



LAKE FOREST COLLEGE

Strategies for Instrumental Music Educators Supporting the Social and Emotional Challenges of Their Students



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PURPOSE STATEMENT

The purpose of this **multiple instrumental case study** (Stake, 2006) was to explore approaches of four caring high school instrumental music educators assuming the role of facilitative teacher in responding to challenges affecting the social and emotional well-being of their students.

CONCEPTUAL FRAMEWORK

- Ethics of care (Noddings, 2003)
- Teachers in the role of counselor (Kottler & Kottler, 2007)
- Social emotional learning (SEL) (Zins & Elias, 2006)

DATA SOURCES

- 3 individual interviews with each teacher
- 1 teacher focus group interview
- 1 student focus group interview at each school
- Individual interviews with parents from each program
- 3 full-day classroom observations at each site

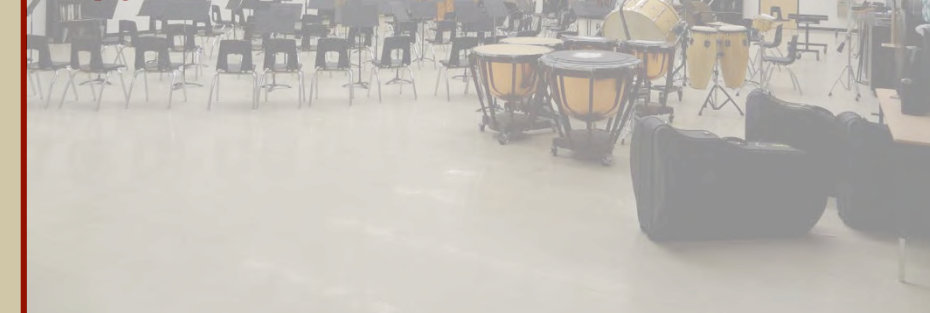
PARTICIPANTS

4 instrumental music educators, students and parents

- Having a reputation as being caring
- Representing diverse settings
- At least 10 years of music teaching experience

ATWATER HS

Mr. Andrew- 15 years
Suburban- 1,806 students
5% Free and reduced lunch



BRANFORD HS

Mr. Brandon- 29 years
Urban- 1,700 students
53% Free and reduced lunch



COBBLESTONE HS

Ms. Catherine- 14 years
Rural- 620 students
62% Free and reduced lunch



DRAKE HS

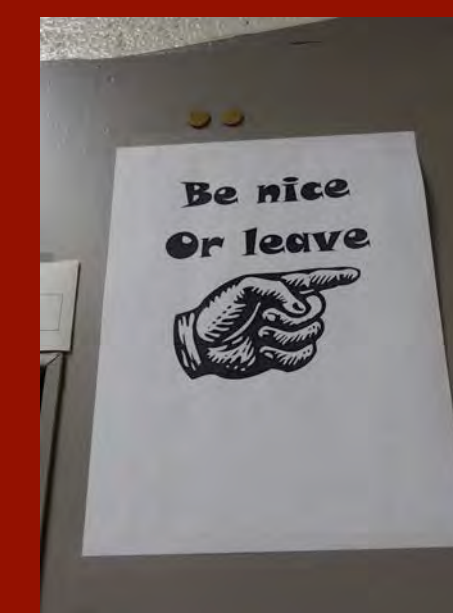
Mrs. Danielle- 13 years
Small urban- 1,925 students
20% Free and reduced lunch



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STRATEGIES FOR PROVIDING SUPPORT

- **Make time**
- **Be aware**
- **Listen**
- **Foster the proper environment**
- **Humor**
- **Develop trust**
- **Model healthy interactions**
- **Demonstrate humility**



UNIQUE ELEMENTS OF THE INSTRUMENTAL MUSIC CLASSROOM

- Continuity of teaching students for more than 1 year
- Developing relationships with families
- Marching band
- The act of music making
- The elective nature of the music class

CHALLENGES ASSOCIATED WITH PROVIDING SUPPORT

- The quantity of challenges
- The amount of time it took
- Lack of school assistance

PERCEIVED OUTCOMES

- Increased student social skills
- A sense of student belonging
- Improved musical performance
- Difficulty for students to maintain professional boundaries with the teacher
- Students sharing more than teachers wanted
- Teacher stress

ELEMENTS LEADING TO THE INSTRUMENTAL MUSIC EDUCATORS' PREPARATION TO PROVIDE SUPPORT

- Experience
- Demonstration of care by influential people
- Parenthood
- Faith
- Professional development
- Participation in this study

IMPLICATIONS FOR TEACHER EDUCATION

Preservice

- Regularly make connections
- Student teaching
- Professors model support
- Caring disposition as part of entrance requirements

Inservice

- Sustained professional development
- Opportunities for practice
- Awareness of resources
- Team teaching

"NOTHING COULD PREPARE ME" -Mr. Andrew

You just do it. You teach, you open up your doors, you open up your life, you open up your heart, you open up. You're there until the kids go home then you open up tomorrow. That's just kind of the way we operate. -Mr. Brandon