnosed with EBD could benefit from participation in a music education setting similarly to students diagnosed with ADHD, ASD, and
LD. While all participants in the survey felt that students diagnosed with a disability could benefit from participation in a music education setting, some respondents did note that they experienced situations in which the student did not benefit. However, due to the anonymous nature of the survey, it is difficult to determine why these students did not benefit from their participation in a music education setting. One response to an open-ended question that indicated a music program was not available could lend to a participant saying there was no benefit seen from participation in a music education setting.

Findings from this survey are similar to the results found in the literature reviewed. All students learn differently. While music may be beneficial for some students, it may not be helpful for others. Research in the literature demonstrates this to be true. There has been no research replicated that can verify that music education can make a student smarter (Gallegos, 2006), but the goal of working with students diagnosed with EBD, ADHD, ASD, or LD in the music classroom could involve avoiding or decreasing a potentially negative behavior or providing a student with an emotional or creative outlet. Adderly, Kennedy and Berz (2003) state, "Students are intellectually, psychologically, emotionally, socially, and musically nurtured by membership in performing ensembles" (p. 193).

The goal or desired outcomes for music education for students diagnosed with EBD might be different for students diagnosed with ADHD, ASD, or LD. Participant responses from this research suggest that students with EBD could benefit from participation in music education because it could provide additional structure to the students’ daily schedule. This finding was also noted in the literature.

Research involving students with EBD in the music classroom is limited. Locating empirical data related to students diagnosed with EBD and participation in a music classroom
was difficult because published research is limited. Research conducted by Giles, Cogan, and Cox (1991) shows that music can be beneficial in providing a calming effect for the students who participated in their study. Perhaps a similar study involving students diagnosed with EBD could prove beneficial.

**Recommendations**

The school district chosen for this study was a small rural school district with approximately 2,000 students enrolled at the time of the survey. The next step would be to survey educators in a larger school district or in several districts to determine if the findings would be consistent. Data gathered could be used to increase the participation of students diagnosed with all disabilities in music education settings and to help make the case for the importance of maintaining a music education program in the schools.

Eighty-eight educators were asked to participate in this survey. The survey was sent out roughly two weeks prior to the high school students participating in the OGT tests. Since participation in this survey was anonymous, there is no way to determine if the testing affected the number of participants in the survey. For future research, it is suggested that the survey be administered either approximately the second week of the school year or two weeks after returning from the holiday break. Administering the survey at these alternate times would increase the likelihood of participation due to students and educators being settled into a routine schedule and the educators would not be busy preparing their students for participation in a high-stakes statewide assessment.

In future research, the survey questions could be presented via face-to-face interviews. The interview process could lead to more in-depth responses and identify whether there is a difference in educational belief between teachers of various grade levels and content areas. The
interview process would also allow participants to provide elaborate answers as opposed to
simply providing yes/no answers.

**Implications for Practice**

All participants stated that they do believe participation in music programs could be
beneficial to students with disabilities. However, not all schools have the funding available for
music education programs. Further research into the benefits of music education programs for
students diagnosed with EBD and other high incidence disabilities could help make the case that
more music services should be available for students with disabilities. It is clear that not all
schools can afford music therapy for students with disabilities; however, including music
education into the schools might be one way to benefit all students.

Using music to aid in teaching content standards can prove beneficial. For example,
students in math can learn multiplication tables via song or learn to spell sight words in a
language arts class through song. Some students may benefit from taking a break throughout the
school day so they can relax. While an ideal situation would place students in a music classroom,
this is not always possible. In instances where music programs are not available, teachers can
incorporate music into the content areas and everyday activity in the classroom. There is no
definitive way to utilize music in a classroom; teachers must adapt to what works best with their
students.

**Conclusions**

In closing, participants felt students diagnosed with EBD ADHD, ASD, and LD could
and in their experience, have benefited from participation in music education. Due to the
anonymity of the survey it was difficult to get in-depth responses as to why a teacher may not
believe students with EBD would benefit from participation in the music education classroom.
Due to the limited number of respondents to this study, it is recommended that this research be followed up in a larger school district in possibly an urban setting to assess whether educators in the urban setting feel different in regards to the benefits of music education for students diagnosed with disabilities.
References


Appendix

1. What is your licensure area?
   a. General Education (Includes Physical Education)
   b. Special Education
   c. Music Education

2. In what setting do you teach?
   a. General Education
   b. Special Education (Self-Contained)
   c. Special Education (Inclusion/Co-taught)

3. How long have you been teaching?
   a. 0 to 5 years
   b. 6 to 10 years
   c. 11 to 15 years
   d. 16 to 20 years
   e. 21+ years

4. Have you ever taught students diagnosed with any of the following disabilities? (Check all that apply)
   a. Emotional Behavioral Disorders (EBD)
   b. Attention Deficit Hyperactivity Disorders (ADHD)
   c. Autism (Autism Spectrum Disorders)
   d. Learning Disabilities (LD)

5. In your opinion, can students with EBD benefit from participation in the music education classroom?
   a. Yes
   b. No

6. Please explain why or why not.

7. In your experience, have any students diagnosed with EBD that you have taught benefited from participation in the music education classroom?
   a. Yes
   b. No

8. Please explain why or why not.
9. In your opinion, can students with ADHD benefit from participation in the music education classroom?
   a. Yes
   b. No

10. Please explain why or why not.

11. In your experience, have any students diagnosed with ADHD that you have taught benefited from participation in the music education classroom?
   a. Yes
   b. No

12. Please explain why or why not.

13. In your opinion, can student diagnosed with Autism Spectrum Disorders (ASD) benefit from participation in the music education classroom?
   a. Yes
   b. No

14. Please explain why or why not.

15. In your experience, have any students diagnosed with ASD that you have taught benefited from participation in the music education classroom?
   a. Yes
   b. No

16. Please explain why or why not.

17. In your opinion, can student diagnosed with Learning Disabilities (LD) benefit from participation in the music education classroom?
   a. Yes
   b. No

18. Please explain why or why not.

19. In your experience, have any students diagnosed with LD that you have taught benefited from participation in the music education classroom?
   a. Yes
   b. No

20. Please explain why or why not.
21. In your opinion, do students in general or special education benefit more from participation in the music education classroom?
   a. Yes
   b. No

22. Please explain why or why not.