

Liberty University

School of Music

**The Inclusive Music Classroom for Elementary Students
with Emotional and Behavioral Disorders**

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the Faculty of the School of Music
in Candidacy for the Degree of
Doctorate of Music Education

by

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Abstract

Even though considerable research has been conducted regarding the inclusion of self-contained students in regular education settings, little research has been conducted specifically on elementary, self-contained students with EBDs in music classes. Given the fact that there are increasing numbers of students with EBDs, suggestions for empirically supported techniques specific to this demographic, as well as evaluation of unique challenges with educating this population, will prove beneficial to the overall classroom environment. Considering the negative impact of emotional outbursts on mainstream students, deciding when it is appropriate to exclude self-contained students from the inclusive classroom is crucial. Identifying proper utilization of and effective communication with special education teachers and paraprofessionals is necessary for the successful inclusion of this population. This qualitative historical study evaluates current studies on self-contained students with EBDs and applies those findings to elementary self-contained students with EBDs in a music class setting. The applications of this research are vast and can be implemented in many inclusive classrooms ranging from physical education, art, digital literacy, and media, among others.

Keywords: Inclusion, elementary music, EBDs

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Chapter One: Introduction

Elementary music teachers have every child in the school come through their doors within one rotation of classes, including regular education students and special education students from inclusion and self-contained classes. Students can have the support of a regular education paraprofessional, a special education professional, or even a special education teacher. As music teachers, it is essential to prioritize following each child's IEP, 504, and behavior plans; this can be challenging as they must also teach their lesson and attend to the needs of other students in the class. When students with Emotional behavioral disorders (EBDs) enter the class, there are additional concerns about following that student's Behavior Improvement Plan, de-escalation techniques, and possibly safety plans. This research assesses music teachers' distinctive difficulties in elementary schools when instructing students with EBDs. Additionally, the study seeks to identify effective interventions and strategies supported by evidence.

Background of the Topic

While a comprehensive discussion of the historical perspectives of special education is beyond the scope of this paper, certain critical pieces of legislation have played pivotal roles in educating students with special needs. Before the 1950s, no formal legislation provided funding for professionals working with special needs students or mandated their education in the United States. Although special needs children received some education, no laws explicitly guaranteed their right to public education. Educators must be aware of these laws in order to follow them with fidelity.

During the 1950s and 1960s, several groups and family associations emerged to support the rights of students with special needs. Shortly thereafter, the first federal legislation that provided training for professionals working with such students was enacted. In 1965, the

Elementary and Secondary Education Act (PL 89-10) and the State Schools Act (PL 89-313) allocated funds to states for educating children with disabilities. Later, the Handicapped Children's Early Education Assistance Act of 1968 provided funding for early childhood intervention services. The Rehabilitation Act of 1973 was the first federal funding that required schools to accommodate buildings to provide access for students with disabilities. Similarly, the Education for All Handicapped Children Act of 1975 established the right of children with disabilities to receive a free, appropriate public education. It provided funds to help state and local education agencies comply with the new requirements.

Educators find it necessary to prioritize their understanding of laws that ensure the education of students with special needs, as they are obligated to follow them. However, more than knowledge of legislation is required to guarantee effective classroom practices. Elementary music educators face the distinct challenge of teaching students with special needs, as they only have limited exposure to them during infrequent class periods. Moreover, there can be complications with integrating students from self-contained classes into music classes with regular education students. Gerrity, Hourigan, and Horton note that "considering that music classrooms can be, and often are, the first places that special education teachers choose to include their students in inclusive classrooms, music teachers may need to be especially knowledgeable and skillful in utilizing inclusive practices."¹ Despite the challenges, Gerrity et al. note, "students with special needs can be very musical and capable of learning various skills and knowledge that may lead to personal fulfillment and joy."²

¹ Kevin W. Gerrity, Ryan M. Hourigan, and Patrick W. Horton. "Conditions That Facilitate Music Learning Among Students With Special Needs: A Mixed-Methods Inquiry." *Journal of Research in Music Education* 61, no. 2 (2013): 144–59. <http://www.jstor.org/stable/41999574>. 174.

² Ibid.

Problem Statement

Music teachers in traditional educational settings often face unique obstacles when it comes to teaching music to self-contained students with EBDs. These students may require specialized attention and support, which can be challenging in a regular education classroom setting. It is important to carefully identify and address these challenges to ensure teachers and students succeed in this environment. By doing so, teachers can create a more inclusive and practical learning experience for all students.

Purpose Statement

This qualitative historical study explored obstacles that elementary music teachers encounter while incorporating a self-contained student with emotional and behavioral disorders in a regular education music class.

Significance of the Study

School systems must follow federal legislation such as the Individuals with Disabilities Education Act (IDEA), which encourages placing students with special needs in the Least Restrictive Environment (LRE). At the elementary level, self-contained special education students are often mainstreamed in Music, Art, and Physical Education classes. While this can allow these students to interact with their same-age peers, many music teachers feel ill-prepared to meet the needs of these exceptional learners.³ Suppose a child with an EBD is not appropriately de-escalated. In that case, their agitation may become physically aggressive towards the teacher or other students. This could lead to potential trauma for students and teachers and hamper valuable instructional time. Music teachers can benefit from evidence-based

³ Stacy N. McGuire and Hedda Meadan, "General Educators' Perceptions of Social Inclusion of Elementary Students with Emotional and Behavioral Disorders," *Behavioral Disorders* 48, no. 1 (February 28, 2022): 16-28, <https://doi.org/10.1177/01987429221079047>.

resources and specialized training to minimize the adverse impacts of inclusion and enhance student learning.⁴

Research Questions & Hypotheses

Research Question Number 1: In what ways can elementary music teachers create an inclusive environment for self-contained students with emotional and behavioral disorders?

Hypothesis Number 1: Elementary music teachers may create an inclusive environment for self-contained students with EBDs by implementing the student's specific behavior plan, engaging the student in de-escalation techniques, and utilizing in-class support of special education paraprofessionals.

Research Question Number 2: What types of challenges do music teachers face when creating an inclusive environment for self-contained students with EBDs?

Hypothesis Number 2: Elementary music teachers likely face several challenges with integrating self-contained students with EBDs into regular education music classes, including a lack of training, challenges when collaborating with other school staff, and insufficient resources.

Core Concepts

Finding the correct placement for a child with special needs is not a responsibility that can be taken lightly. When placed in the proper setting, students with special needs can thrive while interacting with their same-age peers.⁵ The placement of students with EBDs requires the same considerations as the placement of other students with special needs. First, all stakeholders must be aware of legislation involving special education students. Additional challenges for

⁴ McGuire and Meadan, 2022.

⁵ Ibid.

music teachers include lack of training, lack of involvement with and access to Individualized Education Plans (IEPs) and 504s, how to effectively work with support staff, ensuring the education of regular education students in inclusion classes, and specific challenges when working with students with EBDs. To teach self-contained students with EBDs, elementary music teachers must thoroughly understand these core concepts.

The placement of special education students is not solely the decision of the school system, the educators, or the parents but is instead directed by federal guidelines. The Individuals with Disabilities in Education Act requires that students with special needs be placed in the least restrictive environment. Allison Gilmour notes that inclusion did not become widespread because of a robust evidence base that supports its effectiveness. It is prevalent because federal laws establish special rights for SWDs and their parents. Educators must find empirically based strategies to implement federal programs that are not empirically based. Gilmour notes that, "unfortunately, research has yielded weak evidence that inclusion confers benefits on SWDs. Studies that report better academic and behavioral outcomes for SWDs who are taught in a general education setting suffer from methodological flaws."⁶ Despite federal regulations requiring inclusion for students with special needs, Gayle Wilkins found, "segregating students with EBD in the self-contained setting, without access to the general education curriculum, is still being implemented, even though there is not enough scientific basis to justify the segregation."⁷

One challenge music teachers face in an inclusive setting is a need for more training. Students with special needs require specific adaptations, accommodations, and interventions that

⁶ Gilmour, p.23.

⁷ Gayle Wilkins, "Evaluating the Impact of an Elementary School Inclusion Program with EBD Students' Reading Achievement and Behaviors. "ProQuest Dissertations Publishing, 2017. P.1.

often require specific training. According to one study, Rachel Grimsby notes, "Teachers need more pre-service preparation and ongoing professional development focused on students with disabilities, more time to collaborate with special education professionals, more consistent communications and recommendations about how to work with students who have disabilities, and access to assistive technologies."⁸ Brian Verdi suggests the implementation of Professional Learning Communities (PLCs), where music teachers take a collaborative approach to understanding how to better teach students with EBDs.⁹ Verdi notes, "Scholars encourage schools, music departments, and teachers to form, collaborate, and operate as learning communities since research strongly indicates that sustained, long-term, and structured teacher collaboration is powerful for teacher learning."¹⁰ In addition to increased pre-service and professional development, music teachers need better access to and involvement with IEPs and 504s. Suppose a teacher lacks specific training in their students' accommodations and interventions. In that case, they will not be implemented with fidelity outside of the special education classroom. Grimsby notes:

Beyond classroom resources, music educators need more direct access to critical information about students, their challenges, and their needs. This access could come in the form of a district-wide database that includes digitized IEPs and 504s, weekly or biweekly meetings of classroom teachers and specialist teachers (music, art, physical education) to discuss particularly challenging or evolving student cases, and participation in at least one specialist teacher representative on IEP or intervention teams. Children's education is not a solo endeavor but a communal effort designed to ensure success for all.¹¹

⁸Rachel Grimsby "'Anything is Better than Nothing!'" Inservice Teacher Preparation for Teaching Students with Disabilities." *Journal of Music Teacher Education* 29, no. 3 (2020): 85.

⁹Brian Verdi, "Creating Professional Learning Communities for Music Educators." *Music Educators Journal* 109, no. 2 (2022): 18.

¹⁰ Ibid.

¹¹ Grimsby, p.88.

Music teachers often rely on special education paraprofessional support to implement BIPs for students with EBDs. The relationship between music teachers and support staff is vital to successful inclusion. Claire Majerus and Donald Taylor note, "Scholars have observed that paraprofessionals can be valuable liaisons between special education teachers and music educators by providing information about students' daily behaviors and offering adaptive assistance."¹² Lack of collaboration between music teachers and special education paraprofessionals may not be intentional. Grimsby notes, "as music educators, we often become so engrossed in planning lessons, organizing materials, and the minutia of teaching that we forget to seek the perspective of the paraprofessional and vice versa."¹³ Unfortunately, there is also a lack of training for paraprofessionals as well. Willis et al. found, "many paraprofessionals are implementing complex interventions without adequate training. This is concerning given that many empirically supported practices recommended for children with disabilities, including Tier 1 interventions, require training and a high degree of implementation fidelity to produce positive results."¹⁴

Additional concerns regarding the inclusivity of EBD students in regular education music classes center around the needs of regular education students. Christine Shirk notes the ongoing debate about the appropriateness of inclusion in the educational community. Despite its implementation in various ways over the past 30 years, there are still strong opinions on both

¹² Claire Majerus and Donald M. Taylor. "Elementary Music Teachers' Experiences Training and Collaborating with Paraprofessionals." *Update: Applications of Research in Music Education* 39, no. 1 (2020): 30.

¹³ Grimsby, p. 90

¹⁴Howard P. Willis, Rose Mason, Emily Gregori, and Melissa Veatch. "Effects of Self-Monitoring on the Praise Rates of Paraprofessionals for Students with Emotional and Behavioral Disorders." *The Elementary School Journal* 119, no. 4 (2019): 571.

sides of the issue.¹⁵ Kaikkonen notes, "All students will have better experiences in music class when positive behaviors are increased and negative behaviors are kept to a minimum."¹⁶ Negative behaviors exhibited by students with EBDs affect the students as well as the attitudes of the teachers. Kaikkonen posits, "One factor associated with negative attitudes relates to academic concerns and the impact having students with disabilities in the classroom will have on students without disabilities."¹⁷

Some researchers believe there are many more students with EBDs than reported. Timothy Landrum et al. posit, "Because only a fraction of those experiencing disorders of emotion or behavior are identified as having EBD by schools, logic would suggest that only the individuals with the most extreme behavior are identified."¹⁸ Additionally, there are many different presentations of students with EBDs. Anna Bensinger notes, "descriptive research suggests that students with EBD have several deficits: poor conflict resolution skills; high levels of aggression and noncompliance; poor study skills; and sub-average academic performance."¹⁹ One reason for such a wide range of presentations and inconsistencies in reporting the number of

¹⁵ Christine L. Shirk (2008). *The preparedness of elementary music teachers to include students with challenging behavior in their classrooms* (Publication No. 3319273) [Doctoral Dissertation, University of Central Florida]. ProQuest Dissertations and Theses Global. P.19.

¹⁶ Markku Kaikkonen, 'Music for All: Everyone Has the Potential to Learn Music', in Deborah VanderLinde Blair, and Kimberly A. McCord (eds), *Exceptional Music Pedagogy for Children with Exceptionalities: International Perspectives* (New York, 2016; online edn, Oxford Academic, 17 Dec. 2015), <https://doi.org/10.1093/acprof:oso/9780190234560.003.0001>, accessed 2 June 2023. P.158.

¹⁷ Ibid.

¹⁸ Timothy J. Landrum, Andrew L. Wiley, Melody Tankersley, and James M. Kauffman *The SAGE Handbook of Emotional and Behavioral Difficulties*. Second Edition, 55 City Road, London: SAGE Publications Ltd, 2014. <https://doi.org/10.4135/9781446247525.P.70>.

¹⁹ Anna Kristen Bensinger. "Observations of a Multi-Component Intervention for Elementary Students with EBD After Self-Efficacy Coaching." Order No. 27664226, University of Arkansas, 2019. In PROQUESTMS Education Database; ProQuest Dissertations & Theses Global, <https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/dissertations-theses/observations-multi-component-intervention/docview/2366522749/se-2>.

students with EBDs may be the number of students reporting Adverse Childhood Events (ACEs). The effects of ACEs on children and adults have recently become an increased area of research. Laura Bell notes, "In light of the possible negative effects of trauma exposure in combination with diagnoses of EBD, effective evidence-based behavioral interventions are essential to meet the high needs of this population. Among highly effective interventions used to decrease severe challenging behaviors in students are differential reinforcement, self-management, and group contingencies."²⁰

Teaching students with EBDs presents many unique challenges, including working with support staff and students. These challenges must be met with appropriate, empirically based interventions. Teachers can excel at satisfying these students' needs with increased support and practical training.

Definition of Terms

1. *Lower elementary school*—A school that includes kindergarten through second-grade students.
2. *Inclusive classroom*—This is a learning environment that integrates students with varying learning abilities into a general education setting alongside their peers who do not have any learning differences. This approach ensures that all students are provided with equal opportunities to learn and receive the same level of education, regardless of their individual learning needs. Students are encouraged to appreciate and celebrate diversity,

²⁰ Laura Bell, "Examining the Effects of Group Contingencies on Early Elementary Students with Adverse Childhood Experiences and EBDs." Order No. 27959616, Trinity Christian College, 2020. In PROQUESTMS ProQuest Central; ProQuest Dissertations & Theses Global, <https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/dissertations-theses/examining-effects-group-contingencies-on-early/docview/2404067527/se-2.p.2>.

creating an inclusive environment that fosters empathy and understanding among all members of the classroom community.

3. *Self-contained classroom*—a classroom in which a single teacher teaches multiple subjects to a group of students throughout the day. This type of classroom is commonly found in elementary schools, but can also be implemented in other grade levels. To teach in a self-contained classroom, multiple-subject teaching credentials are required.
4. *Emotional and Behavioral Disorders (EBD)*, also known as *Behavioral and Emotional Disorders*—a classification used to provide special education and related services to students with poor social and academic progress. A Functional Behavior Analysis is conducted to determine if a student qualifies for this classification. These students require individualized behavior support, like a Behavior Intervention Plan, to receive a free and appropriate public education. Students with EBD may qualify for an Individualized Education Plan (IEP) and classroom accommodations through a 504 Plan.
5. The *Individualized Education Program*, or IEP—a written document tailored for every public school child eligible for special education. It is developed through a collaborative team effort and reviewed annually. The federal Individuals with Disabilities Education Act (IDEA) mandates that specific information be included in the IEP, but the document format is not specified. States and local school districts may add extra details, so IEP forms vary by state and may differ within school systems.
6. The *Individuals with Disabilities Education Act*, or IDEA—a law that provides eligible children with disabilities with access to free and appropriate public education and ensures they receive special education and related services. This law outlines how states and

public agencies should provide early intervention, special education, and related services to infants, toddlers, children, and youth with disabilities.

Method

The current study utilized a qualitative design with a historical approach. Creswell notes the efficacy of this approach, in which the researcher finds current data, validates the accuracy of findings, interprets the data, and creates an agenda for change or reform.²¹ The researcher in this study gathered and examined data from previous research, identified recurring themes, and used the results to suggest practical ways of teaching music to elementary students with EBDs.

Research Plan

This study utilized a qualitative methodology to evaluate current research on students with EBDs and make recommendations for best practices for integrating those students into regular education music classes. The researcher assessed current studies on educating students with EBDs, inclusivity, best practices in educating SPED students, and challenges to mainstreaming SPED students for validity. Creswell notes that qualitative validity requires the researcher to check for the accuracy of various findings by employing specific procedures.²² The current study triangulated information found in different sources by examining evidence from existing studies to identify common themes.

After identifying valid and appropriate studies, the researcher organized data into different types depending on the source. Next, the researcher read the current studies for common themes and used sources found within those studies to delve more deeply into the research. The researcher then coded the data by identifying common themes. A description of

²¹John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Thousand Oaks, CA: SAGE Publications, Inc, 2021). 18.

²² Creswell, 2021.

these themes was generated while attempting to identify complex theme connections. Current studies were also evaluated, and limitations were noted.

Once common themes were identified, the data was interpreted by comparing the findings of various studies within a common theme. Practical strategies for inclusion and unique challenges were then identified. Current studies were also evaluated for limitations, and additional studies were sought to address these limitations.

Best practices identified in multiple sources were shared in the report. Additionally, the findings of specific studies were generalized and explicitly applied to elementary self-contained students with EBDs when appropriate. The researcher remained aware of bias throughout the process, and reflexivity was constantly evaluated to identify any bias.

