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An Investigation of Music Educator Perceptions of Pre-Service Teacher Training, Current Pedagogical Practices, and Professional Development Related to Teaching Music to Students with Disabilities

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**An Investigation of Music Educator Perceptions of Pre-Service Teacher Training,
Current Pedagogical Practices, and Professional Development
Related to Teaching Music to Students with Disabilities
in New Hampshire**

Shannon Laine, MM, MT-BC

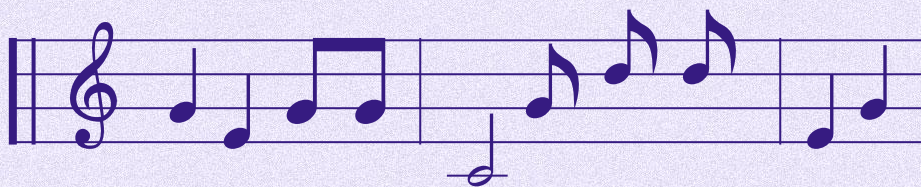
April 23, 2023

ABLE Assembly:

Arts Better the Lives of Everyone

Berklee College of Music

Boston, MA



01



Introduction

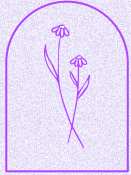




Background



Inclusion



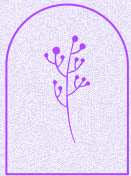
Students with disabilities are more frequently included in the music classroom

National Standards



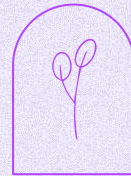
National Core Arts Standards developed to be inclusive - Universal Design for Learning

Teacher Training



Requirement of special education class, not always music-specific

State Specific



Few studies are state-specific, or highlight music educator training perspectives



Need for the Study



-
- ❖ College music teacher training programs have varying requirements for coursework on teaching students with disabilities (Hourigan, 2009; Salvador, 2010, 2015)
 - Perceived lack of preparation to meet the needs of students with disabilities (Delaney, 2016; Hoffman, 2011; Powell, 2021; Roper, 2015)
 - ❖ State-specific research on preservice music teacher training, music educator perceptions on teacher training experiences (Clemens, 2011; Moss, 2015; Peterson, 2013; Shelfo, 2007)
 - ❖ 2021 study by the New Hampshire Charitable Foundation on the strengths and areas of growth related to general music education within the state - focused on overall music learning; not disability-specific
 - ❖ Goal: developing music and disability-specific professional development for music educators
 - ❖ Crossover between theory and practice/research for music educators
-



Purpose & Problems



With the intent of improving disability-related music pedagogical practices, the purpose of this research is to identify the current state of music educator involvement and teaching practices for students with disabilities in New Hampshire.

1. To identify NH K-12 music educator **perceptions** of their teacher preparation program related to teaching students with disabilities
2. To document current pedagogical **practices** regarding students with disabilities within K-12 public school music education in NH
3. To identify professional development **opportunities** for NH music educators related to teaching students with disabilities



Design and Method

02



Survey Design



A survey was developed based on established problems and previous research and was circulated via e-mail and social media throughout October 2021



45 Questions

Fixed choice,
Open-ended, Likert
scales



NH Music Educators

Distributed to
public/charter school
music teachers

Responses

107 responses
Approx 20%
response rate



Data Analysis

Inductive thematic
analysis



Review

Marcia McCaffrey,
NH State Arts
Consultant (now
retired)



Distribution

Directly to music
educators, via
community music
schools, NH music
associations





Analysis



Inductive Thematic Analysis

Identification of existing themes and patterns based on responses - allowing the data to speak for itself without bias

Other Data Averages, percentages, etc.

