EBDs & the Law

- Under the Individuals with Disabilities Education Act (IDEA), it is the teacher’s obligation to be familiar with his or her students’ emotional and behavioral needs and corresponding intervention strategies.
- It is necessary for the general education teacher to implement a Behavioral Intervention Plan (BIP), which is a part of the Individualized Education Plan (IEP). These two designs provide key information regarding each individual student’s social and learning needs.
- Consistency is important in behavioral management, so music teachers should be sure that they know how to apply the behavioral expectations and management plans laid out in the student’s IEP.
- IDEA law requires multidisciplinary decisions regarding the student’s IEP, and collaboration between all of the students’ teachers is necessary to implement the law successfully.

Classroom Management Techniques

- Create an environment that fosters comfort and freedom of expression
- Allow minimal distractions
- Vary types of activities presented and establish a motivating pace
- Notify students before changing activities
- Demonstrate consistency in communication, classroom set-up, and behavioral consequences
- Implement IEP & BIP strategies

Further Readings

“Effects of Group Music Intervention on Depression, Anxiety, and Relationships in Psychiatric Patients: a Pilot Study”
By A. Choi, M.S. Lee, and H. Lim
The Journal of Alternative and Contemporary Medicine

“Music Therapy in the Special Education Setting”
By J. Pelliteri
Journal of Educational and Psychological Consultation

“A Model for Music Therapy with Students with Emotional and Behavioral Disorders”
By S. Sausser & R. J. Waller
The Arts in Psychotherapy

Music and Emotional and Behavioral Disorders

K205: Spring 2011
Ochoa

Megan Keller, Chris McConnel
Eric Mishler, & Megan Sweene
**Externalizing EBDs**

**Activities & Strategies:**

- Encourage self-control and self-regulation through activities in which students must:
  - Keep a steady beat
  - Perform a rhythmic pattern
  - Control breathing

- Foster positive social interaction and reduce aggression through:
  - Exposure to music with prosocial lyrics

- Improve communication skills and encourage positive social interactions through:
  - Encouraging students to share instruments
  - Implementing call and response patterns within the class
  - Instructing collaborative group music-making

- Give students positive outlets through which they can express emotion through:
  - Improvisation
  - Creative movement
  - Composition

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**What is an emotional and behavioral disorder (EBD)?**

**Definition:**

- An EBD is a severe psychological condition that impairs a student’s ability to function academically and socially.

**Types:**

- Internalizing – depression, anxiety, fearfulness, and social withdrawal
- Externalizing – acting out, aggression, and disruptive and impulsive behavior

**Prevalence and Identification:**

- 6-10% of school age children exhibit serious and persistent EBDs.
- Many students display similar behavioral characteristics but are not identified as having an EBD because their behaviors are less severe and do not affect their social and academic functioning.
- Externalizing EBDs have a higher identification rate because externalizing behaviors are more noticeable to teachers and disrupt classroom activities.
- It is crucial that teachers actively observe internalizing behaviors, because these behaviors are less overt.

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**Internalizing EBDs**

**Activities and Strategies:**

- Establish student-teacher rapport by:
  - Singing
  - Relaxing
  - Playing musical instruments

- Improve self-esteem and personal expression through:
  - Listening to music and envisioning imagery
  - Allowing students to choose songs individually
  - Discussing musical ideas
  - Composing musical pieces

- Improve musical collaboration between students and confidence in music-making and positive thinking through:
  - Listening to live music
  - Improvising
  - Song-writing
  - Meditating
  - Expressing emotion within a group setting