Summary

Music educators in traditional school settings may encounter specific challenges while teaching music to students with emotional and behavioral disorders (EBDs) who are placed in regular education classes. These students require individualized attention and support, which can be difficult to provide within a standard educational framework. This study investigates primary music teachers' barriers while integrating self-contained students with EBDs into regular music classes. This research is significant because music teachers often feel overwhelmed when trying to meet the unique needs of these students while simultaneously adhering to their individualized education programs (IEPs) and behavior intervention plans (BIPs).

Chapter Two: Review Of The Literature

Introduction

This chapter reviews current literature regarding inclusive practices for elementary students with EBDs. To cover the many aspects of this topic, this literature review will consist of six sections. The first section will consider literature regarding current practices in educating students with EBDs. The second section will review the literature on social inclusion practices. The third section will review the literature on the importance of collaboration for successful inclusion. The fourth section will review the current literature on using Culturally Relevant Teaching (CRT) when teaching students with EBDs in the music classroom. The fifth section will address theories of musical intelligence. The sixth section will review the literature on the correlation between trauma and students with EBDs. Finally, the seventh section will review the literature on barriers and challenges to including EBDs in regular education music classes.

Current Practices

Adherence to federal legislative guidelines is paramount when accommodating students who receive special education services. It is worth noting that before the 1950s, no laws in the United States provided funds or mandated education for professionals working with students with special needs. However, it is essential to recognize that these children were partially included in education. Nevertheless, the absence of specific laws led to uncertainties regarding their access to public education, further exacerbating their already marginalized status. Following is a summary of the legislation that significantly impacted educating students with special needs, paving the way for a more inclusive and equitable education system.

Federal Legislation

During the 1950s and 1960s, multiple organizations and family associations emerged to advocate for the rights of students with special needs. These groups were instrumental in securing the first federal legislation that provided training for professionals who worked with students with special needs. The Elementary and Secondary Education Act (PL 89-10) and the State Schools Act (PL 89-313) were passed in 1965, granting states funds to help educate children with disabilities. Three years later, the Handicapped Children's Early Education Assistance Act of 1968 funded early childhood intervention services for students with special needs. The Rehabilitation Act of 1973 marked the first federal funding linked to the integration of those with special needs, requiring schools to make building accommodations to provide access for students with disabilities. Additionally, the Education for All Handicapped Children Act of 1975 established the right of children with disabilities to receive a free, appropriate public education. It provided state and local education agencies with funds to comply with the new requirements.

The Individuals with Disabilities Act (IDEA) is a federal law that has been instrumental in improving the quality of education for individuals with disabilities. The law has been particularly effective in preparing them for independent living.¹ A key strategy that has been introduced to achieve this objective is the development of individualized transition plans. Under this approach, special education teachers work closely with their students to identify their strengths and weaknesses and create a plan tailored to their needs. The goal is to help students acquire the skills to transition into adulthood and live independently.

¹ McGuire and Meadan, 2022.

To ensure that special education teachers are equipped to deliver high-quality education, the Act was amended in 2004 to require teachers to undergo specific training. This training aims to help teachers understand the unique needs of their students and how to address them effectively. In addition, the amendments require that students with disabilities participate in standardized testing, ensuring that they are held to the same academic standards as their non-disabled peers. By providing a more comprehensive approach to education, the Individuals with Disabilities Act has helped to improve the lives of countless individuals with disabilities, enabling them to reach their full potential and lead independent and fulfilling lives.

The Individuals with Disabilities Education Act (IDEA) is a federal law that governs the education of students with disabilities in the United States. One of the key provisions of this law is the least restrictive environment (LRE) concept, which requires that students with disabilities should receive education in settings that allow them to be with their non-disabled peers to the greatest extent possible. For students with EBDs, this means they should be educated in an environment that is least restrictive but most suitable for their specific needs. In modern classrooms, this is often achieved through social inclusion, where students with EBD are integrated into mainstream classrooms to learn alongside their peers. This approach provides a more inclusive and supportive learning environment for all students, regardless of their abilities.

Inclusive Practices

According to Stacy McGuire and Hedda Meadan, children with disabilities should be included in classroom and school communities to promote social inclusion and given equal opportunities to participate actively in social activities with typically developing peers. Moreover, they should have the chance to develop reciprocal and positive relationships with both

peers and adults..² Current research indicates that general educators primarily teach many students with EBD, and some students with EBD spend more than 80% of their school day in the general education setting.³ Christopher Lanterman et al. found an increase in the number of students who were placed in inclusive classrooms in the ten years from 2007 to 2017.⁴ Lanterman et al. found, "Classroom strategies such as self-management, which uses a combination of multiple strategies that can include student-led goal setting, self-monitoring and self-reinforcement of the desired behavior and the Good Behavior Game (GBG), which uses group dynamics including competitiveness and peer-pressure to decrease problem behaviors, are both shown to be effective for increasing on-task and decreasing disruptive behaviors."⁵

Despite this high percentage of students with EBD placed in a general education setting, Justin Garwood et al. found, "Results from 55 studies indicate a declining focus on intervention research for students with EBDs in the last ten years (2010–2019)."⁶ McGuire and Meadan also found that many students with EBD are often suspended for their behaviors, which leads to increased academic deficits for these students.⁷ Such academic deficits were also noted in many other studies by researchers such as Garwood et al., who found, "Students with EBDs

²Roberta L. Woodgate et al., "How Do Peers Promote Social Inclusion of Children with Disabilities? A Mixed-Methods Systematic Review," *Disability and Rehabilitation* 42, no. 18 (March 24, 2019): 2553–2579, <https://doi.org/10.1080/09638288.2018.1561955>.

³ Stacy N. McGuire and Hedda Meadan, "General Educators' Perceptions of Social Inclusion of Elementary Students with Emotional and Behavioral Disorders," *Behavioral Disorders* 48, no. 1 (February 28, 2022): 16-28, <https://doi.org/10.1177/01987429221079047>.

⁴ Christopher Lanterman et al., "Expanding the Gaze and Moving the Needle: Inclusion for Students with EBD," *Preventing School Failure: Alternative Education for Children and Youth* 65, no. 3 (January 29, 2021): 185–193, <https://doi.org/10.1080/1045988x.2020.1852526>.

⁵ Ibid

⁶ Justin D. Garwood, Corey Peltier, Tracy Sinclair, Heather Eisel, John W. McKenna, and Kimberly J. Vannest. *A Quantitative Synthesis of Intervention Research Published in Flagship EBD Journals: 2010 to 2019*. Vol. 47. Los Angeles, CA: SAGE Publications, 2021. P. 14

⁷ McGuire and Meadan, 2022.

consistently underperform across all major academic areas, including reading, writing, mathematics, social studies, and science."⁸ Research conducted by Sheaffer et al. found not only academic deficits but also a lack of growth for students with EBD, noting, "Due to the bidirectional association between academics and behavior, students with or at risk of EBD are often characterized by low academic achievement in reading and math with little to no growth over time."⁹

Gender Differences

Current research also indicates gender differences in SPED students, including those with EBD. According to Sheaffer et al., "findings show that girls with or at risk of EBD were rated by their teachers as having poorer social skills, lower academic competence, and worse behavior than their male counterparts. Simply put, teachers viewed males and females with problem behavior differently despite similar classroom behaviors."¹⁰ Sheaffer et al. posit that teachers may respond differently to problem behavior by student gender due to specific assumptions about these behaviors and gender norms, as there is an association between teachers' perceptions and teacher behavior.

Culturally Relevant Teaching

Culturally relevant teaching (CRT) is a teaching approach that is currently being used to educate students with EBDs. This approach involves integrating the students' cultural background into the teaching process, aiming to make learning more meaningful and engaging for them. By doing so, students can better relate to what is being taught, leading to improved

⁸ Garwood *et al.*, P14.

⁹ Amanda W. Sheaffer et al., "Classroom Behavior of Students with or at Risk of EBD: Student Gender Affects Teacher Ratings but Not Direct Observations," *Behavioral Disorders* 46, no. 2 (March 13, 2020): 97, <https://doi.org/10.1177/0198742920911651>.

¹⁰ *Ibid.*, 103

academic outcomes and reduced behavioral issues in the classroom.¹¹ Christina Sisson notes, "Culturally relevant teaching (CRT) is one possible approach that can be used to meet these students' needs in the music classroom because CRT encourages high levels of achievement while acknowledging and affirming students' cultural identities."¹² According to Sisson, using CRT with students with EBDs can aid in the process of creating a tolerant and accepting space where students can openly share personal experiences and celebrate their diverse cultures.¹³ Similarly, Karen Salvador, Allison Paetz, and Abby Lewin-Zeigler note the importance of contemplating the process of social justice, taking it out of the graduate classroom, and creating it in the world.¹⁴

Section Two: Social Inclusion

Challenging behaviors among students are a common occurrence in schools, but those with emotional and behavioral disorders (EBD) display a range of behaviors that go beyond what is typically observed. These behaviors may manifest as externalizing actions like aggression, impulsivity, and vandalism or internalizing behaviors such as anxiousness and withdrawal.¹⁵ Their conduct can make navigating the school environment challenging, including attending to

¹¹ Christina J. Sisson, "Culturally Responsive Teaching as a Method for Teaching Students with Emotional/Behavioral Disorders in the Music Classroom." *Update: Applications of Research in Music Education* 40, no. 2 (2021): 66–74.

¹² *Ibid.*, 68

¹³ *Ibid.*

¹⁴ Karen Salvador, Allison Paetz, and Abby Lewin-Zeigler. "Being the Change: Music Teachers' Self-Reported Changes in Mindset and Practice." *Update: Applications of Research in Music Education* 39, no. 1 (2020): 17-26.

¹⁵ McGuire and Meadan, 2022.

academic instruction, complying with educator directions, or feeling comfortable and secure in their surroundings.¹⁶ Social inclusion can address the unique needs of students with EBDs.

According to data from Illinois, 36% of elementary students with Emotional and Behavioral Disorders (EBD) spend over 80% of their school day in general education settings, while 16% spend between 40% to 79% of their day in such settings.¹⁷ McGuire and Meadan posit, "Given the number of students with EBD who are educated in elementary general education settings, effective inclusive environments should be established."¹⁸ Although there are clear benefits to social inclusion, Helen Benstead found, "current educational models sometimes value academic achievement (i.e., general inclusion) over social inclusion."¹⁹ In social inclusion, the micro-system, which refers to the inclusive classroom, is pivotal in determining the academic success or failure of students diagnosed with emotional and behavioral disorders (EBD).²⁰ This underscores the importance of creating an inclusive learning environment that caters to the unique needs of such students.

The micro-system, or individual classroom, is considered a crucial component of the educational ecosystem, and it is, therefore, imperative that educators and other stakeholders pay close attention to the factors that contribute to its effectiveness.²¹ By understanding the role of

¹⁶ Timothy J. Landrum and Melody Tankersley, "Emotional and Behavioral Disorders in the New Millennium: The Future Is Now," *Behavioral Disorders* 24, no. 4 (August 1999): 319–30, <https://doi.org/10.1177/019874299902400404>.

¹⁷ U.S. Department of Education. (2021). *Child count and educational environments* [Data set]. IDEA Section 618 Data Products: State Level Data Files. <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bcc>

¹⁸ McGuire and Meadan. P17.

¹⁹ Helen Benstead. (2019). Exploring the relationship between social inclusion and special education needs: Mainstream primary perspectives. *Support for Learning*, 34(1), 36. <https://doi.org/10.1111/1467-9604.12234>

²⁰ McGuire and Meadan. 2022

²¹ Ibid.

the micro-system and developing strategies to enhance its impact, stakeholders can ensure that students with EBD receive the support and resources they need to achieve their full potential. In a classroom context, certain behaviors, such as social withdrawal, may lead to the social isolation of students. For individuals diagnosed with EBD, interpreting social cues and norms can be challenging, potentially resulting in inappropriate responses in certain situations.²² Consequently, developing a comprehensive understanding of students' social and emotional needs with EBD is crucial to ensure that appropriate interventions are implemented.²³

According to studies by Farmer, et al., students with EBD often display challenging behaviors and have trouble forming relationships.²⁴ This can present a significant challenge for elementary school teachers, who may struggle to manage these behaviors effectively. Additionally, it can complicate the students' education and hinder their social inclusion.²⁵ Therefore, effective models of social inclusion for students with EBD are needed.²⁶

Section Three: Collaboration

Collaboration with Paraprofessionals

Collaboration between classroom teachers and paraprofessionals is a critical aspect of creating an inclusive and supportive learning environment for students with emotional and behavioral disorders. Paraprofessionals play a pivotal role in providing comprehensive academic and behavioral support to these students, helping them to succeed in their studies and personal

²² McGuire and Meadan, 2022.

²³ Ibid.

²⁴ Thomas W. Farmer et al., "Social Dynamics Management: What Is It and Why Is It Important for Intervention?," *Journal of Emotional and Behavioral Disorders* 26, no. 1 (February 13, 2018): 3–10, <https://doi.org/10.1177/1063426617752139>.

²⁵ Ibid.

²⁶ Ibid.

growth.²⁷ They offer valuable guidance in managing students' behavior and provide essential educational assistance that helps create a safe and nurturing environment for learning. The dual role of paraprofessionals is particularly vital, as students with emotional and behavioral disorders require specialized attention and guidance to thrive academically and socially. Providing educational and behavioral support, paraprofessionals significantly contribute to students' academic and personal success in special education classes.

Educators have the responsibility to prevent, manage, and respond to the disruptive behavior of students in order to minimize classroom disruption and maximize academic instruction. Dealing with students who exhibit disruptive behavior can be a challenging task for school staff, and it can have negative effects on the classroom environment; however, it is important to handle these situations in a way that prioritizes academic instruction while minimizing classroom disruption."²⁸ Paraprofessionals in special education possess valuable insights into the needs of students with emotional and behavioral disorders. Their extensive experience with these students enables them to identify potential triggers that can lead to emotional outbursts and implement tailored interventions and de-escalation techniques to promote a positive outcome for each student. Hendrix et al. found, "trained paraprofessionals may be able to devote more time than teachers to carrying out interventions with fidelity, relieving teachers of these time-consuming duties. This may be particularly important in a general education classroom with many students."²⁹

²⁷ Grimsby, 2020.

²⁸ Nicole M. Hendrix, Samantha M. Vancel, Allison L. Bruhn, Sara Wise, and Sungeun Kang. "Paraprofessional Support and Perceptions of a Function-Based Classroom Intervention." *Preventing School Failure* 62, no. 3 (2018): 214-228.

²⁹ *Ibid.*, 219.

Research indicates that including paraprofessionals to aid students with EBDs in music classrooms can be advantageous.³⁰ However, adequate training and support are imperative to ensure their effectiveness. The existing literature suggests that paraprofessionals' contributions depend on their knowledge, skills, and competence in working with students with EBD.³¹ Therefore, investing in their professional development is essential to ensure they provide quality assistance to students with EBD in music classes. Howard Wills, Rose Mason, Emily Gregori, and Melissa Veatch studied effective training strategies and ways to increase accountability through self-monitoring for paraprofessionals.³² They found that "identifying effective and efficient approaches to paraprofessional training that can be implemented during ongoing routines and with limited teacher support is critical to improving paraprofessional implementation fidelity and student outcomes."³³ According to the authors, interventions that do not adhere to a high fidelity level can negatively impact student success.

Collaboration Between Music Teachers and Special Educators

Current research highlights the crucial role of collaboration between music teachers and special educators in meeting the needs of students with disabilities.³⁴ Students sometimes require education in a self-contained environment due to their profound needs. However, the Individuals with Disabilities Education Act (IDEA) mandates that such students have opportunities to socialize with their same-age peers. In such instances, inclusion in special content areas such as

³⁰ Grimsby, 2020.

³¹ Ibid.

³² Howard P. Wills, Rose Mason, Emily Gregori, and Melissa Veatch. "Effects of Self-Monitoring on the Praise Rates of Paraprofessionals for Students with Emotional and Behavioral Disorders." *The Elementary School Journal* 119, no. 4 (2019): 562-579.

³³ Ibid., 567.

³⁴ Grimsby, 2020.

music provides a valuable opportunity for such integration. By leveraging music education, these students can develop their skills, engage with their peers, and achieve their developmental goals. Unfortunately, research conducted by Ellary A. Draper, Laura S. Brown, and Judith A. Jellison found, "when students with severe disabilities are in regular classrooms, they have limited access to the regular curriculum and participation is often limited to interactions with paraprofessionals, not peers."³⁵ To facilitate interaction between students with severe disabilities and typically developing classmates, the authors collaboratively designed, implemented, and evaluated interaction guidelines. These researchers found that "although the students with disabilities needed different kinds of support, they were capable of participating in a wide range of music activities and interacting with their typical classmates."³⁶ It has been observed that a significant number of music educators do not feel equipped to teach students with special needs. Rachel Grimsby conducted a study that revealed that music educators often lack sufficient training and support to work with students with special needs, mainly due to the lack of planning time and the unavailability of professional development programs that could aid them in overcoming these challenges.³⁷

Collaboration in IEP Meetings

According to recent research, music teachers are frequently not included in Individualized Education Program (IEP) meetings, indicating a need for a greater level of

³⁵ Ellary A. Draper, Laura S. Brown, and Judith A. Jellison. "Peer-Interaction Strategies: Fostering Positive Experiences for Students with Severe Disabilities in Inclusive Music Classes." *Update: Applications of Research in Music Education* 37, no. 3 (2019): 29.

³⁶ Draper *et al.* 33.