03



Results

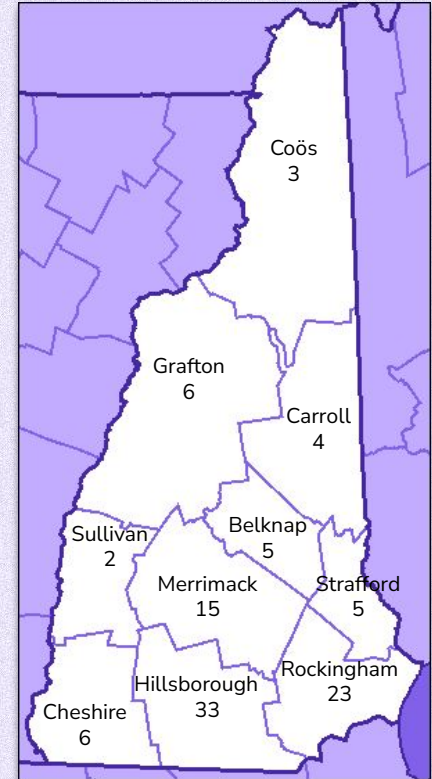




Demographics



Number of Respondents by County



107 Responses

Approx. 20% response rate



Years Teaching

Majority teaching 20+ years, 28%, followed by 6-10 years, 23%



Teaching Environment

97 teach in public school, 91%



Type of Class

Majority teach general music, 22%, band, 14% or chorus, 18%



Grades Taught

Pre-K through 12th grade, majority taught 1st - 5th grade, 53%



Students Taught

Majority teach 300+ students per week



Teacher Preparation & Perceptions



Degree

105 earned Bachelor's
56 earned Masters
3 earned Doctorate
2 students



Declared Major

Music Education, 57%
Music Performance, 6%
Curriculum & Instruction



Location

57 earned a degree in NH



Undergraduate Coursework

Majority took a general
special education class
13 took a music-specific class



Perception - Opinion

50 respondents stated
feeling Minimally
Prepared, 46%



Current Pedagogical Practices



Attendance at IEP Meetings

68 stated no attendance, 31%



Teaching Environment

Majority - inclusive classroom with extra support, 51%



Role of Music

Inclusion, development of extramusical skills, enhancing quality of life



Referencing the IEP

48 stated occasionally, 22%



Disability-Related PD

NHMEA conference session, school sponsored workshop, NAFME conference session, online training



Resources for Accommodations or Modifications

Classroom teacher, student's case manager, colleague or friend, related service provider, professional development, or another music educator



Current Pedagogical Practices, cont.



Confidence to teach students with disabilities

Adequate confidence



Challenges

Limited support; limited availability/schedule; little to no involvement in IEP process; limited support from school administration



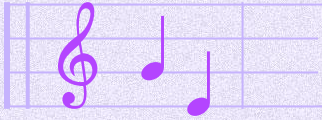
What would help to feel more prepared

Music/disability workshop, music/disability-specific teacher training, more communication with school staff, peer support network, more accommodating schedule, hands on experience teaching students with disabilities



Implications & Conclusions

04



Implications



- 1) Teacher training perceptions
 - Alternate paths to licensure exist in NH; may impact preparedness teaching students with disabilities
- 2) Teaching students with disabilities
 - Stereotypical assumptions being made; investment in musical development of all students
- 3) Hands-on field experience
 - Essential part of teacher training requirements - need to increase
- 4) NH music education training perceptions
 - Need for more music-specific disability-related content
- 5) Music education in NH
 - Lack of support to meet the needs of students with disabilities
- 6) IEP process
 - Lack of insight; disconnect between music educators and IEP team
- 7) Professional development
 - Lack of music-specific, disability-related workshop options



Conclusions



The findings suggest a need for:

1)

The investigation of the role of pre-service teacher training through disability-related coursework and direct disability-related field experience

2)

The development of music education programming that is specifically designed to meet the unique needs of students with disabilities



3)

The implementation of more music and disability-specific professional development programming throughout the state for New Hampshire music educators to access

05



Future Research

Background, Purpose, and
Problems





Future Research



- 1) Comparison of traditional and alternate routes to K-12 music education licensure
 - Impact on perceptions and experience of teacher training for teaching music to students with disabilities
- 2) Understanding the impact of hands-on, disability-related training for music educators
- 3) Investigate the frequency of discussion on music-specific adaptations and accommodations to instruction during teacher training programs
 - Especially for students with unique disabilities or needs
- 4) Investigate state licensure requirements across the United States specifically related to teaching music to students with disabilities
- 5) Identification of effective and differentiated music education delivery options for students with disabilities
- 6) Understand the role of the music educator in public schools with relation to:
 - Schedule, frequency of classes, volume of students taught per week, lack of support from school administration
- 7) Investment in expanded music-specific and disability-related professional development opportunities throughout New Hampshire



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| Questions?