³⁷ Rachel Grimsby, "Anything is Better than Nothing!" Inservice Teacher Preparation for Teaching Students with Disabilities." *Journal of Music Teacher Education* 29, no. 3 (2020): 77-90.

collaboration between regular education and special education teachers.³⁸ A study conducted by Kimberly McCord and Emily Watts revealed that, over the past two decades, there has been only a minor increase in the involvement of music educators in the IEP development process.³⁹ McCord and Watts also found that music educators often lacked training in assistive technology for students with special needs.⁴⁰ These researchers also revealed that a majority of music teachers who instruct students with Individualized Education Programs (IEPs) felt left out of the IEP process, with more than half of the respondents cited either not receiving an invitation to attend the IEP meeting or not being informed of the specific meeting time as the reason for their exclusion.⁴¹ A similar study conducted by Sara Jones, consisting of 179 music teachers in Wisconsin, found that "music teachers indicated that many of them do not have access to student IEPs and that student IEP goals and objectives typically lack relevance to the music classroom."⁴²

Section Four: Culturally Relevant Teaching

One common theme found in research on students with EBD in music classrooms is the use of culturally relevant teaching (CRT). Many educators recognize that the achievement gap among students from different races, cultures, ethnicities, and language backgrounds, which results in a higher proportion of such students being enrolled in special education and inclusion

³⁸ Kimberly A. McCord, and Emily H. Watts. "Music Educators' Involvement in the Individual Education Program Process and Their Knowledge of Assistive Technology." *Update: Applications of Research in Music Education* 28, no. 2 (2010): 79–85.

³⁹ Ibid.

⁴⁰ Ibid.

⁴¹ Ibid.

⁴² Sara K. Jones, "We Teach the Child, Too: A Survey of Wisconsin Music Educators' use of IEPs." *Update: Applications of Research in Music Education* (2023): 875512332311708.

programs, is primarily due to the lack of connection between teachers and their students.⁴³ This disconnect between students' and teachers' cultures may be resolved with CRT, which helps teachers address classroom diversity. Christina Sisson states, "Becoming a culturally responsive teacher requires becoming culturally competent, designing culturally relevant curricula, demonstrating cultural caring, building a community of learners, and maintaining high expectations for students."⁴⁴

Culturally Relevant Teaching to Students with EBD

To support students with an emotional or behavioral disorder (EBD), implementing various components of CRT can significantly enhance their success. Such components may consist of employing proven social skills instruction, fostering a sense of equity within the classroom, promoting a disciplined yet supportive atmosphere, regularly tracking progress, cultivating a collaborative learning community, offering prompt and constructive feedback, encouraging active participation in class discussions, and recognizing any gaps in students' skill sets.⁴⁵ Additionally, CRT encourages teachers to demonstrate care and respect for their students' cultures.⁴⁶ To demonstrate cultural sensitivity, educators must create a secure and nurturing academic environment that meets their students' physical and emotional needs.⁴⁷

⁴³ Griner A. C., Stewart M. L. (2013). Addressing the achievement gap and disproportionality through the use of culturally responsive teaching practices. *Urban Education*, 48(4), 585–621. <https://doi.org/10.1177/0042085912456847>

⁴⁴ Sisson, P.67.

⁴⁵ Gwendolyn Cartledge and Lefki Kourea, "Culturally Responsive Classrooms for Culturally Diverse Students with and at Risk for Disabilities," *Exceptional Children* 74, no. 3 (April 2008): 351–71, <https://doi.org/10.1177/001440290807400305>.

⁴⁶ Cartledge and Kourea, 2008.

⁴⁷ Ibid.

Culturally Relevant Teaching in the Music Classroom

Music teachers must remember that CRT's tenants go beyond simply adding multicultural songs to a concert: incorporating various genres of music into the curriculum is crucial.⁴⁸ While sustaining and propagating the Western art tradition is imperative, music educators should also know and incorporate other musical styles into classroom instruction.⁴⁹ Teaching CRT involves several vital elements. First, it requires educators to take the time to learn about the various cultures represented in the classroom.⁵⁰ Second, they must develop curricula that consider their students' different learning styles and cultural backgrounds.⁵¹ They must also demonstrate high cultural caring towards their students.⁵² Fourthly, they should develop a learning community that encourages student contributions and encourages open communication.⁵³ Finally, educators must maintain high expectations for all students.⁵⁴ Educators can create an inclusive and supportive classroom environment for all students by incorporating these five elements into their teaching practices.

Educators attuned to cultural diversity must also be mindful of potential bias towards students based on their cultural, racial, or gender identities. It is important to remember that there is no one-size-fits-all approach to teaching and that traditional mainstream methods are just one

⁴⁸ Cartledge and Kourea, 2008.

⁴⁹ Ibid.

⁵⁰ Geneva Gay, "Preparing for Culturally Responsive Teaching," *Journal of Teacher Education* 53, no. 2 (March 2002): 106–16, <https://doi.org/10.1177/0022487102053002003>.

⁵¹ Ibid.

⁵² Ibid.

⁵³ Ibid.

⁵⁴ Ibid.

of many options available to those in the classroom.⁵⁵ According to Gay, pedagogy must be tailored to accommodate students' learning styles and cultural backgrounds to cater to their unique needs.⁵⁶ Benham further elaborates that teachers must adapt and modify their teaching approach to engage students from diverse cultures and communities effectively.⁵⁷ This requires teachers to invest time in learning about their students' backgrounds and understanding their experiences beyond the classroom.⁵⁸ Teachers should utilize students' cultural backgrounds and experiences to enhance their knowledge, academic achievements, and cultural scaffolding.⁵⁹

All students must receive a high-quality music education. CRT may offer practical tools to engage students with emotional and behavioral disorders.⁶⁰ Teaching students with EBDs can be challenging. However, using CRT techniques can help meet these students where they are and increase their interest in the subject.⁶¹ According to Sisson, "Something must be done to bridge the cultural gap between teachers and students, and CRT may be the answer to reaching all students in the music classroom."⁶²

⁵⁵ Gay, 2002.

⁵⁶ Ibid.

⁵⁷ Stephen Benham, "Being the Other Adapting to Life in a Culturally Diverse Classroom," *Journal of Music Teacher Education* 13, no. 1 (September 2003): 21–32, <https://doi.org/10.1177/10570837030130010104>.

⁵⁸ Kevin Mixon, "Engaging and Educating Students with Culturally Responsive Performing Ensembles," *Music Educators Journal* 95, no. 4 (May 29, 2009): 66–73, <https://doi.org/10.1177/0027432109335479>.

⁵⁹ Gay, 2002.

⁶⁰ Sisson, 2021.

⁶¹ Ibid.

⁶² Ibid., p. 72.

Section Five: Music and Intelligence Theories

Garner's Theory of Multiple Intelligences

Musical intelligence refers to abilities that involve processing pitches, patterns, and rhythms in the context of musical creation, performance, and appreciation.⁶³ Howard Gardner's theory of multiple intelligences (MI) recognizes eight distinct domains of human inquiry, each with its own symbol system: linguistic, logical-mathematical, visual-spatial, naturalist, bodily-kinesthetic, interpersonal, intrapersonal, and musical.⁶⁴ These theories fall under the purview of "systems theories of intelligence," which aim to explain human intelligence as a complex system of mental representations, structures, and processes that interact to produce intelligent behavior.⁶⁵ Gardner established specific criteria for considering an intelligence, such as the presence of core operations, a unique symbol system, developmental progression throughout the lifespan, the potential for isolation resulting from brain damage, an evolutionary history, the existence of prodigies/savants, support from experimental psychology, and support from psychometric analysis.⁶⁶

Sternberg's Theory of Successful Intelligence

Another noteworthy concept in the field of intelligence, first proposed in 1997 and further developed in 2020, is Sternberg's theory of successful intelligence. According to this theory, intelligence can be broken down into four essential skills that work in tandem to achieve success:

⁶³ Howard Gardner, *Multiple Intelligences: The Theory in Practice* (New York, NY: Basic Books, 1993).

⁶⁴ Ibid.

⁶⁵ Ibid.

⁶⁶ Ibid.

creative, analytical, practical, and wisdom-based skills.⁶⁷ Creative skills involve generating original and innovative ideas, while analytical skills ensure that these ideas are logically and conceptually sound.⁶⁸ Practical skills are essential for successful implementation and persuasion, allowing individuals to implement their ideas and achieve their goals.⁶⁹ Finally, wisdom-based skills balance personal and interpersonal interests, considering the long-term consequences and ethical implications of decisions to achieve the common good.⁷⁰

Commonalities Between Gardner and Sternberg

Historically, Gardner and Sternberg's theories have often been perceived as competing with one another.⁷¹ However, Sternberg posits that the two theories are actually compatible in many ways.⁷² There have been instances where they have been integrated into a program that teaches practical intelligence in an academic setting.⁷³ Furthermore, they can even be seen as compatible with psychometric theories, as it is evident that the psychometric general factor, known as "g," is mainly comprised of linguistic, logical-mathematical, and spatial intelligence in Gardner's theory and of analytical processes in Sternberg's theory.⁷⁴

⁶⁷ Robert J. Sternberg, "The Augmented Theory of Successful Intelligence," *The Cambridge Handbook of Intelligence*, December 31, 2019, 679–708, <https://doi.org/10.1017/9781108770422.029>.

⁶⁸ Ibid.

⁶⁹ Ibid.

⁷⁰ Ibid.

⁷¹ Ibid.

⁷² Ibid.

⁷³ Wendy M. Williams et al., "Practical Intelligence for School: Developing Metacognitive Sources of Achievement in Adolescence," *Developmental Review* 22, no. 2 (June 2002): 162–210, <https://doi.org/10.1006/drev.2002.0544>.

⁷⁴ Ibid.

Assessment of Musical Ability

In 1915 and 1938, Seashore and Saetveit conducted a study to assess people's musical abilities. To this end, they drew heavily on James McKeen Cattell's 1890 attempt to measure musical skills psychically, however their test was not based on any comprehensive musical ability or intelligence theory.⁷⁵ Instead, it relied on Seashore's intuitive understanding of musical ability. Their devised test included a series of tasks designed to test different aspects of musical aptitude. These tasks included discriminating between pitches, intensity, consonance/dissonance, timing, and the ability to recall tonal sequences. In addition to these tests, the researchers conducted other assessments to measure timbre, rhythm, musical memory, emotional reactions, and self-expression in music. Overall, Seashore and Saetveit's study was a significant early attempt to measure musical abilities more systematically and scientifically.⁷⁶ By devising a series of tests that could be used to assess different aspects of musical aptitude, they helped pave the way for future research in this area.⁷⁷

Lily Law and Marcel Zentner introduced the Profile of Music Perception Skills, a modern test that disregards the traditional theoretical approach.⁷⁸ This test includes distinct subtests that evaluate perceptual musical skills, such as tonal perception, which involves melody and pitch; qualitative perception, which provides for timbre and tuning; temporal perception, which requires rhythm, rhythm-to-melody, accent, and tempo; and dynamics perception, which assesses

⁷⁵ Williams et al, 2002.

⁷⁶ Ibid.

⁷⁷ Ibid.

⁷⁸ Lily N. Law and Marcel Zentner, "Assessing Musical Abilities Objectively: Construction and Validation of the Profile of Music Perception Skills," *PLoS ONE* 7, no. 12 (December 28, 2012), <https://doi.org/10.1371/journal.pone.0052508>.

loudness. The reliability of this test is commendable, and it also has reasonable predictive validity for specific aspects of musical skill.⁷⁹

The literature about the development of tests for musical abilities is similar to the early literature on the development of tests for intellectual abilities in that it lacks a solid theoretical foundation.⁸⁰ The intelligence tests established by Binet and Simon (1916) and Wechsler (1939), as well as their successors, were meticulously crafted through empirical means yet remained somewhat deficient in theoretical support.⁸¹ Williams et al. posit that it is only with the advent of the Cattell-Horn-Carroll (CHC) theory of intelligence that intelligence tests have generally become more firmly rooted in theory.⁸²

Musical intelligence can be seen as a combination of Gardner's (1983, 2011) theory of multiple intelligences and Sternberg's (1997) concept of successful intelligence.⁸³ Despite the common practice of grouping various musical abilities under the umbrella term of "musical intelligence," the underlying skills are quite diverse. Merely possessing the ability to sing does not necessarily mean that one is skilled at playing a specific musical instrument, and vice versa. These disparate abilities require distinct skills and knowledge, and it is essential to recognize and appreciate the unique strengths of each musician.⁸⁴

⁷⁹ Law and Zenter, 2012.

⁸⁰ Williams et al, 2002.

⁸¹ Ibid.

⁸² Williams, 2012..

⁸³ Ibid.

⁸⁴ Ibid.

Becoming a versatile musician requires developing creative, analytical, practical, and wisdom-based musical intelligence.⁸⁵ Williams et al. posit that these different aspects of musical thinking and performance are essential for a well-rounded understanding of music.⁸⁶ Similarly, musical scholarship involves utilizing these distinct facets to generate fresh insights, analyze works, and communicate ideas practically and engagingly, deepening the audience's appreciation.⁸⁷

Section Six: Trauma and EBDs

The impact of trauma on children can be significant, even if diagnostic criteria for trauma-related disorders are not met.⁸⁸ While some children may not consciously realize that they have experienced trauma, they may still exhibit out-of-control behavior that is influenced by deep-seated emotions such as anger, shame, and fear.⁸⁹ In cases where students have been diagnosed with an emotional/behavioral disorder (EBD), specialized interventions within the music classroom may be necessary to address their behavioral challenges. By providing a safe and supportive environment that incorporates tailored interventions, music educators can assist students in coping with their trauma and emotions productively.

⁸⁵ Williams, 2012.

⁸⁶ Ibid.

⁸⁷ Ibid.

⁸⁸ Center for Substance Abuse Treatment. (2014). *Trauma-informed care in behavioral health services* (Treatment Improvement Protocol (TIP) Series, No. 57). Substance Abuse and Mental Health Services Administration (US).

⁸⁹ Susan E. Craig, *Reaching and Teaching Children Who Hurt Strategies for Your Classroom* (Baltimore, MD: Paul H. Brookes Pub., 2008).

Trauma Responses

The Substance Abuse and Mental Health Services Administration (SAMHSA) defines individual trauma as resulting from "an event, series of events, or set of circumstances that are experienced by an individual as physically or emotionally harmful or life-threatening and that have lasting adverse effects on the individual's functioning and . . . well-being."⁹⁰ Children who do not have caring adults to provide for their basic survival needs or to help them develop healthy self-regulation skills may develop maladaptive behavior patterns and become unable to cope with fight, flight, or freeze responses.⁹¹ This can result in disorganized and hypervigilant behavior, leading to aggressive, explosive, or withdrawn behaviors, and may result in behavioral needs. The severity of the trauma response can be influenced by various factors such as the environment, duration, recurrence, and relationship to the perpetrator.⁹² It is worth noting that not all children who experience a traumatic event will inevitably develop trauma, however, the severity of the response can be influenced by various factors. It is, therefore, essential to consider these factors when evaluating the risk of trauma in children who have undergone traumatic experiences.

Trauma reactions are intense emotional responses that specific stimuli can trigger. These stimuli can be similar to behaviors typically exhibited by students with emotional and behavioral disorders. The stimuli activate memories associated with past traumatic events, which can manifest in various ways due to the brain's dysregulation of emotional, memory, and wise

⁹⁰ Substance Abuse and Mental Health Services Administration. (2014). *SAMHSA's concept of trauma and guidance for a trauma-informed approach*. SAMHSA. P.7.

⁹¹ Peter A. Levine and Maggie Kline, *Trauma-Proofing Your Kids: A Parents' Guide for Instilling Confidence, Joy and Resilience* (Berkeley, CA: North Atlantic Books, 2008).

⁹² Jerome Kroll, "Posttraumatic Symptoms and the Complexity of Responses to Trauma," *JAMA* 290, no. 5 (August 6, 2003): 667, <https://doi.org/10.1001/jama.290.5.667>.

centers.⁹³ These symptoms can extend beyond those included in the diagnosis of posttraumatic stress disorder (PTSD), therefore, some researchers have proposed expanding the diagnosis of trauma-related psychological disorders.⁹⁴ One such proposal is developmental trauma disorder, which may apply to children with severe trauma histories.⁹⁵

Children may experience physical and emotional trauma responses when they are reminded of their traumatic experiences, whether they are aware of the association or not.⁹⁶ This can cause their bodies and brains to react as if they are reliving the trauma. While triggers vary based on individual experiences, several common triggers occur in schools. Loud and chaotic classrooms, as well as tranquil spaces, can be overwhelming for some students.⁹⁷ Additionally, punishment can be a trigger, primarily if it replicates confinement punishments experienced at home.⁹⁸ By understanding these triggers, teachers can implement trauma-informed practices and avoid potentially harmful situations.

In children who have experienced trauma, the emotional brain tends to react before the rational brain has a chance to respond, resulting in challenging behaviors.⁹⁹ The effects of traumatic stress can manifest in a variety of ways, such as over or under-reactions and avoidance

⁹³ Erin E. Price, “Behavioral Strategies for Trauma-Informed Elementary General Music Education for Students with Emotional/Behavioral Disorders: A Review of the Literature,” *Update: Applications of Research in Music Education* 41, no. 2 (August 22, 2022): 38–47, <https://doi.org/10.1177/87551233221120235>.

⁹⁴ Price, 2022.

⁹⁵ Ibid.

⁹⁶ Jennings P. A. (2019). *The trauma-sensitive classroom: Building resilience with compassionate teaching*. W.W. Norton & Company.

⁹⁷ Bauman-Field, B. (2023). Trauma-Informed Classroom Management in Music Education: A Literature Review. *Update: Applications of Research in Music Education*, 0(0). <https://doi.org/10.1177/87551233231173149>

⁹⁸ Ibid,

⁹⁹ Ibid.

behaviors.¹⁰⁰ Children who have been exposed to trauma may exhibit noncompliance, disruptive behavior, withdrawal, sexually inappropriate behavior, and regression, which can sometimes lead to a diagnosis of an EBD.¹⁰¹ Traumatic reactions in the classroom may lead to an EBD diagnosis or an ED label due to explosive behaviors. It is possible for children who have experienced trauma to be labeled with an EBD or an ED label because of their explosive behavior in the classroom; however, this may occur without considering the possibility of a developmental trauma disorder.¹⁰² As a result, these children may be receiving an education under an EBD label that does not fully address the underlying issues related to their traumatic experiences.¹⁰³

Principles for Informed Trauma Care

The Institute on Trauma and Trauma Informed Care (ITTIC) established the following five critical principles for trauma-informed care:

- (a) safety, which involves meeting physical and emotional needs;
- (b) choice, which prioritizes individual control and decision-making;
- (c) collaboration, where power is shared in decision-making;
- (d) trustworthiness, which includes precise tasks, consistent communication, and interpersonal boundaries; and
- (e) empowerment, through validation, affirmation, and skill-building.¹⁰⁴

¹⁰⁰ Center for Substance Abuse Treatment. (2014). *Trauma-informed care in behavioral health services* (Treatment Improvement Protocol (TIP) Series, No. 57). Substance Abuse and Mental Health Services Administration (US).

¹⁰¹ Price, 2023.

¹⁰² Ibid.

¹⁰³ Price, 2023.

¹⁰⁴ Institute on Trauma and Trauma-Informed Care. (2015). *What is trauma-informed care?*. <http://socialwork.buffalo.edu/social-research/institutes-centers/institute-on-trauma-and-trauma-informed-care/what-is-trauma-informed-care.html>

These principles can be applied to managing classroom environments and de-escalating students with trauma histories and emotional needs. As trauma can lead to EBD diagnoses, teachers can best support students in these categories by creating an instructional environment that follows these principles.

Research has indicated that musical ability can endure through trauma and foster personal growth and communal bonds, therefore, it is paramount that all young music learners have access to secure and uplifting music education.¹⁰⁵ Educators can effectively address and mitigate disruptive behaviors by employing trauma-informed approaches, keeping students invested in their musical pursuits. A more profound comprehension of how trauma responses manifest in students can aid instructors in interpreting behaviors and selecting suitable interventions.¹⁰⁶ To enhance the understanding of music educators towards students with trauma histories, Price recommends that school systems provide training that includes psycho-education and secondary trauma processing skills as a universal support measure.¹⁰⁷ Further, Price acknowledges that while trauma-informed pedagogies are a developing field of study in music education, further research on behavioral interventions specifically tailored for students with EBD, from a trauma-informed perspective, can benefit both teachers and students in the music classroom.¹⁰⁸

¹⁰⁵ Bessel A van der Kolk, “The Neurobiology of Childhood Trauma and Abuse,” *Child and Adolescent Psychiatric Clinics of North America* 12, no. 2 (April 2003): 293–317, [https://doi.org/10.1016/s1056-4993\(03\)00003-8](https://doi.org/10.1016/s1056-4993(03)00003-8).

¹⁰⁶ Price, 2023.

¹⁰⁷ Ibid.

¹⁰⁸ Ibid.

Challenges for Music Teachers

Music classrooms can present a significant challenge for educators due to various factors. These include large class sizes, the inherent noise of musical instruction, and the need to balance time demands.¹⁰⁹ For elementary music teachers, seeing their students once or twice a week can make it difficult to establish consistent classroom management techniques or build strong teacher-student relationships, which are essential for effective management.¹¹⁰ Moreover, ensemble teachers may feel pressure to prioritize musical achievement over individual student behavior, particularly when preparing for public performances.¹¹¹ According to many music educators, managing problematic behaviors is one of the most challenging aspects of their job, and they often feel unprepared to handle these situations.¹¹² As such, music educators must develop practical classroom management skills before entering the field. Adopting a trauma-informed approach to classroom management could prove beneficial for both educators and students, especially given the likelihood of trauma-affected students in their classes.

Price notes that by understanding trauma-informed approaches in the context of music education, music teachers can shift from a negative perception of trauma to one of compassion.¹¹³ This shift can enable teachers to establish positive relationships with their students and help them build resilience. Music learning environments can play a crucial role in helping students with trauma and advanced behavioral needs develop resilience, which refers to

¹⁰⁹ Bauman-Field, 2023.

¹¹⁰ Ibid.

¹¹¹ Byo J. L., Sims W. L. (2015). Classroom management in music education. In Emmer E. T., Sabornie E. J. (Eds.), *Handbook of classroom management* (2nd ed., pp. 220–238). Routledge.

¹¹² Bauman-Field, 2023.

¹¹³ Price, 2023.

the ability to bounce back from stressful situations.¹¹⁴ Music teachers can help facilitate this by fostering strong relationships with their students and encouraging their involvement in arts programs.¹¹⁵ Ultimately, music can serve as a protective factor for students facing adversity.¹¹⁶

Section Seven: Barriers to Inclusion for Students with EBD

It is essential to recognize the challenges that arise in this endeavor to thoroughly analyze inclusive approaches for primary school students with EBDs. After conducting extensive research, seven significant impediments have been identified that hinder the implementation of inclusive practices. These barriers include inadequate training and preparation of administrators, the lack of prioritization, the absence of a common philosophy, a shared vision and mission, insufficient resources and funding, inadequate teacher training and coaching, and ineffective practices.

Inadequate Training of Administrators

Building-level administrators are responsible for overseeing all students' academic and behavioral progress. Unfortunately, a majority of these administrators lack sufficient training, knowledge, and understanding of students with disabilities, particularly students with EBD.¹¹⁷ According to Soares et al., only 12% of school principals across the United States felt comfortable teaching students with disabilities.¹¹⁸ In 2012, David Lynch and Richard Smith found that only 53% of principals had taken special education courses and only eight states

¹¹⁴ Price, 2023..

¹¹⁵ Ibid.

¹¹⁶ Ibid.

¹¹⁷ Denise A. Soares et al., "Practice-to-Research: Responding to the Complexities of Inclusion for Students with Emotional and Behavioral Disorders with Recommendations for Schools," *NASSP Bulletin* 106, no. 2 (May 9, 2022): 77–108, <https://doi.org/10.1177/01926365221097434>.

¹¹⁸ Ibid.

required pre-service principals to have any special education training.¹¹⁹ Even where training is mandated, the focus is typically on legal compliance rather than building capacity for effective instructional programs and climate to meet the needs of all students.¹²⁰ While administrators are responsible for ensuring equitable education for all students, without appropriate training in the legal and instructional needs of students with disabilities, they may struggle to provide access to the general education curriculum and national content standards for these students.¹²¹

Lack of Prioritization

Administrators hold many crucial roles as educational leaders, such as guiding instruction, assessing performance, enforcing discipline, overseeing operations, and providing training. Specifically, when it comes to students with EBDs, principals are tasked with managing their conduct and upholding order. This responsibility is vital to safeguard teachers' productivity and ensure uninterrupted learning.¹²² However, it can prove challenging for principals to balance the legal requirements of special education regulations with the challenges teachers face in managing EBD students in a mainstream classroom. Additionally, principals must set clear and realistic expectations for students with EBD's conduct.¹²³ With the increasing emphasis on inclusion, administrators must navigate these responsibilities while supporting teachers in

¹¹⁹ David Lynch and Richard Smith, "Teacher Education Partnerships: An Australian Research-Based Perspective," *Australian Journal of Teacher Education* 37, no. 11 (October 1, 2012), <https://doi.org/10.14221/ajte.2012v37n11.7>.

¹²⁰ Soares, 2022.

¹²¹ Antonis Katsiyannis and Greg Conderman, "Section 504 Policies and Procedures," *Remedial and Special Education* 15, no. 5 (September 1994): 311–18, <https://doi.org/10.1177/074193259401500506>.

¹²² Soares, 2022.

¹²³ Ibid.

implementing inclusive practices for all students. Failure to do so would render the concept of inclusion ineffective.¹²⁴

Absence of a Common Philosophy

Inclusive education is a complex and challenging process that requires the cooperation and collaboration of both general and special educators. However, differences in beliefs and approaches to education can divide these two groups, hindering the success of inclusive practices. General educators prioritize the needs and well-being of all students, while special educators focus specifically on supporting those with disabilities. This difference in priorities can lead general educators to question the feasibility of including students with EBD in mainstream classrooms due to concerns about potential disruptions and the ability of these students to keep up academically.¹²⁵ On the other hand, special educators advocate for inclusion and prioritize the individual needs of students with EBD.¹²⁶ Unfortunately, this divide can cause general education administrators to delegate all special education responsibilities to their colleagues and fail to promote collaboration between the two groups, which is necessary for successful inclusive education.¹²⁷ However, when a student with EBD is placed in a general education classroom, the general education administrator is ultimately responsible for ensuring the student's success and fostering an inclusive environment.¹²⁸

¹²⁴ Soares, 2022.

¹²⁵ William N. Bender, Cynthia O. Vail, and Kristen Scott, "Teachers Attitudes toward Increased Mainstreaming," *Journal of Learning Disabilities* 28, no. 2 (February 1995): 87–94, <https://doi.org/10.1177/002221949502800203>.

¹²⁶ Ibid.

¹²⁷ Soares, 2022.

¹²⁸ Ibid.

Insufficient Funding and Resources

Incorporating students with disabilities into the classroom is a task that requires significant resources and can be quite complex. This often includes having two instructors in a single classroom, scheduling co-planning sessions between teachers, and providing continued professional development with coaching and consultation. Despite the importance of these resources, federal funding for special education consistently falls short of the actual cost of educating students with disabilities, often amounting to less than 40%.¹²⁹ As a result, current funding is insufficient to provide a free appropriate public education (FAPE).¹³⁰

The cost of educating students with disabilities is estimated to be twice that of educating students without disabilities.¹³¹ However, districts must bear the additional expenses with state and local funding not explicitly earmarked for this purpose. Unfortunately, some states provide less funding for students placed in inclusive settings, believing those with less severe needs require less financial support. Yet, when students with disabilities are placed in inclusive settings with co-teachers, they often require more resources, not less.¹³²

Insufficient Teacher Training

The inclusion of students with emotional and behavioral disorders (EBD) in general education classes can be challenging and requires intensive and ongoing training for co-teachers. According to recent studies, teachers and administrators who have received adequate training

¹²⁹ Soares, 2022.

¹³⁰ Ibid.

¹³¹ Ibid.

¹³² Ibid.

and coaching reported that inclusion is possible.¹³³ However, pre-service teachers receive minimal or no training in basic classroom management strategies, evidence-based practices for classroom management, and specific strategies to work with students demonstrating specific and severe behaviors.¹³⁴ This lack of training results in insufficient knowledge of behavioral and academic evidence-based strategies for students with EBD and makes teachers feel unprepared and less confident in their ability to manage the classroom effectively.¹³⁵ Providing teachers with comprehensive training and support is therefore essential to improve their ability to include students with EBD in general education classes.¹³⁶

Ineffective Practices

In the field of education, research evidence plays a critical role in determining the best practices that educators should employ for effective teaching. However, the research available to guide teaching practices in inclusive settings with students who have emotional and behavioral disorders (EBD) is still minimal.¹³⁷ While a significant amount of research has been conducted on teacher perceptions and attitudes towards inclusion, the effectiveness of inclusive practices in improving academic performance and social skills remains a topic of debate among experts. This complexity makes it challenging to design a valid study that can accurately control for other

¹³³ Elizabeth Bettini et al., “Administrators’ Roles: Providing Special Educators with Opportunities to Learn and Enact Effective Reading Practices for Students with EBD,” *Beyond Behavior* 29, no. 1 (February 10, 2020): 52–61, <https://doi.org/10.1177/1074295620904024>.

¹³⁴ Andrea Flower, John William McKenna, and Christa D. Haring, “Behavior and Classroom Management: Are Teacher Preparation Programs Really Preparing Our Teachers?,” *Preventing School Failure: Alternative Education for Children and Youth* 61, no. 2 (October 11, 2016): 163–69, <https://doi.org/10.1080/1045988x.2016.1231109>.

¹³⁵ Ibid.

¹³⁶ Ibid.

¹³⁷ Soares, 2022.

factors that may influence outcomes beyond inclusion.¹³⁸ Despite this, both general and special education teachers are increasingly teaching more students with EBD in general education settings without adequate empirical support.¹³⁹

¹³⁸ Richard L. Simpson, "Inclusion of Students with Behavior Disorders in General Education Settings: Research and Measurement Issues," *Behavioral Disorders* 30, no. 1 (November 2004): 19–31, <https://doi.org/10.1177/019874290403000104>.

¹³⁹ Soares, 2002.

Chapter Three: Methodology

Music teachers in traditional educational settings often face distinct challenges when it comes to teaching music to self-contained students with emotional and behavioral disorders. These students require individualized attention and support, which can be challenging to provide in a regular education classroom. It is crucial to identify and address these challenges to promote teacher and student success. By doing so, an inclusive and effective learning environment can be created for everyone involved. This qualitative historical study aims to understand elementary music teachers' obstacles better when incorporating self-contained students with emotional and behavioral disorders into regular music classes.

Research Design

The qualitative historical design was implemented in the current study to delve into the intricacies of the challenges that elementary music teachers encounter when including students with emotional behavior disorders in a general education music class. According to Creswell, a qualitative research design is best suited for exploring multifaceted aspects of a social or human problem, where the research progresses from specific to general themes.¹ A qualitative design involves a back-and-forth movement between themes and findings that leads to the organization of more abstract units, resulting in a shift from inductive to deductive reasoning on the researcher's part.² To ensure a comprehensive account, the study examined multiple perspectives by intentionally selecting and scrutinizing documents to understand the research problem and questions, a fundamental aspect of qualitative design.³ A qualitative historical approach was

¹ John W. Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, fifth ed. (Los Angeles: SAGE, 2018), 4.

² *Ibid.*, 182.

³ *Ibid.*

employed due to the collection, examination, and use of existing literature to make predictions about the effectiveness of future interventions.⁴

The process for conducting this qualitative research study began with identifying the problem: the unique obstacles faced by music teachers when including lower elementary students with emotional behavior disorders in a general education music class. These students may require specialized attention and support, which can be challenging in a regular education classroom setting. It is vital to meticulously identify and address these challenges to ensure the success of both teachers and students in this environment. Following the formulation of research questions and corresponding hypotheses, existing literature was collected and reviewed to ensure its validity, credibility, and applicability to the current study.⁵ The remaining literature was analyzed and eventually used to make recommendations regarding the research questions.

Research Questions and Hypotheses

Research Question Number 1: In what ways can elementary music teachers create an inclusive environment for self-contained students with emotional and behavioral disorders?

Hypothesis Number 1: Elementary music teachers may create an inclusive environment for self-contained students with EBDs by implementing the student's specific behavior plan, engaging the student in de-escalation techniques, and utilizing in-class support of special education paraprofessionals.

Research Question Number 2: What types of challenges do music teachers face when creating an inclusive environment for self-contained students with EBDs?

⁴ Edward Hallett Carr, *What is History*, (New York, NY: Random House Inc., 1961), 35.

⁵ Creswell, 2018.

Hypothesis Number 2: Elementary music teachers likely face several challenges with integrating self-contained students with EBDs into regular education music classes, including a lack of training, challenges when collaborating with other school staff, and insufficient resources.

Process of Gathering Existing Literature

In the preliminary phases of this research endeavor, numerous theses, journal articles, and books about inclusive practices for students with emotional and behavioral disorders were meticulously examined. During this stage, the absence of research on inclusive practices in elementary school music classes became apparent. This revelation was disconcerting since, in elementary school, classes like art, music, and physical education are some of the few settings where self-contained special education students can interact with their regular education peers. Hence, it is clear that further investigation is imperative to address this specific area.

Upon thoroughly examining various theses, journal articles, and books, the researcher has identified six recurring themes about the topic at hand. These themes have been classified to ascertain commonalities and disparities. The first theme delves into current teaching methods for students with emotional and behavioral disorders. The second theme underscores the crucial role of social integration; the third theme accentuates the significance of collaborative efforts for comprehensive inclusion. The fourth theme explores the implementation of CRT in music education for students with EBDs. The fifth theme evaluates theories of musical intelligence. The sixth and final theme analyzes the relationship between trauma and students with EBDs.

Analysis of Sources

The researcher meticulously scrutinized a comprehensive list of articles on the education of self-contained students with emotional behavior disorders. While evaluating the initial list,

special attention was paid to the scholarly worth of each article. Older studies and studies lacking empirical evidence were excluded from further study to provide practical guidance and insights to contemporary classrooms. However, some older studies were included based on their relevance and ease of application to modern music classrooms. The researcher aimed to ensure that the studies chosen were practical and would offer relevant insights to educators looking to improve the education of self-contained students with emotional behavior disorders in music classrooms today.

Summary of Emerging Themes

Each theme included in the current study was intentionally selected to provide a comprehensive view of how self-contained students with EBDs are currently being educated and their ability to make logical applications specific to elementary music classes. This researcher began with the theme of current practices for including self-contained students with EBDs in regular education classes to identify best practices and current challenges. Additionally, effective inclusion practices for general education classes may be used to recommend inclusive practices for music classes. Regarding current practices, it is paramount that they comply with federal guidelines for educating exceptional children. Research from Lanterman et al. indicates an increasing trend in the number of special education students placed in inclusive classrooms from 2007 to 2017.⁶ In contrast, Garwood et al. found a declining focus on intervention research from 2010 to 2019.⁷ McGuire and Meadan considered the academic deficits created as students with EBDs are suspended for their behaviors.⁸ An additional area of concern regarding the current

⁶ Lanterman et al.

⁷ Garwood et al.

⁸ McGuire and Meadan.

practices in educating students with EBDs is the gender differences identified by Scheaffer et al., as teachers respond differently to the same behaviors of male and female students.⁹

The second theme identified in the review of current literature addresses social inclusion. Studies on the topic found that social inclusion strategies address many of the unique challenges faced by students with EBDs.¹⁰ Students diagnosed with this condition may find it challenging to adapt to a school environment; this can hinder their academic progress and negatively impact their overall well-being. Implementing social inclusion practices, however, can help create a sense of comfort and security for these students. By fostering an environment where they feel supported and included, teachers can better equip them to succeed academically and develop essential life skills. Helen Benstad discovered that specific systems prioritize academic development at the expense of social growth.¹¹ The literature included in this study underscores the need for stakeholders to ensure the success of the microsystem or individual classroom to meet the needs of students with EBDs.¹² The literature suggests that incorporating social inclusion practices can effectively address the needs of students with EBDs. By providing opportunities for these students to interact with their peers in a positive and inclusive environment, they can learn necessary social skills such as reading and interpreting social cues, understanding social norms, and forming meaningful relationships with others in their class.¹³

⁹ Scheaffer, 2020.

¹⁰ Woodgate, 2019.

¹¹ Benstad, 2019.

¹² Ibid.

¹³ Benstad, 2019.

Overall, social inclusion can help students with EBDs feel more accepted and valued, which can, in turn, improve their emotional well-being and academic performance.¹⁴

The third theme that emerged from a review of the current literature was the importance of collaboration when including self-contained students with EBDs in regular classrooms. Collaboration between classroom teachers and paraprofessionals is a crucial aspect of education that ensures students receive the necessary academic and behavioral support. SPED paraprofessionals play an essential role in creating a safe and nurturing environment for students, which fosters a positive learning experience.¹⁵ Teachers and paraprofessionals need to work together collaboratively to provide a well-rounded education that caters to the individual needs of all students. This approach ensures that each student receives the support and attention required to succeed academically and emotionally. Particularly when it comes to students with EBDs, special education teachers and music teachers need to establish clear communication channels. This will enable the music teachers to access the necessary resources and training to effectively support these students, ensuring they are not left behind and can participate fully in the educational experience.¹⁶ Research has revealed that a significant number of music educators are frequently disregarded in the process of Individualized Education Program (IEP) meetings and, in some instances, are not provided access to students' IEPs.¹⁷

The fourth theme identified in a literature review is the benefits of CRT for students with EBDs. The lack of connection between teachers and students can lead to an achievement gap

¹⁴ Benstad, 2019

¹⁵ Grimsby, 2022.

¹⁶ Ibid.

¹⁷ Jones, 2023.

among diverse students, resulting in over-representation in special education classes.¹⁸ Teachers aware of cultural diversity must also be mindful of potential bias towards students based on their cultural, racial, or gender identities. According to Gay (2002), teaching methodology should be tailored to accommodate students' learning styles and cultural backgrounds to meet their unique needs.¹⁹ Furthermore, teachers must adapt and modify their teaching approaches to effectively engage students from diverse cultures and communities. This requires investing time to learn about their students' backgrounds and experiences beyond the classroom.²⁰ Teachers should use students' cultural backgrounds and experiences to enhance their knowledge, academic achievements, and cultural scaffolding.²¹

Providing outstanding music education to every student is of paramount importance, however, for students who encounter EBDs, it can be particularly challenging to engage them in the subject matter. CRT offers a practical approach that can help overcome this hurdle. By implementing CRT techniques, educators can bridge the gap and inspire a greater interest in music among students with EBD. Despite the unique challenges in teaching this population, CRT can be a valuable tool for meaningfully connecting them with music education.

The fifth theme that emerges from an extensive review of current literature concerns intelligence theories and their relevance to musical intelligence. It is widely acknowledged that musical intelligence is a complex and multifaceted construct involving cognitive, perceptual, and motor skills.²² According to the literature, musical intelligence is often considered a blend of

¹⁸ Stewart, 2023.

¹⁹ Gay, 2002.

²⁰ Mixon, 2009.

²¹ Gay, 2002.

²² Williams, 2012.

Gardner's (1983, 2011) theory of multiple intelligences and Sternberg's (1997) concept of successful intelligence.

Despite the common practice of grouping various musical abilities under the umbrella term of "musical intelligence," the underlying skills are quite diverse. Musical abilities include singing, playing an instrument, composing, arranging, and improvising music. Each of these abilities requires distinct skills and knowledge, and it is essential to recognize and appreciate the unique strengths of each musician. Moreover, the literature highlights that the ability to sing does not necessarily guarantee proficiency in playing a particular musical instrument, and vice versa.²³ For instance, playing the guitar requires skills and knowledge different from playing the piano. Therefore, it is crucial to recognize the diversity of abilities in music to ensure effective musical education, assessment, and performance. The recognition of diverse skills in music is fundamental to understanding and fully developing musical intelligence. The theoretical framework of musical intelligence can provide a valuable tool for music educators, researchers, and performers to enhance their knowledge of this complex construct.

The sixth theme that emerged in a review of the literature was the need to address trauma in students with EBDs. When children experience trauma, the effects can be far-reaching and significant, even if they do not meet the diagnostic criteria for trauma-related disorders. Children may not always be consciously aware of the impact of the trauma they have experienced, however, their behavior may be characterized by intense emotions such as anger, shame, and fear. For students who have been diagnosed with an emotional/behavioral disorder (EBD), it may be necessary to provide specialized interventions within the music classroom to address their behavioral challenges. By offering a safe and supportive environment that includes customized

²³ Williams, 2012.

interventions, music educators can play a vital role in helping students cope with their trauma and emotions effectively.

Trauma reactions are strong emotional responses that certain stimuli can trigger. These stimuli may be similar to the behaviors displayed by students with emotional and behavioral disorders. The stimuli activate memories associated with past traumatic events, resulting in various symptoms due to the brain's dysregulation of emotional, memory, and wise centers.²⁴ These symptoms can go beyond the usual diagnosis of PTSD. Some researchers suggest expanding the diagnosis of trauma-related psychological disorders.²⁵ One such proposal is developmental trauma disorder, which may be relevant for children with severe trauma histories.²⁶ Children who have gone through traumatic experiences may exhibit explosive behavior in the classroom, which may lead to them being labeled with an EBD or an ED label.²⁷ In such cases, however, it is possible that a developmental trauma disorder is being overlooked.²⁸ It is essential to consider the possibility of such a disorder before making a final diagnosis. Due to their traumatic experiences, some children may be categorized under the label of EBD for their education.²⁹ However, it is possible that this label may not fully address the root causes of their difficulties, resulting in an incomplete approach to their education.³⁰

²⁴ Price, 2022.

²⁵ Ibid.

²⁶ Ibid.

²⁷ Ibid.

²⁸ Ibid.

²⁹ Ibid.

³⁰ Ibid.

The final theme found in a review of the current literature was the challenges associated with educating students with EBDs. The review found seven significant obstacles that hinder the implementation of inclusive teaching practices. These challenges include the lack of appropriate preparation and training for school administrators, insufficient prioritization of inclusive education, the absence of a shared philosophy, vision, and mission among educators, inadequate funding and resources, ineffective coaching and training for teachers, and flawed teaching practices. These barriers make it difficult for educators to provide effective and inclusive education to students with EBDs.

Chapter Four: Findings

This qualitative historical study aims to explore obstacles that elementary music teachers encounter while incorporating a self-contained student with EBDs into a regular education music class. A comprehensive review of the existing literature has identified seven significant themes worth mentioning: current methodologies, social integration, collaboration, Culturally Relevant Teaching, musical intelligence, trauma, and barriers. The succeeding sections will expound on the findings identified in each field.

Findings on Current Methodologies

When it comes to providing education to students with EBDs, it is crucial to consider compliance with federal laws. The Elementary and Secondary Education Act (PL 89-10) and the State Schools Act (PL 89-313), both enacted in 1965, ensured funding for the education of children with disabilities while also ensuring accountability in the use of those funds. The Rehabilitation Act of 1973 allows children with disabilities to attend school with their same-age peers in an inclusive setting by providing necessary funds for accommodations. However, the Individuals with Disabilities Act is considered the most significant legislation regarding the education of children with special needs.

The Individuals with Disabilities Act has played an instrumental role in improving the quality of education for individuals with disabilities. This federal law has several key provisions, including the least restrictive environment, which ensures that students with disabilities are educated in settings that allow them to be with their non-disabled peers to the greatest extent feasible. For students with EBD, the LRE concept means they should receive education in an environment that is the least restrictive but most suitable for their specific needs. This may

involve providing them with support from trained professionals, tailored educational programs, or other accommodations as needed.

One practical approach to achieving the LRE concept for students with EBD in modern classrooms is social inclusion. This involves integrating these students into mainstream classrooms to learn alongside their peers. Social inclusion has numerous benefits.¹ For one, it can help reduce stigmatization and promote positive attitudes toward students with disabilities.² Additionally, it can create a more supportive learning environment that benefits all students, regardless of their abilities. Overall, the IDEA's LRE concept has significantly impacted special education.³ By ensuring that students with disabilities receive education in a way that is most appropriate for their specific needs, this provision has helped to promote inclusivity and equality in the classroom.⁴ Additionally, IDEA has been particularly effective in preparing those with special needs for independent living.⁵ A key strategy that has been introduced to achieve this objective is the development of individualized transition plans. Under this approach, special education teachers work closely with their students to identify their strengths and weaknesses and create a plan tailored to their needs. The goal is to help students acquire the skills to transition into adulthood and live independently.

The current study notes the efficacy of social inclusion in educating students with special needs. The concept of social inclusion involves integrating children with disabilities into classroom and school communities to allow them to participate in social activities on an equal

¹ McGuire and Meadan, 2022.

² Ibid.

³ Ibid.

⁴ Ibid.

⁵ Ibid.

footing with typically developing peers and build positive relationships with peers and adults. Additionally, the study found that a significant number of students with emotional and behavioral disorders spend a substantial amount of time in general education settings, with general educators taking the lead in their education. In recent years, there has been a surge in the number of students placed in inclusive classrooms. Classroom strategies like self-management and the Good Behavior Game (GBG) have proven to be highly effective in increasing on-task behavior and decreasing disruptive behaviors among students with EBD.⁶ Self-management strategies can include student-led goal setting, self-monitoring, and self-reinforcement of desired behavior. However, GBG leverages group dynamics such as competitiveness and peer pressure to discourage problem behaviors.⁷

This study also found that there has been a significant increase in the number of students receiving special education services. However, a concerning decline in the focus on intervention research for students with EBDs from 2010 to 2019 was also found in this study. Additionally, there is a growing concern regarding the academic struggles and lack of progress experienced by students with EBDs, which may be attributed in part to their frequent suspensions for problematic behaviors.⁸ Regarding such problematic behaviors, the findings of this study suggest that teachers may respond differently to problematic behavior in students based on their gender.⁹ The study revealed that even when male and female students displayed similar behaviors in the classroom, teachers perceived and treated them differently.

⁶ Lanterman, 2021.

⁷ Ibid.

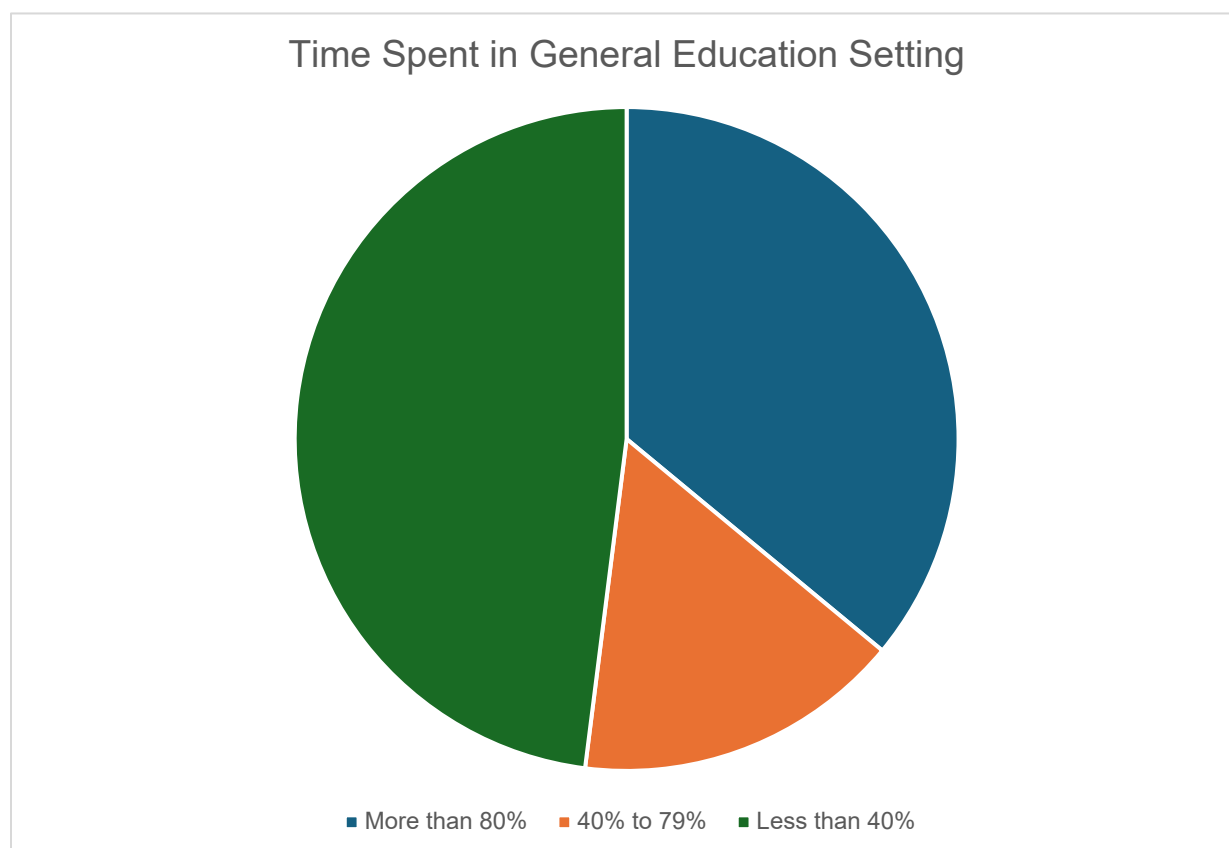
⁸ Scheaffer, 2021.

⁹ Ibid.

Findings on Social Inclusion

This study found that it is not uncommon to encounter challenging behaviors in school settings. Still, those with EBDs may display behaviors that are more intense and distinct from what is typically observed. Behaviors noted in the current study include aggression, impulsiveness, vandalism, anxiety, and withdrawal. As a result, students with EBDs may face difficulties navigating the school environment, including attending academic instruction, following the teacher's directions, and feeling secure and at ease in their surroundings. This study found that promoting social inclusion can be an effective way to address the specific needs of these students.

This study found that, in Illinois, a sizeable proportion of elementary students with EBD spend most of their school day in general education settings. Specifically, 36% of such students spend more than 80% of their day in these settings, while 16% spend between 40% and 79%. These results are seen in Figure 1 below. The current study notes the need for effective inclusive environments, given the significant number of students with EBD who are educated in elementary general education settings. Unfortunately, this study found that current educational models sometimes prioritize academic achievement over social inclusion, underscoring the importance of creating inclusive learning environments that recognize and cater to the unique requirements of students diagnosed with EBD, as the inclusive classroom or micro-system plays a critical role in determining their academic success or failure.

Figure 1

The current study highlights the vital role of educators in establishing a truly inclusive learning environment by focusing on the effectiveness of individual classrooms or micro-systems. By devising strategies to augment its impact, stakeholders can equip students with EBDs with the necessary support and resources to help them realize their full potential. This study further uncovers how certain actions, like social withdrawal, may lead to the social isolation of students. Students with EBD may struggle to comprehend social cues and norms, resulting in inappropriate responses in certain situations; it is imperative to have a comprehensive understanding of students' social and emotional needs with EBD to ensure that appropriate interventions are implemented. This study illuminates the obstacles that students with EBD encounter regarding social integration. These students frequently exhibit challenging behaviors and encounter obstacles in developing positive relationships, posing a significant challenge for

elementary school teachers who must navigate these behaviors. These roadblocks to relationship-building and behavior management may impede students' education and social inclusion.

Findings on Collaboration

Including self-contained special education students in a regular music class is a team effort. This study found that collaboration is vital to a successful inclusion process. Among the many areas of necessary collaboration, the three most common areas of collaboration are with paraprofessionals, special education teachers, and during the IEP process.

The first area of necessary collaboration is between the music teacher and the special education paraprofessional. Collaboration between classroom teachers and paraprofessionals is an indispensable aspect of creating an inclusive and supportive learning environment for students with emotional and behavioral disorders. Paraprofessionals play a pivotal role in providing comprehensive academic and behavioral support to these students, helping them to succeed in their studies and personal growth. They offer valuable guidance in managing students' behavior and provide essential educational assistance that helps create a safe and nurturing environment for learning. The dual role of paraprofessionals is particularly vital, as students with emotional and behavioral disorders require specialized attention and guidance to thrive academically and socially. Providing educational and behavioral support, paraprofessionals significantly contribute to students' academic and personal success in special education classes.

Furthermore, it is imperative to note that paraprofessionals possess valuable insights into the needs of students with emotional and behavioral disorders. Their extensive experience with these students enables them to identify potential triggers that can lead to emotional outbursts and implement tailored interventions and de-escalation techniques to promote a positive outcome for each student. As per Nicole Hendrix, Samantha M. Vancel, Allison L. Bruhn, Sara Wise, and

Sungeun Kang, "trained paraprofessionals may be able to devote more time than teachers to carrying out interventions with fidelity, relieving teachers of these time-consuming duties. This may be particularly important in a general education classroom with many students."¹⁰

Moreover, research indicates that including paraprofessionals to aid students with Emotional and Behavioral Disorders (EBD) in music classrooms can be advantageous. However, adequate training and support are imperative to ensure their effectiveness. This study found that paraprofessionals' contributions depend on their knowledge, skills, and competence in working with students with EBD. Therefore, investing in their professional development is essential to ensure they provide quality assistance to students with EBD in music classes.

This study found effective training strategies and ways to increase accountability through self-monitoring for paraprofessionals. According to Willis et al., "identifying effective and efficient approaches to paraprofessional training that can be implemented during ongoing routines and with limited teacher support is critical to improving paraprofessional implementation fidelity and student outcomes."¹¹ The authors emphasize that interventions not adhering to a high-fidelity level can negatively impact student success.

This study's second area of collaboration is between music teachers and special educators. This collaborative partnership is critical for meeting the unique needs of students with disabilities. While some students require a self-contained learning environment, the Individuals with Disabilities Education Act (IDEA) mandates that they be given opportunities to socialize with peers of the same age. Inclusion in special content areas like music can be an invaluable

¹⁰ Nicole M. Hendrix, Samantha M. Vancel, Allison L. Bruhn, Sara Wise, and Sungeun Kang. "Paraprofessional Support and Perceptions of a Function-Based Classroom Intervention." *Preventing School Failure* 62, no. 3 (2018): 219.

¹¹ Howard P. Wills, Rose Mason, Emily Gregori, and Melissa Veatch. "Effects of Self-Monitoring on the Praise Rates of Paraprofessionals for Students with Emotional and Behavioral Disorders." *The Elementary School Journal* 119, no. 4 (2019): 567.

opportunity for integration, as it helps these students develop skills, interact with peers, and reach their developmental goals.

Unfortunately, the current researcher also found that students with severe disabilities in regular classrooms often have limited access to the curriculum and interact only with paraprofessionals instead of their peers. Therefore, the music teacher, special education paraprofessional, and special education teacher must work together to foster an environment that promotes healthy interactions between regular and special education students. This will require clear and consistent communication between everyone involved.

Despite the undeniable benefits of music education for students with disabilities, this study found that many music educators still feel unprepared to teach such students. Findings in this study indicate that music educators often lack sufficient training and support to work with these students, with the lack of planning time and professional development programs being among the primary reasons for this. This must change, and music educators must receive the necessary training and support to help students with special needs unlock their full potential.

The final area of collaboration necessary for the successful inclusion of students with EBD in a regular education music class is collaboration in IEP Meetings. This study found that music teachers have been systematically ignored and excluded from crucial meetings to develop IEPs essential for students with disabilities. This highlights the urgent need for greater collaboration between special education and regular education teachers, and the problem cannot be ignored any longer. This study found that music educators have only slightly increased their involvement in the IEP development process over the past two decades. Furthermore, information collected in this study has revealed that music teachers often lack the essential training in assistive technology for special needs students, which is a significant cause for

concern. Adding to the problem, many music teachers who instruct students with IEPs feel excluded from the process. Regarding the lack of involvement in the IEP process, the current study found that music teachers often do not receive an invitation to attend the IEP meeting or are not informed of the specific meeting time, which clearly indicates how deeply ingrained the problem has become. The current study also found that many music teachers do not even have access to student IEPs, and even if they do, the goals and objectives of the IEPs often do not relate to the music classroom.

Findings on the use of Culturally Relevant Teaching

The present work found positive benefits in using Culturally Relevant Teaching for students with EBDs in music classes. Research has unequivocally proven that incorporating CRT in music classes can positively impact students with EBDs. Unfortunately, this study found that students from diverse backgrounds are often unfairly placed in special education or inclusion programs due to the achievement gap caused by cultural differences as can be found in Table 1. CRT can be crucial in bridging this gap by promoting cultural diversity and fostering a stronger bond between teachers and their students. This study found evidence to support the importance of actively developing cultural competence, designing culturally relevant curricula, demonstrating cultural care, fostering a community of learners, and maintaining high expectations for all students without exception.

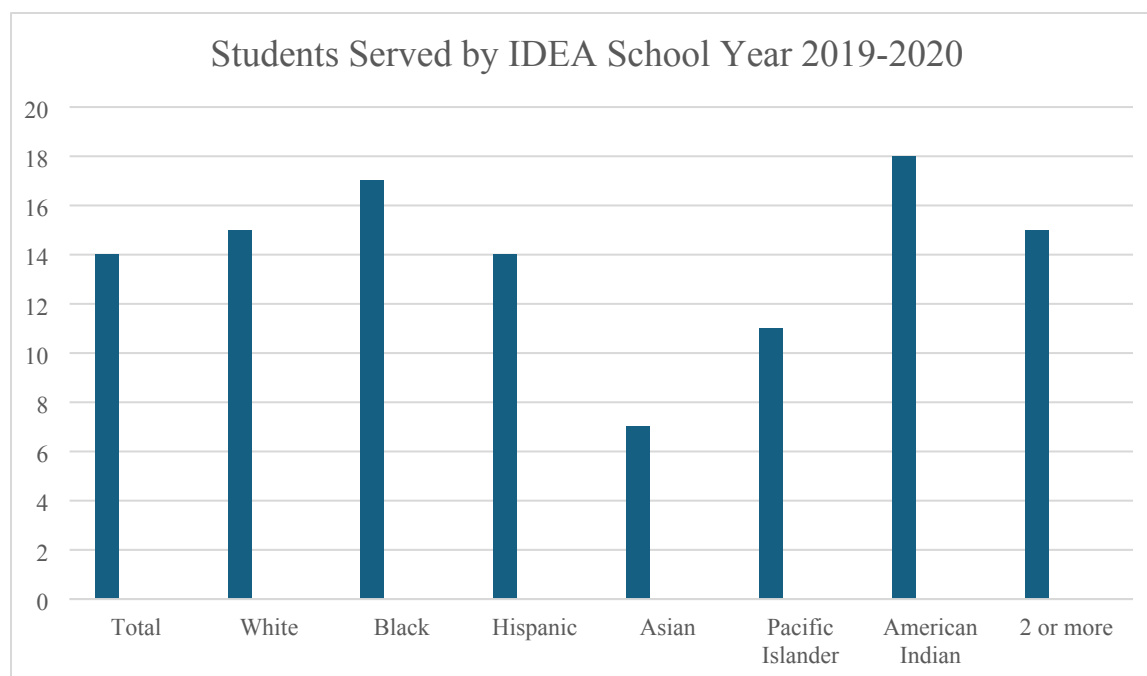


Table 1

This researcher found positive benefits in implementing various components of Culturally Responsive Teaching (CRT) to support students with emotional or behavioral disorders better. These components may include providing social skills instruction, fostering equity in the classroom, promoting a supportive yet disciplined atmosphere, regularly tracking progress, cultivating a collaborative learning community, offering constructive feedback, encouraging active participation, and identifying gaps in students' skill sets.

Additionally, the current study found that CRT encourages teachers to demonstrate care and respect for their students' cultures. This entails creating a secure and nurturing academic environment that caters to their students' physical and emotional needs while being culturally sensitive. By doing so, teachers can create an inclusive and welcoming classroom that values diversity and promotes a sense of belonging for all students.

This study found that to implement CRT effectively, educators need to invest time learning about the diverse cultures represented in the classroom. This requires understanding

students' unique backgrounds, learning styles, and cultural experiences. This study found that teachers must develop curricula considering these factors to cater to their student's diverse needs and create a supportive and inclusive classroom environment. Furthermore, this study found that a necessary component of CRT is that teachers must demonstrate high cultural care toward their students. This involves building meaningful relationships with students and being attuned to their emotional and cultural needs. The current study found evidence to support the idea that teachers should also foster a learning community that encourages student contributions and open communication to create an engaging and collaborative classroom environment.

Finally, this study found it beneficial for educators to be mindful of potential biases toward students based on their cultural, racial, or gender identities. Teachers must adapt and modify their teaching approach to engage students from diverse cultures and communities effectively. This requires teachers to invest time in learning about their students' backgrounds and understanding their experiences beyond the classroom. By leveraging students' cultural backgrounds and experiences, teachers can provide an enriched learning experience that enhances their knowledge, academic achievements, and cultural scaffolding.

Findings Regarding Musical Intelligence

Howard Gardner and Robert Sternberg were leaders in the field of intelligence theories. This study explored their two theories to identify how musical intelligence may be assessed in students to identify possible strengths of students with EBDs. This study found that musical intelligence is the cognitive ability that involves processing pitches, patterns, and rhythms within the context of musical creation, performance, and appreciation. According to Howard Gardner's theory of multiple intelligences, eight distinct domains of human inquiry possess a unique

symbol system.¹² These domains include linguistic, logical-mathematical, visual-spatial, naturalist, bodily-kinesthetic, interpersonal, intrapersonal, and musical intelligence.¹³ This study found understanding musical intelligence beneficial to those working with students with EBDs because it recognizes the diversity of human abilities and the complexity of the human mind.¹⁴ It also emphasizes the need to evaluate intelligence using a multifaceted approach that considers various criteria.¹⁵

The current study found that, although the theories proposed by Howard Gardner and Robert Sternberg have been considered competitors in intelligence studies, there are many similarities between the two theories.¹⁶ Both theories have been integrated into academic programs that aim to teach practical intelligence.¹⁷ Furthermore, these theories can be blended with psychometric theories, as it is evident that the psychometric general factor, commonly known as "g," mainly comprises linguistic, logical-mathematical, and spatial intelligence in Gardner's theory and analytical processes in Sternberg's theory.¹⁸

The present study found that scholars and researchers have studied musical intelligence for over a century to understand how people perceive, create, and appreciate music. In the early 1900s, pioneers like Seashore and Saetveit started exploring the subject and built upon the work of James McKeen Cattell. They aimed to measure musical skills psychically, which involved

¹² Gardner, 1993.

¹³ Ibid.

¹⁴ Ibid.

¹⁵ Ibid.

¹⁶ Williams, 2002.

¹⁷ Ibid.

¹⁸ Ibid.

designing tasks to assess different aspects of musical ability.¹⁹ These tasks included evaluating the ability to distinguish between pitches, intensity, consonance/dissonance, timing, and the ability to recall tonal sequences.²⁰ Researchers also assessed the ability to measure timbre, rhythm, musical memory, emotional reactions, and self-expression in music.²¹ However, early assessments lacked a comprehensive theory of musical ability or intelligence. Despite this, these studies paved the way for further research, helping to better understand the nature of musical intelligence and its impact on human cognition and behavior.

The process of creating musical ability tests has been a topic of interest among scholars, and it has been observed that the early literature on this subject resembles the literature on intelligence testing.²² This study found that the similarity lies in the fact that both lack a solid theoretical foundation. Although the intelligence tests designed by Binet and Simon (1916) and Wechsler (1939) were meticulously crafted and based on empirical methods, they still lacked theoretical support.²³ Scholars argue that it was not until the introduction of the Cattell-Horn-Carroll (CHC) theory of intelligence that intelligence tests began to have a more solid theoretical foundation.²⁴ The CHC theory brought a more structured and organized approach to understanding intelligence, contributing to developing more valid and reliable intelligence tests.

The current study found musical intelligence to be a combination of Gardner's (1983, 2011) theory of multiple intelligences and Sternberg's (1997) concept of successful intelligence.

¹⁹ Williams, 2002.

²⁰ Ibid.

²¹ Ibid.

²² Ibid.

²³ Ibid.

²⁴ Ibid.

However, "musical intelligence" encompasses a wide range of inherently diverse skills and abilities. These distinct abilities require specialized knowledge and skills, and it is crucial to recognize and appreciate each musician's unique strengths.

This study found that, to become a truly versatile musician, one must develop a multifaceted musical intelligence encompassing several vital elements. These include creativity, analysis, practicality, and wisdom. According to Williams et al., each component is essential in cultivating a comprehensive understanding of music²⁵. In addition, pursuing musical scholarship requires effectively utilizing these different aspects to produce new and unique perspectives, analyze compositions in detail, and communicate complex concepts in a clear and compelling way. By doing so, musicians can enhance their audience's understanding and appreciation of the art form, creating a more meaningful and impactful musical experience for all involved.

Findings on Trauma and EBD

This study found that children who have gone through traumatic experiences may exhibit unmanageable behavior, even if they do not meet the criteria for trauma-related disorders. Some children may not even realize that they have experienced trauma, but their conduct can be affected by deep-seated emotions of anger, shame, and fear. The current study found that one way to help students diagnosed with EBD is the implementation of customized interventions that may be needed in the music classroom, which can assist them in managing their behavioral challenges. Music educators can create a secure and supportive environment for these students by offering specialized interventions that can aid in the productive processing of their trauma and emotions.

²⁵ Williams, 2002.

The current study's findings suggest that children who lack the presence of nurturing adults to provide for their fundamental survival needs or help them cultivate healthy self-regulation skills may develop maladaptive behavior patterns that impede their ability to cope with fight, flight, or freeze responses. This can result in long-term challenges in managing stress and responding appropriately to challenging situations. This research highlights the significance of caregivers and educators acknowledging the importance of creating a conducive and nurturing atmosphere for children. Such an environment can facilitate healthy growth and development in children while preventing the emergence of maladaptive behaviors. Therefore, caregivers and educators must prioritize the creation of supportive spaces that can enable children to thrive and reach their full potential.

This study found similar behaviors between individuals who have experienced traumatic life events and those with EBDs. Certain behaviors can be set off by stimuli that have the potential to evoke past traumatic memories. As a result, this can lead to various symptoms and manifestations that can be difficult to cope with. When someone experiences a traumatic event, their brain can have difficulty regulating emotional, memory, and cognitive functions, which can result in symptoms that go beyond the criteria necessary for a PTSD diagnosis. Some experts believe that more comprehensive diagnostic categories are required to describe psychological disorders that arise from traumatic experiences accurately. For instance, developmental trauma disorder may be a more appropriate diagnosis for children who have undergone severe trauma. This disorder considers the impact of trauma on a child's development, and its symptoms can manifest in a variety of ways, such as difficulty establishing trust, emotional dysregulation, and problems with self-perception. Children may not be aware of the correlation between their past traumatic experiences and current behaviors, which can cause their bodies and brains to react as

if they are reliving the trauma. Schools can be where various triggers can arise, such as classrooms that are too loud and chaotic or too quiet and serene, which can be overwhelming for some students. Punishment, especially if it resembles confinement-based punishments that students may have encountered at home, can also act as a trigger. Educators need to recognize these triggers and implement approaches that consider the impact of trauma and prevent any potentially damaging circumstances. A breakdown of these triggers is shown in Figure 2 below.

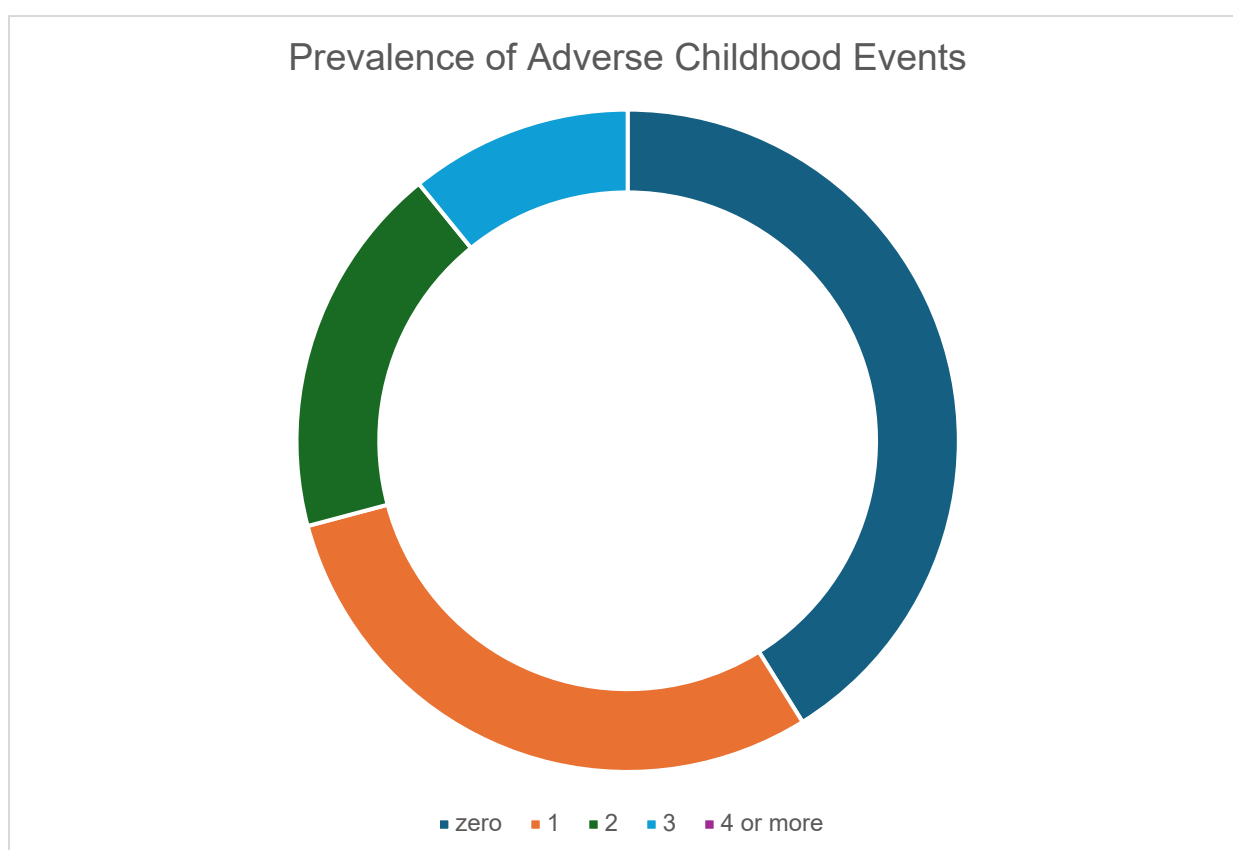
Figure 2

Preschool Children	Elementary School Children	Middle and High School Children
<ul style="list-style-type: none"> • Feel helpless and uncertain • Fear of being separated from their parent/caregiver • Cry and/or scream a lot • Eat poorly and lose weight • Return to bedwetting • Return to using baby talk • Develop new fears • Have nightmares • Recreate the trauma through play • Are not developing to the next growth stage • Have changes in behavior • Ask questions about death 	<ul style="list-style-type: none"> • Become anxious and fearful • Worry about their own or others' safety • Become clingy with a teacher or a parent • Feel guilt or shame • Tell others about the traumatic event again and again • Become upset if they get a small bump or bruise • Have a hard time concentrating • Experience numbness • Have fears that the event will happen again • Have difficulties sleeping • Show changes in school performance • Become easily startled 	<ul style="list-style-type: none"> • Feel depressed and alone • Discuss the traumatic events in detail • Develop eating disorders and self-harming behaviors such as cutting • Start using or abusing alcohol or drugs • Become sexually active • Feel like they're going crazy • Feel different from everyone else • Take too many risks • Have sleep disturbances • Don't want to go places that remind them of the event • Say they have no feeling about the event • Show changes in behavior

The current study indicates that children who have experienced traumatic events may display intense behaviors due to their emotional brains responding more quickly than their rational brains. The prevalence of Adverse Childhood Events is found in Figure 3. Trauma-induced stress can manifest itself in several ways, such as excessive or insufficient emotional responses and avoidance. It is not uncommon for children who have gone through traumatic

experiences to exhibit intense and unpredictable behavior in the classroom, which can lead to them being diagnosed with an EBD or labeled as having an Emotional Disturbance. However, this diagnosis often fails to account for the possibility of a Developmental Trauma Disorder, which is a condition that can stem from prolonged exposure to adverse experiences during early childhood. If left unaddressed, this underlying issue can hinder the child's education and impede their ability to thrive in school.

Figure 3



This study has identified five crucial principles essential to providing trauma-informed care. These principles are centered around prioritizing safety by addressing individuals' physical and emotional needs, promoting individual choice and decision-making, sharing power in decision-making through collaboration, establishing trustworthiness through consistent communication and interpersonal boundaries, and empowering individuals through validation,

affirmation, and skill-building. By putting these principles into action, teachers can effectively manage classroom environments and provide support to students with trauma histories and emotional needs, potentially preventing the development of emotional and behavioral disorders. Creating an instructional environment that adheres to these principles is the most effective way for teachers to support students in these categories and foster a safe and supportive learning environment for all students.

This study found that music can have a profound and long-lasting positive impact on individuals who have experienced trauma by promoting personal growth and fostering stronger communal connections. As a result, all young music learners must have access to nurturing and secure music education. To address and mitigate disruptive behaviors, educators can employ trauma-informed approaches that engage students in their musical pursuits. By acknowledging and understanding how trauma responses may manifest in students, instructors can better comprehend their behaviors and choose appropriate interventions. While trauma-informed pedagogies are still an emerging field of study in music education, continued research on behavioral interventions tailored specifically for students with EBD from a trauma-informed perspective can benefit both teachers and students in the music classroom.

Additionally, this study found that teaching music in classroom settings poses various challenges for educators. Large class sizes and the inherent noise of music instruction can make it difficult for elementary music teachers to establish consistent classroom management techniques or build strong teacher-student relationships, which are critical for effective management. Moreover, ensemble teachers may feel pressured to prioritize musical achievement over individual student behavior, especially when preparing for public performances. Managing problematic behaviors is often cited as one of the most challenging aspects of a music educator's

job, and many feel unprepared to handle these situations. To be successful, music educators must develop practical classroom management skills before entering the field. Adopting a trauma-informed approach to classroom management could prove beneficial for both educators and students, especially given the likelihood of trauma-affected students in their classes. By recognizing the impact of trauma on student behavior, educators can create a more compassionate learning environment that prioritizes emotional regulation and positive relationships.

This study highlights the crucial importance of trauma-informed approaches in music education by noting the significance of shifting from a negative perspective of trauma to one of empathy. The atmosphere of music learning environments can be a powerful tool in assisting individuals dealing with trauma and complex behavioral issues. Music instructors can support this process by nurturing solid bonds with their students and inspiring their participation in artistic endeavors. Ultimately, music can safeguard students who are confronting hardships, providing them with a safe and empowering outlet to express themselves creatively and heal.

Findings on Barriers to Inclusion

The final area of this study's findings focuses on barriers to inclusion. Seven significant barriers to the successful implementation of inclusive practices are inadequate administrator training and preparation, lack of prioritization, absence of a common philosophy, lack of a shared vision and mission, insufficient resources and funding, inadequate teacher training and coaching, and ineffective practices. The specific findings of each of these areas will be explored in further detail.

Inclusive education is crucial to ensuring equitable education for all students, including those with disabilities. However, one of the most significant barriers to achieving this goal is the

lack of proper training for school administrators. These individuals play a critical role in overseeing all students' academic and behavioral progress, yet many lack the necessary expertise to support students with disabilities, particularly those with EBDs. The current study revealed that only a small percentage of school principals in the United States feel confident in teaching students with disabilities, and most of them have not received special education training. Further, in states where such training is mandatory, legal compliance is often emphasized rather than developing effective instructional programs and an inclusive environment. Due to the lack of proper exercise, administrators may struggle to provide students with disabilities access to the general education curriculum and national content standards. This, in turn, hinders their ability to ensure equitable education for all. Therefore, it is essential to provide adequate training to administrators to create a supportive and inclusive environment that meets the unique needs of all students, including those with disabilities.

The current study has brought to light a significant obstacle that obstructs the progress of students with EBDs: the lack of prioritization. In this context, educational leaders, particularly administrators, hold a critical role in the success of any academic institution. They oversee various aspects such as guiding instruction, assessing performance, enforcing discipline, overseeing operations, and providing training. Specifically, when it comes to students with EBDs, principals are responsible for managing their conduct and maintaining order in the classroom. This responsibility is crucial to safeguard teachers' productivity and ensure uninterrupted learning. However, it can be quite challenging for principals to balance the legal requirements of special education regulations with the challenges teachers face in managing EBD students in a mainstream classroom. Furthermore, it is the responsibility of the principals to set clear and realistic expectations for the conduct of students with EBDs. With the increasing

emphasis on inclusion, administrators must navigate these responsibilities while supporting teachers in implementing inclusive practices for all students. Failure to do so would render inclusion ineffective, adversely impacting students' academic and personal growth with EBDs.

The lack of a shared philosophy has been identified as one of the critical obstacles in the current study of inclusive education. Inclusive education is a complex process requiring effective teamwork and cooperation between general and special educators. However, differences in beliefs and approaches toward education can divide these two groups, ultimately hindering the success of inclusive practices. This study found that while general educators prioritize the needs and well-being of all students, special educators focus on supporting those with disabilities. This difference in priorities can lead general educators to question the feasibility of including students with EBDs in mainstream classrooms. They may worry about potential disruptions and the ability of these students to keep up academically. On the other hand, special educators advocate for inclusion and prioritize the individual needs of students with EBD.

The current study found that this divide can cause general education administrators to delegate all special education responsibilities to their colleagues and fail to promote collaboration between the two groups. This lack of cooperation is especially problematic as it is crucial for successful inclusive education. When a student with EBD is placed in a general education classroom, the general education administrator is ultimately responsible for ensuring the student's success and creating an inclusive environment.

The next barrier to inclusion in the current study is insufficient funding and resources. Incorporating students with disabilities into the classroom is a challenging and resource-intensive task that requires careful planning and execution. This process often involves having two instructors in a single classroom, scheduling co-planning sessions between teachers, and

providing ongoing professional development with coaching and consultation, however, despite the crucial need for these resources, the current study found that federal funding for special education consistently falls short of the actual cost of educating students with disabilities, frequently amounting to less than 40%. This lack of funding makes it difficult for schools to provide all students with free appropriate public education (FAPE).

In addition to the complexity of accommodating students with disabilities, the current study found that the cost of educating them is estimated to be twice that of educating students without disabilities. This means that districts must bear the additional expenses with state and local funding not explicitly allocated. This study also found that some states provide less funding for students in inclusive settings, believing those with less severe needs require less financial support. However, when students with disabilities are placed in inclusive settings with co-teachers, they often require more resources, not less.

The next barrier to inclusion identified in the current study is insufficient teacher training. Educating students EBDs and their peers in general education classrooms is a complex task that demands extensive and regular training for co-teachers. The current study's findings indicate that educators and administrators receiving adequate training and coaching have reported successful inclusion. However, pre-service teachers receive minimal or no training in fundamental classroom management strategies, evidence-based practices for classroom management, and specific techniques to handle students exhibiting specific and severe behaviors. This lack of training leads to insufficient knowledge of evidence-based academic and behavioral strategies for students with EBD, causing teachers to feel unprepared and less confident in managing their classrooms effectively. Therefore, providing teachers with comprehensive training and support is

pivotal to enhancing their ability to integrate students with EBDs successfully into general education classes.

In addition to practical strategies for successfully integrating self-contained students with EBDs in a regular music class, the current study revealed several ineffective practices. In education, it is essential to rely on research evidence to determine the most effective teaching practices educators could utilize. When it comes to inclusive settings with students who have EBDs, however, there is still limited research available to guide teaching practices. Even though a significant amount of research has been conducted on teacher perceptions and attitudes towards inclusion, the effectiveness of inclusive practices in improving academic performance and social skills remains a topic of debate among experts. This complexity presents challenges in designing a valid study that can accurately control various other factors that may influence outcomes beyond inclusion. Despite these challenges, both general and special education teachers are increasingly teaching more students with EBD in general education settings without adequate empirical support.

Summary

This qualitative historical study aimed to delve into the challenges encountered by elementary music teachers while incorporating a self-contained student with emotional and behavioral disorders (EBDs) into a regular education music class. Through an analysis of the existing literature, the study identified seven significant themes. These themes revolve around the current methodologies employed by teachers, the social integration of the student, the level of collaboration among different stakeholders, the importance of Culturally Relevant Teaching, the role of musical intelligence, the impact of trauma, and the barriers that hinder the process of

integration. The study aims to provide valuable insights into these themes and how they affect the integration of students with EBDs into regular education music classes.

Current inclusion teachers are guided by federal legislation requiring them to seek the least restrictive environment when educating students with special needs including EBDs. Although some students with special needs are unable to keep up with the academic rigor of some general education classes, the benefits of social inclusion have considerable merit by providing them with the opportunity to interact with their same age peers. In order for self-contained students to be successfully integrated into a general education class, the general education teacher, special education teacher, and special education paraprofessional must work collaboratively with each finding value in the perspective of the others. Teachers can also find value in the perspective of others as they celebrate various cultures by applying Culturally Relevant Teaching techniques when educating their students. The benefits of becoming aware of each student's worldview perspective are also beneficial when teaching students with trauma. By understanding the ACEs of their students, teachers become aware of how triggers from those events can lead to negative behaviors. Some of these behaviors can lead to a misdiagnosis of EBD. Finally, stakeholders must be willing to address barriers such as the availability of resources and lack of training if students with special needs are to be successfully integrated into general education classes.

Chapter Five: Interpretations, Conclusions, And Recommendations

Summary

Teaching music to students with EBDs presents distinct challenges for music educators in traditional school settings. Integrating self-contained students with EBDs into regular music classes requires much individualized attention and support within a standard educational framework, which can be challenging to provide. This study identified the various barriers primary music teachers face when attempting to accommodate the unique needs of these students while also adhering to their individualized education programs (IEPs) and behavior intervention plans (BIPs). The research is significant as music teachers may feel overwhelmed due to the complex nature of these challenges, which can potentially affect the academic and social outcomes of students with EBDs and the regular education students in their music classes.

Two research questions guided the current study. The first research question was, “In what ways can elementary music teachers create an inclusive environment for self-contained students with emotional and behavioral disorders?” It was hypothesized that elementary music teachers might create an inclusive environment for self-contained students with emotional and behavioral disorders by implementing the student's specific behavior plan, engaging the student in de-escalation techniques, and utilizing in-class support of special education paraprofessionals. The second research question that guided the current study was, “What types of challenges do music teachers face when creating an inclusive environment for self-contained students with emotional and behavioral disorders?” In response to this question, it was hypothesized that elementary music teachers likely face several challenges with integrating self-contained students with EBDs into regular education music classes, including a lack of training, challenges when collaborating with other school staff, and insufficient resources.

Significance

It is crucial for music educators to adhere to federal legislative guidelines for educating students with EBDs, as they play a critical role in their education. Students with disabilities are entitled to education in the least restrictive environment possible, according to the Individuals with Disabilities Education Act (IDEA). Art, music, and physical education classes are often where students with EBDs are taught alongside their regular education peers, making it essential to thoroughly understand the best practices for educating them in an inclusive setting. By gaining a deeper understanding of how to educate students with EBDs inclusively, music educators can help these students reach their full potential while fostering a more comprehensive learning environment for all students. The present study's significance cannot be overstated: it highlights the importance of providing quality education for students with special needs and ensuring that all students meet academic standards.

Music teachers play a critical role in promoting social inclusion, and they must recognize its vast advantages. Social inclusion has the potential to significantly impact students with EBDs by helping them reduce negative behaviors such as aggression, impulsivity, vandalism, anxiety, and withdrawal. Inclusive practices have also been proven to be highly effective in helping students with EBDs navigate the school environment, follow instructions, and feel more secure in their surroundings. Unfortunately, despite the many benefits of social inclusion, nearly 25% of special needs students spend less than 40% of their school day in a general education setting, which must be addressed. Therefore, it is crucial to promote social inclusion to ensure that all students, regardless of their needs, have equal access to quality education and thrive in their learning environment.

One of the most crucial elements in successfully integrating students with EBDs into music classes is the music teacher's ability to collaborate effectively with other professionals, such as special education paraprofessionals and teachers. Special education paraprofessionals usually spend a significant amount of time with students with EBDs in comparison to any other professional in the school building. They interact with these students frequently throughout the day, including during meals, recess, and special classes like music, art, and physical education. This extended interaction allows them to deeply understand the students' triggers and effective interventions to prevent challenging behaviors before they occur. Additionally, they possess knowledge of specific de-escalation techniques that work well for each student. Music teachers can significantly benefit from tapping into the expertise and experience of these professionals to assist in the education of students with EBDs. They play a critical role in ensuring these students' academic and personal success.

Effective collaboration between music teachers and special education teachers is crucial when it comes to educating students with EBDs in a regular classroom setting. Given that regular education teachers might not always feel equipped to work with students with EBDs, partnering with special education teachers can ensure that music teachers provide a learning environment that supports the successful inclusion of students with EBDs with their same-age peers. Additionally, open communication between music teachers and special education teachers can create a more stable learning environment for students with EBDs as they transition from self-contained classrooms to inclusive ones.

Music educators and special education professionals must collaborate more effectively to create a more inclusive learning environment for students with special needs. It is essential that music teachers are included in the IEP (Individualized Education Program) process. Currently,

music teachers are often excluded from IEP meetings and are not provided with access to IEP documentation, despite being legally required to implement IEPs for students with special needs. Furthermore, the goals outlined in a student's IEP may not be relevant to the music classroom. As music teachers observe students' behavior in an inclusive environment, their input can be invaluable in promoting the academic and personal success of students with special needs. A more proactive approach to involve music teachers in the IEP process must be taken to ensure that all students receive the support they need to thrive.

Studies have demonstrated that a significant proportion of minority students who are diagnosed with learning disabilities such as Specific Learning Disabilities (SPED) and EBD are higher than their non-minority peers. This has led to the emergence of the concept of CRT as an effective way of connecting with not only minority students with EBDs but also all minority students. Researchers suggest that cultural differences may contribute to achievement gaps among students. As music educators, all students can benefit from the principles of CRT, which can be applied to all students regardless of their cultural background.

Culturally Relevant Teaching involves actively developing one's cultural competence, which can be achieved by designing and implementing culturally relevant curricula. It encourages educators to create a community of learners that upholds high expectations for all students while demonstrating cultural care and awareness by building positive relationships with them. CRT requires educators to acknowledge and be aware of their biases and be willing to adapt their teaching style to engage students from diverse cultures effectively. By doing so, educators can create a positive learning environment that promotes inclusivity, equity, and success for all students.

When instructing music to special education students, it is imperative to consider the various theories of intelligence, particularly those advanced by Gardner, who identified multiple types of intelligence, including musical intelligence. Music instructors have the distinct advantage of observing students who may encounter difficulties in regular education classes excel in music classes. Consequently, music educators should endeavor to identify the unique strengths of each learner, however, the identification of the strengths of students with EBDs can be challenging since their behaviors may limit their ability to demonstrate their musical knowledge. Music teachers must therefore utilize a structured approach to assess musical intelligence, which can be challenging to evaluate.

It is crucial to note that musical intelligence extends beyond the ability to play an instrument or sing proficiently. It encompasses a wide range of skills, such as composing, arranging, and analyzing music. By using a structured approach to assessing musical intelligence, music educators can help special education students discover their unique musical strengths and abilities. This will allow them to provide valuable learning experiences for special education students while recognizing and developing their musical abilities.

Music teachers should not only look at typical forms of intelligence in students with EBDs to identify their musical abilities, but they should also be aware of the effects of trauma on students. Adverse Childhood Events (ACEs) are quite prevalent, with only 36% of students in the United States experiencing none. Children with negative behaviors may act out of their own past and unresolved traumas. Since music often evokes emotional responses in children, music teachers may see negative behaviors before classroom teachers.

Music teachers play a crucial role in creating a nurturing and secure environment for their students. For students who have experienced Adverse Childhood Experiences, this safe space can be especially significant. As such, music teachers should take care to provide an emotionally safe and supportive environment, where students feel free to express themselves. In some cases, students may require additional support beyond what the music teacher can provide. In such cases, the teacher must know when to seek help from other school professionals, such as school counselors, social workers, or psychologists.

It is also important for music teachers to be aware of the potential for difficult behaviors to arise in students who have experienced ACEs. These behaviors may be related to past trauma and can be challenging to manage. With appropriate training and preparation, however, music teachers can be better equipped to handle these situations. While music teachers can be a valuable source of support for their students, it is important to recognize that they are not trained to provide counseling services. Therefore, referring students who require additional support to appropriate professionals is necessary to ensure that they receive the care they need.

As music educators, it is crucial to acknowledge that students with EBDs and ACEs share many commonalities, but they require different approaches to be addressed. To have a better understanding of the root causes of such behaviors, it is vital to work collaboratively with other professionals in the school. This collaboration can help music teachers gain valuable insights into the unique needs of each student and provide them with the necessary resources and support needed to overcome any challenges. Additionally, it is essential for music teachers to receive specific training on how to identify, assess, and respond to various types of behaviors when educating students with EBDs. This training will enable them to create an inclusive and supportive learning environment that caters to the needs of all students, regardless of their

background. By doing so, music teachers can help students with EBDs thrive and succeed in their academic and personal lives.

Music educators often strive to provide a trauma-informed approach while teaching their students, however, they are often faced with several challenges. One of the primary challenges is the larger class sizes that are typically found in music classes. This can make it difficult for teachers to build meaningful connections with each student. Additionally, music teachers may feel compelled to prioritize musical achievement over addressing individual student behavior, especially when preparing for performances. To overcome these hurdles, music teachers should implement a trauma-informed classroom management plan that is tailored to meet the specific needs of students with EBDs and ACEs. Such a plan would also help foster a supportive environment for upcoming performances.

According to the Individuals with Disabilities Education Act, music teachers have a responsibility to create a learning environment that is least restrictive for students with disabilities. However, there are significant challenges when it comes to achieving this objective. One of the major obstacles is a lack of proper training provided to administrators. Unfortunately, most administrators receive inadequate training on how to teach students with special needs, with the focus being mainly on legal issues. As a result, administrators who don't receive proper training on the unique learning needs of special-education students are less likely to ensure the fair and equitable education of these students. This issue can lead to a situation where students with disabilities are not provided with the appropriate accommodations, which can negatively impact their learning and overall development. Therefore, it is crucial that administrators are provided with comprehensive training on how to educate and support students with special needs, to ensure that they receive the best possible education.

One of the most significant challenges faced in effectively educating students with EBDs is the absence of a unified philosophy among teachers, administrators, and other stakeholders. This diversity in teaching methodologies and approaches often hinders the seamless integration of EBD students into standard music classes and may impede cooperation between the different stakeholders. While general educators prioritize the needs of all students in the school, special educators primarily focus on students in their caseload. These differing perspectives can potentially create divisions. However, when executed correctly, they can create a system of checks and balances that fosters a prosperous learning environment for all students.

The task of creating an inclusive learning environment that meets the needs of all students can be difficult for school leaders, especially when resources are limited. Special education students require a significant amount of resources to be effectively integrated into regular classrooms. Typically, a regular education teacher, a special education teacher, and sometimes a special education paraprofessional work together in these classrooms to ensure that best practices are being implemented. It is crucial to have funding for ongoing professional development so that these practices can be maintained, however, the funding provided by the federal government is often not enough to cover the actual cost of educating students with special needs.²⁶ In some cases, it only covers about 40% of the cost, which can be as much as double the cost of educating regular education students.²⁷ As a result, districts may have to use funds that are not specifically allocated for SPED services, which can be a significant financial burden. Additionally, some states provide less funding for SPED students taught in an inclusive

²⁶Soares, 2022.

²⁷ Ibid.

setting. This lack of sufficient funding for special education students can limit districts' ability to provide the best possible education for all students.²⁸

In order to create a positive and inclusive learning environment for students with EBDs, it is crucial that regular education teachers receive comprehensive training. Teachers and administrators who have completed thorough training for teaching students with special needs have reported significantly higher success rates during the inclusion process. Unfortunately, many teacher preparation programs do not offer specific training on how to handle extreme behaviors, which can leave general education teachers feeling unsure and unprepared to effectively support and accommodate students with EBDs in their classes. This highlights the pressing need for more resources and training opportunities for educators to provide quality education and support to students with special needs.

It is crucial to provide appropriate training to effectively manage challenging behaviors exhibited by students with EBDs. However, it is equally important to offer practical guidance on how to successfully integrate these students into mainstream educational settings without compromising their academic progress. Unfortunately, there is a significant lack of research available to support inclusive practices, which often leads to frustration among both students and educators.

Limitations of the Study

Although the current study attempts to provide practical guidance for elementary music educators attempting to serve students with EBDs in an inclusive setting, there are limitations that must be acknowledged. The researcher notes the following limitations:

²⁸Soares, 2022.

1. The researcher has found a shortage of research focusing on the most effective methods for incorporating students with EBDs into regular classroom settings. In light of this, the researcher has taken the initiative to expand upon current findings regarding inclusive practices for students with special needs and apply them to students with EBDs. This approach can help better to support students with EBDs in a mainstream classroom environment.
2. It is important to note that there is a lack of research on inclusive practices in music classrooms, which leads to a reliance on findings from inclusive practices in regular education classes to be applied in music classes. It should be considered, however, that music classes generally have larger student populations than regular education classes, which could potentially impact the reliability of research findings. Moreover, music teachers usually have less time with special education students due to the shorter duration of music classes. Therefore, it is crucial to conduct more research specifically on inclusive practices in music classrooms to better cater to the unique needs of students in these settings.
3. Research on inclusive practices for elementary-age students with EBDs is scarce, which presents a significant gap in knowledge. To address this gap, the current study delved into inclusive practices across all age groups to draw conclusions that could be applied to elementary students with EBDs. By examining inclusive practices in other contexts, this study hopes to offer insights that can inform the development of more effective and inclusive educational practices for elementary students with EBDs.

Recommendations

Despite the limitations acknowledged in the previous section, the study's findings provide valuable insights for practical application and future research. The recommendations based on the study's findings can help enhance existing knowledge in the field and pave the way for new avenues of research. It is therefore recommended that the following recommendations be considered for implementation in relevant contexts and that further research be conducted to explore the implications of the findings in greater detail. By doing so, the study's contributions to the field can be maximized, and its impact can be extended to benefit a wider audience.

It is imperative that music educators receive specialized training on special education laws to ensure that they strictly adhere to federal guidelines for inclusion. Moreover, they must be provided with comprehensive training on how to implement federal legislation related to special education students in a music class setting. This is crucial to ensure that these students receive the same educational opportunities as their peers and to create an inclusive environment in the classroom.

It is imperative that music educators take a firm stance in advocating for the full inclusion of self-contained students with EBDs. It is unacceptable that up to 25% of special needs students still receive less than 40% of their education in an inclusive setting. Music teachers must undergo comprehensive training in interventions and de-escalation techniques specifically designed for young students with EBDs. Given the high likelihood of regular education students witnessing extreme behaviors of students with EBDs, it is critical that unique supports be readily available to help process negative encounters with special education students. Music teachers should strive to create a learning environment where all students feel safe and valued regardless of ability.

Music teachers must establish open and honest communication with all stakeholders to build positive relationships and create a supportive learning environment for students with special needs. Collaboration is the key to implementing the Individualized Education Program (IEP) effectively. Therefore, music teachers should work hand-in-hand with all stakeholders to ensure that the IEP is executed successfully. This collaboration should extend beyond IEP meetings and should be inclusive of all aspects of the students' education.

Fostering positive relationships and promoting successful collaboration is non-negotiable. Music teachers must ensure that they create a rich and inclusive learning environment that benefits students with special needs. It is imperative that they be assertive in their approach to ensure that students receive the best possible education.

Music teachers who are tasked with teaching students with EBDs must be equipped with the necessary skills to successfully integrate these students into regular education settings. It is imperative that these teachers receive thorough training in behavior management techniques that have been empirically shown to work for students with EBDs. This training must cover the identification of specific triggers that can lead to disruptive behaviors, as well as effective de-escalation techniques that can help to diffuse potentially volatile situations. It is crucial that this training be provided during regular school hours and that teachers not be required to work outside of their regular hours without additional compensation. By providing comprehensive training to music teachers, they will have the tools and resources needed to support students with EBDs and help them succeed in the classroom and beyond.

It is crucial to involve music teachers in Individualized Education Program (IEP) meetings as they possess first-hand experience with students who have emotional and behavioral disorders (EBDs) in inclusive settings. They can provide valuable insight into the student's

musical abilities and how they perform in the classroom. This insight can aid in determining appropriate goals for the IEP, which will help the student achieve their full potential in music classes. Furthermore, including music teachers in IEP meetings ensures that they have access to the necessary documents related to the student's progress and goals. This eliminates any potential discrepancies or misunderstandings between the music teacher and the special education team.

Moreover, music teachers can offer a unique perspective on the student's success in an inclusive environment, which can help in creating an effective IEP. They can identify any behavioral patterns that may indicate a need for additional support or accommodations. Overall, involving music teachers in IEP meetings is a valuable step towards ensuring that students with EBDs receive the best possible education.

It is imperative that music educators acquaint themselves with the benefits of CRT, particularly when working with students who have EBDs. The incorporation of CRT's essential components is instrumental in creating an inclusive environment that acknowledges the diverse backgrounds of all students. Furthermore, music education's multicultural nature offers an excellent opportunity for the integration of CRT principles within music classes, thereby providing a more diverse and engaging learning experience. It is the responsibility of music educators to ensure that they are equipped with the necessary knowledge and skills to provide an inclusive and culturally responsive learning environment for all students.

As a result of the current study, it is recommended that music teachers expand their understanding of the implications of trauma on students with EBDs. They must comprehend the ways in which ACEs can influence student behavior in the music classroom, where emotions may intensify due to the emotive nature of music. While music teachers must be vigilant about the impact of ACEs on their students, they must also recognize the value of acknowledging their

own boundaries as music teachers. They should not hesitate to refer students to mental health professionals when necessary.

The current study's findings indicate that many educators and school management personnel are ill-equipped to instruct students with Emotional and Behavioral Disorders (EBDs) in an inclusive learning environment. It is imperative to integrate targeted training on optimal inclusion practices within teacher and leadership preparation programs to address this concern. Additionally, teachers must receive in-service training to enhance their capacity to deliver quality education to all students, including those with EBDs. Taking such steps can help us provide a more equitable and inclusive learning experience for all students.

Providing education to students with special needs is an essential responsibility that demands substantial resources. It is imperative to ensure that students with EBDs receive the appropriate support, and states must assess their current Quality Basic Education formulas and allot supplementary funding for these students. Funding for students with disabilities must be commensurate with the actual cost of their education; this extra funding should be utilized to recruit more teachers and special education paraprofessionals and offer specialized instruction to those involved in teaching students with special needs. Failure to take these measures will compromise the quality of education available to students with special needs, and that is unacceptable. Therefore, it is crucial to take immediate action to guarantee that all students have access to the resources they need to succeed.

Recommendations for Future Research

The current study revealed several areas of future research that could contribute to the successful inclusion of elementary students with EBDs in a general education music class. The findings of the current study suggest that 75% of students with special education needs spend

over 40% of their time in an environment where they are included with non-disabled peers. This is a positive development that highlights the progress in creating a more inclusive educational system. The study also indicates that 25% of students are not receiving an inclusive education, and further research needs to be conducted to identify the factors responsible for this. By understanding these barriers, educators can take steps to ensure that all students with Individualized Education Programs (IEPs) are taught in an environment that is least restrictive and conducive to their learning needs.

The current study found a concerning trend of music educators being left out of IEP meetings, which are crucial for ensuring that students with disabilities receive the appropriate support and accommodations they need to excel academically. The reasons for this exclusion remain unclear, however, and further investigation is necessary to shed light on this issue. To gain a deeper understanding of this phenomenon, it may be useful to gather the perspectives of music teachers who work with students in inclusive environments, particularly those in self-contained classrooms. This could provide valuable insights into the factors contributing to this troubling trend and help identify potential solutions to ensure that music education is fully integrated into the IEP process.

The current study underscored the importance of adopting a culturally relevant approach when educating students who have EBDs. The study highlights the significance of CRT, which is centered on creating an inclusive environment that respects and honors all cultures and promotes a sense of shared community within the classroom. Implementing CRT in elementary-level music classes, which generally meet only once a week, presents unique challenges. As a result, further research exploring the feasibility of applying CRT principles in elementary music education could be beneficial for teachers looking to incorporate this approach into their courses.

A growing area of research revealed in the current study is on Adverse Childhood Events (ACEs) and their effects on the education of students with trauma. ACEs can cause negative behaviors in children that are similar to those found in students with EBDs. Because of this, there are opportunities for a few areas of future research pertaining to teaching children with ACEs and trauma. First, research on differentiating negative behaviors from ACEs and EBDs would benefit all teachers. Second, research pertaining to best practices specific to music classrooms when educating children with trauma would be beneficial. Finally, research on students with comorbid negative behaviors from ACEs and EBDs would be beneficial to all stakeholders.

Summary

The significance of an elementary school music teacher cannot be overstated, as they play a crucial role in the education of every student in the school, including those in inclusion and self-contained classes, both regular and special education. In a single class rotation, it is the responsibility of the teacher to prioritize the unique requirements of every child and provide tailored support, all while ensuring compliance with federal special education laws. In order to achieve this, the teacher may require collaboration and assistance from a regular education paraprofessional, special education paraprofessional, or special education teacher.

Music teachers must prioritize each child's IEP, 504, and behavior plans, which can be challenging as they must also manage their lessons and attend to other students' needs. When students with EBDs join the class, it brings additional concerns about following the student's Behavior Improvement Plan, using de-escalation techniques, and possibly executing safety plans. The current study aimed to evaluate the unique challenges that elementary school music teachers face when teaching students with EBD. It also attempted to identify evidence-based interventions

and strategies to address these challenges, which will help music teachers provide a safe and effective learning environment for all students.

This qualitative historical study considered the specific obstacles that elementary music teachers often face when they attempt to integrate a self-contained student with emotional and behavioral disorders into a regular music class. By exploring the challenges that arise in this process, the study aimed to shed light on the unique needs of students with special needs in music education and help educators better understand how to create a safe and inclusive learning environment for all students.

The current study on teaching self-contained students with EBDs revealed several themes. The first theme was the current practices for including self-contained students with EBDs in regular education classes, which should comply with federal guidelines for educating exceptional children. Research also found an increasing trend in the number of special education students placed in inclusive classrooms from 2007 to 2017. However, there is a declining focus on intervention research from 2010 to 2019, and academic deficits are created as students with EBDs are suspended for their behaviors. Furthermore, gender differences have been identified in how teachers respond to the same behaviors of male and female students. The study attempted to provide a comprehensive view of how self-contained students with EBDs are currently being educated and their ability to make logical applications specific to elementary music classes.

The study found challenges faced by students with EBDs in adapting to a school environment, which can hinder their academic progress and negatively impact their overall well-being. Social inclusion strategies can help create a sense of comfort and security for these students, promoting an environment where they feel supported and included. By incorporating social inclusion practices, teachers can equip students with EBDs to succeed academically and

develop essential life skills. Providing opportunities for these students to interact with their peers in a positive and inclusive environment can improve their emotional well-being and academic performance. Stakeholders must ensure the success of the microsystem or individual classroom to meet the needs of students with EBDs.

After analyzing the current literature, the third theme that emerged was the significance of collaboration when regular classrooms include self-contained students with EBDs. It is crucial to have collaboration between classroom teachers and paraprofessionals to ensure that students receive the necessary academic and behavioral support. SPED paraprofessionals have an important role in creating a safe and nurturing environment for students, which fosters a positive learning experience. Teachers and paraprofessionals need to work together in a collaborative way to provide a well-rounded education that caters to the individual needs of all students. This approach guarantees that each student is adequately supported and attended to academically and emotionally. Special education teachers and music teachers must establish clear communication channels, particularly for students with EBDs; this will allow music teachers to gain access to the necessary resources and training to support these students effectively. It ensures that they are not left behind and can participate wholly in the educational experience. Research has shown that music educators are frequently disregarded in the process of IEP meetings and, in some cases, are not provided access to students' IEPs.

The benefits of CRT for students with EBDs is the fourth theme found in the current study. The underdeveloped connection between teachers and students can lead to an achievement gap among diverse students, which further results in over-representation in special education classes. It is essential for teachers who are aware of cultural diversity to avoid any potential bias towards students based on their cultural, racial, or gender identities. Gay (2002) suggests that

teaching methodology should be customized to accommodate students' learning styles and cultural backgrounds to meet their unique needs. Moreover, teachers must modify and adapt their teaching approaches to effectively engage students from diverse cultures and communities. This requires investing time in learning about their students' backgrounds and experiences beyond the classroom. Teachers should also use students' cultural backgrounds and experiences to enhance their knowledge, academic achievements, and cultural scaffolding.

Providing excellent music education to every student is crucial, especially for students with EBDs. However, it can be particularly challenging to engage these students in the subject matter. CRT is a practical approach that can help overcome this hurdle. By implementing CRT techniques, educators can bridge the gap and inspire a greater interest in music among students with EBD. Despite the unique challenges in teaching this population, CRT can be a valuable tool for meaningfully connecting them with music education.

It has been found that intelligence theories are relevant to musical intelligence. It is widely accepted that musical intelligence is a multifaceted construct that involves cognitive, perceptual, and motor skills. The literature suggests that musical intelligence is a combination of Gardner's (1983, 2011) theory of multiple intelligences and Sternberg's (1997) concept of successful intelligence.

The current study also considered various theories of musical intelligence and found that, while different musical abilities are often grouped together under "musical intelligence", they are actually quite diverse and require distinct skills and knowledge. It is important to recognize and appreciate the unique strengths of each musician, as well as the diversity of abilities in music, to ensure effective musical education, assessment, and performance. The theoretical framework of

musical intelligence can provide a valuable tool for music educators, researchers, and performers to enhance their knowledge of this complex construct.

An emerging area of study in education is on ACEs and the effects of trauma on the brain's ability to process information. The effects of trauma on children can have a significant and long-lasting impact, even if they do not meet the diagnostic criteria for trauma-related disorders. The impact of trauma on children may not always be consciously recognized by them. Children may display intense emotions such as anger, shame, and fear, as a result of the trauma they have experienced. For students diagnosed with EBD, specialized interventions may be necessary in the music classroom to address behavioral challenges. Music educators can provide a safe and supportive environment with customized interventions, playing a vital role in helping students effectively cope with their emotions and trauma.

Strong emotional responses triggered by certain stimuli are known as trauma reactions. These stimuli may be similar to the behaviors exhibited by students with emotional and behavioral disorders, and activate memories associated with past traumatic events. As a result of the brain's dysregulation of emotional, memory, and wise centers, these stimuli can cause various symptoms that go beyond the typical diagnosis of post-traumatic stress disorder (PTSD); some researchers suggest broadening the diagnosis of trauma-related psychological disorders. Children who have experienced trauma may display explosive behavior in the classroom, which can lead to them being diagnosed with an EBD or ED label. It is important, however, to consider the possibility of a developmental trauma disorder being overlooked in such cases. Before making a final diagnosis, it is crucial to evaluate the potential presence of this disorder. Some children may be classified under the label of EBD for their education due to their traumatic experiences, but

this label may not fully address the root causes of their difficulties, resulting in an incomplete approach to their education.

The current study attempted to offer insight on the obstacles that prohibit the successful inclusion of students with EBDs in regular music classes. The study revealed seven significant obstacles that hinder the implementation of inclusive teaching practices. These challenges comprise inadequate preparation and training for school administrators, insufficient prioritization of inclusive education, a lack of shared philosophy, vision, and mission among educators, inadequate funding and resources, ineffective coaching and training for teachers, and flawed teaching practices. Further research is necessary to address these challenges and provide empirically supported recommendations for future methodology.

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